

SPMS RESULT ANALYSIS

For Past Four Years (2016-2019)

Trashi Yangtse Dzongkhag Schools

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Focal EMO

Trashi Yangtse Dzongkhag

2020

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Introduction:

School performance across the country is monitored and assessed by Education Monitoring Division (EMD) through a system called School Performance Management System (SPMS). SPMS was introduced in 2010 to recognize collective efforts of the school personnel and bring about continued holistic improvement in the schools. The implementation of SPMS is envisioned to promote healthy competition amongst the schools while encouraging collaborative working atmosphere within the school.

The school performance is measured in the form of scores in three different scorecards; the enabling school practices (EPS), the physical and psycho-social ambiances (GNH), and the academic learning scores (ALS) that measures student's academic achievement.

EPS measures the effectiveness of school practices in terms of leadership, classroom teaching and learning (instructions), assessment mechanisms, community vitality, etc. This scorecard ensures that the schools put in place overall system that promotes effective working system to support high academic achievement amongst the students. GNH assesses the institution and implementation of systems to ensure safety and security of staff and students both physically and mentally while in school. This scorecard measures the school's achievement in improving the physical and psycho-social ambiances in the school, thus creating conducive environment for teachers and students to perform.

The assumption for implementing SPMS is that the school achievement in terms of effectiveness of leadership & instructional practices (EPS) and creating conducive ambiances (GNH) in the school would support teachers' performances and students' academic achievements. Therefore, the scores in ALS should be proportionate to the scores in EPS and GNH scorecards.

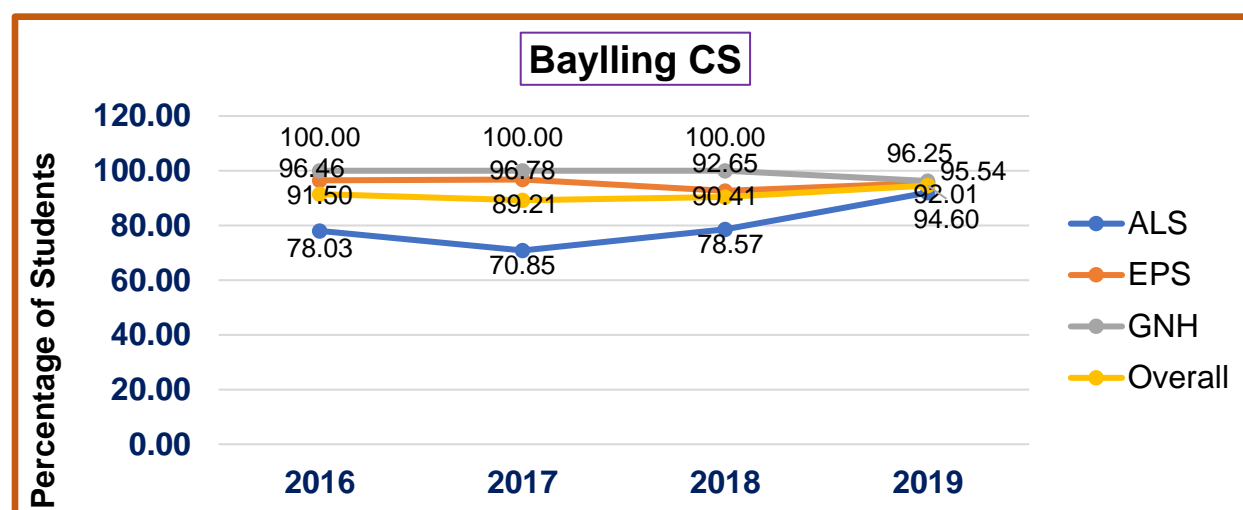
The schools are advised to go through their report presented in this booklet and see if their performance trend for the past four years support the above assumption. In case, if their scores in EPS and GNH do not support the ALS, perhaps, the school may need to revisit at their leadership and instructional practices and school ambiances. It may also warrant a re-look at the way EPS and GNH are assessed at the school level (SSA) by the staff and by the Dzongkhag/Thromde Education Officers.

The schools could also carry out further careful analysis of the causes for such performance behavior in three scorecards and initiate appropriate long-term interventions.

