

COMPARATIVE STUDIES

A REPORT ON EXAMINATIONS IN SCHOOLS

(Presented at the 12th BBE Board Meeting, 9th May 2003)

EDUCATION MONITORING & SUPPORT SERVICES DIVISION
DEPARTMENT OF EDUCATION

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COMPARATIVE STUDY

1. RATIONALE

In an examination driven system of education like ours, examinations at the school and national levels have always been held with trepidation by those whose reputations are at stake. For the students, these examinations determine whether they move on to the next class or repeat for one more year. For the teacher, there may be the unwanted frown from the authorities if the result in his/her subjects is poor or none if the result is excellent. For the head of school, a good result is one more feather in his cap while poor results may cost him the headship. The stakes are high and the stakeholders, many.

In this connection, in the last few years, the issue of screening out students from appearing the examinations has been causing considerable concerns amongst various circles of parents, students and the education authorities. Many schools had been thought to disallow academically weak students from sitting for the final board examinations in case the overall results are affected negatively.

The EMSSD had been given this task of finding out if there had been such screening carried out by the schools through this 5th AEC recommendation *“The EMSSD to study the practice of screening out of students from sitting for the Board Examinations for classes VIII, X, and XII and present the findings to the next Annual Education Conference”*.

2. MODE OF STUDY

In 2002, the EMSSD collected data from the various schools that had classes VIII, X and XII. To get a holistic picture, classes VII, IX and XI were also included in the study. All the LS, MS and HS schools had been included in the study though some of them failed to respond by sending in the required information and data as per the questionnaires.

Out of the 110 LS, MS and HS schools in 2001, about 77 of them responded with the questionnaires. Out of these, some of them had been upgraded in the earlier year or that year and, certain information required was not relevant to them and available at the time. A few schools submitted incomplete information and, as such, the number of respondents changes with different data.

The study has focused on five main areas, namely, **student enrolment, school perception of examinations, examinations, school performance, factors affecting performance and, question patterns.**

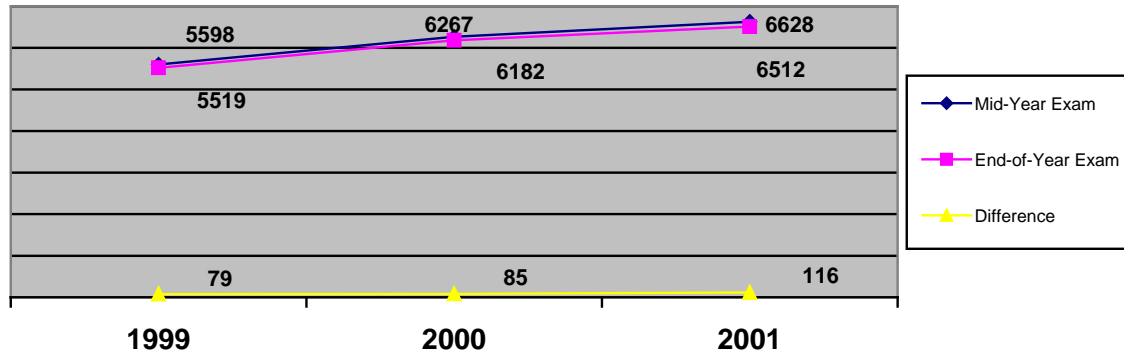
3. STUDY FINDINGS

3.1 STUDENT ENROLMENT: Are students screened out in any class by the schools?

Evidence: Difference in class strength between the Mid-Year and the End-of-Year Exams for cl. 7, 9 and, 11 and between the Trial and the Board Exams for cl. 8, 10 and 12.

Study on enrolment in the last 3 years shows some differences in student numbers between the Mid-Year and the End-of-Year Examinations. It can be safely assumed that the difference, if any, is due to the screening practice of schools or drop-out cases.

CLASS 7



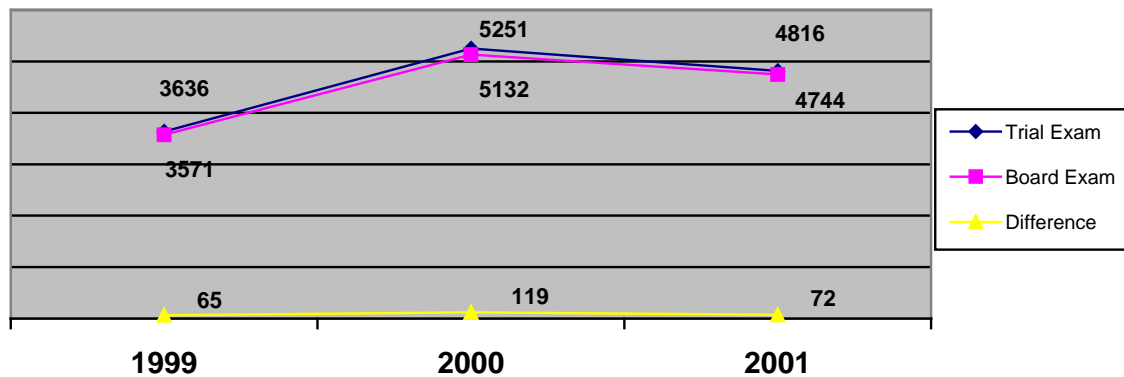
In 1999, in 31 out of 55 higher, middle, and lower secondary schools, there were slight differences in the number of students who appeared the Mid-Year and the End-Year Exam with lesser number of students appearing for the latter examinations. The largest difference was 4% in one school where about 10 students out of 250 did not make it to the End-Year Exams. In other schools the difference was in smaller numbers. Overall, the difference stands at 1.41%.

In 2000, 29 schools out of 62 schools showed a difference, the largest being to the tune of 9% of the class when 8 students out of 90 did not make it to End-Year Exams. The overall difference is 1.35%.

In 2001, 38 schools out of 69 showed a difference in number, the largest being 26% (10 out of 38). The overall difference is at 1.75%.

The overall number of students detained is small but has been increasing over the years though some part of this could be attributed to drop-out cases.

CLASS 8



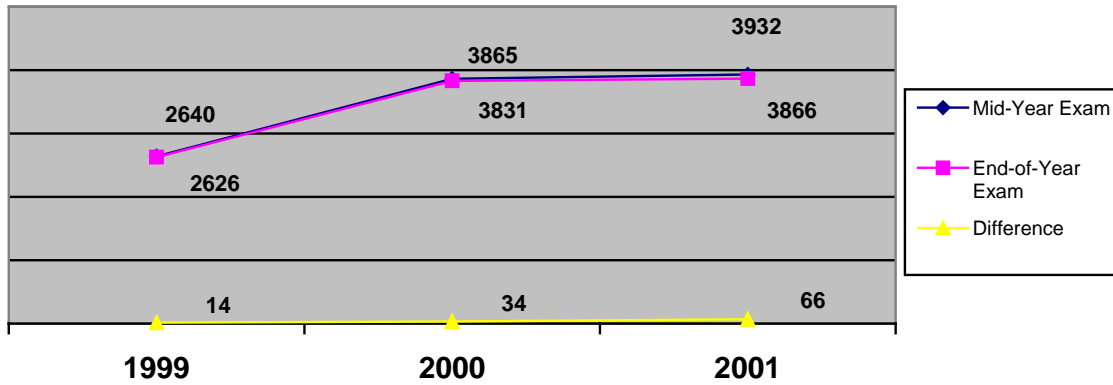
In 1999 in 13 out of 43 schools, there were some differences in the number of students who appeared the Trial and Board Exam. The largest difference was 10% in one school where about 13 students out of 130 did not make it to the Board Exams. In other schools the difference was in smaller numbers. The overall difference in percentage is 1.78%.

In 2000, 26 schools out of 56 showed differences. The largest was 11% (11 out of 58 students). Overall, the difference is 2.26%.

In 2001, 21 schools out of 62 had differences, the largest difference being about 8% of one class. The overall difference is 1.61%

The overall percentage of students detained in class 8 has been decreasing over the years. It is not a widespread practice and limited to some schools.

CLASS 9



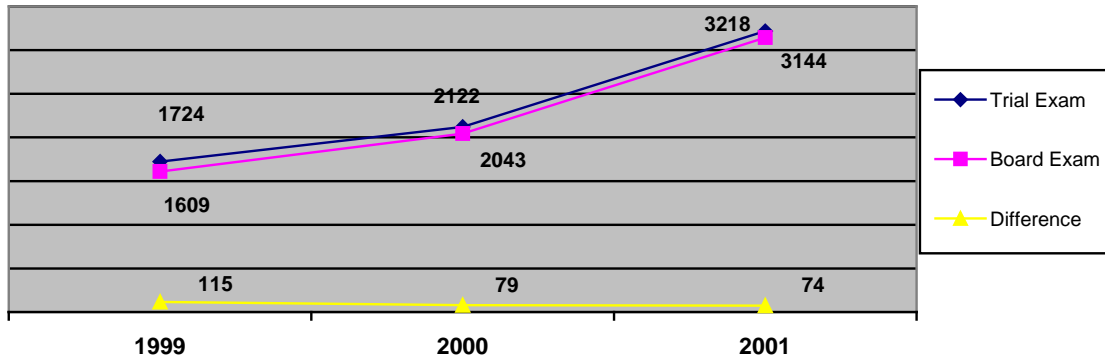
In 1999 in 8 out of 16 schools, there were small differences in the number of students at the beginning of the year and those that sat for the annual examinations. The highest difference was 4 students out of a total of 134 students. The overall difference is 0.53%.

In 2000, in 12 out of 20 schools, there were also small differences. The highest difference was 8 students out of a total of 169 students. The overall difference is 0.88%.

In 2001, in 14 out of 23 schools, there were small differences. The highest differences were 8 students out of a total of 172 students, 15 out of 302, and 5 out of 139. The overall difference is 1.67%.

The number of students being detained in class 9 is minimal but has been increasing over the years.

Class 10



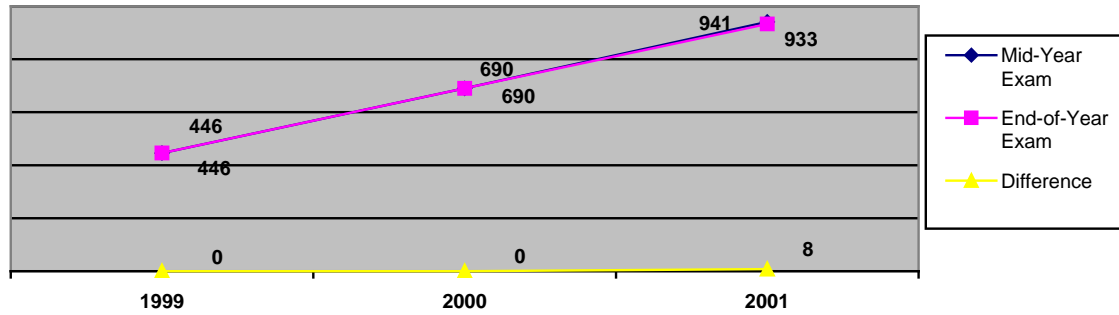
In 1999, in 8 out of 12 schools, differences in student strength in the trial and the external examinations were seen. The highest differences were 14% (42 students out of 282), 11.9% (23/193), and 9.7% (13/133). The overall difference is 6.67%.

In 2000, in 10 out of 15 schools, differences in student strength in the trial and the external examinations were seen. The highest differences were 12.5% (20 students out of 160), 10.8% (14/129), 10% (20/198), and 9.5% (10/105). The overall difference is 3.72%.

In 2001, in 11 out of 23 schools differences were seen. The highest differences were 11% (12 students out of 107), 10% (14/131) and 8% (13/162). The overall difference is 1.59%.

The number of students being detained in class 10 has been steadily decreasing over the last three years.

CLASS 11



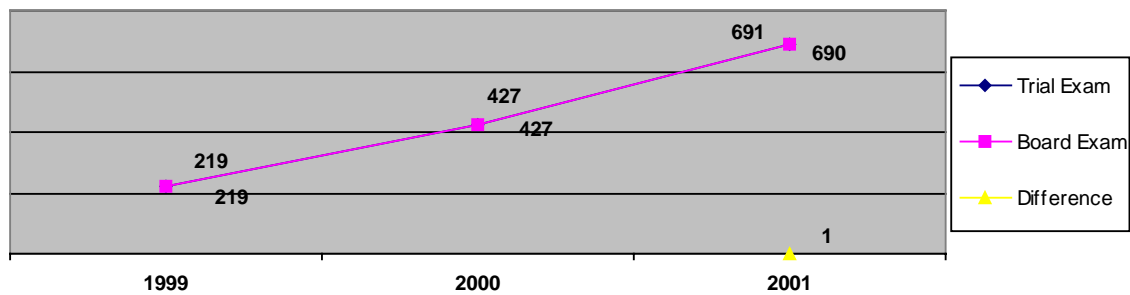
In 1999, in 4 schools, no difference in student strength was seen.

In 2000, 1 school out of 4 had slight difference in student strength at the beginning and end of year.

In 2001, 3 out of 5 schools had slight difference in student strength.

Detention rate is very small or non-existent in class 11.

CLASS 12



There were hardly any differences in student strength between the beginning and end of the year in class 12 in any school.

There is no detention in class 12.

Summary

Class		1999	2000	2001
7	Mid-Year Exam	5598	6267	6628
	End-Year Exam	5519	6182	6512
	Difference	79	85	116
8	Trial Exam	3636	5251	4816
	Board Exam	3571	5132	4744
	Difference	65	119	72
9	Mid-Year Exam	2640	3865	3932
	End-Year Exam	2626	3831	3866
	Difference	14	34	66
10	Trial Exam	1724	2122	3218
	Board Exam	1609	2043	3144
	Difference	115	79	74
11	Mid-Year Exam	446	690	941
	End-Year Exam	446	690	933
	Difference	0	0	8
12	Trial Exam	219	427	691
	Board Exam	219	427	690
	Difference	0	0	1

EVALUATION

Most schools do not have the practice of 'screening' out students from writing their examinations. Screening has been carried out in some schools only. It is relatively higher for class 10 whose students sit for an external examination though other classes are also not spared. However, it is almost non-existent in classes 11 and 12. Screening has been decreasing over the years for board exam classes (8 & 10) and increasing for internal exam classes (7 & 9). The number of students screened out may be higher than admitted by schools.

(See ANNEXURE 'A' for details)

RECOMMENDATION

In view of the Education for All policy of the RGOB, it is felt that screening of students from writing their examinations goes against this policy and schools may be desisted from doing it.

3.2 SCHOOL PERCEPTION ABOUT EXAMINATIONS

In this survey, filled-in questionnaires were received from 78 HS, MS and LS schools. The responses are compiled below.

a. *What does good examination results mean to you (or the school)?*

Good examination results stands for a cent percent pass accompanied by a few distinctions and more than half the class obtaining first division passes. Such results mean that there has been high quality teaching and learning in the school facilitated by a full set of faculty members and good management practices. Both the teachers and students have worked hard.

Schools have high expectations that are not actually matched by actual performance.

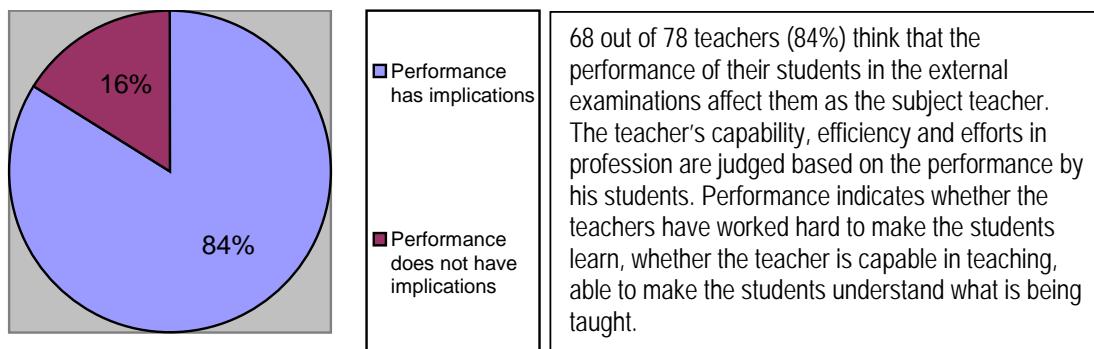
b. *What are the implications to the school, if any, of your students sitting for such an external exam?*

The reputation of the school is at stake, as it will be compared with other schools. If the examination results are good comparatively, then the school and the teachers are in good standing in the eyes of the public and the authorities. An external exam implies that the subject teachers will have to work harder and pay greater attention to these classes so that it obtains good results to be in the good books of the public and authorities. Special arrangements such as extra classes or coaching sessions have to be made so that the students are prepared well to sit for the external exams. It also implies that all other factors that have a bearing on the examination results such as timely supply of sufficient books and stationery, sufficiency of subject teachers and classrooms have to be addressed to create an environment suitable for teaching and learning.

