

SCHOOL PERFORMANCE REPORT 2017

**Education Monitoring Division
Department of School Education
Ministry of Education**

VISION

An educated and enlightened society of GNH, built and sustained on the unique Bhutanese values of *tha dam-tsig ley gju-dre*.

MISSION

1. Develop sound educational policies that enable the creation of knowledge-based GNH society.
2. Provide equitable, inclusive and quality education and lifelong learning opportunities to all children and harness their full potential to become productive citizens.
3. Equip all children with appropriate knowledge, skills and values to cope with challenges of the 21st century.

Executive Summary

This Annual School Performance Report provides information about the Performance of Schools for the year 2017. It presents information to educators and stakeholders about the holistic performance of schools. The information and data presented in the report are drawn together from the School Performance Management System (SPMS), 2017. It also highlights the importance of the school leader's role in establishing an environment in which student learning is accorded a central focus and goals for improved performance are developed collaboratively by staff with a commitment to achieving them.

This report has two parts; Part I provides academic analysis of classes III, VI, X and XII with findings. It also includes schools, dzongkhag and thromde performance on the three key areas; Academic Learning Scores, Enabling Practices Scores and GNH Scores of 2017.

Part II consist of school visit report with observations and recommendations offered by education monitoring officers during their first and second round of regular school monitoring visit 2017.

This annual report is intended to help concerned authorities of Ministry of Education (MoE) /Dzongkhags and Thromdes to monitor and track the performance of schools. Its main purpose is to help them identify schools that are performing extremely well or not performing well given their circumstances and also to recognize schools on their achievements and provide intervention and support.

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Introduction

The School Performance Report, 2017 provides information to educators and concerned stakeholders about the holistic performance of schools. The holistic assessment of schools is carried out based on three scorecards, viz, Academic Learning Scorecard (ALS), Enabling Practices Scorecard (EPS), and Gross National Happiness Scorecard (GNH).

Part I of this report shows the findings of School Performance Management System (SPMS) and the analysis of:

- Overall performance of Dzongkhag/Thromde based on three Scorecards;
- Top 10 schools for the year 2017 at classes III, VI, X and XII;
- National level comparative analysis of ALS in different categories at four levels for 2014, 2015, 2016 & 2017; and
- ALS of Dzongkhags/Thromdes at four levels for 2017.

Part II of this report intends to inform relevant stakeholders about the observations made by Education Monitoring Division (EMD), Department of School Education, Ministry of Education. The report also highlights the onsite support and interventions provided to schools by the division in order to ensure quality education. Further, the requirements of interventions from Dzongkhags, Thromdes and the Ministry of Education are reflected in this report. The report is based on the visit made to 51 schools under 10 Dzongkhags and 2 Thromdes. The overall observations were made on the following areas:

1. Updating school information
2. School leadership management system
3. Human resource management system
4. School campus (physical and psycho-social aspects)
5. School infrastructure
6. Financial resources
7. Teaching learning resources
8. Science laboratory and other materials
9. Library
10. Educational programmes:
 - School curriculum policy
 - Lesson planning and preparation
 - Assessments
 - Co-curricular activities
 - Staff development programmes
 - Student support services
 - School-community vitality

In addition, EMD also provided orientation on updated School Performance Management System (SPMS) to the Principals of 7 Dzongkhags. The orientation mainly focused on the updated indicators and process of carrying out online SPMS. Besides orienting Principals on SPMS, EMOs took opportunities to clarify some of the issues of the schools presented by

Principals. Although the report has been prepared based on the findings from 51 schools, it can serve as an essential documents to be referred by all the schools in the country.

Part I

Overall performance of Dzongkhag/Thromde based on three Scorecards

The performances of schools are assessed holistically based on the three elements of School Performance Management System (SPMS). They are School Self-Assessment (SSA), School Improvement Plan (SIP) and School Performance Scorecards. School Performance scorecards consist of Academic Learning Scorecards (ALS), Enabling Practices Scorecard (EPS) and Gross National Happiness Scorecard (GNH), which includes physical and psycho-social components.

SSA is a tool, used by schools to reflect and assess their performance in a systematic and comprehensive manner. It takes into account the functioning of school leadership and management, students' learning outcome, students and teachers' engagement and their wellbeing. This is done at the start of the year and reviewed in the middle of the academic year.

SIP is a tool used by schools to prepare an improvement plan by setting targets for the academic year and developing action plan to achieve the desired improvements based on SSA. This is developed at the beginning of the year and reviewed in the middle of the year. SIP is endorsed by Dzongkhag Education Officers (DEOs) and Thromde Education Officers (TEOs) during the first round school visits. DEOs/TEOs validate the achievement and ratings of schools using EPS & GNH Scorecards in the second round visit. The final agreed ratings are submitted to EMD online.

The result of School Performance for 2017 was generated and declared on 10th February 2018. The top 10 schools in four class levels (III, VI, X & XII) were recognized with certificates and cash prizes. Cash prizes and certificates were also awarded to 40 schools that made significant improvement in their overall weighted score.

The following tables show the Dzongkhag/Thromde wise Average Weighted ALS, EPS and GNH scores of 2017.

Table 1: Dzongkhag-wise ALS of class III & VI

Class III			Class VI		
Dzongkhag/Thromde	Avg. weighted score (%)	Rank	Dzongkhag/Thromde	Avg. weighted score (%)	Rank
Trashiyangtse	99.73	1	Lhuentse	91.86	1
Gasa	99.69	2	Pemagatshel	88.98	2
Samdrup Jongkhar	99.68	3	Trashiyangtse	88.80	3
Lhuentse	99.44	4	Haa	88.36	4
Bumthang	99.30	5	Sarpang	86.05	5
Phuntsholing Thromde	99.18	6	Thimphu Thromde	85.10	6
Pemagatshel	99.02	7	Gasa	83.79	7
Haa	98.78	8	Samdrup Jongkhar	83.28	8
Zhemgang	98.34	9	Thimphu	82.58	9
Sarpang	97.85	10	Trongsa	80.70	10
Thimphu	97.00	11	Bumthang	80.64	11
Paro	96.85	12	Trashigang	80.29	12
Trongsa	95.12	13	Paro	78.34	13
Mongar	93.81	14	Chhukha	77.67	14
Trashigang	93.50	15	Zhemgang	77.55	15
Gelephu Thromde	93.39	16	S/Jongkhar Thromde	77.28	16
Punakha	92.28	17	Phuntsholing Thromde	76.40	17
Chhukha	92.07	18	Tsirang	75.30	18
Thimphu Thromde	91.53	19	Wangdue Phodrang	74.49	19
Samtse	89.21	20	Mongar	71.88	20
Tsirang	88.07	21	Punakha	71.15	21
Wangdue Phodrang	87.93	22	Dagana	71.06	22
Dagana	86.30	23	Samtse	70.16	23
S/Jongkhar Thromde	85.51	24	Gelephu Thromde	69.92	24

In class III, Trashiyangtse dzongkhag scored the highest in ALS with 99.73% while Samdrup Jongkhar Thromde scored the least with 85.51%. In class VI, Lhuentse dzongkhag scored the highest with 91.84%. Gelephu Thromde with an average weighted score of 69.92% scored the least.

Table 2: Dzongkhag-wise ALS of class X & XII

Class X			Class XII		
Dzongkhag	Avg. weighted score (%)	Rank	Dzongkhag	Avg. weighted score (%)	Rank
S/Jongkhar Thromde	87.74	1	Zhemgang	91.35	1
Trashigang	87.12	2	Lhuentse	89.35	2
Lhuentse	85.06	3	Punakha	86.21	3
Pemagatshel	81.77	4	Tsirang	82.49	4
Punakha	81.58	5	Trongsa	80.83	5
Trongsa	80.14	6	Trashiyangtse	79.84	6
Gelephu Thromde	79.65	7	Trashigang	79.23	7
Thimphu Thromde	78.43	8	Wangdue Phodrang	77.34	8
Zhemgang	77.59	9	Bumthang	75.98	9
Mongar	77.58	10	Mongar	74.34	10
Bumthang	76.87	11	Dagana	74.03	11
Gasa	76.39	12	Pemagatshel	73.47	12
Tsirang	76.18	13	Haa	72.10	13
Dagana	75.19	14	Sarpang	70.61	14
Haa	74.72	15	Thimphu	70.41	15
Samdrup Jongkhar	73.03	16	Gelephu Thromde	70.31	16
Wangdue Phodrang	72.96	17	Chhukha	70.13	17
Paro	72.93	18	S/Jongkhar Thromde	68.08	18
Phuntsholing Thromde	72.37	19	Samdrup Jongkhar	62.77	19
Thimphu	72.13	20	Thimphu Thromde	62.37	20
Trashiyangtse	71.10	21	Paro	60.83	21
Chhukha	70.30	22	Samtse	60.02	22
Sarpang	69.04	23	Phuntsholing Thromde	55.19	23
Samtse	67.43	24			

In class X, Samdrup Jongkhar Thromde scored the highest with an average weighted score of 87.74% and Samtse dzongkhag scored the least with 67.45%. In class XII, Zhemgang dzongkhag scored the highest with average weighted score of 91.35% and Phuntsholing thromde scored the least with 55.18%.

Table 3: Dzongkhag-wise EPS & GNH

EPS			GNH		
Dzongkhag	Avg. weighted score (%)	Rank	Dzongkhag	Avg. weighted score (%)	Rank
Bumthang	98.58	1	Haa	99.53	1
Haa	98.03	2	Lhuentse	99.42	2
Lhuentse	97.81	3	Pemagatshel	99.02	3
Pemagatshel	97.66	4	Trashiyangtse	98.58	4
Tsirang	97.02	5	Thimphu	98.54	5
Trashiyangtse	96.87	6	Sarpang	98.48	6
Sarpang	96.77	7	Bumthang	97.94	7
Trashigang	96.57	8	Phuntsholing Thromde	97.71	8
Thimphu	96.56	9	Tsirang	97.65	9
Thimphu Thromde	96.18	10	Thimphu Thromde	97.54	10
Zhemgang	96.17	11	Trashigang	97.46	11
Chhukha	95.98	12	Zhemgang	97.40	12
Wangdue Phodrang	95.53	13	Chhukha	97.37	13
Gasa	95.08	14	Wangdue Phodrang	96.95	14
Phuntsholing Thromde	94.74	15	Paro	96.65	15
Paro	94.43	16	S/Jongkhar Thromde	96.18	16
Punakha	92.92	17	Gasa	96.09	17
Dagana	92.71	18	Dagana	95.55	18
Samdrup Jongkhar	92.13	19	Punakha	95.48	19
Trongsa	92.06	20	Samdrup Jongkhar	95.09	20
Mongar	91.42	21	Mongar	94.91	21
Samtse	90.96	22	Samtse	93.51	22
Gelephu Thromde	90.91	23	Trongsa	93.27	23
S/Jongkhar Thromde	90.68	24	Gelephu Thromde	91.98	24

Bumthang dzongkhag scored the highest in EPS score with an average weighted score of 98.58% while Samdrup Jongkhar Thromde scored the least with 90.68%. Haa dzongkhag scored the highest in GNH score with an average weighted score of 99.53%. Gelephu Thromde scored the least with 91.98%.

Top 10 schools

The following tables show the top 10 schools in class III, VI, X and XII of 2017.

Table 4: Top 10 schools of 2017 in class III

Sl#	Dzongkhag	School	Weighted Overall Score	ALS (%)	EPS (%)	GNH (%)
1	Pemagatshel	Gashari PS	100	100	100	100
2	Sarpang	Samtenling PS	100	100	100	100
3	Zhemgang	Thrisa PS	100	100	100	100
4	Sarpang	Serzhong PS	100	100	100	100
5	Sarpang	Gakidling PS	100	100	100	100
6	Trashiyangtse	Tsangphuchen PS	100	100	100	100
7	Bumthang	Tangsibi PS	99.99	100	99.97	100
8	Paro	Utpal Junior Wing (Pvt)	99.98	100	99.94	100
9	Pemagatshel	Khangma PS	99.98	100	99.94	100
10	Zhemgang	Nimshong PS	99.98	100	99.94	100
11	Sarpang	Chuzagang PS	99.98	100	99.94	100
12	Bumthang	Zungnye PS	99.98	100	99.94	100
13	Pemagatshel	Woongchilo PS	99.98	100	99.94	100
14	Trashiyangtse	Rabtey PS	99.98	100	99.94	100
15	Lhuentse	Domkhar PS	99.98	100	99.94	100
16	Haa	Sertena PS	99.97	100	99.9	100
17	Trashiyangtse	Shali PS	99.97	100	99.9	100
18	Bumthang	Kharsa PS	99.97	100	99.9	100
19	Trashiyangtse	Yallang PS	99.96	100	99.87	100
20	Thimphu Thromde	Etho Metho School (Pvt)	99.96	100	99.87	100
21	Zhemgang	Bardo PS	99.96	100	99.87	100
22	Trashiyangtse	Jangphutse PS	99.95	100	99.84	100
23	Lhuentse	Thimyul LSS	99.93	100	99.8	100
24	Thimphu	Tshaluna PS	99.93	100	99.8	100
25	Bumthang	Gaytsa LSS	99.9	100	99.71	100
26	Pemagatshel	Chimong PS	99.88	100	99.64	100
27	Thimphu Thromde	Dr. Tobgyel MSS (Pvt)	99.88	100	99.64	100
28	Trashigang	Yonphula LSS	99.87	100	99.61	100

Based on the SPMS report of 2017, the highest and the lowest scores of Top 10 Schools in Class III are as under:

- ALS – All schools achieved 100% in ALS
- EPS - 100% (Highest), 99.61% (Lowest)
- GNH –All schools achieved 100% in GNH scorecard
- Overall Weighted Score – 100% (Highest), 99.87% (Lowest)

Table 5: Top 10 schools of 2017 in class VI

Sl #	Dzongkhag	School	Weighted Overall Score	ALS (%)	EPS (%)	GNH (%)
1	Sarpang	Samtenling PS	100	100	100	100
2	Sarpang	Serzhong PS	100	100	100	100
3	Sarpang	Gakidling PS	100	100	100	100
4	Pemagatshel	Khangma PS	99.98	100	99.94	100
5	Sarpang	Chuzagang PS	99.98	100	99.94	100
6	Paro	Utpal Junior Wing (Pvt)	99.98	100	99.94	100
7	Trashiyangtse	Shali PS	99.97	100	99.9	100
8	Thimphu Thromde	Etho Metho School (Pvt)	99.96	100	99.87	100
9	Thimphu Thromde	Little Dragon Primary School (Pvt)	99.91	100	99.74	100
10	Pemagatshel	Chimong PS	99.88	100	99.64	100
11	Lhuentse	Ganglakhema PS	99.84	100	99.51	100
12	Thimphu	Thimphu PS (Pvt)	99.69	100	100	99.06
13	Pemagatshel	Khengzor PS	99.68	100	99.97	99.06
14	Zhemgang	Goling PS	99.65	100	99.9	99.06

Based on the SPMS report of 2017, the highest and the lowest scores of Top 10 Schools in Class VI are as under:

- ALS - All schools achieved 100% in ALS
- EPS - 100% (Highest), 99.51% (Lowest)
- GNH - 100% (Highest), 99.06% (Lowest)
- Overall Weighted Score - 100% (Highest), 99.65% (Lowest)

Table 6: Top 10 schools of 2017 in class X

Sl #	Dzongkhag	School	Weighted Overall Score	ALS (%)	EPS (%)	GNH (%)
1	Punakha	Ugyen Academy HSS (Pvt)	99.15	100	97.46	100
2	Lhuentse	Lhuentse HSS	98.83	98.29	98.21	100
3	Thimphu Thromde	Druk MSS	98.6	95.96	99.84	100
4	Trashigang	Rangjung CS	98.57	99.07	96.65	100
5	Thimphu Thromde	Changangkha MSS	97.82	96.06	97.4	100
6	Trashigang	Dungtse CS	97.79	95.74	97.63	100
7	Trashigang	Thrimshing CS	97.62	95.75	97.11	100
8	Zhemgang	Zhemgang CS	97.59	97.19	97.76	97.81
9	Pemagatshel	Nangkor CS	96.85	94.91	95.65	100
10	Trashigang	Radhi MSS	96.64	90.34	99.58	100

Based on the SPMS report of 2017, the highest and the lowest scores of Top 10 Schools in Class X are as under:

- a) ALS - 100% (Highest), 90.34% (Lowest)
- b) EPS - 99.84% (Highest), 95.65% (Lowest)
- c) GNH - 100% (Highest), 97.81% (Lowest)
- d) Overall Weighted Score - 99.15% (Highest), 96.64% (Lowest)

Table 7: Top 10 schools of 2017 in class XII

Sl#	Dzongkhag	School	Weighted Overall Score	ALS (%)	EPS (%)	GNH (%)
1	Punakha	Ugyen Academy HSS (Pvt)	98.31	97.46	97.46	100
2	Lhuentse	Lhuentse HSS	95.85	89.35	98.21	100
3	Trongsa	Taktse CS	95.83	92.97	96.4	98.13
4	Zhemgang	Zhemgang CS	95.64	91.35	97.76	97.81
5	Trashigang	Jigme Sherubling CS	94.88	88.73	95.91	100
6	Trashigang	Rangjung CS	93.78	84.7	96.65	100
7	Bumthang	Jakar HSS	93.35	84.4	97.53	98.13
8	Mongar	Mongar HSS	93.04	81.51	97.6	100
9	Punakha	Punakha CS	92.67	82.07	96.88	99.06
10	Trashiyangtse	Baylling CS	92.21	79.84	96.78	100

Based on the SPMS report of 2017, the highest and the lowest scores of Top 10 Schools in Class XII are as under:

- a) ALS - 97.46% (Highest), 79.84% (Lowest)
- b) EPS - 98.21% (Highest), 95.91% (Lowest)
- c) GNH - 100% (Highest), 97.81% (Lowest)
- d) Overall Weighted Score - 98.31% (Highest), 92.21% (Lowest)

ALS Analysis of the Nation for the past 4 years

The Ministry of Education introduced the School Performance Management System in 2010 with the following Academic Learning Outcome targets:

- 100% of the students in the school should score more than or equals to 45%
- 80% of the students in the school should score more than or equals to 60%
- 40% of the students in the school should score more than or equals to 70%

Table 8: ALS Analysis of Class III (2014, 2015, 2016 & 2017)

Class	Year	No. of Students	No of students with...			% of students with...		
			≥ 45%	≥ 60%	≥ 70%	≥ 45%	≥ 60%	≥ 70%
			Target →			100%	80%	40%
III	2014	14,735	13,552	8,941	4,986	91.97%	60.68%	33.84%
	2015	12,876	12,244	8,491	4,820	95.09%	65.94%	37.43%
	2016	12,272	11,490	8,821	5,629	93.63%	71.88%	45.87%
	2017	12,573	12,289	9,952	6,595	97.74%	79.15%	52.45%

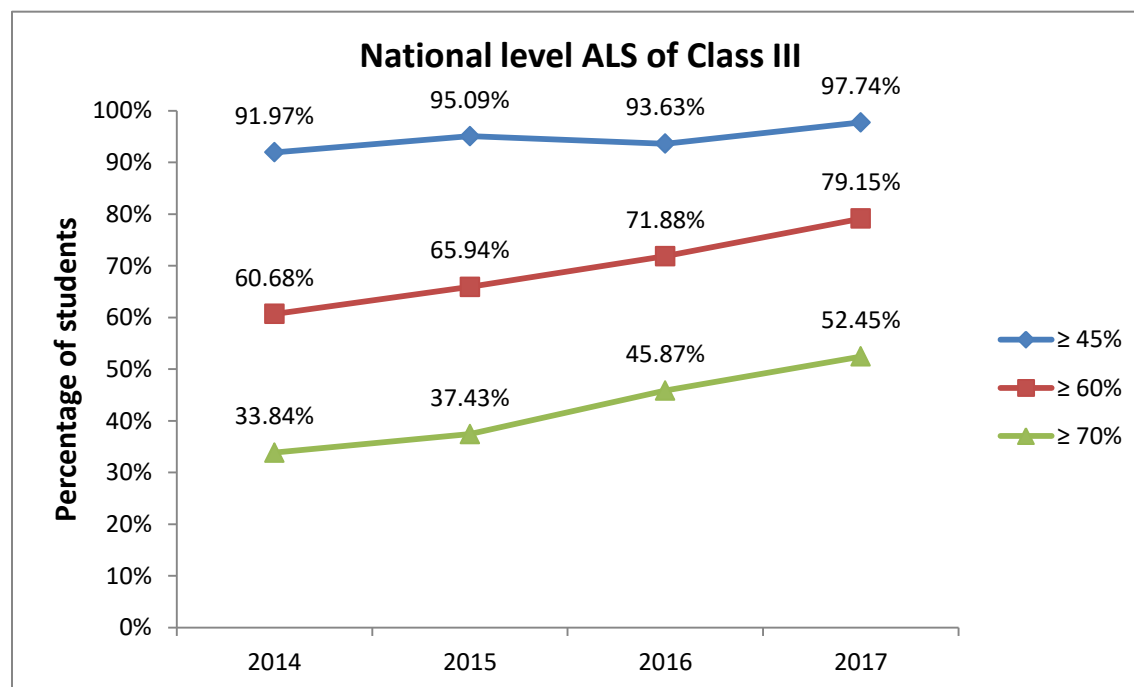


Figure 1: ALS-Nation, Class III

The trend of the academic performance of class III over the past four years in the categories 70% and 60% and above is incremental. In the 70% and above category, it has increased from 33.84% in 2014 to 52.45% in 2017. While there was a decrease in the performance in the category 45% and above in 2016, there is an increase from 93.63% in 2016 to 97.74% in 2017.

Table 9: ALS Analysis of Class VI (2014, 2015, 2016 & 2017)

Class	Year	No. of Students	No of students with...			% of students with...		
			≥ 45%	≥ 60%	≥ 70%	≥ 45%	≥ 60%	≥ 70%
			Target →			100%	80%	40%
VI	2014	13,967	12,744	6,071	2,587	91.24%	43.47%	18.52%
	2015	14,432	13,448	6,305	2,595	93.18%	43.69%	17.98%
	2016	14,331	13,589	7,333	3,170	94.82%	51.17%	22.12%
	2017	13,968	13,389	7,846	3,558	95.85%	56.17%	25.47%

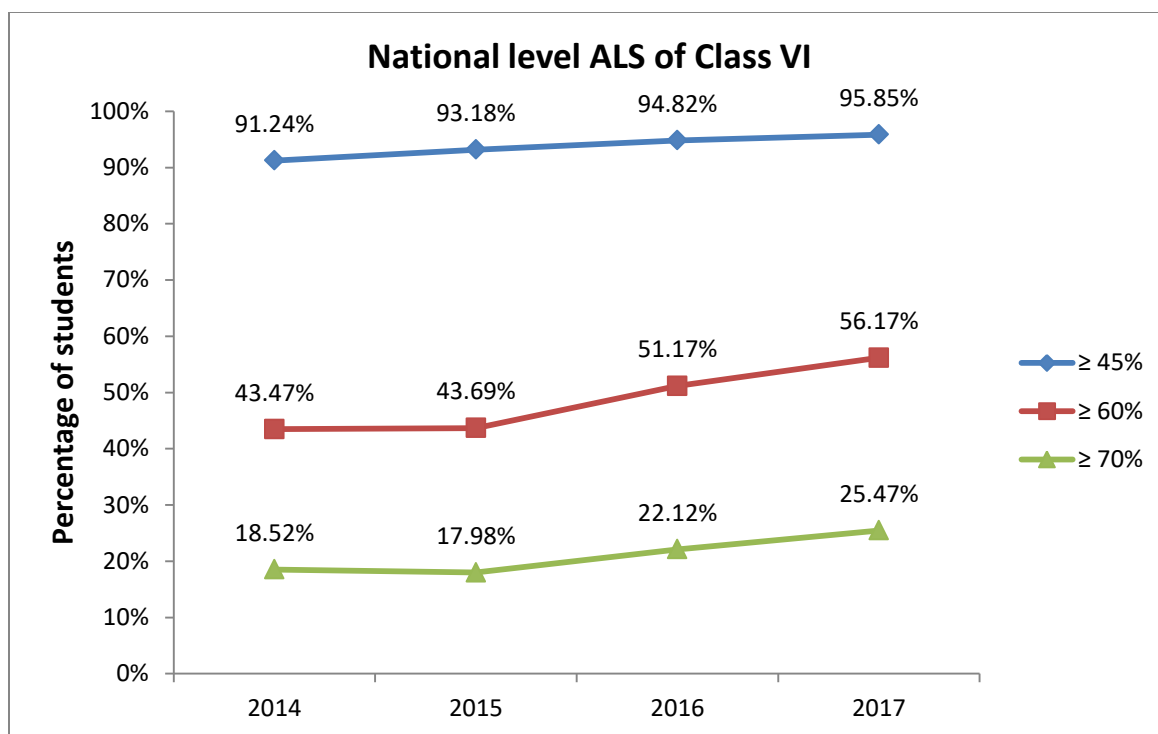


Figure 2: ALS-Nation, Class VI

Over the four years period, the academic performance of class VI has improved in all the three categories. From 91.24% in 2014, the performance in 2017 reached 95.85% in the 45% and above category. The performance in 60% and above category increased from 43.47% in 2014 to 56.17% in 2017. In the 70% and above category, it increased from 18.52% in 2014 to 25.47% in 2017.

Table 10: ALS Analysis of Class X (2014, 2015, 2016 & 2017)

Class	Year	No. of Students	No of students with...			% of students with...		
			≥ 45%	≥ 60%	≥ 70%	≥ 45%	≥ 60%	≥ 70%
			Target →			100%	80%	40%
X	2014	10,975	10,769	6,142	2,551	98.12%	55.96%	23.24%
	2015	11,323	10,156	4,633	1,581	89.69%	40.92%	13.96%
	2016	12,032	11,303	6,427	2,378	93.94%	53.42%	19.76%
	2017	11,974	11,228	6,290	2,309	93.77%	52.53%	19.28%

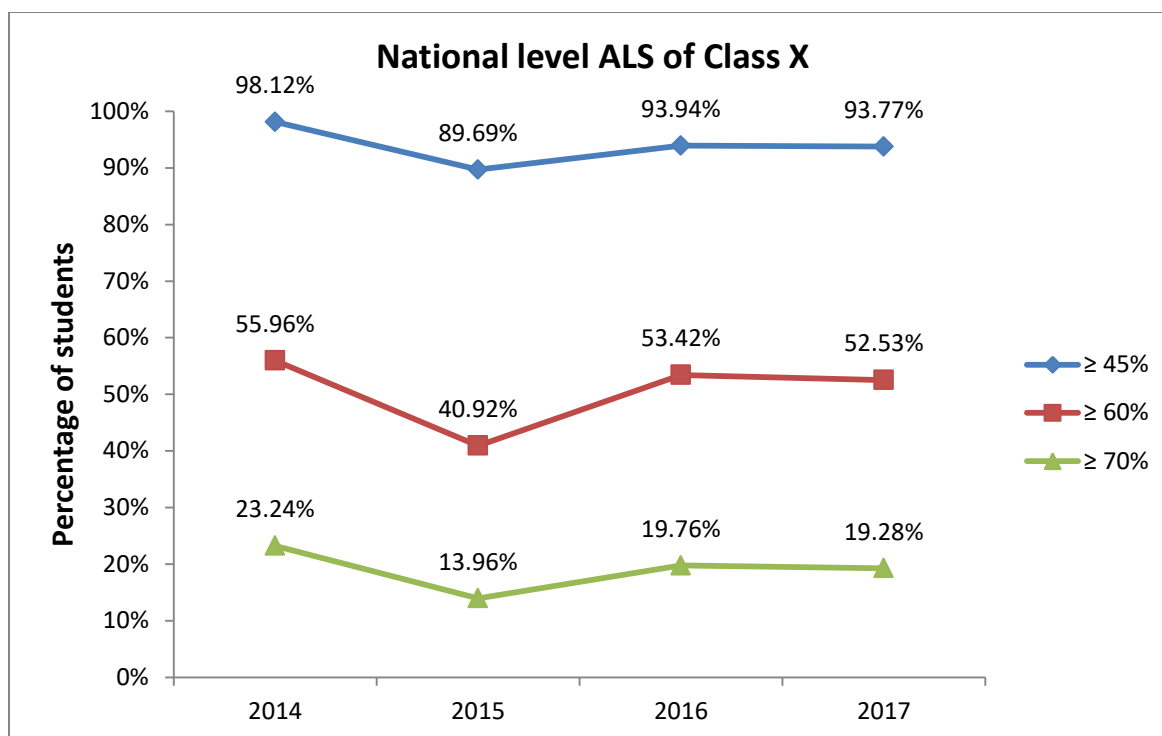


Figure 3: ALS-Nation, Class X

The performance of class X for the past four years is inconsistent. However, compared to 2014, the performance in 2017 has dropped in all the categories.

