



SCHOOL PERFORMANCE REPORT 2018

**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 a 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 the challenges of the 21st century.

Contents

Introduction	v
Part I.....	2
TOP 10 SCHOOLS.....	6
ALS Analysis of the Nation for the past 3 years	9
ALS ANALYSIS OF DZONGKHAG/THROMDE, 2018	14
Bumthang.....	14
Chhukha.....	15
Dagana.....	17
Gasa.....	18
Gelephu Thromde	20
Haa	21
Lhuentse.....	23
Mongar	24
Paro	26
Pema Gatshel.....	27
Phuntsholing Thromde	28
Punakha	30
Samdrup Jongkhar Dzongkhag.....	31
Samdrup Jongkhar Thromde	33
Samtse	35
Sarpang Dzongkhag	36
Thimphu Dzongkhag.....	38
Thimphu Thromde	39
Trashigang.....	40
Trashiyangtse.....	42
Trongsa	43
Tsirang.....	45
Wangdue Phodrang	46
Zhemgang	48
Part II.....	50
General Observations/common issues in schools in the Dzongkhags/Thromdes ..	50
General Recommendations in schools in the Dzongkhags/Thromdes	51
General interventions provided in schools in the Dzongkhags/Thromdes.....	52
Observations/ISSUES in specific school	53
Bumthang Dzongkhag	53
URA CS	53
CHUMEY CS	53

School Performance Report 2018

JIGMELING PS	53
KHANGRAB PS	53
JAKAR HSS	53
Dagana Dzongkhag.....	54
KARMALING PS.....	54
PHUENSUMGANG PS	54
GUMLA PS.....	55
BALLEYGANG PS	55
SAMAY PS	55
LUNGTENGANG PS	56
GESARLING CS.....	56
མགར་ས་རྫོང་ཁག།	57
མགར་ས་སློབ་གྲྭ་རྒྱུང་བའི་ལྷ་རྟེན་གྱི་མཐོང་སྣང།	57
ལ་ཡ་སློབ་གྲྭ་ལྷེ་བའི་ལྷ་རྟེན་གྱི་མཐོང་སྣང།.....	58
ཐེམ་ཕུ་གླིང་གཞི་སློབ་གྲྭ་རྒྱུང་བའི་མཐོང་སྣང།	58
Gelephu Thromde	59
GELEPHU LSS	59
GELEPHU MSS	60
KUENDRUP HSS.....	61
Haa Dzongkhag.....	63
GONGZIM UGYEN DORJI CENTRAL SCHOOL	63
DAMTHANG LOWER SECONDARY SCHOOL	63
JAMPHEL HIGHER SECONDARY SCHOOL	64
Lhuentse Dzongkhag	64
Paro Dzongkhag.....	66
DRUKGYEL CENTRAL SCHOOL	66
GUNITSAWA PRIMARY SCHOOL.....	67
TAJU PRIMARY SCHOOL.....	67
Pema Gatshel Dzongkhag.....	68
YURUNG CS	68
YELCHEN CS	68
NORBUGANG PS.....	68
GONPOSINGMA LSS	68
SHALI PS	69
PEMA GATSHEL MSS.....	69
NANGKOR CS.....	69
KHOKTHAPA PS	69
KHENGZOR PS.....	69
KHANGMA PS.....	70
NGANGLAM CS AND DECHILING LSS	70

School Performance Report 2018

Punakha Dzongkhag	71
GOENSHARI PRIMARY SCHOOL.....	71
LOBESA LSS	72
DECHENTSEMO CENTRAL SYSTEM	72
KHURUTHANG MIDDLE SECONDARY SCHOOL	72
TSHOCHASA PRIMARY SCHOOL.....	72
SHENGANA LOWER SECONDARY SCHOOL.....	72
MENDHAGANG PRIMARY SCHOOL.....	72
KABESA CENTRAL SCHOOL	73
JIBJOKHA LOWER SECONDARY SCHOOL.....	73
DASHIDING HIGHER SECONDARY SCHOOL.....	73
TASHIDINGKHA CENTRAL SCHOOL	74
བསམ་གྲུབ་སྡེ་ཁག་ཁྲོད་ལག།	74
རེ་ལེ་སློབ་གྲྭ་རྒྱ་ཆུང་བའི་ལྷ་རྟེན་གྱི་མཐོང་སྣང་དང་གཏོང་ལེན།	74
ཡུན་ཚོགས་ཐང་འབྲིང་རིམ་སློབ་གྲྭ་བར་མ་ལྷ་རྟེན་གྱི་མཐོང་སྣང་།.....	74
མར་ཚུ་ལ་སློབ་གྲྭ་ལྷ་བའི་ལྷ་རྟེན་གྱི་མཐོང་སྣང་།.....	75
Samtse Dzongkhag	76
SAMTSE HSS.....	76
SAMTSE LSS	76
UGYENTSE PS	77
NORBUGANG CS	77
SANG NGAG CHHOELING LSS	77
YOESLTSE MSS.....	78
རྫོང་གསར་སློབ་གྲུབ་ལྷ་རྟེན་གྱི་མཐོང་སྣང་།	78
གསེལ་བཏབ་ས་སློབ་གྲུབ་རྒྱ་ཆུང་བའི་ལྷ་རྟེན་གྱི་མཐོང་སྣང་དང་ཐད་ཀར་གྱི་གཏོང་ལེན།.....	79
དཔལ་ཕྱོར་གྲིང་འབྲིང་རིམ་གོ་མའི་ལྷ་རྟེན་གྱི་མཐོང་སྣང་དང་ཐད་ཀར་གྱི་གཏོང་ལེན།.....	79
Sarpang Dzongkhag	81
SINGYE PS.....	81
NORBULING CS.....	81
PELRITHANG MSS.....	81
TARAYTHANG PS	81
Thimphu Thromde	82
BABESA MIDDLE SECONDARY SCHOOL	82
DECHENCHHOELING HIGHER SECONDARY SCHOOL	82
ELC HIGH SCHOOL	82
MOTITHANG HIGHER SECONDARY SCHOOL.....	82
CHANGANGKHA MIDDLE SECONDARY SCHOOL.....	83
CHANGZAMTOG MIDDLE SECONDARY SCHOOL.....	83
LOSELLING MIDDLE SECONDARY SCHOOL	83

School Performance Report 2018

KUENSELPHODRANG PRIMARY SCHOOL	83
JIGME NAMGYEL LOWER SECONDARY SCHOOL.....	83
Trashiyangtse Dzongkhag.....	84
BUMDELING LOWER SECONDARY SCHOOL	84
LANGMADUNG PRIMARY SCHOOL.....	84
SHALI PRIMARY SCHOOL	85
TRASHIYANGTSE LOWER SECONDARY SCHOOL	85
TRONGSA DZONGKHAG	85
BJEEZAM PRIMARY SCHOOL.....	85
SAMCHOLING MIDDLE SECONDARY SCHOOL.....	85
Tsirang Dzongkhag.....	86
DAMPHU LSS	86
GOSALING PS	87
SALAMI PS	87
Wangdue Phodrang Dzongkhag	87
Annexure: List of schools visited in 2018.....	89

LIST OF TABLES

Table 1: Dzongkhag-wise ALS of class III & VI.....	3
Table 2: Dzongkhag-wise ALS of class X & XII.....	4
Table 3: Dzongkhag-wise EPS & GNH	5
Table 4: Top 10 schools of 2018 in class III	6
Table 5: Top 10 schools of 2018 in class VI.....	7
Table 6: Top 10 schools of 2018 in class X	8
Table 7: Top 10 schools of 2018 in class XII.....	9
Table 8: ALS analysis of class III (2016, 2017 & 2018).....	10
Table 9: ALS analysis of class VI (2016, 2017 & 2018)	11
Table 10: ALS analysis of class X (2016, 2017 & 2018).....	12
Table 11: ALS analysis of class XII (2016, 2017 & 2018)	13
Table 12: Level-wise ALS analysis - Bumthang.....	14
Table 13: Level-wise ALS analysis - Chhukha.....	15
Table 14: Level-wise ALS analysis - Dagana	17
Table 15: Level-wise ALS analysis - Gasa	18
Table 16: Level-wise ALS analysis – Gelephu Thromde	20
Table 17: Level-wise ALS analysis - Haa.....	21
Table 18: Level-wise ALS analysis - Lhuentse.....	23
Table 19: Level-wise ALS analysis - Mongar.....	24
Table 20: Level-wise ALS analysis - Paro.....	26
Table 21: Level-wise ALS analysis – Pema Gatshel.....	27
Table 22: Level-wise ALS analysis – Phuentsholing Thromde	28
Table 23: Level-wise ALS analysis - Punakha.....	30
Table 24: Level-wise ALS analysis – Samdrup Jongkhar Dzongkhag	31
Table 25: Level-wise ALS analysis – Samdrup Jongkhar Thromde	33
Table 26: Level-wise ALS analysis.....	35
Table 27: Level-wise ALS analysis – Sarpang Dzongkhag	36
Table 28: Level-wise ALS analysis – Thimphu Dzongkhag.....	38
Table 29: Level-wise ALS analysis – Thimphu Thromde	39
Table 30: Level-wise ALS analysis - Trashigang	40
Table 31: Level-wise ALS analysis - Trashiyangtse	42
Table 32: Level-wise ALS analysis - Trongsa	43
Table 33: Level-wise ALS analysis - Tsirang	45
Table 34: Level-wise ALS analysis – Wangdue Phodrang	46
Table 35: Level-wise ALS analysis - Zhemgang	48

LIST OF FIGURES

Figure 1: ALS-Nation, Class III	10
Figure 2: ALS-Nation, Class VI.....	11
Figure 3: ALS-Nation, Class X	12
Figure 4: ALS-Nation, Class XII	13
Figure 5: ALS-Bumthang	14
Figure 6: ALS-Chhukha	16
Figure 7: ALS-Dagana	17
Figure 8: ALS-Gasa.....	19
Figure 9: ALS-Gelephu Thromde	20
Figure 10: ALS-Haa	22
Figure 11: ALS-Lhuntse.....	23
Figure 12: ALS-Mongar	25
Figure 13: ALS-Paro	26
Figure 14: ALS-Pema Gatshel	27
Figure 15: ALS-Phuntsholing Thromde	29
Figure 16: ALS-Punakha.....	30
Figure 17: ALS-Samdrup Jongkhar Dzongkhag	32
Figure 18: ALS-Samdrup Jongkhar Thromde	34
Figure 19: ALS-Samtse	35
Figure 20: ALS-Sarpang	37
Figure 21: ALS-Thimphu Dzongkhag	38
Figure 22: ALS-Thimphu Thromde	39
Figure 23: ALS-Trashigang.....	41
Figure 24: ALS-TrashiYangtse	42
Figure 25: ALS-Trongsa	44
Figure 26: ALS-Tsirang	45
Figure 27: ALS-Wangdue Phodrang.....	47
Figure 28: ALS-Zhemgang	48

INTRODUCTION

The School Performance Report, 2018 provides information to all the stakeholders about holistic performance of schools. The holistic assessment of schools was 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 2018 at classes III, VI, X and XII;
- National level comparative analysis of ALS in different categories at three levels for 2016, 2017 & 2018; and
- ALS of Dzongkhags/Thromdes for classes III, VI, X and XII, 2018.

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 the relevant agencies are reflected in this report. The report is based on the visit made to 107 schools. The overall observations are made on the following areas:

1. School leadership and management
2. School ambiance (physical and psycho-social aspects)
3. Curriculum Planning and Delivery
4. School infrastructure
5. Financial resources
6. Teaching-learning resources
7. Other educational programmes

PART I

The overall performance of Dzongkhag/Thromde based on three Scorecards

The performance of schools was assessed based on the three scorecards of School Performance Management System (SPMS). The scorecards were:

- I. Academic Learning Scorecard (ALS): ALS focuses on the performance of students in terms of academic. It enables the division to look at the number of students achieving 45% and above, 60% and above and 70% and above in the annual and board examinations.
- II. Enabling Practices Scorecard (EPS): EPS takes account of teachers' practices in classrooms, such as, schools' overall planning, advancement of pedagogy, student assessment and remediation, teacher training and classroom situation.
- III. Gross National Happiness Scorecard (GNH), includes co-curricular activities, stakeholder involvement in school, student health, cultural and spiritual promotion, school-community relation, student personal development, and school environment.

The top 10 schools in four class levels (III, VI, X & XII) were recognised with certificates and cash prize. Cash prize and certificates were also awarded to schools that made a significant improvement in their overall weighted score.

The following tables show the Dzongkhag/Thromde wise Average Weighted ALS, EPS and GNH scores of 2018.

School Performance Report 2018

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

Class III		Class VI	
Bumthang	100.0	Gelephu Thromde	100
Gasa	100.0	Trashiyangtse	97.4
Pemagatshel	100.0	Pemagatshel	96.7
Trashiyangtse	100.0	Sarpang	96.1
Gelephu Thromde	99.7	Bumthang	93.9
Samdrup Jongkhar	99.6	Samdrup Jongkhar	90.2
Lhuentse	99.5	Thimphu Thromde	89.4
Sarpang	99.2	Trashigang	89.4
Punakha	98.8	Thimphu	88.7
Thimphu	98.2	Phuntsholing Thromde	88.6
Paro	97.8	Trongsa	88.4
Phuntsholing Thromde	97.7	Haa	88.1
Thimphu Thromde	97.6	Paro	87.5
Zhemgang	97.3	Chhukha	87.0
Trongsa	96.8	Lhuentse	86.7
Chhukha	96.5	Zhemgang	86.3
Haa	96.3	Tsirang	84.9
Mongar	95.9	Mongar	83.8
Trashigang	95.4	Gasa	83.5
Dagana	94.5	Dagana	83.0
Tsirang	94.2	Punakha	81.6
Wangdue Phodrang	92.4	Samtse	79.8
Samtse	92.3	Samdrup Jongkhar Thromde	79.0
Samdrup Jongkhar Thromde	90.2	Wangdue Phodrang	77.2

In class III, Bumthang, Gasa, Pemagatshel and Trashiyangtse dzongkhags scored the highest in ALS with 100% while Samdrup Jongkhar Thromde scored the least with 90.27%. In class VI, Gelephu thromde scored the highest with 100%. Wangduephodrang dzongkhag with ALS score of 77.3% scored the least.

School Performance Report 2018

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

Class X		Class XII	
Trashigang	91.1	Lhuentse	89.0
Bumthang	90.1	Punakha	84.3
Lhuentse	89.8	Tsirang	80.3
Punakha	86.9	Trashiyangtse	76.9
Thimphu Thromde	85.0	Zhemgang	76.8
Pemagatshel	84.9	Bumthang	74.2
Zhemgang	84.3	Haa	72.2
Dagana	83.2	Trashigang	70.3
Trongsa	82.8	Dagana	69.7
Tsirang	82.5	Pemagatshel	68.7
Samdrup Jongkhar Thromde	81.4	Mongar	68.4
Mongar	80.5	Wangdue Phodrang	67.9
Thimphu	79.7	Trongsa	66.1
Gelephu Thromde	78.3	Samtse	66.0
Paro	78.0	Samdrup Jongkhar	64.6
Phuntsholing Thromde	77.8	Thimphu	64.2
Wangdue Phodrang	77.4	Gelephu Thromde	62.7
Samdrup Jongkhar	77.3	Thimphu Thromde	61.2
Haa	76.7	Paro	61.2
Gasa	75.5	Samdrup Jongkhar Thromde	59.6
Chhukha	75.0	Phuntsholing Thromde	58.6
Trashiyangtse	74.7	Sarpang	58.4
Sarpang	73.7	Chhukha	58.4
Samtse	70.1	Gasa	56.0

In class X, Trashigang dzongkhag scored the highest with 91.1% and Samtse dzongkhag scored the least with 70.2%. In class XII, Lhuentse dzongkhag scored the highest with ALS score of 89.0% and Gasa dzongkhag scored the least with 56.1%.

School Performance Report 2018

Table 3: Dzongkhag-wise EPS & GNH

EPS		GNH	
Gasa	99.4	Trashigang	99.8
Bumthang	98.8	Gasa	99.8
Tsirang	98.6	Gelephu Thromde	99.7
Lhuentse	98.0	Thimphu Thromde	99.5
Zhemgang	97.9	Bumthang	99.4
Mongar	97.8	Lhuentse	99.2
Sarpang	97.7	Thimphu	99.2
Haa	97.6	Sarpang	99.2
Dagana	97.4	Pemagatshel	99.2
Trashiyangtse	96.9	Trashiyangtse	99.1
Punakha	96.8	Haa	98.9
Thimphu	96.8	Mongar	98.9
Trashigang	96.7	Punakha	98.8
Phuntsholing Thromde	96.5	Tsirang	98.8
Samdrup Jongkhar	96.5	Wangdue Phodrang	98.8
Chhukha	96.5	Zhemgang	98.8
Wangdue Phodrang	96.4	Dagana	98.7
Gelephu Thromde	96.4	Samdrup Jongkhar	98.2
Thimphu Thromde	96.0	Phuntsholing Thromde	98.1
Trongsa	95.9	Chhukha	97.8
Pemagatshel	95.5	Trongsa	97.2
Samdrup Jongkhar Thromde	94.6	Paro	96.3
Paro	94.1	Samdrup Jongkhar Thromde	96.3
Samtse	92.2	Samtse	95.6

Gasa dzongkhag scored the highest in EPS score with an average weighted score of 99.4% while Samtse scored the least with 92.2%. Gasa and Trashigang dzongkhags scored the highest in GNH score with an average weighted score of 99.8%. Samtse dzongkhag scored the least with 95.6%.

TOP 10 SCHOOLS

The following tables show the top ten schools in class III, VI, X and XII of 2018.

Table 4: Top 10 schools of 2018 in class III

Sl. No	Dzongkhag	School	Weighted Overall Score	ALS	EPS	GNH
1	Sarpang	Lharing PS	100	100	100	100
2	Sarpang	Sherzhong PS	100	100	100	100
3	Sarpang	Gakidling PS	100	100	100	100
4	Sarpang	Retey PS	100	100	100	100
5	Zhemgang	Thrisa PS	100	100	100	100
6	Sarpang	Chuzagang PS	100	100	100	100
7	Trashiyangtse	Melongkhar PS	99.99	100	99.97	100
8	Trashiyangtse	Tsangphuchen PS	99.99	100	99.97	100
9	Bumthang	Zungnye PS	99.99	100	99.96	100
10	Paro	Utpal Junior Wing (Pvt)	99.99	100	99.97	100
11	Trashiyangtse	Tokaphu PS	99.99	100	99.97	100
12	Trashiyangtse	Tarphel PS	99.99	100	99.97	100

Based on the SPMS report of 2018, the highest and the lowest scores of Top 10 Schools in Class III are as under:

- a)* ALS – All schools achieved 100% in ALS
- b)* EPS - 100% (Highest), 99.96% (Lowest)
- c)* GNH –All schools achieved 100% in GNH scorecard
- d)* Overall Weighted Score – 100% (Highest), 99.99% (Lowest)

School Performance Report 2018

Table 5: Top 10 schools of 2018 in class VI

Sl. No	Dzongkhag	School	Weighted Overall Score	ALS	EPS	GNH
1	Sarpang	Retey PS	100	100	100	100
2	Sarpang	Chuzagang PS	100	100	100	100
3	Thimphu Thromde	Thimphu PS	100	100	100	100
4	Sarpang	Sherzhong PS	100	100	100	100
5	Trashiyangtse	Melongkhar PS	99.99	100	99.97	100
6	Trashiyangtse	Tarphel PS	99.99	100	99.97	100
7	Paro	Utpal Junior Wing (Pvt)	99.99	100	99.97	100
8	Trashiyangtse	Tokaphu PS	99.99	100	99.97	100
9	Bumthang	Zungnye PS	99.99	100	99.96	100
10	Lhuentse	Lhuentse PS	99.98	100	99.94	100
11	Trashigang	Brekha PS	99.98	100	99.93	100
12	Trashigang	Radhi MSS	99.98	100	99.94	100
13	Trashigang	Lumang PS	99.98	100	99.94	100

Based on the SPMS report of 2018, the highest and the lowest scores of Top 10 Schools in Class VI are as under:

- a) ALS - All schools achieved 100% in ALS
- b) EPS - 100% (Highest), 99.93% (Lowest)
- c) GNH - All schools achieved 100% in GNH
- d) Overall Weighted Score - 100% (Highest), 99.98% (Lowest)

School Performance Report 2018

Table 6: Top 10 schools of 2018 in class X

Sl. No	Dzongkhag	School	Weighted Overall Score	ALS	EPS	GNH
1	Trashigang	Radhi MSS	99.98	100	99.94	100
2	Trashigang	Trashigang MSS	99.65	99.4	99.55	100
3	Zhemgang	Zhemgang CS	99.61	99.53	99.29	100
4	Trashigang	Thrimshing CS	99.17	100	97.5	100
5	Punakha	Ugyen Academy HSS	98.94	99.33	97.5	100
6	Lhuentse	Lhuentse HSS	98.83	100	96.49	100
7	Pemagatshel	Nangkor CS	98.79	99.79	96.58	100
8	Bumthang	Ura CS	98.61	97.34	98.49	100
9	Thimphu Thromde	Dr. Tobgyel MSS	97.98	94.6	99.35	100
10	Thimphu Thromde	ELC H	97.8	93.64	99.77	100

Based on the SPMS report of 2018, the highest and the lowest scores of Top 10 Schools in Class X are as under:

- a) ALS - 100% (Highest), 93.64% (Lowest)
- b) EPS - 99.94% (Highest), 96.49% (Lowest)
- c) GNH - All schools achieved 100% in GNH
- d) Overall Weighted Score – 99.98% (Highest), 97.80% (Lowest)

School Performance Report 2018

Table 7: Top 10 schools of 2018 in class XII

Sl. No	Dzongkhag	School	Weighted Overall Score	ALS	EPS	GNH
1	Punakha	Ugyen Academy HSS	98.38	97.64	97.5	100
2	Trashigang	Jigme Sherubling CS	95.76	90.73	96.54	100
3	Lhuentse	Lhuentse HSS	95.17	89.01	96.49	100
4	Bumthang	Jakar HSS	94.16	85.99	98.37	98.13
5	Paro	Drukgyel HSS	92.37	79.99	97.12	100
6	Paro	Karma Academy	92.1	81.98	95.58	98.75
7	Punakha	Punakha CS	92.05	80.52	95.63	100
8	Zhemgang	Zhemgang CS	92.04	76.84	99.29	100
9	Tsirang	Damphu CS	92.04	80.32	98.6	97.19
10	Pemagatshel	Nangkor CS	91.99	79.38	96.58	100

Based on the SPMS report of 2018, the highest and the lowest scores of Top 10 Schools in Class XII are as under:

- a) ALS – 97.64% (Highest), 76.84% (Lowest)
- b) EPS - 99.29% (Highest), 95.58% (Lowest)
- c) GNH - 100% (Highest), 97.19% (Lowest)
- d) Overall Weighted Score – 98.38% (Highest), 91.99% (Lowest)

ALS Analysis of the Nation for the past 3 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 (2016, 2017 & 2018)

Class	Year	No. of Students	No. of students with			% of students with		
			≥ 45	≥ 60	≥ 70	≥ 45% 100	≥ 60% 80	≥ 70% 40
III	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
	2018	13,051	12,828	11,139	8,212	98.29	85.35	62.92

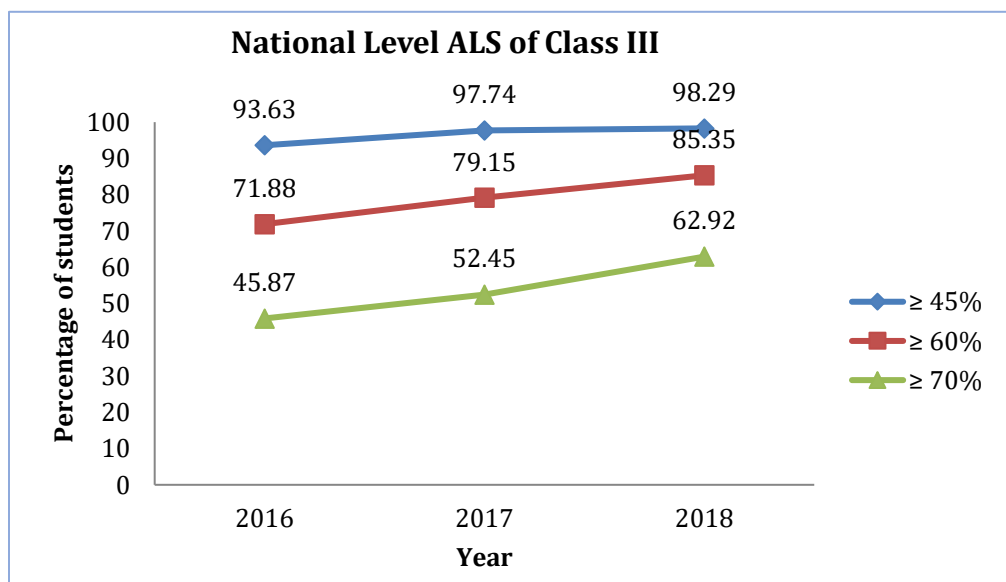


Figure 1: ALS-Nation, Class III

Over the three years period, the academic performance of class III has improved in all the three categories. From 93.63% in 2016, the performance in 2018 reached 98.29% in the 45% and above category. The performance in 60% and above category increased from 71.88% in 2016 to 85.35% in 2018. In the 70% and above category, it increased from 45.87% in 2016 to 62.92% in 2018. The set targets for 60% and above and 70% and above have been achieved in 2018.