Baylling Central School

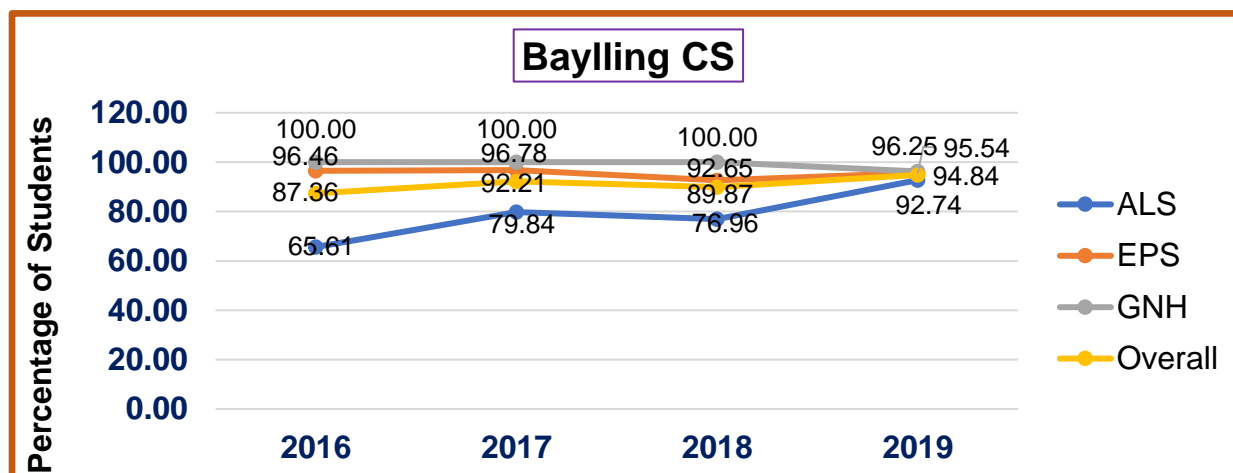
Class X

	Students Appeared	ALS	EPS	GNH	Overall
2016	116	78.03	96.46	100.00	91.50
2017	111	70.85	96.78	100.00	89.21
2018	99	78.57	92.65	100.00	90.41
2019	110	92.01	95.54	96.25	94.60



Class XII

	Students Appeared	ALS	EPS	GNH	Overall
2016	177	65.61	96.46	100.00	87.36
2017	152	79.84	96.78	100.00	92.21
2018	170	76.96	92.65	100.00	89.87
2019	178	92.74	95.54	96.25	94.84



The overall performance of the school has been gradually increasing as compared to 2016 till 2019. The possible cause for the gradual improvement could be attributed to the following reasons:

It greatly depends on competency and perseverance of a student in particular batch, the highest is in 2019 with 92.01%, because school had a greater number of competent students in that batch.

From 2017, early rising program was vigorously instituted from 4 AM till 10 PM under the strict guidance of the teachers prior to one month of the annual examination. But in 2018, it became ineffective because school instituted two months prior to mid-term and annual examination. This has made students to feel sleepy in the class during session. So, the time is beyond student's requirement and capacity.

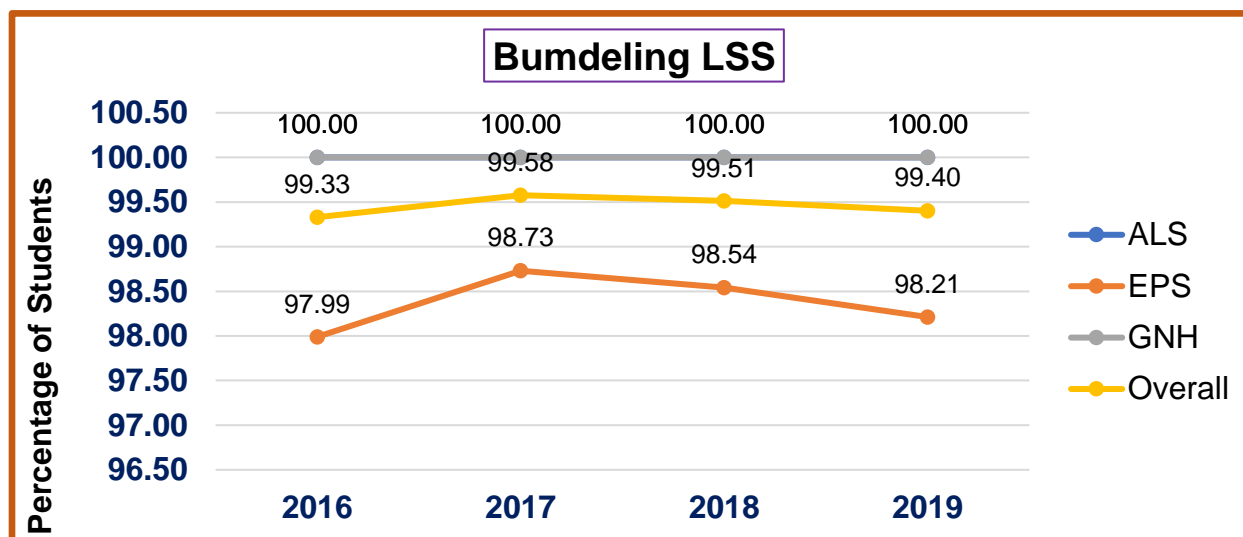
In 2018, the number of classrooms were not enough for students and this led to excess number of students in some classes especially class XI arts and IX.