Schools take examination results as a yardstick by which they measure their own effectiveness and judge performance.

c. *Do you, in any way, feel that performance of your students in the external exam is going to:*

(i) *affect you as the subject teacher?*



Poor performance by students would mean that the teacher is incompetent and not able to convey clearly what he is teaching and good performance would mean that the teacher has been able to make the students understand the concepts. Teachers also get blamed for poor performance irrespective of the type and attitude of students and are answerable to higher authorities. Poor results also prompts the teachers to diagnose their own performances, teaching strategies and methods.

On the other hand, 12 out of 78 teachers (16%) feel that the performance will not affect the subject teacher as there is no incentive or reward for good results and punishment for bad results.

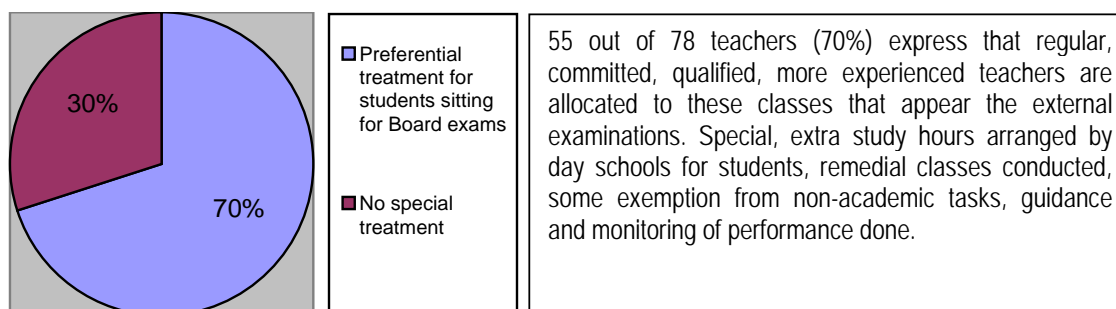
Most teachers opine that their performance is judged by examination results and peg a lot of importance to it.

(ii) *affect the school?*

68 out of 78 teachers (84%) are concerned that the performance of the students in the external examinations does affect the image of the school. Good results could mean that the school is effective in all areas, such as management, administration, curriculum implementation, professional development, assessment, etc. A school is still deemed best or worst based on the academic results alone. In the eyes of the public and the authorities, schools that produce good results are in their good books and those that do not are in the bad books irrespective of various factors that may have affected these results.

9 out of 78 teachers (11%) think that no actions are taken in case of poor performance by schools in terms of academic results. Nobody is held responsible for poor performance by school and that there is no appreciation or recognition in case of good results.

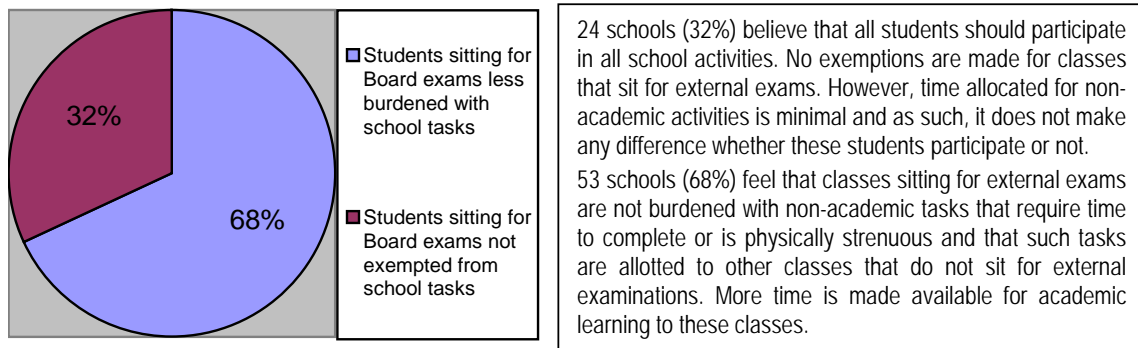
d. *Has the school made any arrangements that give these classes, the required advantage and facilities over the other classes in the school?*



Concentration made on coverage of syllabus, both qualitatively and quantitatively. Sufficient textbooks and references made available. Lessons well planned, tests conducted frequently.

On the other hand, 23 out of 78 teachers (30%) feel that all classes are treated equally in terms of allocation of resources, time, teachers, activities, etc as all classes are important. The external examinations are just a process and do not end with a year of special attention.

e. *Are students of these classes comparatively burdened with school tasks and activities other than academic learning?*



f. *How much time do these students get for learning/ academic tasks in comparison to other classes?*

No additional time is created but as they are often exempted from co-curricular and extra-curricular activities, these classes get more time than other classes for academic tasks and learning.

g. *In view of these students having to sit for an external examination, how have you facilitated to give them more time for learning than for other classes?*

These classes are exempted from certain school activities and national level tournaments. The time saved is used up in academic learning such as in organized extra classes. Otherwise such classes are squeezed in between the school activities. Study hours organized. Advice on proper use of the available time is given to students.

h. *Is these classes given preference over the other classes in terms of staffing? Explain.*

Many schools feel that some preference is definitely given to these classes. More experienced, more qualified, dedicated, hardworking teachers allotted to these classes. Absentee of teacher from these classes minimized or nil and contact time is maximized. These classes get the available teachers first if there is a shortage of staff.

i. *What arrangement has the school made to achieve best examination results in these classes? Explain in detail.*

Students are guided and advised individually by the teachers. Leaving enough time for revision. Syllabus is covered in time. Special study hours arranged, homework monitored, frequent class tests are conducted to check learning. Administering model question papers to students. Monitoring of teachers' work in the classroom.

j. *Have such arrangements been made for the other classes that sit for the home exams?*

64 schools (82%) think that classes that do not face an external examination are also given due attention so that they fare well in the home examinations.

Though all classes are deemed to be given equal importance, it is seen that focus is placed on classes facing an external examination and some preferential arrangements made to ensure good academic results from these classes.

k. Was the school able to conduct regular classes for classes 8, 10, and 12? Explain in detail.

Classes were conducted regularly for these classes by almost all the schools except when schools receive VVIP visits or when some students have to go to participate in out-of-school competitions in games and sports.

l. Are classes for classes 8, 10, and 12 more regular or less regular than for other classes?

Many schools say that comparatively, classes for 8, 10, and 12 are more regular though others say that all classes are regular.

m. In allotting teachers, is class 8, 10, and 12 given priority over other classes? Explain.

In many cases, teachers who have experience in teaching these classes get to teach these classes. However, the discrimination of classes in allocation of teachers and the teachers themselves in terms of capability or qualification is not stark.

n. Which class(s) carries out the extra curricular activities such as works/ non-academic tasks/ programs in the school?

Many schools say that non-academic tasks and activities are carried out equally by all the classes irrespective of whether they have to face external exams or not. However, some schools ensure that such tasks are carried out by students of other classes so that their colleagues sitting for an external examination get more time for academic learning.

o. What works/ non-academic tasks/ programs in the school are class 8, 10 and 12 students exempted from, if any?

Generally, students sitting for an external examination are exempted from non-academic tasks towards the end of the year only. Such activities that they are exempted from are club activities, national and dzongkhag level tournaments, manual work, social work, agriculture, gardening, school fetes, etc. During class hours, these classes are not called for when there is some urgent work to do especially in boarding schools.

p. Any other information you want to share:

There should be equal distribution of teachers, resources, and facilities amongst schools of the same category so that there are equal opportunities for students across the country. There should also be sufficient staff for all categories of schools. In terms of staffing, some schools have insufficient staff while others have surplus staff. There should also be sufficient support staff in every school such as, gardener, sweeper, peon, etc. This would ensure that the students have more time for academic learning rather than non-academic tasks. There should be staff for all disciplines that the schools carry out; there should be separate staff that can handle physical education, arts and craft, cultural activities, computer education, music, etc.

There should be streaming of students according to their abilities and aptitudes from early on. Students who are good in sports should concentrate on them so that they develop in these areas while students who are academically oriented should be helped to pursue academic studies only.

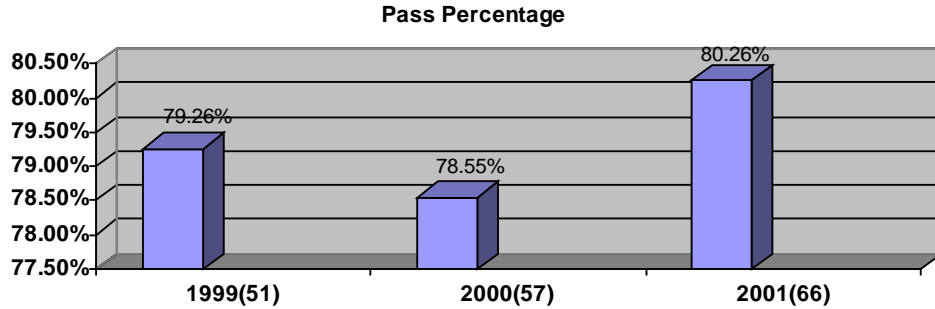
RECOMMENDATION

In view of the priority accorded to academic performance of students for employment and study opportunities, the importance accorded by schools to the examinations to ensure that students perform well is felt to be justified.

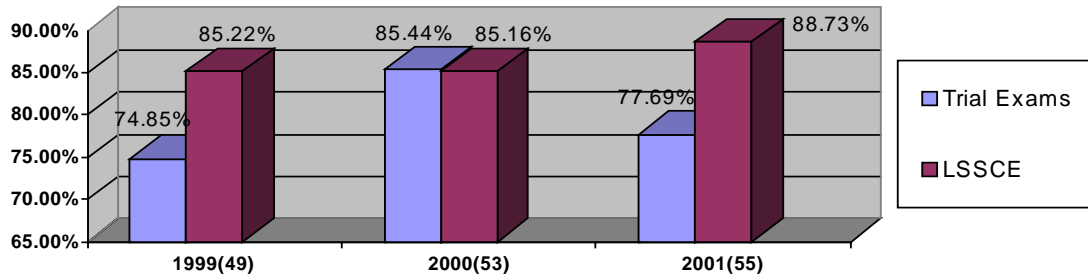
3.3 EXAMINATIONS

The following is an analysis of the examination results for the last three years.

Class 7: In 1999, the overall pass percentage of students in class 7 was 79.26%; in 2000 it was 78.55%; in 2001 it was 80.26%.

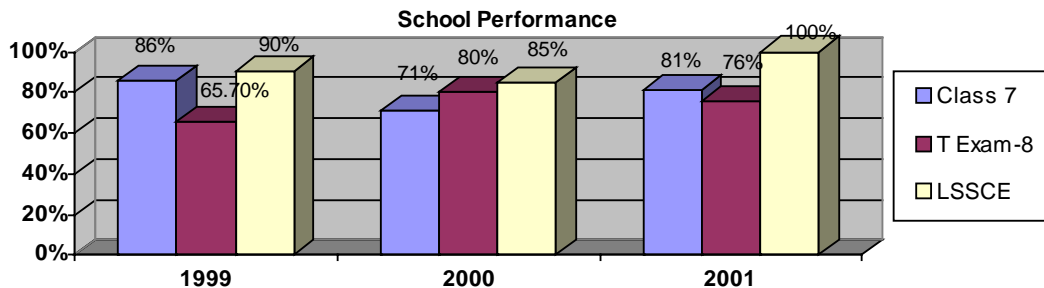


Class 8: In 1999, the overall pass percentage of students in class 8 trial exams was 74.85%; in 2000 it was 85.44%; in 2001 it was 77.69%. In the actual examinations (LSSCE) it was 85.22% in 1999, 85.16% in 2000 and, 88.73% in 2001.



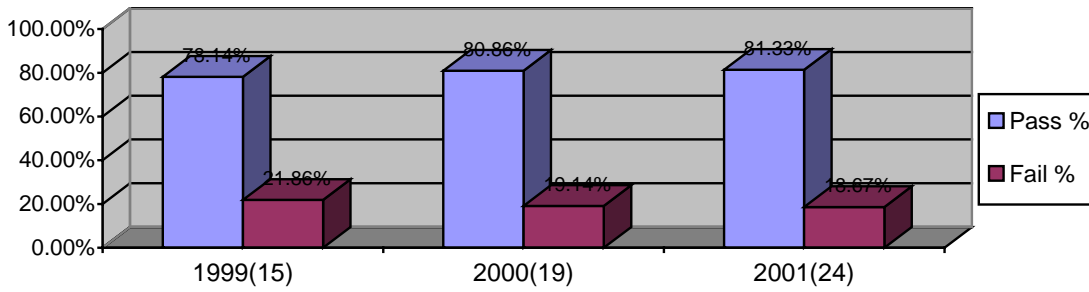
The schools seem to be strict in the trial exams. Performance in the actual examinations seems to be better.

The policy on examinations is that at least 72% of the class should pass on to the next class. Accordingly, there are more schools performing well in the Board examinations than in the internal or home examinations. In 2001 all the schools obtained more than 72% pass in the LSSCE.



More schools seem to do well in the LSSCE than in class 7. Promotion in class 7 seems to be controlled and there is probably some screening.

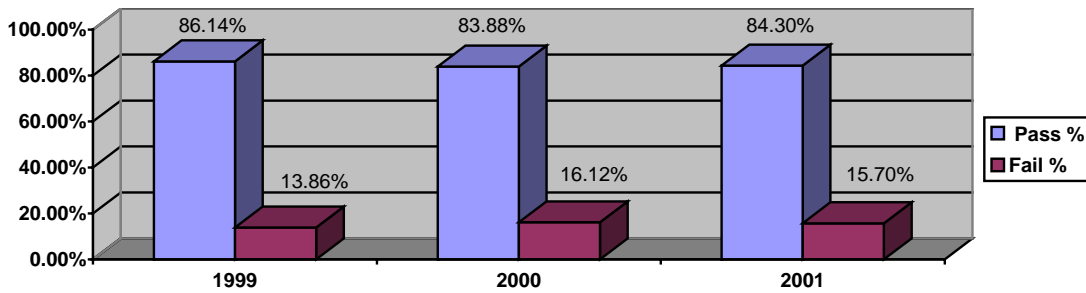
Class 9



1999				2000				2001			
Total	Pass	Fail	Pass %	Total	Pass	Fail	Pass %	Total	Pass	Fail	Pass %
2485	1942	543	78.14%	3700	2992	708	80.86%	4019	3269	750	81.33%

In 1999 about 78% students passed, in 2000 about 81% and in 2001 about 81%. *The pass rate seems to be low.*

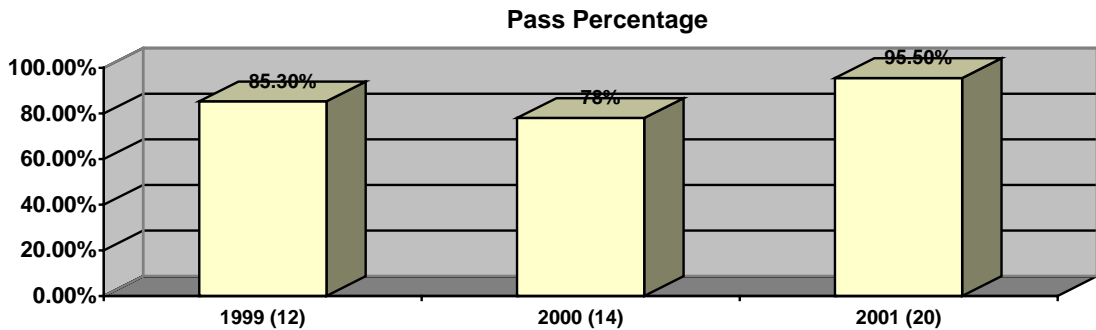
Class 10 - Trial Exam



1999				2000				2001			
Total	Pass	Fail	Pass %	Total	Pass	Fail	Pass %	Total	Pass	Fail	Pass %
1638	1411	227	86.14%	1942	1629	313	83.88%	3217	2712	505	84.3%

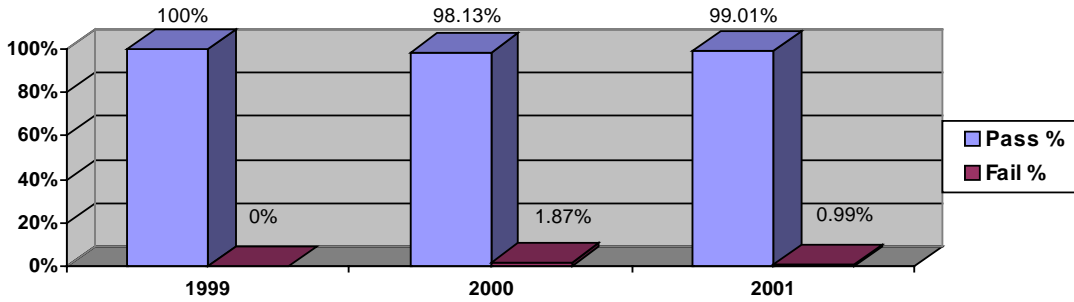
There are a higher number of students passing the trial examinations during the last three years.