Table 9: ALS analysis of class VI (2016, 2017 & 2018)

Class	Year	No. of Students	No. of students with			% of students with		
			≥ 45	≥ 60	≥ 70	≥ 45%	≥ 60%	≥ 70%
						100	80	40
VI	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
	2018	12,595	12,280	8,501	4,217	97.50	67.50	33.48

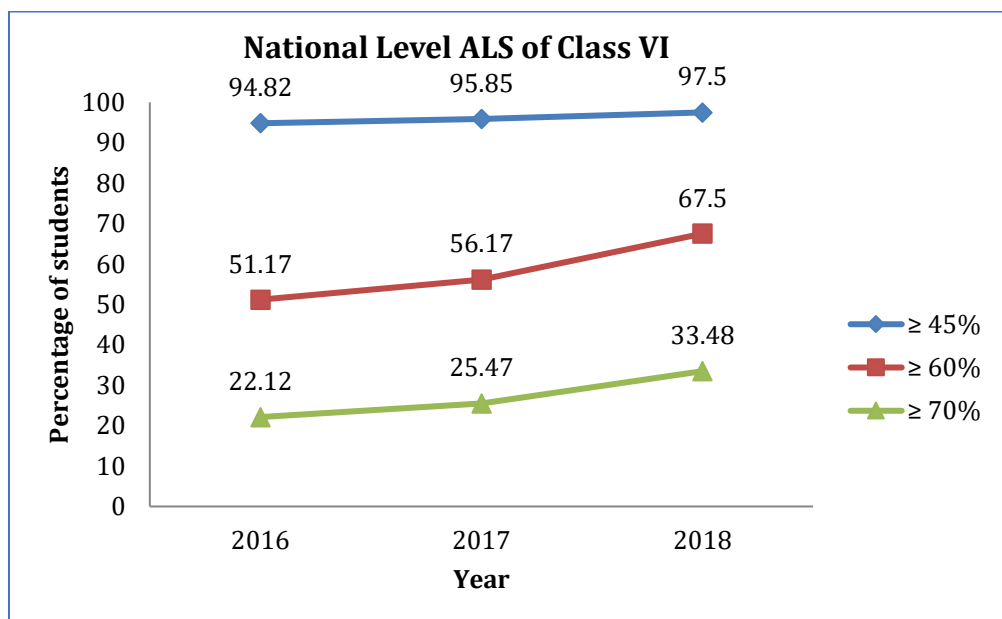


Figure 2: ALS-Nation, Class VI

Over the three years period, the academic performance of class VI has improved in all the three categories. From 94.82% in 2016, the performance in 2018 reached 97.50% in the 45% and above category. The performance in 60% and above category increased from 51.17% in 2016 to 67.50% in 2018. In the 70% and above category, it increased from 22.12% in 2016 to 33.48% in 2018. However, the set targets for all the three categories have not been achieved in any of the years from 2016 to 2018.

Table 10: ALS analysis of class X (2016, 2017 & 2018)

Class	Year	No. of Students	No. of students with			% of students with		
			≥ 45	≥ 60	≥ 70	≥ 45%	≥ 60%	≥ 70%
						100	80	40
X	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
	2018	12,462	11,824	7,261	2,679	94.88	58.27	21.50

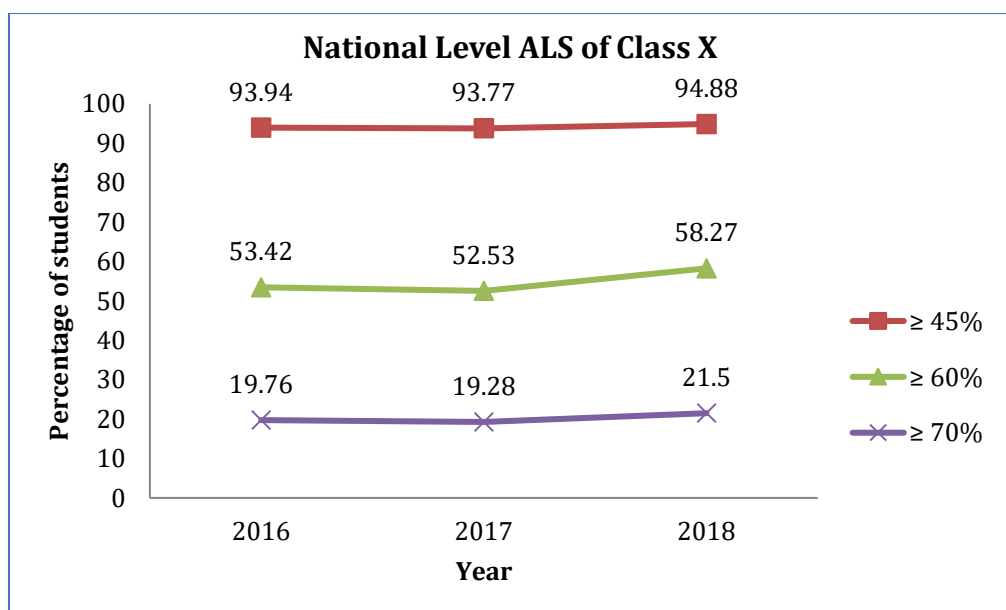


Figure 3: ALS-Nation, Class X

The trend of the academic performance of class X over the past three years in all the three categories is incremental. In the 45% and above category, it has increased from 93.94% in 2016 to 94.88% in 2018. In the 60% and above category, it has increased from 53.42% in 2016 to 58.27% in 2018. In the 70% and above category, it has increased from 19.76% in 2016 to 21.50% in 2018. While there was a decrease in the performance in the category 70% and above in 2017, there is an increase from 19.28% in 2017 to 21.50% in 2018.

Table 11: ALS analysis of class XII (2016, 2017 & 2018)

Class	Year	No. of Students	No. of students with			% of students with		
			≥ 45	≥ 60	≥ 70	≥ 45%	≥ 60%	≥ 70%
						100	80	40
XII	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
	2018	10,808	9,241	4,752	1,336	85.50	43.97	12.36

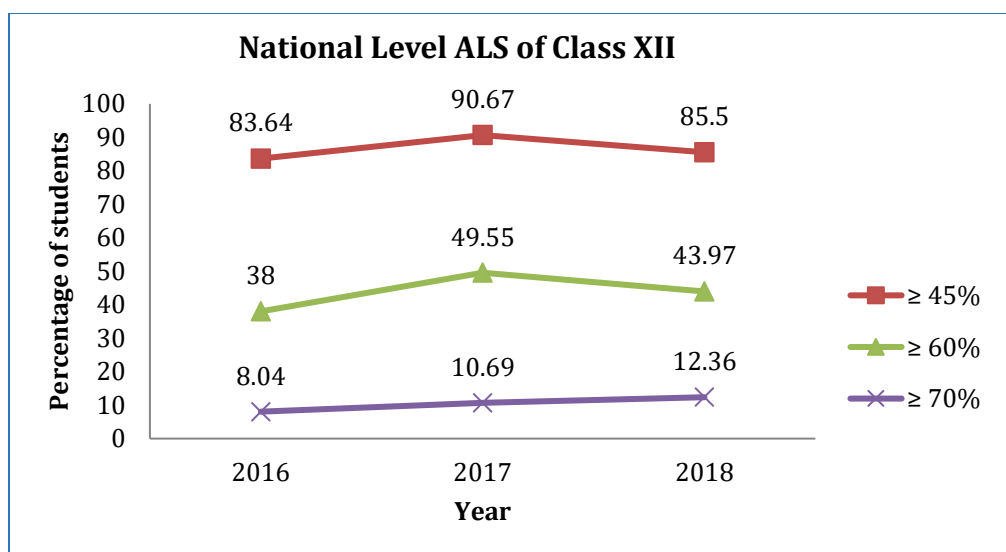


Figure 4: ALS-Nation, Class XII

The performance of class XII for the past three years is inconsistent. Compared to 2017, the performance in 2018 has dropped in the categories of 45% and above and 60% and above. There is a decreasing trend from 2017 to 2018 in the above two categories, however, there is an incremental upward trend observed in the category of 70% and above from 2016 to 2018.

ALS ANALYSIS OF DZONGKHAG/THROMDE, 2018

Bumthang

Table 12: Level-wise ALS analysis - Bumthang

No. of Students	Class	No. of students with			% of students with		
		≥ 45	≥ 60	≥ 70	≥ 45%	≥ 60%	≥ 70%
					100	80	40
352	III	352	340	291	100.00	96.59	82.67
297	VI	295	233	114	99.33	78.45	38.38
295	X	291	220	82	98.64	74.58	27.80
238	XII	218	139	36	91.60	58.40	15.13

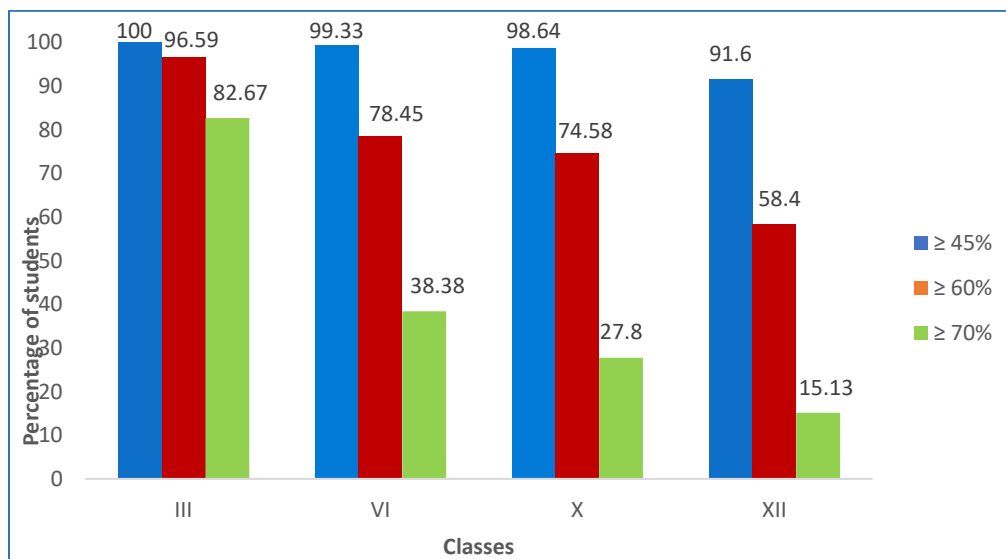


Figure 5: ALS-Bumthang

All 352 students of class III in Bumthang Dzongkhag scored 45% and above in 2018. Of the total, 340 students (96.59%) scored 60% and above and, 291 students (82.67%) scored 70% and above.

In class VI, out of 297 students, 295 of them (99.33%) scored 45% and above, 233 students (78.45%) scored 60% and above and 114 students (38.38%) scored 70% and above.

School Performance Report 2018

Of the 295 students who appeared class X examinations, 291 students (98.64%) scored 45% and above, 220 students (74.58%) scored 60% and above while 82 of them (27.8%) scored 70% and above.

238 students sat for class XII examinations. Of the total, 218 students (91.6%) scored 45% and above, 139 students (58.4%) scored 60% and above and 36 students (15.13%) scored 70% and above.

Summary

Class III performed significantly better in all three categories (45%, 60% and 70% and above) achieving all the set targets. The other class levels (classes VI, X, XII) have not achieved any of the set targets. Class XII performed the least in all categories.

Chhukha

Table 13: Level-wise ALS analysis - Chhukha

No. of Students	Class	No. of students with			% of students with		
		≥ 45	≥ 60	≥ 70	≥ 45%	≥ 60%	≥ 70%
					100	80	40
827	III	819	735	547	99.03	88.88	66.14
855	VI	834	579	254	97.54	67.72	29.71
964	X	899	466	152	93.26	48.34	15.77
320	XII	287	114	17	89.69	35.63	5.31

School Performance Report 2018

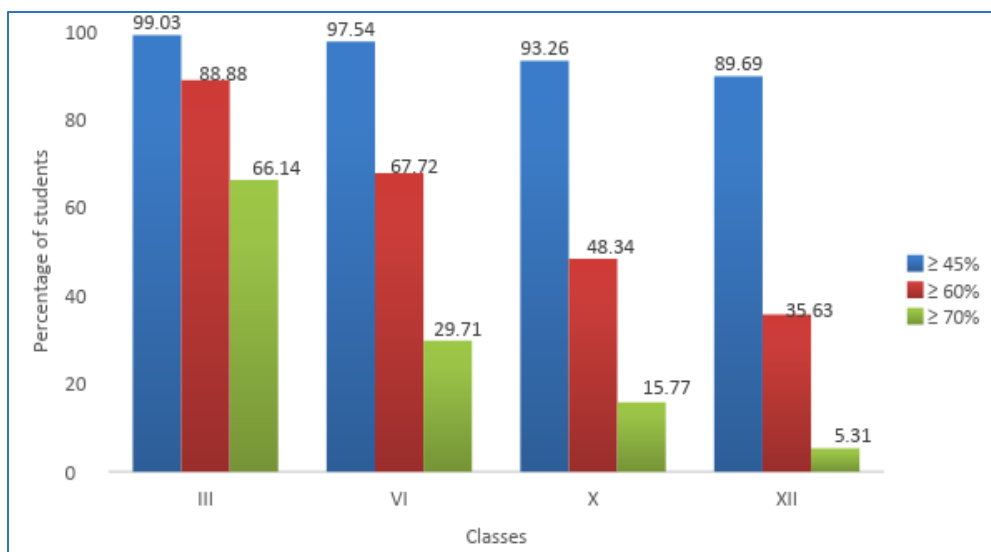


Figure 6: ALS-Chhukha

In 2018, 827 class III students appeared the annual examination. 818 students (99.03%) scored an aggregate of 45% and above. 735 students (88.88%) scored and aggregate of 60% while 547 students (66.14%) 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% respectively.

A total of 855 students sat for the annual examination in class VI. 834 students (97.54%) scored an aggregate of 45% and above. 579 students (67.72%) scored 60% and above while 254 students (29.71%) scored an aggregate of 70% and above. Class VI could not achieve any of the targets.

Of the 964 students appeared who appeared BCSE examination in 2018, 899 students (93.26%) scored and an aggregate of 45% and above. 466 students (48.34%) scored 60% and above and 152 students (15.77%) scored 70% and above. None of the targets were achieved.

A total of 320 students appeared BHSEC examination in 2018. 287 students (89.69%) scored an aggregate of 45% and above. 114 students (35.63%) scored 60% and above while 17 students (5.31%) scored an aggregate of 70% and above. The targets could not be achieved in all three categories.

School Performance Report 2018

At the primary level, class III performed better with 88.88% of students scoring an aggregate of 60% and above against 67.72% of students in class VI.

At the secondary level, class X performed better than class XII with 48.34% of students scoring an aggregate of 60% and above against 35.63% 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 88.88% of students scoring an aggregate of 60% and above compared to 67.72%, 48.34% and 35.63% in classes VI, X and XII respectively.

Dagana

Table 14: Level-wise ALS analysis - Dagana

Class	No. of Students	No. of students with			% of students with		
		≥ 45	≥ 60	≥ 70	≥ 45%	≥ 60%	≥ 70%
					100	80	40
III	474	463	372	252	97.68	78.48	53.16
VI	560	539	335	167	96.25	59.82	29.82
X	442	430	277	100	97.29	62.67	22.62
XII	201	188	95	15	93.53	47.26	7.46

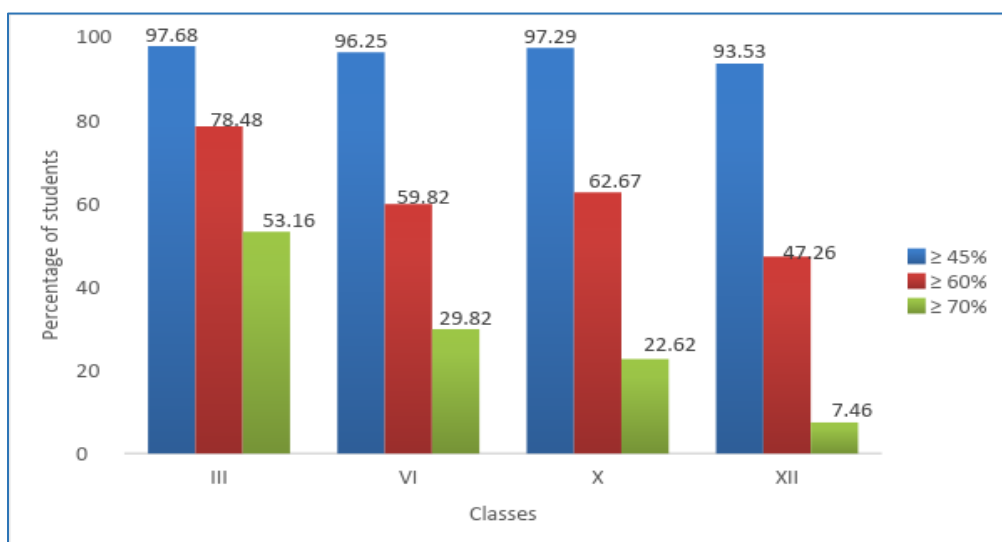


Figure 7: ALS-Dagana

School Performance Report 2018

In class III, out of 474 students, 463 (97.68%) scored greater than equal to 45%, 372 (78.48%) scored greater than equal to 60 and 252 (53.16%) scored greater than equal to 70%.

In class VI, out of 560, 539 (96.25%) students scored greater than equal to 45%, 335 (59.82%) scored greater than equal to 60 and 167 (29.82%) scored greater than or equal to 70%.

In class X, of the total 442 students, 430 (97.29%) scored greater than equal to 45%, 277 (62.67%) scored greater than equal to 60% and 100 (22.62%) scored greater than equal to 70%.

In class XII, of the total of 201 students, 188 (93.53%) scored greater than or equal to 45%, 95 (47.26%) scored greater than equal to 60 and 15 (7.46%) students scored greater than or equal to 70%.

Overall, class III students have performed better than the rest, however, none of the targets could be achieved by any of classes except in greater than or equal to 70% category by class III (53.16%).

Gasa

Table 15: Level-wise ALS analysis - Gasa

Class	No. of Students	No. of students with			% of students with		
		≥ 45	≥ 60	≥ 70	≥ 45%	≥ 60%	≥ 70%
					100	80	40
III	68	68	65	45	100.00	95.59	66.18
VI	78	78	46	20	100.00	58.97	25.64
X	73	72	43	9	98.63	58.90	12.33
XII	26	25	5	0	96.15	19.23	0.00

School Performance Report 2018

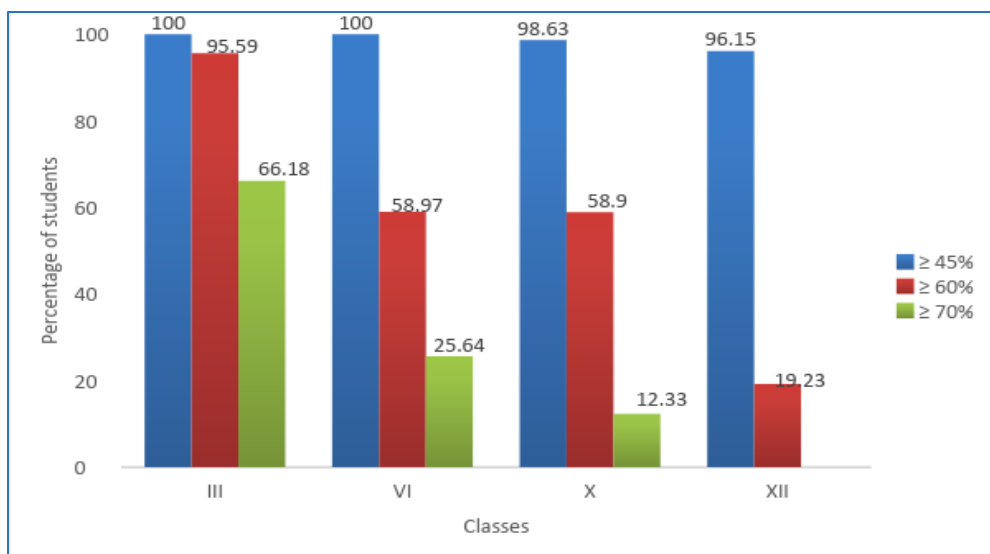


Figure 8: ALS-Gasa

In class III, there were 68 students. All of them scored 45% and above, 65 (95.59%) scored 60% and above and 45 (66.18%) scored 45% and above.

In class VI, there were 78 students. All of them scored 45% and above, 46 (58.97%) scored 60% and above and 20 (25.64%) scored 70% and above.

In class X, there were 73 students. Of the total, 72 (98.63%) scored 45% and above, 43 (58.90%) scored 60% and above and 9 (12.33%) scored 70% and above.

In class XII, there were 26 students. Of the total, 25 (96.15%) scored 45% and above, 5 (19.23%) scored 60% and above and none scored 70% and above.

Class III performed the best among the four categories achieving the set targets. Class VI category could achieve the set target in 45% and above but way behind in the 60% and 70% above targets. However, class XII could not achieve any of the set targets.

Gelephu Thomde

Table 16: Level-wise ALS analysis – Gelephu Thomde

No. of Students	Class	No. of students with			% of students with		
		≥ 45	≥ 60	≥ 70	≥ 45%	≥ 60%	≥ 70%
					100	80	40
171	III	169	156	124	98.83	91.23	72.51
158	VI	158	134	91	100.00	84.81	57.59
279	X	258	157	60	92.47	56.27	21.51
452	XII	358	172	48	79.20	38.05	10.62

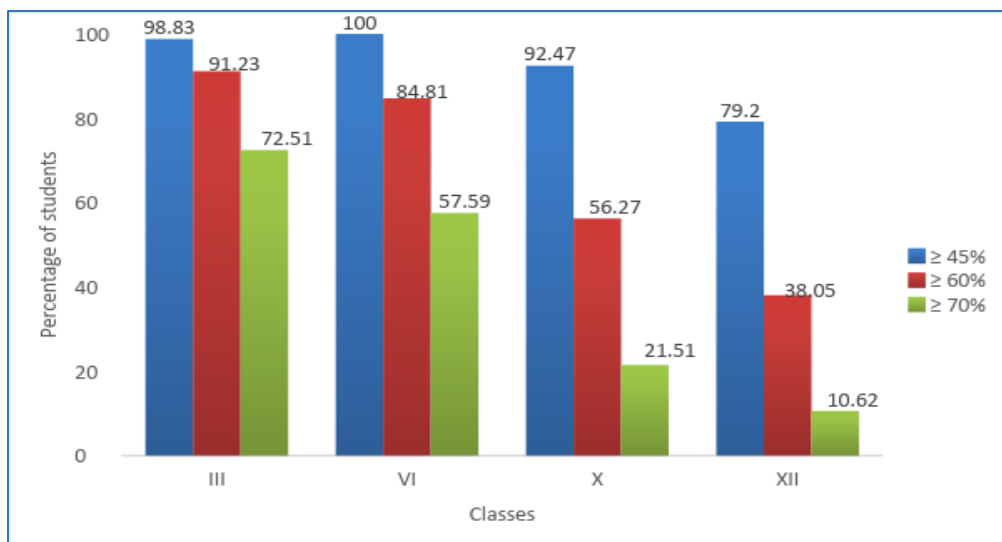


Figure 9: ALS-Gelephu Thomde

Gelephu Thomde had 171 students in class III, who sat for 2018 examination. 169 (98.83%) have scored the 45% and above with 2 (1.17%) students failed to achieve the 45% and above. 156 (91.23%) have achieved the 60% and above of which 21 (8.77%) failed to achieve the 60%. 124 (72.51%) have achieved the 70% and above with 43 (29.49%) could not meet the 70% and above.

In class VI, there were 158 students, who sat for the examination. All 158 (100%) students have scored 45% and above. 134 (84.81%) students have achieved 60% and above and 91 (57.59%) have scored 70% and above. Gelephu Thomde has met the set target (100%, 80% and 40%) in all the three categories.

School Performance Report 2018

In class X, there were 279 students who sat for the examination. Out of which 258 (92.47%) have achieved the 45% and above with 21(7.53%) could not achieve the 45%. 157 (56.27%) could achieve the 60% and above, while 114(43.73%) failed to achieve the 60%. While in 70% and above only 60 (21.51%) could achieve the target. 219 (79.49%) failed to get 70% and above.

For class XII, 452 students have sat for the examination. 358 (79.20%) have achieved the 45% and above with 92 (30.80%) failed to get 45% and above, 172 (38.05%) have achieved the 60% and above with 280 (61.95%) failed to achieve the 60% and above, only 48 (10.62%) could achieve the 70% and above, while 404 (89.38%) failed to achieve the 70% and above.