Table 11: ALS Analysis of Class XII (2014, 2015, 2017 & 2017)

Class	Year	No. of Students	No of students with...			% of students with...		
			≥ 45%	≥ 60%	≥ 70%	≥ 45%	≥ 60%	≥ 70%
			Target →			100%	80%	40%
XII	2014	9,276	9,081	4,090	965	97.90%	44.09%	10.40%
	2015	9,951	9,064	3,760	839	91.09%	37.79%	8.43%
	2016	10,804	9,036	4,106	869	83.64%	38.00%	8.04%
	2017	10,145	9,198	5,027	1,085	90.67%	49.55%	10.69%

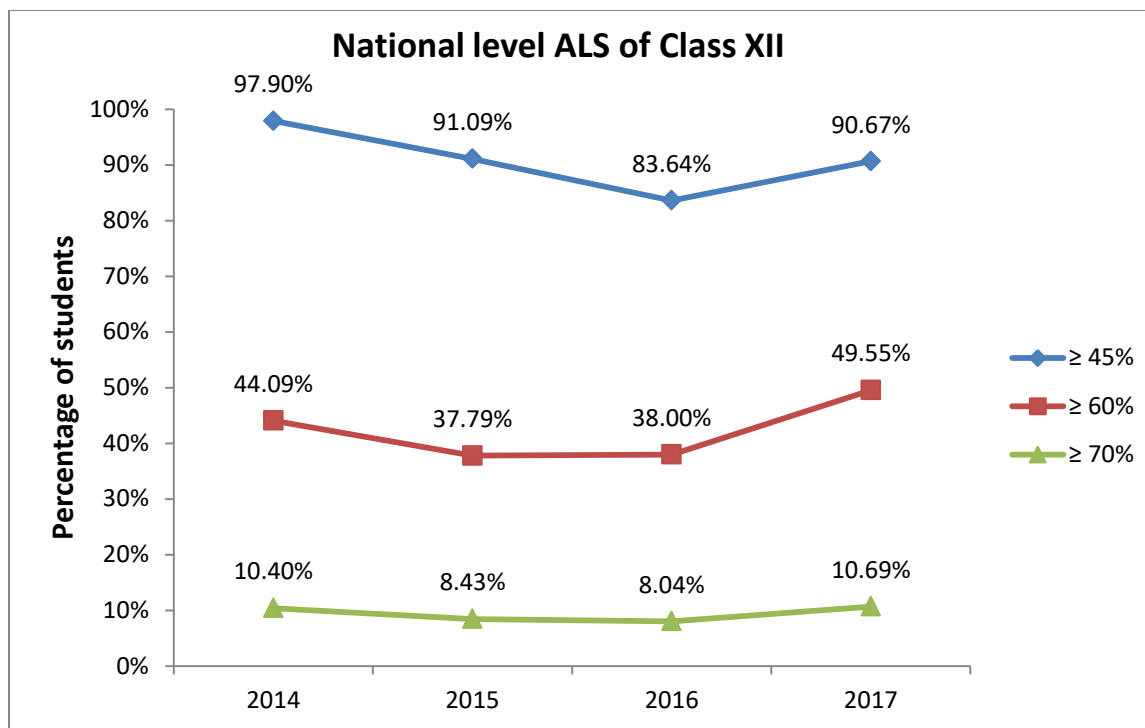


Figure 4: ALS-Nation, Class XII

Performance of class XII saw decreasing trend from 2014 till 2016 in all the categories, however, in 2017, performance has increased in all the categories.

ALS analysis of Dzongkhag/Thromde, 2017

Bumthang Dzongkhag

Table 12: Level- wise ALS analysis-Bumthang Dzongkhag

No. of Students	Class	No. of students with			% of students with		
		≥ 45	≥ 60	≥ 70	≥ 45%	≥ 60%	≥ 70%
		Target			100	80	40
337	III	336	301	227	99.70	89.32	67.36
359	VI	351	213	114	97.77	59.33	31.75
291	X	284	160	45	97.59	54.98	15.46
245	XII	232	140	39	94.69	57.14	15.92

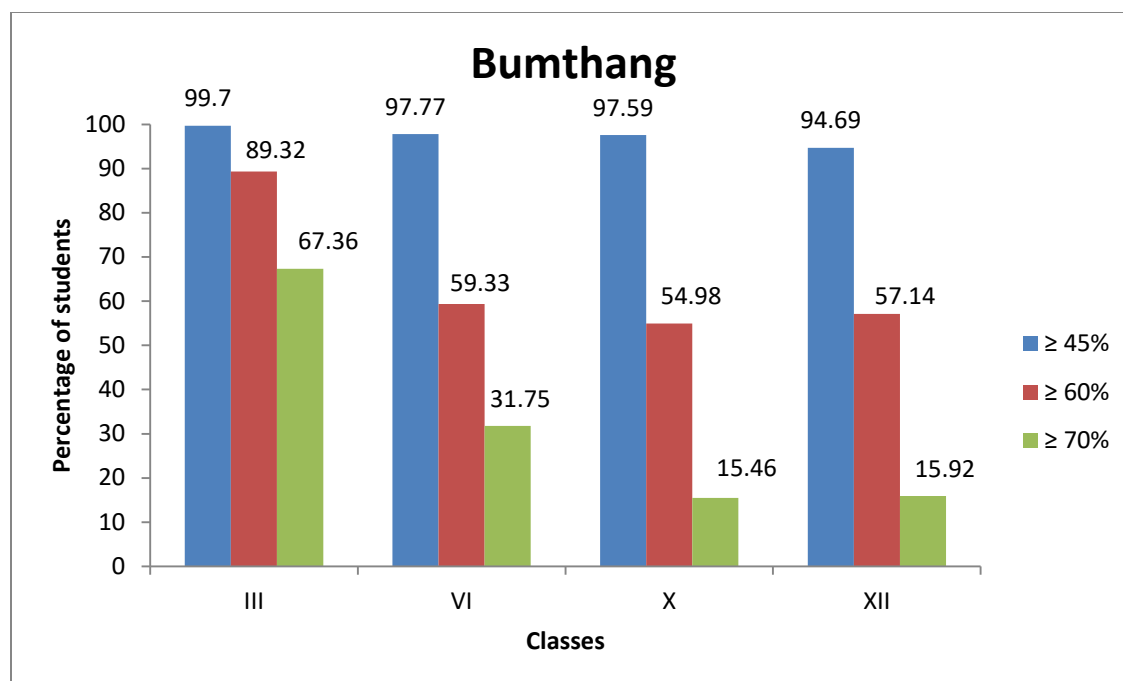


Figure 5: ALS-Bumthang Dzongkhag

In Bumthang, a total of 337 students appeared class III examination in 2017. Of the total, 336 students (99.70%) scored 45% and above, 301 of them (89.32%) scored 60% and above, and 227 students (67.36%) scored 70% and above.

Out of 359 students in class VI, 351 students (97.77%) scored 45% and above, 213 students (59.33%) scored above 60% and above, and 114 of them (31.75%) scored 70% and above.

At the middle secondary level, of the 291 students who appeared class X examination, 284 of them (97.59%) scored 45% and above, 160 students (54.98%) scored 60% and above, and 45 students (15.46%) scored 70% and above.

At the higher secondary level, a total of 245 students sat for class XII examination. Of the total, 232 students (94.69%) scored 45% and above, 140 of them (57.14%) scored 60% and above, and 39 of them (15.92%) scored 70% and above.

Summary

At the primary level, class III performed better in all three categories compared to class VI. Class III has achieved two ALS targets with 89.32% of its students scoring 60% and above against set target of 80% and 67.36% of the students scoring 60% and above against set target of 40%.

At the secondary level, class XII performed slightly better than class X in 60% and 70% categories with 57.14% against 54.98% and 15.92% against 15.46%. Class X, however, performed better than class XII in 45% category with 97.59% against 94.69%.

In general, class III performed better in all three categories than classes VI, X and XII.

Thinley Dorji (Focal EMO, Bumthang)

Chhukha Dzongkhag

Table 13: Level- wise ALS analysis - Chhukha Dzongkhag

No. of Students	Class	No. of students with			% of students with		
		≥ 45	≥ 60	≥ 70	≥ 45%	≥ 60%	≥ 70%
		Target			100	80	40
798	III	768	605	413	96.24	75.81	51.75
996	VI	929	522	251	93.27	52.41	25.20
857	X	777	381	120	90.67	44.46	14.00
316	XII	295	151	22	93.35	47.78	6.96

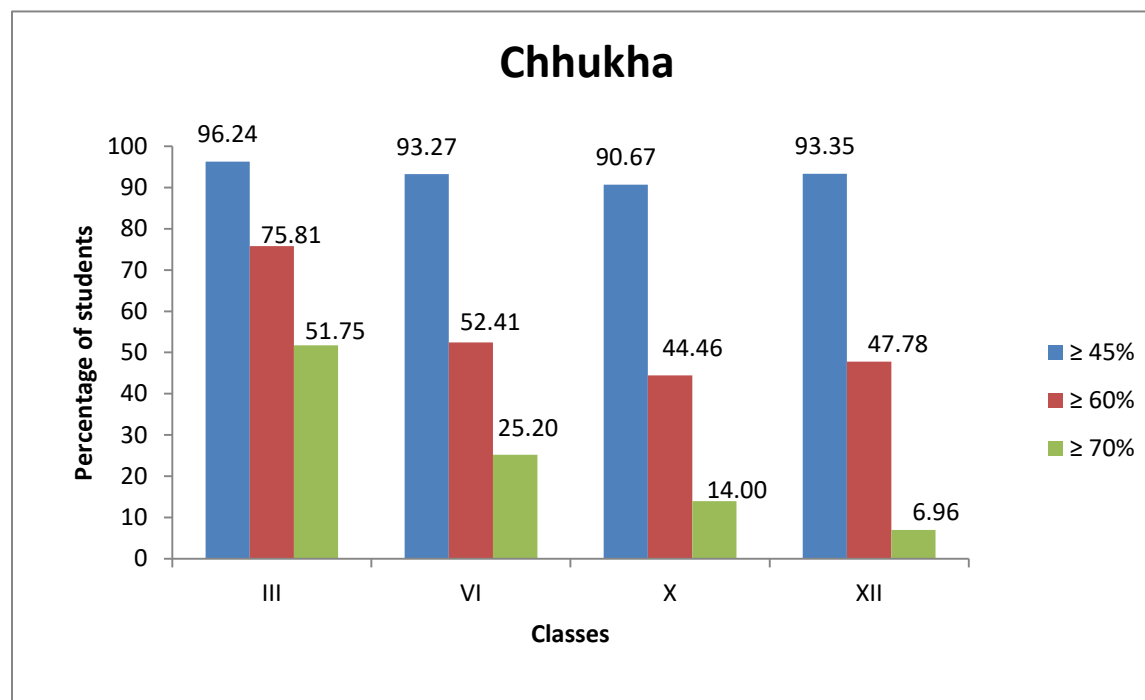


Figure 6: ALS-Chhukha Dzongkhag

A total of 798 students appeared class III examinations in 2017. Of the total, 768 students (96.24%) scored 45% and above, 605 of them (75.81%) scored 60% and above, and 413 students (51.75%) scored 70% and above.

Out of 996 students in class VI, 929 students (93.27%) scored 45% and above, 522 students (52.41%) scored above 60% and above, and 251 of them (25.20%) scored 70% and above.

At the middle secondary level, of the 857 students who appeared class X examination, 777 of them (90.67%) scored 45% and above, 381 students (44.46%) scored 60% and above, and 120 students (14%) scored 70% and above.

At the higher secondary level, a total of 316 students appeared for class XII examination. Of the total, 295 students (93.35%) scored 45% and above, 151 of them (47.78%) scored 60% and above, and 22 of them (6.96%) scored 70% and above.

Summary

At the primary level, class III performed better in all three categories compared to class VI.

At the secondary level, class XII performed slightly better than class X in 45% and 60% categories with 93.35% against 90.67% and 47.78% against 44.46%. Class X, however, performed better than class XII in 70% category with 14.00% against 6.96%.

None of the levels achieved the target.

Karma Yangchen (Focal EMO, Chhukha)

Dagana Dzongkhag

Table 14: Level- wise ALS analysis - Dagana Dzongkhag

No. of Students	Class	No. of students with			% of students with		
		≥ 45	≥ 60	≥ 70	≥ 45%	≥ 60%	≥ 70%
		Target			100	80	40
474	III	430	297	194	90.72	62.66	40.93
580	VI	483	247	127	83.28	42.59	21.90
479	X	456	262	91	95.20	54.70	19.00
208	XII	199	114	24	95.67	54.81	11.54

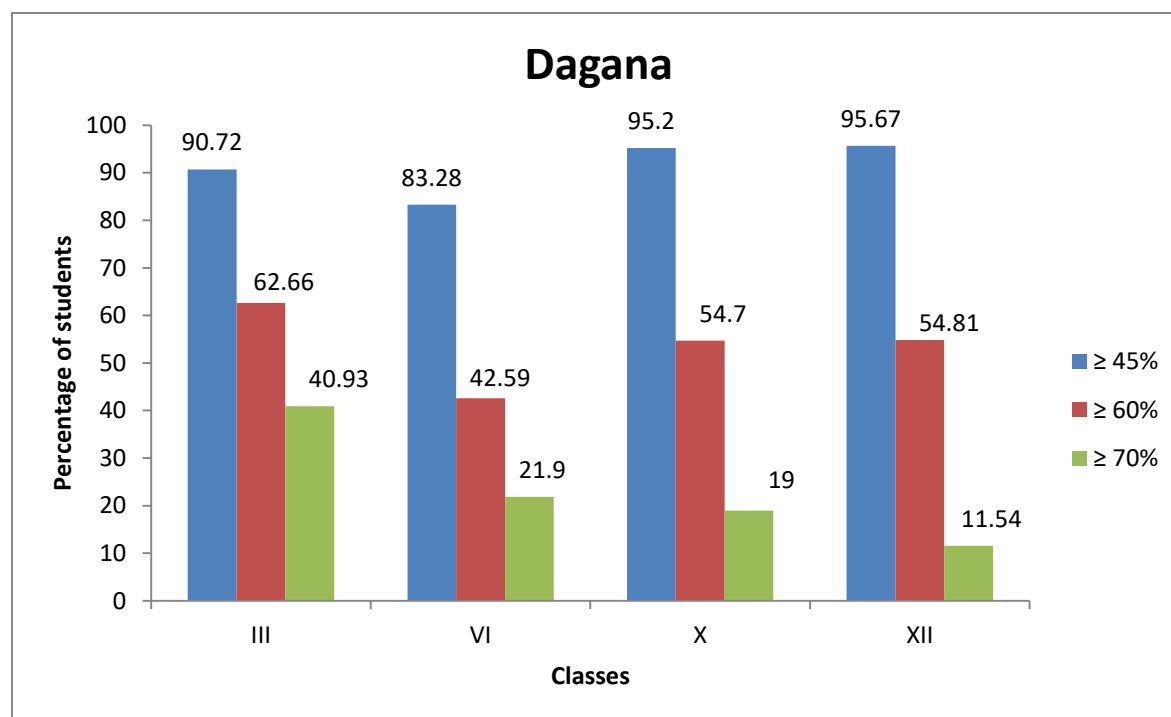


Figure 7: ALS-Dagana Dzongkhag

474 students appeared class III year end examination in 2017. 430 students (90.72 %) scored 45% and above, 297 students (62.66%) scored 60% and above, and 194 students (40.93%) scored 70% and above.

In class VI 580 students appeared year end examination in 2017. 483 students (83.28%) scored 45% and above, 247 students (42.59%) scored 60% and above, and 127 students (21.90 %) scored 70% and above.

479 students appeared class X examination in 2017. 456 students (95.20%) scored 45% and above, 262 students (54.70%) scored 60% and above, and 91 students (19.00%) scored 70 % and above.

In class XII, 199 students (95.67%) of the 208 students scored 45% and above, 114 students (54.81%) of scored 60% and above and 24 students (11.54 %) scored 70% and above.

Summary

Class III students have achieved the academic learning targets in the 70% and above category while class VI could not achieve the target for all the three categories. The performance of class III is better than class VI in all the three categories

The performance of class XII is slightly better than the class X in the categories 45% and above and 60% and above. The performance of class XII in the category 70% and above is lower than all the other levels.

Overall, it is observed that the performance of class III is better than other levels.

Yeshe Dorji (Focal EMO, Dagana)

Gasa Dzongkhag

Table 15: Level- wise ALS analysis - Gasa Dzongkhag

No. of Students	Class	No. of students with			% of students with		
		≥ 45	≥ 60	≥ 70	≥ 45%	≥ 60%	≥ 70%
		Target			100	80	40
57	III	56	53	32	98.25	92.98	56.14
77	VI	77	43	16	100.00	55.84	20.78
73	X	71	41	13	97.26	56.16	17.81

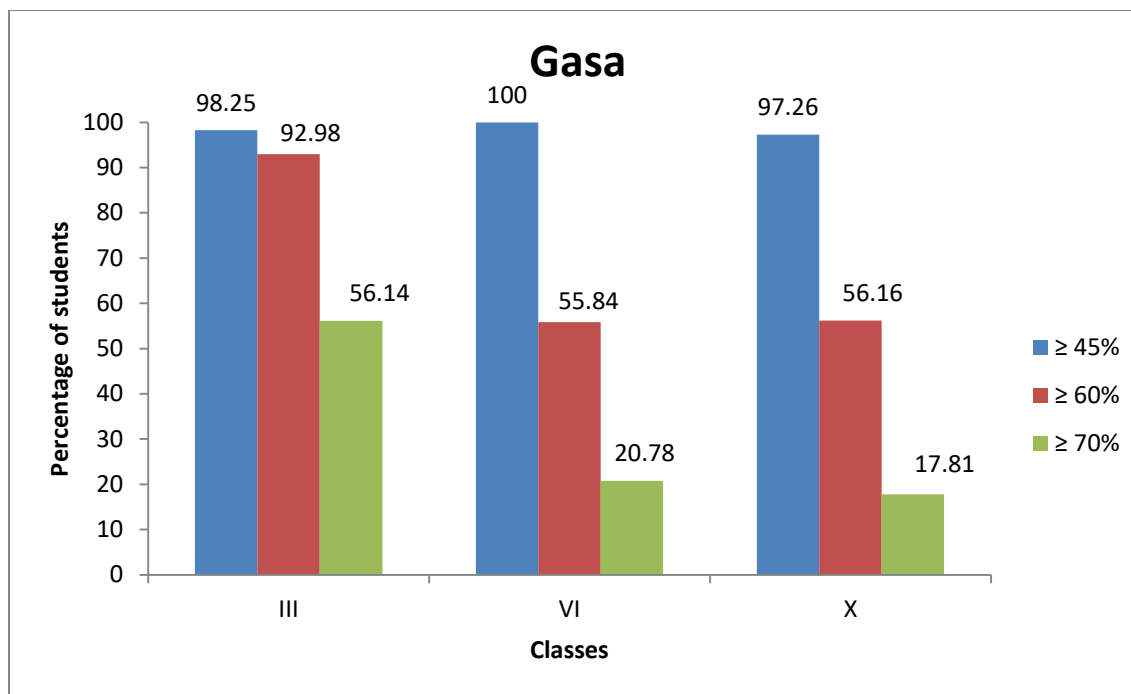


Figure 8: ALS-Gasa Dzongkhag

In class III, there were 57 students. Of the total, 56 (98.25%) of them scored 45% and above, 53 (92.98%) students scored 60% and above, and 32 (56.14%) of them scored 70% and above.

In class VI, there were 77 students. All 77 (100.00%) of them scored 45% and above, 43 (55.84%) students scored 60% and above, and 16 (20.78%) of them scored 70% and above.

In class X, there were 73 students. 71 (97.26%) of them scored 45% and above, 41 (56.16%) students scored 60% and above, and 13 (17.81%) of them scored 70% and above.

Summary

Class III performed better than other classes, achieving the set targets in two categories (60% and 70% and above). The other class levels (classes VI, X) have not achieved the target in any of the categories.

Pema Norbu (Focal EMO, Gasa)

Gelephu Thromde

Table 16: Level- wise ALS analysis – Gelephu Thromde

No. of Students	Class	No. of students with			% of students with		
		≥ 45	≥ 60	≥ 70	≥ 45%	≥ 60%	≥ 70%
		Target			100	80	40
157	III	151	120	54	96.18	76.43	34.39
198	VI	155	102	52	78.28	51.52	26.26
242	X	221	136	57	91.32	56.20	23.55

584	XII	509	245	51	87.16	41.95	8.73
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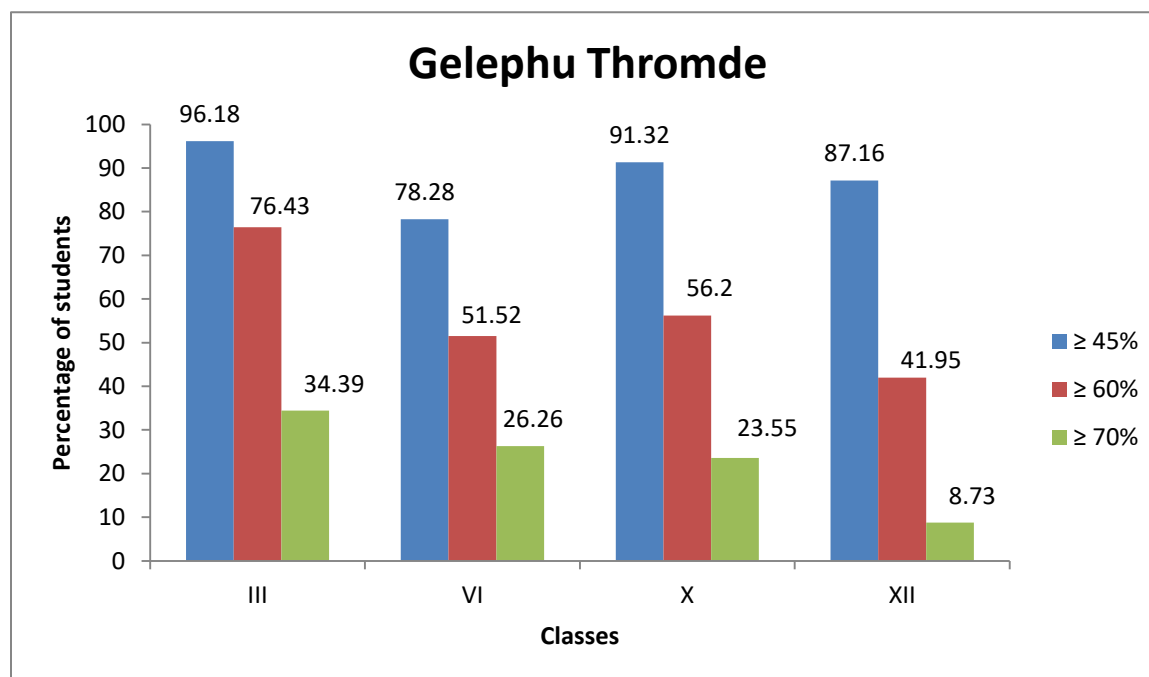


Figure 9: ALS-Phuntsholing Thromde

157 students from Gelephu Thromde appeared the final examination at the Primary level class III. 151 (96.18%) of the students had scored an average of 45% and above, 120 (76.43%) scored 60% and above and 54 (34.39%) scored more than 70% and above.

In the Primary level class VI in 2017 academic session, a total of 198 students appeared the examination. 155 (78.28%) of the students have scored an average of 45% and above, 102 (51.52%) scored 60% and above and 52 (26.26%) of the students have scored 70% and above. None of the target could be met in any categories in this level.

At Secondary level in Class X, 242 students appeared Bhutan Certificate of Secondary Education (BCSE) in 2017 academic year. 221 (91.32%) students scored an average of 45% and above, 136 (56.20%) students scored 60% and above and 57 (23.55%) scored 70% and above. This level also could not achieve the set targets in all the three categories.

584 students appeared Bhutan Higher Secondary Education Certificate (BHSEC) examination in 2017. 509 (87.16%) students' had scored an average of 45% and above, 245 (41.95%) students scored 60% and above and 51 (8.73%) students scored 70% and above.

Summary

At the Primary level, class III performed better than class VI on an average, with 98.25% in 45% and above, 65.79% in 60% and above and 28.95% in 70% and above compared to 78.28% in 45% and above, 51.52% in 60% and above and 26.26% in 70% and above.

For the secondary level, class XII had done marginally better by a mere 0.98% than Class X. When it comes to students scoring more than 70% and above, class XII has the least with 17.83% compared to 23.55% in class X.

Looking at the average scores, the academic performance of class III is better than other level scoring 69% compared to 52.02%, 57.02% and 57.96% of classes VI, X and XII respectively.

Performance of class VI is the least in 2017 for Gelephu Thromde schools.

Mindu Gyeltshen (Focal EMO, Gelephu Thromde)

Haa Dzongkhag

Table 17: Level- wise ALS analysis - Haa Dzongkhag

No. of Students	Class	No. of students with			% of students with		
		≥ 45	≥ 60	≥ 70	≥ 45%	≥ 60%	≥ 70%
		Target			100	80	40
208	III	208	173	124	100.00	83.17	59.62
197	VI	197	135	74	100.00	68.53	37.56
238	X	228	121	36	95.80	50.84	15.13
435	XII	403	225	52	92.64	51.72	11.95

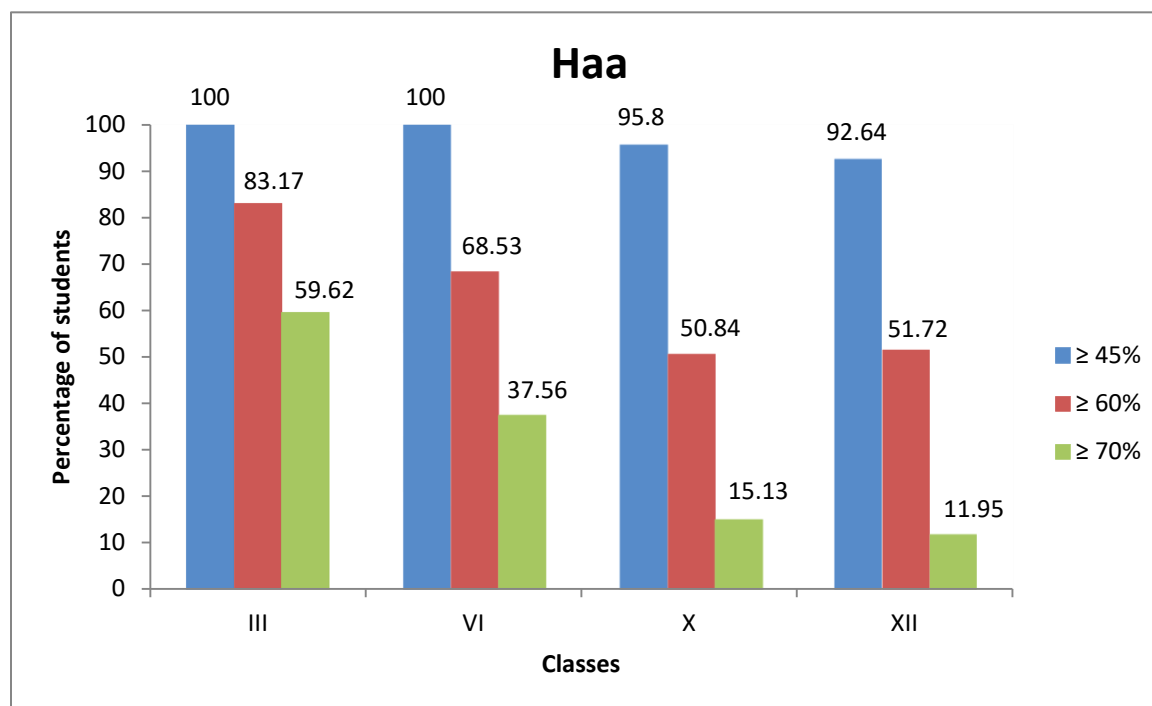


Figure 10: ALS-Haa Dzongkhag

208 students appeared class III examination under Haa dzongkhag in 2017. All 208 (100%) of them scored 45% and above, 173 (83.17%) scored 60% and above, and 124 (59.62%) scored 70% and above.

In class VI, of the total 197 students, all 197 (100%) scored 45% and above, 135 (68.53%) scored 60% and above, and 74 (37.56%) scored 70% and above.

In class X, of the total 238 students, 228 (95.80%) scored 45% and above, 121 (50.84%) scored 60% and above, and 36 (15.13%) scored 70% and above.

435 class XII students appeared BHSEC examination. 403 (92.64%) scored 45% and above, 225 (51.72%) scored 60% and above, and 52 (11.95%) scored 70% and above.

Summary

In general, the performance of students decreases with increase in class level under the dzongkhag. Class III has met the target in all 3 categories. Class VI has met the target in 45% and above category but falls short by few percent in the other two categories. In 70% and above category, class X and XII falls short by huge margin recording 15.13% and 11.95% respectively against the set target of 40% under the category.