School received excess number of students due to government policy to absorb more students in class XI remaining facilities like hostel, washroom, furniture, computers, labs same. The extra facilities we received was only six-unit classroom.

Bumdelling Lower Secondary School

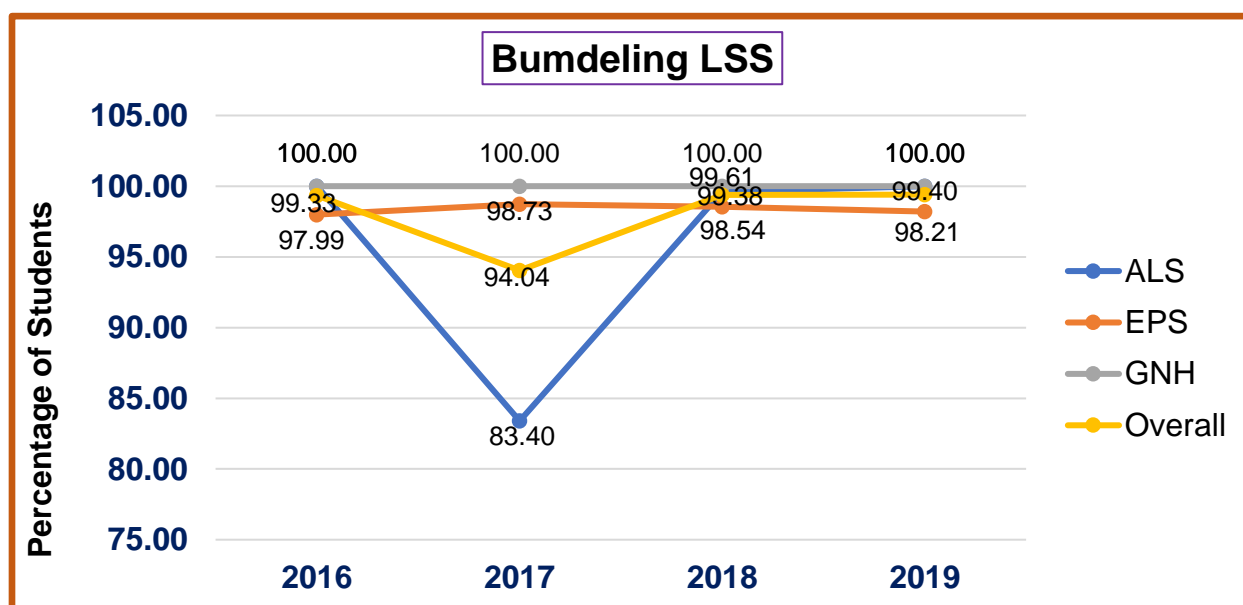
Class III

	Students Appeared	ALS	EPS	GNH	Overall
2016	26	100.00	97.99	100.00	99.33
2017	25	100.00	98.73	100.00	99.58
2018	24	100.00	98.54	100.00	99.51
2019	16	100.00	98.21	100.00	99.40



Class VI

	Students Appeared	ALS	EPS	GNH	Overall
2016	28	100.00	97.99	100.00	99.33
2017	32	83.40	98.73	100.00	94.04
2018	24	99.61	98.54	100.00	99.38
2019	25	100.00	98.21	100.00	99.40



The school could score 100 percent in ALS and GNH during the past 4 years for class III and 100 percent scores in GNH during the past 4 years for class VI. However, ALS scores were slightly down in the year 2016 & 2017.