In the 45% category, class III had achieved only 98.83%, while class VI had achieved the 100% target. Class VI has achieved all the three categories with 100%, 84.81% and 57.59% respectively. In class X, Gelephu Thromde has achieved 92.47%, while class XII has achieved only 79.20%. For 60% and above, class III has achieved 91.23%, class VI 84.81%, class X 56.27% and class XII has achieved 38.05%. In the 70% category, the scores are in descending order like in class III, 72.51%, Class VI with 57.59%, class X with 21.51% and Class XII with 10.62%.

Haa

Table 17: Level-wise ALS analysis - Haa

Class	No. of Students	No. of students with			% of students with		
		≥ 45	≥ 60	≥ 70	≥ 45%	≥ 60%	≥ 70%
					100	80	40
III	248	246	236	198	99.19	95.16	79.84
VI	246	244	197	109	99.19	80.08	44.31
X	241	226	128	35	93.78	53.11	14.52
XII	403	362	193	78	89.83	47.89	19.35

School Performance Report 2018

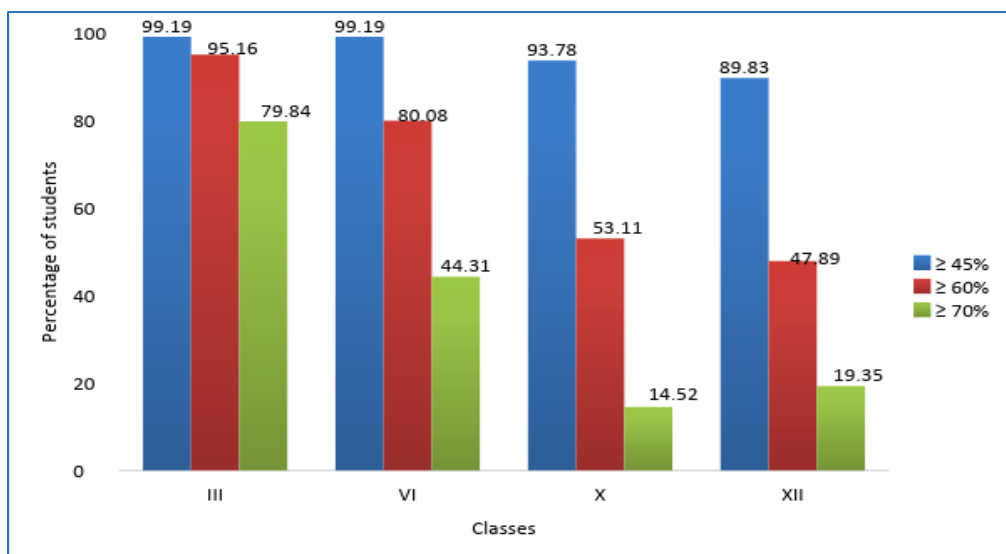


Figure 10: ALS-Haa

The bar graph shows the performance of students of grades III, VI, X and XII of Haa Dzongkhag in Academic Learning Scorecard (ALS) in 2018 public examination. Overall, students of lower grades have done better in all three categories.

Of the total of 248 students who sat for class III examination, 246(99.19%) scored greater than or equal to 45%, 236(95.16%) scored greater than or equal to 60% and 198(79.84%) scored greater than equal to 70%. In class VI, of the 246 students, 244(99.19%) scored greater than equal to 45%, 197(80.08%) scored greater than equal to 60%, 109(44.31%) scored greater than equal to 70%.

Class III and VI have achieved the targets for '60% and above' and '70% and above' categories, but have not reached the target for '45% and above' categories by a mere 0.81%.

241 students appeared BCSE in 2018. Of the total, 226 (93.78%) scored greater than or equal to 45%, 128(53.11%) scored greater than or equal to 60% and 35(14.52%) scored greater than equal to 70%. In class XII, of the 403, 362(89.83%) scored greater than or equal to 45%, 193(47.89%) scored greater than or equal to 60%, 78(19.35%) scored greater than or equal to 70%. Both the classes have not reached the targets set in any of the categories.

Lhuentse

Table 18: Level-wise ALS analysis - Lhuentse

No. of Students	Class	No. of students with			% of students with		
		≥ 45	≥ 60	≥ 70	≥ 45%	≥ 60%	≥ 70%
					100	80	40
262	III	261	238	189	99.62	90.84	72.14
244	VI	240	184	90	98.36	75.41	36.89
275	X	261	201	73	94.91	73.09	26.55
154	XII	143	111	38	92.86	72.08	24.68

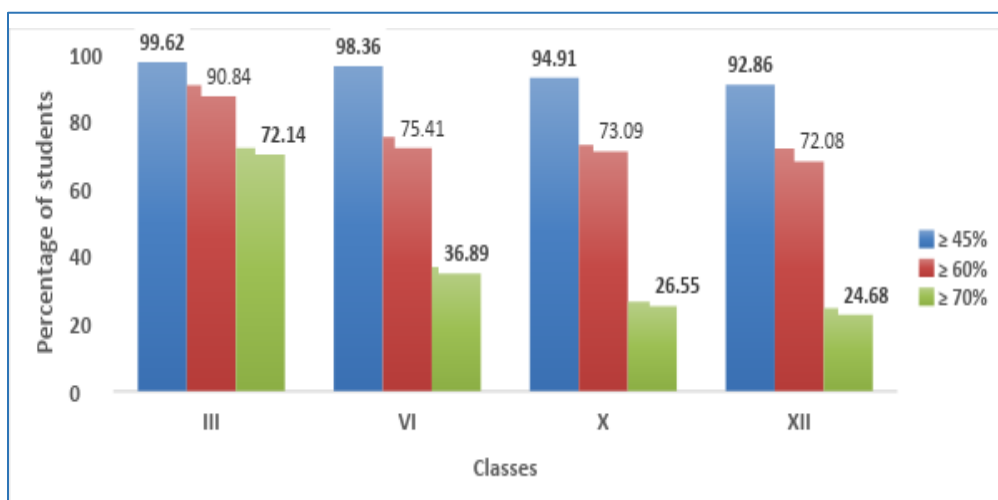


Figure 11: ALS-Lhuentse

A total of 262 students in class III have appeared the annual examination in 2018. From the total of 262 class III students, 261 (99.62%) students have scored 45% and above. 238 (90.84%) students have scored 60% and above while 189 (72.14) students have scored 70% and above.

In class VI, 244 students have appeared the annual examination. Out of that, 240 (98.62%) students scored 45% and above. 184 (90.84%) have scored 60% and above, and 90 (72.14%) scored 70% and above.

School Performance Report 2018

At middle secondary level, a total of 275 students have appeared for class X examination. Out of that, 261 (94.91%) students scored 45% and above, 201 (73.09%) students scored 60% and above and 73 (36.89%) have scored 70% and above.

At higher secondary level, a total of 154 students have appeared for class XII examination. Out of that, 154 (92.86%) students scored 45% and above, 111 (72.08%) students scored 60% and above and 38 (24.68%) have scored 70% and above.

At the primary level, class III performed better with of 90.84% students scoring an aggregate of 60% and above against 72.14% of students in class VI.

At the secondary level, class X performed better with of 73.09% students scoring an aggregate of 60% and above against 72.08% of students in class XII.

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

Mongar

Table 19: Level-wise ALS analysis - Mongar

No. of Students	Class	No. of students with			% of students with		
		≥ 45	≥ 60	≥ 70	≥ 45%	≥ 60%	≥ 70%
					100	80	40
789	III	781	662	419	98.99	83.90	53.11
751	VI	749	470	222	99.73	62.58	29.56
671	X	653	415	140	97.32	61.85	20.86
620	XII	509	290	64	82.10	46.77	10.32

School Performance Report 2018

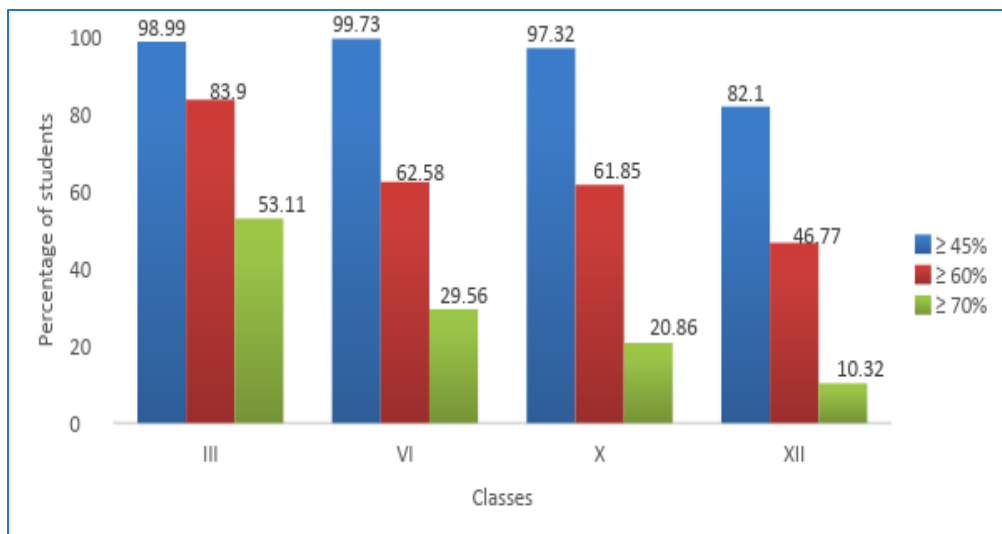


Figure 12: ALS-Mongar

789 students appeared class III year end examinations in 2018. 781 students (98.99 %) scored 45% and above, 662 students (83.90%) scored 60% and above, and 419 students (53.11%) scored 70% and above.

In class VI, 751 students appeared year end examinations in 2018. 749 students (99.73%) scored 45% and above, 470 students (62.58%) scored 60% and above, and 222 students (29.56 %) scored 70% and above.

671 students appeared class X examination in 2018. 653 students (97.32%) scored 45% and above, 415 students (61.85%) scored 60% and above, and 140 students (20.86%) scored 70 % and above.

In class XII, 509 students (82.10%) of the 620 students scored 45% and above, 290 students (46.77%) scored 60% and above and 64 students (10.32 %) scored 70% and above.

Class III students have achieved the academic learning targets in the 60% and 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 X is better than the class XII in all the three categories. The performance of class XII in the category 70% and above is lower than all the other levels.

Paro

Table 20: Level-wise ALS analysis - Paro

No. of Students	Class	No. of students with			% of students with		
		≥ 45	≥ 60	≥ 70	≥ 45%	≥ 60%	≥ 70%
					100	80	40
820	III	796	681	478	97.07	83.05	58.29
688	VI	664	436	196	96.51	63.37	28.49
653	X	614	376	147	94.03	57.58	22.51
1145	XII	964	435	160	84.19	37.99	13.97

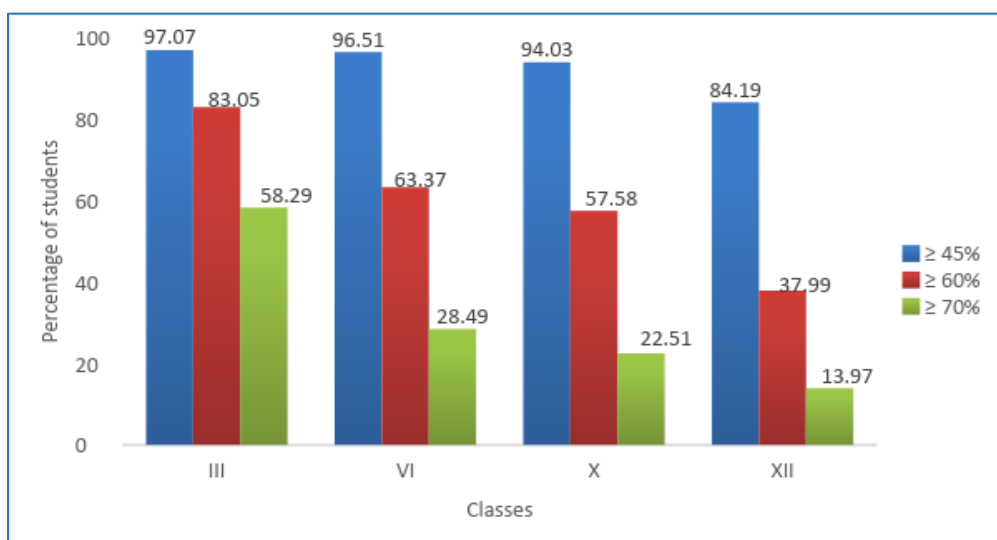


Figure 13: ALS-Paro

A total of 3,306 students sat for the high stake examinations in 2018 from Paro Dzongkhag. 820 students sat for examination in class III and 688 students sat for class VI examination. The score is divided into three categories- with the target of 100% under the category of 45% and above, 80% under the category of 60% and above and 40% under the category of 70% and above. The figure above shows that class III students have met the target under 60% and above and 70% and above. All the classes failed to achieve the lowest category of 45% and above which is set at 100%. Classes X and XII have not met the target in all the three categories. 24 students in class III, 24 students in class VI, 39 students in class X and 181 students in class XII failed to achieve the lowest category of 45% and above.

School Performance Report 2018

Similar to the performance in other dzongkhags, primary level seems to be performing better than that of the secondary level. More students in primary level have scored under the category of 70% and above. 58.29% of class III students have scored 70% and above against the target of 40% while 28.49% students of class VI, 22.57% students of class X and 13.97% of class XII have achieved the target of 40% under the category of 70% and above. Observing the chart of 2017 and 2018 performance, not much improvement is seen especially for the senior classes (Refer School Performance Report 2017)

Pema Gatshel

Table 21: Level-wise ALS analysis – Pema Gatshel

Class	No. of Students	No. of students with			% of students with		
		≥ 45	≥ 60	≥ 70	≥ 45%	≥ 60%	≥ 70%
					100	80	40
III	448	448	444	383	100.00	99.11	85.49
VI	408	408	349	186	100.00	85.54	45.59
X	524	512	323	114	97.71	61.64	21.76
XII	305	284	160	38	93.11	52.46	12.46

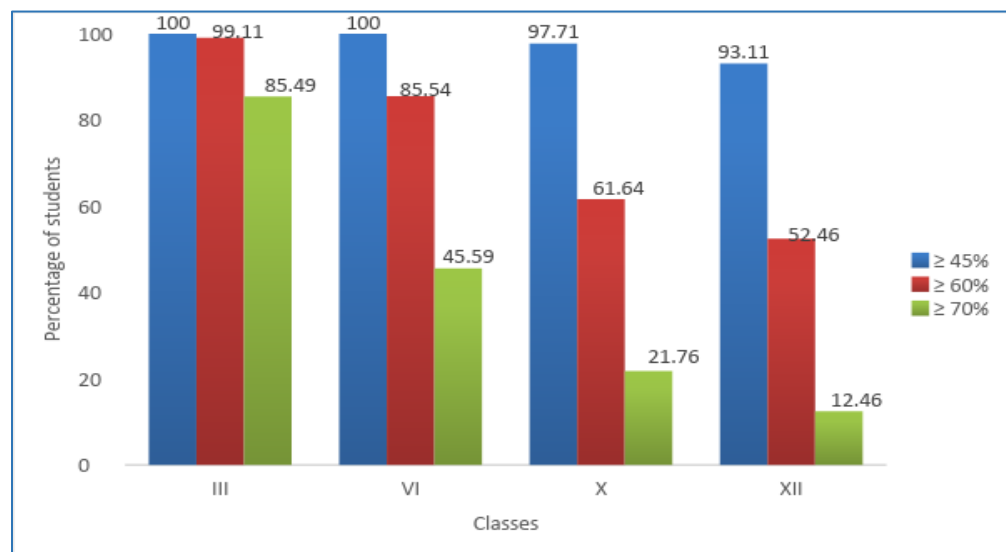


Figure 14: ALS-Pema Gatshel

School Performance Report 2018

The bar graph shows the performance of students of grades III, VI, X and XII of Pema Gatshel Dzongkhag in Academic Learning Scorecard (ALS) in 2018 public examination.

Of the total of 448 students who sat for class III examination, 448 (100%) scored greater than or equal to 45%, 444 (99.11%) scored greater than or equal to 60% and 383 (85.49%) scored greater than equal to 70%.

In class VI, of the 408 students, 408 (100%) scored greater than equal to 45%, 349 (85.54%) scored greater than equal to 60%, 186(45.59%) scored greater than equal to 70%.

Students of lower grades (classes III & VI) have done better and have achieved the set targets in all three categories.

524 students appeared BCSE in 2018. Of the total, 512 (97.71%) scored greater than or equal to 45%, 323 (61.64%) scored greater than or equal to 60% and 114 (21.76%) scored greater than equal to 70%. In class XII, of the 305, 284 (93.11%) scored greater than or equal to 45%, 160 (52.46%) scored greater than or equal to 60%, 38 (12.46%) scored greater than or equal to 70%. Classes X and XII have not achieved the targets set in any of the categories.

Phuntsholing Thromde

Table 22: Level-wise ALS analysis – Phuntsholing Thromde

No. of Students	Class	No. of students with			% of students with		
		≥ 45	≥ 60	≥ 70	≥ 45%	≥ 60%	≥ 70%
					100	80	40
569	III	565	491	360	99.30	86.29	63.27
327	VI	316	216	100	96.64	66.06	30.58
330	X	299	181	78	90.61	54.85	23.64
495	XII	374	155	38	75.56	31.31	7.68

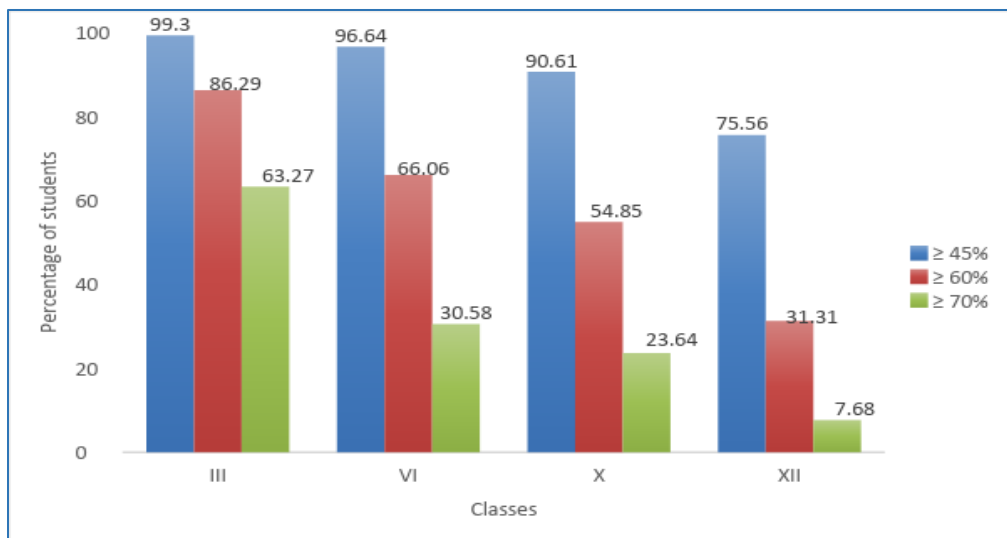


Figure 15: ALS-Phuntsholing Thromde

Phuntsholing Thromde had 569 students in class III in 2018. Of the total, 565 (99.30%) achieved more than 45% and above, where 4 (0.70%) have not achieved the 45% above. 491 (86.29%) students have achieved 60% and above and 78 (13.61%) have failed to achieved 60% and above. 360 (63.27%) students have achieved 70% and above with the remaining 209 (36.63%) could not achieved the 70% category.

In class VI, 327 students appeared the final examination in 2018. 316 (96.64%) students scored 45% and above with the remaining 9 (3.36%) could not achieve the 45% and above category. 216 (66.06%) students have achieved 60% and above with 111 (33.94%) could not achieved 60% and above. 100 (30.58%) students have achieved 70% and above with 227 (69.42%) failed to achieve the 70% and above category.

In class X, 330 students have appeared the examination in 2018. 299 (90.64%) students have scored 45% and above with 31 (9.33%) failed to achieve the 45%. 181 (54.85%) students have scored 60% and above and 149 (45.15%) failed to achieve the 60% mark. 78 (23.64%) students of student have scored 70% and above category with 252 (69.46%) failed to achieve the target.

From the total of 495 students in class XII, 374 (75.56%) students have achieved 45% and above with 121 (24.44%) could not achieve the 45%. 155 (31.31%) students have achieved 60% and above with the remaining 340 (68.69%) students have not achieved

School Performance Report 2018

the 60% and above. Only 38 (7.68%) have achieved 70% and above, the remaining 417 (92.32%) failed to achieve the 70% and above.

Students of class III have performed better with 99.30% in 45% and above, , followed by class VI with 96.64%, then by class X with 90.64% and class XII with 75.56%. For the 60% and above, class III had scored 86.29%, followed by class VI with 66.06%, lass X with 23.64% and lastly by class XII with 7.68%. Even in 70% and above the trend remained the same with 63.27%, 30.58%, 23.64% and 7.68% respectively.

Punakha

Table 23: Level-wise ALS analysis - Punakha

No. of Students	Class	No. of students with			% of students with		
		≥ 45	≥ 60	≥ 70	≥ 45%	≥ 60%	≥ 70%
					100	80	40
472	III	460	408	267	97.46	86.44	56.57
475	VI	466	304	137	98.11	64.00	28.84
616	X	587	420	169	95.29	68.18	27.44
857	XII	812	586	266	94.75	68.38	31.04

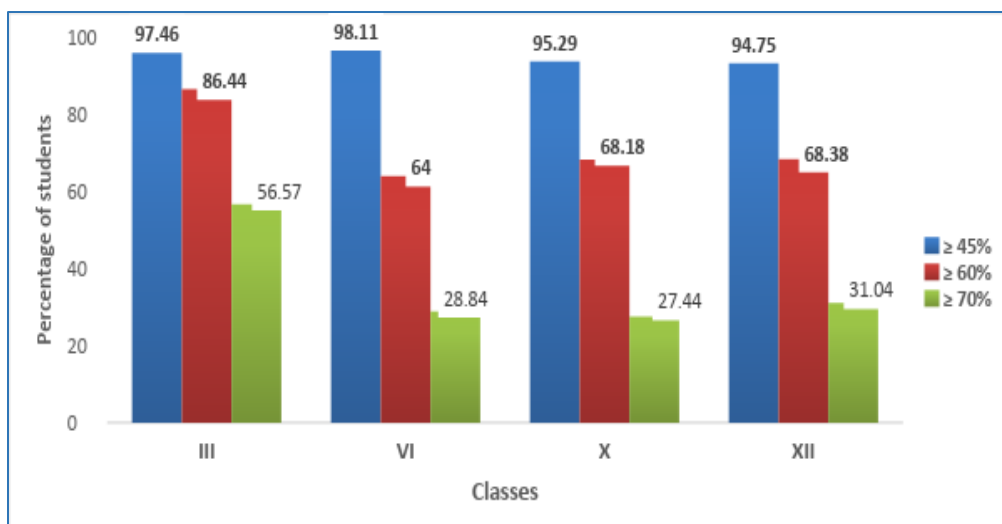


Figure 16: ALS-Punakha

School Performance Report 2018

A total of 472 students in class III have appeared the annual examination in 2018. From the total, 460 (97.46%) students have scored 45% and above. 408 (86.44%) students have scored 60% and above while 267 (56.57%) students have scored 70% and above.

In class VI, 475 students have appeared the annual examination. Out of that, 466 (98.11%) students scored 45% and above. 304 (64%) have scored 60% and above, and 137 (27.44%) scored 70% and above.

At middle secondary level, a total of 616 students have appeared for class X examination. Out of that, 587 (95.29%) students scored 45% and above, 420 (68.18%) students scored 60% and above and 169 (27.44%) have scored 70% and above.

At higher secondary level, a total of 857 students have appeared for class XII examination. Out of that, 812 (94.75%) students scored 45% and above, 586 (68.38%) students scored 60% and above and 266 (31.04%) have scored 70% and above.

At the primary level, class III performed better with of 86.44% students scoring an aggregate of 60% and above against 64% of students in class VI.

At the secondary level, class XII performed slightly better than class X in the categories of $\geq 60\%$ and 70% with 68.38% and 31.04% against 68.18% and 27.44%. However, in $\geq 45\%$ category class X performed relatively better than class XII with 95.29% against 94.75%.