Sherab Tenzin (Focal EMO, Haa)

Lhuentse Dzongkhag

Table 18: Level- wise ALS analysis - Lhuentse Dzongkhag

No. of Students	Class	No. of students with			% of students with		
		≥ 45	≥ 60	≥ 70	≥ 45%	≥ 60%	≥ 70%
		Target			100	80	40
312	III	312	297	250	100.00	95.19	80.13
322	VI	321	258	142	99.69	80.12	44.10
285	X	266	179	57	93.33	62.81	20.00
117	XII	116	92	24	99.15	78.63	20.51

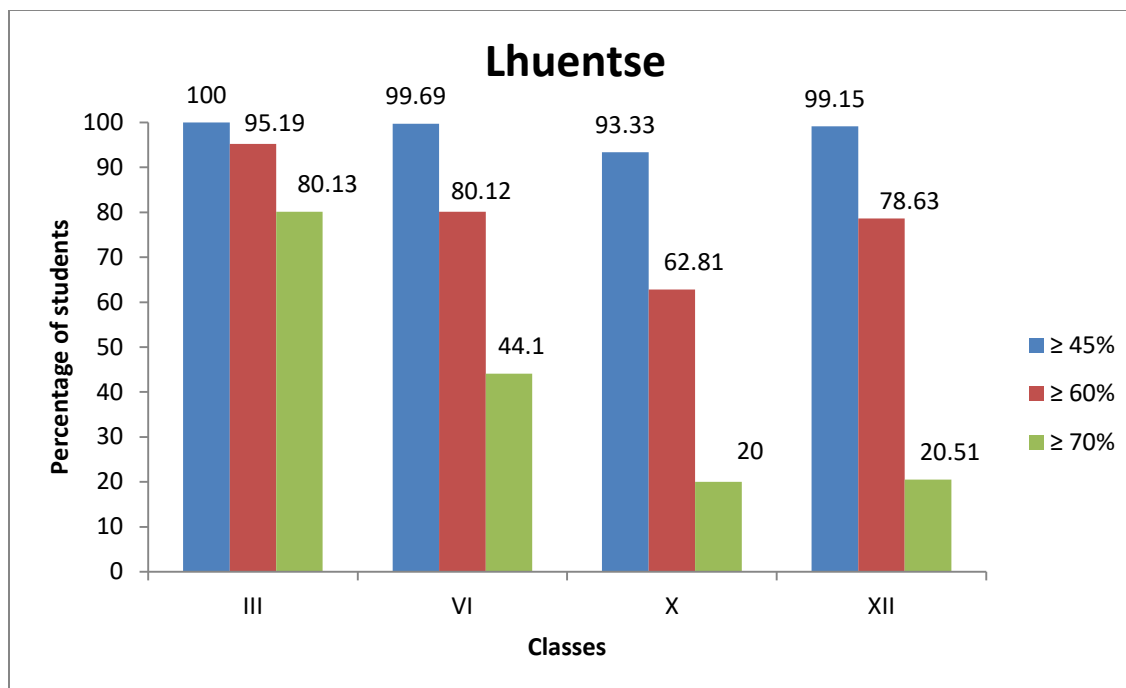


Figure 11: ALS-Lhuentse Dzongkhag

In 2017, 312 students appeared the annual examination in class III. All the students (100%) scored an aggregate of 45% and above. 297 students (95.19%) scored 60% and above and 250 students (80.13%) scored an aggregate of 70% and above. Class III achieved the targets in all the three categories.

In class VI, 322 students appeared the annual examination in 2017. 321 students (99.69%) scored an aggregate of 45% and above. 258 students (80.12%) scored 60% and above while 142 students (44.10%) scored an aggregate of 70% and above. Class VI achieved the targets in two categories, students scoring more than equal to 60% and 70% respectively.

In class X, 285 students appeared the examination in 2017. 266 students (93.33) scored and aggregate of 45% and above. 179 students (62.81%) scored 60% and above and 57 students (20%) scored 70% and above. Class X could not achieve the targets in all the three categories.

A total of 117 students appeared BHSEC examination in 2017. 116 students (99.15%) scored an aggregate of 45% and above. 92 students (78.63%) scored 60% and above and 24 students (20.51%) scored 70% and above. Class XII also could not achieve the targets in all the three categories.

Summary

At the primary level, class III performed better than class VI with 95.19% of students scoring an aggregate of 60% and above against 80.12% of students in class VI. Class III achieved the targets in all the 3 categories while class VI achieved in two categories (more than 60% and 70%).

At the secondary level, class XII performed better than class X with 78.63% of students scoring an aggregate of 60% and above against 62.81% of students in class X. However, neither of the class achieved the target in all three categories.

In 2017, the overall academic performance of class III is better than the other three with 95.19% of students scoring an aggregate of 60% and above compared to 80.12%, 62.81% and 78.63% in classes VI, X and XII respectively.

Karma Kuenphen (Focal EMO, Lhuentse)

Mongar Dzongkhag

Table 19: Level- wise ALS analysis - Mongar Dzongkhag

No. of Students	Class	No. of students with			% of students with		
		≥ 45	≥ 60	≥ 70	≥ 45%	≥ 60%	≥ 70%
		Target			100	80	40
860	III	849	706	444	98.72	82.09	51.63
819	VI	809	429	180	98.78	52.38	21.98
605	X	581	353	113	96.03	58.35	18.68
589	XII	554	318	63	94.06	53.99	10.70

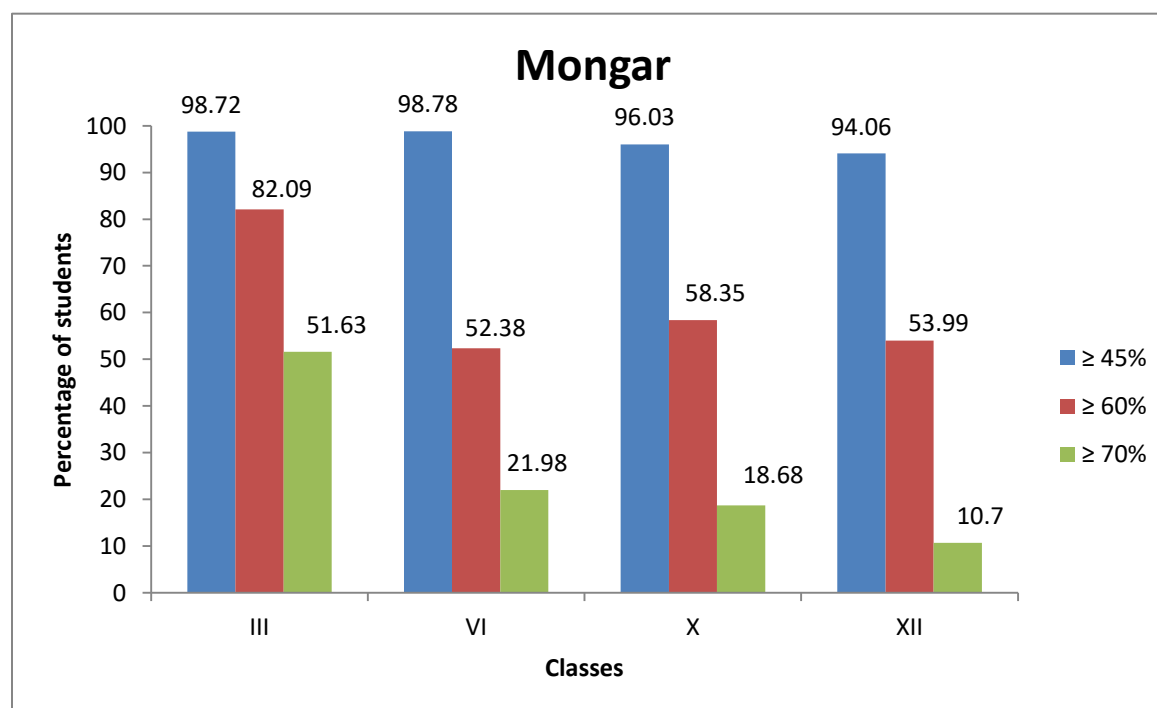


Figure 12: ALS-Mongar Dzongkhag

In 2017, 860 class III students appeared the annual examination. 849 students (98.72%) scored an aggregate of 45% and above. 706 students (82.09%) scored and aggregate of 60% while 444 students (51.63%) scored an aggregate of 70% and above. Class III achieved the targets of two categories (greater than equal to 60% & 70%) set at 80 and 40 percent respectively.

A total of 819 students sat for the annual examination in class VI. 809 students (98.78%) scored an aggregate of 45% and above. 429 students (52.38%) scored 60% and above while 180 students (21.98%) scored an aggregate of 70% and above. Class VI could not achieve any of the targets.

Of the 605 students appeared who appeared BCSE examination in 2017, 581 students (96.03%) scored and an aggregate of 45% and above. 353 students (58.35%) scored 60% and above and 113 students (18.68%) scored 70% and above. None of the targets were achieved.

A total of 589 students appeared BHSEC examination in 2017. 554 students (94.06%) scored an aggregate of 45% and above. 318 students (53.99%) scored 60% and above while 63 students (10.70%) scored an aggregate of 70% and above. The targets could not be achieved in all three categories.

Summary

At the primary level, class III performed better with 82.09% of students scoring an aggregate of 60% and above against 52.38% of students in class VI.

At the secondary level, class X performed better than class XII with 58.35% of students scoring an aggregate of 60% and above against 53.99% of students in class XII. Both classes could not achieve the targets in all three categories.

The overall academic performance of Primary level class III is better than the other three with 82.09% of students scoring an aggregate of 60% and above compared to 52.38%, 58.35% and 53.99% in classes VI, X and XII respectively.

Karma Kuenphen (Focal EMO, Mongar)

Paro Dzongkhag

Table 20: Level- wise ALS analysis - Paro Dzongkhag

No. of Students	Class	No. of students with			% of students with		
		≥ 45	≥ 60	≥ 70	≥ 45%	≥ 60%	≥ 70%
		Target			100	80	40
743	III	727	624	425	97.85	83.98	57.20
703	VI	672	367	143	95.59	52.20	20.34
645	X	610	322	137	94.57	49.92	21.24
1152	XII	968	410	56	84.03	35.59	4.86

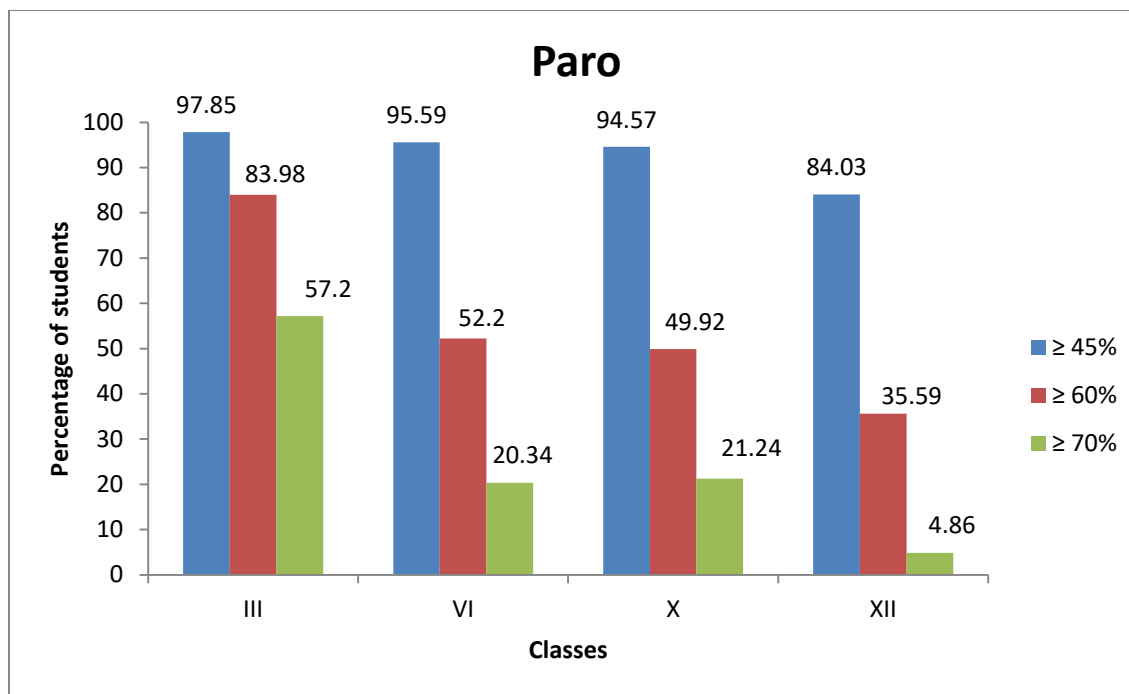


Figure 13: ALS-Paro Dzongkhag

From the total of 743 class III students, 727 (97.85%) students scored 45% and above. The remaining 16 (2.15%) students scored below 45%. 83.98% (624 students) and 425 (57.20%) students scored 60% and above, and 70% and above respectively.

In class VI, from the total of 703 students, 672 (95.59%) students have achieved 45% and above. The remaining 31 students (4.41%) have failed to achieve 45% and above in Academic Learning Scorecard (ALS). 367 (52.2%) students against the target of 80% have scored 60% and above. Similarly, 143 (20.34%) students against the target of 40% have achieved 70% and above. Hence the remaining 336 students and 560 students have failed to achieve the target of 60% and above, and 70% and above respectively.

For class X, with the total of 645 students, 610 (94.57%) students have scored 45% and above. The remaining 35 (5.43%) students have not achieved the 45% and above. 322 (49.92%) students have achieved 60% and above. 137 (21.24%) students out of 645 students, have achieved 70% and above with the remaining 508 students failing to achieve.

From the total of 1152 students under class XII students, 968 (84.03%) students have achieved 45% and above. 184 (15.97%) students have not achieved 45% and above. 410 (35.59%) students have achieved 60% and above with the remaining 742 (64.41%) students failing to achieve 60% and above. Similarly, 56 (4.86%) students of 1152 students, against the target of 40%, have achieved 70% and above. The remaining 1096 (95.14%) students have failed to achieve 70% and above.

Summary

Students of Class III have performed better with 97.85% under the 45% and above, followed by Class VI students with 95.59%, and then by Class X and Class XII students with 94.57%

and 84.03% respectively. For the 60% and above category too, students of Class III have scored highest with 83.98% followed by Class VI with 52.20%, Class X with 49.92% and lastly by Class XII with 35.59%. Even for the 70% and above as well, students of Class III have scored highest with 57.20% followed by Class X with 21.24%, then by Class VI with 20.34% followed by Class XII with 4.86%.

Rinzin Wangmo (Focal EMO, Paro)

Pema Gatshel Dzongkhag

Table 21: Level- wise ALS analysis – Pema Gatshel Dzongkhag

No. of Students	Class	No. of students with			% of students with		
		≥ 45	≥ 60	≥ 70	≥ 45%	≥ 60%	≥ 70%
		Target			100	80	40
383	III	381	336	256	99.48	87.73	66.84
532	VI	531	365	162	99.81	68.61	30.45
482	X	467	277	88	96.89	57.47	18.26
254	XII	243	147	26	95.67	57.87	10.24

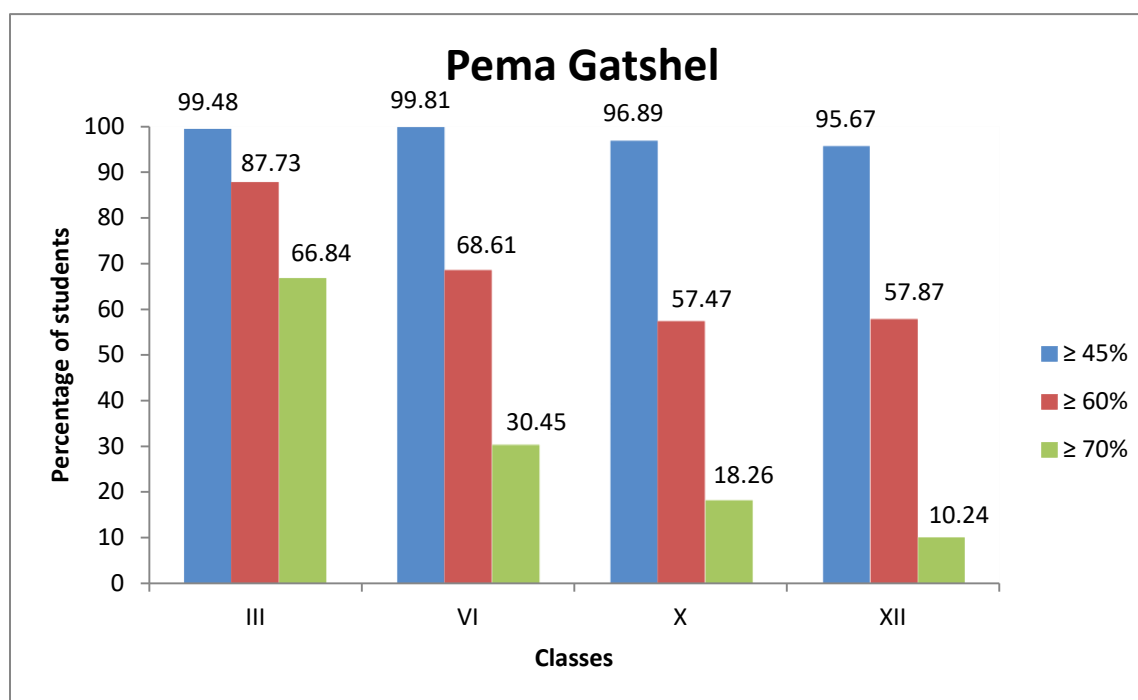


Figure 14: ALS-Pema Gatshel Dzongkhag

383 students appeared class III examination. Of the total, 381 (99.48%) scored 45% and above, 336 (87.73%) scored 60% and above, and 256 (66.84%) scored 70% and above.

Of the 532 students who appeared class VI examination, 531 (99.81%) scored 45% and above, 365 (68.61%) scored 60% and above, and 162 (30.45%) scored 70% and above.

482 class X students appeared BCSE examination. 467 (96.89%) scored 45% and above, 277 (57.47%) scored 60% and above, and 88 (18.26%) scored 70% and above.

254 students appeared class XII examination. Of the total, 243 (95.67%) scored 45% and above, 147 (57.87%) scored 60% and above, and 26 (10.24%) scored 70% and above.

Summary

Classes III has achieved the target in 70% and 60% and above categories by securing 66.84% and 87.73% respectively, but failed to meet the target in the 45% and above by a mere 0.52%. Other classes have failed to achieve the targets in all the three categories.

Sherab Tenzin (Focal EMO, Pemagatshel)

Punakha Dzongkhag

Table 22: Level- wise ALS analysis - Punakha Dzongkhag

No. of Students	Class	No. of students with			% of students with		
		≥ 45	≥ 60	≥ 70	≥ 45%	≥ 60%	≥ 70%
		Target			100	80	40
467	III	442	332	203	94.65	71.09	43.47
488	VI	442	217	94	90.57	44.47	19.26
549	X	534	325	131	97.27	59.20	23.86
870	XII	860	678	227	98.85	77.93	26.09

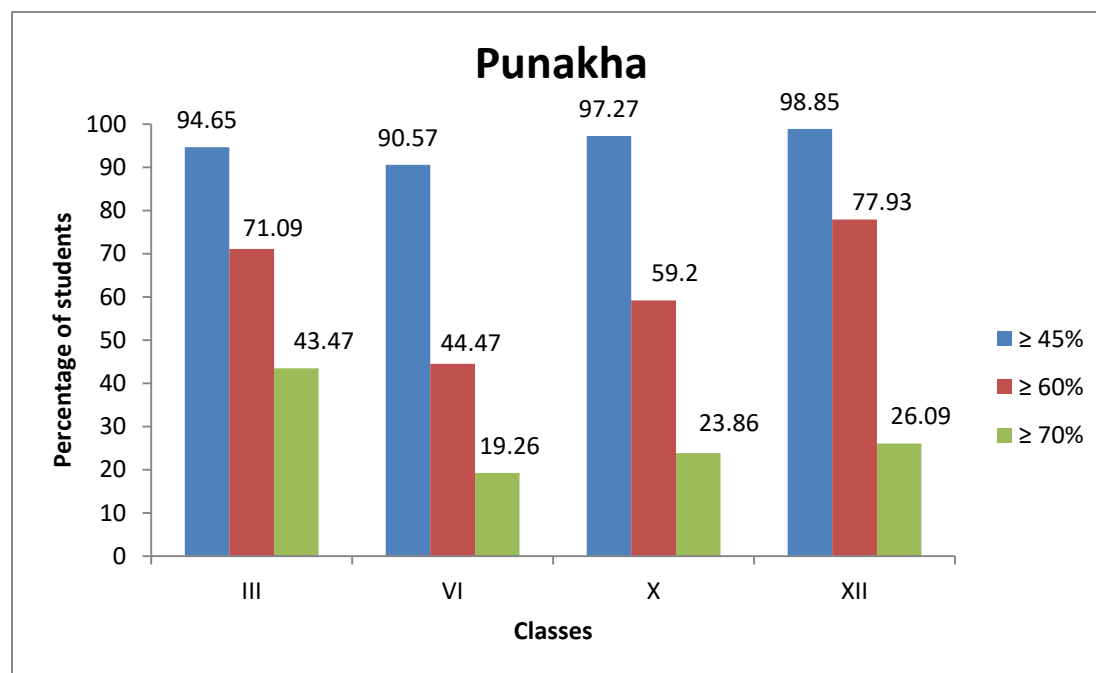


Figure 15: ALS-Punakha Dzongkhag

From the total of 467 class III students, 442 (94.65%) students have scored 45% and above. The remaining 25 (5.35%) students have scored below 45%. 332 (71.09%) students and 203 (43.47%) students have scored 60% and above, and 70% and above respectively. While the

target for 70% and above have been achieved with 43.47%, the target for 60% and above has fallen short by 8.91%.

For class VI students, from the total of 488 students, 442 (90.57%) students have achieved 45% and above. The remaining 46 (9.43%) students have failed to achieve 45% and above in ALS. Only 217 (44.47%) students against the target of 80% have scored 60% and above. Likewise, only 94 (19.26%) students against the target of 40% have achieved 70% and above. Hence the remaining 271 students and 394 students have failed to achieve the target of 60% and above, and 70% and above respectively.

For class X, with the total of 549 students, 534 (97.27%) students have scored 45% and above. The remaining 15 (2.73%) students have not achieved the 45% and above target. For the ALS target of 60% and above, 224 students have not achieved the target. Only 325 (59.2%) students have achieved 60% and above. 131 (23.86%) students out of 549 students have achieved 70% and above with the remaining 418 students failing to achieve.

From the total of 870 students under class XII students, 860 (98.85%) students have achieved 45% and above. Only 10 (1.15%) students have not achieved 45% and above. 678(77.93%) students have achieved 60% and above with the remaining 192 students (22.07%) failing to achieve 60% and above. Similarly, only 227 (26.09%) of 870 students against the target of 40%, have achieved 70% and above. The remaining 643 (73.91%) students have failed to achieve 70% and above.

Summary

Students from Class XII have performed better under the 45% and above achievement target with 98.85%, followed by Class X students with 97.27%. For the 60% and above category, students of Class XII have performed better with 77.93% followed by Class III with 71.09%. Students from Class X and VI have performed poorly with just 59.20% and 44.47% for 60% and above. For 70% and above achievement with target of 40%, only the students of Class III have achieved the target, that too with mere 43.47%. The students of other three classes have failed to achieve the target by huge margins, such as, only 19.26%, 23.86% and 26.09% by Classes VI, X and XII respectively.

Rinzin Wangmo (Focal EMO, Punakha)

Phuntsholing Thromde

Table 23: Level- wise ALS analysis - Phuntsholing Thromde

No. of Students	Class	No. of students with			% of students with		
		≥ 45	≥ 60	≥ 70	≥ 45%	≥ 60%	≥ 70%
		Target			100	80	40
273	III	271	229	186	99.27	83.88	68.13
223	VI	220	109	43	98.65	48.88	19.28
354	X	316	154	64	89.27	43.50	18.08
431	XII	333	123	11	77.26	28.54	2.55

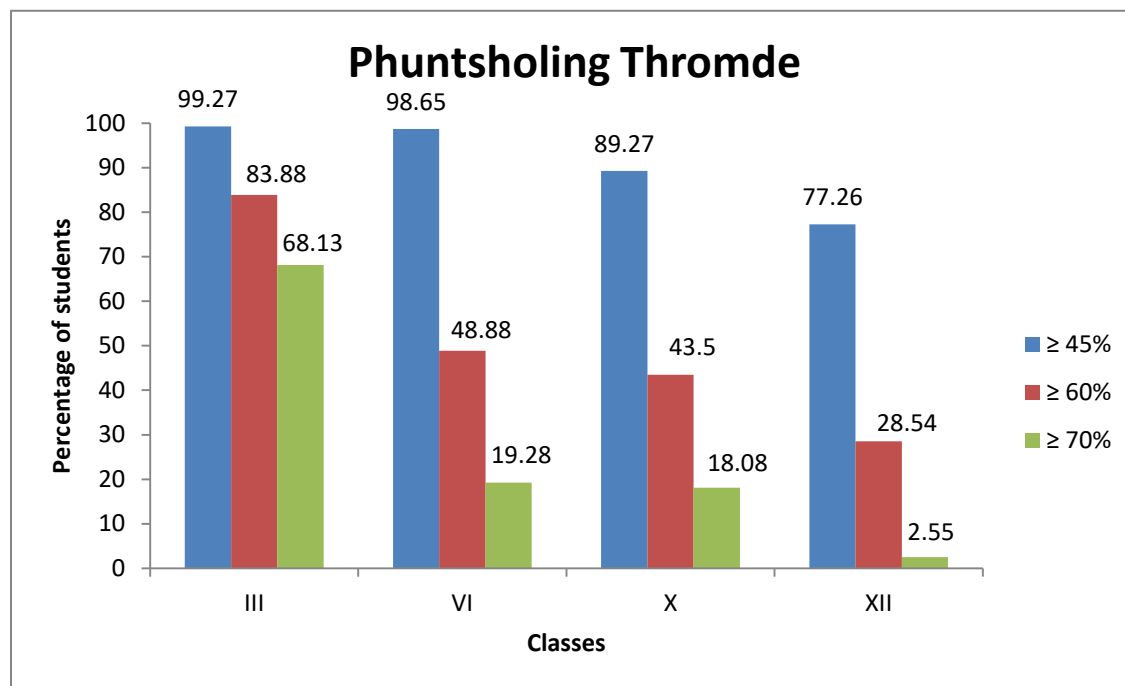


Figure 16: ALS-Samdrup Jongkhar Thromde

273 students appeared the final examination at the Primary level for class III from Phuntsholing Thromde. 271 (99.27%) students scored 45% and above, 229 (83.88%) students scored 60% and above and 186 (68.13%) students scored 70% and above. They have achieved target of 60% and 70% and above category.

A total of 223 students appeared class VI examination. 220 (98.65%) students scored 45% and above, 109 (48.88%) students scored 60% and above and 43 (19.28%) students scored 70% and above. This level did not meet the target in any category.

354 students appeared BCSE examination in 2017. 316 students (89.27%) scored 45% and above, 154 students (43.50%) scored 60% and above and 64 (18.08%) scored 70% and above.

A total of 431 students appeared the BHSEC examination in 2017. 333 students scored 45% and above, 123 students scored 60% and above and 11 students scored 70% and above.

Summary

At the Primary level, class III performed better than class VI, meeting the set target of 60% and 70%. Class VI could not achieve any of the set targets.

At the secondary level, Class X students performed better than class XII with 43.50% compared to 28.54% in class XII under the 60% and above category. However, both the levels have not met the set target of 80%.

The overall academic performance of class III is better achieving the set target of 60% and 70% categories.