There is also slight variation in EPS scores for both the classes but progress is seen from 2017 to 2019. The possible reasons for poor performance in ALS for Cl. VI could be:

- Below average intelligence of students
- Poor socio-cultural home environment
- Change of curriculum and assessment pattern
- Different teachers taking up teaching to the next succeeding grades from class PP
- Annual questions paper was tricky and quite challenging according to students' level.

The possible reasons for the growth of academic performance could be:

- Special attention was given to those students who performed relatively low in tests and mid examinations.
- School initiated to have child adoption and remedial classes to low achievers.
- Morning and evening study was made compulsory for both the classes.
- Reading program was enhanced to uplift the performance
- Certificate received from the Ministry further motivated teachers to work hard using different modes of delivery.
- Classroom environment was made conducive with the support from the Dzongkhag Education Office.
- Result analysis was carried out to provide further support. Presentation and discussion was made with parents during PTMs to get further support.
- Subject teachers met monthly to discuss on teaching strategies through SBIPs.

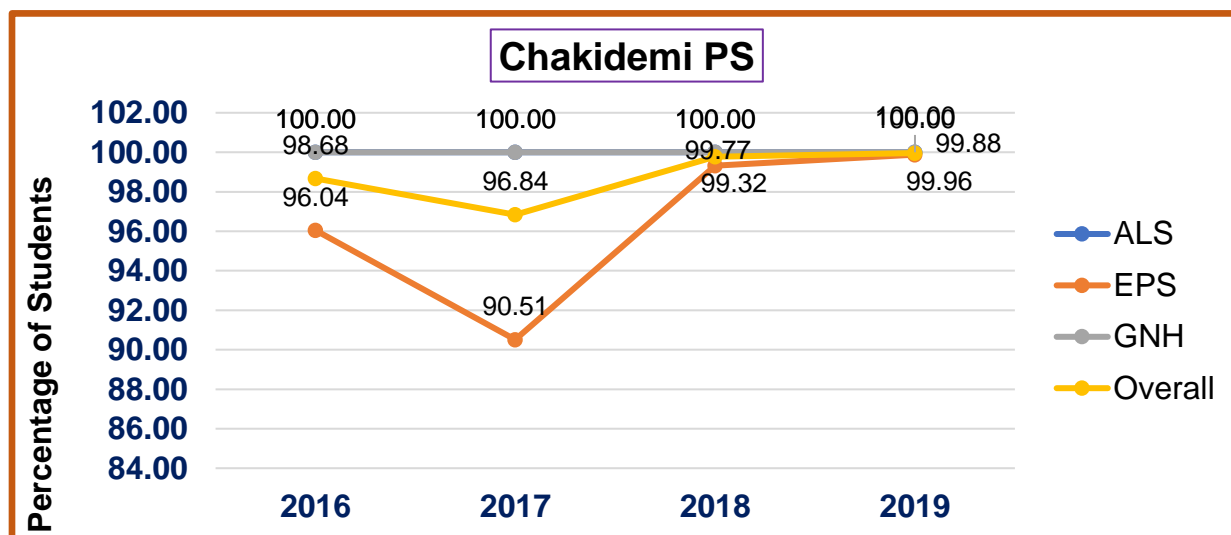
Possible reasons for not able to achieve 100 percent scores in EPS during the past 4 years.

- The school gave more attention to academic learning and failed to take care of EPS. If EPS was taken care definitely GNH and ALS would have robotically taken care.
- DEOs never visited the same school during 2nd round PMS. Recommendations provided during the first visit were never validated and ultimately final ratings of EPS varied.