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	$\geq 45\%$	$\geq 60\%$	$\geq 70\%$
					100	80	40
472	III	472	454	373	100.00	96.19	79.03
488	VI	468	338	185	95.90	69.26	37.91
629	X	595	346	102	94.59	55.01	16.22
275	XII	250	110	15	90.91	40.00	5.45

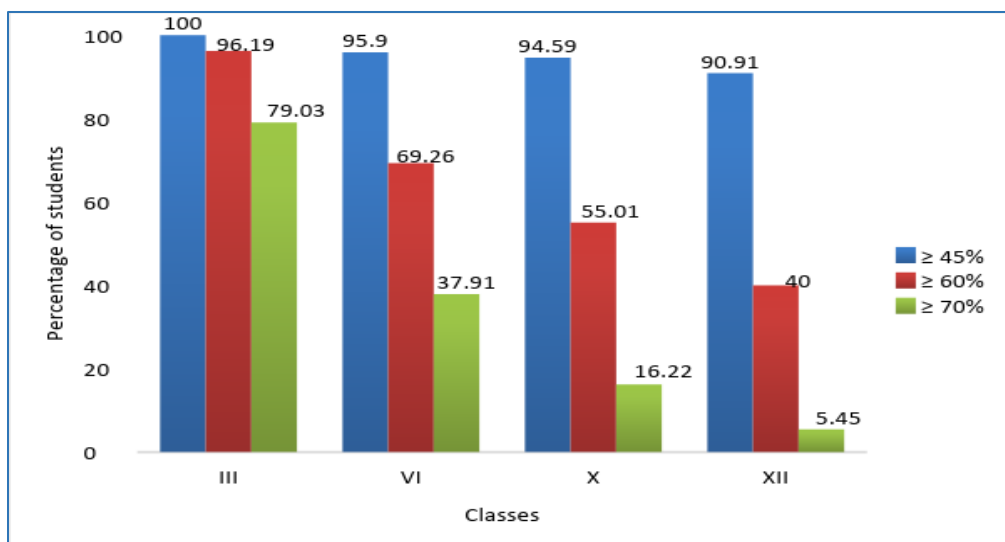


Figure 17: ALS-Samdrup Jongkhar Dzongkhag

In 2018 academic year, 472 students appeared the annual examinations in class III. All 472 students (100%) scored an aggregate of 45% and above. 454 students (96.19%) scored 60% and above and 373 students (79.03%) scored 70% and above. Class III achieved the targets of all three categories.

A total of 488 students appeared the annual examinations at Primary level class VI in the same year. 468 students (95.90%) scored an aggregate of 45% and above, 338 students (69.26%) scored 60% and above and 185 students (37.91%) scored 70% and above. Class VI achieved no of the targets in 2018

In class X, 629 students appeared annual examinations in 2018 academic year. 595 students (94.59%) scored an aggregate of 45% and above. 346 students (55.01%) scored 60% and above and 102 students (16.22%) scored 70% and above. Target could not be achieved in all the three categories.

In 2018, a total of 275 students appeared BHSEC examinations. 250 students (90.91%) scored an aggregate of 45% and above. 110 students (40%) scored 60% and above and 15 students (5.45%) scored 70% and above. Class XII also could not achieve any of the targets.

At the primary level, class III students performed better than class VI with 96.19% of students scoring an aggregate of 60% and above compared to 69.26% of students in

School Performance Report 2018

class VI. While class III achieved all the targets, class VI could not achieve any of the targets in three categories.

At the secondary levels, class X students performed slightly better than class XII with 55.01% of students scoring an aggregate of 60% and above against 40% of students in class XII. None of the class could achieve the targets. Further, the percentage of class XII students scoring 70% and above is significantly low (i.e. only 5.45% of students).

Keeping the performance benchmark at 60%, the overall academic performance of class III is better with 96.19% of students scoring an aggregate of 60% and above followed by class VI with 69.26% of students. Only 55.01% of students in class X and 40% of students in class XII scored 60% and above. Classes VI, X and XII could not achieve the targets in all three categories.

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%
					100	80	40
204	III	192	158	112	94.12	77.45	54.90
194	VI	188	109	52	96.91	56.19	26.80
85	X	84	49	20	98.82	57.65	23.53
154	XII	136	59	6	88.31	38.31	3.90

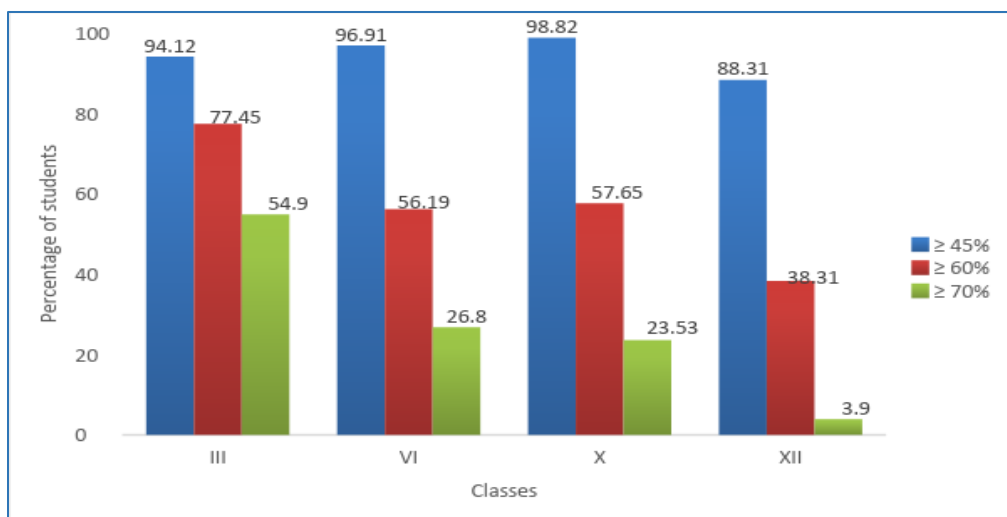


Figure 18: ALS-Samdrup Jongkhar Thromde

Samdrup Thromde had 204 students who sat for class III examination in 2018. 192 (94.12%) students have achieved the 45% and above with 12(5.88%) students could not meet the 45%. 158 (77.45%) students have achieved 60% and above and 46 (22.55%) have failed to achieve 60% and above, 112 (54.90%) student have score the 70% and above while 92 (45.10%) failed to achieve the 70% and above.

For class VI 194 students have sat for the examination in 2018. 188 (96.91%) students have achieved the 45% and above with 6 (3.09%) student could not meet the 45% and above. 109 (56.19%) students have achieved 60% and above with 85(43.81%) students failed to achieve the 60% and above. 52(26.80%) students have achieve the 70% and above with 142 (73.20%) failed to meet 70% and above.

For class X, 85 students sat for the examinations in 2018. 84(98.82%) students have achieved the 45% and above with 1 (1.18%) students could not meet 45% and above. 49 (57.65%) students have achieved the 60% ad above with 36(42.35%) could not achieve the 60%. 20(23.33%) students achieve the 70% and above with 65 (76.67%) to achieve the 45% and above.

In class XII, 154 students sat for the examination in 2018. 136(88.31%) scored the 45% and above while 18(21.69%) failed to achieve 45% and above. 59 (38.31%) students have scored 60% and above with 95 (61.69%) failed to achieve the 60% and

School Performance Report 2018

above. 6 (3.90%) students have scored 70% and above with 148 (96.10%) failed to achieve the 70% and above.

In Samdrup Jongkhar Thromde, class III had done better in 60% and 70% with 77.45% and 54.90% respectively. It met the third category with 54.90% whereas our target is at 40%. Except this category, no other categories are met in the four levels. Class X had done better than class VI with 98.82% and 57.65%, while class VI had 96.91% and 65.19% in the 45% and 60% category.

Samtse

Table 26: Level-wise ALS analysis

No. of Students	Class	No. of students with			% of students with		
		≥ 45	≥ 60	≥ 70	≥ 45%	≥ 60%	≥ 70%
					100	80	40
1202	III	1172	910	615	97.50	75.71	51.16
1322	VI	1282	768	325	96.97	58.09	24.58
1072	X	967	453	140	90.21	42.26	13.06
266	XII	237	106	24	89.10	39.85	9.02

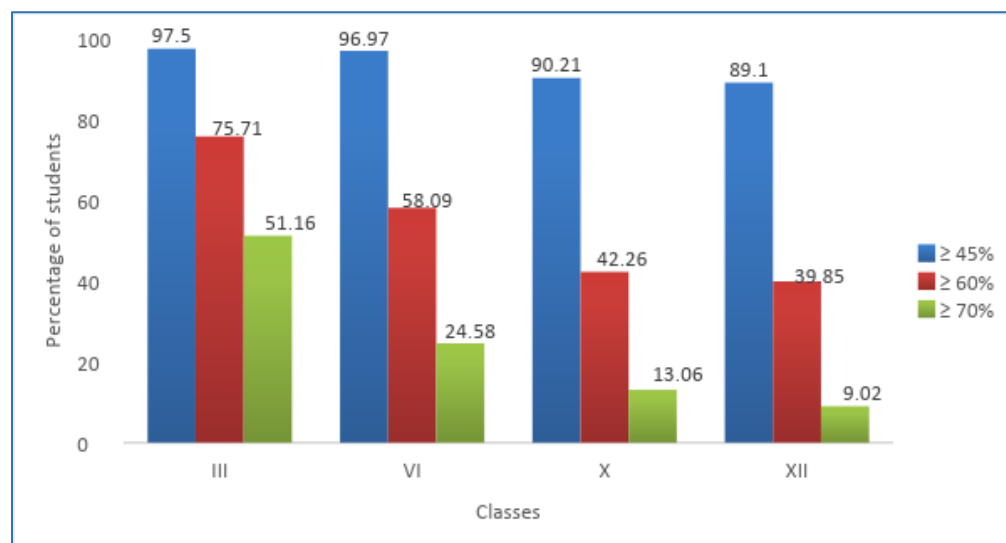


Figure 19: ALS-Samtse

School Performance Report 2018

1202 students appeared class III examinations in 2018. 1172 students (97.50%) scored 45% and above, 910 students (75.71%) scored 60% and above, and 615 students (51.16%) scored 70% and above.

1322 students appeared class VI examinations in 2018. 1282 students (96.97%) scored 45% and above, 768 students (58.09%) scored 60% and above, 325 students (24.58%) scored 70% and above.

In class X, 1072 students appeared examinations in 2018. Of the total, 967 students (90.21%) scored 45% and above, 453 students (42.26%) scored 60% and above, and 140 students (13.06%) scored 70% and above.

266 students appeared class XII examination in 2018. 237 students (89.10%) scored 45% and above, 106 students (39.85%) scored 60% and above, and 24 students (9.02%) scored 70% and above.

At the primary level, class III performed better than class VI by scoring 97.50% against 96.97%, 75.71% against 58.09 % and 51.16% against 24.58% in the 45%, 60% and 70% and above categories respectively. Class III achieved the set target for 70% and above while none of the targets could be achieved by class VI.

Neither class has achieved the targets in all categories. However, the performance of class X is better than the class XII in all the three categories with 90.21% against 89.10%, 42.26% against 39.85% and 13.06% against 9.02% in the 45%, 60% and 70% and above categories respectively.

Sarpang Dzongkhag

Table 27: Level-wise ALS analysis – Sarpang Dzongkhag

Class	No. of Students	No. of students with			% of students with		
		≥ 45	≥ 60	≥ 70	≥ 45%	≥ 60%	≥ 70%
					100	80	40
III	579	570	531	463	98.45	91.71	79.97
VI	703	703	565	298	100.00	80.37	42.39
X	637	586	325	118	91.99	51.02	18.52
XII	613	469	179	43	76.51	29.20	7.01

School Performance Report 2018

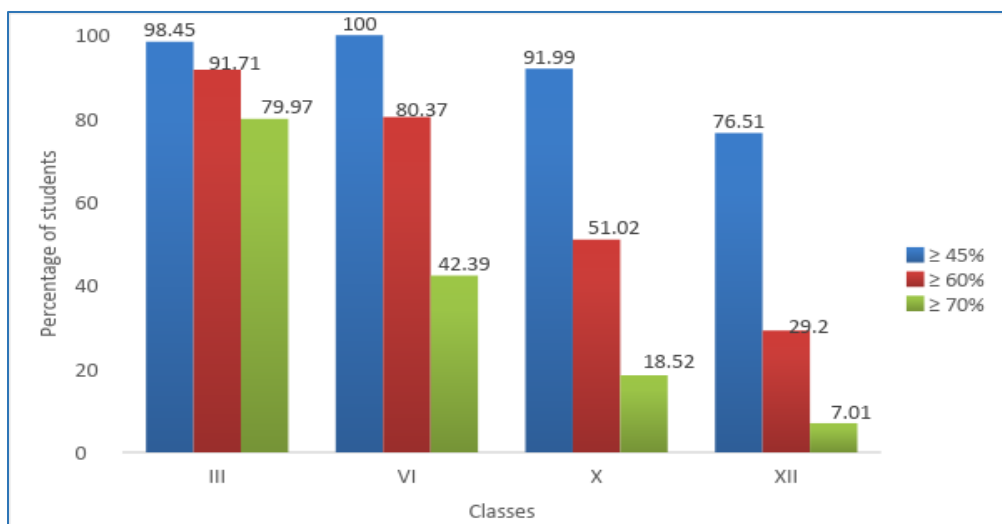


Figure 20: ALS-Sarpang

In class III 579 students appeared examination in 2018. 570 students (98.45%) scored 45% and above, 531 students (91.71%) scored 60% and above and 463 students (79.97%) scored in 70% and above category.

In class VI, 703 students appeared examination in 2018. 703 students (100%) scored 45% and above, 565 students (80.37%) scored 60% and above and 298 students (42.39%) scored in 70% and above category.

There were a total of 637 students appearing BCSE examination in 2018. 586 students (91.99%) scored 45% and above, 325 students (51.02%) scored 60% and above and 118 students (18.52%) scored in 70% and above category.

613 students appeared BHSEC examination of which 469 students (76.51%) scored 45% and above, 179 students (29.20%) scored 60% and above and 43 students (7.01%) scored in 70% and above category.

In primary level class VI has done better in 45% and above category with 100% of the students achieving it. However, in 60% and above and 70% and above categories class III has done better than class VI.

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

School Performance Report 2018

Class VI achieved all the set targets. 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.

Thimphu Dzongkhag

Table 28: Level-wise ALS analysis – Thimphu Dzongkhag

Class	No. of Students	No. of students with			% of students with		
		≥ 45	≥ 60	≥ 70	≥ 45%	≥ 60%	≥ 70%
					100	80	40
III	283	279	254	186	98.59	89.75	65.72
VI	269	268	193	84	99.63	71.75	31.23
X	260	248	137	55	95.38	52.69	21.15
XII	399	310	170	43	77.69	42.61	10.78

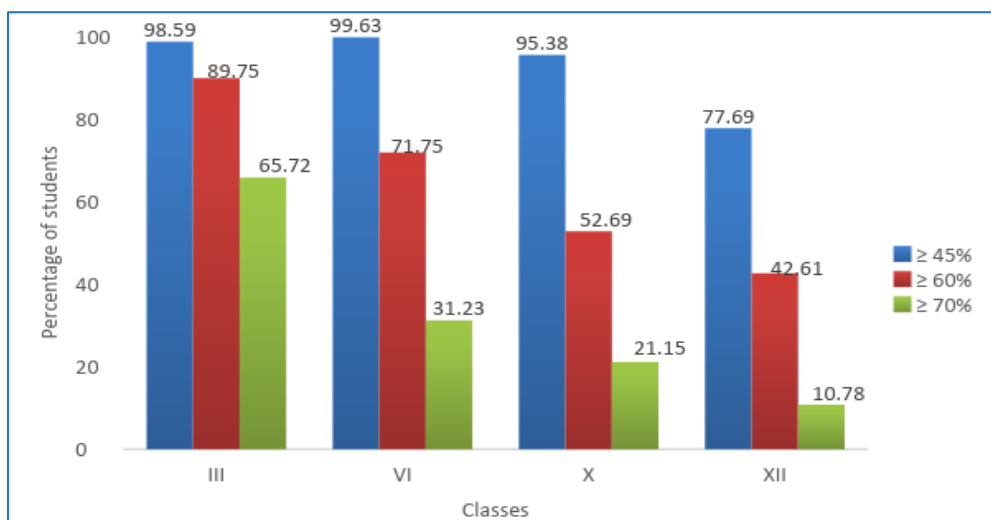


Figure 21: ALS-Thimphu Dzongkhag

In class III, there were 283 students. Out of the total 279 (98.59%) of them scored 45% and above, 254 (89.75%) scored 60% and above and 186 (65.72%) scored 45% and above.

In class VI, there were 269 students. 268 (99.63%) of them scored 45% and above, 193 (71.75%) scored 60% and above and 20 (31.23%) scored 70% and above.

School Performance Report 2018

In class X, there were 260 students. Of the total, 248 (95.38%) scored 45% and above, 137 (52.69%) scored 60% and above and 55 (21.15%) scored 70% and above.

In class XII, there were 399 students. 310 (77.69%) of them scored 45% and above, 170 (42.61%) scored 60% and above and 43 (10.78%) scored 70% and above.

Class III performed the best among the four categories. However none of the levels could achieve any of the set targets.

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%
					100	80	40
1922	III	1886	1620	1238	98.13	84.29	64.41
1627	VI	1542	1123	668	94.78	69.02	41.06
1537	X	1439	909	431	93.62	59.14	28.04
2237	XII	1766	802	230	78.95	35.85	10.28

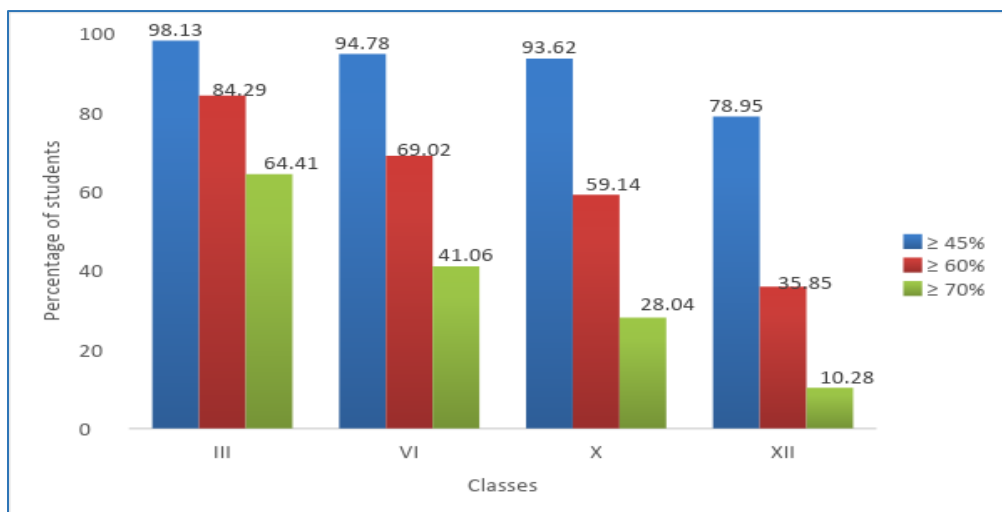


Figure 22: ALS-Thimphu Thromde

From the total of 1922 class III students, 1886 (98.13%) students scored 45% and above. The remaining 36 (1.87%) students scored below 45%. 84.29% (1620 students) and 1238 (64.41%) students scored 60% and above, and 70% and above respectively.

School Performance Report 2018

In class VI, from the total of 1627 students, 94.78% students have achieved 45% and above. The remaining 85 students have failed to achieve 45% in Academic Learning Scorecard (ALS). 69.02% students have scored 60% and above. Similarly, 41.06% students against the target of 40% have achieved 70% and above.

For class X, with the total of 1537 students, 93.62% students have scored 45% and above. The remaining 98 students have not achieved 45%. 59.14% students have achieved 60% and above. 28.04% students out of 1537 students, have achieved 70% and above.

From the total of 2237 students under class XII students, 78.95% students have achieved 45% and above. 21.05% students have not achieved 45%. 35.85% students have achieved 60% and above and only 10.28% students of 1537 students, against the target of 40%, have achieved 70% and above.

It is concluded that primary level has performed much better than the secondary schools in Thimphu thromde. It clearly shows that as students move towards higher classes, the achievements in two higher categories (60% and 70%) decreases significantly. School principals and teachers need to take heed of such performance and take necessary action to support performance in 2019 academic year.

Trashigang

Table 30: Level-wise ALS analysis - Trashigang

No. of Students	Class	No. of students with			% of students with		
		≥ 45	≥ 60	≥ 70	≥ 45%	≥ 60%	≥ 70%
					100	80	40
894	III	881	762	551	98.55	85.23	61.63
778	VI	772	566	281	99.23	72.75	36.12
931	X	921	702	257	98.93	75.40	27.60
598	XII	552	264	65	92.31	44.15	10.87

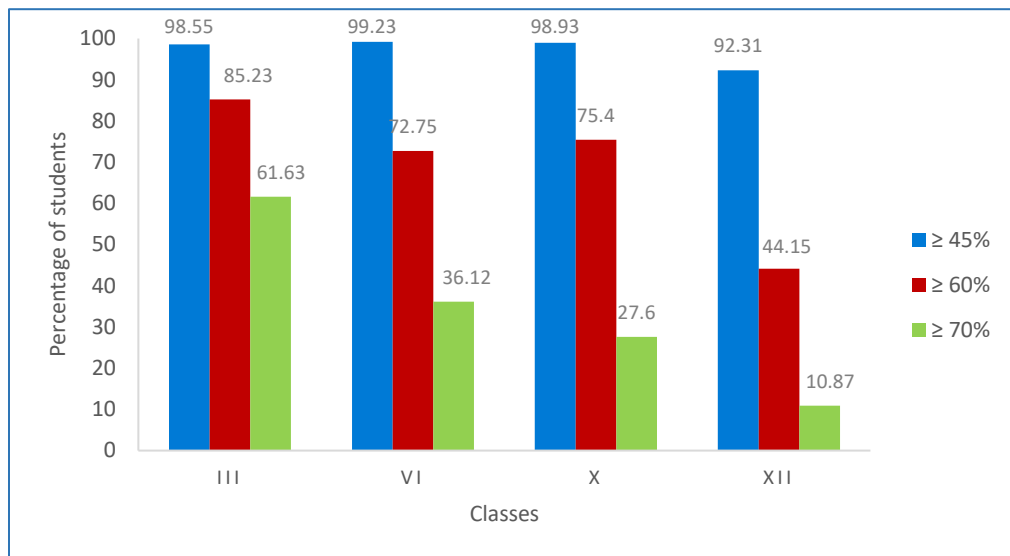


Figure 23: ALS-Trashigang

894 students appeared class III examinations. Of the total, 881 students (98.55%) scored 45% and above, 762 students (85.23%) scored 60% and above while 551 of them (61.63%) scored 70% and above.

In class VI, there were 778 students. Of the total, 772 of them (99.23%) scored 45% and above, 566 students (72.75%) scored 60% and above, and 281 of them (36.12%) scored 70% and above.

931 students appeared BCSE examinations. Of the total, 921 students (98.93%) scored 45% and above, 702 of them (75.4%) scored 60% and above, and 257 students (27.6%) scored 70% and above.

Out of 598 students who appeared BHSCE examinations, 552 students (92.31%) scored 45% and above, 264 of them (44.15%) scored 60% and above, and 65 of them (10.87%) scored 70% and above.

Summary

At the primary level, the performance of class III is slightly better than class VI. Class III has achieved two targets (60% and 70% and above categories).

School Performance Report 2018

At the secondary level, class X performed better than class XII in all the three categories. However, both the classes have not achieved any of the set targets.

Trashiyangtse

Table 31: Level-wise ALS analysis - Trashiyangtse

No. of Students	Class	No. of students with			% of students with		
		≥ 45	≥ 60	≥ 70	≥ 45%	≥ 60%	≥ 70%
					100	80	40
413	III	413	398	328	100.00	96.37	79.42
362	VI	361	299	177	99.72	82.60	48.90
381	X	360	198	63	94.49	51.97	16.54
170	XII	157	104	23	92.35	61.18	13.53

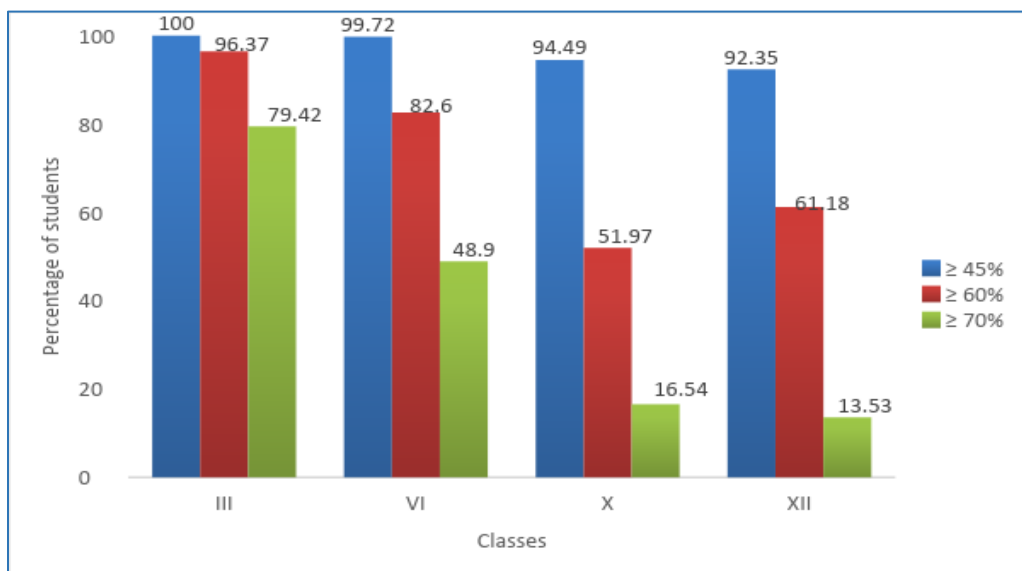


Figure 24: ALS-Trashiyangtse

In class III, a total of 413 students appeared for the annual examination in 2018. All 413 (100%) students scored ≥ 45 ; 398 (96.37%) students scored ≥ 60 , and 328 (79.42%) students scored ≥ 70 .