Mindu Gyeltshen (Focal EMO, Phuntsholing Thromde)

Samdrup Jongkhar Dzongkhag

Table 24: Level- wise ALS analysis – Samdrup Jongkhar Dzongkhag

No. of Students	Class	No. of students with ...			% of students with ...		
		≥ 45	≥ 60	≥ 70	≥ 45%	≥ 60%	≥ 70%
		Target			100	80	40
414	III	413	377	272	99.76	91.06	65.70
544	VI	532	334	168	97.79	61.40	30.88
588	X	547	288	92	93.03	48.98	15.65
211	XII	182	77	10	86.26	36.49	4.74

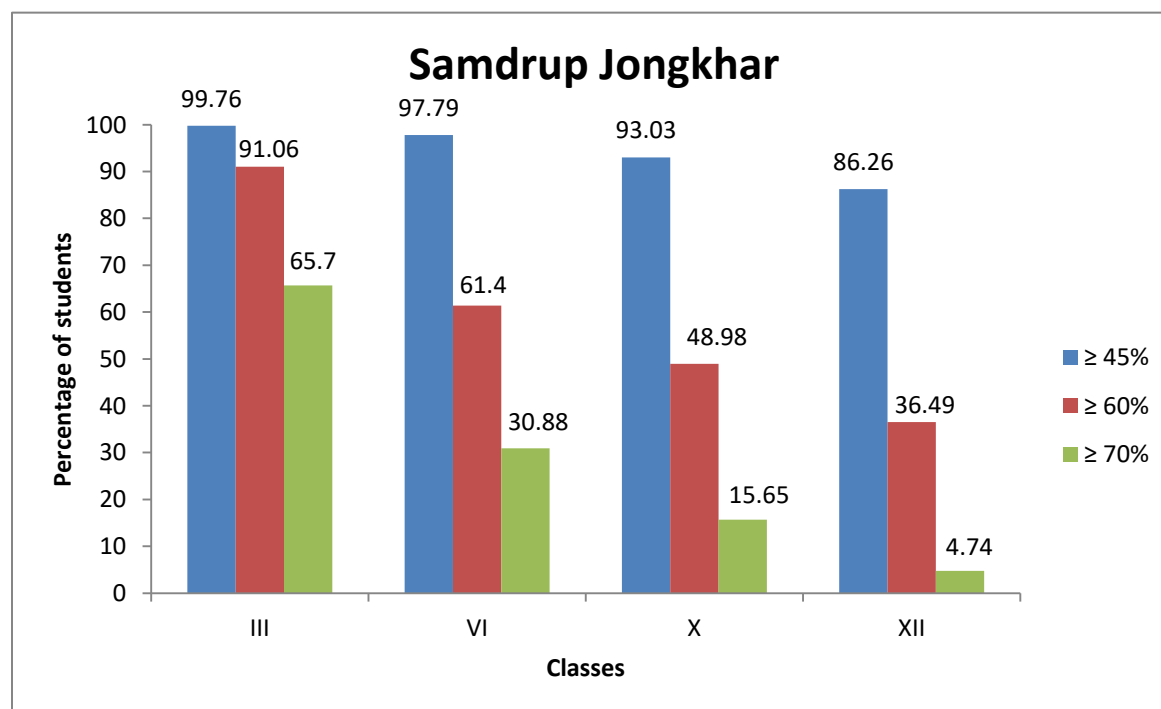


Figure 17: ALS-Samdrup Jongkhar Dzongkhag

A total of 414 students appeared class III examination in 2017. 413 (99.76%) students scored 45% and above, 377 (91.06%) students scored 60% and above and, 272 of them (65.70%) scored 70% above.

In class VI, out of 544 students, 532 (97.79%) of them scored 45% and above, 334 (61.40%) of them scored 60% and above and, 168 (30.88%) of them scored 70% and above.

588 students appeared the BCSE examination. Of the total, 547 (93.03%) students scored 45% and above, 288 (48.98%) students scored 60% and above and, 92 (15.65%) students scored 70% and above.

211 students who appeared the BHSEC examination in 2017, 182 (86.26%) students scored 45% and above, 77 (36.49%) students scored 60% and above and 10 (4.74%) of them scored 70% and above.

Summary

At the primary level, class III performed better in 60% and 70% categories as compared to class VI. Class III has achieved the targets of two categories with 91.06% students scoring 60% and above against set target of 80% and 65.70% of students scoring 70% and above against set target of 40%.

At the secondary level, class X performed better than class XII in all three categories. Neither of the classes has achieved the targets in all categories.

Ugyen Thinley (Focal EMO, Samdrup Jongkhar)

Samdrup Jongkhar Thromde

Table 25: Level- wise ALS analysis – Samdrup Jongkhar Thromde

No. of Students	Class	No. of students with			% of students with		
		≥ 45	≥ 60	≥ 70	≥ 45%	≥ 60%	≥ 70%
		Target			100	80	40
228	III	224	150	66	98.25	65.79	28.95
219	VI	219	118	50	100.00	53.88	22.83
68	X	68	43	22	100.00	63.24	32.35
155	XII	139	76	12	89.68	49.03	7.74

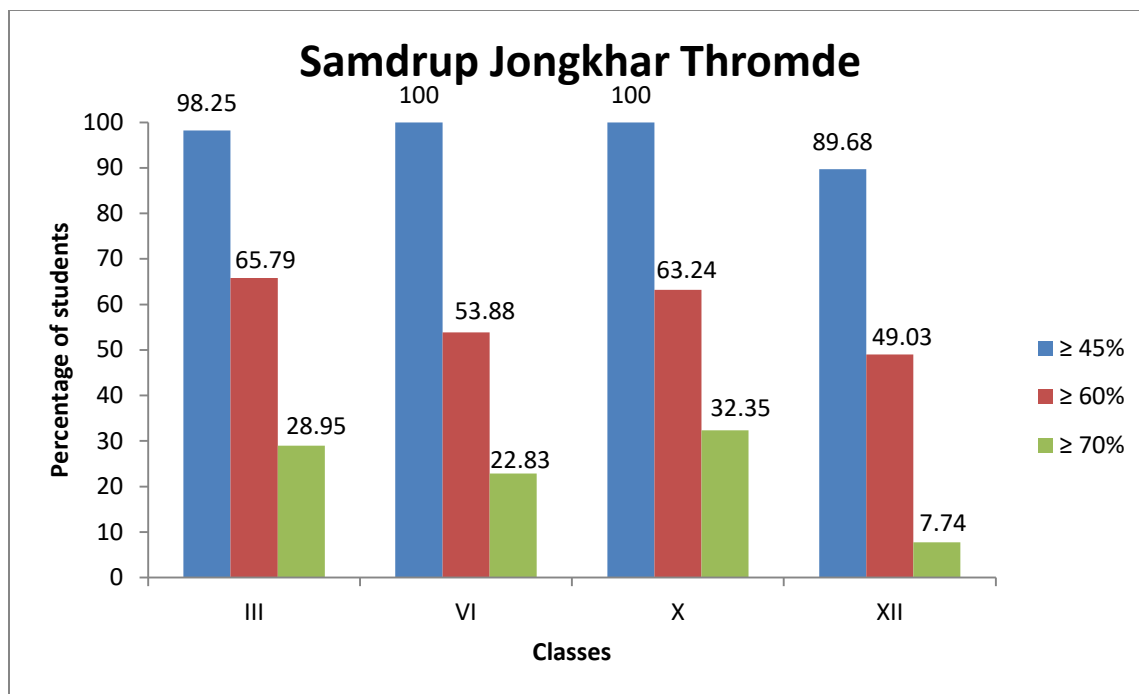


Figure 18: ALS-Samdrup Jongkhar Thromde

228 students appeared the examination at the Primary level class III. 224 (98.25%) students scored an average of 45% and above, 150 (65.79%) scored 60% and above and 66 (28.95%) scored 70% and above. None of the targets were achieved.

In the Primary level class VI in 2017, a total of 219 students appeared the examination. 219 (100%) students have scored an average of 45% and above, 118 (53.88%) scored 60% and above and 50 (22.83%) students have scored 70% and above.

68 students appeared BCSE examination in 2017. 68 students (100%) scored an average of 45% and above, 43 students (63.24%) scored 60% and above and 22 (32.35%) scored 70% and above.

155 students appeared the BHSEC examination in 2017. 139 (89.68%) students' scored an average of 45% and above, 76 students (49.03%) scored 60% and above and 11 students (7.74%) scored 70% and above.

Summary

At the Primary level, while class VI has performed better in 45% and above categories, class III did better in the other two categories. Class VI achieved the set target in 45% and above categories.

For the secondary level, Class X students performed better than class XII. Class X met the first category scoring 100% in 45% and above compared to 89.68% in class XII.

The overall academic performance of class X is better in Samdrup Jongkhar Thromde followed by Class III, VI and XII. Class XII had performed the least in all the three categories.

(Mindu Gyeltshen, Focal EMO, Samdrup Jongkhar Thromde)

Samtse Dzongkhag

Table 26: Level- wise ALS analysis - Samtse Dzongkhag

No. of Students	Class	No. of students with			% of students with		
		≥ 45	≥ 60	≥ 70	≥ 45%	≥ 60%	≥ 70%
		Target			100	80	40
1240	III	1215	854	542	97.98	68.87	43.71
1499	VI	1412	698	287	94.20	46.56	19.15
1013	X	901	419	156	88.94	41.36	15.40
249	XII	225	99	16	90.36	39.76	6.43

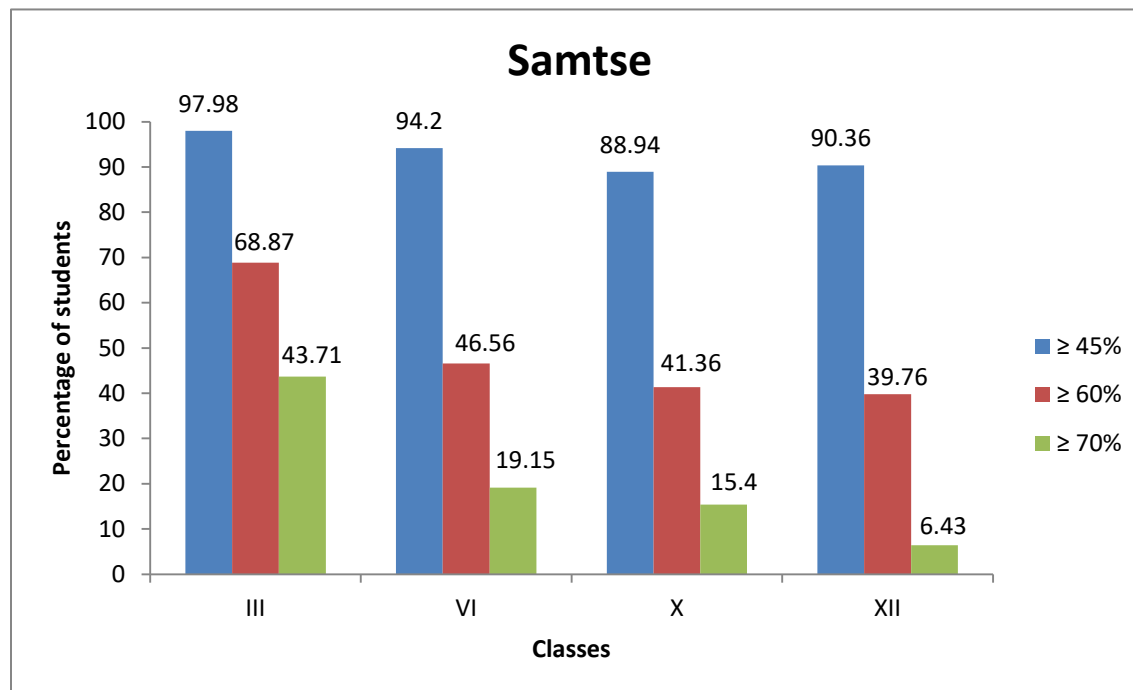


Figure 19: ALS-Samtse Dzongkhag

In class III, 1240 students appeared examination in 2017. 1215 (97.98%) students scored 45% and above, 854 (68.87%) students scored 60% and above and 542 (43.71%) students scored in 70% and above.

In class VI, 1499 students appeared the examinations. 1412 (94.20%) students scored 45% and above, 698 (46.56%) students scored 60% and above and 287 (19.15%) students scored in 70% and above.

1013 students appeared BCSE examination in 2017. 901 (88.94%) students scored 45% and above, 419 (41.36%) students scored 60% and above and 156 (15.40%) students scored in 70% and above.

249 students appeared BHSEC examination in 2017. 225 (90.36%) students scored 45% and above, 99 (39.76%) students scored 60% and above and 16 (6.43%) students scored in 70% and above.

Summary

In primary level, class III performed better than class VI, by scoring 97.98% against 94.20%, 68.87% against 46.56 %and 43.71% against 19.15% in the 45%, 60% and 70% and above categories respectively.

At the secondary level performance of Class X is slightly better than class XII scoring 41.36% against 39.76% and 15.40% against 6.43% in the categories 60% and 70% above.

Overall class III has achieved the set target 80 and 40 in 60% and 70% above categories.

Ugyen Thinley (Focal EMO, Samtse)

Sarpang Dzongkhag

Table 27: Level- wise ALS analysis - Sarpang Dzongkhag

No. of Students	Class	No. of students with			% of students with		
		≥ 45	≥ 60	≥ 70	≥ 45%	≥ 60%	≥ 70%
		Target			100	80	40
588	III	581	482	387	98.81	81.97	65.82
750	VI	746	507	218	99.47	67.60	29.07
587	X	524	253	83	89.27	43.10	14.14
350	XII	315	175	33	90.00	50.00	9.43

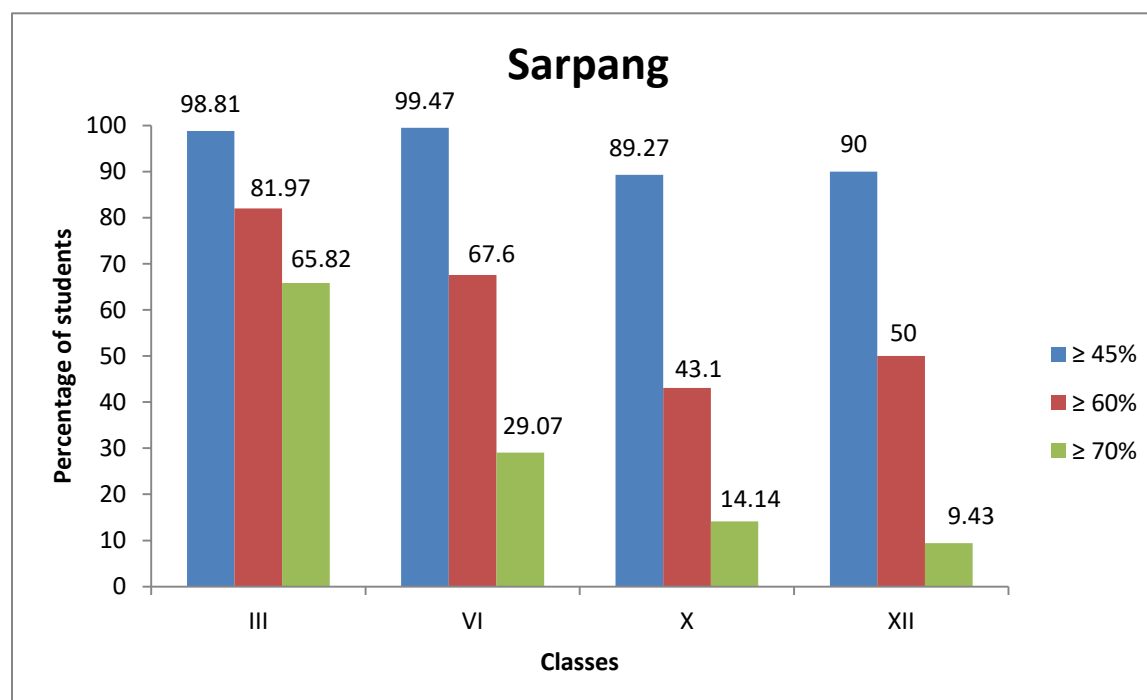


Figure 20: ALS-Sarpang Dzongkhag

In class III 588 students appeared examination in 2017. 581 students (98.81%) scored 45% and above, 482 students (81.97%) scored 60% and above and 387 students (65.82%) scored in 70% and above category.

In class VI, 750 students appeared examination in 2017. 746 students (99.47%) scored 45% and above, 507 students (67.6%) scored 60% and above and 218 students (29.07%) scored in 70% and above category.

There were a total of 587 students appearing BCSE examination in 2017. 524 students (89.27%) scored 45% and above, 253 students (43.1%) scored 60% and above and 83 students (14.14%) scored in 70% and above category.

350 students appeared BHSEC examination of which 315 students (90%) scored 45% and above, 175 students (50%) scored 60% and above and 33 students (9.43%) scored in 70% and above category.

Summary

In primary level class VI has done better in 45% and above category with 99.47% of the students achieving it. Only four students could not make upto 45%. However, in 60% and above and 70% and above categories class III has done better than class VI.

At the secondary level Class XII has done better in 45% and 60% and above categories while class X has done well in 70% and above categories.

Class III could only achieve the set target in 60% and above and 70% and above categories. Others levels could not achieve the set target.

Rajan Kr. Kafley (Focal EMO, Sarpang)

Thimphu Dzongkhag

Table 28: Level- wise ALS analysis - Thimphu Dzongkhag

No. of Students	Class	No. of students with			% of students with		
		≥ 45	≥ 60	≥ 70	≥ 45%	≥ 60%	≥ 70%
		Target			100	80	40
272	III	271	229	156	99.63	84.19	57.35
292	VI	287	163	58	98.29	55.82	19.86
243	X	231	122	32	95.06	50.21	13.17
131	XII	126	68	11	96.18	51.91	8.40

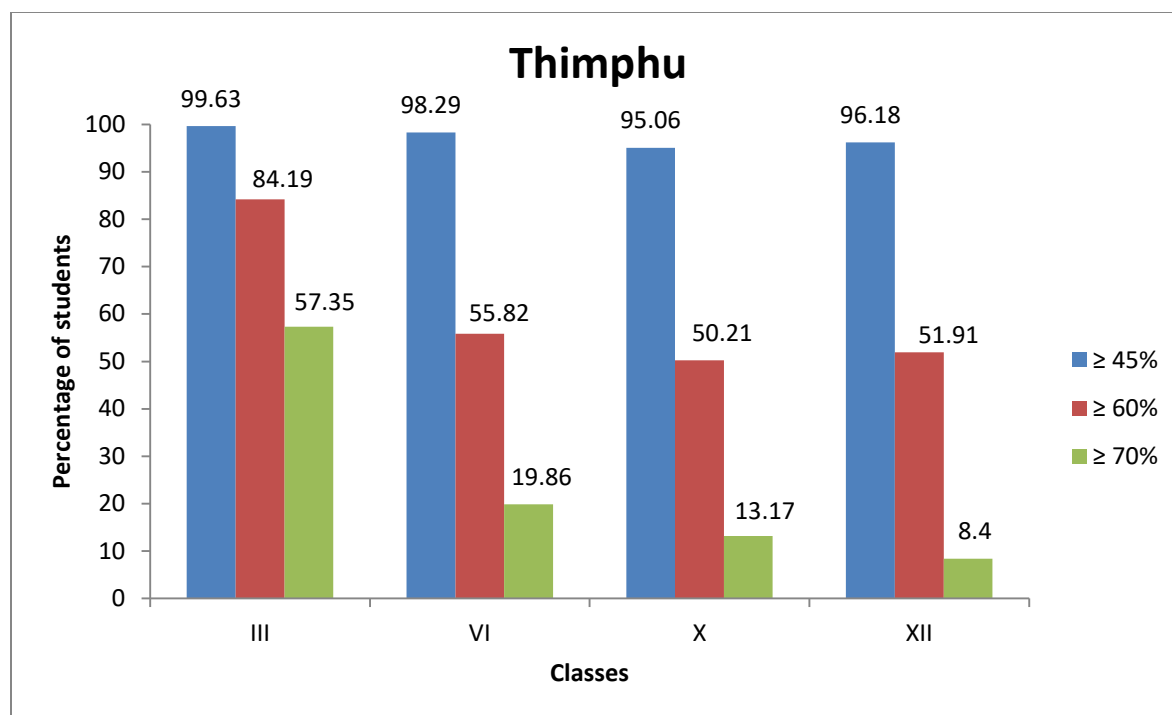


Figure 21: ALS-Thimphu Dzongkhag

272 students appeared class III examinations. 271 (99.63%) students scored 45% and above, 229 (84.19%) students scored 60% and above, and 156 (57.35%) students scored 70% and above.

292 students appeared class VI examinations. 287 (98.29%) students scored 45% and above, 163 (55.82%) students scored 60% and above, and 58 (19.86%) students scored 70% and above.

243 students appeared class X examination. 231 (95.06%) students scored 45% and above, 122 (50.21%) students scored 60% and above, and 32 (13.17%) students scored 70% and above.

131 students appeared class XII examination. 126 (96.18%) students scored 45% and above, 68 (51.91%) students scored 60% and above, and 11 (8.40%) students scored 70% and above.

Summary

Class III has achieved the target in 60% and 70% and above category but did not achieve the target in 45% and above category. The other classes could not achieve the targets in any of the category.

Pema Norbu (Focal EMO, Thimphu)

Thimphu Thromde

Table 29: Level- wise ALS analysis – Thimphu Thromde

No. of Students	Class	No. of students with			% of students with		
		≥ 45	≥ 60	≥ 70	≥ 45%	≥ 60%	≥ 70%
		Target			100	80	40
1920	III	1843	1454	843	95.99	75.73	43.91

1753	VI	1705	1104	574	97.26	62.98	32.74
1587	X	1467	832	368	92.44	52.43	23.19
2470	XII	2181	1045	192	88.30	42.31	7.77

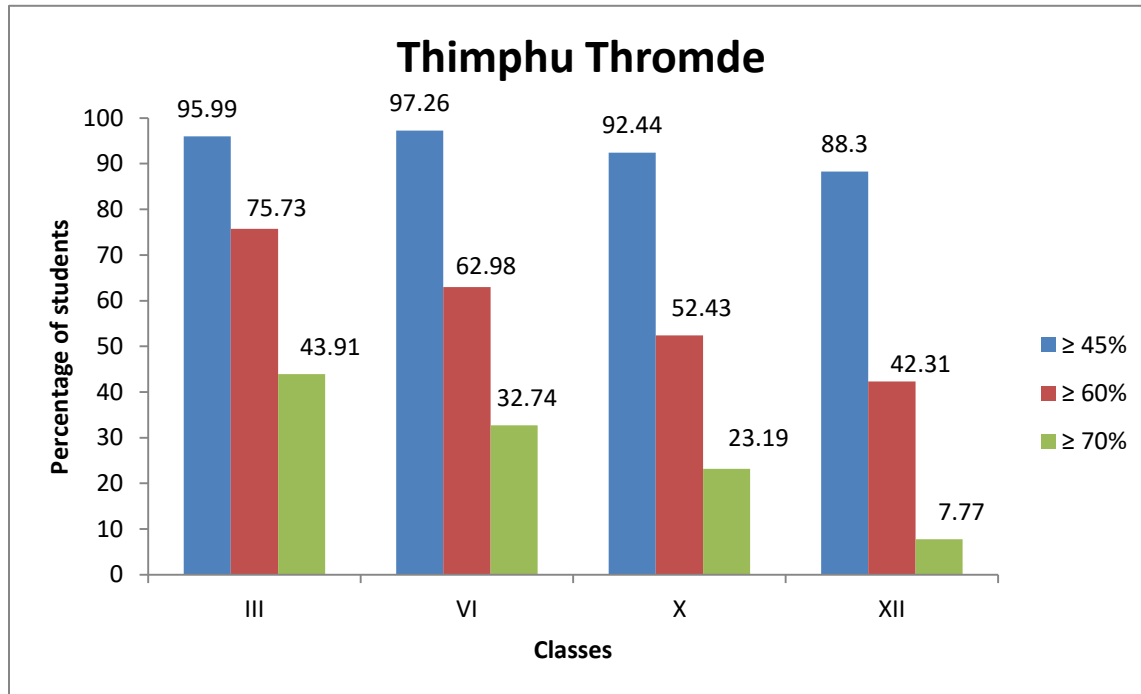


Figure 22: ALS-Thimphu Thromde

A total of 1920 students appeared class III examination. 1843 (95.99%) students achieved 45% and above, 1454 (75.73%) students achieved 60% and above and 843 (43.91%) students achieved 70% and above.

1753 students appeared class VI examination. 1705 (97.26 %) students achieved 45% and above, 1104 (62.98%) students achieved 60% and above and 574 (32.74%) students achieved 70% and above.

Out of 1587 students in class X, 1467(92.44%) students achieved 45% and above, 832 (52.43%) students achieved 60% and above and 368 (23.19%) students achieved 70% and above.

Of the 2470 students who appeared class XII examination, 2181(88.30%) students achieved 45% and above, 1045 (42.31%) students achieved 60% and above and 192(7.77%) students achieved 70% and above.

Summary

Class III achieved the target in 70% and above category, but they have failed to achieve the targets in the other two categories. Classes VI, X, and XII could not achieve any of the targets.

Pema Norbu (Focal EMO, Thimphu Thromde)

Tsirang Dzongkhag

Table 30: Level- wise ALS analysis - Tsirang Dzongkhag

No. of Students	Class	No. of students with			% of students with		
		≥ 45	≥ 60	≥ 70	≥ 45%	≥ 60%	≥ 70%
		Target			100	80	40
413	III	400	319	184	96.85	77.24	44.55
646	VI	635	375	163	98.30	58.05	25.23
419	X	400	219	89	95.47	52.27	21.24
210	XII	199	138	40	94.76	65.71	19.05

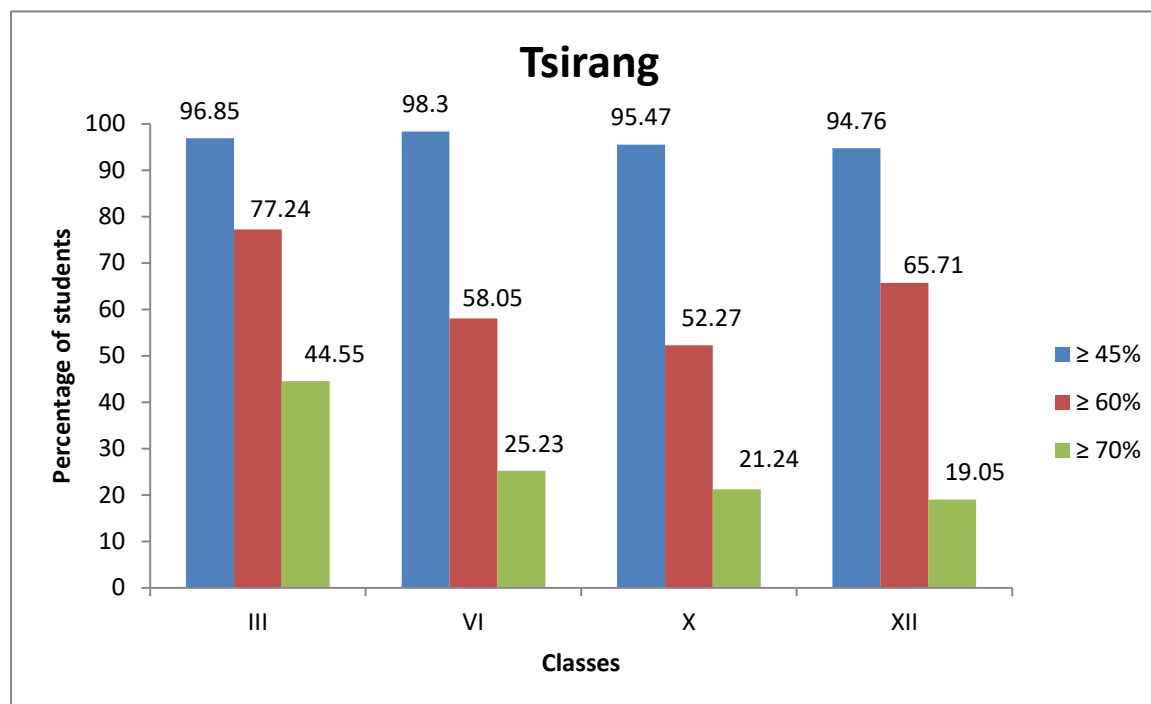


Figure 23: ALS-Tsirang Dzongkhag

In class III 413 students appeared examination in 2017. 400 students (96.85%) scored 45% and above, 319 students (77.24%) scored 60% and above and 184 students (44.55%) scored in 70% and above category.

In class VI 646 students appeared examination in 2017. 635 students (98.30%) scored 45% and above, 375 students (58.05%) scored 60% and above and 163 students (25.23%) scored in 70% and above category.

419 students appeared BCSE examination in 2017 of which 400 students (95.47%) scored 45% and above, 219 students (52.27%) scored 60% and above and 89 students (21.24%) scored in 70% and above category.

210 students appeared BHSEC examination of which 199 students (94.76%) scored 45% and above, 138 students (65.71%) scored 60% and above and 40 students (19.05%) scored in 70% and above category.

Summary

In primary level class VI has done better in 45% and above category with 98.3% while in 60% and above and 70% and above categories class III has done better.

At the secondary level Class XII has done better in 60% and above category while class X has done better in 45% and above and 70% and above categories.

Class III could only achieve the set target 70% and above categories. Others levels could not achieve the set target.