Chakidemi Primary School

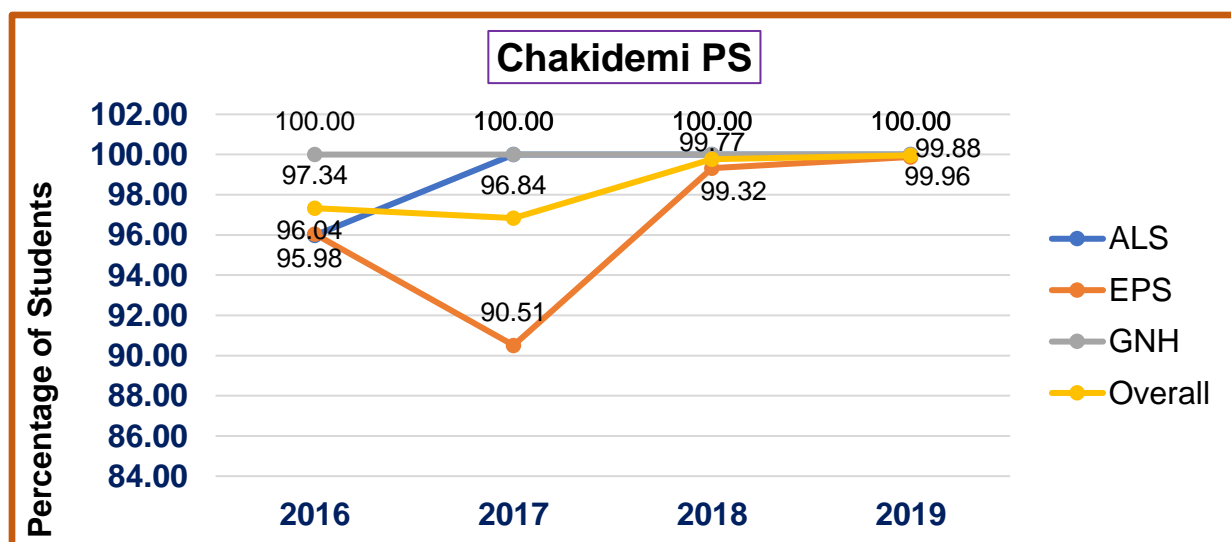
Class III

	Students Appeared	ALS	EPS	GNH	Overall
2016	10	100.00	96.04	100.00	98.68
2017	3	100.00	90.51	100.00	96.84
2018	10	100.00	99.32	100.00	99.77
2019	11	100.00	99.88	100.00	99.96



Class VI

	Students Appeared	ALS	EPS	GNH	Overall
2016	7	95.98	96.04	100.00	97.34
2017	8	100.00	90.51	100.00	96.84
2018	10	100.00	99.32	100.00	99.77
2019	6	100.00	99.88	100.00	99.96



We are extremely thrilled to find our school in the improving category by looking at the graph for the last four years. It was all due to collaborative and teamwork shown by staff and non-teaching staff for any kind of activities carried out by the school. As school being institute of learning there has to be good culture and environment for the future leaders of the country. Every school has their own unique culture to uplift the performance of their school using various strategies and to mention our, following are the strategies used to improve the performance of school:

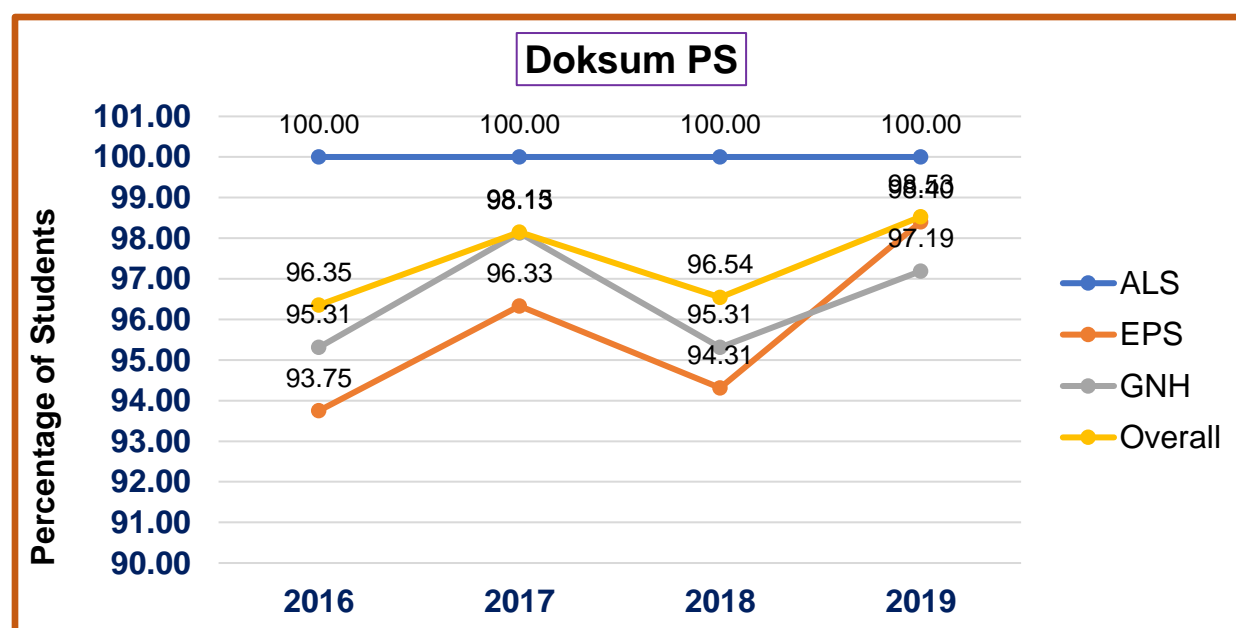
1. for any activities we carry out as whole school approach;
2. strengthen reading culture by conducting reading picnic, reading competition, observe reading week, reading during morning assembly;
3. school analysis the result for every term to see the performance of individual student and discuss to draw way forward to improve result;
4. every Tuesday school carry out activity review meeting and record strength, weakness and future improvement for future reference;
5. built monarchs portrait to change the mind of young children to develop the sense of solidarity and add conduciveness of the school;
6. focused on creating conducive classroom environment by competing among the classes to minimize the absentees for learning;
7. follow up feedbacks given by education officer during every PMS visit;
8. effective engagement of supporting staff for developing and maintaining physical ambience of school;
9. school has a practice of submitting any reports before time even in absence of Principal;
10. teachers give extra cares on academic by keeping close relationship with students and parents;
11. school keeps strong relationship with community by conducting SMB meeting as and when required;
12. school has 30-mins of morning study for classes IV-VI although the school is a day-school;
13. Students grouping is done base on their catchment area to support each other to minimize bully, harassment and the safety;
14. culture of introducing a GHN word on every Monday by ToD and follow up by conducting spelling test;
15. school captain follow SUPW monitoring form to keep our school surrounding clean;
16. library is kept open from 8am – 5pm for students and teachers to read freely;

17. school has come up with acronym to access students' class work (PLACE) and home work (NOCMC)
18. school gives schedule for class test, home work, class work and self-study timetable in the beginning of the year;
19. school conduct academic meeting after every block and get counter sign on CA from Principal and academic head;
20. recitation of His Majesty's zhabten and wearing of kabney and rachu during morning assembly on every Monday to keep culture alive in the mind of children;
21. school has come up the free junk food policy for the cause of students' good health and clean environment.