School Performance Report 2018

In class VI, a total of 362 students appeared for the annual examination in 2018. Of the total, 361 (99.72%) students scored ≥ 45 ; 299 (82.60%) students scored ≥ 60 , and 177 (48.90%) students scored ≥ 70 .

In class X, a total of 381 students appeared for the BCSE in 2018. Of the total, 360 (94.49%) students scored ≥ 45 ; 198 (51.97%) students scored ≥ 60 , and 63 (16.54%) students scored ≥ 70 .

In class XII, a total of 170 students appeared for the BHSEC in 2018. Of the total, 157 (92.35%) students scored ≥ 45 ; 104 (61.18%) students scored ≥ 60 , and 23 (13.53%) students scored ≥ 70 .

At primary level, class III has achieved the set targets for all three categories ($\geq 45\%$, $\geq 60\%$ & $\geq 70\%$). Class VI also achieved the set targets for $\geq 60\%$ and $\geq 70\%$ category. However, the set target for $\geq 45\%$ could not be achieved just by 0.28%. There is a significant difference in achievement between class III and VI in the category of $\geq 70\%$ as the achievement is 79.42% and 48.90% respectively.

At secondary level, both class X and XII have similar performance and neither of the class has achieved the set targets for all three categories. Nonetheless, the performance of class XII is slightly better than class X when considered the achievement in the category of ≥ 60 which is 61.18% against 51.97%.

Trongsa

Table 32: Level-wise ALS analysis - Trongsa

No. of Students	Class	No. of students with			% of students with		
		≥ 45	≥ 60	≥ 70	$\geq 45\%$	$\geq 60\%$	$\geq 70\%$
					100	80	40
279	III	269	228	159	96.42	81.72	56.99
197	VI	184	126	60	93.40	63.96	30.46
248	X	238	157	57	95.97	63.31	22.98
330	XII	288	179	19	87.27	54.24	5.76

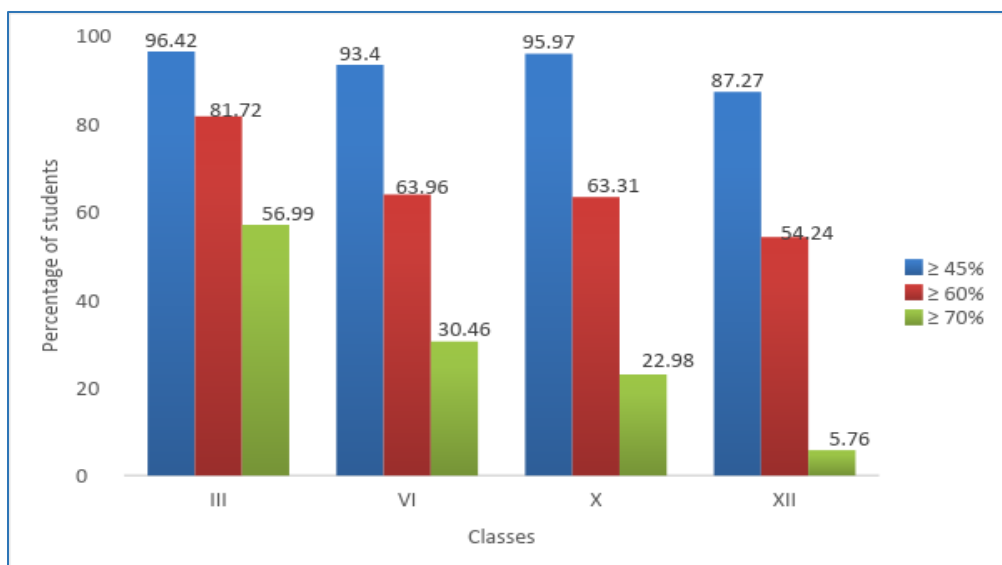


Figure 25: ALS-Trongsá

In 2018, a total of 279 students appeared the annual examination in class III. 269 (96.42%) students scored ≥ 45 ; 228 (81.72%) students scored ≥ 60 , and 159 (56.99%) students scored ≥ 70 .

In 2018, a total of 197 students appeared the annual examination in class VI. 184 (93.40%) students scored ≥ 45 ; 126 (63.96%) students scored ≥ 60 , and 60 (30.46%) students scored ≥ 70 .

In 2018, a total of 248 students appeared the annual examination in class X. 238 (95.97%) students scored ≥ 45 ; 157 (63.31%) students scored ≥ 60 , and 57 (22.98%) students scored ≥ 70 .

In 2018, a total of 330 students appeared the annual examination in class XII. 288 (87.27%) students scored ≥ 45 ; 179 (54.24%) students scored ≥ 60 , and 19 (5.76%) students scored ≥ 70 .

At primary level, class III has achieved the set targets for 60% and above and 70% and above categories which is 80 and 40 respectively. Class VI has not achieved the set target for all the three categories. Class III, too, has not achieved the set target for ≥ 45 %. There is a significant difference in achievement between class III and VI in the category of ≥ 60 % as the achievement is 81.72% and 63.96% respectively.

School Performance Report 2018

At secondary level, both class X and XII have similar performance and neither of the class has achieved the set targets for all three categories. The performance of class X is slightly better than class XII in all the three categories. The performance of class XII is the lowest compared to other class levels (III, VI & X).

Tsirang

Table 33: Level-wise ALS analysis - Tsirang

Class	No. of Students	No. of students with			% of students with		
		≥ 45	≥ 60	≥ 70	≥ 45%	≥ 60%	≥ 70%
					100	80	40
III	405	400	313	194	98.77	77.28	47.90
VI	482	468	305	144	97.10	63.28	29.88
X	418	407	240	100	97.37	57.42	23.92
XII	226	219	139	40	96.90	61.50	17.70

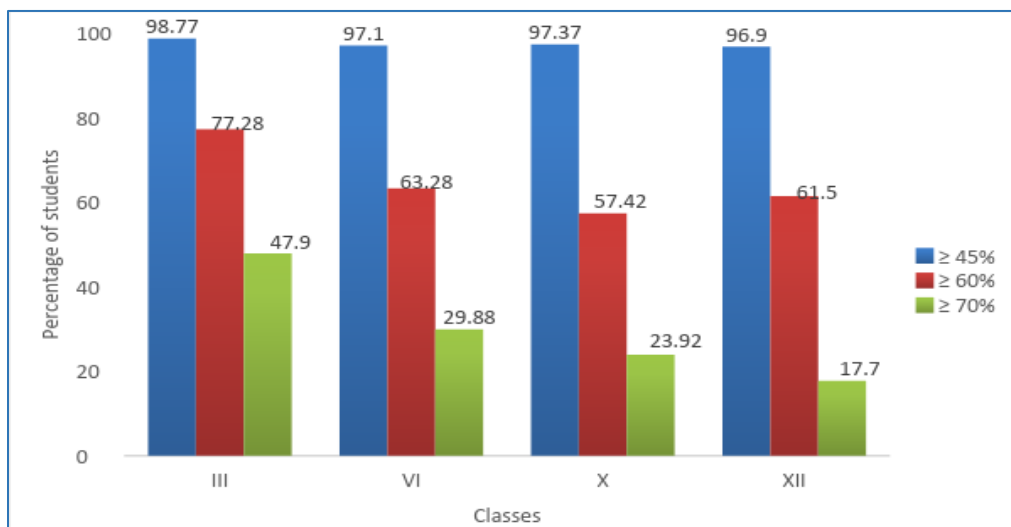


Figure 26: ALS-Tsirang

In class III 405 students appeared examination in 2018. 400 students (98.77%) scored 45% and above, 313 students (77.28%) scored 60% and above and 194 students (47.90%) scored in 70% and above category.

School Performance Report 2018

In class VI 482 students appeared examination in 2018. 468 students (97.10%) scored 45% and above, 305 students (63.28%) scored 60% and above and 144 students (29.88%) scored in 70% and above category.

418 students appeared BCSE in 2018 of which 407 students (97.37%) scored 45% and above, 240 students (57.42%) scored 60% and above and 100 students (23.92%) scored in 70% and above category.

226 students appeared BHSEC examination of which 219 students (96.90%) scored 45% and above, 139 students (61.50%) scored 60% and above and 40 students (17.70%) scored in 70% and above category.

In primary level class III has done better in all the categories than class VI.

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.

Wangdue Phodrang

Table 34: Level-wise ALS analysis – Wangdue Phodrang

No. of Students	Class	No. of students with			% of students with		
		≥ 45	≥ 60	≥ 70	≥ 45%	≥ 60%	≥ 70%
					100	80	40
675	III	642	487	291	95.11	72.15	43.11
696	VI	666	364	144	95.69	52.30	20.69
533	X	497	288	102	93.25	54.03	19.14
189	XII	175	83	16	92.59	43.92	8.47

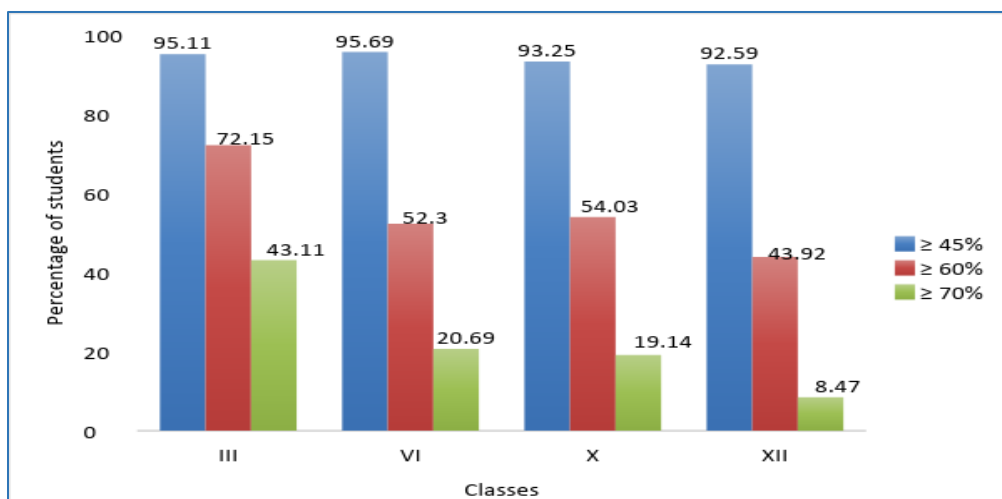


Figure 27: ALS-Wangdue Phodrang

A total of 675 class III students appeared the annual examinations in 2018. 642 students (95.11%) scored an aggregate of 45% and above. 487 students (72.15%) scored 60% and above and 291 students (43.11%) scored an aggregate of 70% and above. Class III achieved the target only in 70% and above category.

In 2018, 696 students appeared the annual examinations in class VI. 666 students (95.69%) scored an aggregate of 45% and above. 258 students (52.30%) scored 60% and above while 144 students (20.69%) scored an aggregate of 70% and above. Class VI has not achieved the targets in any of the categories.

In class X, 533 students appeared the examinations in 2018. 497 students (93.25%) scored and aggregate of 45% and above. 288 students (54.03%) scored 60% and above and 102 students (19.14%) scored 70% and above. Class X could not achieve the targets in all the three categories.

A total of 175 students (92.59%) out of 189 who appeared BHSEC examinations in 2018 scored 45% and above. 83 students (43.92%) scored 60% and above and 16 students (8.47%) scored 70% and above. Class XII also could not achieve the targets in all the three categories.

At the primary level, class III performed better than class VI with 72.15% of students scoring an aggregate of 60% and above against 52.30% of students in class VI. Classes

School Performance Report 2018

VI could not achieve the targets in all the 3 categories while class III achieved in 1 category (i.e. more than 70% and above).

At the secondary level, class X performed slightly better than class XII. 54.03% of class X students scored an aggregate of 60% and above against 43.92% of students in class XII. Neither of the classes achieved the target in all three categories.

Considering the performance benchmark at 60%, the overall academic performance of class III is better than the other three classes. 95.19% of class III students scored an aggregate of 60% and above compared to 52.30%, 54.03% and 43.92% in classes VI, X and XII respectively.

Zhemgang

Table 35: Level-wise ALS analysis - Zhemgang

No. of Students	Class	No. of students with			% of students with		
		≥ 45	≥ 60	≥ 70	≥ 45%	≥ 60%	≥ 70%
					100	80	40
375	III	374	335	256	99.73	89.33	68.27
364	VI	361	233	102	99.18	64.01	28.02
321	X	316	250	75	98.44	77.88	23.36
163	XII	158	102	14	96.93	62.58	8.59

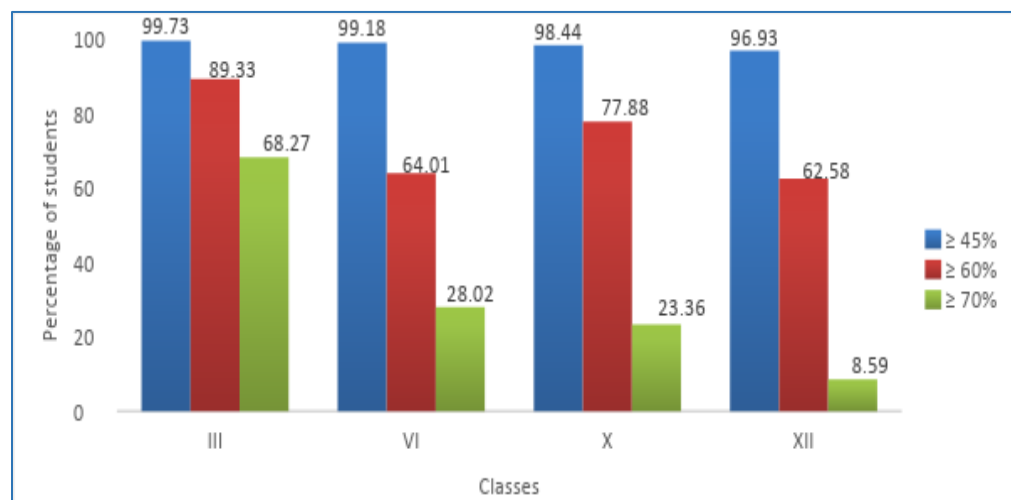


Figure 28: ALS-Zhemgang

School Performance Report 2018

In Zhemgang, a total of 375 students appeared class III examination in 2018. Of the total, 374 students (99.73%) scored 45% and above, 335 of them (89.33%) scored 60% and above, and 256 students (68.27%) scored 70% and above.

Out of 364 students in class VI, 361 students (99.18%) scored 45% and above, 233 students (64.01%) scored above 60% and above, and 102 of them (28.02%) scored 70% and above.

At the middle secondary level, of the 321 students who appeared class X examination, 316 of them (98.44%) scored 45% and above, 250 students (77.88%) scored 60% and above, and 75 students (23.36%) scored 70% and above.

At the higher secondary level, a total of 163 students sat for class XII examination. Of the total, 158 students (96.93%) scored 45% and above, 102 of them (62.58%) scored 60% and above, and 14 of them (8.59%) scored 70% and above.

At the primary level, class III performed better in all three categories compared to class VI. Class III has not achieved targets of 100% by scoring of 0.27% scoring of 45% and students scoring 60% and 70% above against set target of 80% and 40% achieved the 89.33 % and 68.27% against set target.

At the secondary level, class X performed better than class XII in all categories of 45%, 60% and 70% with 98.44% against 96.93% and 77.88% against 62.58% and against 23.36% and 8.59%. In general, class III performed better in all three categories than classes VI, X and XII.

PART II

General Observations/common issues in schools in the Dzongkhags/Thromdes

- All schools visited have developed school level working policies on leadership, resource management, admission, teacher development, leave, etc.
- The schools have formed School Management Board (SMB) as the highest decision making body of the school. The SMB meetings were mostly clubbed with parent-teacher meetings.
- All the schools have clearly demarcated area and have Lag Thrams with the schools.
- In most of the schools, Teacher to Student ratio was observed to be comfortable; however, Teacher to Section ratio was an issue especially in primary schools.
- School feeding programme was implemented as per the directives of School Health and Nutrition Division (SHND).
- All schools have carried out SSA/SIP as per the SPMS timeline.
- Schools have maintained proper book of accounts.
- In most of the primary schools, parents contribute labour in school programmes such as, conducting school *Rimdro*, cleaning campaigns, beautification of school campus and minor school maintenance.
- Schools carry out health awareness, mass cleaning campaigns, voluntary services to the community to strengthen school community relations.
- All the schools conduct Parent-Teacher meetings at least twice a year.
- Schools have instituted discipline policy and practices positive disciplining techniques to ensure students were safe from bullies, harassment and other forms of corporal punishment.
- Schools have initiated child adoption (one child per teacher) as a part of Student Support Services (SSS) programme and provide mostly the academic related supports.
- Development of physical ambience was commendable in almost all the schools. Hedges, flowers and plants were planted in appropriate places. Reusing of waste materials like pet bottles to decorate the school campus was seen in most of the schools.
- Coverage of syllabus was up to date as per the plans in all the schools.
- Teachers prepare 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.
- Most of the teachers use teaching learning materials appropriate to their lessons.
- Students' notebooks were checked regularly, however, there were minimum constructive feedbacks provided.
- All visited schools have rearranged the sitting positions in the classrooms according to the requirement of Transformative Pedagogy.

School Performance Report 2018

- Teachers use Transformative Pedagogy Structures and Strategies in their teaching.
- Group evaluation was practiced in all schools for all class levels.
- The schools have instituted the culture of analyzing the results with the intent to understand their performance better and to provide appropriate interventions.
- Continuous Assessment (CA) records of students were properly documented by the subject teachers.
- There was a system of target setting for academic performance by students in most of the schools.
- Schools have instituted reading as an important component of educational programme.
- Schools have collectively planned and implemented Co-Curricular Activities (CCA) as per the school policy to impart wholesome education.
- Professional development programmes have become integral part of the staff development programme in the schools. It was carried out through both formal and informal activities/programmes.
- The schools have established a well structured system of School Level Monitoring Support System (SLMSS) with the intent to enhance teacher effectiveness. However, it was still a challenge to schools with less number of teachers.
- Most schools have initiated action researches in the school.

General Recommendations in schools in the Dzongkhags/Thromdes

- Schools need to share the school's vision and mission with students, SMB and parents.
- Keep the School Policy Document updated and ensure it was accessible to all stakeholders.
- Schools to share the status of school funds with relevant stakeholders.
- Schools to refer General Guidelines for School Management regarding use of school funds.
- The mess in-charges should share the expenditure of stipend with school management/teachers/students regularly.
- Schools should seek approval from SMB regarding collection of any major contributions from the parents.
- Schools were suggested to engage parents in educational programmes such as imparting local wisdom as well as art and craft skills.
- Schools to strengthen the practice of positive disciplining techniques and refrain from using corporal punishment.
- Strengthen physical ambience to create conducive teaching-learning atmosphere.
- Schools to conduct remedial class right from the beginning of the academic session.
- Teachers to provide constructive feedback and follow up timely.

School Performance Report 2018

- Teachers to practice religiously the Transformative Pedagogy in their lessons.
- Schools were encouraged to use the Academic Learning Scorecard of SPMS as target for academic excellence.
- Strengthen SLMSS for professional growth through exchange of ideas and good practices amongst the teachers and explore alternative ways to carry out SLMSS effectively in schools with fewer teachers.
- Encourage students to read more and strengthen the practice of writing book reviews by the students.
- Uphold the culture of sharing innovative teaching-learning practices regularly amongst the schools.
- Strengthen PD programmes through identification of PD needs of the teachers on the basis of result analysis, need assessment, students' feedback, monitoring reports, etc.
- School Principals to observe the lessons of at least three teachers in a week.
- Encourage teachers to carry out action research to improve their teaching-learning practices.

General interventions provided in schools in the Dzongkhags/Thromdes

- Observations were shared during the general staff meeting conducted at the end of the visit.
- Presented comparative SPMS of the past four years.
- Shared about the SPMS user manual for principal.
- Shared the updated SPMS indicators and rubrics.
- Demonstrated and shared the ALS calculation excel sheet.

OBSERVATIONS/ISSUES IN SPECIFIC SCHOOL

BUMTHANG DZONGKHAG

URA CS

- All teachers and support staff had availed professional development trainings on topics like; action research, leading to change, resilience, pastoral care, procurement, office management and etc. This was possible after the school became a central school.
- The school had a clear scheduled timetable for remedial programme. The remedial programme which was conducted every Thursdays, Fridays, and Saturdays started since the beginning of the academic year. Besides, class X students receives an additional of 4 remedial classes in a week during morning assemblies.
- 10 students benefit from *Kidu* Programme and 9 students from *Loden Foundation*, an NGO based in Thimphu. The foundation provides financial support of Nu.6000 to Nu.6500 a child in a year.

CHUMEY CS

- To improve quality of meals, the mess coordinator had initiated a system of collecting feedback from Teacher on Duty (ToD) and students anonymously. This practice had proved to be quite effective.

Recommendations

- Students could be informed whether or not their feedback and suggestions were looked into so that they would feel encouraged to provide constructive feedback in future as well.

JIGMELING PS

- Principal teaches 33 periods, while a teacher on average teaches 39 periods a week. Therefore, implementation of SLMSS remains a huge challenge.

KHANGRAB PS

- The school was not able to implement SLMSS as Principal had to teach 32 periods and a teacher on average had to teach 34 periods a week.
- Every year, *OgyenCholingFoundation* at Tang provides support of Nu.3000 each to five students who come from financially disadvantaged families. In addition, the Foundation also supports school with cash prizes for academic toppers.

JAKAR HSS

- Remedial classes were being carried out in the form of Early Preparation Programme (EPP). The programme was planned, scheduled and guided by

School Performance Report 2018

subject teachers. The programme begins at 8:30 and ends at 9:10 every morning. It's a whole school approach. Principal and Vice Principal monitor the programme. The EPP also continues in the evening after the instructional hours. It starts at 3:45pm and ends at 4:25pm.

Report submitted by; Thinley Dorji

DAGANA DZONGKHAG

KARMALING PS

- One of the staff quarters was unoccupied as it needs renovation.
- The school had limited science equipment/apparatus, which were properly stored in a library room.
- School had prepared school professional development plan for the year and conducted Place Based Education (PBE) during the time of the visit. The individual staff maintains the PD record.
- Teaching learning materials displayed were not adequate and proper in few of the classrooms.
- The school had carried out two times cleaning campaign in the community and orientation on DriglamNamzha.

Recommendations

- Suggested the school to request basic science equipment from Lhamoyzingkha CS
- Things kept in the store and the staff room need to be arranged properly.
- Suggested the school to carry out follow up of the professional development programmes.

PHUENSUMGANG PS

- The canopy constructed in front of the school building posed risk to the children.
- The hostels and its surroundings were untidy. The hostels rooms were unorganized.
- The school had few science equipment/apparatus, which were properly stored in a temporary room that was used as science lab.
- School had schedule for PD programme, which was planned collectively in the beginning of the academic year. School had conducted SBIP on HPE till the time of the visit. The school had not carried out the impact of SBIP.

Recommendations

School was suggested to:

- Either remove or repair the canopy.
- Keep the hostels neat and clean.
- Frequently monitor and support the boarders

School Performance Report 2018

- Carry out the impact of PD programme /SBIP on the classroom effectiveness and teaching learning outcome.

GUMLA PS

- SMB had supported the school previous year in renovating the dining hall.
- The school also had informal boarders whereby the school collects Nu 400-500 per child for dinner and the management of dinner was done by the school.
- School supported the informal boarders by conducting morning and evening study.
- Few classrooms had sunken wooden floor.

Recommendations

- Few classrooms required proper flooring.
- Suggested to provide balanced diet.
- Suggested to monitor and support informal boarders
- Institute a system of following up on the SBIPs and study the impact of SBIPs.
- Suggested school to focus more on formative assessment.

BALLEYGANG PS

- The school was in the process of constructing “ *Jamyang Phodrang*” with support from Dagachu Hydro Power Corporation(DHPC).
- Few teachers have carried out remedial programmes formally.

Recommendations

- Suggested the school to develop proper footpath
- Suggested to have more displays of teaching aids and other teaching-learning materials in the class.
- Reminded the principal to start class observation and provide feedback to his colleagues.
- Practice positive discipline techniques.

SAMAY PS

- School had received a lot of support such as maintenance of classroom window panes, supply of heavy duty printing machine, 2 nos of grass cutter and a projector from gewog.
- The canopy in front of the school building was not safe.
- The school had clean and welcoming toilets with sufficient water.
- The school collected Nu 500 per child for vegetables, salt and tea items and provided mid-day meal for all the children.
- The school was not able to carry out formal SLMSS since principal was engaged in fulltime teaching. However, principal had made an effort to mentor and coach his colleagues informally.