Rajan Kr. Kafley (Focal EMO, Tsirang)

Trashigang Dzongkhag

Table 31: Level- wise ALS analysis - Trashigang Dzongkhag

No. of Students	Class	No. of students with			% of students with		
		≥ 45	≥ 60	≥ 70	≥ 45%	≥ 60%	≥ 70%
		Target			100	80	40
669	III	619	541	345	92.53	80.87	51.57
869	VI	818	481	185	94.13	55.35	21.29
882	X	864	622	261	97.96	70.52	29.59
525	XII	511	313	80	97.33	59.62	15.24

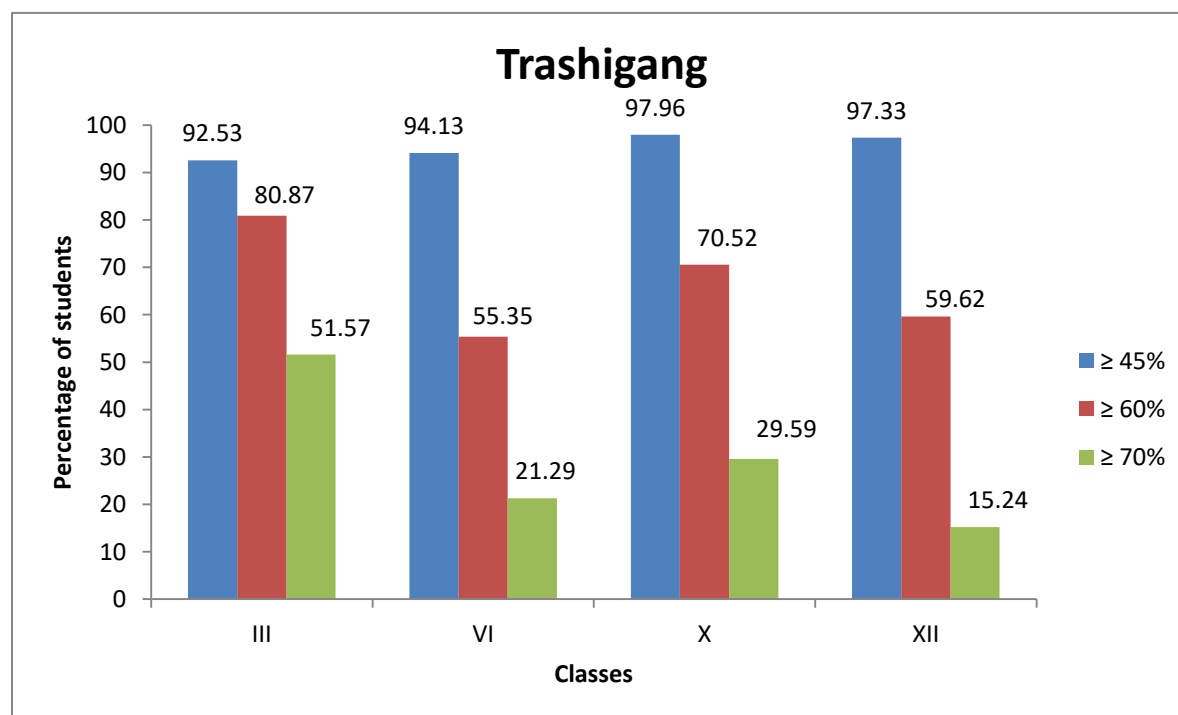


Figure 24: ALS-Trashigang Dzongkhag

A total of 669 students appeared class III examination in 2017. Of the total, 619 students (92.53%) scored 45% and above, 541 students (80.87%) scored 60% and above and, 345 of them (51.57%) scored 70% and above.

In class VI, out of 869 students, 818 of them (94.13%) scored 45% and above, 481 of them (55.35%) scored 60% and above and, 185 of them (21.29%) scored 70% and above.

At the middle secondary level, 882 students appeared the BCSE examination. Of the total, 864 students (97.96%) scored 45% and above, 622 students (70.52%) scored 60% and above and, 261 students (29.59%) scored 70% and above.

At the higher secondary level, of the 525 total students who appeared the BHSEC examination, 511 students (97.33%) scored 45% and above, 331 students (59.62%) scored 60% and above and 80 of them (15.24%) scored 70% and above.

Summary

At the primary level, class III performed better in 60% and 70% categories as compared to class VI. Class III has achieved the targets of two categories with 80.87% students scoring 60% and above against set target of 80% and 51.57% of students scoring 70% and above against set target of 40%.

At the secondary level, class X performed better than class XII in all three categories. Neither of the classes has achieved the targets in all categories.

In general, class III performed better than classes VI, X and XII.

Thinley Dorji (Focal EMO, Trashigang)

Trashy Yangtse Dzongkhag

Table 32: Level- wise ALS analysis – Trashy Yangtse Dzongkhag

No. of Students	Class	No. of students with			% of students with		
		≥ 45	≥ 60	≥ 70	≥ 45%	≥ 60%	≥ 70%
		Target			100	80	40
394	III	390	361	282	98.98	91.62	71.57
432	VI	387	285	147	89.58	65.97	34.03
378	X	352	169	62	93.12	44.71	16.40
152	XII	149	98	22	98.03	64.47	14.47

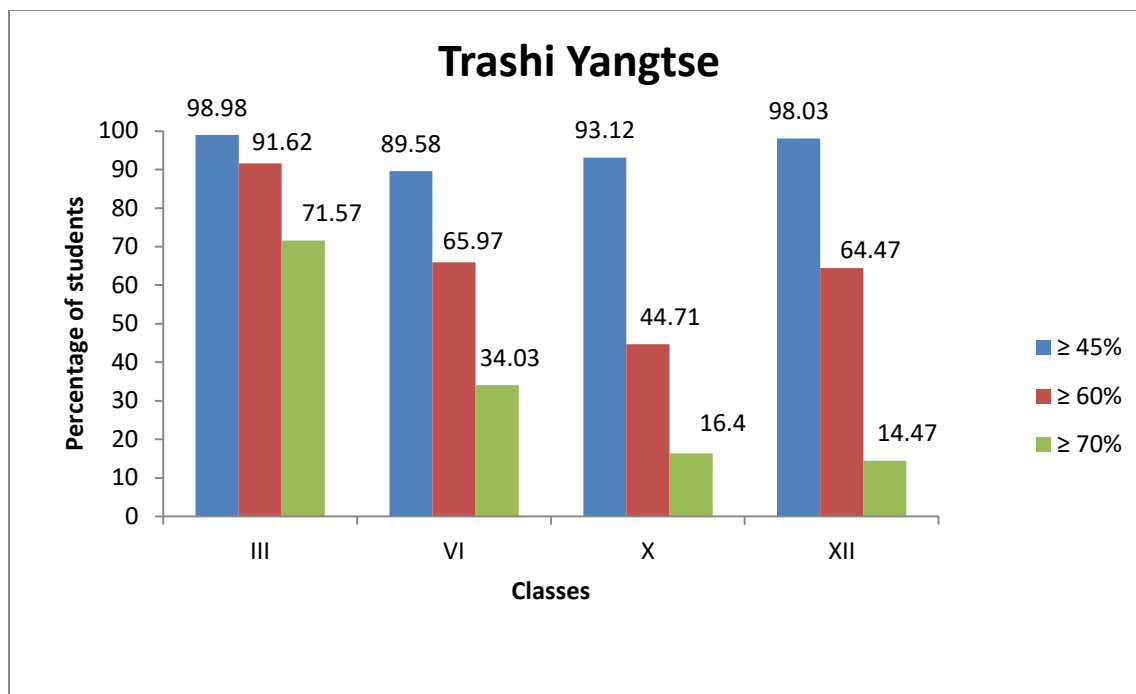


Figure 25: ALS-Trashi Yangtse Dzongkhag

A total of 394 students appeared the annual examination in class III in 2017. 390 (98.98%) students scored ≥ 45 ; 361 (91.62%) students scored ≥ 60 and 282 (71.57%) students scored ≥ 70 . Class III achieved the set targets for $\geq 60\%$ and $\geq 70\%$ category with 91.62% and 71.57% respectively. However, the target for ≥ 45 which is 100% could not be achieved by 1.02%.

There were 432 students in class VI who sat for the year end examination in 2017. Of the total, 387 (89.58%) students scored ≥ 45 ; 285 (65.97%) scored ≥ 60 and 147 (34.03%) scored ≥ 70 . Class VI could not achieve any of the targets set for all three categories.

378 students appeared BCSE examination in 2017. 352 (93.12%) students scored ≥ 45 ; 169 (44.71%) students scored ≥ 60 and 62 (16.40%) students scored ≥ 70 . Class X could not achieve any of the targets set for all three categories.

In class XII, a total of 152 students appeared BHSEC examination in 2017. 149 (98.03%) students scored ≥ 45 ; 98 (64.47%) students scored ≥ 60 and 22 (14.47%) students scored ≥ 70 . Class XII too could not achieve any of the targets set for all three categories.

Summary:

At the primary level, class III performed fairly well as opposed to class VI with 98.98% against 89.58%; 91.62% against 65.97% and 71.57% against 34.03% for categories of ≥ 45 , ≥ 60 and ≥ 70 respectively.

At the secondary level, class XII performed better than class X in the categories of ≥ 45 and ≥ 60 with 98.03% against 93.12% and 64.47% against 44.71%. However, in ≥ 70 category class X performed slightly better than class XII with 16.40% against 14.47%.

Trongsa Dzongkhag

Table 33: Level- wise ALS analysis - Trongsa Dzongkhag

No. of Students	Class	No. of students with			% of students with		
		≥ 45	≥ 60	≥ 70	≥ 45%	≥ 60%	≥ 70%
		Target			100	80	40
254	III	243	197	121	95.67	77.56	47.64
295	VI	251	155	65	85.08	52.54	22.03
281	X	274	168	54	97.51	59.79	19.22
323	XII	308	239	65	95.36	73.99	20.12

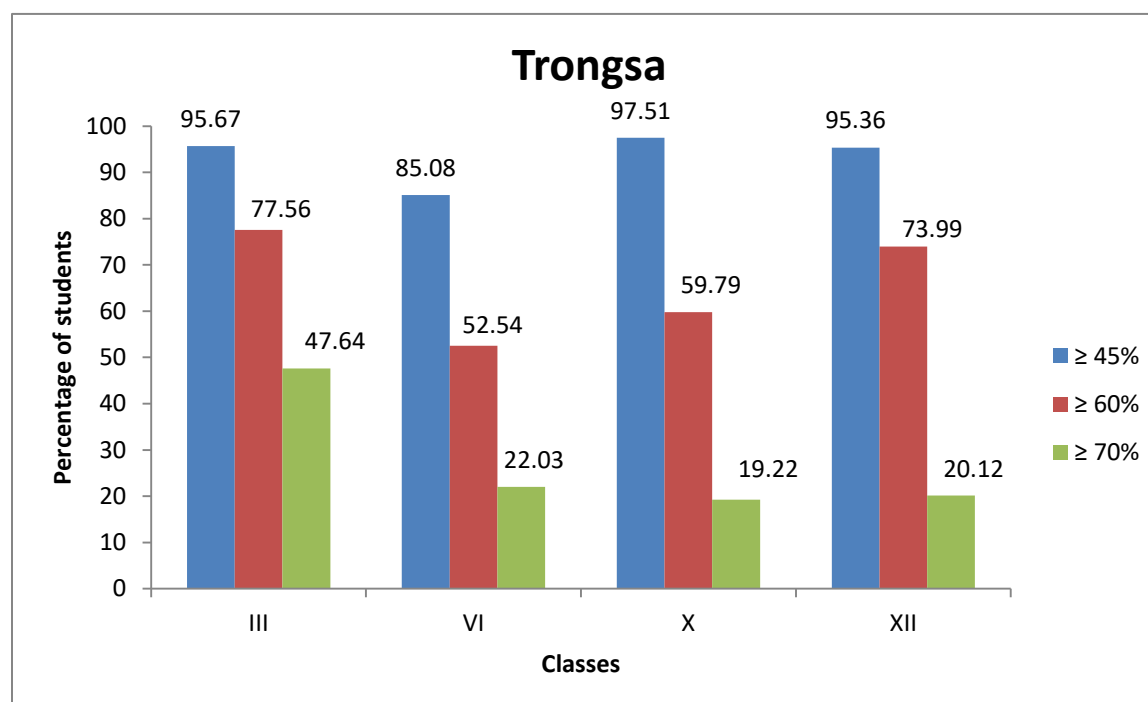


Figure 26: ALS-Trongsa Dzongkhag

In class III, 254 students appeared the year end examination in 2017 of which 243 (95.67%) students scored ≥ 45 ; 197 (77.56%) students scored ≥ 60 , and 121 (47.64%) students scored ≥ 70 . Class III achieved the set target only for $\geq 70\%$ category which is 40%.

Out of 295 class VI students who appeared the annual examination in 2017, 251 (85.08%) students scored ≥ 45 ; 155 (52.54%) students scored ≥ 60 and 65 (22.03%) students scored ≥ 70 . Class VI could not achieve any of the set targets for ≥ 45 , ≥ 60 and ≥ 70 which are set as 100%, 80% and 40% respectively.

A total of 281 students sat for BCSE examination in 2017. 274 (97.51%) students scored ≥ 45 ; 168 (59.79%) students scored ≥ 60 while only 54 (19.22%) students scored ≥ 70 . Class X could not achieve any of the set targets for all three categories.

In class XII, 323 students appeared BHSEC examination in 2017. 308 (95.36%) students scored ≥ 45 ; 239 (73.99%) students scored ≥ 60 and 65 (20.12%) students scored ≥ 70 . Class XII too could not achieve any of the set targets for all three categories.

Summary:

At the primary level, class III has performed better than class VI with significant difference in the scores of all three categories as 95.67% against 85.08%; 77.56% against 52.54% and 47.64% against 22.03% for ≥ 45 , ≥ 60 and ≥ 70 category respectively. Class III achieved the set target for ≥ 70 category while none of the set targets could be achieved by class VI.

At the secondary level, both class X and XII performed moderately with almost equal scores at all three categories with 97.51% against 95.36%; 59.79% against 73.99% and 19.22% against 20.12% for ≥ 45 , ≥ 60 and ≥ 70 category respectively.

Sonam Tashi (Focal EMO, Trongsa)

Wangdue Phodrang Dzongkhag

Table 34: Level- wise ALS analysis – Wangdue Phodrang Dzongkhag

No. of Students	Class	No. of students with			% of students with		
		≥ 45	≥ 60	≥ 70	$\geq 45\%$	$\geq 60\%$	$\geq 70\%$
		Target			100	80	40
773	III	747	534	318	96.64	69.08	41.14
708	VI	694	366	160	98.02	51.69	22.60
467	X	431	238	63	92.29	50.96	13.49
174	XII	163	101	26	93.68	58.05	14.94

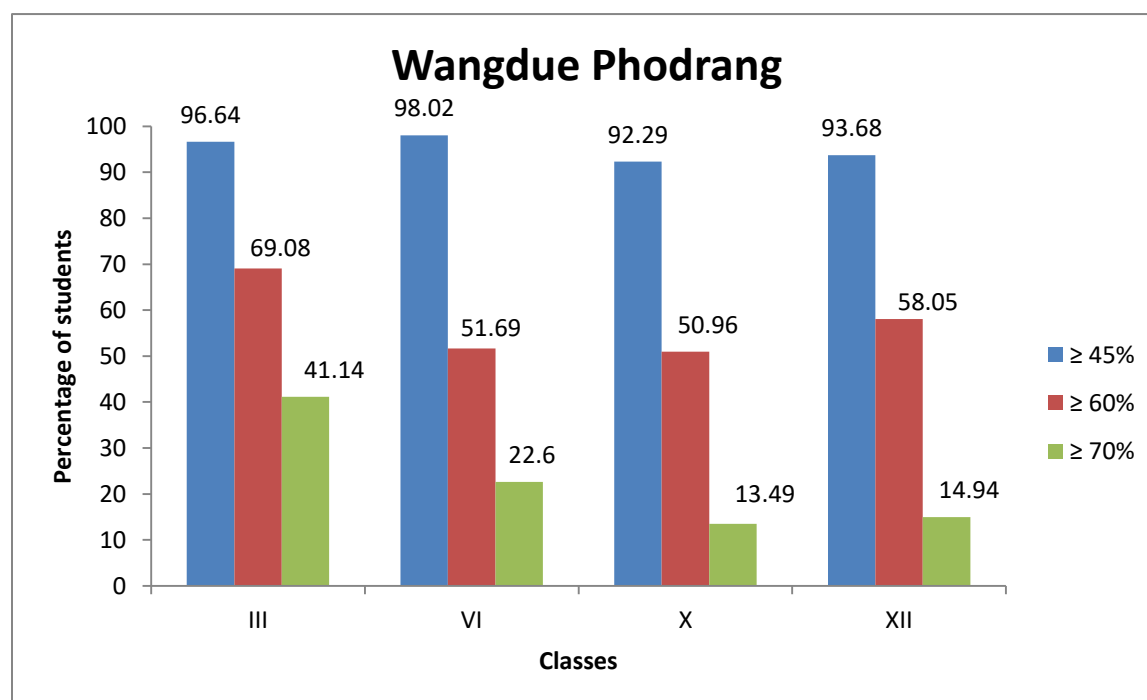


Figure 27: ALS-Wangdue Phodrang Dzongkhag

At the primary level, a total of 773 students appeared class III examinations in 2017. Of the total, 747 students (96.64%) scored 45% and above, 534 of them (69.08%) scored 60% and above, and 318 students (41.14%) scored 70% and above.

Out of 708 students in class VI, 694 students (98.02%) scored 45% and above, 366 students (51.69%) scored above 60% and above, and 160 of them (22.60%) scored 70% and above.

At the middle secondary level, of the 467 students who appeared class X examination, 431 of them (92.29%) scored 45% and above, 238 students (50.96%) scored 60% and above, and 63 students (13.49%) scored 70% and above.

At the higher secondary level, a total of 174 students appeared for class XII examination. Of the total, 163 students (93.68%) scored 45% and above, 101 of them (58.05%) scored 60% and above, and 26 of them (14.94%) scored 70% and above.

Summary

At the primary level, class VI performed slightly better in all 45% and above but vice versa in 60% and 70% above categories compared to class III.

At the secondary level, class XII performed slightly better than class X in all categories with 93.68% against 58.05% and 14.94% against 92.29%, 58.05% and 14.94% respectively.

None of the levels achieved the target.

Karma Yangchen (Focal EMO, Wangdue Phodrang)

Zhemgang Dzongkhag

Table 35: Level- wise ALS analysis - Zhemgang Dzongkhag

No. of Students	Class	No. of students with			% of students with		
		≥ 45	≥ 60	≥ 70	≥ 45%	≥ 60%	≥ 70%
		Target			100	80	40
332	III	330	298	213	99.40	89.76	64.16
410	VI	401	239	101	97.80	58.29	24.63
375	X	358	193	65	95.47	51.47	17.33
180	XII	176	148	44	97.78	82.22	24.44

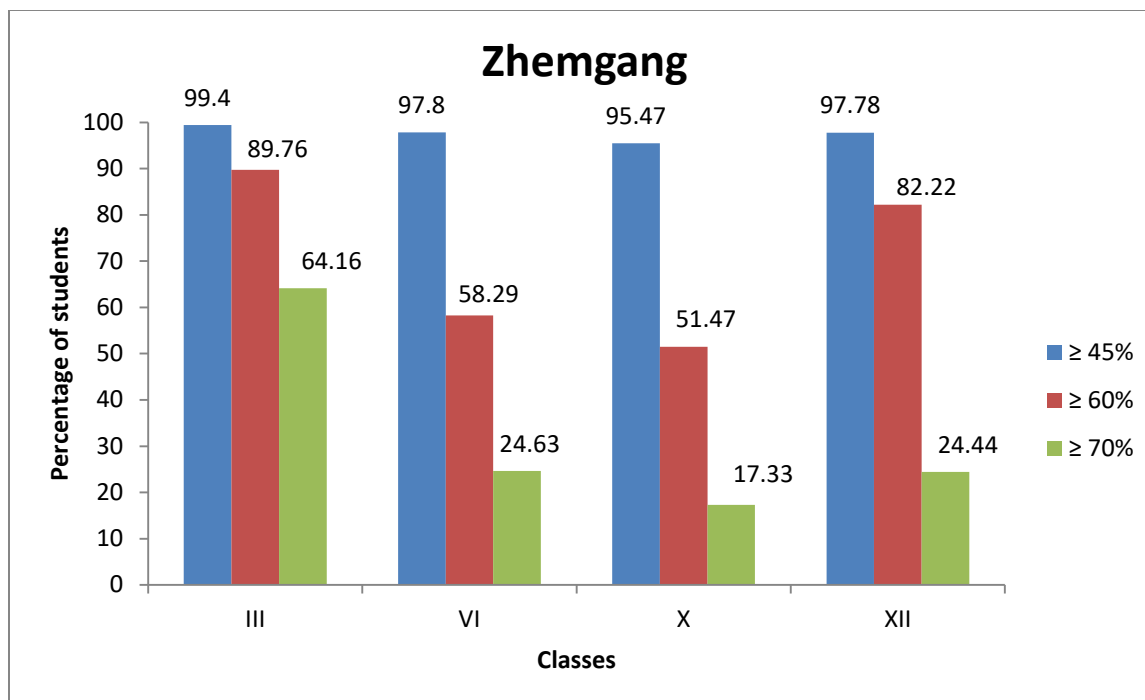


Figure 28: ALS-Zhemgang Dzongkhag

332 students appeared class III examinations in 2017. 330 students (99.40%) scored 45% and above, 298 students (89.76%) scored 60% and above, and 213 students (64.16%) scored 70% and above.

410 students appeared class VI examinations in 2017. 401 students (97.80%) scored 45% and above, 239 students (58.29%) scored 60% and above, 101 students (24.63%) scored 70% and above.

In class X, 375 students appeared examination in 2017. Of the total, 358 students (95.47%) scored 45% and above, 193 students (51.47%) scored 60% and above, and 65 students (17.33%) scored 70% and above.

180 students appeared class XII examination in 2017. 176 students (97.78%) scored 45% and above, 148 students (82.22%) scored 60% and above, and 44 students (24.44%) scored 70% and above.

Summary

At the primary level, class III performed better than class VI by scoring 99.40% against 97.80%, 89.76% against 58.29% and 64.16% against 24.63% in the 45%, 60% and 70% and above categories respectively. Class III has achieved the targets of 60% and 70% and above categories.

The performance of class XII is better than the class X in all the three categories with 97.78% against 95.47%, 82.22% against 51.47% and 24.44% against 17.33% in the 45%, 60% and 70% and above categories respectively.

Yeshi Dorji (Focal EMO, Zhemgang)

Part II

Bumthang Dzongkhag

The focal EMO visited the following schools:

- Dhur PS
- Kharsa PS
- Zangtherpo PS
- Tang CS

General Observations/common issues in schools in the Dzongkhag

- Schools visited do not have School Development Master Plan.
- Schools are not aware of how School Performance Management System (SPMS) scorecards are calculated.
- School Level Monitoring and Support Services (SLMSS) implementation is quite weak in schools visited.
- Child adoption exists in all school as a part of student support services. Students are adopted mostly based on academic need.
- Schools visited reopened on 1st February as per the resolutions of the 18th National Education Conference held in January 2017.
- Schools visited have observed Gyalsey's Birth Anniversary and Values Orientation Week as endorsed during the 18th National Education Conference held in January 2017.

Observations/issues in specific school

Dhur PS

- Principal is not able to strengthen SLMSS since he has to teach 21 periods per week.
- There is shortage of classrooms.
- Need of an Early Childhood Care and Development (ECCD) center as per the survey conducted by the school. The school found about 80 children aged 3-5 years in the catchment area.

Kharsa PS

- The school does not have Multi-Purpose Hall (MPH) and separate room to keep science equipment and materials.

Zangtherpo PS

- The library is not maintained well. Books are not arranged properly and put into appropriate section/rack.

ལྷ་འཕོང་གི་ལྷ་མོ་།

- གྲོ་བ་ལྟེ་བའི་ས་ཆ་ཅིག་ཀར་ ༡༥ དེ་ཅིག་ཡོད་པའི་ཁར་ གྲོ་བ་ལྟེ་མཐའ་འཁོར་ལུ་ ཁང་ཚན་ཁག་གསུམ་དེ་ཅིག་ བཟོ་བསྐྱར་གྱི་ལཱ་འབད་མི་འདི་གིས་ གྲོ་བ་ལྟེ་མཐའ་འཁོར་མཛེས་ཏོག་ཏོ་མི་མཐོང་པས།
- གྲོ་བ་ལྟེ་མི་དབྱུས་འཆར་གཞི་གི་ དམིགས་གཏད་དང་འཆར་སྤང་ཚུ་ཡོད་ཅུང་ གནས་སྤངས་དང་འཁྲིལ་ཏེ་ བསྐྱར་གསོ་མ་འབད་བར་ཡོད་པ་སྟེ་མཐོང་ཅི།
- མཛོད་ཁང་དང་གཉེར་ཚེང་གྱི་རིགས་ ལག་ལེན་འཐབ་ཐངས་ཚུ་ ལམ་ལུགས་དང་འཁྲིལ་ཏེ་བྱ་ཆེ་ཆེ་བཞག་ཅུག། གྲོ་བ་དཔོན་དང་གྲོ་བ་སྤྱི་ཚུ་གིས་ མཉམ་འབྲེལ་ཐོག་ལས་ ཚོགས་ཚུང་གཅིག་གཞི་བཙུགས་འབད་དེ་ཡོད་པའི་ཁར་ གཉེར་ཚེང་ལག་ལེན་འཐབ་ཐངས་ཚུ་ཡང་ དུངས་གསལ་འབད་ འདུག།
- ཨིན་རུང་ དུ་ལི་ལྷན་མ་བཟུ་ ༢༠ གསར་པ་སྟོད་པའི་བསྐང་རང་ སྟོག་ཆགས་འབྲེལ་ཚུ་གིས་ ནང་སྟོང་མ་བཏོན་ཏེ་ མེད་པ་བཏང་ཡོད་པའི་མཐོང་གསལ་ འདུག།
- བུ་ཚོ་དང་བུ་མོ་གི་ཉལ་ཁང་ནང་ གདན་མལ་ཆ་དང་ཅལ་བཞག་ཐངས་ཚུ་ཡང་ གཅི་དེ་བྱ་ཆེ་ཆེ་མཐོང་བའི་ཁར་ བྱི་ནང་གི་གཙང་སྤྱོད་ཚུ་ཡང་ལེགས་ཤོམ་ འདུག།
- གནམ་དགུན་དང་བྱུར་གྱི་ངལ་འཛོའི་དུས་ཚོད་བཟོ་མི་ལུ་ གྲོ་བ་ལྟེ་ཚུ་ནང་དཀའ་ངལ་མེད་པ་སྟེ་བཤད་པ་མས། དེ་ཡང་བུམ་ཐང་འདི་ བྱང་བསལ་ཆེ་བའི་ས་ ཆ་ཅིག་རུང་ གྲོ་བ་ལྟེ་ནང་ རྟོད་བཏག་ནི་འཇུག་ཆུང་ཚུ་ཡོད་པའི་ཁར་ གཞུགས་ཚུ་བཤལ་རྒྱ་བ་ནི་འདི་ལུ་ ཚུ་ཚོ་ཏོམ་བཟོ་ནི་འཇུག་ཆུང་ཚུ་ཡོད་མི་ཚུ་ཡང་ ལག་ལེན་འཐབ་པའི་བསྐང་འདུག།
- གྲོ་བ་དཔོན་ཚུ་གིས་ གྲོ་བ་སྟོན་འཆར་གཞི་ཚུ་ དུས་མཐུན་བཟོ་སྟེ་གྲོ་བ་སྟོན་འབད་དེ་འདུག།
- བཟའ་ཁང་ནང་ལུ་ དུས་གསུམ་གྱི་ཕྱོ་བཟའ་བའི་སྐབས་ལུ་ཡང་ ཀི་དེ་བ་ལྷག་ནི་འཇུག་ལུགས་གཞི་བཙུགས་འབད་དེ་འདུག།
- རྩོད་ཁའི་ཆོས་ཚན་སྐབ་ནི་ལུ་དཀའ་ངལ་མ་མཐོང་རུང་ ལྷག་ནི་དང་ཡིག་བཟོ་ཚུ་ ཚུ་ལ་མཐུན་སྟེ་མིན་འདུག།
- གྲོ་བ་ལྟེ་མཐའ་འཁོར་ལས་པར་ ལྷུ་མ་འཁོར་ཚུ་ག་མཉམ་བཞག་མི་དེ་གིས་ བྱི་འཇུར་སྤང་ལུ་མ་བྱ་ཁག་ཁ་མཐོང་མ་ཨིན་མས།
- གྲོ་བ་ལྟེ་ཕྱོ་རྒྱགས་ཚུ་ ལྷུ་བས་ཅིག་ཁར་ལེན་མི་འདི་གིས་ བཞག་སའི་ས་གོ་མ་ཤོང་པའི་ཁར་ བཟའ་འཐུང་ཚུ་མེད་པ་ཐལ་ནི་འདི་ཉེན་ཁ་འདུག།
- གྲོ་བ་ལྟེ་ནང་གི་གྲོ་བ་སྤྱི་ཚུ་ ཚུ་བཤལ་རྒྱ་བ་ནི་འདི་དཀའ་ངལ་ཡོད་མི་དེ་ཡང་ བཟུན་མཐའི་ངལ་འཛོའི་སྐབས་ལུ་ བཀའ་གོ་ལ་འཁྱུ་ནི་ལ་སོགས་པ་ ལྷུ་བས་ ཅིག་ཁར་འབད་མ་དྭ་ ཚུ་ལང་མ་ཚུ་གསལ་པའི་དཀའ་ངལ་ཅིག་འདུག།

Follow up on the spot

- Schools were taken through the process of carrying out SSA and SIP exercise and its importance.
- Demonstrated how SPMS scorecards: Enabling Practices Scorecard (EPS), Gross National Happiness (GNH) and Academic Learning Scorecard (ALS) are calculated.
- Presented the school's performance of last two years (2015 and 2016).
- Suggested Kharsa PS to revise/update their school policy document immediately.
- Shared some of the general observations and recommendations during the meeting.