Class 10 – Board Exam



1999				2000				2001			
Total	Pass	Fail	Pass %	Total	Pass	Fail	Pass %	Total	Pass	Fail	Pass %
1609	1373	236	85.3%	1948	1521	427	78%	2941	2823	118	95.5%

Class 11

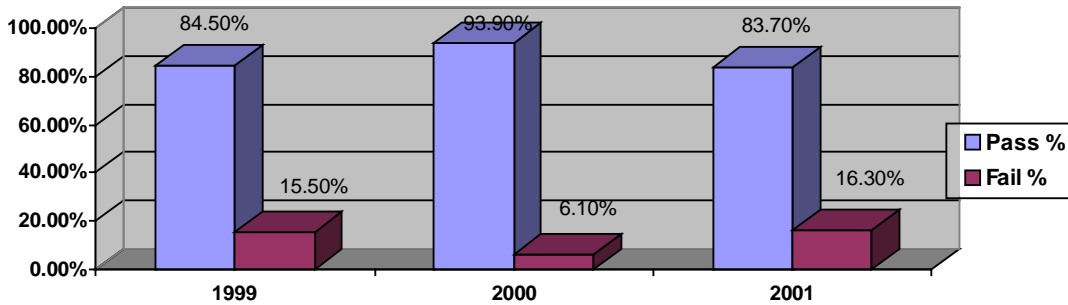


1999				2000				2001			
Total	Pass	Fail	Pass %	Total	Pass	Fail	Pass %	Total	Pass	Fail	Pass %
212	212	0	100%	321	315	6	98.13%	916	907	9	99.01%

The internal examination results for class 11 in the past years have been very good. There are hardly any students not making it to class 12 though the results in some subjects are not laudable.

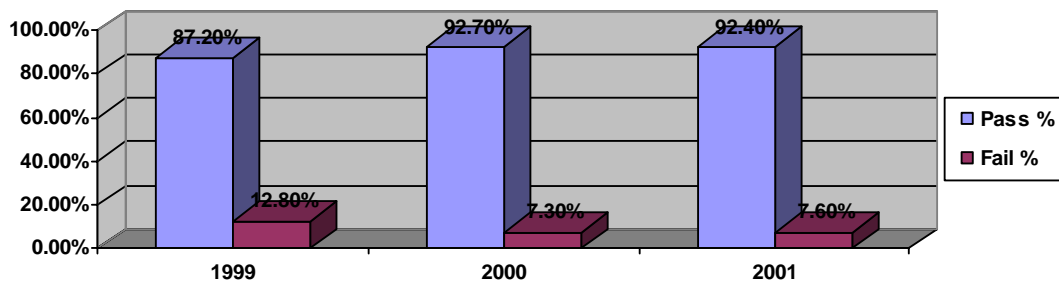
Students in class 11 seem to do well in the examinations.

Class 12 – Trial



1999				2000				2001			
Total	Pass	Fail	Pass %	Total	Pass	Fail	Pass %	Total	Pass	Fail	Pass %
232	196	36	84.5%	449	422	27	93.9%	683	572	111	83.7%

Class 12 – ISC



1999				2000				2001			
Total	Pass	Fail	Pass %	Total	Pass	Fail	Pass %	Total	Pass	Fail	Pass %
219	191	28	87.2%	427	396	31	92.7%	690	638	52	92.4%

Summary

Class	Pass %		
	1999	2000	2001
Class 7	79.26%	78.55%	80.26%
Class 8 – Trial Exam	74.85%	85.44%	77.69%
Class 8 - Board Exam	85.22%	85.16%	88.73%
Class 9	78.14%	80.86%	81.33%
Class 10 – Trial Exam	86.14%	83.88%	84.3%
Class 10- Board Exam	85.3%	78%	95.5%
Class 11	100%	98.13%	99.01%
Class 12 – Trial Exam	84.5%	93.9%	83.7%
Class 12 - ISC	87.2%	92.7%	92.4%

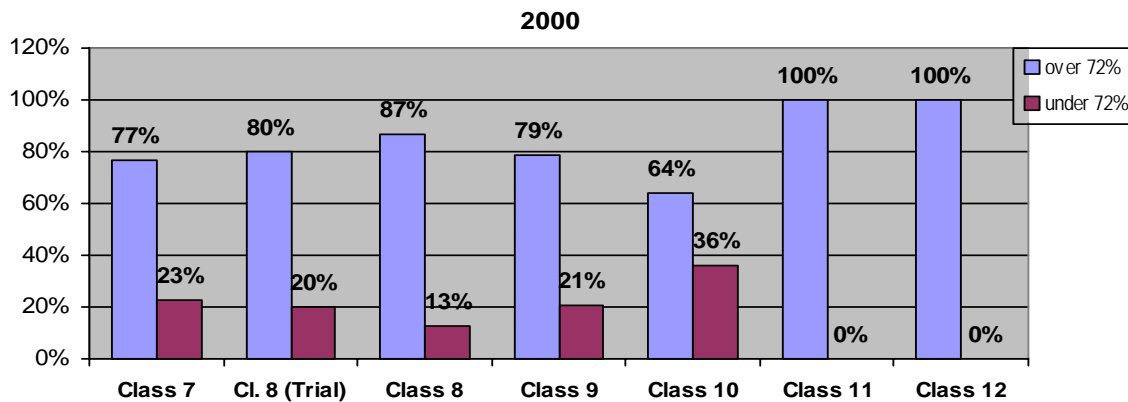
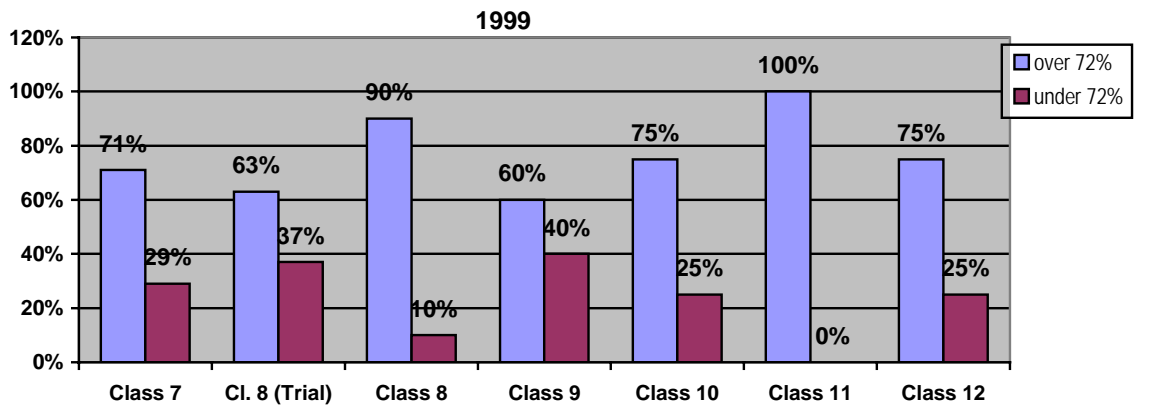
The percentage of students passing the board exams in classes 8, 10, and 12 is higher than in the home exams of classes 7 and 9. Pass percent in class 11 is, however, highest of all.

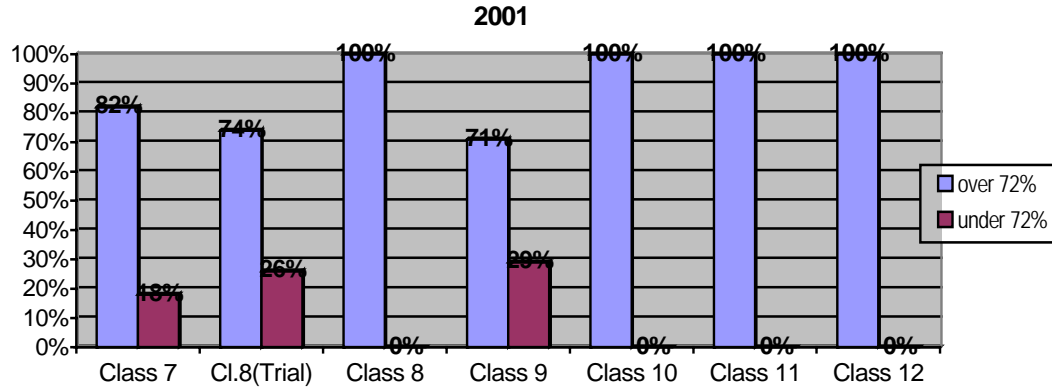
Recommendation

Greater accountability must be placed on schools and teachers for the results of examinations.

(See ANNEXURE 'B' for details)

3.4 SCHOOL PERFORMANCE





	Class 7		Class 8		Class 8		Class 9		Class 10		Class 11		Class 12	
	72% +	72% -	72% +	72% -	72% +	72% -	72% +	72% -	72% +	72% -	72% +	72% -	72% +	72% -
1999	36/51	15/51	22/35	12/35	35/39	4/39	9/15	6/15	9/12	3/12	4/4	0/4	3/4	1/4
	71 %	29 %	63 %	37 %	90 %	10 %	60 %	40 %	75 %	25 %	100 %	0 %	75 %	25 %
2000	44/57	13/57	40/50	10/50	46/53	7/53	15/19	4/19	9/14	5/14	4/4	0/4	4/4	0/4
	77 %	23 %	80 %	20 %	87 %	13 %	79 %	21 %	64 %	36 %	100 %	0 %	100 %	0 %
2001	55/67	12/67	41/55	14/55	56/56	0/56	17/24	7/24	20/20	0/20	5/5	0/5	4/4	0/4
	82 %	18 %	74 %	26 %	100 %	0 %	71 %	29 %	100 %	0 %	100 %	0 %	100 %	0 %

72% + : Schools achieving more than 72% pass.

72% - : Schools achieving less than 72% pass.

The number of schools performing well has been increasing over the years. More schools did well academically recently than in previous years. More schools are achieving more than 72% pass in the various classes. In 2001 all schools surveyed have achieved this for classes 8, 10, 11 and, 12.

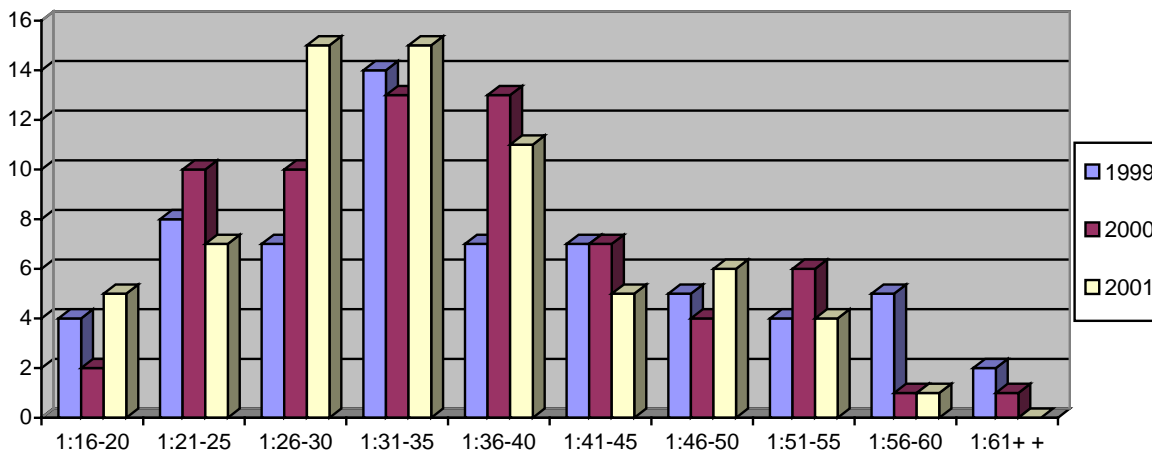
Recommendation

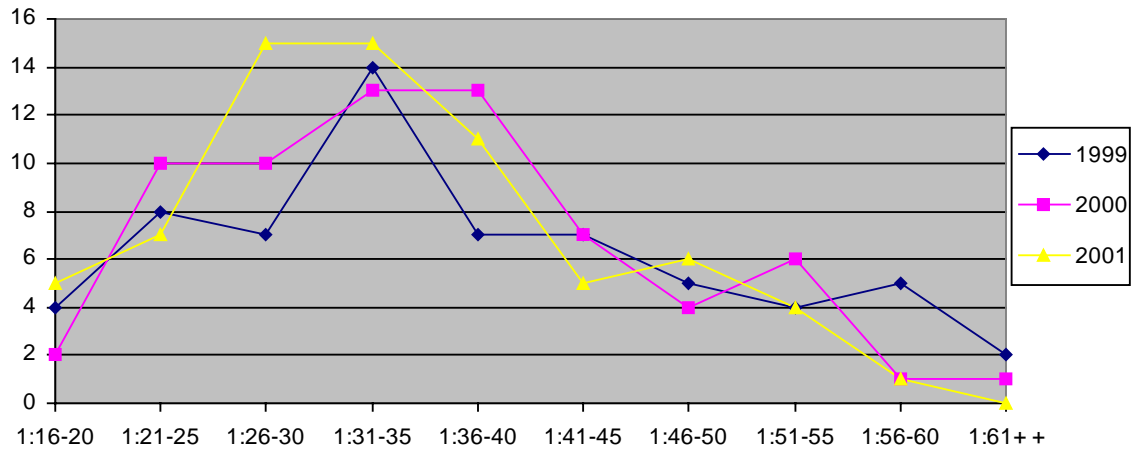
The variables must be carefully studied before schools are booked for poor performance.

(See ANNEXURE 'B' for details)

3.5 TEACHER – PUPIL RATIO

A. TRENDS





Range	1:16 – 20	1: 21 – 25	1: 26 – 30	1: 31 – 35	1: 36 – 40	1: 41 - 45	1: 46 – 50	1: 51 - 55	1: 56 - 60	1: 61 + +
No. of Schools										
1999 (63)	4	8	7	14	7	7	5	4	5	2
2000 (67)	2	10	10	13	13	7	4	6	1	1
2001 (69)	5	7	15	15	11	5	6	4	1	0

Our classrooms do seem to be becoming smaller and the imbalance between the number of schools having smaller teacher-pupil ratios and those having larger ones seem to be reducing over the years. There are very few schools with small or large ratios. A bulk of our schools seem to have teacher-students ratio at 1 : 32.

(See ANNEXURE 'C' for details)

B. EXAMINATION AND TEACHER-PUPIL RATIO

Year	Range	1 : 30 and below (but under-performed)	1 : 50 and above (but performed well)
1999		8 schools	6 schools
2000		9 schools	4 schools
2001		3 schools	3 schools

The size of the class does not seem to affect the performance by a class. Schools that had large teacher – pupil ratio did not necessarily mean that they did not do well in the examinations. On the other hand, schools with smaller ratios did not necessarily mean that they do well in the examinations. A direct cause-effect relationship between school performance and TP ratio cannot be firmly established.

Recommendation

The belief that smaller classes guarantee good examination results could be a myth. School performance may not be pegged to TPR.

(See ANNEXURE 'D' for details)

3.6. EXAMINATION QUESTION PATTERNS

1. Time: Generally, the time for writing the annual examination papers is in keeping with the rules of examinations. However it is not consistent in all schools for some subjects. Physics paper for class 9 in one school is of 1½ hour duration and 2 hours in another. Similarly time for writing the examination in mathematics is different. One school has it for 2 hours and another has it for 2 ½ hours.

Schools need to follow the time duration for the examinations for various subjects strictly. It is necessary to bring about uniformity in the examination system.

2. Accuracy: The examination papers have many mistakes that make them for bad papers. There are many examples of such mistakes, which cannot be printed here for reasons of professionalism and propriety.