Recommendations

- Suggested to remove or repair the canopy for the safety of the children.
- Recommended the school to carry out effective professional development programmes.

LUNGTENGANG PS

- The toilets were not connected with proper footpath that was not safe for the children.
- School has a small agriculture field below the football ground to practice farming.
- Day meal programme was operated by a mess committee who ensured cleanliness of kitchen and dining hall. The committee collected Nu 150 per child a month to buy salt, vegetables and eggs.
- 11 students resided in the school campus in a self-constructed temporary house as informal boarders.
- The library room was untidy.
- The school had carried out SBIPs on DriglamNamzha to the teachers and parents. However, the impact of SBIPs in the classroom teaching-learning was minimum.

Recommendations

- Suggested to develop proper footpath.
- Suggested to monitor and support informal boarders.
- Library room needed cleaning.

GESARLING CS

- Some classroom blocks were not connected with proper footpath however, the construction of footpath and street light had been awarded to the contractor and it would be completed within a few months.
- The school was without proper railings in some area, which was not safe for the children.
- Two, 120-bedded hostels were nearing completion. The handing over of the new hostels were due in September 2017 but still not handed over due to few rectification work.
- The hostels were neat and clean. There were 20 beds in hostel rooms and 39 to 40 students. There was no room for the hostel warden and he stayed outside the school campus. Similarly, the matron and caregiver stayed near the boys' hostel.
- There was no retaining wall near the entrance of newly constructed boys' hostel, which poses some threats to the student.
- The school provided opportunity for the students to use library on Sundays.
- School had planned to start remedial programmes to both high and low achievers after the first weekly test (31st March 2018).

Recommendations

- Suggested to develop proper railings above the football ground.
 - Need to have some more taps near the toilets.
 - Follow up on the completion of hostels and academic block
 - Warden and Matron must visit the hostels frequently to ensure safety.
- Report submitted by Yeshe Dorji

མགར་ས་རྒྱུ་ཁག་།

མགར་ས་སློབ་གྲྭ་རྒྱུ་ཁག་གི་མཐོང་སྒྲུབ་།

- སློབ་གྲུའི་རང་ཉིད་དབེལ་དང་སློབ་གྲུའི་ལེགས་བཅོས་འཆར་གཞི་དེ་སློབ་དཔོན་ཚུ་དང་གོས་བསྐྱུན་འབད་ཡོད་པའི་ཁར་སློབ་དཔོན་ཚུ་དི་ཀུན་སྦྱོར་ནམ་གཞག་དང་སློབ་ཕྲུག་ཚུ་དི་ལེགས་བཅོས་ཀྱི་སློབ་ལམ་དེ་གོ་བ་བརྩ་སྦྱོར་འབད་བུག།
- རྒྱལ་ཁབ་ཡར་རྒྱས་དང་བསྐྱུན་ཏེ་སློབ་ཁང་ནང་སློབ་སྟོན་ལྟ་རྟེན་འབད་ནི་དེ་དོན་ལུ་པར་ཆས་སི་སི་ཀེམ་ར་ཚུ་བཅུགས་ཏེ་ཨ་ལོ་ཚུ་ལུ་སློབ་སྟོན་གྱི་ལས་རིམ་འདི་ག་ཅི་དེ་ཡར་བྲག་འབྱོར་བའི་བསྐྱར་འདུག།སློབ་གསར་སློབ་རིམ་ལས་སློབ་རིམ་གསུམ་པ་ཚུ་ཚོ་ད་རེས་ནང་པའི་ཐབས་ལམ་ཡར་བྲག་གི་སློབ་ཁང་བཟོ་སྟེ་ཤེས་ཡོན་སྦྱང་ནི་ལུ་སྐབས་བདེ་ཏོག་ཏོ་ཨིན་པས།

རྒྱུ་སྟོན་དོ་སྦྱོར།

- སྤྱི་བྱས་ཀི་དེ་བ་ནང་ཡོད་པའི་གནད་དོན་ཚུ་སློབ་གྲུའི་ལས་བྱས་པ་གེ་ར་གིས་ཏ་གོ་དགོ་པའི་ཁར་རྒྱལ་ཁར་མིང་རྟགས་སམ་ལག་བྲིས་རྒྱལ་དགོ་འདུག།དེ་མ་ཚད་སྤྱི་བྱས་ཀི་དེ་བ་འདི་ག་ཏེ་ལས་ཡང་ཐོབ་ཆོག་ཆོ་སྟེ་བཞག་གནང་།
- རྒྱུ་ཁའི་དཔེ་དེ་བ་ཉུང་སུ་ཡོད་པ་ལས་མ་འོངས་པར་རྒྱུ་ཁའི་སྒྲག་དེ་བ་མངམ་སྟེ་མཁོ་སྦྱབ་འབད་དགོ་པས།
- དབུ་འཛིན་གྱིས་འཆར་གཞི་བཟོ་སྟེ་འཕམ་འཕམ་དངོས་སུ་སློབ་ཁང་ནང་སོང་སྟེ་སློབ་སྟོན་ལྟ་རྟེན་དང་སློབ་སྟོན་རྒྱུ་སྦྱོར་འབད།
- དབུ་འཛིན་གྱིས་འཆར་གཞི་བཟོ་སྟེ་འཕམ་འཕམ་དངོས་སུ་སློབ་ཁང་ནང་སོང་སྟེ་སློབ་སྟོན་ལྟ་རྟེན་དང་སློབ་སྟོན་རྒྱུ་སྦྱོར་འབད།
- སློབ་སྟོན་འཆར་གཞི་ཚུ་སློབ་སྟོན་མ་འབད་བའི་སྟོན་མ་ཡང་ན་རེ་གཟའ་མིག་དམར་ལུ་ལྟ་རྟེན་དང་ལག་བྲིས་འབད་གནང་།

- སློབ་གྲུང་མཐའ་འཁོར་ནང་སྡོད་མི་ཕྱི་མི་ཚུ་སློབ་གྲུང་ས་ཁོངས་ནང་ལས་འཕུལ་མགྲོགས་གཞན་ཁར་སློབ་ཐབས་སྒྲིག་གནང་།

ལ་ཡ་སློབ་གྲུ་ལྟེ་བའི་ལྟ་རྟོག་གི་མཐོང་སྣང་།

- སྤྱིར་བཏང་སློབ་གྲུང་གི་ཁྱིམ་ཚུ་སྤྱིར་བཏང་ཉེ་ཡོད་རུང་ ཡོད་མི་ཚུ་ བདག་འཛིན་ལེགས་ཤོམ་འཐབ་སྟེ་ སློབ་ཁང་དང་ཨ་ལེའི་ཉལ་ ཁང་། ཐབ་ཚང་དང་བཟའ་ཁང་ དེ་ལས་གསང་སྟོང་ཚུ་ཉིང་སངས་ས་ བཞག་ཡོད་པའི་གྲར་བཞེས་སློབ་འབད་ནི་དང་བགོ་ལ་འཁྱུ་ བྱི་དོན་ལུ་འཐུང་ཚུ་ཡང་ལངས་སྟེ་འདུག།
- སློབ་གྲུ་ནང་ས་ཆ་ཨེ་ཀར་ ༡ དང་ཟླ་ ༡༧ ལས་མེད་པ་ཨིན་རུང་ སྤྱན་ཁང་གི་ས་ཁོངས་འདི་ སློབ་གྲུ་ ལུ་ཐོབ་པ་ཅིན་ སློབ་གྲུ་ནང་ས་ཆ་ཨེ་ཀར་ ༡ ལྷག་ཅམ་འོང་ནི་ཨིན་པས།

རྒྱབ་སྐྱོན་དོ་སྟོར་།

- མཛེས་ཆ་དང་ལཱ་ནམ་འབད་བཞག་ཐབས་ལུ་མེ་རྟོག་ལྷུ་ར་ཚུ་ཚུལ་མཐུན་སྟེ་བཟོ་གནང་།
- སློབ་ཕྲུག་ཚུ་ལུ་རྒྱ་དཔར་འཛིན་སྐྱོང་དང་འབྲེལ་བའི་ཉེན་ཁ་ཡོད་མི་ཚུ་འཕུལ་འཕྲལ་ར་གོ་བ་བརྟེན་འབད་ དགོ་པ་མ་ཚད་མཛེས་ཆ་དང་ལཱ་ནམ་བཟོ་ནི་དོན་ལུ་ཤལ་གྱི་དམ་སྤྱིས་ཚུ་ལག་ལེན་མ་འཐབ་པར་བཞག་ གནང་།
- སློབ་གྲུང་གྲོ་ཁྱུགས་སྤྲུལ་ཅིག་ཁར་ལེན་མི་ཚུ་ ཚུལ་མཐུན་སྟེ་ཞིབ་སྟེ་ ཉེན་སྲུང་དང་ལཱ་ནམ་སྟེ་བཞག་ དགོ་པས།
- གཞུང་པ་ཨ་ལེ་ཚུ་ ཚུ་བཤལ་རྒྱབ་ནི་དོན་ལུ་ ཚུ་ཚན་སྒྲོལ་ནི་དེ་གནས་སྤངས་ཅིག་བཟོ་དགོ་པ་འདུག།
- སློབ་གྲུ་ནང་ཡན་པའི་མ་དདུལ་བཟོ་མ་དུ་ཚོགས་ཚུང་སྤྱིང་སྤྱིང་བཟོ་སྟེ་ལག་ལེན་འཐབ་གནང་།
- སློག་རིག་ཀམ་ཕུས་ཀར་མ་ལང་པ་ཡོད་མི་ཚུ་འབྲེལ་ཡོད་ལས་ཁུངས་ཚུ་ལས་གྲོགས་རམ་ལེད་དགོ་པ་ འདུག།

ཐིམ་ཕུ་སྤྱིང་གཞི་སློབ་གྲུ་རྒྱུང་བའི་མཐོང་སྣང་།

- སློབ་གྲུ་འདི་མཐའ་ཟུར་དང་གྲང་བསིལ་ཆེ་བའི་ས་ཁོངས་ནང་ཨིན་མ་ལས་སློབ་དཔོན་དང་སློབ་ཕྲུག་ཚུ་ལུ་ དོ་འགྲན་སྒྲོམ་སྟེ་བྱུང་སྟེ་འདུག།སློབ་གྲུང་མཐའ་འཁོར་ལྷགས་ཀྱི་རམ་མེད་པ་ལས་ཕྱི་མི་དང་ནོར་སེམས་ ཅན་ཚུ་སྤྲོ་བ་སྟེ་རྒྱབ་སྐྱོབ་སློབ་གྲུང་མཐའ་འཁོར་ལེགས་ཤོམ་མི་མཐོང་པས།

རྒྱབ་སྐྱོན་དོ་སྟོར་།

- ཐབ་ཚང་ནང་རྒྱུ་མཐུན་རྒྱུ་དང་རྒྱུ་འབྱོ་ནི་དེ་ཚུ་གཡུར་བ་ཚུ་ཚུལ་མཐུན་བཟོ་དགོ་པ་འདུག།

School Performance Report 2018

- མཛེད་ཁང་ནང་ལག་ལེན་འཐབ་མ་དགོ་པའི་ཅ་ཆས་རྟེང་མ་ཚུ་ཕྱི་སེལ་རྒྱུ་གཞན་ཁར་བཀལ་ནིའི་ཐབས་ལམ་སྒྲིག།
- གཙང་སྤྱོད་ལུ་ལཱ་བཞག་ཐབས་ལུ་ཕྱག་སྟོགས་བྱུགས་ནིའི་ས་དོང་བཞོ་བཞེན་མ་ལས་ཕྱག་སྟོགས་ཚུ་ཕྱི་སེལ་རྒྱུ་གཞན་ཁར་བཀལ།
- དཔེ་མཛེད་ཁང་འདི་ཚུལ་མཐུན་སྡེ་བཞག་ནི་དང་གི་དེབ་ཚུ་དུས་མཐུན་འབད་ནིའི་དོན་ལུ་མ་ཡིག་ཨམ་གཅིག་གསར་པ་བཟོ།
- སློབ་ཁང་ནང་ལུ་སློབ་སྟོན་མཁོ་ཆས་ཚུ་འོས་འབབ་དང་བསྟུན་ཏེ་བཟོ་དགོ་པའི་ཁར་བྱ་ཆེ་ཆེ་སྡེ་དཔུང་ནི་/ རྒྱུ་དགོ།
- འཐུང་རྒྱའི་ཀ་ལེ་ཁག་དག་པ་ཅིག་སློབ་ཁང་དང་གསང་སྤྱོད་ཀྱི་སློ་ལོགས་ཁར་གཞི་བཙུགས་འབད་དགོ་པ་འདུག།
- སློབ་གྲའི་མཐའ་འཁོར་ཚུ་ལྷག་པར་དུ་མཛེས་ཆ་དང་ལཱ་མ་སྡེ་བཞག་ཐབས་ལུ་ཕྱགས་ཀྱི་ར་བ་སློར་དགོ་པ་འདུག།
- ཨ་ལོ་ཚུ་ལུ་གཙང་སྤྱོད་ལུ་ལཱ་བཞག་བཟའ་འཐུང་འབྱེན་ནིའི་དོན་ལུ་ཐབ་ཚང་གི་ཁར་མིག་དང་གཉེར་ཚང་བཞག་ས་ཚུལ་མཐུན་གཅིག་རྒྱུ་དགོ་པ་འདུག།
- མཐའ་བྱུང་དང་ས་ཁ་མཐོ་སའི་སློབ་དཔོན་ཚུ་ལུ་གནམ་དགུན་དུས་བྱུང་སློབ་སྤྱོད་ཅེ་འབྱོ་ནིའི་གོ་སྐབས་འཐོབ་ད་ཐོབ་ཁུངས་ཚུ་ལེགས་ཤོམ་བྱིན་དགོ་པའི་ཁར་དམིགས་གསལ་གྱི་གོ་སྐབས་ཅེ་ཡང་སྤྱོད་དེ་སློབ་དཔོན་ཚུ་ལུ་བརྒྱུད་སྤེལ་འབད་དགོ་པ་འདུག།

པདྨ་ལོ་བུ།

ཤེས་རིག་ལྷ་རྟོག་སྡེ་ཚན།

GELEPHU THROMDE

GELEPHU LSS

- Gelephu LSS had the school policy document in soft copy and does not have printed copies on demand.
- Any student absent from the school, class teachers must inform the parents through phone or WeChat and find out if the child was sick or could not come due to certain reason. This will minimise the students' absenteeism.
- There was a risk of wild elephant's encroachment in the school. School to remind students and their parents to be alert even after the school hour.

School Performance Report 2018

- It was observed that there was left over sum collected for the payment of electricity bill for AC facilities. School administration / committee should inform the staff and parents on how to use or where to have this amount for future use.
- School had some money from the sale of unserviceable books. School administration wanted to deposit to Non-Revenue account at the Revenue and Custom Office. However, they refuse to take. School was asked to deposit to the SDF account.
- The overall mean marks for the subjects was above 60%.
- Mentoring and coaching from the school management needs to be enhanced with feedback.

Recommendations

- Soft copies of the policy document should be saved in PDF and circulate to the staff, so that the teacher and students can read/refer as and when necessary. It should be made available for anyone (from the ministry) on demand.
- Any absenteeism should be reported to the parents to find out the reason(s) why the child was absent on that particular day.
- Remind the Parents and students' about the wild elephant encroachment and be cautious even after the school hours.
- A presentation on the left over sum for the collection of electricity bill for AC facilities should be made to the parents in a bigger forum (Parents' Teachers Meeting/SMB).
- Money generated from the sale of unserviceable books can be deposited in the SDF if, Revenue and Custom does not accept to be deposited in the Non-Revenue account.
- Strengthen school monitoring and support services both from the HoDs, Monitors and administration. Provide mentoring and coaching to staff.

GELEPHU MSS

- Gelephu MSS, being a new school, school administration was in the process of developing the School policy document.
- School had enough classrooms, labs, computer lab and MPH with the wifi installed.
- School had a proper demarcations, fencing and have one staff quarter (Principal).
- School needs to acquire the Thram in school's name.
- There were 19 teachers for 340 students with teacher student ratio of 1 : 18.
- Until date all the resources had been well managed by the respective resources, while the school management was mobilizing them and handing over to the respective in-charges.
- School keep good rapport with the public and mobilizing the resources.
- School had 15 NFE learners, who were mostly the parents who were waiting for their children to finish their classes. The NFE classes were conducted

School Performance Report 2018

during the school hours and they were happy with the programme, as they can learn while waiting for their children in school.

- School management make sure that there was a review meeting once in a month. During thi time they discuss about the good practices and shortfalls. Further, one PD programme I conducted during this time.
- Classroom were spacious enough with the current students' enrolment. Classrooms were set in groups, however, school to enhance the groups' participation in teaching and learning.
- Being a new school, they do not have any library books. They borrowed the books and was using for reading during the academic session.
- Any news and information was shared by the Literary committee before the assembly from the reading room. Literary coordinator was fully responsible, but censors it by the Offtg. Principal before the broadcast.
- Out of the 15 PD conducted, 11 of them were related to academics.
- Mid-term result analysis were done and the average mean marks were above 60% in all subjects. School administration had instituted the remedial programme and wants to improve further by the end of the year. Mathematics mean marks was the highest from among the core subjects.
- SLMSS I very active in the school. All teacher were observed by the HoDs or the management.

Recommendations

- School to complete the school Policy document in consultation with the staff and make it final after presenting to the TEO.
- School to process for acquiring the Thram in school's name as soon as possible.
- Encourage teachers to use the Transformative Pedagogy, making children to voice out during teaching and learning.
- School to coordinate and procure the library books from the available budget, which the other Government Thromde schools had committed.
- Opportunity to read the news should be given to all senior students, so that they can improve their reading skills. Later, opportunity should be given to the lower classes as well.
- For easy access, school to maintain the PD records, if anyone wants to see.
- Encourage student' to show their teachers feedback to parents so as to further support them.
- School management to ensure that teachers were observed and provided feedback on where they do well and where they need to improve.

KUENDRUP HSS

- Kuendrup HSS, does not have a full fledge Principal till date.
- School did not have proper school Policy document, which was the guiding document in the school. With the leadership of the Offtg. Principal, he was

trying his best to complete. A draft copy (soft) was ready, which the Offtg. Principal mentioned that they have to discuss with the TEO.

- Being a private school, school receive students quite late. However, with the coverage of the syllabus, they complete on time with extra classes especially for class XII.
- School offer Lower Primary classes (PP – II). Some of the students' at this level were underage. Parents have agreed to keep them for extra year, if they were not taken in government schools as per the Education Policy.
- School had different sets of teachers for the Lower Primary and Higher Secondary students
- School had well staff for all the three streams (Science, Commerce and Art), with teacher pupil ratio of 1 : 13.
- Offtg. Principal was a fulltime manager and had no teaching.
- School had excess stationery (textbooks) in the store. They may become absolute due to change in syllabus.
- Stock register was not updated after the change of in-charge.
- Review rating of teachers' attendance was 98%, which indicated that there were not much absenteeism.
- Teachers who do not take leave in a year and who can produce 100% results in high stake examinations were given an incentive of one month' salary by the administration.
- A new boy's hostel was under construction, otherwise, students were kept in accra wall houses, which was not meant as hostel.
- MPH hall was used for multipurpose, dining, study hall, to conduct activities and so on.
- Offtg. Principal was given the authority maintain the school fund.
- School had instituted monthly test system to keep the students' engaged in studies. The mid-term examination results were analysed and remedial programmes had been instituted.
- ICT usage was evident during the visit.
- Some of the students' were travelling from Jigmeling in Police vehicles. For these people they were deprived of the remedial programme as they have to travel together to and from home.
- Class Teachers' have a wechat group with their parents and send the information about students through it. Even the results were also sent through wechat, so that parents can see their children's performance.
- In the core subjects the mean marks for mid-term examination results was below 60% except Mathematics.
- School had good rapport with the community and participates in the mass cleaning and Choe-shed Layrim also.

School Performance Report 2018

Recommendations

- School to complete the School Policy document, discuss with TEO and finalise it to be use in the school. An orientation to all the staff in the school was necessary.
- As far as possible, refrain from admitting underage children. They can be admitted in the ECCDs in the locality.
- Thromde to scrutinize the excess books in the store, as these books may become absolute due to change in contents.
- Thromde to monitor the stock register and let them update as soon as possible before any issue arises from Royal Audit Authority and also to save some government budget.
- School to request the Proprietor for a full time accounts personnel to handle the fund and engage in teaching, mentoring and coaching.
- Remedial programme should beright from the beginning of the academic sesion for those students who scored le than 45% in their final examination.

Report submitted by: Mindu Gyeltshen

HAA DZONGKHAG

GONGZIM UGYEN DORJI CS

- The school had copy of the 2009 policy document.
- School does not have vice principal.
- The school had shortage of one Economics and one Physics teacher.
- Garbage disposal was not carried out properly with garbage spilling around the pit.
- Mess committee was changed every month and the committee comprises of 4 to 5 teachers.

Recommendations

- The school needed to revise the school policy document to include the central school components.
- Assign someone to lead garbage pit management.

DAMTHANG LSS

- School had shortage of one Dzongkha and two general teachers.
- Students were made to read for 50 minutes every day guided by their class teacher. School had made compulsory for a student to read 30 books in a year.
- Every student gets an opportunity to participate in at-least one co-curricular activity.
- School promotes cultural and tradition by observing Friday as cultural day.

Recommendations

- Update the disaster management plan.

School Performance Report 2018

JAMPHEL HSS

- Students were provided hot water to wash dishes and take bath even during the summer.
- Large shed to dry clothes were built separately for boys and girls. These structures were also used as makeshift shelter during natural disaster and emergencies.
- The school conducted Teaching Learning Material (TLM) exhibition in the school. Improvised TLM ranging from model to chart were displayed during the day.
- School provides access to Wi-Fi, projector and printed notes to the teachers to assist in teaching.
- Mess was managed by a group of non-teaching staff. They were involved in supporting teachers in monitoring evening and night studies.
- Students were given 20 minutes from Tuesday till Friday for reading. Each student was asked to read at least one book a month.
- Sick students were provided with required services, however, if the students didn't recover after three days, they were handed over to parents.
- Child adoption was implemented to curb discipline issues.
- Lecturers from different universities and colleges in the country were invited to talk on career opportunities for class twelve.

Report submitted by Sherab Tenzin

LHUENTSE DZONGKHAG

Following were some of the common concerns and issues observed during the monitoring visit to schools.

- Schools visited have established management system headed by experienced Principals. However, Domkhar Primary School does not have a full-fledged Principal.
- All schools have School Management Board (SMB) to guide the school management and development headed by the Dasho Dzongda or the Gup. However, effectiveness of SMB varies from school to school. Two schools (Domkhar&Wambur PS) have SMB headed by their village tshogpa.
- There were no severe shortage or excess of staff in the schools. Autsho CS expressed shortage of one Dzongkha and one general teacher. Gortshom PS had 2 B.Ed secondary teachers placed in the school. It had shortage of one Dzongkha teacher.
- Tangmachu CS had 1 Library Assistant and an Administrative Assistant excess while it had shortage of an IT Assistant and a Store Assistant. Tangmachu CS also expressed the need of a full time electrician.
- Admission policy was strictly implemented. Schools ensured that Net Enrolment (NER) was achieved in their localities.
- Schools have their lands registered as required with proper fence around their campuses.

School Performance Report 2018

- The physical ambience of the schools were well maintained through implementation of proper waste management practices, planting ornamental plants and flowers, and by initiating other campus beautification programmes.
- Physical infrastructure such as buildings, play grounds, and other facilities were well taken care of by the schools. However, minor maintenance of infrastructures and facilities kept arising as schools keep functioning.
- Hostel management in 3 schools (Wambur PS, Autsho CS & Tangmachu CS) were maintained satisfactorily. Damaged fans and electrical fittings were observed in hostels in Autsho CS. The doors of boy's toilets in Tangmachu CS needed immediate attention and stagnant water in girl's hostel toilet was an issue. The personal belongings of boarder students in all three schools were not arranged properly.
- Schools provide meals as per the menu requirement provided by the Ministry of Education. However, changes in menu were made based on availability of food commodities in their localities.
- Schools have committees to manage school funds and budgets. Cash books were maintained by the in-charges and Administrative Assistants (Central Schools). Schools have practice of presenting fund/budget status during staff meetings, Parent-Teacher Meetings (PTM) and SMB meetings.
- Primary schools visited have no computers to conduct IT sessions.
- Teachers develop lesson plans either in soft or in hard form. However, most teachers don't take their plans to the class while teaching.
- Teaching was dominated by explanation of concepts. Student engagement in learning activities was poor especially in higher classes.
- Use of Teaching Learning Materials (TLM) was better in the lower classes compared to higher classes.
- Formative Assessment (FA) was used more as evaluative tool instead of diagnostic.
- Schools have institutionalized professional development (PD) culture through conduct of PD programmes (SBIPs) and implementation of School Level Monitoring and Support System (SLMSS). However, schools do not have proper strategy to identify the PD needs of the staff and also the implementation of SLMSS observed to be not very effective as teachers take it to be more of administrative requirement.
- Schools have support mechanism put in place for students and teachers. Student support services cover both academic and personal issues.
- Schools function in close collaboration with the locality. Both schools and communities participate in each other's programmes whenever necessary and possible. Communities participate in school programmes such as parent-teacher meetings, school management board meetings and school celebrations. Schools carry out cleaning campaigns, awareness programmes, agriculture activities and other celebrations of the communities.