Recommendations provided to schools

- Schools were suggested to provide remedial classes for students right from the beginning of the academic year.

- Suggested schools to keep their money (SDF, donations, etc.) with the Bank if the amount is huge for security and safety reasons.
- Schools to implement and strengthen SLMSS to improve teaching-learning process.
- Schools to analyze performance of students (exam results, ALS, tests, etc.) and drive their planning and decisions based on data as far as possible.
- Recommended schools to calculate ALS of classes other than III and VI since SPMS takes into account only these two classes.
- Schools to encourage reading habit in students and institute reading culture.
- Suggested schools to have meaningful Professional Development (PD) programmes and maintain records properly.
- Schools were asked to improve the physical ambience.
- Suggested schools to contact their Dzongkhag Human Resource Officer (HRO) or Dzongkhag Education Officer (DEO) should they require any assistance in preparing Individual Work Plan (IWP).

- ལྟངས་སྒོའ་བྱ་ལྟེ་བ་ནང་ལུ་ དབུ་འཛིན་དང་ཚུལ་ཚན་འགོ་འདྲན་པ་རྩི་གིས་ འཕྲལ་འཕྲལ་སྒོའ་སྒྲོན་ལྟ་རྟོག་གནང་སྟེ་ དྲན་གསོ་མཛད་དགོས་འདུག།
- སྒོའ་བྱ་ལྟེ་བ་འདི་ནང་ ལྷག་ནི་འི་རིག་རྒྱལ་ཏཱ་ལམ་ལེགས་ཤོམ་ཡོད་རུང་ རྫོང་ཁ་དང་ཨིང་སྐད་གཉིས་ཆ་རའི་ཡིག་བཅོལ་རྩི་ ཚུལ་དང་མཐུན་མ་སྟེ་ མཐོང་མ་ལས་ རྒྱུད་བ་ལེགས་ཤོམ་བྱིན་དགོས་འདུག།
- སྒོའ་བྱ་ལྟེ་བ་ནང་ ཨ་ལོ་འི་ཤེས་ཚད་འགྲན་འདྲ་མེད་མི་རྩི་ དེ་ལྟ་མིག་བཅོལ་སྟེ་ གསོ་ཐབས་ཀྱི་སྒོའ་སྒྲོན་མཛད་གནང་།
- སྒོའ་བྱ་ལྟེ་བ་ནང་ སྒོའ་བྱ་འི་དཔེ་མཛོད་ཁང་གི་ མ་དདུལ་བསྟར་བྱེད་འབད་ཡོད་མི་དེ་ དུངས་གསལ་ཐོག་ལས་བཞག་དགོས་འདུག།
- སྒོའ་བྱ་ལྟེ་བ་ནང་ལུ་ སྒོའ་བྱ་དཔོན་དང་སྤྱིར་བཏང་གི་ལས་བྱེད་པ་རྩི་ མཉམ་ཐུབ་ཐོག་ལས་སྒོའ་བྱ་འི་སྤྱིད་བྱུས་རྩི་ གནས་སྤངས་དང་འཁྲིལ་ཏེ་ བསྐྱར་ཞིབ་འབད་དགོས་འི་ཁར་ སྤྱིད་བྱུས་ལམ་སྟོན་གི་དེབ་དེ་ ག་ཏེ་ལས་ཡང་འཐོབ་ཚོག་ཆེ་སྟེ་བཞག་དགོས་འདུག།
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Issues that require interventions from MoE/Dzongkhag/Thromde

- Dhur PS shared that they have proposed for an ECCD center through Dzongkhag. However, the school is not sure if their proposal has made to ECCD/SEN (Special Education Need) Division. Therefore, ECCD/SEN Division could look into the matter and inform the school accordingly.
- ལྟངས་སྒོའ་བྱ་ལྟེ་བ་ནང་ལུ་ སྒོའ་བྱ་འི་རྩི་རྒྱགས་རྩི་སྤྱོད་སྤྱོད་ཁར་མིན་པར་ དུས་མཚམས་ཀྱི་ལམ་ལུགས་དང་འཁྲིལ་ཏེ་ སྒྱེལ་འཛིན་འབད་དགོས་མ་ཚད་ བཟའ་འཐུང་གི་རིགས་ དཔེར་ན་ དུལ་སྤྱན་མེད་པ་ཐལ་མི་ སྟེ་ག་ ༣༠ པོ་འི་སྒོར་ལས་ འབྲེལ་ཡོད་ལས་སྟེ་དང་གཅིག་ཁར་གྲོས་བསྟུན་འབད་དེ་ ཚབ་མ་སྤྱད་ནི་འི་ཐབས་ལམ་སྤྱིག་དགོས་འདུག།
- སྒོའ་བྱ་ལྟེ་བ་ནང་ལུ་ སྒོའ་བྱ་ལྟེ་རྩི་རྩི་བཤལ་རྩི་མི་དོན་ལུ་ རྩི་དཀར་འདུལ་ཡོད་མི་དེ་ རྫོང་ཁག་ཤེས་རིག་འགོ་དཔོན་དང་ འབྲེལ་ཡོད་ལས་སྟེ་ལས་རྩི་བསྐྱར་ལེན་ཏེ་ དཀར་འདུལ་འཕྲལ་མཁྱེད་སེལ་གནང་དགོས་འདུག།
- ལྟངས་སྒོའ་བྱ་ལྟེ་བ་ནང་ལུ་ སྒོའ་བྱ་གི་ས་ཆའི་གནས་སྤངས་དེ་ བྱ་ཆེ་མཐོང་ནི་དོན་ལུ་ སྒོའ་བྱ་འི་སྒོར་སྒོར་ (gate) གཅིག་བཅོལ་དགོས་འདུག།

Schools visited by Mr. Thinley Dorji (Focal EMO) & Mr. Pema Norbu

Haa Dzongkhag

The focal EMO visited the following schools:

- Chundu Armed Forces Public School
- Jyenkana PS
- Katsho LSS
- Tshaphel LSS

General Observations/common issues in schools in the Dzongkhag

- Schools have the required number of teaching staff.
- Leave procedures suitable for the school are developed and implemented.
- Schools reported that corporal punishment is not practiced.
- Garbage collected in the school is disposed off when the garbage truck makes its visit.
- Garbage segregation is not practiced in all the schools visited.
- Budget presentation to parents and staff are done twice in a year.
- A good collection of reading materials, appropriate for the students is available. Fines collected from the students are used for the development of library and to purchase materials such as glue, cello tape, chart paper etc.
- Result analysis is carried out using the formula/criteria in ALS calculation provided by EMD.
- All the teachers have lesson plans.
- Periods are distributed fairly among the teachers.
- Teachers claim they use transformative pedagogy, but during observation, effective utilization of the pedagogy was not observed.

Observations/issues in specific school

Chundu Armed Forces Public School

- The school requires Information Technology Lab. assistant, Librarian, Store Keeper, Accountant, Adm. Asst. and a driver. In the absence of the aforementioned staff, proper maintenance of stock register and function of the laboratory and library have been compromised. At present science lab. Assistant looks after library, science and IT lab.
- Royal Bhutan Army (RBA) has provided tent to be used as health room with qualified medical staff to monitor the student health.
- Garbage segregation, recycle and reuse are not practiced by the school.

Jyenkana PS

- The school has an ECCD center with 18 children (9 boys and 9 girls). A single classroom is used as classroom as well as a nap room which is not convenient. The center does not have playground and outdoor facilities.
- Windows of the boys' hostel are broken because of which the rooms are very cold.
- The school faces shortage of water.
- The school expressed the need of an administrative assistant.

Katsho LSS

- The school needs science lab. Assistant, Store Keeper and School Sports Instructor (SSI).

Tshaphel LSS

- The school is in need of a store in-charge and a vice Principal – preferably English/Geography teacher.

Follow up on the spot

- Presentation on EPS, GNH and ALS calculation was done.
- School SPMS performance for the past 3 years was shared and discussed.

Recommendations provided to schools

- Garbage segregation needs to be carried out to teach children the importance of recycling and reusing.
- Arrange a room for the ECCD children to take a nap. (Jyenkana LSS)
- Explore resources to develop outdoor playing facilities for ECCD children. (Jyenkana LSS)
- Look for possibilities of carrying out minor maintenance of the hostels. (Jyenkana LSS)
- Submit requisition for required staff to the dzongkhag.
- User education on proper utilization of school facilities can be provided from time to time.

Issues that require interventions from MoE/Dzongkhag/Thromde

- Infrastructure maintenance budget for primary schools is inadequate.
- Schools face problem with internet connectivity.
- Dzongkhag to look into the human resource issues faced by schools.

Schools visited by Mr. Sherab Tenzin

Mongar Dzongkhag

The focal EMO visited the following schools:

- Serzhong LSS
- Mongar HSS
- Thangrong PS
- Zunglen PS
- Kalapang PS
- Ngatshang PS

General Observations/common issues in schools in the Dzongkhag

- Schools have working policy documents that include various school working policies, delegation of jobs and their responsibilities. School Management Board (SMB) is instituted but does not function as expected.
- Every school visited has an ECCD center.
- Schools reported 100% Net Enrolment Ratio (NER).
- There is no dire teacher shortage in the schools. However, there are incidences of deploying B.Ed Secondary teachers in Primary Schools.

- All schools have their land registered and properly demarcated. None of the schools have school master development plan.
- Schools keep their funds in the school and there is no account maintained with the banks.
- Schools have policies on curriculum implementation.
- The use of Transformative Pedagogy in teaching is mostly limited to use of cheers and attention grabbers. Few strategies such as face and shoulder partners are used frequently.
- Use of Formative Assessment (FA) with well-developed rubrics is not seen in the schools visited.
- Mixing of Dzongkha while teaching subjects such as English, Mathematics, Science, etc. is an issue especially in lower classes.
- Most of the classroom teaching lacks proper introduction, specific timed activities and closure. Time management during the teaching-learning process is very poor.
- There are no evidences of teachers conducting practical lessons (Science).
- School Level Monitoring and Support System (SLMSS) is not functioning as intended.
- PDs are conducted mostly based on national level in-service programmes as cascading mode.
- All Principals are engaged in teaching at least one subject.
- Schools give a lot of importance to reading programmes and are included in students' pledge.
- Assessing the impact of teacher's PD programmes on student performance is a challenge in the schools.
- Child adoption is institutionalized in the schools.
- Effective leadership is a challenge in most of the schools (transparency, shared leadership practices, professional collaboration, instructional leadership, mentoring, coaching, etc. are still issues with leadership).
- Schools have maintained good community relationship. However, community participation in educational processes is minimal.

Observations/issues in specific school

Serzhong LSS

- The newly constructed Science laboratory is not used properly. There is no water connection to the lab. Required equipment was missing and few available chemicals have expired.
- Students of the school are noted to be quiet and shy. They lack confidence and communication skills to communicate with outsiders.
- There is no Science Lab. Assistant and no records of practical lessons are maintained as required.

Mongar HSS

- The school lacks classroom furniture relevant for 21st century teaching learning processes.
- There is shortage of classrooms due to which the existing classrooms are overcrowded.
- There is shortage of water supply in the school and shortage of toilet in boy's hostel.
- Septic tank and surrounding of the boy's toilet needs immediate attention.
- Due to shortage of water in the girl's hostel, it was reported that many girls visit the *dratshang's* tap stand in and around the Dzong area. Due to girls visiting the *dratshang* area, serious unforeseen issues could crop up if not monitored properly.

Thangrong PS

- Girls' hostels were dirty. The cupboards in the girls' hostels were filled with dirty clothes, plates and mugs.
- The boys' hostel in comparison was much better. But, the toilet and bathroom for both boys and girls required cleaning and lighting facility.
- The dining hall was clean but inappropriate having to sit on cemented floor while dining.
- The school has not been able to provide balanced diet due to insufficient budget.

Zunglen PS

- The structures are old and not conducive for teaching/learning.
- Student's toilets are dirty.
- Parents support the students by contributing cash to purchase vegetables. The school has rendered support to the community through cleaning campaign.

Follow up on the spot

- Conducted staff meeting towards end of monitoring. Observations were shared; suggestions/recommendations were discussed in the meeting.
- SPMS presentation was made to all the teachers. SPMS performance for the past 3 years was shared and discussed with the teachers.

Recommendations provided to schools

- Schools need to strengthen SMB and its roles. School achievements and improvement plans should be shared and discussed with the SMB.
- Schools should look for possibility of opening joint bank account for school budget in order to promote financial transparency.
- Schools need to liaise with Teacher Resource Centers (TRC) and initiate refresher workshops on Transformative Pedagogy and implement the various Cooperative Learning (CL) structures and strategies in the classrooms for effective teaching learning process.
- Schools should ensure that practical lessons are conducted especially in Science subjects.
- Principals were reminded to strictly monitor the use of Dzongkha while teaching other subjects such as English, Mathematics, Science, etc.
- School level PD programmes should be need based and focused on improving classroom teaching and learning.
- All schools have to strengthen and make SLMSS professional, rather than carry it out as administrative requirement.

Issues that require interventions from MoE/Dzongkhag/Thromde

- Relevant and adequate furniture needs to be supplied to all the schools. Schools still use old 3 sitter desks and benches that are not relevant for modern teaching learning situations.
- The policy on providing 3 eggs and 2 meat servings per week need to be studied properly. More options should be provided for schools to improve the diet of the students. Most schools are not able to provide 3 eggs and 2 meat servings a week.
- Enough budget need to be allocated for schools to carry out timely and proper maintenance of the school structures, equipment and other facilities.

- Schools need to be provided with high bandwidth internet connection for teachers and students to enhance teaching-learning processes.
- Some form of leadership orientation/training is required for small Lower Secondary and Primary School Principals to enable them to exercise efficient and effective leadership in the schools.

Schools visited by Mr. Karma Kuenphen (Focal EMO) and Mr. Sherab Tenzin

Paro Dzongkhag

The focal EMO visited the following schools:

- Wanakha Central School
- Utpal HSS (Pvt.)
- Shari HSS
- Drukgyel LSS
- Tshenden PS (Pvt.)

General Observations/common issues in schools in the Dzongkhag

- Although schools are located in different places and run by different leaders, they were guided by the general school management guide provided by the ministry. Activities such as curriculum implementation, assessment and co-curricular activities were carried out as per instruction and calendar of the Dzongkhag. All five schools were observed to be conscious of their academic performance of the past as well as in the future. Besides following common guidelines in running their schools, they were also equally trying to use their creativity to engage students for holistic development of children. For instance, remedial classes had been carried out in all the five schools but were done in different ways from each other. This was mainly to support students to perform better academically.
- A desk-review of school websites prior to school visits was conducted to learn the status of schools. It was observed during the school visits that contents in the websites were not updated or found different from the physical observations noted during the school visits.
- Visits to schools enabled the EMO to obtain comparative understanding of school leadership methods used by different school heads. Some schools were found to have beautiful classroom wall displays, which would provide conducive environment for children's learning. Conversely, there were schools without attractive classroom wall display. Even the manner of classroom furniture arrangement differed from school to school. Such differences portray individual leadership techniques of school heads.
- The manner of library settings also differed from school to school, again depicting individual leadership styles. Even the way official documents were maintained and the overall record keeping illustrated different leadership approaches adopted by school heads.
- It was further observed that some school heads were proactive in acquiring teaching-learning resources such as library books, laboratory equipment and other materials through innovative financial management. Some school heads were found to have used and extracted maximum contribution from the NFE instructors by integrating them to the school management mainstream. But some school heads merely viewed NFE as just additional responsibilities. Such school heads had actually failed to utilize the NFE instructors as available additional human resources.

- Some school leaders had taken extra initiatives to garner community support to strengthen the school management as well as to improve school ambience, such as, construction of Mani-Dungkhor. All these external appearances were expected to enhance student interest for learning.

Observations/issues in specific school

Wanakha CS

- The school was established in 1991. The school became one of the pilot central schools in 2016 under Paro Dzongkhag.
- It was observed during the visit that the school had followed the Ministry's policy in carrying out all the activities, such as, admission, assessment and formation of committees.
- The initial area of school was 7.861 acres but the school has acquired additional land and now measures 16.649 acres. Football ground, archery ground and staff quarters were still under construction on a newly acquired land. Therefore, at present the school lacked infrastructure as most of the classrooms were under construction. The project deadline to complete infrastructure construction is June 2018. While school was found to be performing satisfactorily in view of the prevailing circumstances, there were some issues that deserve attention as expressed by the Principal. The issues were:
 - School had e-library but had slow internet connection. The Principal shared that school used offline resources.
 - School fed students with two meals a day (breakfast and lunch). As it was beyond the budgetary means to provide students with 3 eggs a week, Principal informed about the school's attempt to provide at least 2 eggs a week with the help of their school poultry farm. The prevailing budgetary provision for school was not adequate to buy eggs for students.
 - Temporary sheds were being used as dining hall and classrooms. Some of the classes looked very crowded. To manage the room shortage, the school had designed a shift system so that students go for lunch by turn in different timing. Further, the Principal shared his optimism that space constraints would no longer be felt once the construction was completed. It needed special mention that even with small-sized classrooms; class teachers had creatively arranged the furniture to make classrooms more conducive for learning.
 - Massive maintenance work was being carried out in the school with the aim to renovate footpath, steps, plinth area and other damaged structures. Principal expressed that the contractor had failed to carry out the work as per the agreement. The school had to cancel the bid with the contractor and was in the process of looking for his replacement.
 - School health room is maintained very well.
 - In order to promote the School-Community relationship, village elders were invited to school functions. Further, the school also tried to involve out-of-school youth through games and other activities. NFE instructor was seen as an active and very effective member of the school.

Utpal HSS (Pvt.)

- It was learned during the meeting that students had early morning study hours, which might not be effective for students. Study start at as early as 6 am.

- There were 23 teachers including the Principal, out of which only four were formally trained teachers.
- It was observed from the sample lessons that teachers did not seem to have uniform lesson plans.
- The entire ambience of Principal's office including the office wall looked bare and unattractive.
- Although classrooms were spacious to accommodate large number of students, it lacked ambience to make it more conducive for student learning.
- It was observed that library needed to be equipped with more books. At present, the available books were more of reading for leisure.

Shari HSS

- Principal informed that all laboratory equipment were acquired recently and were in good condition. It was observed that equipment needed to be arranged properly to make it more user-friendly.
- The school was also in dire need of English teacher. In the absence of adequate English teachers, Principal had to take up English classes in addition to his existing managerial responsibilities. In the process he had difficulty to fulfill his monitoring responsibilities i.e. to monitor at least 2-3 lessons a week and to teach at least one specialized subject. The Principal was found teaching 10 periods a week to address teacher shortage in English. This issue was immediately communicated to the Dzongkhag.

Drukgyel LSS

- The school has 8.95 acres of land and is fenced with a barbed wire. The school practices inclusive education as it had both regular and SEN students. It also has ECCD and NFE under it. The school was able to engage NFE instructor in teaching parents of SEN children in the morning and normal NFE learners in the evening. The school provided mid-day meal to students. The school seemed to be running very smoothly.
- Another issue that school needed to address was the maintenance of their library as it was observed to have adequate library books but not conducive including cleanliness of the room.
- The school had good physical ambience with beautiful flower gardens.

Tshenden PS (Pvt.)

- The school was observed to have managed within the small area.
- Tshenden ECCD had enough learning materials for children.
- School lacked written documents of school policy and other activities.
- School had a good library with relevant books for both the students and primary teachers. School authority was not sure whether teachers make use of those books.
- Upon enquiry about the implementation of SSA in school, authorities confessed that they were not very confident about setting the current and target ratings.
- The toilets of Primary students are on the raised platform where children will have to climb in order to reach the toilet pots.

Recommendations provided to schools

- The school leaders need to consciously update the respective school profile and data in the websites as and when there is a need and in the beginning of the academic year.

- Existing study strategy to be maintained until the declaration of next results. If the existing strategies are not supporting students' learning, school will redesign the strategy next year by seeking support from CDEOs and EMOs.

Wanakha CS

- Footpaths were seen rough which might not be safe for younger students. It was suggested that footpaths to be made properly for safety. It was further reminded to place the board with instruction for safety wherever there were big holes dug for construction. It was further suggested that small children should be instructed to walk carefully when they see the board.
- Remedial classes should be instituted right from the beginning of the academic year through conduct of regular formative and summative assessments by school instead of waiting for the declaration of mid-term results.
- Principal to explore with Paro hospital to train school health coordinator to acquire basic skills, such as treatment of minor ailments.

Utpal HSS

- It was recommended to revisit the study strategies and time to maximize the effectiveness if the students started their study hours too early. It was left up to teachers and Principal to decide on the type of strategies they would follow. They would be followed up in the next visit.
- It was recommended that the school should take advantage of their location and request the Paro College of Education to provide their teachers with necessary professional development. In addition, the four trained teacher could also support the non-trained teachers with professional teaching skills and strategies.
- Principal was advised to support the teachers with good lesson plans.
- Principal's office needed to be made more aesthetic to give more of 'office look'. The Principal and proprietor could even discuss and make some arrangements accordingly to make it more conducive for school.
- Class teachers could take initiative to decorate their classrooms by using wall chart and some other learning materials. Teachers could even help students to arrange their books neatly on the table.
- School to get more reference books. Since it involved financial support from the proprietor's side, school could furnish books gradually to ease financial burden. Further, school should involve all the teachers in times of acquiring books as individual teachers could recommend the book titles and publications to meet the subject requirement.
- Since the school provided boarding facilities, teachers could even help students starting from maintaining their bed, cupboard, shoes etc. aesthetically.

Shari HSS

- Laboratory assistants were advised to arrange equipment properly to make it more conducive for students during the practical lesson.
- School was recommended to make school library more inviting for students to come and read. In addition, the Vice Principal was advised to train librarians, as he was found to have library management skills.
- School library needed more attention from the librarians.

Drukgyel LSS

- School to look into making library more conducive to children. Cleanliness and arrangement of books should be given priority.
- Renovate some of the classroom ceilings, which appeared unsafe and risky for students.
- Remove cobwebs from the corridors ceiling of classrooms.
- Clean the boys' toilets and also to fix the toilet doors.
- Fix taps near the toilets.

Tshenden PS

- School was recommended to have proper policy documents with regard to admission, school discipline, committee responsibilities, examinations and other forms of assessments, and disaster prevention. It was further advised to share the documents with parents.
- School needed to strengthen the use of SSA.
- The school was recommended to have disaster management plan in place and students should be aware of what they should do in times of calamities and disaster.
- The school is expected to keep toilet floor dry all the time to prevent student from slipping as some toilet floors were observed wet.
- School authority to strengthen SBIPs whenever some of the teachers attend PD provided by Dzongkhag or parent school.

Issues that require interventions from MoE/Dzongkhag/Thromde

- Dzongkhag/MoE could explore budget to provide at least 3 eggs a week to students. (Wanakha CS)
- EMOs to provide orientation on SSA to the school. (Tshenden PS (Pvt.))
- Dzongkhag to provide procurement guidance to the school management during tendering and award of works.
- CDEOs can share best practices during the Principal conferences.
- SEN teachers expressed the need for a specialised professional development which the MoE/Dzongkhag/relevant agency needs to explore for them.

Schools visited by Mrs. Rinzin Wangmo

Phuntsholing Thromde

The focal EMO visited the following schools:

- Yonten Kuenjung Academy
- Norbu Academy

General Observations/common issues in schools in the Dzongkhag

- Both the schools have adequate qualified teachers to handle Primary as well the Secondary level.
- SLMSS should be instituted in the school.
- Mentoring and Coaching is lacking in the schools, though they have Head of Departments and Monitors.
- Schools have Lesson, Block and Year plans as required.

- Formative Assessment (FA) rubrics should be shared with students.
- Both Principals are engaged in teaching specialised subject.
- Schools fees are handled by school accounts and the Proprietor.
- Yonten Kuenjung Academy provides boarding facilities for both boys and girls.
- A day per week is dedicated for reading in both the schools.
- Land is registered in the school's name with demarcations, but looks congested in case of Norbu Academy, which has just 1.46 acres of land with 347 students. There is no space for any extension.

Observations/issues in specific school

Yonten Kuenjung Academy

- There is a need of an extra Mathematics teacher, since there is only one for Maths/Physics.
- Involve students' body in mess management as there are boarder students.

Norbu Academy

- Norbu Academy handles both Primary and Higher Secondary levels.

Follow up on the spot

- SPMS presentation was made to both the schools. The comparative performance for the last three years was presented to school.
- Classes were observed and shared feedback with individual teachers.
- Some observations on assessment made by teachers in some subjects were also discussed with teachers.

Recommendations provided to schools

- Institute SLMSS in the schools.
- Principals should be the role model to observe the teachers' lessons and provide feedbacks for their improvement.
- Develop School Policy and make copies available in both soft and hard copy for the visitors.
- School PD programmes should be academic focused.
- Science teachers and Lab assistants to maintain records of practical conducted with various classes.
- Remedial classes should be conducted from the beginning of the academic year.
- Students' involvement in mess management is essential for transparency. (Yonten Kuenjung Academy)
- FA documentation with rubrics needs to be maintained in schools.

Issues that require interventions from MoE/Dzongkhag/Thromde

- Schools should be provided with adequate internet facilities in the school.
- Training opportunities should be provided to teacher as and when required.

Schools visited by Mr. Mindu Gyeltshen

Samdrup Jongkhar Dzongkhag

The focal EMO visited the following schools:

- Garpawoong MSS
- Karmaling HSS
- Phuentshothang MSS
- Rikhey PS

General Observations/common issues in schools in the Dzongkhag

- Schools have developed rubrics for the SSA.
- Schools have well defined leave policy for teachers in line with BCSR 2012, and also student leave policy.
- Schools have well demarcated and fenced campus.
- Schools have no evident of School Master Development Plans and Policies.
- Schools have well maintained footpaths, flower gardens, disposal pits, lawns and very good use of recyclable waste like tyres, bottles etc. by making gardens.
- Schools have well established administrative block and equipped classrooms. Schools have all the required amenities like multipurpose hall, libraries, laboratories, toilets etc.
- Properties such as vehicle, science and office equipment, furniture and books are well maintained.
- SDF is handled by the SDF committee and all the purchases are done by the procurement committee.
- Schools maintain SDF register.
- Schools have received all the stationeries and books in time with good quality and quantity.
- Schools have library usage policy included in the School Policy document. The students are given user education in the beginning of the year as well as after the mid-term examination.
- Reading Action plan is included in the APA including number of books for teachers and students.
- Schools are aware of the curriculum implementation of the various subjects with the period allocations.
- Schools have Yearly, Block and daily lesson plans in place.
- The policy of Professional Development is also in place. Any teacher who attended the National Based In-service Programme conducts the School Based In-service Programme.
- All the teachers have to conduct PD programmes with relevant topics for PD.
- All teachers have enough teaching periods.
- During the classroom monitoring, it was noted that the classroom teachings were going on well.
- Teaching aid was displayed in the classroom.
- Student tasks/notebooks were assessed frequently. Different methods like ticks, crosses and written feedbacks were seen in the student notebooks.
- The teachers have maintained continuous assessment record properly.
- Examinations are carried out as per the schedule that the schools have drawn in the beginning of the year.
- Schools have allotted one period in a week as library period. During this time the students go to the library, select the book and read.
- Reading log book is maintained and submitted to Dzongkhag on quarterly basis.
- Schools have clear policy regarding student support services.

- Schools conduct school annual Rimdro, Parents Teachers Meeting, and Awareness Programmes.
- Schools also contributed to the community through mass cleaning campaign conducted around the school and town areas.
- Schools have issue with the internet connectivity.

Observations/issues in specific school

Garpawoong MSS

- In some class rooms, the plywood in the ceiling have fallen and some on the verge of falling down.
- Only one teacher is allowed to go on leave at a time with proper substitution. The lost periods have to be taken back after returning from the leave.
- School has three army buses to reach and take the students back home. A bus from nearby coal mining also reaches the students to the school.
- School has planted teak saplings within school campus.
- School purchased library book worth Nu: 90,000 in 2016.
- School has not disposed off old and unusable books.
- School has enough chemicals and equipment for the conduct of practical classes.
- School has no full time counselor.

Karmaling HSS

- Teacher student ratio is 1: 15.9 and teacher section ration of 2:1.
- School has fruit orchards with variety of high yielding fruit trees.
- Hostels are spacious, neat and clean.
- Kitchen and store are kept clean. Stock register is maintained properly and they have drawn menu for food after discussing with the students.
- *Channa dal* was infested with insects.
- School has shortage of History and Dzongkha textbook for class XI.

Phuentshothang MSS

- The school does not have vice Principals. Presently Academic Head and staff Secretary are officiating as the VPs.
- There is shortage of one Dzongkha teacher.
- Segregated garbage disposal pits are made available in the school but it is overfilled.
- Footpaths are well developed connecting all buildings, water taps and toilets.
- There is no separate school master development plan but it has been done aligning with the 12th Five Year Plan and submitted to Dzongkhag.
- The school encourages parents to add eggs in their children's menu for lunch.
- Green day is observed on Mondays.
- School has water shortage mainly due to on-going construction.
- 2 periods on Saturday is used as reading periods. This time is taken after creating zero period in the morning.