Moderation of question papers prior to finalizing is necessary to eliminate spelling mistakes, typographical errors, grammatical mistakes, etc.

3. Pattern: Question patterns for exams at the school in most cases, are akin to the board exam and Council paper patterns across the various subjects with respect to the type of questions and the number of parts (section) to the paper, the number of questions to be answered in each part, the marks each part is worth, the type of questions in the different parts, etc. In class 11, they are in keeping with the ISC council directives. A few variations could be seen in allocation of marks to the different questions in a few papers.

Recommendation

Schools need to adopt the good practices of a sound examination system.

(See ANNEXURE 'E' for details)

4. RECOMMENDATIONS

STUDENT ENROLMENT:

- In view of the Education for All policy of the RGOB, it is felt that screening of students from writing their examinations goes against this policy and schools may be desisted from doing it.

SCHOOL PERCEPTION ABOUT EXAMINATIONS:

- In view of the priority accorded to academic performance of students for employment and study opportunities, the importance accorded by schools to the examinations to ensure that students perform well is felt to be justified.

EXAMINATIONS:

- Greater accountability must be placed on schools and teachers for the results of examinations.

SCHOOL PERFORMANCE:

- The variables must be carefully studied before schools are booked for poor performance.

TEACHER – PUPIL RATIO:

- The belief that smaller classes guarantee good examination results could be a myth. School performance may not be pegged to TPR.

EXAMINATION QUESTION PATTERNS:

- Schools need to adopt the good practices of a sound examination system.

COMPARATIVE STUDIES - Student Enrolment

1999

Sl	School	Class 7			Class 8				Class 9				Class 10				Class 11			Class 12			
		MYE*	EYE*	Diff.	TOT*	TE*	BEX*	Diff.	MYE	EYE	Diff.	TOT	TE	BEX	Diff.	MYE	EYE	Diff.	TOT	TE	BEX	Diff.	
1	Damphu HSS	114	114	0	73	73	69	4	104	103	1	135	133	120	13	-	-	-	-	-	-	-	
2	Drukgyel HSS	84	84	0	67	65	65	0	193	193	0	175	171	170	1	69	69	0	66	66	66	0	
3	Gyelpozhing HSS	138	136	2	169	169	156	13	134	130	4	37	37	34	3	-	-	-	-	-	-	-	
4	J/Sherubling HSS	-	-	-	-	-	-	-	292	299	-7	290	282	240	42	76	76	0	37	37	37	0	
5	Nangkor HSS	162	159	3	140	140	140	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
6	Punakha HSS	46	45	1	40	40	36	4	231	226	5	209	209	193	16	67	67	0	67	67	67	0	
7	Rangjung HSS	37	37	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8	Ugyen Dorji HSS	222	220	2	262	258	242	16	138	134	4	126	125	126	-1	-	-	-	-	-	-	-	
9	Zhemgang HSS	45	45	0	42	42	39	3	239	239	0	193	193	170	23	-	-	-	-	-	-	-	
10	Kelki HSS (Pvt)	-	-	-	-	-	-	-	51	54	-3	-	-	-	-	234	234	0	49	49	49	0	
11	Chhumei MSS	57	54	3	37	37	36	1	-	-	-	-	-	-	-	446	446	0	219	219	219	0	
12	Darla MSS	131	130	1	177	177	177	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
13	Gelephu MSS	139	132	7	132	132	118	14	106	105	1	-	-	-	-	-	-	-	-	-	-	-	
14	Gomtu MSS	92	90	2	44	40	40	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
15	K/drapchu MSS	47	48	-1	40	39	39	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
16	L/Zampa MSS	263	261	2	349	348	346	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
17	Monggar MSS	-	-	-	-	-	-	-	262	262	0	165	165	163	2	-	-	-	-	-	-	-	
18	Molithang MSS	104	104	0	92	92	92	0	225	221	4	179	179	179	0	-	-	-	-	-	-	-	
19	Phuentsholing MSS	180	179	1	124	125	125	0	107	107	0	-	-	-	-	-	-	-	-	-	-	-	
20	S/Jongkhar MSS	82	81	1	105	105	105	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
21	Samtse MSS	133	131	2	82	82	82	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
22	Sarpang MSS	81	81	0	57	56	56	0	153	153	0	115	115	107	8	-	-	-	-	-	-	-	
23	Shaba MSS	-	-	-	-	-	-	-	82	82	0	29	29	29	0	-	-	-	-	-	-	-	
24	T/Yangtse MSS	69	67	2	55	54	54	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
25	Tangmachhu MSS	142	139	3	122	113	113	0	180	176	4	77	78	78	0	-	-	-	-	-	-	-	
26	Trashigang MSS	164	163	1	200	181	181	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
27	Tsenkharla MSS	116	112	4	136	136	134	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
28	Wamrong MSS	250	240	10	205	199	199	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
29	Wangchhu MSS	76	75	1	41	40	40	0	143	142	1	-	-	-	-	-	-	-	-	-	-	-	
30	Yebilapta MSS	202	200	2	228	221	219	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
31	Bidung LSS	55	55	0	82	82	82	0	2640	2626	14	1740	1724	1609	115	-	-	-	-	-	-	-	
32	Changangkha LSS	183	180	3	222	225	225	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
33	Changzamtog LSS	147	145	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
34	Choden LSS	203	200	3	142	135	135	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
35	Dechheling LSS	57	57	0	39	39	39	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
36	Dewathang LSS	91	91	0	56	55	55	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
37	Dorokha LSS	76	75	1	39	39	39	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
38	Drametse LSS	193	185	8	133	130	117	13	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
39	Drugyelgang LSS	71	68	3	31	31	31	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
40	Gasa LSS	21	21	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
41	Gaselo LSS	45	45	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
42	Kanglung LSS	38	38	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
43	Karma LSS	14	14	0	5	5	5	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
44	Katsho LSS	66	66	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
45	Khaling LSS	66	66	0	39	38	38	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
46	Khuruthang LSS	232	227	5	234	224	200	24	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
47	Martshala LSS	95	93	2	65	62	62	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
48	Nobding LSS	65	65	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
49	Orong LSS	86	86	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
50	Panbang LSS	48	48	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
51	Radhi LSS	80	79	1	75	73	73	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
52	Samtengang LSS	52	52	0	108	106	106	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
53	Tsimalakha LSS	108	108	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
54	Ura LSS	33	32	1	35	34	34	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
55	W/Chhoeling LSS	104	104	0	56	56	56	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	

MYE* - Mid-Year Exam
 EYE* - End-of-Year Exam
 TOT* - Total
 TE* - Trial Exam
 BEX* - Board Exam

56	Wangdue LSS	-	-	-	82	82	75	7
57	Woochu LSS	97	97	0	-	-	-	-
58	Yonphula LSS	52	51	1	43	43	43	0
59	Yurung LSS	44	44	0	-	-	-	-
Total		5598	5519	79	3712	3636	3571	65

2000

SI	School	Class 7			Class 8				Class 9			Class 10				Class 11			Class 12			
		MYE*	EYE*	Diff.	TOT*	TE*	BEX*	Diff.	MYE	EYE	Diff.	TOT	TE*	BEX	Diff.	MYE	EYE	Diff.	TOT	TE	Bex	Diff.
1	Damphu HSS	152	146	6	145	143	140	3	180	176	4	90	90	88	2	-	-	-	-	-	-	-
2	Drukgyel HSS	-	-	-	66	65	65	0	234	234	0	207	206	206	0	108	108	0	77	77	77	0
3	Gyelpozhing HSS	103	99	4	139	135	134	1	196	194	2	124	106	103	3	-	-	-	-	-	-	-
4	J/Sherubling HSS	-	-	-	-	-	-	-	325	324	1	294	282	276	6	89	88	0	76	76	76	0
5	Nangkor HSS	62	60	2	149	149	149	0	162	160	2	-	-	-	-	-	-	-	-	-	-	-
6	Punakha HSS	-	-	-	45	45	42	3	301	296	5	170	160	140	20	128	128	0	83	83	81	2
7	Rangjung HSS	42	42	0	34	34	34	0	148	148	0	-	-	-	-	-	-	-	-	-	-	-
8	Ugyen Dorji HSS	195	194	1	262	260	259	1	240	237	3	125	123	125	-2	-	-	-	-	-	-	-
9	Zhemgang HSS	43	43	0	44	42	40	2	259	258	1	217	216	213	3	-	-	-	-	-	-	-
10	Kelki HSS (Pvt)	-	-	-	-	-	-	-	-	-	-	47	47	47	0	365	365	0	191	191	193	-2
11	Darla MSS	94	91	3	73	73	67	6	-	-	-	-	-	-	-	690	690	0	427	427	427	0
12	Gedu MSS	90	90	0	84	84	83	1	118	118	0	-	-	-	-	-	-	-	-	-	-	-
13	Gelephu MSS	206	202	4	147	147	141	6	145	151	-6	105	105	95	10	-	-	-	-	-	-	-
14	Gomtu MSS	87	82	5	55	53	53	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-
15	K/drapchu MSS	52	50	2	41	41	41	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-
16	L/Zampa MSS	245	244	1	272	271	271	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-
17	Monggar MSS	-	-	-	-	-	-	-	228	228	0	198	198	178	20	-	-	-	-	-	-	-
18	Molithang MSS	-	-	-	105	105	105	0	360	357	3	216	216	216	0	-	-	-	-	-	-	-
19	Phuentsholing MSS	81	81	0	166	166	166	0	128	124	4	82	82	82	0	-	-	-	-	-	-	-
20	S/Jongkhar MSS	99	97	2	62	61	61	0	67	67	0	-	-	-	-	-	-	-	-	-	-	-
21	Samtse MSS	108	106	2	101	99	99	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-
22	Sarpang MSS	-	-	-	91	91	85	6	178	178	0	129	129	115	14	-	-	-	-	-	-	-
23	Shaba MSS	-	-	-	-	-	-	-	95	93	2	63	60	59	1	-	-	-	-	-	-	-
24	T/Yangtse MSS	48	47	1	29	29	29	0	177	177	0	-	-	-	-	-	-	-	-	-	-	-
25	Tangmachhu MSS	144	144	0	128	125	122	3	169	161	8	102	102	100	2	-	-	-	-	-	-	-
26	Trashigang MSS	166	166	0	155	150	150	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-
27	Tsenkharta MSS	188	181	7	168	168	160	8	-	-	-	-	-	-	-	-	-	-	-	-	-	-
28	Wamrong MSS	134	133	1	221	210	204	6	155	150	5	-	-	-	-	-	-	-	-	-	-	-
29	Wangchhu MSS	73	71	2	62	62	62	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-
30	Yebilapta MSS	190	186	4	223	221	212	9	-	-	-	-	-	-	-	-	-	-	-	-	-	-
31	Bidung LSS	69	69	0	50	49	49	0	3865	3831	34	2169	2122	2043	79	-	-	-	-	-	-	-
32	Changgangkha LSS	180	179	1	173	170	170	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-
33	Changzamlog LSS	222	221	1	114	115	112	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-
34	Choden LSS	190	186	4	140	136	135	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
35	Damphu LSS	87	87	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
36	Dechheling LSS	70	70	0	64	53	53	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-
37	Dewathang LSS	62	61	1	58	58	47	11	-	-	-	-	-	-	-	-	-	-	-	-	-	-
38	Dorokha LSS	75	69	6	52	51	45	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-
39	Dramtse LSS	126	126	0	163	163	156	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-
40	Drugyelgang LSS	90	82	8	37	35	31	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-
41	Drukgyel LSS	50	49	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
42	Gasa LSS	31	31	0	21	21	20	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
43	Gaselo LSS	76	76	0	46	46	43	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-
44	Jigme Namgyel LSS	111	111	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
45	Kanglung LSS	60	60	0	45	45	45	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-
46	Karma LSS	19	19	0	12	11	11	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-
47	Katsho LSS	60	58	2	49	48	48	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-
48	Khaling LSS	43	40	3	66	62	62	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-
49	Khuruthang LSS	307	305	2	220	212	198	14	-	-	-	-	-	-	-	-	-	-	-	-	-	-
50	Lango LSS	72	72	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

MYE* - Mid-Year Exam
EYE* - End-of-Year Exam
TOT* - Total
TE* - Trial Exam
BEX* - Board Exam

51	Langthel LSS	49	49	0	-	-	-	-
52	Lhuentse LSS	71	71	0	-	-	-	-
53	Lobesa LSS	48	48	0	-	-	-	-
54	Martshala LSS	103	97	6	88	78	78	0
55	Nobding LSS	65	65	0	53	53	50	3
56	Orong LSS	47	47	0	62	62	62	0
57	Panbang LSS	57	55	2	36	36	36	0
58	Paro LSS	322	322	0	193	183	183	0
59	Radhi LSS	39	39	0	66	63	63	0
60	Samtengang LSS	72	72	0	58	55	55	0
61	Thungkhar LSS	73	73	0	-	-	-	-
62	Tshangkha LSS	40	40	0	-	-	-	-
63	Tsimalakha LSS	98	99	-1	119	116	108	8
64	Ura LSS	29	29	0	23	23	23	0
65	W/Chhoeling LSS	104	104	0	61	61	61	0
66	Wamrong LSS	72	72	0	-	-	-	-
67	Wangdue LSS	154	153	1	65	57	57	0
68	Woochu LSS	113	113	0	72	72	69	3
69	Yonphula LSS	44	44	0	54	54	54	0
70	Yurung LSS	65	65	0	34	34	34	0
	Total	6267	6182	85	5361	5251	5132	119

2001

Sl	School	Class 7			Class 8				Class 9				Class 10				Class 11			Class 12			
		MYE*	EYE*	Diff.	TOT*	TE*	BEX*	Diff.	MYE	EYE	Diff.	TOT	TE*	BEX	Diff.	MYE	EYE	Diff.	TOT	TE	Bex	Diff.	
1	Damphu HSS	90	88	2	146	144	142	2	172	164	8	134	131	117	14	-	-	-	-	-	-	-	
2	Drukgyel HSS	-	-	-	-	-	-	-	213	213	0	212	212	212	0	114	114	0	111	111	111	0	
3	Gyelpozhing HSS	-	-	-	111	108	108	0	141	140	1	186	185	182	3	-	-	-	-	-	-	-	
4	J/Sherubling HSS	-	-	-	-	-	-	-	279	276	3	259	257	251	6	105	104	1	88	88	88	0	
5	Nangkor HSS	54	54	0	54	54	54	0	205	205	0	122	122	122	0	-	-	-	-	-	-	-	
6	Punakha HSS	-	-	-	-	-	-	-	302	285	17	233	220	220	0	123	119	4	124	122	121	1	
7	Rangjung HSS	25	25	0	45	45	45	0	160	160	0	128	124	124	0	-	-	-	-	-	-	-	
8	Ugyen Dorji HSS	169	166	3	190	188	188	0	266	263	3	213	213	213	0	-	-	-	-	-	-	-	
9	Zhemgang HSS	40	38	2	42	42	42	0	115	115	0	211	211	204	7	-	-	-	-	-	-	-	
10	Kelki HSS (Pvt)	-	-	-	-	-	-	-	-	-	-	30	30	30	0	258	258	0	373	370	370	0	
11	Nima HSS (Pvt)	-	-	-	-	-	-	-	-	-	-	59	53	54	-1	341	338	3	-	-	-	-	
12	Chhumei MSS	79	77	2	50	48	46	2	79	75	4	-	-	-	-	941	933	8	696	691	690	1	
13	Darla MSS	100	90	10	80	78	78	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
14	Gedu MSS	96	96	0	89	88	90	-2	107	101	6	114	112	108	4	-	-	-	-	-	-	-	
15	Gelephu MSS	159	159	0	186	186	174	12	135	130	5	107	107	95	12	-	-	-	-	-	-	-	
16	Gomtu MSS	89	86	3	60	60	60	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
17	K/drapchu MSS	76	77	-1	47	46	46	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
18	L/Zampa MSS	218	216	2	250	248	248	0	113	110	3	-	-	-	-	-	-	-	-	-	-	-	
19	Monggar MSS	-	-	-	-	-	-	-	253	253	0	162	162	149	13	-	-	-	-	-	-	-	
20	Motithang MSS	-	-	-	-	-	-	-	322	315	7	299	299	299	0	-	-	-	-	-	-	-	
21	Phuentsholing MSS	45	46	-1	77	75	75	0	169	166	3	100	100	100	0	-	-	-	-	-	-	-	
22	S/Jongkhar MSS	88	87	1	62	62	60	2	60	60	0	37	37	37	0	-	-	-	-	-	-	-	
23	Samtse MSS	116	114	2	108	101	98	3	105	106	-1	-	-	-	-	-	-	-	-	-	-	-	
24	Sarpang MSS	109	109	0	99	99	91	8	217	217	0	160	160	154	6	-	-	-	-	-	-	-	
25	Shaba MSS	-	-	-	-	-	-	-	169	168	1	80	76	75	1	-	-	-	-	-	-	-	
26	T/Yangtse MSS	62	62	0	49	48	48	0	151	150	1	160	158	151	7	-	-	-	-	-	-	-	
27	Tangmachhu MSS	112	107	5	143	137	135	2	139	134	5	141	139	137	2	-	-	-	-	-	-	-	
28	Trashigang MSS	192	192	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
29	Tsenkharla MSS	122	121	1	196	187	180	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
30	Wamrong MSS	89	85	4	128	124	124	0	60	60	0	110	110	110	0	-	-	-	-	-	-	-	
31	Wangchhu MSS	70	70	0	53	52	52	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
32	Yebilapta MSS	229	220	9	193	184	184	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
33	Bidung LSS	86	86	0	69	68	67	1	3932	3866	66	3267	3218	3144	74	-	-	-	-	-	-	-	
34	Changgangkha LSS	213	213	0	160	158	158	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
35	Changzamlog LSS	210	209	1	164	160	160	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
36	Choden LSS	242	239	3	131	124	124	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
37	Damphu LSS	87	87	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
38	Dechheling LSS	42	42	0	53	63	61	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	