Recommendations

- Schools need to strengthen SMB through appointment of chairperson who had the authority to make and implement decisions at the local government level especially in Wambur and Domkhar Primary Schools.
- Schools need to apprise SMB on SSA ratings and School Improvement (SIP) to seek their support in implementation of SIP and to let them share the ownership of school improvement and development.
- Schools need to ensure that minor maintenance of school infrastructures and facilities were carried out on timely basis to ensure conducive learning atmosphere.
- Wardens and matrons may be provided orientation/training on housekeeping skills which can be replicated in the hostels.
- Classroom teaching needs to be enhanced through proper planning and preparation of every lesson. Improve use of different teaching pedagogies and strategies with more learning activities for students.
- Use Formative Assessment as diagnostic tool to help students achieve their academic goals as well as to improve teaching methodologies.
- Schools should have an efficient way to identify the PD needs of the teachers/staff. PDs need to be designed, planned and delivered by efficient facilitators to address those needs. PD benefits in terms of student achievement needs to be reviewed for further improvement. SLMSS in all schools need to be carried out seriously.
- Schools need to review remedial programme for students to make it more efficient through maintenance of progress/achievement records of students availing remedial sessions.

Submitted by: Karma Kuenphen

PARO DZONGKHAG

DRUKGYEL CS

- Drukgyel Central School had three campuses including Wangsel Institute for the deaf and Drugyel LSS. However, the regular monitoring was carried out only in higher secondary campus.
- The higher secondary campus alone has 45 acres of land and has potential to expand the school in future.
- The present dining hall and kitchen were quite old posing risk to the students and staff. The new dining hall was under construction, which can accommodate around 400 students. But the principal was still apprehensive with the capacity of the new hall as the school already had 690 students and the hall was expected to accommodate students from Wangsel Institute for the deaf as well.

School Performance Report 2018

- The cooking ovens were found bit old and needed replacement. Further, the mess in-charge also expressed the earlier budget per child of Nu. 150 was reduced to Nu.130 per child, which the school finds it difficult to manage.

GUNITSAWA PS

- Classrooms were observed to be spacious and the school had their own ECCD with eleven children. The principal shared that there were around twelve interested learners for NFE programme. However, NFE services had started.
- The School has 9.59 acre of campus. It was very spacious and had a capacity to increase the usage of school area.
- The Principal shared that the school furniture was as old as the school. Benches, desks, tables and shelves were all wobbly.
- Girls' dormitory was not very organised and clean. Principal assured that he would instruct the girls' caretaker to be proactive in managing the dormitory.
- There was no library room. Administrative Assistant's office was used as library which was not convenient for students.
- School had good relation with the community. Any work which was heavy for school was taken up by the community.

TAJU PS

- Taju Primary School has only 2.13 Acres of land. There is no scope for expansion. The school did not have specific evacuation point if they are struck with disaster.
- The school has no football ground for students.
- It was observed that library and laboratory equipment were housed in one small shack and looked very dingy and crowded and was not conducive for students.

Recommendations

- Schools need to strengthen value aspect in the lesson plan.
- Promote the use of variety of TLMs.
- Teachers need to encourage students' participation in the classroom.
- Teachers may provide constructive feedback while carrying out notebooks correction. Follow-up on the feedback with individual students need to be strengthened.
- Schools to focus on proper hazard hunting.
- Focus on toilet cleanliness.
- Focus on wall displays and encourage students to use them meaningfully.
- Help students with academic target setting.

Report submitted by: Rinzin Wangmo, Focal EMO

PEMA GATSHEL DZONGKHAG

YURUNG CS

- In order to encourage students to read, every 3rd period on Saturday was used for reading. Students were asked to read a minimum of one book a week.
- School had started cooperative farming, where a large portion of the school agricultural plot was assigned to the villagers to grow vegetables. These vegetables were sold to the school mess.
- There is water shortage in the school.

Recommendations

- Arrange large containers to store water in the boys' toilet.

YELCHEN CS

- There was a clear staff leave policy included in the school policy book. School administration allowed only two staff to take leave at the same time.
- Many water taps in the boys' hostel were broken. A number of fans and lights were not working.
- Water tanks for collecting rainwater were all broken.

Recommendations

- Windows without the bars are to be closed properly for safety of the students and windows with wire mesh can be kept open in the boys' hostel.
- Lock the small door leading to the back of the bathroom in the ground floor of the boys' hostel toilet for it does not serve any purpose.
- Repair water taps and fans in the hostel.

NORBUGANG PS

- School provides breakfast and lunch through parents contribution.
- Health check-up was initiated twice a year by inviting health officials from Nganglam BHU.
- Transportation to pick and drop students was arranged by the school with support from locals.
- Sanitary pads were made available and education on menstruation was given to the student.

Recommendations

- Nails for hanging bags in front of the classes need to be at a safer height.

GONPOSINGMA LSS

- It was observed that the two storied building housing all the classrooms appeared to be very old and risky. Teachers too expressed their concerns over the safety of the children.
- School practices rain water harvesting to address water shortage.

School Performance Report 2018

- Hand washing was emphasised and water in jerry cans and soap were placed at appropriate location. A visual display of hand washing technique was placed beside the facility.

SHALI PS

- Parents are seen actively involved in school development programmes, such as, fencing school boundary, bamboo plantation and others.

PEMA GATSHEL MSS

- As a part of Parenting Program, school encourages all the parents to visit school with lunch for their kids and eat together once in the first week of April. The school reported that more than 90% of the parents participate in the program.

Recommendations

- School to review the practice of parents visiting school with lunch considering the negative impact that might have on students belonging to the 10% of parents who could not make it to school.

NANGKOR CS

- A proposal for an ECCD centre was submitted as there were 25 children in the catchment area.
- There was shortage of mathematics and chemistry teacher in the school.
- The boys' hostel was clean except the one occupied by junior students.
- A number of fans were not functioning.
- The school provided 3 eggs a week. The menu also included meat and fish once a week.

KHOKTHAPA PS

- One Dzongkha teacher was burdened with 30 periods a week while others had comfortable number of periods.
- The frequency of student notebooks correction was very less.
- Parents contribute physical labour to school as students are too young.
- Some teachers were seen using Dzongkha to teach non dzongkha subjects.

Recommendations

- Ensure equal distribution of teaching periods amongst the teachers.
- Principal to monitor correction of notebooks.
- Make classroom suitable and conducive for learning.
- Teachers to use English to teach non dzongkha subjects.
- Practice positive disciplining technique.

KHENGZOR PS

- Principal was engaged in full time teaching due to shortage of teachers.

School Performance Report 2018

- School provided breakfast and lunch. Mess management was shouldered by all the teachers headed by the mess in-charge. Mess in-charge is on rotational basis.
- Egg was provided once in a month. A sum of Nu. 750 was collected per child in a year to purchase vegetable and eggs. Oil, chana, dhal, and rice were provided by WFP.
- Besides SDF and the amount collected for vegetables, Nu 10 per child was collected to buy soap and jug.
- Students reported instances of corporal punishment.

KHANGMA PS

- School had an ECCD centre; however, it was not in operation as the instructor was on maternity leave.
- The children are provided breakfast and lunch from the school. Rice and mixed vegetable curry constitute the daily menu throughout the week.
- Parents contribute Nu.23 per child a month to purchase vegetables. They were also involved in fetching firewoods.

NGANGLAM CS AND DECHILING LSS

- Schools practice shared leadership through collaborative decision making and implementation of plans and programmes.
- The functioning of School Management Board (SMB) was not consistent. SMB in Decheling Lower Secondary School was reported to be effective while it was not very effective in Nganglam Central School.
- There were few cases of mismatch of teachers' training and subjects taught which was not as per the current policy. For example, a general teacher was teaching Dzongkha in Decheling LSS and an English teacher was made to teach Dzongkha in Nganglam CS (Lower Campus).
- There was no matron and warden in Nganglam CS (Lower Campus). Teachers were delegated the responsibilities of warden and matron.
- The quality and sufficiency of food served were not a big issue. However, schools were not able to meet the requirement to provide 3 eggs to each child per week.
- Cooks were not in official attire during the visit to the schools.
- Teachers have lesson plans but do not use for effective teaching.
- The use of Teaching Learning Materials (TLM) in the lower classes was satisfactory while its usage in higher classes needs to improve.
- Teachers' use of teaching strategies varies from lower to higher classes. The use of transformative pedagogy exist in the schools but needs to strengthen.
- Majority of students in lower class lack reading skills. Whether students carry out effective reading for understanding was questionable.
- Schools have their own school level student support service programmes to ensure academic and personal achievements.

Recommendations

- Strengthen School Management Board (SMB) and engage the board in strengthening the school management system. Get advisory, financial and manpower support from the board. Involve SMB in physical development of the school.
- School and Dzongkhag/Dungkhag Education office need to deploy sufficient and relevant teachers to the schools and ensure that teachers teach their own subject(s). Principals should ensure that one-teacher-one subject policy was implemented to enhance academic standard of the schools. Nganglam CS needs to discuss with the Dzongkhag/Dungkhag Education office and sort out the warden and matron issue at the lower campus to not to overburden the teachers.
- Vegetable storage facilities in boarding schools need to be improved immediately. The storage of the same must be frequently monitored by the school authority. All cooks in the schools must wear proper attire as mandated by the School Health and Nutrition Division (SHND) of the Department of School Education, Ministry of Education.
- Schools should ensure that teachers plan and prepare their lessons adequately before going to the classes. Teachers must use their planned lesson plans to make their teaching effective.
- Teachers need to strengthen the use of TLM especially in higher classes.
- Schools should strengthen use of latest teaching pedagogies and make sure that their activities help students develop higher order thinking skills (Applying, analyzing and creating).
- Schools need to teach students the reading skills and make them independent and lifelong readers. Students need to be taught how to read for understanding rather than just allocating time and providing reading materials.
- Schools need to put in place systems to review the impact of CCAs on overall student development. They need to maintain up-to-date data on how students perform in various CCAs.

Report submitted by Sherab Tenzin and Karma Kunephen

PUNAKHA DZONGKHAG

GOENSHARI PS

- It was observed that there was classroom shortage for which the school had to multi-grade classes I and II.
- The school located at the very steep slope which is not safe for the students.
- Principal expressed that admission was decreasing every year and parents were informed that one day there will be no students to be enrolled into the school.

School Performance Report 2018

Recommendations

- To caution children of all the hazardous areas by putting up signboards.

LOBESA LSS

- School had SBIPs on EVS, using music to stimulate and develop literary skills by Canadian Volunteers and buddy reading.

DECHENTSEMO CS

- There was teacher exchange programme with the teachers of Yangchenphug HSS and Rinchen HSS.
- The school had very steep and long steps leading to boys' hostel.

Recommendation

- School Authority should caution the students either by reminding verbally or by erecting cautionary sign board on the way to boys' hostel.

KHURUTHANG MSS

- Random selection of lesson plans revealed that all the components of lesson plan were visible. However, some of the lesson plans lacked values and clear strategies and there was no signature of HoDs.
- Parents took initiatives to pay the school sweeper Nu. 6000 per month as salary. With sweeper already been appointed, school was expected to maintain the toilet in a proper condition, but the toilet was not clean.

TSHOCHASA PS

- The teacher-section ratio was unfavourable with four teachers managing seven sections.
- Around 80% of students walk almost two hours every day to school and another two hours back home.

Recommendations

- There was a need to deploy at least one female teacher for the school in view of catering service to girls, especially to grown ups.

SHENGANA LSS

- The villagers take turns to clean the entire areas covering the school and nearby settlements.

MENDHAGANG PS

- The school had mostly old structures, however, it was observed that existing structure were properly maintained and used.
- One of the classrooms was being used as office of principal and the Office Assistant.

Recommendations

- The school was suggested to improve overall physical ambience especially the entrance of the school including the approach road.

KABESA CS

- Boys' and girls' hostels were newly constructed. Steps and corridors were observed to be coarse and the walls were not white washed properly. However, it was observed during the visit that contractor was re-working on the toilet floors to mend water leakages in the building.
- Steps leading from girls' dormitory to the academic blocks were found very steep, long and without railing. It looked dangerous especially for younger students. Management informed that there were some incidents of girls falling down almost on the daily basis.

Recommendations

- The Principal was suggested to talk with Dzongkhag Engineer and make steps and corridor smooth.
- School was suggested to construct railing to minimize risk. Principal to take up with Dzongkhag immediately.
- The Principal was suggested to provide professional development workshop to newly recruited staff especially to warden and matron. They may be sent for exchange programme with other boarding schools.

JIBJOKHA LSS

- The school was a day school and students from far flung come to study in the school. Five boys and four girls stay in the temporary shed since the distance between their homes and school was very far. Teacher who was residing nearby was assigned with task of ensuring the safety of the children.

Recommendations

- The school was suggested to monitor those nine (5 boys & 4 girls) students staying in temporary shed strictly.
- The MP ceiling of the MP hall was almost falling down. The school was suggested to seek budgetary support from the Dzongkhag Education office to repair at the earliest.

DASHIDING HSS

- The school had a good culture of "one teacher, one initiative". This culture has helped improve physical ambience of the school.
- Every student is given opportunity to select "Teacher of the Year" by using Google Form.
- The school had 'Home Visit' programme whereby few staff visit home of the students who reside with guardians to understand their situation.

TASHIDINGKHA CS

- One of the good cultures of the school was creation of ‘home group’. Each group consisting of around 16 members and was led by one teacher or supporting staff. This is to enable the students to share issues and concerns.
- The school had extensive reading programme and the ardent readers were awarded certificate with signature from the Secretary of Ministry of Education.

Report submitted by Singye Sherub

བསམ་གུག་སྒྲིངས་མཁར་རྫོང་ལག||

རེ་ལེ་སློབ་གྲྭ་རྒྱུ་བའི་ལྷ་རྟོག་མཐོང་སྤང་དང་གཏོང་ལེན།

- སློབ་གྲུའི་སྤྱི་བྱས་དང་འབྲེལ་ཏེ་སློབ་དཔོན་ཚུ་ལུ་ལཱ་དང་འགན་ཁུར་ཚུ་སྤྱོད་དེ་འདུག།
- སློབ་སྟོན་ཁྱད་རིག་གོང་འཕེལ་གྱི་ལས་རིམ་ལྷན་ཅིག་འགོ་འཛུགས་འཐབ་ཅུག།
- སློབ་དཔོན་ཚུ་གིས་དང་ལེན་ཞིབ་འཚོལ་འབད་ནི་འགོ་བཙུགས་མ་ཚུགས་པར་འདུག།
- རྫོང་ལ་སློབ་དཔོན་གཅིག་དགོས་འདུག།

སློབ་གྲྭ་གིས་འབད་དགོ་པའི་རྒྱབ་སྐྱོན་དོ་སྤྱོད།

- དབུ་འཛིན་གྱིས་སློབ་དཔོན་ཚུ་འི་སློབ་སྟོན་ལྷ་རྟོག་འབད་དགོ་གནང་།
- སློབ་སྟོན་གྱི་སྐབས་སྐད་བསྐྱར་མ་འབད་བར་ཚོས་ཚན་དང་འབྲེལ་བའི་ལ་སྐད་ལག་ལེན་འཐབ་གནང་།
- སློབ་གྲུའི་སྤྱི་བྱས་ཡིག་ཆ་འདི་གནས་སྤངས་དང་འབྲེལ་བསྐྱར་ཞིབ་འབད་དགོས་འདུག།
- སློབ་ཁང་ནང་སློབ་སྟོན་མཁོ་ཆས་ཚུ་འཇུག་ཅི་ཅི་འབད་སྐྱར་དགོས་འདུག།
- སློབ་གྲུའི་ཕན་བདེ་མ་དདུལ་གྱི་ཅུས་ཁྲུ་དངས་གསལ་སྤྱོད་ཅིན་སྐྱོང་འབད་དགོས་འདུག།
- སློབ་ཕྲུག་ཚུ་ཉན་སྤང་བཞག་ཐབས་ལུ་འཕམ་འཕམ་ར་གོ་བ་བད་སྤྱོད་འབད་གནང་།

ཕུན་ཚོགས་ཐང་འབྲིང་རིམ་སློབ་གྲྭ་བར་མ་ལྷ་རྟོག་མཐོང་སྤང་།

- ལ་འབག་གི་དུས་ཚོད་ཚང་རུང་སློབ་གྲུའི་དཔེ་མཛོད་ཁང་མ་བསྐྱབ་པར་བརྒྱབ་འཕྲོ་འབད་ལུས་ཏེ་འདུག།
- སློབ་ཕྲུག་ཚུ་ལུ་གསོ་ཐབས་སློབ་སྟོན་འབད་ནི་འགོ་མ་བཙུགས་པར་འདུག།

- གྲུབ་འབྲས་འཛིན་སྐྱོད་ལས་ལུགས་ལྟར་ སློབ་གྲྭ་རང་ཉིད་དབྱེ་ཞིབ་དང་ སློབ་གྲྭ་ལེགས་བཅོས་འཆར་གཞི་ སློབ་དཔོན་ཚུ་དང་ མཉམ་འབྲེལ་འབད་དེ་འདུག།
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- དབུ་འཛིན་གྱིས་ སློབ་དཔོན་ཚུ་འི་ སློབ་སྟོན་ ལྷ་རྟོག་འབད་གནང་།
- སློབ་སྟོན་གྱིས་སྐབས་ལུ་ སྐད་བསྐྱར་མ་འབད་བར་ ཚོས་ཚན་དང་འབྲེལ་བའི་ ཁ་སྐད་ལག་ལེན་འཐབ་གནང་།
- སློབ་གྲྭའི་སྤྱི་དབུས་ཡིག་ཆ་འདི་ གནས་སྤངས་དང་འབྲེལ་ བསྐྱར་ཞིབ་འབད་དགོ་པ་འདུག།
- སློབ་ཁང་ནང་ སློབ་སྟོན་མཁོ་ཆས་ཚུ་ འཇའ་ཆི་ཆི་འབད་དཔུང་དགོ་པ་འདུག།
- སློབ་དཔོན་ཚུ་འི་ བྱད་རིག་གོང་འཕེལ་གཏང་ཐབས་ལུ་ དང་ལེན་ཞིབ་འཚོལ་འབད་གནང་།
- སློབ་ཚུག་ཚུ་ལུ་ གསོ་ཐབས་ སློབ་སྟོན་འབད་ནི་འི་ འཕྲལ་ར་ འགོ་བཙུགས་གནང་།

མར་ཚུ་ལ་སློབ་གྲྭ་ལྷེ་བའི་ལྷ་རྟོག་མཐོང་སྤྱང་།

- རྫོང་ཁ་ སློབ་དཔོན་ མ་ལང་པར་ བུ་མོ་བདག་འཛིན་པ་གིས་ སློབ་སྟོན་འབད་དེ་ འདུག།
- གསོ་ཐབས་ སློབ་སྟོན་འབད་ནི་འི་ འཆར་གཞི་བརྩམ་ཡོད་རུང་ སློབ་སྟོན་འབད་ནི་ འགོ་མ་བཙུགས་པར་འདུག།
- སློབ་སྟོན་བྱད་རིག་གོང་འཕེལ་གྱི་ ལས་རིམ་བརྒྱུད་ འགོ་འདྲན་འཐབ་ཅུག།
- ཉལ་ཁྱིམ་ ཐབ་ཚང་ གསང་སྟོད་ གཉེར་ཚང་ཚུ་ ཉིང་སངས་འབད་ བཞག་ཅུག།
- རྫོང་ཁ་ སློབ་དཔོན་གཅིག་ དགོ་པ་འདུག།

སློབ་གྲྭ་གིས་འབད་དགོ་པའི་རྒྱབ་སྐྱོན་རོ་སྦྱར།

- དབུ་འཛིན་རོ་ཚབ་གྱིས་ སློབ་དཔོན་ཚུ་འི་ སློབ་སྟོན་ ལྷ་རྟོག་འབད་གནང་།
- སློབ་གྲྭའི་སྤྱི་དབུས་ཡིག་ཆ་འདི་ གནས་སྤངས་འབྲེལ་ཏེ་ བསྐྱར་ཞིབ་འབད་དགོ་པ་འདུག།
- སློབ་ཁང་ནང་ སློབ་སྟོན་མཁོ་ཆས་ཚུ་ འཇའ་ཆི་ཆི་འབད་ དཔུང་དགོ་པ་འདུག།
- སློབ་སྟོན་ བྱད་རིག་གོང་འཕེལ་གྱི་ ལས་རིམ་ཚུ་ དོན་སྤྱིན་ ཅན་འབད་ ལག་ལེན་འཐབ་གནང་།
- སློབ་དཔོན་ཚུ་ལུ་ དང་ལེན་ཞིབ་འཚོལ་འབད་ནི་འི་ སེམས་ཀྱུགས་བསྐྱེད་བཙུག།
- དཔེ་མཛོད་ཁང་གི་ ཀེ་དེབ་ཚུ་ ཚུལ་མཐུན་འབད་ ཞིབ་བཞག་དགོ་པ་འདུག།
- ཨོ་རྒྱུན་འཕྲིན་ལས།

School Performance Report 2018

- ལྷ་རྩེ་ཁག་དཔོན་པོ་

ཨ་ཁྱེ་འཕྲིན་ལས།

ལྷ་རྩེ་ཁག་དཔོན་པོ་

SAMTSE DZONGKHAG

SAMTSE HSS

- School had started remedial programmes (55 minutes after 7th period every day except on Monday) for both high and low achievers after the midterm examination.
- The Cluster lead teacher with the management team had invited the lecturers from Samtse College of education and facilitated PD on Action Research. As follow up of the PD, Every individual teacher/team was asked to do an action research.
- The cluster lead teacher had collected the PD topics from the schools under her cluster. She visited some schools with the DEO and conducted PD programme.

Recommendations

- Continue to use activity-based teaching/learning for a better understanding of the concepts and theories.

SAMTSE LSS

- School surrounding around the academic block was neat and clean except the area near the library.
- School had received 20 sets of smart TV funded by GoI.
- The mentoring and coaching by the HODs was evident however, the principal had not carried out mentoring and coaching.
- The Student Support services were done through child adoption, Counselling by the focal teacher, supply basic things like school uniform, books, school fees and even casual dresses to the unprivileged students etc.

Recommendations

- School principal to mentor and coach teachers on improving teaching-learning in the class.
- Encourage children to read to build vocabulary and improve their understanding.
- Provide hands-on experience to handle science equipment to the students.
- Carry out the impact of the PD programme/SBIP on the classroom effectiveness and teaching-learning outcome.
- Keep the area near the library clean at all times.

School Performance Report 2018

UGYENTSE PS

- The school had clean toilets with sufficient water during the visit. However, the teachers shared that they face water shortages most of the time. The school Management sought support from Shama foundation and they have temporarily water connection.
- School had not carried out SLMSS as officiating principal has full teaching periods. However, principal had made an effort to mentor and coach his colleagues informally.
- A B.Ed Secondary graduate with Physics and Mathematics as subject of specialization was teaching English.

Recommendations

- Continue to maintain teamwork as it helps to build a positive relationship.

NORBUGANG CS

- Mess committee headed by non-teaching staff for ensuring transparency and to provide quality food to the students exists in the school.
- The girls' hostel was kept neat and clean during the visit but the boys' hostel was untidy and disorganized.
- Mattresses were not provided to the students, as the company's name on the mattress was not the same as in the quotation list. The school and Dzongkhag had written a letter to the supplier.
- Dzongkhag had assigned one Dzongkhag Accountant to support the school.
- There was a water shortage in the new campus.

Recommendations

- Promote team spirit among the staff for the success of the school
- School management to frequently visit the hostels and support the warden and Matron.
- Institute peer observation and provide feedback to enrich professional growth.

SANG NGAG CHHOELING LSS

- The school had very few science equipments/apparatus and models.
- Not carried out SLMSS.

Recommendations

- Senior teachers to support and groom the young teachers.
- Continue the practice of delegating responsibilities fairly to promote transparency.
- Continue to promote financial transparency by presenting annual expenditure details to the staff and parents.