Rikhey PS

- The school has a shortage of one Dzongkha teacher.
- An expatriate teacher with science background is placed in the school.

- Although teacher-student ratio is 1:13.1, teacher-section ratio is 1:1 which is very heavy for the teachers having to teach all the subjects.

Follow up on the spot

- General staff meeting was conducted and observations were shared and discussed.
- Three years comparative SPMS report was presented during the staff meeting.
- Presented comparative mean marks of past 3 years.

Recommendations provided to schools

- The ceiling of the classrooms in Garpawoong MSS needs urgent repairs as it may fall down any time which may injure students in the classroom.
- Garpawoong MSS has to surrender the old and unusable computers to the Dzongkhag.
- Schools are reminded to complete the revision of the Policy Document as per the time frame of SIP i.e. 30-04-2017.
- Karmaling HSS was suggested to orient cooks about their roles and responsibilities.
- Karmaling HSS was suggested to follow up with the Dzongkhag regarding the supply of History and Dzongkha text book for class XI at the earliest.
- As per SPMS, all school Principals should at least observe three teachers in a week.
- Phuentshothang MSS Principal was suggested to apply for an additional librarian as per the staffing pattern.
- Schools need to develop a Master Development Plan indicating future infrastructure development, expansion and even disputed areas.
- Phuentshothang MSS needs to improve the cleanliness of the school toilets.
- Phuentshothang Principal was suggested to seek support from Dungkhag to restore the water supply disrupted by the ongoing road construction.
- Phuentshothang MSS to follow up on the furniture requisition.
- Principals need to monitor ECR, NFE and ECCD centers and maintain proper records.
- Student handwriting in English and Dzongkha needs to be improved in all schools.
- *Karmaling HSS was suggested to explore strategies to prevent Channa dal from getting infested.*

Issues that require interventions from MoE/Dzongkhag/Thromde

- The policy on providing 3 eggs and 2 meat servings per week need to be looked into. More alternatives should be provided for schools to improve the diet of the students.
- Enough budget need to be allocated for schools to carry out timely and proper maintenance of the school structures, equipment and other facilities.
- Schools need to be provided with high bandwidth internet connection for teachers and students to enhance teaching-learning processes.

Schools visited by Mr. Ugyen Thinley (Focal EMO) and Mr. Rajan Kr. Kafley

Samdrup Jongkhar Thromde

The focal EMO visited the following schools:

- Dewathang PS
- Samdrup Jongkhar PS
- Samdrup Jongkhar MSS (Autonomous)

- Dungsam Academy

General Observations/common issues in schools in the Dzongkhag

- Schools have policies maintained in separate documents.
- SMB is not functional.
- B.Ed (S) and PGDE teachers are posted in Primary Schools (Phy/Maths teacher in Samdrup Jongkhar PS and PGDE Accountancy and Commerce teachers in Dewathang PS)
- SLMSS organogram is developed but not implemented effectively.
- Transformative Pedagogy is not implemented effectively besides cheers and attention grabbers.
- Schools have year, block and daily lesson plans. However, some schools prepare two detailed lesson plans a day, while other makes one.
- Teachers lack time management while teaching.
- Formative Assessment (FA) rubrics are not shared with students.
- PDs are conducted as mandated but most of them are non-academic or just the dissemination of NBIPs or DBIPs.
- Schools have not developed Master Development Plan.
- Principals are engaged in teaching, however, some are found teaching non-academic subjects such as values education.
- Principals should handover the handling of school fund to committee and maintained records in both hard and soft copies with bank accounts. (Principal / committee (SMT) do not maintain book of account in hard copies).
- Reading culture amongst teachers is not evident.
- Child adoption is practiced in all schools.

Observations/issues in specific school

Dewathang PS

- Shortage of general teachers.
- Mismatch of teacher deployment.
- Overcrowded students in classes V and VI.
- No Vice Principal in the school.

Samdrup Jongkhar PS

- Mismatch of teacher deployment.
- The Asst. Librarian has not received training on Library management.

Samdrup Jongkhar MSS (Autonomous)

- School policy is in soft copy only.
- SLMSS is not done as required.
- School maintenance policy is not there in the policy document.
- PD programmes are minimal.

Dungsam Academy

- There is no student member in mess management committee which is necessary to prepare menu, maintain accounts, maintain hygiene and support purchases.

Follow up on the spot

- SPMS presentation was made to all the schools. Comparative performance for the last three years was presented to teachers in all schools.
- Classroom management tips were presented to Dewathang PS.
- Observed classroom teaching and feedback provided.
- Based on the students work assessment records, teachers were suggested to give specific and constructive written feedback for students' improvement.

Recommendations provided to schools

- Strengthen SLMSS in all the schools.
- School Policy needs to be compiled and made available to teachers, students and relevant stakeholders.
- SMB needs to be strengthened.
- Schools to enhance transparency in fund receipt, utilization and share with parents, teachers and students.
- Schools to maintain joint account for school fund to promote transparency.
- Schools to conduct PD programmes focusing on teaching and learning.
- Science teachers and Lab. assistants to maintain records of practical lessons.
- Schools to conduct remedial classes from the beginning of the academic session.
- Formative Assessment (FA) rubrics need to be developed and shared with students.
- Include student members in mess management. (Dungsam Academy)

Issues that require interventions from MoE/Dzongkhag/Thromde

- Schools need to increase the internet bandwidth.
- Deploy Vice Principal in Dewathang PS.
- Provide leadership trainings to Vice Principals.

Schools visited by Mr. Mindu Gyeltshen

Samtse Dzongkhag

འོག་གི་སློབ་ཁྲིམས་ལྟར་ ལྷ་རྩེ་འབད་ཡོད་པ།

- གདན་ཚུལ་འབྲིང་མི་སློབ་ཁྲིམས་ལྟར་འོག་མ།
- ལུན་བྲ་འོག་ཁྲིམས་ལྟར་འོག་མ།
- ཏྲ་འབབ་འགྲམ་སློབ་ཁྲིམས་ལྟར་འོག་མ།
- སློབ་ཁྲིམས་ལྟར་འོག་ཁྲིམས་ལྟར་འོག་མ།
- རོར་བུ་སློབ་ཁྲིམས་ལྟར་འོག་མ།
- བསམ་ཅེ་འབྲིང་མི་སློབ་ཁྲིམས་ལྟར་འོག་མ།

- བསམ་ཅེ་འབྲིང་རིམ་སློབ་ལྟ་བུ་ལ།
- མ་ལའ་བློ་བཟང་སློབ་ལྟ་བུ་ལ།

སྤྱིར་བཏང་ཉལ་ཉེག་དང་གཤོང་ལེན།

- ལྟ་སྐོར་འབད་བའི་སློབ་ལྟ་བུ་ནང་ སྤྱིད་བྱུས་ཡིག་ཆ་རྩིས་སྤྱིན་མ་འབད་བར་ སློག་རིག་ནང་བསྐྱར་ཞིབ་འབད་བའི་བསྐྱར་འདུག།
- ལྟ་སྐོར་འབད་བའི་སློབ་ལྟ་བུ་ག་ར་ནང་ལུ་ འཆར་གཞི་ཨམ་བཅུམས་ཏེ་མིན་འདུག།
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- སློབ་ལྟ་བུ་ནང་ ཆོས་རྒྱལ་གི་ལན་ཤོག་ཚུ་ སྤྱི་ཆུན་ནང་དབྱེ་ཞིབ་འབད་སྤོལ་མིན་ཅུག།
- བསམ་ཅེ་འབྲིང་རིམ་སློབ་ལྟ་བུ་གོང་མའི་ སློབ་དཔོན་སྤྱི་ཆུན་གཅིག་གིས་ དང་ལེན་ཞིབ་འཆོལ་འབད་ནི་ འགོ་བཙུགས་ཡོད་པ་མ་གཏོགས་ གཞན་སློབ་ལྟ་བུ་ནང་འབད་སྤོལ་མིན་འདུག།
- སློབ་ལྟ་བུ་ཆ་མཉམ་ནང་ ཤེས་རིག་སྤྱིད་བྱུས་ལྟར་དུ་ ལོ་གཅིག་ནང་ཉིན་གངས་ ༡༥ སློབ་སྟོན་འབད་དེ་འདུག།
- གོང་གི་སློབ་ལྟ་བུ་ནང་ སློབ་དཔོན་ཚུ་གིས་ སློབ་སྟོན་འཆར་གཞི་བཟོ་སྟེ་ སློབ་སྟོན་འབད་དེས།
- སློབ་ལྟ་བུ་ནང་ གསོ་ཐབས་ཀྱི་སློབ་སྟོན་འབད་ནི་ འགོ་མ་བཙུགས་པས།
- བམ་དང་སློབ་དཔོན་གྱི་ཞལ་འཛོམས་ དེ་ལས་སློབ་ལྟ་བུ་འི་རིམ་གོ་དང་ རྩིད་རིགས་ཀྱི་ལས་རིམ་ཚུ་ནང་ བམ་ཚུ་ཡང་མཉམ་འབྲེལ་འབད་དེ་འདུག།
- སློབ་ལྟ་བུ་ནང་ མི་སྤྱི་དང་འབྲེལ་བའི་ འཕྲུག་སྤྱིགས་འཛིན་སྐྱོང་དང་ གསོ་བའི་འཕྲོད་བསྟེན་གྱི་གོ་བཟའི་ལས་རིམ་ཚུ་ནང་ཡང་ བཅའ་མར་གཏོགས་ཏེ་ འདུག།
- བུན་བུ་རི་སློབ་ལྟ་བུ་ནང་བའི་མངའ་འོག་ལུ་ གཞི་རྩེ་ཤེས་ཡོན་ལྟེ་བ་གསུམ་གྱི་ནང་ན་ དཔེ་ཆ་ལྷག་མི་ ༥༥ དང་ སློབ་སྟོན་པ་གསུམ་ དེ་ལས་ལོ་རྒྱུས་ འབྲིང་རིམ་འོག་མའི་ནང་ལུ་ དཔེ་ཆ་ལྷག་མི་ ༧ དང་ སློབ་སྟོན་པ་གཅིག་འདུག།
- གདན་ཚུ་ལ་འབྲིང་རིམ་འོག་མའི་ཨ་ལོ་གཅིས་སྐྱོང་ལྟེ་བའི་ནང་ སློབ་སྟོན་པ་གཉིས་དང་ ཨ་ལོ་ ༡༥ འདུག།

སློབ་ལྟ་བུ་ནང་ ཐང་ཀུང་དུ་ཉལ་ཉེག་དང་གཤོང་ལེན།

གདན་ཚུ་ལ་འབྲིང་རིམ་སློབ་ལྟ་བུ་འོག་མ།

- ཟ་ཁང་དང་ཐབས་ཆ་གི་བར་ན་ ཀྲང་ལམ་ལེགས་ཤོམ་མིན་འདུག།

- དབུ་འཛིན་གྱི་ཚོས་ཚན་འདི་ བུ་ཚད་དང་བུ་མོ་བདག་འཛིན་འཐབ་མི་གཉིས་ལུ་ སློབ་སྟོན་འབད་བཅུག་དེས།
- བུ་ཚད་གི་ཉལ་ཁྱིམ་ནང་ གནམ་པང་ཉེན་སྲུང་དང་ལྷན་མ་མིན་འདུག།
- སློབ་ཟུལ་ཤེས་ཡོན་འགོ་འབྱེད་པ་གིས་ སྤྱི་ཟླ་ ༣ པའི་ནང་འཁོད་ལུ་ སློབ་དཔོན་ ༣ རྒྱུམ་གཅིག་ སློབ་སྟོན་ལྟ་རྟོག་འབད་ཅུག།

རྩ་འབབ་འགྲམ་སྟོན་འབྲིང་རིམ་སློབ་ཟུལ་འོག་མ།

- སློབ་ཟུག་བུ་ཚད་གི་ གསལ་སྟོན་དོང་བསུབ་སྟེ་ ཁམས་ལོག་མི་མི་འདུག།
- ཟུལ་ཁྱིམ་ལུ་མཚུར་ཚུ་གི་ཚབ་མ་ ཤིང་གིས་བསུབ་སྟེ་ ལག་ལེན་འཐབ་མ་བཏུབ་སྟེ་ བཟོ་བཞག་ཅུག།
- ཚན་རིག་གི་མཁོ་ཆས་ཚུ་ ཚུལ་མཐུན་ལག་ལེན་ མ་འཐབ་པར་བཞག་ཅུག།
- སློབ་ཟུག་བུ་ཚད་དང་བུ་མོ་ཚུ་ ཁོང་རའི་པམ་ཚུ་གིས་རྒྱབ་མི་ ཉེན་སྲུང་མེད་པའི་སྤྱོད་ཅེད་ཅུག།
- སློབ་ཟུལ་འཛིན་བསྟེ་གཉེར་ཚད་འདི་ གསལ་སྟོན་གྱི་སློབ་ལོགས་ཁར་བཞག་ཅུག།
- སློབ་ཟུལ་ནང་ལུ་ མི་སྡེ་ལས་རྒྱབ་སྟོར་མེད་པའི་ བསམ་འཆར་སློབ་དཔོན་ཚུ་གིས་བཤད་པ་མས།
- སྤྱི་ལོ་ ༢༠༡༥ ལོའི་མི་དམངས་ཚུ་ནང་ སློབ་ཟུལ་འཛིན་སྟོན་ཚོགས་པ་དང་ སློབ་དཔོན་ཚུ་འི་ལྷ་དང་འགན་ཁུར་ཚུ་ ཁ་གསལ་
- བཀོད་དེ་འདུག།
- སློབ་རིམ་བཞི་པ་ལས་དྲུག་པ་ཚུན་ སློབ་ཟུག་གྲངས་ཚད་ལས་བརྒལ་ཏེ་འདུག།
- སློབ་རིམ་དྲུག་པའི་ཚོས་རྒྱགས་ཀྱི་ལན་ཤོག་དང་ གཅིག་བསྡུས་སྟེ་འབྲས་ཀྱི་ཐོ་ཚུ། (consolidated result) ཡིག་སྟོན་མིན་འདུག།

ནོར་བུ་སྤྲང་འབྲིང་རིམ་སློབ་ཟུལ་འོག་མ།

- སློབ་ཟུལ་ནང་འཕུལ་འཕུལ་ར་ འཕུང་ཚུ་མེད་པའི་དཀའ་ངལ་འདུག།
- དཔེ་མཛོད་ཀྱི་དེབ་ཚུ་ ཚུལ་མཐུན་བཞག་ཡོད་པ་མ་ཆད་ ཀྱི་དེབ་ལྷག་པའི་ཐོ་ཚུ་ཡང་ ཁ་གསལ་སྟེ་བཀོད་དེ་འདུག།
- རེས་གཟུང་པ་སངས་ཨ་རྟག་ར་ དུས་ཡུན་སྐར་མ་ ༥༥ དེ་ཅིག་ མཚུག་གི་ཐུན་ཚོད་ནང་ དཔེ་དེབ་ལྷག་ནིའི་ལས་རིམ་ ལག་ལེན་
- འཐབ་སྟེ་འདུག།
- ཚན་རིག་བཅུག་དབྱེད་ཁང་ནང་ ཅེས་ཚུ་ཚུལ་དང་ལྷན་མ་མིན་འདུག།

དུས་ཐོག་ལུ་འབད་ཡོད་པའི་རྒྱབ་སྟོན།

- ཞལ་འཛོམས་སྐབས་ལུ་ ལྟ་རྟོག་གི་གནད་དོན་དང་འབྲེལ་ཏེ་ ལེགས་བཅས་འབད་དགོ་པའི་ རྒྱབ་སྟོན་ཚུ་བྱིན་ཡོད་པ།
- འདས་པའི་ལོ་རྒྱུས་ཀྱི་ ལེགས་བཅས་འཛིན་སྟོན་གི་གྲུབ་འབྲས་ སྤྱིན་ཅུ་འབད་ཡོད།
- འདས་པའི་ལོ་རྒྱུས་ཀྱི་ ཚོས་རྒྱགས་སྤྱགས་ཀྱི་བར་ཆ་ ག་བསྐྱར་འབད་ཡོད་མི་འདི་ སྤྱིན་ཅུ་འབད་ཡོད།

སློབ་ཟུལ་གིས་འབད་དགོ་པའི་རྒྱབ་སྟོན།

- གོང་གི་སློབ་ཟུལ་ཁག་གིས་ སློབ་ཟུལ་མི་དམངས་ཚུ་ དུས་ཐོག་ལུ་བསྐྱར་ཞིབ་འབད།
- ལེགས་བཅས་འཛིན་སྟོན་ལམ་ལུགས་ལྟར་དུ་ དབུ་འཛིན་གྱིས་ སློབ་དཔོན་ཚུ་གི་སློབ་སྟོན་ལྟ་རྟོག་འབད།

- སློབ་སྟོན་བྱུང་ཤིག་གོང་འཕེལ་གཏང་ཐབས་ལུ་ སློབ་དཔོན་ཚུ་གིས་ དང་ལེན་ཞིབ་འཛུལ་འབད།
- སློབ་གྲྭ་ག་ར་ནང་ འཆར་གཞི་ཨམ་ཚུ་བཟུམ།
- སློབ་སྟོན་ལེགས་སྦྱར་ཐབས་ལམ་ཚུ་ སློབ་ཁང་ནང་ཕན་ཅུས་ཅན་སྟེ་ ལག་ལེན་འཐབ་དགོཔ་འདུག།
- སློབ་སྟོན་འབདམ་ད་ ཁ་སྐད་གཉིས་སྤྱོད་མེན་པར་ ཚེས་ཚན་དང་འབྲེལ་བའི་ ཁ་སྐད་ལག་ལེན་འཐབ།
- སློབ་ཚུ་གུ་ཚུ་ རྩོམ་ཁ་དང་ཨིང་སྐད་གཉིས་ཆ་རའི་ ཡིག་བཟོ་སྦྱང་བ་གང་མང་བྱིན།
- ཚེས་རྒྱགས་ཀྱི་ལན་ཤོག་ཚུ་ རྩེ་ཚན་ནང་དབྱེ་ཞིབ་འབད་ནིའི་ ཐབས་ལམ་བཏོན།
- སློབ་ཚུ་གུ་ཚུ་ གསོ་ཐབས་ཀྱི་སློབ་སྟོན་ལས་རིམ་འདི་ སློབ་དུས་འགོ་བཙུགས་པའི་སྐབས་ལས་ར་ ལག་ལེན་འཐབ།
- སློབ་རིམ་གསལ་པ་དང་དུག་པའི་ འོ་འཁོར་ཚེས་རྒྱགས་ཀྱི་ལན་ཤོག་ཚུ་ སློབ་ཚུ་གུ་ཚུ་བཏོན་ཞིན་ལས་ འོག་ལེན་བཞག།
- གདན་ཚུ་ཁ་འབྲིང་རིམ་སློབ་གྲྭ་འོག་མའི་ བུ་ཚ་གི་ཉལ་བྱིས་ནང་གི་གནས་པ་དང་ཉམས་བཅས་འབད།
- གདན་ཚུ་ཁ་འབྲིང་རིམ་སློབ་གྲྭ་འོག་མའི་ ཟ་ཁང་དང་ཐབ་ཚང་གི་ བར་ནའི་རྒྱང་ལམ་བཅོཁ་རྒྱབ།
- སློབ་ཚུ་གུ་ཚུ་བདག་འཛིན་པ་ཚུ་ལུ་ སློབ་སྟོན་འབད་བཅུག་ནི་མི་འོང་། རྒྱ་གདན་ཚུ་ཁ་འབྲིང་རིམ་སློབ་གྲྭ་འོག་མ།
- རྩ་འབབ་འགྲམ་སྟོན་འབྲིང་རིམ་སློབ་གྲྭ་འོག་མ་ལུ་ གཤམ་གསལ་རྒྱབ་སྟོན་ཚུ་བྱིན་ཡོད།
- ཨ་རྟག་ར་གསལ་སྟོན་ཚུ་ ཉིང་སངས་བཞག།
- ཚུ་རི་ཀ་ལི་ཚུ་བཅོཁ་རྒྱབ།
ཚོད་བསྟེ་གཉེར་ཚོང་འདི་ སློབ་ཤུགས་འབད་དགོ།
- སློབ་རིམ་བཞི་པ་ལས་དུག་པ་ཚུན་ སློབ་ཚུ་གུ་ཚུ་གྲུངས་ཁ་ཚད་ལས་བརྒྱལ་ཏེ་ཡོད་མི་ ཐབ་ཐབས་འབད།
- ཚན་རིག་གི་མཁོ་ཆས་ཚུ་ ཚུལ་མཐུན་ལག་ལེན་འཐབ་དགོ་པས།
- བུ་མོ་ཚུ་ ཉན་སྤང་བཞག་ཐབས་ལུ་ བུ་མོ་བདག་འཛིན་པ་ལུ་ རྒྱབ་སྐྱོར་དང་ལམ་སྟོན་འབད།
- ཚེས་རྒྱགས་ཀྱི་ལན་ཤོག་དང་ གཅིག་བསྟུམས་བྱུང་འབྲས་ཀྱི་ཐོ་ཚུ་ (consolidate result) ཡིག་སྟོན་ནང་བཞག།
- ཁོར་བུ་སྐྱང་འབྲིང་རིམ་སློབ་གྲྭ་འོག་མའི་ འཐུང་ཚུ་དཀའ་ངལ་སེལ་ཐབས་ལུ་ འབྲེལ་ཡོད་ལས་སྟེ་ལས་རྒྱབ་སྐྱོར་ལེན།
- ཁོར་བུ་སྐྱང་འབྲིང་རིམ་སློབ་གྲྭ་འོག་མའི་ ཚན་རིག་བཏག་དབྱེད་ཁང་གི་ཅ་ཆས་ཚུ་ ཚུལ་མཐུན་བཞག་དགོཔ་འདུག།
- ཚན་རིག་མཁོ་ཆས་ཚུ་ མཁོ་མངགས་འབད། རྒྱ་སྤྱོད་པ་ཚུ་ལུ་སློབ་གྲྭ་ཚུ་དང་བཅོམ།

ལྷན་ཁག་དང་རྫོང་ཁག་ དེ་ལས་ཁྲོམ་སྟེ་གིས་ འབད་དགོ་པའི་རྒྱབ་སྐྱོར་དོ་རྒྱུ་དུ།

- ཁོར་བུ་སྐྱང་དང་ མཁའ་གོ་ཐང་སློབ་གྲྭ་ནང་ རྫོང་ཁ་སློབ་དཔོན་གཏང་དགོཔ་འདུག།
- གོང་གི་སློབ་གྲྭ་ཚུ་ནང་ སློབ་དཔོན་ཚུ་གི་སྟོན་བྱིས་མེད་པའི་ དཀའ་ངལ་སེལ་དགོཔ་འདུག།
- བུ་ན་བུ་རི་སློབ་གྲྭ་ཚུ་དང་བཅོམ་ནང་ འཛུལ་གྱིང་ཟུང་ལས་སྟེ་ལས་རྩོམ་མི་ ལྷགས་ཐབ་སོར་དགོཔ་འདུག།

སློབ་གྲྭ་ལྷ་རྟོག་འབད་མི་ ཨོ་ཨོ་རྒྱན་ཕྱིན་ལས།

Thimphu Dzongkhag

འོག་གི་སློབ་གྲྭ་ཚུ་ནང་ ལྷ་རྟོག་འབད་ཡོད།

- ཁང་བར་མ་སློབ་བྱ་ལྟེ་བ།
- ལྷུང་མཚོ་སློབ་བྱ་རྒྱུ་བ།
- ཡུམ་ཐུགས་རྩེ་བཟང་མེའི་སློབ་བྱ།

སྤྱིར་བཏང་ཉལ་རྟོག་དང་གདོང་ལེན།

- དབུ་འཛིན་དང་ཚོས་ཚན་འགོ་འདྲན་པ་ཚུ་གིས་ འཕུལ་འཕུལ་སློབ་སྟོན་ལྟ་གནད་སྟེ་ དྲན་གསོ་མཛད་ཡོད་པའི་ཡིག་ཆ་ཚུ་ བཞག་བཞག་མིན་ འདུག།
- སློབ་བྱའི་ཡར་དྲག་སྤྱི་བུས་ འཆར་གཞིའི་ཨམ་ཚུ་མིན་འདུག།
- སློབ་བྱ་ནང་ལྷག་ནིའི་རིག་ཐུལ་ ཉལ་མ་ལེགས་ཤོམ་ཡོད་ཅུང་ རྫོང་ཁ་དང་ཨིང་སྐད་གཉིས་ཆར་འཛིན་ག་བཟོ་ ཚུལ་མཐུན་མ་མཐོང་།
- སློབ་སྟོན་ལེགས་སྤྱད་ཐབས་ལམ་ སློབ་ཁང་ནང་ལག་ལེན་འཐབ་ས་ དེམ་ཅིག་རང་མ་མཐོང་།
- སློབ་དཔོན་ཚུ་གིས་ རང་སོའི་ཁྱད་རིག་གོང་འཕེལ་གཏང་ཐབས་ལུ་ དང་ལེན་ཞིབ་འཚོལ་འབད་འབདམ་མིན་འདུག།

སློབ་བྱའི་ནང་ བད་ཀྱང་དུ་ཉལ་རྟོག་དང་གདོང་ལེན།

ཁང་བར་མ་སློབ་བྱ་ལྟེ་བ།

- ཁང་བར་མ་སློབ་བྱ་ལྟེ་བའི་ནང་ སློབ་བྱའི་ས་ཆ་ཨི་ཀར་ ༢༤. ༤༢ དེ་ཅིག་ཡོད་པའི་ཁར་ སློབ་བྱའི་མཐའ་འཁོར་ཚུ་ མཛེས་ཆ་དང་ལྷན་མ་བཟེ་ནིའི་དོན་ ལུ་ གདོང་ལེན་དང་དོ་འགན་སློམ་སྟེ་རང་འདུག། ཨིན་ཅུང་ བྱིའི་གནས་སྤངས་བྱ་ཆེ་ཆེ་དང་ མ་འདྲམ་ཅིག་བཟེ་ནིའི་དོན་ལུ་ ལཱ་ཚུ་འབད་བའི་བསྐྱང་འདུག། དཔེར་ན་ ཤིང་རིགས་དང་མེ་རྟོག་སྤྱོད་ཚུ་གསུམ་འཛུགས་སྦྱོང་ལ་སོགས་པ།
- སློབ་བྱའི་གནས་སྤངས་གསུམ་པ་གཅིག་ཨིན་པའི་ཁར་ སྤྱིང་ཁྱིམ་ཚུ་ཡང་ལངས་སྟེ་ལེགས་ཤོམ་འདུག། ཨིན་ཅུང་ བཟའ་ཁང་དང་ཐབ་ཚད་གི་མཐའ་ འཁོར་ལས་མར་ གཅེད་སྤྱོད་དང་ལྷན་མ་སྟེ་མེད་པའི་ཁར་ ལྷག་པར་དུ་ བྱུལ་ཉལ་ཁྱིམ་གྱི་ བྱི་ནང་གཉིས་ཆར་འཛིན་ ཉིངས་སངས་ས་སྟེ་མ་བཞག་པས།
- སློབ་བྱ་ལྟེ་བ་འདི་ནང་ལུ་ གསུམ་སྤྱོད་མ་ལང་པའི་དཀའ་ངལ་སློམ་འདུག། ཨིན་ཅུང་ཡོད་མི་དེ་ཡང་ སྤང་མེད་སྟེ་བཞག་སྟེ་འདུག།
- དགེ་བསྟེན་ཁ་སློབ་བྱ་ནང་གི་གསུམ་སྤྱོད་ཚུ་ ཉིངས་སངས་ས་དང་དཔེ་སྟོན་བཏུབ་སྟེ་བཞག་ཅུག། དེམ་ཚད་ ཐབ་ཚད་དང་བཟའ་ཁང་ དེ་ལས་བྱུལ་དང་ བུམ་ཚུ་ཉལ་ཁང་ནང་ གདན་མ་ལ་ཆད་ཅུལ་བཞག་ཐངས་ཚུ་ཡང་ ཚུལ་དང་ལྷན་ཉལ་རྟོག་རྟོ་ བྱ་ཆེ་ཆེ་སྟེ་མཐོང་ཡོད་པའི་ཁར་ སློབ་བྱའི་བྱི་ནང་གི་གཅེད་སྤྱོད་ ཚུ་ཡང་ལེགས་ཤོམ་འདུག།
- ལེགས་བཅོས་འཛིན་སྦྱོང་ལམ་ལུགས་ལྟར་དུ་ དབུ་འཛིན་གྱིས་ སློབ་བྱ་དང་སློབ་དཔོན་ཚུ་འི་ སློབ་སྟོན་ལ་སོགས་པའི་ལྟ་རྟོག་ དུས་དང་དུས་སུ་འབད་མ་ ཚུགས་པས།
- ༢༠༡༤ རྒྱལ་ཡོངས་དབུ་འཛིན་གྲོས་བསྐྱེད་ཞུལ་འཛུལ་སྐབས་སུ་ ནམ་དགུན་དང་བྱུར་གྱི་ངལ་འཚོའི་དུས་ཚོད་བཟོ་མི་ལུ་ སློབ་བྱ་འདི་ནང་དཀའ་ངལ་ མེད་པ་སྟེ་བཤད་ཅུང་ དེ་ལོར་སློབ་སྟོན་འབད་དགོ་པའི་ཉིན་གངས་ ༡༤༠ འདི་ ལང་མ་ཚུགས་པའི་དཀའ་ངལ་ཡོད་ཟེར་བཤད་ནི་འདུག།
- དགེ་བསྟེན་ཁ་སློབ་བྱ་གིས་ སོ་ནམ་གྱི་ལས་རིམ་ཐོག་ལུ་ མ་དདུལ་རུབ་ ༣༢༠༤.༢༣/- (འབུམ་གསུམ་སྤྱོད་ཐུག་ཉལ་དང་བརྒྱུད་བརྒྱ་དོན་གསུམ།) འོང་འབབ་འབོར་ཆེ་རྟོག་རྟོ་མཐོང་ཡོད་པའི་ཁར་ སོ་ནམ་ལས་རིམ་འགོ་འདྲན་པའི་སློབ་དཔོན་གྱིས་ ཕྱིས་ཁ་ཚུ་དྲངས་གསུམ་སྟེ་བཞག་ཅུག། དེ་བཟུམ་སྟེ་ སློབ་བྱའི་ཕན་བདེའི་མ་དདུལ་ཡང་ ཚུལ་དང་མཐུན་སྟེ་བཞག་ཅུག།
- སློབ་བྱ་གོང་འོག་གཉིས་གྱི་བར་ན་ ལམ་ཐག་རིང་ནི་འདི་གིས་ དབུ་འཛིན་གྱིས་ལྟ་རྟོག་འབད་ནི་ལུ་ དཀའ་ངལ་ཡོད་པ་སྟེ་མཐོང་ཡི།