MYE* - Mid-Year Exam
EYE* - End-of-Year Exam
TOT* - Total
TE* - Trial Exam
BEX* - Board Exam

39	Dewathang LSS	59	57	2	49	49	49	0
40	Dorokha LSS	75	75	0	53	51	51	0
41	Drametse LSS	112	111	1	120	120	115	5
42	Drugyelgang LSS	80	74	6	61	58	56	2
43	Drukgyel LSS	68	61	7	30	30	30	0
44	Gasa LSS	38	28	10	30	28	28	0
45	Gaselo LSS	93	93	0	76	74	74	0
46	Gonpa Singma LSS	34	32	2	-	-	-	-
47	Jigme Namgyel LSS	101	101	0	115	112	112	0
48	Kanglung LSS	59	58	1	54	54	53	1
49	Karma LSS	18	20	-2	12	12	12	0
50	Katsho LSS	85	83	2	57	56	57	-1
51	Khaling LSS	47	47	0	46	46	46	0
52	Kheni LSS	36	35	1	-	-	-	-
53	Khoma LSS	52	52	0	-	-	-	-
54	Khuruthang LSS	278	276	2	302	295	283	12
55	Kurichhu LSS	128	125	3	-	-	-	-
56	Lango LSS	54	53	1	66	66	63	3
57	Langthel LSS	62	60	2	36	35	35	0
58	Lhuentse LSS	55	55	0	72	70	70	0
59	Lobesa LSS	85	84	1	48	48	45	3
60	Martshala LSS	125	113	12	94	89	89	0
61	Nobding LSS	56	51	5	50	47	45	2
62	Norbuling LSS	96	97	-1	-	-	-	-
63	Orong LSS	75	75	0	41	39	39	0
64	Panbang LSS	69	67	2	43	41	41	0
65	Paro LSS	219	219	0	271	264	263	1
66	Radhi LSS	36	36	0	39	38	38	0
67	Samtengang LSS	82	81	1	65	63	61	2
68	Thungkhar LSS	75	75	0	79	78	78	0
69	Tsebar LSS	38	38	0	-	-	-	-
70	Tshangkha LSS	78	77	1	36	36	36	0
71	Tsimalakha LSS	117	115	2	92	88	86	2
72	Ura LSS	60	59	1	29	27	27	0
73	W/Choeling LSS	112	112	0	24	24	24	0
74	Wamrong LSS	68	68	0	59	55	55	0
75	Wangdue LSS	163	158	5	111	110	110	0
76	Woochu LSS	91	91	0	80	80	78	2
77	Yonphula LSS	55	55	0	45	44	43	1
78	Yurung LSS	75	75	0	50	49	49	0
	Total	6628	6512	116	4932	4816	4744	72

MYE* - Mid-Year Exam
 EYE* - End-of-Year Exam
 TOT* - Total
 TE* - Trial Exam
 BEX* - Board Exam

COMPARATIVE STUDIES - Examinations - 1999

Sl.	School	Class 7 (Home Exam)				Class 8 (Trial)				Class 8 (LSSCE)				Class 9 (Home Exam)				Class 10 (ICSE)				Class 11 (Home Exam)				Class 12 (ISC)			
		Total	Pass	Fail	Pass %	Total	Pass	Fail	Pass %	Total	Pass	Fail	Pass %	Total	Pass	Fail	Pass %	Total	Pass	Fail	Pass %	Total	Pass	Fail	Pass %	Total	Pass	Fail	Pass %
1	Damphu HSS	114	110	4	96.5%	73	69	4	94.5%	69	63	6	91.3%	103	83	20	80.58%	120	83	37	69.16%	-	-	-	-	-	-	-	-
2	Drukgyel HSS	84	50	34	59.52%	65	31	34	47.7%	-	-	-	-	193	170	23	88%	170	133	7	78.23%	69	69	0	100%	66	65	1	98.5%
3	Gyelpzhing HSS	136	113	23	83.08%	data not available				156	134	22	85.9%	130	121	9	93.07%	34	25	9	73.5%	-	-	-	-	-	-	-	-
4	J/Sherubling HSS	-	-	-	-	-	-	-	-	-	-	-	-	299	203	96	67.89%	240	232	9	96.7%	76	76	0	100%	37	37	0	100%
5	Nangkor HSS	159	141	18	88.67%	140	97	43	69.3%	140	132	8	94.3%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6	Punakha HSS	45	29	16	64.44%	40	39	12	97.5%	36	36	0	100%	226	141	85	62.39%	193	131	62	67.8%	67	66	1	98.5%	67	66	1	98.5%
7	Rangjung HSS	37	33	4	89%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8	Ugyen Dorji HSS	220	187	33	85%	258	126	132	79.7%	242	173	69	71.4%	134	121	13	90.29%	126	86	39	68.2%	-	-	-	-	-	-	-	-
9	Zhemgang HSS	45	43	2	95.5%	42	39	3	92.8%	39	33	6	84.6%	239	217	22	90.7%	170	166	4	97.6%	-	-	-	-	-	-	-	-
10	Kelki High School	-	-	-	-	-	-	-	-	-	-	-	-	55	34	21	62%	-	-	-	-	234	191	33	81.6%	49	23	26	46.9%
11	Chhumey MSS	54	29	25	53.7%	-	-	-	-	36	34	2	94.4%	-	-	-	-	-	-	-	-	446	412	34	92.4%	219	191	28	87.2%
12	Darla MSS	130	91	39	70%	177	100	77	56%	177	120	57	67.7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
13	Gelephu MSS	132	111	21	84.09%	132	118	14	89.4%	118	99	19	83.8%	105	93	12	88.57%	-	-	-	-	-	-	-	-	-	-	-	-
14	Gomtu MSS	90	58	32	64.44%	40	32	8	80%	40	34	6	85%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
15	K/drapchu MSS	48	32	16	66.67%	39	39	0	100%	39	30	9	76.9%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
16	L/Zampa MSS	261	233	28	89.27%	348	348	0	100%	346	291	55	84.1%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
17	Monggar MSS	-	-	-	-	-	-	-	-	-	-	-	-	262	173	89	66.03%	163	144	19	88.3%	-	-	-	-	-	-	-	
18	Motithang MSS	104	94	10	90%	92	57	35	61.9%	92	78	14	84.7%	221	208	13	94.1%	179	148	31	82.6%	-	-	-	-	-	-	-	
19	Phuntshoing MSS	178	136	42	76.4%	125	110	15	92%	125	112	13	89.6%	107	74	33	69.15%	-	-	-	-	-	-	-	-	-	-	-	
20	S/Jongkhar MSS	81	47	34	58%	105	73	32	69.5%	105	78	27	74.2%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
21	Samtse MSS	131	94	37	71.75%	82	79	3	96.3%	131	94	37	71.7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
22	Sarpang MSS	81	67	14	82.71%	data not available				55	49	6	89%	153	129	24	84.31%	107	96	11	89.7%	-	-	-	-	-	-	-	-
23	Shaba MSS	-	-	-	-	-	-	-	-	-	-	-	-	82	62	20	75.60%	29	23	6	79.3%	-	-	-	-	-	-	-	
24	T/Yangtse MSS	67	38	29	56.71%	54	26	28	48%	53	45	8	84.9%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
25	Tangmachu MSS	139	125	14	89.92%	113	113	0	100%	113	107	6	94.6%	176	113	63	64.20%	78	76	2	97.4%	-	-	-	-	-	-	-	
26	Trashigang MSS	164	123	41	75%	data not available				181	145	36	80.1%	2485	1942	543	78.14%	1609	1373	236	85.3%	-	-	-	-	-	-	-	
27	Tsenkharla MSS	187	145	42	77.54%	-	-	-	-	135	124	11	91.8%	cont'd															
28	Wamrong MSS	240	209	31	87.08%	199	199	0	100%	199	187	12	93.9%	Sl.	School	Class 7 (Home Exam)				Class 8 (Trial)				LSSCE Examination					
29	Wangchhu MSS	75	66	9	88%	40	33	7	82.5%	40	38	2	95%	44	Khuruthang LSS	227	175	52	77.09%	224	89	135	39.7%	200	188	12	94%		
30	Bidung LSS	55	40	15	72.72%	82	82	0	100%	82	62	20	75.6%	45	Martshala LSS	93	87	6	93.54%	data not available				62	57	5	91.9%		
31	Changangkha LSS	180	152	28	84.44%	225	66	159	29.3%	225	198	27	88%	46	Nobding LSS	65	54	11	83.07%	-	-	-	-	-	-	-	-		
32	Changzamtog LSS	145	103	42	71.03%	-	-	-	-	-	-	-	-	47	Orong LSS	86	64	22	74.41%	-	-	-	-	-	-	-	-		
33	Choden LSS	200	148	52	74%	135	135	0	100%	135	129	6	95.5%	48	Panbang LSS	48	34	14	70.83%	-	-	-	-	-	-	-	-		
34	Dechheling LSS	57	57	0	100%	39	39	0	100%	39	35	4	89.7%	49	Radhi LSS	79	73	6	92.4%	73	26	47	35.6%	73	59	14	80.8%		
35	Dewathang LSS	91	68	23	74.72%	data not available				55	46	9	83.6%	50	Samtegang LSS	52	38	14	73.07%	106	106	0	100%	106	70	36	66%		
36	Dorokha LSS	75	52	23	69.33%	39	2	35	5.12%	39	36	3	92.3%	51	Tsimalakha LSS	108	108	0	100%	-	-	-	-	-	-	-	-		
37	Dramtse LSS	185	157	28	84.86%	117	113	4	96.5%	117	113	4	96.5%	52	Ura LSS	-	-	-	-	34	32	2	94.1%	34	34	0	100%		
38	Drujegang LSS	68	34	34	50%	31	31	0	100%	31	30	1	96.7%	53	W/Chholing LSS	104	68	36	65.38%	56	55	1	99%	56	50	6	89%		
39	Gaselo Ls	45	34	11	75.55%	-	-	-	-	-	-	-	-	54	Wangdue LSS	-	-	-	-	82	43	39	52.4%	75	61	14	81.3%		
40	Kanglung LSS	38	38	0	100%	-	-	-	-	-	-	-	-	55	Woochu LSS	97	57	40	58.76%	-	-	-	-	-	-	-	-		
41	Karma LSS	14	11	3	78.54%	5	2	3	40%	-	-	-	-	56	Yonphula LSS	51	49	2	96%	43	39	4	90.7%	-	-	-	-		
42	Katsho LSS	66	54	12	81.81%	-	-	-	-	-	-	-	-	57	Yurung LSS	44	33	11	75%	-	-	-	-	-	-	-	-		
43	Khaling LSS	66	61	5	92.42%	37	35	2	94.6%	37	33	4	89%					5341	4253	1088	79.63%	3492	2614	878	74.85%	4033	3437	596	85.22%

Poor Results
 Class 7 - 15/51
 Class 8 - 12/35
 Class 8 - 4/39
 Class 9 - 6/15
 Class 10 - 3/12
 Class 11 - 0/4
 Class 12 - 1/4