- སློབ་ཕྱག་ཚུ་ཉེན་སྲུང་བཞག་ཐབས་ལུ་འཕམ་འཕམ་ར་གོ་བ་བད་སློབ་འབད།
- སློབ་ཕྱག་ཚུ་དཔེ་མཛོད་ལྷག་ནི་ལུ་སེམས་ཤུགས་བསྐྱེད་བཅུག།
- སློབ་དཔོན་ཚུ་གིས་སློབ་སྟོན་དང་འབྲེལ་བའི་དང་ལེན་ཞིབ་འཚོལ་འབད་དགོ།

གསེལ་བཏབ་ས་སློབ་གྲུ་ཁྱེད་ཚུ་ལཱ་ཁྲུག་གི་མཐོང་སྣང་དང་ཐད་ཀར་གྱི་གདོང་ལན།

- སློབ་དཔོན་མ་ལངས་ལས་ཡིག་ཚང་ལས་རོགས་པ་གིས་སློབ་སྟོན་འབད་དེ་འདུག།
- སློབ་ཁང་མ་ལངས་ལས་པམ་ཚུ་གིས་བརྒྱབ་ས་མི་གནས་སྐབས་ཀྱི་སློབ་ཁང་ནང་སློབ་སྟོན་འབད་དེ་འདུག།
- སློབ་དཔོན་ཚུ་འི་རང་སེམས་ལས་འཆར་གྱི་གྲུབ་འབྲས་ཚུ་དབུ་འཛུགས་གྱིས་དབྱེ་ཞིབ་དང་ས་གསལ་འབད་དེ་འདུག།

སློབ་གྲུ་གིས་འབད་དགོ་པའི་ཁྱབ་སྟོན་རྒྱུ་རྒྱུ།

- དབུ་འཛུགས་གྱིས་བདུན་ཕྱག་རེ་ལུ་སློབ་དཔོན་ལྔ་ཁྱི་སློབ་སྟོན་ལྔ་ཁྱི་འབད།
- སློབ་སྟོན་སྐབས་ཁ་སྐད་སྐད་བསྐྱར་མ་འབད་བར་ཚོས་ཚན་དང་འབྲེལ་བའི་ཁ་སྐད་ལག་ལེན་འཐབ།
- སློབ་གྲུ་མི་སྣ་བྱས་ཡིག་ཆ་འདི་གནས་སྐབས་འབྲེལ་བསྐྱར་ཞིབ་འབད་དགོ།
- སློབ་ཁང་ནང་སློབ་སྟོན་མཁོ་ཆས་ཚུ་འཇཉག་ཆེ་ཆེ་འབད་དཔྱད་དགོ་པ་འདུག།
- སློབ་ཕྱག་ཚུ་དཔེ་མཛོད་ལྷག་ནི་ལུ་སེམས་ཤུགས་བསྐྱེད་ནི་ལུ་འཕམ་འཕམ་བཅུག།
- སློབ་དཔོན་ཚུ་གིས་དང་ལེན་ཞིབ་འཚོལ་འབད་བཅུག་དགོ།

དཔལ་ཕྱོར་གླིང་འབྲིང་རིམ་གོང་མའི་ལྷ་ཁྲུག་གི་མཐོང་སྣང་དང་ཐད་ཀར་གྱི་གདོང་ལན།

- སློབ་རིམ་སྟེ་ཚན་༤༩ཡོད་རུང་སློབ་ཁང་མ་ལངས་པར་སློབ་ཁང་རྩིང་མ་ལག་ལེན་འཐབ་སྟེ་འདུག།
- སློབ་སྟོན་ཁྱེད་རིག་གོང་འཕེལ་གྱི་༡༤ཡོད་ས་ལས་ལས་རིམ་དེ་ཅིག་ལྟེ་འབྲེལ་འཐབ་ལཱ་ལ།
- སློབ་གྲུ་གིས་འཕུག་སྟེགས་འཛུགས་སྐྱོང་དང་གཞི་རྒྱ་མཁོ་ཆས་སློབ་ཁང་ཡིག་ཚང་མཛོད་ཁང་དཔེ་མཛོད་ཁང་ཚན་རིག་བརྟག་དཔྱད་ཁང་སྤྱི་དོན་ཁང་ཆབ་གསལ་ཚུ་ཉིང་སངས་ལུ་འབད་བཞག་ལཱ་ལ།
- སློབ་ཁང་དག་པ་ཅིག་ནང་གནས་པར་ཞེན་ཏུ་ཚུ་འབྲུད་སག་ས་སྟེ་འདུག།
- སློབ་ཁང་མང་ཤོས་ནང་ར་སློབ་ཕྱག་ཚུ་འི་གྲངས་ཁ་མངས་འདུག།

སློབ་གྲུ་གིས་འབད་དགོ་པའི་ཁྱབ་སྟོན་རྒྱུ་རྒྱུ།

- དབུ་འཛུགས་གྱིས་བདུན་ཕྱག་རེ་ལུ་སློབ་དཔོན་ལྔ་ཁྱི་སློབ་སྟོན་ལྔ་ཁྱི་འབད་དགོ།
- སློབ་དཔོན་ཚུ་གིས་སློབ་ཁང་ནང་རང་སེམས་ཚོས་ཚན་དང་འབྲེལ་བའི་ཁ་སྐད་ལག་ལེན་འཐབ།

- ལོ་ལྔའི་སློབ་ལྟ་ཡར་བླ་གི་འཆར་གཞི་ཨམ་བཙམ་དགོས་འདུག།
- སློབ་ཕྱག་ཚུ་ལུ་ཉེན་སྲུང་གི་གོ་བདའི་ལས་རིམ་འཕམ་འཕམ་འཐབ་དགོས་འདུག།
- སློབ་ལྟ་ལྟ་སྤྱོད་བྱས་བསྐྱར་ཞིབ་འབད་དགོས་འདུག།
- སློབ་ཁང་ནང་སློབ་སྟོན་མཁོ་ཆས་ཚུ་འཇཉ་ཆེ་ཆེ་འབད་དཔྱད་དགོས་འདུག།
- སློབ་ཕྱག་ཚུ་དཔེ་མཛོད་ལྟ་ཞིབ་ལུ་སེམས་ཤུགས་བསྐྱེད་བཅུག།
- སློབ་དཔོན་ཚུ་ལུ་བྱང་རིག་དང་འབྲེལ་བའི་ངལ་རངས་དང་གཞུང་ལུ་བསྟོན་གྱི་ལས་རིམ་ཚུ་བཙམ།

བརྟན་འབྱུག་སློབ་ལྟ་ལྟ་བའི་ལྟ་སྟོན་གི་མཐོང་སྣང་དང་ཐད་ཀར་གྱི་གདོང་ལན།

- སློབ་ལྟ་འདི་ནང་དམིགས་བསལ་གྱི་རྒྱབ་སྐྱོར་དགོ་པའི་སློབ་ཕྱག་༤༩ལུ་སོ་སོ་འབད་སློབ་སྟོན་འབད་དེ་འདུག།
- གསོ་ཐབས་སློབ་སྟོན་འབད་ནིའི་འཆར་གཞི་ལོགས་སུ་འབད་བཙམས་ཏེ་མིན་འདུག།
- དབུ་འཛིན་གྱི་སློབ་དཔོན་ཚུའི་ལས་འཆར་དང་འབྲེལ་ལུ་གི་གྲུབ་འབྲས་དེ་ཞིབ་དྲངས་གསལ་འབད་དེ་འདུག།
- གྲུབ་འབྲས་འཛིན་སྐྱོང་ལས་ལུགས་ལྟར་སློབ་ལྟ་རང་ཉིད་དེ་ཞིབ་དང་སློབ་ལྟ་ལོགས་བཅོས་འཆར་གཞི་ཚུ་སློབ་དཔོན་ཚུ་དང་གོས་བསྐྱེད་འབད་དེ་འདུག།

སློབ་ལྟ་གིས་འབད་དགོ་པའི་རྒྱབ་སྐྱོར་རྩིས་ལྟ།

- དབུ་འཛིན་གྱིས་བདུན་ཕྲག་རེ་ལུ་སློབ་དཔོན་༩གྱི་སློབ་སྟོན་ལྟ་སྟོན་འབད་གནང་།
- སློབ་ལྟ་ལྟ་སྤྱོད་བྱས་ཡིག་ཆ་གནས་སྤངས་དང་འབྲེལ་བསྐྱར་ཞིབ་འབད་དགོ།
- སློབ་ཁང་ནང་སློབ་སྟོན་མཁོ་ཆས་འཇཉ་ཆེ་ཆེ་འབད་དཔྱད་དགོ་པས།
- གསོ་ཐབས་སློབ་སྟོན་འབད་ནི་འདི་པན་ཅུས་ཅན་འབད་ལག་ལེན་འཐབ།
- སློབ་ལྟ་བདག་སྐྱོང་དང་བཟློན་ཆོགས་པ་གིས་འཕམ་འཕམ་ར་བཟའ་འཐུང་ལྟ་སྟོན་འབད་དགོ།
- སློབ་ཕྱག་ཚུ་དཔེ་མཛོད་ལྟ་ཞིབ་སེམས་ཤུགས་བསྐྱེད་ཐབས་གྱི་ལས་རིམ་བཙམ།
- སློབ་སྟོན་དང་འབྲེལ་བའི་དང་ལེན་ཞིབ་ཆོལ་འབད་བཅུག།
- རྒྱ་དན་འཛིན་སྐྱོང་དང་འབྲེལ་བའི་ཉེན་ཁ་ཡོད་མི་ཚུ་འཕམ་འཕམ་ར་གོ་བདའི་འབད།

ཨོ་རྒྱུན་འཕྲིན་ལས།

ལྟ་སྟོན་འགོ་དཔོན།

SARPANG DZONGKHAG

SINGYE PS

- The school had no proper flower garden/hedges planted.
- No internet connectivity in the school.

Recommendations

- School should develop physical ambience at the earliest to make the learning environment conducive.
- School was asked to propose for internet connectivity to relevant agency.

NORBULING CS

- As warden and matron were couple, both stayed in girls hostel.
- The hostel was not kept clean. There was no bedcover/sheet in the boys' hostel. Bed bugs were seen in the hostel.

Recommendations

- The school should maintain cleanliness of the hostel at all the times.
- The school was asked to wash quilts and other materials to reduce the spread of bed bugs.
- The school in consultation with warden and matron needs to find proper accommodation as warden residing in girls' hostel was inappropriate.

PELRITHANG MSS

- The school was having a shortage of 10 teachers as per TRE

Recommendations

- The principal was suggested to follow up with Dzongkhag for additional teachers.

TARAYTHANG PS

- The school had only 5 teachers for 7 sections of classes, out of which only 1 was regular (Offtg. Principal) and rest were on contract. The school practice multi grade teaching and the contract teachers were not trained on it.
- The substitution classes were attended by NFE instructor. She comes to school daily during school time and goes to NFE center after the school hours.

Recommendations

- The principal to share multi-grade teaching strategies to other teachers as he has some knowledge on it.

Report submitted by Rajan Kumar Kafley

THIMPHU THROMDE

BABESA MSS

- Toilets, library and school laboratory were maintained well. However, steps were not safe with too steep steps and very narrow landings. Step landings were very close to each other posing risk to students while walking down towards basketball court and toilets.
- The plinth protection area around the school buildings were all cracked and broken. Most of the classrooms and laboratory walls were cracked deep and wide. Cemented railings of the steps leading to laboratory were all broken with the iron rods at the top exposed precariously.
- School also had identified through results analysis that overall students were weak in Dzongkha. School committed to work hard.

DECHENCHHOELING HSS

- School Management Board (SMB) was chaired by DrimponGom of Royal Bodyguard (RBG). Management informed that they got support from RBG, not only in school management but also provided academic support. Students who were weak in studies were given extra classes by teachers in RBG hall. Teachers taking extra classes were paid by RBG and they said this was one of the greatest help received by school from the RBG.
- There were only 24 toilets for girls and 12 for boys (1:48). Schools might need support from Thromde as some of the toilets were not in good condition.

ELC HIGH SCHOOL

- The School management was aware of hazards within and outside the school. Hazards identified by the school were
 - Forest fire,
 - Wind storm, and
 - Uphill road
- The school was proud of having around 150 sister schools in the country. The school visited two sister schools, Yelchen Center School and Tsatse Primary school in Pemagatshel.
- The school had supported one Civil Society Organization, Kidney Foundation, by donating a van to ferry patients to the hospital for dialysis.

MOTITHANG HSS

- Principal had done commendable job by initiating construction of many temporary classrooms for students while the construction was in progress.
- Chemistry laboratory assistant suspected whether the chemical provided by Changlochen was original. She said the school had more trust on the quality of chemical supplied by Karma Tshongkhang (old chemicals).
- Lady teachers worked as Teacher on Duty (ToD) while gent teachers took care of students' disciplinary issues;

School Performance Report 2018

- School had a best practice of keeping track of disciplinary issues and timely analysis was carried out to apprise stakeholders. Principal informed that she was glad to see less disciplinary issues.

CHANGANGKHA MSS

- School's performance of the past was highly commendable for showing remarkable progress in all learning scores.
- The school has research culture which other schools need to emulate. The school had conducted research on parental background of students and tried to co-relate with school's disciplinary issues. This was observed to be highly commendable job done by school.

CHANGZAMTOG MSS

- Changzamtog Middle Secondary School was in the process of upgrading classes and would start class X in 2019. According to the profile provided online, there were 1456 students in the school. Such a huge student population might be challenging to the school management as it was evident from the class strength, with most classes having more than forty students.

LOSELLING MSS

- School management admitted that there were evidences of substance abuse in the school. They also expressed challenges faced by them to curb such menace. Moreover, shops around the school and the labourers made substances, such as, tobacco, alcohol, thinner etc. available to students. School management also expressed of possible danger and risks with walk-in strangers as there was no school gate at present. However, they opined that such unforeseen problems could be controlled after the completion of the ongoing construction of gate.

KUENSELPHODRANG PS

- School had five SEN students but teachers lack skills to teach those students.
- The school area was consistently used as dating site by outsiders, which was one major concern of the school.
- The buildings which were not very old were seen with cracks on the wall which might pose danger to students in future.
- Driving learners used the area for driving lessons which was dangerous to students.

JIGME NAMGYEL LSS

- Less library books seen on the shelves. Most of the books were kept packed in the carton boxes.

Report submitted by: Rinzin Wangmo, Focal EMO

TRASHIYANGTSE DZONGKHAG

BUMDELING LSS

- There was one Community-based Early Childhood Care and Development (ECCD) centre under the school and was managed by 2 facilitators who had undergone Basic Training in ECCD. One of the facilitators was undergoing Diploma in ECCD. The centre had 27 children (10 boys & 17 girls). The centre was managed well and provided good support by the school. However, the centre was greatly in need of a new structure as the current structure was a bamboo shed constructed by the community in 2011. The structure had become old which makes difficult for the facilitators to manage the centre as the rats spoil all materials in the centre. During rainy season, the challenge to maintain the centre worsens because of leakage and water seepage.
- The students' toilets were not in good condition. There was no proper sewerage system in both the toilets of the students.
- The library was not maintained well.

Recommendations

- The hostels require repair and maintenance.
- Propose for a new structure for ECCD centre.
- Ensure cleanliness and continuous supply of water in the students' toilets.
- Propose for new toilets for the students.
- Ensure cleanliness and continuous supply of water in the toilets of both girls' and boys' hostels.
- Carry out the maintenance of lighting facilities in the hostels.
- Display few important library rules in strategic position in the library.
- Need to improve on the library management to make library more conducive for reading. Need to sort out the books level wise with proper classification.
- Need more racks in the library as the books were stored in the cartons.

LANGMADUNG PS

- The school vision was too lengthy and wordy.
- There was one Non-Formal Education (NFE) centre under the school which was run by a female facilitator. At the time of visit, the centre had 11 learners and the NFE classes were conducted in Bayling instead of Langmadung since Langmadung was little far away from the settlement from where the learners came. The NFE classes were carried out in a private rented house in Bayling and the monthly rent was borne by the NFE instructor herself because of the fear of losing all learners if the class was conducted in Langmadung.

Recommendations

- Revisit the school vision.

School Performance Report 2018

- Share with the Dzongkhag Education Sector about the difficulty faced by the NFE instructor and learners.

SHALI PS

- Due to shortage of rooms, the old structure was used as classroom, library and science room which was not safe for children.
- The girls were using pit toilet, which was in pathetic condition.
- The school had a number of students belonging to low income family and having to walk long distance to school.

Recommendations

- Propose for one unit classroom and one 4 unit toilet for girls.
- Remind students and teachers regularly to be cautious while using the library and science room.
- Explore the possibility of providing day meal.

TRASHIYANGTSE LSS

- The classroom teaching was done in a traditional manner with minimum use of transformative pedagogy and TLM.

Recommendations

- Implement Transformative Pedagogy to ensure student centered teaching.
- Strengthen the use of TLM.

Report submitted by Sonam Tashi, Focal EMO

TRONGSA DZONGKHAG

BJEEZAM PS

- Newly constructed two-storied building is not safe for the users. No handing-taking is done for the building. Following up on the recommendations of the EMO's previous visit, only the ceiling was repaired to some extent. The building is not eligible for renovation budget as it is newly constructed.

Recommendations

- Dzongkhag Education Sector to follow-up with the Dzongkhag administration and other relevant agencies on the need for renovation of the building.

SAMCHOLING MSS

- There were severe leakages in MPH and hostels. The toilets in the hostels were closed due to leakages. To address the issue, 3 unit toilets were built outside the hostels which are insufficient and inconvenient especially for girls.
- Basketball court and football ground were poorly maintained.

School Performance Report 2018

- The 2 storied building constructed in 2017, had been lying idle due to lack of students.
- There was no proper fencing for the girls' hostel. Some lights, switches and fans required maintenance.
- A 10 feet breast wall in-front of the boys' hostel posed great risk to students.
- The students were not allowed to occupy the room that had no window panes and was locked.
- One of the rooms was dark, damp with no proper lighting; electric wires hanging all over the room posing high risk of short circuit. The warden was new and faced challenges in managing the hostel.
- The stipend the school received was inadequate to provide sufficient and balanced diet.
- There was no separate dining hall. So, the MPH was used as the dining hall.
- The kitchen was maintained well. However, the cleanliness in the kitchen needed improvement. There were 2 cooks in the school. Cooks were not in standard uniform. The cooks did not have adequate knowledge about the fortified rice.

Recommendations

- School administration to provide orientations to warden and matron on roles and responsibilities.
- Orient cooks on fortified rice and hygiene.
- Monitor kitchen regularly.
- Carry out the maintenance of electrical wirings in the hostels immediately.
- Put in place the safety measures both within and in front of the boys' hostel.
- Ensure that the cooks wear required attire while working in the kitchen.
- Dzongkhag to help the school in exploring the budget for additional toilets in the hostels and MPH maintenance.

Report submitted by Sonam Tashi, Focal EMO

TSIRANG DZONGKHAG

DAMPHU LSS

- The footpath around the school buildings was covered by mud.
- The school had shortage of 6 teachers.
- Classes I, III and VIII was overcrowded and difficult to move around.

Recommendation

- Maintain footpath around the school buildings.
- School to discuss with DEOs office on deployment of teachers.

School Performance Report 2018

GOSALING PS

- School had carried out action research on ‘absenteeism’ in 2016 and ‘Dzongkha Pronunciation’ in 2017
- School does not have fencing.
- School had no proper footpath.
- All the school structures are very old and not maintained.
- No separate toilets for the staff.

Recommendation

- Need to do thorough discussion with DEOs on the issue of maintenance of the structure of the school.

SALAMI PS

- Toilets were kept very neat and clean with soaps in appropriate places.
- School does not have fencing.

Recommendation

- Continue the spirit of keeping toilets clean.
- Propose to Dzongkhag for fencing.

Report submitted by Rajan Kumar Kafley

WANGDUE PHODRANG DZONGKHAG

Following were few common observations that were shared with the schools and the Dzongkhag Education Office.

- Classrooms were overcrowded in all the schools visited except Hebesa PS. Most of the classrooms have over 40 students making it difficult for teachers to conduct effective teaching learning activities.
- Few schools (Samtengang CS & Gaselo CS main campus) have overlooked the cleanliness and maintenance of school toilets, mess stores, water supply and hostels facilities.
- In boarding schools, the arrangement of beds, beddings and other student belongings was an issue. There were cases where some students have not received bed sheet/bed cover or any other freebies that Central School students were entitled.
- Although teachers plan their lessons as mandated in their Individual Work Plan (IWP), lesson plans were not used for effective teaching by majority of teachers.
- Use of Dzongkha in teaching subjects other than the Dzongkha was noticed in lower primary classes.
- A system to review the impact of PD programmes on enhancement of teachers’ professional competencies and student achievements was not there in any of the schools.

Recommendations

- Schools (boarding) need to ensure cleanliness and maintenance of school properties such as toilets, stores (mess), kitchens, hostels, electrical fittings, water supply, etc. on regular basis to ensure conducive services to students.
- Wardens and matrons may be provided with short term trainings/orientations on housekeeping skills so that they can replicate to students in boarding schools. They may also be trained in basic electrical maintenance and water fitting skills, to ensure uninterrupted services to students if dedicated staff were not placed.
- Central Schools need to make sure that students receive all the freebies that they were entitled at the start of the school year.
- Schools need to encourage interactive teaching learning practices instead of teachers engaging in explanation of concepts. Classroom activities should be designed and implemented to develop higher order thinking of the students.
- Stop use of Dzongkha while teaching subjects other than Dzongkha.
- Schools must use the expertise of Cluster Lead Teachers (CLT) to enhance the teaching skills of their teachers.

Submitted by: Karma Kuenphen, EMO

Annexure: List of schools visited in 2018

Schools	Dzongkhag
Chumey CS	Bumthang
Gaytsa PS	Bumthang
Jakar HSS	Bumthang
Jigmeling PS	Bumthang
Khangrab PS	Bumthang
Shingnyer PS	Bumthang
Sonam Kuenphen HSS	Bumthang
Tangsibi PS	Bumthang
Ura CS	Bumthang
Balleygang PS	Dagana
Gesarling CS	Dagana
Gumla PS	Dagana
Karmaling PS	Dagana
Lungtengang PS	Dagana
Phuensumgang PS	Dagana
Samay PS	Dagana
Gasa PS	Gasa
Laya CS	Gasa
Gelephu LSS	Gelephu Thromde
Gelephu MSS	Gelephu Thromde
Kuendrup HSS	Gelephu Thromde
Damthang LSS	Haa
Gongzim Ugyen Dorji CS	Haa
Jamphel HSS	Haa
Autsho CS	Lhuntse
Domkhar PS	Lhuntse
Gortshom PS	Lhuntse
Tangmachu CS	Lhuntse
Wambur PS	Lhuntse
Drugyel CS	Paro
Gunitsawa PS	Paro
Taju PS	Paro
Decheling LSS	Pema Gatshel
Khangma PS	Pema Gatshel
Khengzor PS	Pema Gatshel
Khotakpa LSS	Pema Gatshel
Khothakpa PS	Pema Gatshel

School Performance Report 2018

Schools	Dzongkhag
Nganglam CS	Pema Gatshel
Norbugang PS	Pema Gatshel
Pema Gatshel MSS	Pema Gatshel
Shali PS	Pema Gatshel
Yelchen CS	Pema Gatshel
Yurung CS	Pema Gatshel
Dashiding Autonomous School	Punakha
Dechentsemo PS	Punakha
Goenshari PS	Punakha
Jibjokha LSS	Punakha
Kabesa CS	Punakha
Khuruthang MSS	Punakha
Lobesa LSS	Punakha
Mendhagang PS	Punakha
Shengana LSS	Punakha
Tashidingkha CS	Punakha
Tshochasa PS	Punakha
Martshala CS	Samdrup Jongkhar
Phuntshothang MSS	Samdrup Jongkhar
Rekhey PS	Samdrup Jongkhar
Norbugang CS	Samtse
Samtse HSS	Samtse
Samtse LSS	Samtse
Sang	Samtse
Ugyentse PS	Samtse
Yoeseltse MSS	Samtse
Choekorling LSS	Sarpang
Chuzagang PS	Sarpang
Gakidling PS	Sarpang
Jigmeling PS	Sarpang
Norbuling CS	Sarpang
Pelrithang MSS	Sarpang
Samtenling PS	Sarpang
Sherzhong PS	Sarpang
Singye PS	Sarpang
Taraythang PS	Sarpang
Umling LSS	Sarpang
Babesa MSS	Thimphu Thromde
Changangkha MSS	Thimphu Thromde
Changzamtog MSS	Thimphu Thromde

School Performance Report 2018

Schools	Dzongkhag
Dechenchoeling HSS	Thimphu Thromde
ELC HSS	Thimphu Thromde
Jigme Namgyel LSS	Thimphu Thromde
Kuenselpodrang PS	Thimphu Thromde
Loselling MSS	Thimphu Thromde
Motithang HSS	Thimphu Thromde
Shali PS	Trashiyangtse
Langmadung PS	Trashiyangtse
Bayling CS	Trashiyangtse
Bumdeling LSS	Trashiyangtse
Chakidemi PS	Trashiyangtse
Trashiyangtse LSS	Trashiyangtse
Tshaling PS	Trashiyangtse
Kuengarapten PS	Trongsa
Langthil LSS	Trongsa
Bjeezam PS	Trongsa
Samcholing MSS	Trongsa
Taktse CS	Trongsa
Yudrungholing PS	Trongsa
Gosaling PS	Tsirang
Damphu LSS	Tsirang
Salami PS	Tsirang
Semjong PS	Tsirang
Sergithang PS	Tsirang
Tsirangtoe CS	Tsirang
BajothangHss	Wangdue
Gaselo CS	Wangdue
Hebesa PS	Wangdue
Samtengang CS	Wangdue
Wangdue PS	Wangdue