- གྲོག་ཁང་དག་པ་ཅིག་ནང་ གྲོག་རྩོད་འབད་པའི་གྲྲག་ས་ལུ་ གྲོག་ལྷན་ཚུ་པད་ག་མེད་མེ་བཞག་ས་མཐོང་ཡི།

ལྷུང་མཆོ་སྒྲུབ་གྲ་ཅུང་བ།

- གྲོ་བ་ལྷ་ཡི་སྐུ་ལོ་འདི་ རྒྱ་རྒྱུ་ཅིག་ཡོད་པའི་ཁར་ གཅི་དེ་བྱ་ཆེ་ཆེ་དང་གཅོད་སྒྲོ་དང་ལྷན་པ་བཞག་སྟེ་འདུག།
- གསལ་སྦྱོང་དང་ འཕྲང་རྒྱ་རྒྱུ་ཡི་དག་འང་ལ་མིན་འདུག།
- གྲོ་བ་དཔོན་ལངས་ཡོད་པ་མ་ཆད་ གྲོ་བ་དཔོན་རྒྱ་གྲིས་འཆར་གཞི་དང་བསྟན་ཏེ་ གྲོ་བ་སྟོན་འབད་པའི་ཁར་ གྲོ་བ་ཁང་ནང་གྲོ་བ་སྟོན་མཁོ་ཆས་དང་སྟོན་ཆས་ རྒྱ་ཡང་ རྒྱ་ལ་མཐུན་བཞག་སྟེ་འདུག།
- གྲོ་བ་ལྷ་ནང་ལུ་ དབང་པོ་དང་སེམས་ཁམས་ལུ་གཞོད་པ་ཡོད་མི་གྲོ་བ་སྤྲུག་གསུམ་ལུ་ གྲོ་བ་ལྷ་གིས་རྒྱ་བ་སྦྱོར་གང་དུག་ འབད་དང་འབད་བཞིན་པ་ཡོད་ རུང་ གཤོད་ལེན་ཡང་འདི་དང་འཁྲིལ་ཏེ་བྱུང་དང་འབྱུང་བཞིན་པ་ཡིན་པས།
- གྲོ་བ་ལྷ་ཡི་སྐུ་བདེ་མ་དུལ་གྱི་འཕོ་འདེན་ གྲོ་བ་དབྱ་འཛིན་ཁོ་རང་གིས་ ལག་ལེན་འཐབ་སྟེ་འདུག།
- ལྷ་མ་འཁོར་རྒྱུ་ གྲོ་བ་ལྷ་ཡི་ཐང་ནང་ལུ་ག་མཉམ་བཞག་མི་འདི་གིས་ མཛེས་ཏོག་ཏོ་མ་མཐོང་པའི་ཁར་ གྲོ་བ་སྤྲུག་རྒྱ་ལུ་ཡང་ཉེན་ཁ་འབྱུང་ནི་ཡིན་པས།

ཡུམ་ཐུགས་རྗེ་བཟང་མོའི་སྒྲོབ་གྲ།

- སྲོབ་ཟླ་ནང་སྲོབ་དཔོན་མང་ཆེ་བ་ཅིག་ སྲོབ་བཟང་མ་འབད་མི་འདུག། ཡིན་ཅུང་ སྲོབ་སྟོན་འཆར་གཞི་དང་དབྱེ་ཞིབ་འབད་ཐངས་ཚུ་ ལམ་ལུགས་དང་
བརྟུན་ལེགས་ཤོམ་སྲེ་ ལག་ལེན་འཐབ་སྟེ་འདུག།
- ཉམས་སྲོབ་ཡོད་མི་སྲོབ་དཔོན་ཚུ་གིས་ སྲོབ་སྟོན་པ་གཞན་ལུ་ སྲོབ་སྟོན་བྱུང་རིག་གི་ལམ་སྟོན་ཚུ་འབད་དེ་འདུག།
- གཞུགས་ཁམས་ལུ་ཐོ་ཕོག་སྟེ་ཡོད་མི་སྲོབ་ཟུག་གཉིས་པོ་ ཤེས་ཡོན་སྤྱད་ནི་འདི་དོན་ལུ་ སེམས་ཁམས་ཀྱི་སྤྲབས་མ་བདེ་མ་མེད་ཅུང་ སྲོབ་ཟླ་གིས་བདག་
འཛོན་འབད་ནི་ལུ་ དོ་འགན་སྲོམ་འདུག།
- སྲོབ་ཟླ་འི་མཐོང་སྤྱང་འདི་ མཛེས་ཆ་དང་ལཱ་ནམ་བཟོ་སྟེ་ཡོད་པའི་ཁར་ ནང་གི་མཐུན་ཆེན་ཚུ་ཡང་ གཞུང་གི་སྲོབ་ཟླ་དང་དབྱེར་མེད་འདུག།
- སྤྱིར་བཏང་གཞུང་གི་སྲོབ་ཟླ་དང་འབྲུད་པ་ད་ སྲོབ་སྟོན་པའི་ཐོབ་ལམ་ཚུ་ཉུང་ལུ་ཡོད་པ་ལས་ སྲོབ་སྟོན་འབད་ནི་ལུ་ སྲོབ་ཞན་པའི་སྐོར་ལས་ སྲོབ་དཔོན་
ཚུ་གིས་བཤད་དེ་ས།

དུས་ཐོག་ལྟ་འབད་ཡོད་པའི་རྒྱལ་སྤོམ།

- ལྷ་རྟེན་མཁུག་བསྐྱེ་ཞིན་པ་ལས་ སློབ་དཔོན་ཚུ་དང་ཞལ་འཛོམས་ཚོགས་པའི་སྐབས་ལུ་ བདུབ་མ་བདུབ་ཀྱི་མཐོང་སྣང་ཚུ་ གོས་བསྐྱེན་འབད་ཡི།

སྒྲོབ་གྲ་གིས་འབད་དགོ་པའི་རྒྱབ་སྒྲོབ།

- གྲོ་བ་ལྷན་པའི་མཛུ་ཁང་ནང་ འབད་ཚོག་དང་མི་ཚོག་གི་ ལམ་ལུགས་ལ་སོགས་པ་ཡིག་ཐོག་ལུ་ ཉིང་སངས་ས་བཀོད་དེ་ ཁང་མིག་ནང་སྒྱུར་བཞག་ དགོས་འདུག།
- དགེ་བསྐྱེད་ཁ་གྲོ་བ་ལྷན་ སོན་མ་ལས་རིམ་ལས་ཐོབ་པའི་མ་དངུལ་འདི་ གྲོ་བ་ལྷན་ལུ་ཕན་པའི་ལས་སྒྲུ་ཚུ་བཙམ་དགོ་པས། ཁྱེད་མེས་ཆེ་ གྲོ་བ་མཉམ་ས་ ཚོགས་པར་ཡོད་མི་གྲོ་བ་ལྷན་ནད་པ་ཚུ་ལུ་ ཟས་བཙུད་ཅན་ཕྱིན་ནའི་རྒྱབ་སྐྱོར་ལ་སོགས་པ།
- དགེ་བསྐྱེད་ཁ་གྲོ་བ་ལྷན་ ཐབ་ཚང་པ་ཚུ་གིས་ བཙང་སྒྲུ་དང་ལྷན་པའི་གྲོན་ཆས་ ཆ་ཚང་ལག་ལེན་འབབ་དགོས་འདུག།

- ཁང་བར་མ་སློབ་ཁྱེ་བ་ནང་ ཀང་ལམ་ངེས་པར་དུ་དགོས་ཡོད་པ་ལས་ རྫོང་ལག་ཤེས་རིག་སྡེ་ཚན་གྱིས་ སྐབ་སྐྱོར་མཛད་གནང་།
- ཁང་བར་མ་སློབ་ཁྱེ་བའི་ གསལ་སྤྱད་མ་ལང་པའི་དཀའ་ངལ་ཡོད་པ་ལས་ འབྲེལ་ཡོད་ལས་སྡེ་ཚུ་གིས་ སྐབ་སྐྱོར་གནང་དགོས་འདུག།

སློབ་ཁྱེ་ཉོག་འབད་མི་ བུ་སྤྱོད་ལྷན།

Trongsa Dzongkhag

The focal EMO visited the following schools:

- Tshangkha CS
- Bjezam PS
- Sherubling CS
- Chendebji PS

General Observations/common issues in schools in the Dzongkhag

- All schools visited have school level working policies developed on leadership practices such as resource management (human, financial and material), admission, teacher development, leave, etc.
- The schools have formed SMB. However, all the primary schools visited reported that the board is not functioning effectively. SMB meetings are not scheduled but are conducted on ad-hoc basis or are clubbed with parent-teacher meetings.
- Of the four schools visited, three schools do not have school Master Development Plan. Development sites are selected on ad-hoc basis as and when developmental activities come in which affects layout of the overall school area. However, all the schools have clearly demarcated area.
- School feeding Programme is implemented as per the directives of School Health and Nutrition Division (SHND).
- While schools have carried out SSA/SIP as per the SPMS timeline, schools without good internet connectivity faced problem submitting it online.
- Individual Work Plan (IWP) is prepared and a copy is submitted to the Dzongkhag/Thromde Education office.
- In all the four schools visited, Teacher to Student ratio was observed to be comfortable; however, Teacher to Section ratio was an issue in every school.
- Schools have instituted discipline policy and practices positive disciplining techniques to ensure students are safe from bullies, harassment and other forms of corporal punishment.
- There is improvement in the cleanliness of the school. Hedges, flowers and plants are planted in appropriate places.
- Schools have maintained proper book of accounts.
- Tshangkha CS and Sherubling CS do not have full-fledged accountants.
- Most schools keep their SDF with Banks to promote transparency and for safety reasons.
- Most of the teachers use teaching learning materials, especially charts and handouts.
- Schools have received sufficient stock of books, stationeries and other teaching-learning materials for 2017 on time.
- While secondary schools do not have much problem with laboratory equipment and chemicals, primary schools expressed the need to supply chemicals and equipment in time.
- Schools have maintained books and stationeries in separate room with proper stock entry.

- There is a system of collecting fines from students for lost/damaged library and textbooks in the schools. However, there is no uniformity in using the fines. While some schools use the fines for replenishing the lost/damaged books, others use it for minor maintenance of school properties.
- Coverage of syllabus was up to date as per the plans.
- All visited schools have rearranged the sitting positions according to Transformative Pedagogy requirement except Tshangkha CS and Sherubling CS. Tshangkha CS and Sherubling CS could not rearrange the sitting positions according to Transformative Pedagogy requirement because of small classrooms and old furniture (long desk and benches).
- Teachers have prepared lesson plans covering all the essential components. All schools have a system of submitting the lesson plan to either HODs/Academic Head or the Principal.
- Teachers have started to incorporate Transformative Pedagogy Structures and Strategies in their daily lesson plans and teaching.
- Students' notebooks were checked and feedbacks were provided.
- The examinations were conducted as per the policy. Questions were prepared using test blue print and table of specification.
- Group evaluation is practiced mostly in bigger schools. The culture of analyzing results has also been established.
- Assignment of appropriate class works, homework, and tests were evident through students' notebooks and teachers' lesson plans. Continuous Assessment (CA) records of students were properly documented.
- Schools have collectively planned and implemented CCAs as per the school policy to impart wholesome education.
- Schools have instituted reading as an important component of educational programme.
- Professional development of the staff was carried out through SBIPs, HoD meetings, and subject core group meetings.
- Although School Level Monitoring Support Services (SLMSS) is intended to enhance teacher effectiveness, its merit and impact is not realized. Besides, it is also a challenge to schools with less number of teachers.
- Some teachers have engaged in small-scale/action research based on their interest.
- Schools have initiated child adoption (one child per teacher) as a part of Student Support Services (SSS) Programme and documents were maintained.
- Parents contribute labour in school programmes such as, conducting school *rimdro*, cleaning campaigns, beautification of school campus and minor school maintenance.
- Parents rarely contribute (cash/kind) for vegetables, groceries and firewood in schools with day-meal feeding Programme (Chendebji PS).
- Schools carry out health awareness, mass cleaning campaigns, voluntary services to the community to strengthen school community relations.
- Schools conduct Parent-Teacher meetings at least twice a year.

Observations/issues in specific school

Tshangkha CS

- No specialized SEN teacher.
- School owns more than 18 Acres of land, but only around 5 Acres is being used and rest is not usable because of the steep slope.

Bjeezam PS

- No proper handing-taking has been carried out for the new two storied building. The classroom floors, ceilings, and windows are in dilapidated conditions which possess risk to students' safety.

Sherubling CS

- The school faces acute water shortage.

Follow up on the spot

- Observations were shared during the general staff meeting conducted at the end of the visit.
- Presented comparative SPMS of the past three years.

Recommendations provided to schools

- Maintain one copy of School Policy Document in hard and make accessible to all any time (Bjeezam PS).
- Continue with the practice of multi-grade teaching till the school receives additional teacher (Bjeezam PS).
- The school should propose for a major renovation of the building to ensure safety of the children (Bjeezam PS).
- The school management together with teachers to initiate and support day meal feeding programme for students who walk minimum of two hours to school from the nearest village carrying their own pack lunch (Bjeezam PS).
- Strengthen the implementation of transformative pedagogy in day-to-day teaching-learning processes.
- Keep proper record of assessment.
- Strengthen reading programme by providing as many opportunities as possible to read.
- Review CCAs to study their impact on students and for improving the future programmes of CCAs.
- Review the impact of SBIPs on the classroom teaching effectiveness, teaching-learning outcome and for effective SBIP in future.
- Need to review organogram of SLMSS as and when new teacher joins the school.
- Explore alternative ways to strengthen SLMSS.
- Keep teachers informed on the reforms and changes taking place in the education system.
- Encourage the staff to carry out Action research.
- Create awareness on shared responsibility in the community to build the ownership of the school.
- The management of Chendebji PS and the dzongkhag education sector to closely monitor and provide necessary support to the ECCD center.
- Maintain separate PD file as a record.
- Present the budget and expenditure details to staff and students regularly.
- Establish Feedback system to further professionalism in the school.
- Strengthen positive disciplining culture.
- Create awareness on special need issues in the community.
- Strengthen/revive the group evaluation practice.

- Need to ensure timely grass cutting in the school campus so as to keep the dangers like snake bite at bay (Bjeezam & Chendebji PS).
- Strengthen the implementation of Transformative Pedagogy (Sherubling & Tshangkha CS).
- Increase the frequency of note book correction in higher classes (Sherubling & Tshangkha CS).

Issues that require interventions from MoE/Dzongkhag/Thromde

- Teacher shortage (HRD)
- Internet connectivity (ICT Division)
- Dzongkhag to follow up and ensure proper handing-taking of newly constructed 2 storied building in Bjeezam PS.

Schools visited by Mr. Sonam Tashi

Tsirang Dzongkhag

The focal EMO visited the following schools:

- Damphu CS
- Rangthangling PS
- Mendrelgang CS
- Tsholingkhar PS

General Observations/common issues in schools in the Dzongkhag.

- Schools have comprehensive School Policy Documents which is available in soft.
- Schools have prepared SSA and SIP involving all the teachers and staff.
- Schools have SMT and SMB members formed at the beginning of the year.
- The school has followed the government directives and policies while admitting the children.
- Schools have well developed subject policy and are being carried out effectively.
- Schools have maintained footpaths, lawn and well grown hedges.
- Schools have no proper fencing.
- Schools have well established administrative block and equipped classrooms.
- Schools have all the required amenities like multipurpose hall, libraries, laboratories, toilets etc.
- Properties such as vehicle, science and office equipment, furniture and books are well maintained.
- The entire infrastructures are recorded properly.
- The fees have been collected as per the directives of the ministry and all the records are maintained in the register and the cashbook.
- The schools also collect certain amount for Rimdro. All these collections are done through the involvement of the parents.
- Schools visited have SDF committee to look after all the financial matters.
- The schools have received all the stationeries and books in time with good quality and quantity.
- Stock registers are maintained by the store keepers.
- Fines were collected for the lost books and records were maintained.
- User education is provided to the students at the beginning of the year.

- Schools visited have a library usage policy included in the School Policy document.
- Reading log register is maintained by the librarian in all schools.
- Schools engage students for reading during library period once a week.
- Schools are aware of the curriculum implementation of the various subjects with the period allocations.
- Schools have yearly, block and daily lesson plans in place. The lesson plans are either kept in hard or soft copies
- Teachers have daily lesson plans which are used during the classroom teaching. The teachers have attempted to incorporate Transformative Pedagogy structures and strategies in the daily lesson plan.
- Teachers have enough teaching periods.
- Student notebooks were assessed frequently.
- Teachers have maintained the continuous assessment record properly.
- The Dzongkhag instituted the Dzongkhag level common examination for both Mid Term and Year End Examination.
- Schools have good action plan with regards to Games and Sports, Cultural, club and literary activities.
- The games and sports are conducted in House as well as class matches.
- The schools have sports committee, literary committee and cultural committee.
- Teachers have attained 40 hrs. of PD during summer break.
- Teachers have attended PDs conducted by the Dzongkhag.
- In the school level all the teachers conduct PDs turn wise and schools visited have assured that they will meet 80 hrs of PD programme by the end of the year.
- Schools have clear policy regarding student support services.
- There is a teacher counselor in the middle and higher secondary school.
- In lower secondary schools the class teacher and the head of the school provide counseling as and when required.
- Schools conduct school annual Rimdro, Parents Teachers Meeting and parenting education etc.
- Tsirang Dzongkhag has initiated mass cleaning of the local areas involving schools, Gewog offices and local people which is conducted every 1st Saturday of the month.
- The major issues that are common in Tsirang Dzongkhag is the shortage of teachers, mostly after midterm as many left for pursuing in-country Masters Programmes.

Observations/issues in specific school

Damphu CS

- The school could not dispose off the expired chemicals as there was no clear instruction from the Environment Office on the procedure.

Rangthangling PS

- There is water seepage in the assembly ground.

Follow up on the spot

- The girls' toilet was not clean. The school was asked to immediately clean up the toilet. (Damphu CS)

- Rangthangling School was asked to immediately follow up with Dzongkhag regarding water seepage.

Recommendations provided to schools

- Schools should at least keep few copies of school policy documents in hard copies in Libraries and staffroom as well as in office for easy referencing by students, teachers and parents as and when required.
- School has to emphasise and let student cover the bed by bed sheet which is provided by the government. The hostel would look better and clean.(Damphu CS)
- Schools were suggested to encourage students to read more books from the library.
- As per SPMS, Principals should observe at least three teachers in a week.
- Schools were reminded to refrain from using corporal punishment.
- All the unusable books need to be disposed off through committee.
- The school was reminded to discourage the students from sharing textbook as it distracts other student. (Mendrelgang CS)
- The school was asked to follow up with the Dzongkhag regarding the seepage of water immediately. (Rangthangling PS)
- Schools are encouraged to carry out action research.
- Child adoption is implemented and suggested to include in the school policy. (Tsholingkhar PS)
- The school was asked to maintain footpath. (Tsholingkhar PS)
- Plantation of hedges and flower need to be taken up immediately after the completion of classroom construction. (Tsholingkhar PS)
- The school needs to maintain the cleanliness of the classroom. (Tsholingkhar PS)

Issues that require interventions from MoE/Dzongkhag/Thromde

- Damphu CS has shortage of 1 Biology and 1 Chemistry teacher.
- 6 Teacher shortages in Mendrelgang CS.
- Lack of reference book for implementation of History (XI) textbook less.

Schools visited by Mr. Rajan Kr. Kafley

Zhemgang Dzongkhag

The focal EMO visited the following schools:

- Langdurbi PS
- Bjoka PS
- Degala PS

General Observations/common issues in schools in the Dzongkhag

- Schools have developed school working policy with clear vision and mission either in electronic or printed form.
- The roles and responsibilities of each in-charges and committees are clearly spelt out in the policy document.
- Schools have SMT comprising of Principal as Chairperson, senior teachers and staff secretary as members.
- Schools have carried out SSA/SIP during the time of the visit.

- Individual Work Plan (IWP) was prepared in the beginning of the year as per the job delegation and responsibilities in the school and a copy was submitted to the Dzongkhag.
- Schools have neat and clean surrounding with hedges, flowers and plants. The classroom blocks were connected with proper footpath except Langdurbi PS.
- Schools have instituted discipline policy and practices positive disciplining techniques to ensure students are safe from bullies, harassment and other forms of corporal punishment.
- Teachers including Principals in the three schools are fully engaged in taking more than 30 periods per week. This leaves no time for the Principal to monitor and support teachers.
- Schools have carried out SBIPs as planned. However, the impact of SBIPs in the classroom teaching-learning was found to be minimal.
- Schools have not carried out formal SLMSS as all teachers including Principal are fully engaged in teaching.
- Schools have financial policy to ensure transparency and accountability in the best interest of students and school management system. Proper accounts of SDF expense are maintained in SDF register.
- Schools were up to date with the coverage of syllabus which is evident from the year plan.
- Most of the teachers prepared lesson plans covering all the essential components and all schools have a system of submitting the lesson plan either to HOD/Academic Head or the Principal.
- Most of the teachers used teaching learning materials (TLM) especially charts and handouts. It was observed that teachers implemented different teaching strategies to deliver their lessons. The classrooms were neat, clean and well-organized but the display of teaching aid needs improvement.
- Students notebooks are checked frequently and few written feedbacks are evident however the follow up on the feedbacks need to be strengthened.
- Schools have reading Programme spread over the year. A lot of reading activities are incorporated in their annual academic calendars.
- Schools have CCAs policy, which are planned collectively to impart wholesome education. The committees and in-charges are formed to carry forward CCAs throughout the year and the effectiveness of the CCA Programme to be done at the end of the academic year during a review meeting.
- Professional development was included as a part of school culture.
- Principals need to carry out mentoring and coaching to the teachers as school has very young teachers with 2-3 years of teaching experience.

Observations/issues in specific school

Langdurbi PS

- The school has 7 teachers including Principal and seven sections, whereby, all teachers are fully engaged in teaching with 28 periods for Principal and 32 periods for teachers. This leaves no time for the Principal to monitor and support teachers. Therefore, the school has not carried out formal SLMSS.
- School has no lady teacher so the girls' hostel is managed by a male teacher.

Bjoka PS

- The school also has 7 teachers including Principal and seven sections, whereby, all teachers are fully engaged in teaching with 28 periods for Principal and 32 periods for teachers. This leaves no time for the Principal to monitor and support teachers.

Degala PS

- The school has only two teachers including teacher in-charge and teaches 33 periods each per week.
- The school has a temporary dining hall that is made of CGI sheet with no proper flooring and cleanliness.
- The school has many library books which are not relevant to the level of the students.

Follow up on the spot

- Schools doubts and misunderstandings regarding school ranking was discussed and clarified through the demonstration of EPS, GNH and ALS calculation.
- The performance of Classes III, VI, X and XII at National level, Dzongkhag level and three years performance of respective school was presented.
- Schools were briefed on submission of reports such as ALS (No. of students scoring and aggregate of more than 45%, 60% and 70%).
- Teachers were also oriented on how to use ALS report at the school level for other classes and bring improvement in the school.

Recommendations provided to schools

- Recommended the school to monitor and support ECCD and NFE centers.
- Schools were suggested to carry out impact study of PD programmes.
- Suggested schools to implement transformative pedagogy vigorously.
- Schools to explore ways to strengthen SLMSS.
- Suggested all the three schools to request the dzongkhag to deploy at least one additional teacher.
- Suggested schools to carry out remedial programmes right from the beginning of the year and maintain proper record.
- Suggested schools to provide quality feedback and follow up on the feedback provided.

Issues that require interventions from MoE/Dzongkhag/Thromde.

- School require additional teacher(Langdurbi PS, Degala PS and Bjoka PS)

Schools visited by Mr. Yeshi Dorji

Annexure

Annexure 1: List of schools visited in 2017

Sl. No.	School Name	Dzongkhag
1	Dhur PS	Bumthang
2	Kharsa PS	Bumthang
3	Zangtherpo PS	Bumthang
4	Tang CS	Bumthang
5	Chungdu Armed Forces Public School	Haa
6	Jyenkana LSS	Haa
7	Katsho LSS	Haa
8	Tshaphel LSS	Haa
9	Serzhong LSS	Mongar
10	Mongar HSS	Mongar
11	Thangrong PS	Mongar
12	Zunglen PS	Mongar
13	Kalapang PS	Mongar
14	Ngatshang PS	Mongar
15	Wanakha Central School	Paro
16	Utpal HSS (Pvt.)	Paro
17	Shari HSS	Paro
18	Drukgyel LSS	Paro
19	Tshenden PS (Pvt.)	Paro
20	Norbu Academy (Pvt.)	Phuntsholing Thromde
21	Yonten Kuenjung Academy (Pvt.)	Phuntsholing Thromde
22	Garpawoong MSS	Samdrup Jongkhar
23	Karmaling HSS	Samdrup Jongkhar
24	Phuentshothang MSS	Samdrup Jongkhar
25	Rikhey PS	Samdrup Jongkhar
26	Dewathang PS	Samdrup Jongkhar Thromde
27	Samdrup Jongkhar PS	Samdrup Jongkhar Thromde
28	Samdrup Jongkhar MSS (Autonomous)	Samdrup Jongkhar Thromde
29	Dungsam Academy	Samdrup Jongkhar Thromde
30	གདན་ཆུ་ཁ་འབྲིང་མི་སྒྲོལ་གྱི་འོག་མ།	Samtse
31	ཕུན་བླ་འབྲིང་མི་སྒྲོལ་གྱི་ཆུང་བ།	Samtse
32	རྩ་འབབ་འགྲམ་རྟོད་འབྲིང་མི་སྒྲོལ་གྱི་འོག་མ།	Samtse
33	སྒོམ་ཀྱ་འབྲིང་མི་སྒྲོལ་གྱི་བར་མ།	Samtse
34	མོ་ལུ་སྒྲིང་འབྲིང་མི་སྒྲོལ་གྱི་འོག་མ།	Samtse
35	བསམ་ཅུ་འབྲིང་མི་སྒྲོལ་གྱི་འོག་མ།	Samtse
36	བསམ་ཅུ་འབྲིང་མི་སྒྲོལ་གྱི་གོང་མ།	Samtse
37	མཁའ་གྲོ་ཐང་སྒྲོལ་གྱི་ཆུང་བ།	Samtse
38	ཨང་བར་མ་སྒྲོལ་གྱི་ལྷོ་བ།	Thimphu

39	ཡུམ་ཐུགས་རྩེ་བཟང་མོ་འཁོར་གྱི།	Thimphu
40	རྟོང་འཁོར་གྱི་རྩེ་བ།	Thimphu
41	Tshangkha CS	Trongsa
42	Bjeezam PS	Trongsa
43	Sherubling CS	Trongsa
44	Chendebji PS	Trongsa
45	Damphu CS	Tsirang
46	Rangthangling PS	Tsirang
47	Mendrelgang CS	Tsirang
48	Tsholingkhar PS	Tsirang
49	Langdurbi PS	Zhemgang
50	Bjoka PS	Zhemgang
51	Degala PS	Zhemgang

Annexure 2: List of Dzongkhags where Principals were oriented on the updated SPMS.

Sl. No.	Dzongkhag
1	Paro
2	Phuntsholing Thromde
3	Punakha
4	Wangdue
5	Tsirang
6	Dagana
7	Sarpang