COMPARATIVE STUDIES - Examinations - 2000

Sl.	School	Class 7 (Home Exam)				Class 8 (Trial)				LSSC Examination				Class 9 (Home Exam)				ICSE Examination				Class 11 (Home Exam)				ISC Examination				
		Total	Pass	Fail	Pass %	Total	Pass	Fail	Pass %	Total	Pass	Fail	Pass %	Total	Pass	Fail	Pass %	Total	Pass	Fail	Pass %	Total	Pass	Fail	Pass %	Total	Pass	Fail	Pass %	
1	Damphu HSS	146	122	24	83.5%	143	140	3	97.9%	140	128	12	91.4%	176	148	28	84.09%	88	58	30	65.9%	-	-	-	-	-	-	-	-	
2	Drukgyel HSS	-	-	-	-	65	29	36	44.6%	data not available				234	208	26	89%	206	144	56	69.9%	108	108	0	100%	77	76	1	98.7%	
3	Gyelpzhing HSS	99	99	0	100%	data not available				134	110	24	82%	194	174	20	89.69%	103	73	30	70.8%	-	-	-	-	-	-	-	-	
4	J/Sherubling HSS	-	-	-	-	-	-	-	-	-	-	-	-	324	250	74	77.16%	276	251	28	90.9%	88	88	0	100%	76	76	0	100%	
5	Nangkor HSS	60	45	15	75%	149	140	9	93.9%	149	122	27	81.8%	160	113	47	70.62%	-	-	-	-	-	-	-	-	-	-	-	-	
6	Punakha HSS	-	-	-	-	43	43	0	100%	42	40	2	95.2%	291	207	84	71.13%	140	124	16	88.6%	128	122	6	95.3%	81	80	1	98.7%	
7	Rangjung HSS	40	40	0	100%	34	33	1	99%	34	27	7	79%	148	130	18	87.83%	-	-	-	-	-	-	-	-	-	-	-	-	
8	Ugyen Dorji HSS	194	165	29	85.05%	260	120	140	46.1%	259	228	31	88%	237	212	25	89.45%	125	75	48	60%	-	-	-	-	-	-	-	-	
9	Zhemgang HSS	43	40	3	93%	42	40	2	95.2%	40	37	3	92.5%	258	226	32	97.5%	213	194	19	91%	-	-	-	-	-	-	-	-	
10	Kelki High School	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	47	24	23	51%	365	365	0	100%	193	162	29	83.9%	
11	Chhumey MSS	40	35	5	85%	-	-	-	-	29	27	2	93%	-	-	-	-	-	-	-	-	689	683	6	99.1%	427	396	31	92.7%	
12	Darla MSS	91	50	41	54.94%	73	60	13	82%	67	47	20	70.1%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
13	Gedu MSS	-	-	-	-	84	66	18	78.5%	83	55	28	66.2%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
14	Gelephu MSS	202	178	24	88.11%	141	141	6	100%	141	130	11	92.1%	151	132	19	87.41%	-	-	-	-	-	-	-	-	-	-	-	-	
15	Gomtu MSS	82	54	28	65.85%	53	45	8	85%	53	53	0	100%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
16	K/drapchu MSS	50	40	10	80%	41	38	3	92.6%	41	27	14	65.8%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
17	L/Zampa MSS	244	216	28	88.52%	271	271	0	100%	271	224	47	82.6%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
18	Monggar MSS	-	-	-	-	-	-	-	-	-	-	-	-	228	142	86	62.2%	178	146	32	82%	-	-	-	-	-	-	-	-	
19	Motithang MSS	-	-	-	-	105	100	5	95.2%	105	77	28	73.3%	357	304	53	85.6%	216	122	94	56.5%	-	-	-	-	-	-	-	-	
20	Phuntschoing MSS	81	54	27	66.67%	166	148	18	89.1%	166	152	14	91.5%	124	92	32	74.19%	82	65	17	79.2%	-	-	-	-	-	-	-	-	
21	S/Jongkhar MSS	97	59	38	60.82%	61	41	20	67.2%	61	41	20	67.2%	67	40	27	59.7%	-	-	-	-	-	-	-	-	-	-	-	-	
22	Samtse MSS	106	92	14	86.79%	99	97	2	98%	106	92	14	86.8%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
23	Sarpang MSS	-	-	-	-	91	85	6	93.4%	85	82	3	96.4%	178	135	43	75.84%	115	103	12	89.5%	-	-	-	-	-	-	-	-	
24	Shaba MSS	-	-	-	-	-	-	-	-	-	-	-	-	93	70	23	75.26%	59	45	14	76.2%	-	-	-	-	-	-	-	-	
25	T/Yangtse MSS	47	47	0	100%	29	26	3	89.6%	29	29	0	100%	177	166	11	93.78%	-	-	-	-	-	-	-	-	-	-	-	-	
26	Tangmachhu MSS	144	140	4	97.22%	125	122	3	97.6%	122	114	8	93.4%	161	127	34	78.88%	100	92	8	92%	-	-	-	-	-	-	-	-	
27	Trashigang MSS	169	132	37	78.1%	data not available				149	140	9	93.9%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
28	Tsenkharla MSS	181	153	28	84.53%	168	160	8	95.2%	160	111	49	69.3%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
29	Wamrong MSS	133	109	24	81.95%	210	204	6	97.1%	204	189	15	92.6%	142	116	26	81.69%	-	-	-	-	-	-	-	-	-	-	-	-	
30	Wangchhu MSS	71	57	14	80.28%	61	60	1	98.3%	62	60	2	96.7%	3700	2992	708	80.8%	1948	1521	427	78%	-	-	-	-	-	-	-	-	
31	Bidung LSS	69	52	17	75.36%	50	50	0	100%	49	40	9	81.6%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
32	Changangkha LSS	179	151	28	84.35%	170	109	61	64.1%	170	142	28	83.5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
33	Changzamtog LSS	221	139	82	62.89%	115	112	3	97.4%	112	107	5	95.5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
34	Choden LSS	186	129	57	69.35%	136	136	0	100%	135	125	10	92.5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
35	Dechheling LSS	70	65	5	92.85%	53	53	0	100%	53	30	23	56.6%	52	Nobding LSS	65	43	22	66.15%	53	50	3	94.3%	50	43	7	86%			
36	Dewathang LSS	61	47	14	77.04%	data not available				46	40	6	86.9%	53	Orong LSS	47	33	14	70.21%	62	62	0	100%	62	55	7	88.7%			
37	Dorokha LSS	69	52	17	75.36%	51	20	31	39.2%	45	45	0	100%	54	Panbang LSS	55	43	12	78.18%	35	35	0	100%	35	33	2	94.2%			
38	Dramtse LSS	126	125	1	99.2%	156	154	2	98.7%	data not available				55	Paro LSS	322	224	98	69.56%	data not available				183	130	53	71%			
39	Drujegang LSS	82	62	20	75.60%	35	31	4	88.5%	31	27	4	87%	56	Radhi LSS	39	33	6	84.61%	63	27	36	42.8%	63	57	6	90.4%			
40	Drukgyel LSS	49	23	26	46.93%	-	-	-	-	-	-	-	-	57	Samtegang LSS	72	59	13	81.94%	55	55	0	100%	55	54	1	98.1%			
41	Gasa LSS	21	18	3	86%	21	18	3	86%	21	18	3	85.7%	58	Thungkhar LSS	73	73	0	100%	-	-	-	-	-	-	-	-	-	-	
42	Gaselo LSS	76	62	15	81.57%	data not available				43	40	3	93%	58	Tshangkha LSS	40	31	9	77.5%	-	-	-	-	-	-	-	-	-	-	-
43	Kanglung LSS	60	52	8	86.6%	data not available				45	34	11	75.5%	60	Tsimalakha LSS	99	67	32	67.67%	115	30	86	26%	108	59	49	54.6%			
44	Karma LSS	19	13	6	68.42%	11	7	4	63.6%	-	-	-	-	61	Ura LSS	28	26	2	92.8%	23	20	3	87.1%	23	23	0	100%			
45	Katsho LSS	58	50	8	86.2%	48	28	20	58.3%	48	35	13	72.9%	62	W/Choling LSS	-	-	-	-	61	60	1	99%	61	59	2	98%			
46	Khaling LSS	40	40	0	100%	63	63	0	100%	63	54	9	85.7%	63	Wamrong LSS	72	56	16	77.77%	-	-	-	-	-	-	-	-	-	-	
47	Khuruthang LSS	305	223	82	73.11%	212	147	65	69.3%	198	172	26	86.8%	64	Wangdue LSS	154	108	46	70.12%	65	57	07	87.7%	57	53	4	92.9%			
48	Lango LSS	72	56	16	77.77%	-	-	-	-	-	-	-	-	65	Woochu LSS	113	72	41	63.71%	72	69	3	95.8%	69	52	17	75.3%			
49	Langthel LSS	49	27	22	55.1%	-	-	-	-	-	-	-	-	66	Yonphula LSS	44	39	5	88.6%	54	49	5	91%	-	-	-	-	-	-	
50	Lhuentse LSS	71	71	0	100%	70	64	6	91.4%	70	68	2	97.1%	67	Yurung LSS	65	46	19	70.76%	34	34	0	100%	34	31	3	91.1%			
51	Martshala LSS	97	88	9	90.72%	78	68	10	87.1%	78	68	10	87.1%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	

Poor Results
 Class 7 - 13/57
 Class 8 - 10/50
 Class 8 - 7/53
 Class 9 - 4/19
 Class 10 - 5/14
 Class 11 - 0/4
 Class 12 - 0/4

cont'd

COMPARATIVE STUDIES - Examinations - 2001

Sl.	School	Class 7 (Home Exam)				Class 8 (Trial)				LSSC Examination				Class 9 (Home Exam)				ICSE Examination				Class 11 (Home Exam)				ISC Examination											
		Total	Pass	Fail	Pass %	Total	Pass	Fail	Pass %	Total	Pass	Fail	Pass%	Total	Pass	Fail	Pass %	Total	Pass	Fail	Pass %	Total	Pass	Fail	Pass %	Total	Pass	Fail	Pass %								
1	Damphu HSS	88	78	10	88.6%	144	142	2	98.6%	142	131	11	92.2%	164	150	14	91.5%	117	115	2	98.3%	-	-	-	-	-	-	-	-								
2	Drukgyel HSS	-	-	-	-	-	-	-	-	-	-	-	-	213	183	30	85.1%	212	203	7	95.7%	114	114	0	100%	111	109	2	98.2%								
3	Gyelpzhing HSS	-	-	-	-	data not available				108	87	21	80.5%	140	117	23	83.57%	182	166	16	91.2%	-	-	-	-	-	-	-	-								
4	J/Sherubling HSS	-	-	-	-	-	-	-	-	-	-	-	-	276	241	35	87.31%	251	250	1	99.6%	104	104	0	100%	88	87	1	98.8%								
5	Nangkor HSS	54	48	6	88.88%	54	48	6	88.8%	54	48	6	88.8%	205	179	26	87.31%	122	109	2	89.3%	-	-	-	-	-	-	-	-								
6	Punakha HSS	-	-	-	-	-	-	-	-	-	-	-	-	285	218	67	76.49%	220	198	22	90%	119	116	3	97.5%	121	119	2	98.3%								
7	Rangjung HSS	39	32	7	86.48%	45	44	1	99%	45	34	11	75.5%	160	103	57	64%	124	114	10	91.9%	-	-	-	-	-	-	-	-								
8	Ugyen Dorji HSS	166	127	39	76.50%	188	107	81	56.9%	188	172	16	91.4%	263	210	53	79.84%	213	199	14	93.4%	-	-	-	-	-	-	-	-								
9	Zhemgang HSS	38	30	8	78.9%	42	42	0	100%	42	38	4	90.4%	115	113	2	98%	204	201	3	98.5%	-	-	-	-	-	-	-	-								
10	Kelki HSS (Pvt)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	30	28	2	93.3%	258	253	5	98%	370	323	47	87.3%								
11	Nima HSS (Pvt)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	54	54	0	100%	338	335	3	99.1%	-	-	-	-								
12	Chhumei MSS	77	71	6	92.2%	-	-	-	-	46	42	4	91%	79	52	27	65.82%	-	-	-	-	933	922	11	98.8%	690	638	52	92.4%								
13	Darla MSS	99	60	39	60.6%	78	65	13	83%	65	58	7	89.2%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-								
14	Gedu MSS	96	76	20	79.16%	89	67	22	75.3%	-	-	-	-	101	71	30	70.29%	-	-	-	-	-	-	-	-	-	-	-	-								
15	Gelephu MSS	159	132	27	83.01%	174	134	40	77%	174	134	40	77%	130	104	26	80%	-	-	-	-	-	-	-	-	-	-	-	-								
16	Gomtu MSS	86	53	23	61.62%	60	50	10	83%	60	60	0	100%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-								
17	K/drapchu MSS	77	76	01	98.70%	46	29	17	63%	46	46	0	100%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-								
18	L/Zampa MSS	216	188	28	87.03%	248	248	0	100%	248	224	24	90.3%	110	95	15	86.36%	-	-	-	-	-	-	-	-	-	-	-	-								
19	Monggar MSS	-	-	-	-	-	-	-	-	-	-	-	-	253	171	82	67.58%	149	149	0	100%	-	-	-	-	-	-	-	-								
20	Motithang MSS	-	-	-	-	-	-	-	-	-	-	-	-	315	287	28	91.11%	299	279	20	93.3%	-	-	-	-	-	-	-	-								
21	Phuntshoing MSS	46	39	7	84.78%	75	70	5	93%	75	73	2	97.3%	166	124	42	74.69%	100	99	1	99%	-	-	-	-	-	-	-	-								
22	S/Jongkhar MSS	87	56	31	64.36%	62	45	17	72.5%	60	52	8	86.6%	60	29	31	48.33%	37	35	2	94.6%	-	-	-	-	-	-	-	-								
23	Samtse MSS	113	89	24	78.76%	98	85	13	86.7%	113	89	24	78.7%	106	72	34	67.92%	-	-	-	-	-	-	-	-	-	-	-	-								
24	Sarpang MSS	109	99	10	90.82%	data not available				91	82	9	90%	217	183	34	84.33%	154	154	0	100%	-	-	-	-	-	-	-	-								
25	Shaba MSS	-	-	-	-	-	-	-	-	-	-	-	-	168	144	24	85.71%	75	74	1	98.6%	-	-	-	-	-	-	-	-								
26	T/Yangtse MSS	62	56	6	90.32%	48	41	7	85.4%	48	47	1	97.9%	144	139	5	96.52%	151	144	7	95.3%	-	-	-	-	-	-	-	-								
27	Tangmachhu MSS	107	98	9	91.58%	137	135	2	98.5%	135	123	12	91.1%	139	109	30	78.41%	137	137	0	100%	-	-	-	-	-	-	-	-								
28	Trashigang MSS	193	154	39	79.79%	147	125	22	85.3%	data not available				-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-								
29	Tsenkharla MSS	155	138	17	89.03%	188	182	6	96.8%	180	172	8	95.5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-								
30	Wamrong MSS	85	68	17	80%	124	124	0	100%	124	122	2	98.4%	150	135	15	90%	110	102	8	92.7%	-	-	-	-	-	-	-	-								
31	Wangchhu MSS	70	51	19	72.85%	data not available				52	44	8	84.6%	60	40	20	66.67%	-	-	-	-	-	-	-	-	-	-	-	-								
32	Yebilaptsa MSS	220	134	86	60.9%	-	-	-	-	-	-	-	-	4019	3269	750	81.3%	2941	2823	118	95.9%	-	-	-	-	-	-	-	-								
33	Bidung LSS	86	72	14	83.72%	67	67	0	100%	67	59	8	88%	cont'd																							
34	Changgangkha LSS	213	185	28	86.85%	158	76	82	48.1%	158	153	5	96.8%	cont'd																							
35	Changzamtog LSS	209	160	49	76.55%	160	160	0	100%	160	153	7	95.6%	Sl.	School	Class 7 (Home Exam)				Class 8 (Trial)				LSSC Examination													
36	Choden LSS	239	195	44	81.58%	124	124	0	100%	124	122	2	98.3%	57	Langthel LSS	60	49	11	82%	35	12	23	34.2%	35	32	3	91.4%										
37	Damphu LSS	87	66	21	75.8%	-	-	-	-	-	-	-	-	58	Lobesa LSS	78	72	6	92.30%	48	45	3	93.7%	45	38	7	84.4%										
38	Dechheling LSS	42	40	2	95.23%	63	29	34	46%	61	50	11	81.9%	59	Martshala LSS	113	95	18	84.07%	89	68	21	76.4%	89	68	21	76.4%										
39	Dewathang LSS	58	42	16	72.41%	data not available				49	36	13	73.4%	60	Nobding LSS	51	33	18	64.70%	45	45	0	100%	45	42	3	93%										
40	Dorokha LSS	75	49	26	65.33%	51	26	25	50.9%	51	44	7	86.2%	61	Orong LSS	75	58	17	77.33%	39	39	0	100%	39	37	2	94.8%										
41	Dramtse LSS	111	95	16	85.58%	120	115	5	95.8%	data not available				62	Panbang LSS	69	58	10	84.05%	41	41	0	100%	41	41	0	100%										
42	Drujugang LSS	74	48	26	64.86%	58	56	2	96.5%	56	53	3	94.6%	63	Paro LSS	219	152	67	69.4%	264	24	240	9.09%	263	218	45	82.8%										
43	Drukgyel LSS	61	46	15	75.4%	30	17	13	56.6%	30	29	1	96.6%	64	Radhi LSS	36	29	7	80.55%	37	11	26	29.7%	38	35	3	92.1%										
44	Gasa LSS	28	26	2	92.85%	28	26	2	92.8%	28	26	2	92.8%	65	Samtegang LSS	81	68	13	83.95%	63	63	0	100%	61	47	14	77%										
45	Gaselo LSS	93	74	19	79.56%	74	74	0	100%	74	70	4	94.6%	66	Thungkhar LSS	75	75	0	100%	data not available				78	71	7	91%										
46	Gonpa Singma LSS	32	30	2	93.8%	-	-	-	-	-	-	-	-	67	Tsebar LSS	38	29	9	76%	-	-	-	-	-	-	-	-	-									
47	J/ Namgyel LSS	101	75	26	76%	data not available				112	88	24	78.5%	68	Tshangkha LSS	78	69	8	88.46%	36	36	0	100%	36	36	0	100%										
48	Kanglung LSS	58	51	7	87.93%	53	53	0	100%	53	41	12	77.3%	69	Tsimalakha LSS	115	103	12	89.56%	88	39	49	44.3%	86	68	18	79%										
49	Karma LSS	20	17	3	85%	12	8	4	66.7%	-	-	-	-	70	Ura LSS	59	42	17	71%	27	25	2	93.1%	27	27	0	100%										
50	Katsho LSS	83	62	21	74.69%	56	32	24	57.1%	57	49	8	85.9%	71	W/Chholing LSS	112	70	42	62.5%	24	20	4	83%	24	23	1	95.8%										
51	Khaling LSS	46	44	2	96%	46	46	0	100%	46	40	6	86.9%	72	Wamrong LSS	68	60	8	88.23%	55	26	29	47.2%	data not available													
52	Kheni LSS	35	31	4	88.57%	-	-	-	-	-	-	-	-	73	Wangdue LSS	156	117	39	75%	data not available				110	93	17	84.5%										
53	Khoma LSS	52	30	22	57.69%	-																															

COMPARATIVE STUDIES - FACTORS AFFECTING PERFORMANCE - Teacher-Pupil Ratio

Year	School	T-P Ratio	School	T-P Ratio	School	T-P Ratio	School	T-P Ratio	School	T-P Ratio	School	T-P Ratio	School	T-P Ratio
1999	Damphu HSS	1:27	Chhumei MSS	1:34	Samtse MSS	1:33.2	Bidung LSS	1:34	Drukgyel LSS	1:41	K/ thang LSS	1:31	Samtengang LSS	1:48
2000		1:33		1:28		1:32.1		1:32		1:31		1:36		1:44
2001		1:29		1:34		1:31.3		1:25		1:33		1:35		1:46
1999	Drukgyel HSS	1:21	Darla MSS	1:49	Sarpang MSS	1:20	C/kha LSS	1:33.6	Gasa LSS	1:21	Lango LSS	1:38	Tsebar LSS	1:54
2000		1:23		1:40		1:21		1:33.6		1:27		1:39		1:58
2001		1:21		1:54		1:26		1:29.7		1:23		1:37		1:38.5
1999	Gyelpozhing HSS	1:27	Gelephu MSS	1:52	Shaba MSS	1:42	C/zamtog LSS	1:48	G Singma LSS	-	Langthel LSS	1:59	Tshangkha LSS	1:22
2000		1:35.5		1:34		1:43		1:36		-		1:53		1:31
2001		1:27.2		1:26		1:46		1:41		1:41		1:53		1:31
1999	J/Sherubling HSS	1:22	Gomtu MSS	1:44	T/Yangtse MSS	1:38	Choden LSS	1:28	J Namgyel LSS	1:33	Lhuentse LSS	-	Tsimalakha LSS	1:50
2000		1:28		1:39		1:37		1:22		1:33		1:53		1:37
2001		1:28		1:35		1:34		1:27		1:33		1:45		1:31
1999	Nangkor HSS	1:34.7	K/drapchu MSS	1:34	Tangmachhu MSS	1:29	Damphu LSS	-	Kanglung LSS	1:37.3	Lobesa LSS	1:53.7	Ura LSS	1:59.8
2000		1:25		1:31		1:29		-		1:35.4		1:62		1:53.8
2001		1:30		1:31		1:28		1:44		1:35.1		1:37		1:46
1999	Punakha HSS	1:19	L/Zampa MSS	1:25	Trashigang MSS	-	Dechheling LSS	1:60	Karma LSS	1:22	Martshala LSS	1:27	Wamrong LSS	1:32.2
2000		1:26		1:19		1:34		1:47		1:21		1:32		1:53.9
2001		1:27		1:18		1:34		1:49		1:16		1:37		1:56.6
1999	Ugyen Dorji HSS	1:32.2	Monggar MSS	1:22	Tsenkharla MSS	1:36	Dewathang LSS	1:35	Katsho LSS	1:34	Orong LSS	1:36	Woochu LSS	1:53
2000		1:30		1:23		1:45		1:30		1:36		1:39		1:49
2001		1:32		1:22		1:48		1:26		1:35		1:40		1:34
1999	Zhemgang HSS	1:19	Motithang MSS	1:18	Wamrong MSS	1:41	Dorokha LSS	1:64	Khaling LSS	1:33	Panbang LSS	1:43.9	Yonphula LSS	1:57
2000		1:21		1:19		1:33		1:47		1:26		1:43		1:51
2001		1:20		1:17		1:28		1:55		1:27		1:40.8		1:52
1999	Kelki H School	1:22.6	P/ling MSS	1:27	Wangchhu MSS	1:40	Drametse LSS	1:44	Kheni LSS	1:74	Paro LSS	-	Yurung LSS	1:59.8
2000		1:22.7		1:27		1:39		1:44		1:42		1:23.9		1:53.8
2001		1:23.5		1:23		1:28		1:38		1:38		1:23.8		1:46
1999	Nima H School	-	S/Jongkhar MSS	1:37	Yebilaptsa MSS	1:50	Drujegang LSS	1:45	Khoma LSS	1:26	Radhi LSS	1:31		
2000		-		1:33		1:38		1:49		1:26		1:23		
2001		1:18		1:31		1:39		1:36		1:36		1:28		

COMPARATIVE STUDIES - FACTORS AFFECTING PERFORMANCE - Teacher-Pupil Ratio**1999**

School	T-P Ratio	School	T-P Ratio	School	T-P Ratio	School	T-P Ratio	School	T-P Ratio	School	T-P Ratio	School	T-P Ratio
Damphu HSS	1:27	Chhumei MSS	1:34	Samtse MSS	1:33.2	Bidung LSS	1:34	Drukgyel LSS	1:41	K/ thang LSS	1:31	Samtengang LSS	1:48
Drukgyel HSS	1:21	Darla MSS	1:49	Sarpang MSS	1:20	C/kha LSS	1:33.6	Gasa LSS	1:21	Lango LSS	1:38	Tsebar LSS	1:54
Gyelpozhing HSS	1:27	Gelephu MSS	1:52	Shaba MSS	1:42	C/zamtog LSS	1:48	G Singma LSS	-	Langthel LSS	1:59	Tshangkha LSS	1:22
J/Sherubling HSS	1:22	Gomtu MSS	1:44	T/Yangtse MSS	1:38	Choden LSS	1:28	J Namgyel LSS	1:33	Lhuentse LSS	-	Tsimalakha LSS	1:50
Nangkor HSS	1:34.7	K/drapchu MSS	1:34	Tangmachhu MSS	1:29	Damphu LSS	-	Kanglung LSS	1:37.3	Lobesa LSS	1:53.7	Ura LSS	1:59.8
Punakha HSS	1:19	L/Zampa MSS	1:25	Trashigang MSS	-	Dechheling LSS	1:60	Karma LSS	1:22	Martshala LSS	1:27	Wamrong LSS	1:32.2
Ugyen Dorji HSS	1:32.2	Monggar MSS	1:22	Tsenkharla MSS	1:36	Dewathang LSS	1:35	Katsho LSS	1:34	Orong LSS	1:36	Woochu LSS	1:53
Zhemgang HSS	1:19	Molithang MSS	1:18	Wamrong MSS	1:41	Dorokha LSS	1:64	Khaling LSS	1:33	Panbang LSS	1:43.9	Yonphula LSS	1:57
Kelki H School	1:22.6	P/ling MSS	1:27	Wangchhu MSS	1:40	Drametse LSS	1:44	Kheni LSS	1:74	Paro LSS	-	Yurung LSS	1:59.8
Nima H School	-	S/Jongkhar MSS	1:37	Yebilaptsa MSS	1:50	Drujegang LSS	1:45	Khoma LSS	1:26	Radhi LSS	1:31		

2000

School	T-P Ratio	School	T-P Ratio	School	T-P Ratio	School	T-P Ratio	School	T-P Ratio	School	T-P Ratio	School	T-P Ratio
Damphu HSS	1:33	Chhumei MSS	1:28	Samtse MSS	1:32.1	Bidung LSS	1:32	Drukgyel LSS	1:31	K/ thang LSS	1:36	Samtengang LSS	1:44
Drukgyel HSS	1:23	Darla MSS	1:40	Sarpang MSS	1:21	C/kha LSS	1:33.6	Gasa LSS	1:27	Lango LSS	1:39	Tsebar LSS	1:58
Gyelpozhing HSS	1:35.5	Gelephu MSS	1:34	Shaba MSS	1:43	C/zamtog LSS	1:36	G Singma LSS	1:41	Langthel LSS	1:53	Tshangkha LSS	1:31
J/Sherubling HSS	1:28	Gomtu MSS	1:39	T/Yangtse MSS	1:37	Choden LSS	1:22	J Namgyel LSS	1:33	Lhuentse LSS	1:53	Tsimalakha LSS	1:37
Nangkor HSS	1:25	K/drapchu MSS	1:31	Tangmachhu MSS	1:29	Damphu LSS	-	Kanglung LSS	1:35.4	Lobesa LSS	1:62	Ura LSS	1:53.8
Punakha HSS	1:26	L/Zampa MSS	1:19	Trashigang MSS	1:34	Dechheling LSS	1:47	Karma LSS	1:21	Martshala LSS	1:32	Wamrong LSS	1:53.9
Ugyen Dorji HSS	1:30	Monggar MSS	1:23	Tsenkharla MSS	1:45	Dewathang LSS	1:30	Katsho LSS	1:36	Orong LSS	1:39	Woochu LSS	1:49
Zhemgang HSS	1:21	Molithang MSS	1:19	Wamrong MSS	1:33	Dorokha LSS	1:47	Khaling LSS	1:26	Panbang LSS	1:43	Yonphula LSS	1:51
Kelki H School	1:22.7	P/ling MSS	1:27	Wangchhu MSS	1:39	Drametse LSS	1:44	Kheni LSS	1:42	Paro LSS	1:23.9	Yurung LSS	1:53.8
Nima H School	-	S/Jongkhar MSS	1:33	Yebilaptsa MSS	1:38	Drujegang LSS	1:49	Khoma LSS	1:26	Radhi LSS	1:23		

2001

School	T-P Ratio	School	T-P Ratio	School	T-P Ratio	School	T-P Ratio	School	T-P Ratio	School	T-P Ratio	School	T-P Ratio
Damphu HSS	1:29	Chhumei MSS	1:34	Samtse MSS	1:31.3	Bidung LSS	1:25	Drukgyel LSS	1:33	K/ thang LSS	1:35	Samtengang LSS	1:46
Drukgyel HSS	1:21	Darla MSS	1:54	Sarpang MSS	1:26	C/kha LSS	1:29.7	Gasa LSS	1:23	Lango LSS	1:37	Tsebar LSS	1:38.5
Gyelpozhing HSS	1:27.2	Gelephu MSS	1:26	Shaba MSS	1:46	C/zamtog LSS	1:41	G Singma LSS	1:41	Langthel LSS	1:53	Tshangkha LSS	1:31
J/Sherubling HSS	1:28	Gomtu MSS	1:35	T/Yangtse MSS	1:34	Choden LSS	1:27	J Namgyel LSS	1:33	Lhuentse LSS	1:45	Tsimalakha LSS	1:31
Nangkor HSS	1:30	K/drapchu MSS	1:31	Tangmachhu MSS	1:28	Damphu LSS	1:44	Kanglung LSS	1:35.1	Lobesa LSS	1:37	Ura LSS	1:46
Punakha HSS	1:27	L/Zampa MSS	1:18	Trashigang MSS	1:34	Dechheling LSS	1:49	Karma LSS	1:16	Martshala LSS	1:37	Wamrong LSS	1:56.6
Ugyen Dorji HSS	1:32	Monggar MSS	1:22	Tsenkharla MSS	1:48	Dewathang LSS	1:26	Katsho LSS	1:35	Orong LSS	1:40	Woochu LSS	1:34
Zhemgang HSS	1:20	Molithang MSS	1:17	Wamrong MSS	1:28	Dorokha LSS	1:55	Khaling LSS	1:27	Panbang LSS	1:40.8	Yonphula LSS	1:52
Kelki H School	1:23.5	P/ling MSS	1:23	Wangchhu MSS	1:28	Drametse LSS	1:38	Kheni LSS	1:38	Paro LSS	1:23.8	Yurung LSS	1:46
Nima H School	1:18	S/Jongkhar MSS	1:31	Yebilaptsa MSS	1:39	Drujegang LSS	1:36	Khoma LSS	1:36	Radhi LSS	1:28		

Examinations against Teacher-Pupil Ratio - 1999

Sl.	School	TPRatio	7	LSSCE	9	ICSE	11	12
			Pass %	Pass%	Pass %	Pass %	Pass %	Pass %
1	Damphu HSS	1:27	96.5%	91.3%	80.58%	69.16%	na	na
2	Drukgyel HSS	1:21	59.50%	-	88%	78.23%	100%	98.5%
3	Gyelpzhing HSS	1:27	83.08%	85.9%	93.07%	73.5%	na	na
4	J/Sherubling HSS	1:22	-	-	67.89%	96.7%	100%	100%
5	Nangkor HSS	01:34.7	88.67%	94.3%	-	-	na	na
6	Punakha HSS	1:19	64.40%	100%	62.39%	67.8%	98.5%	98.5%
7	Rangjung HSS	-	89%	-	-	-	na	na
8	Ugyen Dorji HSS	01:32.2	85%	71.4%	90.29%	68.2%	na	na
9	Zhemgang HSS	1:19	95.5%	84.6%	90.7%	97.6%	na	na
10	Kelki High School	01:22.6	-	-	62%	-	81.6%	46.9%
11	Chhumev MSS	1:34	53.7%	94.4%	-	na	92.4%	87.2%
12	Darla MSS	1:49	70%	67.7%	-	na	-	-
13	Gelephu MSS	1:52	84.09%	83.8%	88.57%	na	-	-
14	Gomtu MSS	1:44	64.44%	85%	-	na	-	-
15	K/drapchu MSS	1:34	66.67%	76.9%	-	na	-	-
16	L/Zampa MSS	1:25	89.27%	84.1%	-	na	-	-
17	Monggar MSS	1:22	-	-	66.03%	88.3%	-	-
18	Motithang MSS	1:18	90%	84.7%	94.1%	82.6%	-	-
19	Phuntshoing MSS	1:27	76.4%	89.6%	69.15%	na	-	-
20	S/Jongkhar MSS	1:37	58%	74.2%	-	na	-	-
21	Samtse MSS	01:33.0	71.75%	71.7%	-	na	-	-
22	Sarpang MSS	1:20	82.71%	89%	84.31%	89.7%	-	-
23	Shaba MSS	1:42	-	-	75.60%	79.3%	-	-
24	T/Yangtse MSS	1:38	56.71%	84.9%	-	na	-	-
25	Tangmachhu MSS	1:29	89.92%	94.6%	64.20%	97.4%	-	-
26	Trashiganq MSS	-	75%	80.1%	78.14%	85.3%	-	-
27	Tsenkharla MSS	1:36	77.54%	91.8%	-	-	-	-
28	Wamrong MSS	1:41	87.08%	93.9%	-	-	-	-
29	Wangchhu MSS	1:40	88%	95%	-	-	-	-

Sl.	School	TPRatio	7	LSSCE
			Pass %	Pass %
30	Bidung LSS	1:34	72.72%	75.6%
31	Changangkha LSS	01:33.6	84.44%	88%
32	Changzamtoq LSS	1:48	71.03%	na
33	Choden LSS	1:28	74%	95.5%
34	Dechheling LSS	1:060	100%	89.7%
35	Dewathang LSS	1:35	74.72%	83.6%
36	Dorokha LSS	1:44	69.33%	92.3%
37	Drametse LSS	1:44	84.86%	96.5%
38	Drujegang LSS	1:45	50%	96.7%
39	Gaselo LSS	-	75.55%	na
40	Kanlung LSS	01:37.3	100%	na
41	Karma LSS	1:22	78.54%	na
42	Katsho LSS	1:34	81.81%	na
43	Khaling LSS	1:33	92.42%	89%
44	Khuruthang LSS	1:31	77.09%	94%
45	Martshala LSS	1:27	93.54%	91.9%
46	Nobding LSS	-	83.07%	na
47	Orong LSS	-	74.41%	na
48	Panbang LSS	01:43.9	70.83%	na
49	Radhi LSS	1:31	92.4%	80.8%
50	Samtegang LSS	1:48	73.07%	66%
51	Tsimalakha LSS	1:50	100%	na
52	Ura LSS	01:59.8	-	100%
53	W/Choeling LSS	-	65.38%	89%
54	Wangdue LSS	-	-	81.3%
55	Woochu LSS	1:53	58.76%	na
56	Yonphula LSS	1:57	96%	na
57	Yurung LSS	01:59.8	75%	na
			79.63%	85.22%

Findings: There are 8 schools whose TP ratio is below 1:30 but where there is under-performance. There are an equal number of schools with TP ratio above 1:50 but who have performed well in the examinations.

Examinations against Teacher-Pupil Ratio - 2000

Sl.	School	TPRatio	7	LSSCE	9	ICSE	11	12
			Pass %	Pass%	Pass %	Pass %	Pass %	Pass %
1	Damphu HSS	1:33	83.5%	91.4%	84.09%	65.9%	-	-
2	Drukgyel HSS	1:23	-	-	89%	69.9%	100%	98.7%
3	Gyelpzhing HSS	01:35.5	100%	82%	89.69%	70.8%	-	-
4	J/Sherubling HSS	1:28	-	-	77.16%	90.9%	100%	100%
5	Nangkor HSS	1:25	75%	81.8%	70.62%	-	-	-
6	Punakha HSS	1:26	-	95.2%	71.13%	88.6%	95.3%	98.7%
7	Rangjung HSS	-	100%	79%	87.83%	60%	-	-
8	Ugyen Dorji HSS	1:30	85.05%	88%	89.45%	60%	-	-
9	Zhemgang HSS	1:21	93%	92.5%	97.5%	91%	-	-
10	Kelki High School	01:22.7	-	-	-	51%	100%	83.9%
11	Chhumev MSS	1:28	85%	93%	-	-	99.1%	92.7%
12	Darla MSS	1:40	54.94%	70.1%	-	na	-	-
13	Gedu MSS	-	-	66.2%	-	na	-	-
14	Gelephu MSS	1:34	88.11%	92.1%	87.41%	na	-	-
15	Gomtu MSS	1:39	65.85%	100%	-	na	-	-
16	K/drapchu MSS	1:31	80%	65.8%	-	na	-	-
17	L/Zampa MSS	1:19	88.52%	82.6%	-	na	-	-
18	Monggar MSS	1:23	-	-	62.2%	82%	-	-
19	Motithang MSS	1:19	-	73.3%	85.6%	56.5%	-	-
20	Phuntshoing MSS	1:27	66.67%	91.5%	74.19%	79.2%	-	-
21	S/Jongkhar MSS	1:33	60.82%	67.2%	59.7%	na	-	-
22	Samtse MSS	01:32.1	86.79%	86.8%	-	na	-	-
23	Sarpang MSS	1:21	-	96.4%	75.84%	89.5%	-	-
24	Shaba MSS	1:43	-	-	75.26%	76.2%	-	-
25	T/Yangtse MSS	1:37	100%	100%	93.78%	na	-	-
26	Tangmachhu MSS	1:29	97.22%	93.4%	78.88%	92%	-	-
27	Trashiganq MSS	1:34	78.1%	93.9%	-	na	-	-
28	Tsenkharla MSS	1:45	84.53%	69.3%	-	na	-	-
29	Wamrong MSS	1:33	81.95%	92.6%	81.69%	na	-	-
30	Wangchhu MSS	1:39	80.28%	96.7%	80.8%	78%	-	-
31	Bidung LSS	1:32	75.36%	-	-	-	-	-
32	Changangkha LSS	01:33.6	84.35%	-	-	-	-	-
33	Changzamtoq LSS	1:36	62.89%	-	-	-	-	-
34	Choden LSS	1:22	69.35%	-	-	-	-	-

Sl.	School	TPRatio	7	LSSCE
			Pass %	Pass %
35	Dechheling LSS	1:47	92.85%	56.6%
36	Dewathang LSS	1:30	77.04%	86.9%
37	Dorokha LSS	1:47	75.36%	100%
38	Drametse LSS	1:44	99.2%	na
39	Drujegang LSS	1:49	75.60%	87%
40	Drukgyel LSS	1:31	46.93%	na
41	Gasa LSS	1:27	86%	85.7%
42	Gaselo LSS	-	81.57%	93%
43	Kanlung LSS	01:35.4	86.6%	75.5%
44	Karma LSS	1:21	68.42%	na
45	Katsho LSS	1:36	86.2%	72.9%
46	Khaling LSS	1:26	100%	85.7%
47	Khuruthang LSS	1:36	73.11%	86.8%
48	Lanqo LSS	1:39	77.77%	na
49	Langthel LSS	1:53	55.1%	na
50	Lhuentse LSS	1:53	100%	97.1%
51	Martshala LSS	1:32	90.72%	87.1%
52	Nobding LSS	-	66.15%	86%
53	Orong LSS	1:39	70.21%	88.7%
54	Panbang LSS	1:43	78.18%	94.2%
55	Paro LSS	01:23.9	69.56%	71%
56	Radhi LSS	1:23	84.61%	90.4%
57	Samtegang LSS	1:44	81.94%	98.1%
58	Thungkhar LSS	-	100%	na
58	Tshangkha LSS	1:31	77.5%	na
60	Tsimalakha LSS	1:37	67.67%	54.6%
61	Ura LSS	01:53.8	92.8%	100%
62	W/Choeling LSS	-	-	98%
63	Wamrong LSS	01:53.9	77.77%	na
64	Wangdue LSS	-	70.12%	92.9%
65	Woochu LSS	1:49	63.71%	75.3%
66	Yonphula LSS	1:51	88.6%	na
67	Yurung LSS	01:53.8	70.76%	91.1%
			78.68%	85.16%

Findings: There are 9 schools whose TP ratio is below 1:30 but where there is under-performance. There are 4 schools where TP ratio is above 1:50 but who have performed very well in the examinations.

Examinations against Teacher-Pupil Ratio - 2001

Sl.	School	TPRatio	7	LSSCE	9	ICSE	11	12
			Pass %	Pass%	Pass %	Pass %	Pass %	Pass %
1	Damphu HSS	1:29	88.6%	92.2%	91.5%	98.3%	-	-
2	Drukgyel HSS	1:21	-	-	85.1%	95.7%	100%	98.2%
3	Gyelpozhing HSS	01:27.2	-	80.5%	83.57%	91.2%	-	-
4	J/Sherubling HSS	1:28	-	-	87.31%	99.6%	100%	98.8%
5	Nangkor HSS	1:30	88.88%	88.8%	87.31%	89.3%	-	-
6	Punakha HSS	1:27	-	-	76.49%	90%	97.5%	98.3%
7	Rangjung HSS	-	86.48%	75.5%	64%	91.9%	-	-
8	Ugyen Dorji HSS	1:32	76.50%	91.4%	79.84%	93.4%	-	-
9	Zhemgang HSS	1:20	78.9%	90.4%	98%	98.5%	-	-
10	Kelki HSS (Pvt)	1:23	-	-	-	93.3%	98%	87.3%
11	Nima HSS (Pvt)	1:18	-	-	-	100%	99.1%	-
12	Chhumei MSS	1:34	92.2%	91%	65.82%	-	98.8%	92.4%
13	Darla MSS	1:54	60.6%	89.2%	-	-	-	-
14	Gedu MSS	-	79.16%	-	70.29%	-	-	-
15	Gelephu MSS	1:26	83.01%	77%	80%	-	-	-
16	Gomtu MSS	1:35	61.62%	100%	-	-	-	-
17	K/drapchu MSS	1:31	98.70%	100%	-	-	-	-
18	L/Zampa MSS	1:18	87.03%	90.3%	86.36%	-	-	-
19	Monggar MSS	1:22	-	-	67.58%	100%	-	-
20	Motithang MSS	1:17	-	-	91.11%	93.3%	-	-
21	Phuntshoing MSS	1:23	84.78%	97.3%	74.69%	99%	-	-
22	S/Jongkhar MSS	1:31	64.36%	86.6%	48.33%	94.6%	-	-
23	Samtse MSS	01:31.3	78.76%	78.7%	67.92%	-	-	-
24	Sarpang MSS	1:26	90.82%	90%	84.33%	100%	-	-
25	Shaba MSS	1:46	-	-	85.71%	98.6%	-	-
26	T/Yangtse MSS	1:34	90.32%	97.9%	96.52%	95.3%	-	-
27	Tangmachhu MSS	1:28	91.58%	91.1%	78.41%	100%	-	-
28	Trashiqang MSS	1:34	79.79%	-	-	-	-	-
29	Tsenkharla MSS	1:48	89.03%	95.5%	-	-	-	-
30	Wamrong MSS	1:28	80%	98.4%	90%	92.7%	-	-
31	Wangchhu MSS	1:28	72.85%	84.6%	66.67%	-	-	-
32	Yebilapta MSS	1:39	60.9%	-	81.3%	95.9%	-	-
33	Bidung LSS	1:25	83.72%	-	-	-	-	-
34	Changgangkha LSS	01:29.7	86.85%	-	-	-	-	-
35	Changzamtog LSS	1:41	76.55%	-	-	-	-	-
36	Choden LSS	1:27	81.58%	-	-	-	-	-
37	Damphu LSS	1:44	75.8%	-	-	-	-	-
38	Dechheling LSS	1:49	95.23%	-	-	-	-	-

Sl.	School	TPRatio	7	LSSCE
			Pass %	Pass %
39	Dewathang LSS	1:26	72.41%	73.4%
40	Dorokha LSS	1:55	65.33%	86.2%
41	Drametse LSS	1:38	85.58%	-
42	Druiegang LSS	1:36	64.86%	94.6%
43	Drukgyel LSS	1:33	75.4%	96.6%
44	Gasa LSS	1:23	92.85%	92.8%
45	Gaselo LSSs	-	79.56%	94.6%
46	Gonpa Singma LSS	1:41	93.8%	-
47	J/ Namgyel LSS	1:33	76%	78.5%
48	Kanglung LSS	01:35.1	87.93%	77.3%
49	Karma LSS	1:16	85%	-
50	Katsho LSS	1:35	74.69%	85.9%
51	Khaling LSS	1:27	96%	86.9%
52	Kheni LSS	1:38	88.57%	-
53	Khoma LSS	1:36	57.69%	-
54	Khuruthang LSS	1:35	85.86%	83.7%
55	Kurichhu LSS	-	95.2%	-
56	Lango LSS	1:37	50.94%	95.2%
57	Langthel LSS	1:53	82%	91.4%
58	Lobesa LSS	1:37	92.30%	84.4%
59	Marshala LSS	1:37	84.07%	76.4%
60	Nobding LSS	-	64.70%	93%
61	Orong LSS	1:40	77.33%	94.8%
62	Panbang LSS	01:40.8	84.05%	100%
63	Paro LSS	01:23.8	69.4%	82.8%
64	Radhi LSS	1:28	80.55%	92.1%
65	Samtegang LSS	1:46	83.95%	77%
66	Thungkhar LSS	-	100%	91%
67	Tsebar LSS	01:38.5	76%	-
68	Tshangkha LSS	1:31	88.46%	100%
69	Tsimalakha LSS	1:31	89.56%	79%
70	Ura LSS	1:46	71%	100%
71	W/Choeling LSS	-	62.5%	95.8%
72	Wamrong LSS	01:56.6	88.23%	-
73	Wangdue LSS	-	75%	84.5%
74	Woochu LSS	1:34	84.61%	88.4%
75	Yonphula LSS	1:52	84.9%	-
76	Yurung LSS	1:46	77.33%	98%
			80.26%	88.73%

Findings: There are 3 schools who have low TP ratio but have under-performed in the examinations. On the other hand, there are 3 schools with high TP ratio but have done well in the examinations.

3.6. END-OF-YEAR EXAMINATION QUESTION PATTERNS

	Class VII	Class IX	Class XI
Dzongkha	<p>Q.1 – Composition of choice (15) do (12)</p> <p>Q.2 – Letter-writing of choice (10) do (8)</p> <p>Q.3 – Comprehension passage (21) do (30)</p> <p>a. questions (10) do (15)</p> <p>b. Fill in the blanks (4)</p> <p>c. Spelling correction (5) do (5)</p> <p>d. Matching (3) do (5)</p> <p>Q.4 – General Questions (10) do (10)</p> <p>Q.5 – Meaning of words (4)</p> <p>Q.6 – Making sentences (8) do (5)</p> <p>Q.7 – Honorific words (4)</p> <p>Q.8 – Multiple response question (2)</p> <p>Q.9 – Grammar – Fill in the blanks. (6) do (5)</p> <p>Emphasis on different skills varies in the papers. E.g. Grammar is dedicated different amount of marks as is Composition and Letter-writing.</p>	<p>Paper I:</p> <p>1. Composition on choice – 20</p> <p>2. Letter-writing – 15, 20</p> <p>3. Comprehension – 30</p> <p>a. Questions</p> <p>b. synonyms</p> <p>c. making sentences</p> <p>4. Grammar (Dazhung) - 10</p> <p>Length of composition varies – 200, 300 words Marks allocated to Letter-writing different.</p> <p>Paper II: To answer 5 questions from 3 texts choosing at least one from each text. Each Question is worth 16 marks. Q.1, 2 & 3: Gyalsey Laglen - 16 Q.4, 5 & 6: Legshed Langdor Shenjed – 16 Q.7, 8 & 9: Ashi Nangsa – 16 Question patterns are same for paper II</p>	<p>Q.1: Composition on choice (300, 400 words) - 20</p> <p>Q.2: Comprehension Passage -15, 20</p>
English	<p>2 papers. Time – 2 hours. FM – 80.</p> <p>Paper I consist of: Composition. Letter-writing. Précis writing. Writing new sentences out of given sentences. Paragraph-writing. Grammar. Punctuation. Dictionary work.</p> <p>Paper II consist of: Comprehension passage, Poetry, Dialogue construction, Cloze text, Meaning of phrasal verbs and expressions, Sentence making with expressions.</p>	<p>Paper I: 2 hours, 80 marks.</p> <p>Q.1 – Composition on choice (350-400 words) – 25 marks</p> <p>Q.2 – Letter-writing on choice – 10 marks</p> <p>Q.3 – Comprehension: word meaning – 5 marks Questions – 10 marks Summary writing – 10 marks</p> <p>Q.4 – Grammar: Rewriting sentences – 10 marks Fill in the blanks – 5 marks Suitable form of given word – 5 marks</p> <p>Paper II: 2 hours, 80 marks. To answer 5 questions from 3 texts choosing at least one from each text (Drama, Poetry, A collection of Short Stories). Each Question is worth 16 marks. Same pattern of papers</p>	<p>Paper I: 3-hour paper.</p> <p>Q.1: Composition on choice – 25, 30 marks</p> <p>Q.2: Project/Report/Organizational setup writing – 20 marks</p> <p>Q.3: Grammar – 20 marks</p> <p>Q.4: Comprehension – 30 marks</p> <p>Paper II: 3-hour paper. Must answer 5 questions in all.</p> <p>Q.1 is compulsory. 4 other questions to be chosen from different texts including Shakespeare. Paper set as per pattern.</p>
Mathematics	<p>Two parts to the paper. PART A consists of multiple response questions and PART B consists of word problems.</p> <p>Questions worth 30% - 50% of total devoted to multiple response questions.</p>	<p>The duration of writing the paper is 2½ hours.</p> <p>Section A is worth 40 marks. Section B is worth 40 marks. In section A there are 7 main questions consisting of 2 minor questions each. Alternately, there are 20 questions requiring short answers. All questions to be answered in this section. Section B contains 7 questions out of which only 4 are to be answered.</p>	

Science	<p>Variation in time duration for writing paper - 2 hrs and 2½ hrs. Equal division of marks between A & B. Two parts to the paper. PART A consists of multiple response questions for 50 marks. PART B consists of essay questions requiring higher order of cognitive skills. Explaining. Giving reasons. Differentiating. Stating. What do you understand by...? What is...? Why...? Drawing diagrams.</p>	<p>Two parts – A and B Section A is compulsory. Multiple choice questions, True – False questions, Matching, Rewriting in logical sequence, Identifying, Fill in the blanks. Choice in section B: Explaining, differentiating, Reasoning, Defining, stating, describing, identifying relationships, classifying. Naming labeled parts in a diagram, drawing diagrams, distinguishing between two or more things, What do you understand by ...?</p>	<p>PHYSICS: 3-hour paper. PART I and PART II. Part I is compulsory. It consists of short answer questions. Part II is divided into Sections A, B and C with 3 questions each. Two questions each are to be answered from each section. BIOLOGY: 3-hour paper. PART I and PART II. Answer all questions in PART I and five questions from PART II (three from section A and two from section B) CHEMISTRY: 3-hour paper. PART I and PART II Part I is compulsory. Part II is divided into Sections A, B and C with 3 questions each. Two questions each are to be answered from each section. Papers set as per pattern</p>
History	<p>PART I: Multiple response questions. Fill in the blanks. Match the following. True or False. PART II: Essay questions.</p>	<p><i>Give an example...? Mention...? Why is it...? How many...? What would you like...? What does...? Who...? Describe...? What was the...? In what respect...? Justify the statement...? How has the...? Make a comparison...? Which do you consider...? Justify...? What would have happened if...? Define...? How do you prove...? Explain...? Fill in the blanks? Describe...? What do you mean by...? Mention...? Give reasons...? Who is...?</i> Question paper format is similar to that of the BBE. The paper is divided into 2 parts. Each part has sections. There are choices for answering. Maximum Marks is for 80 and the time for writing is 2 hours. There are short answer and essay answer questions. Much of them are of recall-type.</p>	
Geography	<p>2 hour paper. PART A & B. PART A consists of multiple response questions. PART B consists of essay questions. Give reasons. Why...? What are...? How? Map work.</p>	<p>Contour map. Outline map. What do you think? Mention, what does the term...? Why? Which? Draw. Calculate? State. What do you understand by...? What are...? How? Give reasons. 2 hours. FM is 80. ZHSS: Define. Describe. Explain. Mention. Distinguish. What are...? Give reasons. Discuss. Outline map. 2 hours. FM is 80. P/ling: Compare and contrast. Diagram. What do you mean by...? With help of diagram, explain...? What is the relationship between...? What is meant...? Define. Why? Differentiate? What is known...? Which is...? Distinguish between...? How does...? To what does ...? Describe. Write short notes...? List the...? Mention... What and why...? Outline map. 2 hours. FM is 100. <i>The question patterns are akin to those of the BBE. There are higher order questions. The level of difficulty is same.</i></p>	<p>PART I and PART II. All questions in PART I is compulsory. PART II contains two sections A and B. Choice to answer 3 questions in A and 2 questions in B. PART I is worth 20 marks. PART B is worth 50 marks of 10 marks each. Paper set as per pattern.</p>