Doksum Primary School

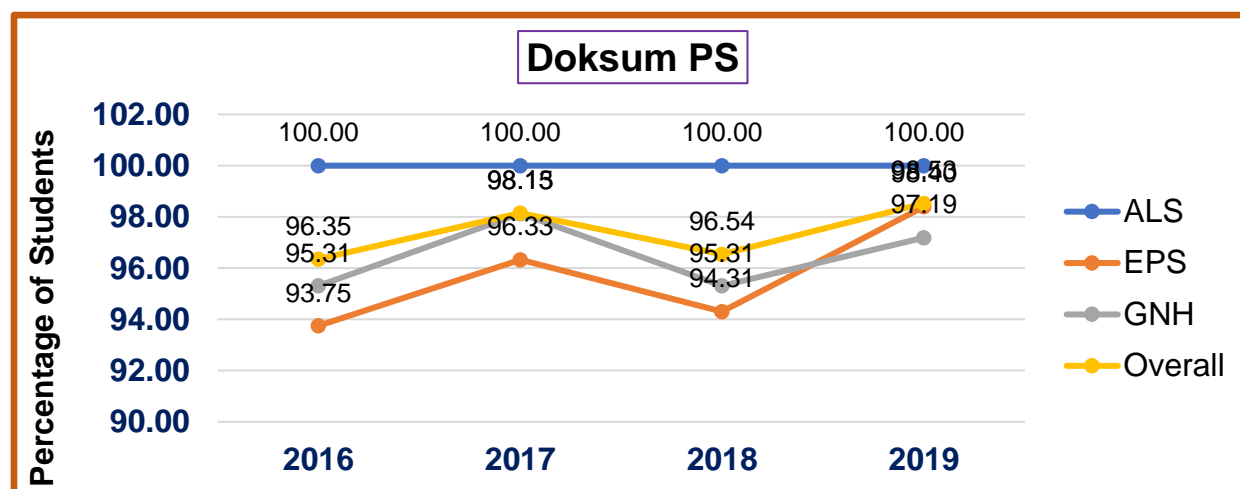
Class III

	Students Appeared	ALS	EPS	GNH	Overall
2016	9	100.00	93.75	95.31	96.35
2017	10	100.00	96.33	98.13	98.15
2018	16	100.00	94.31	95.31	96.54
2019	15	100.00	98.40	97.19	98.53



Class VI

	Students Appeared	ALS	EPS	GNH	Overall
2016	6	100.00	93.75	95.31	96.35
2017	9	100.00	96.33	98.13	98.15
2018	6	100.00	94.31	95.31	96.54
2019	9	100.00	98.40	97.19	98.53



Possible reasons for improvement

- ✓ Since our school is performing pretty good in academic performances and at the same time, our school is lacking in other areas since very soon our school will be relocated in the new town. Compare to the previous years, our school was uplifted drastically because of the following initiatives.

1. Child Adoption

- ✓ Each and every teacher has adopted at least three students who are academically challenged.

2. Remedial class

- ✓ By having zero periods before the assembly, the concerned teachers are carrying out remedial classes.

3. Reading activity

- ✓ Allocating every last period for reading.
- ✓ Assembly reading

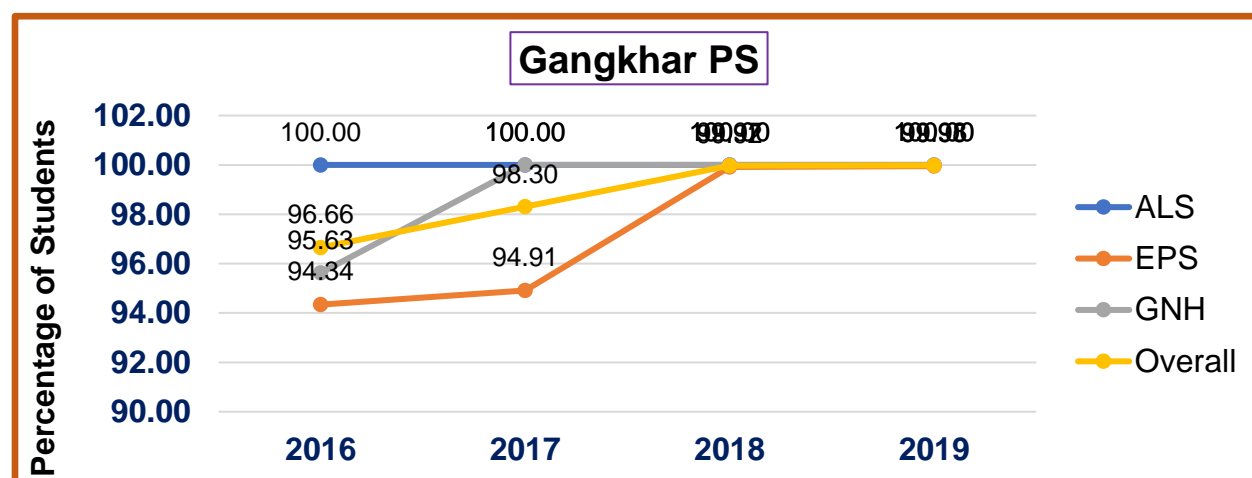
4. Literary activity

- ✓ Carrying out various literary activities in line with the timeline mentioned in the yearly calendar.

Gangkhar Primary School

Class III

	Students Appeared	ALS	EPS	GNH	Overall
2016	5	100.00	94.34	95.63	96.66
2017	7	100.00	94.91	100.00	98.30
2018	4	100.00	99.92	100.00	99.97
2019	7	100.00	99.95	100.00	99.98



The above representation shows the increasing trend of the overall performance of the school since 2016 academic year.

The following can be the reasons for the increasing overall performance of the school;

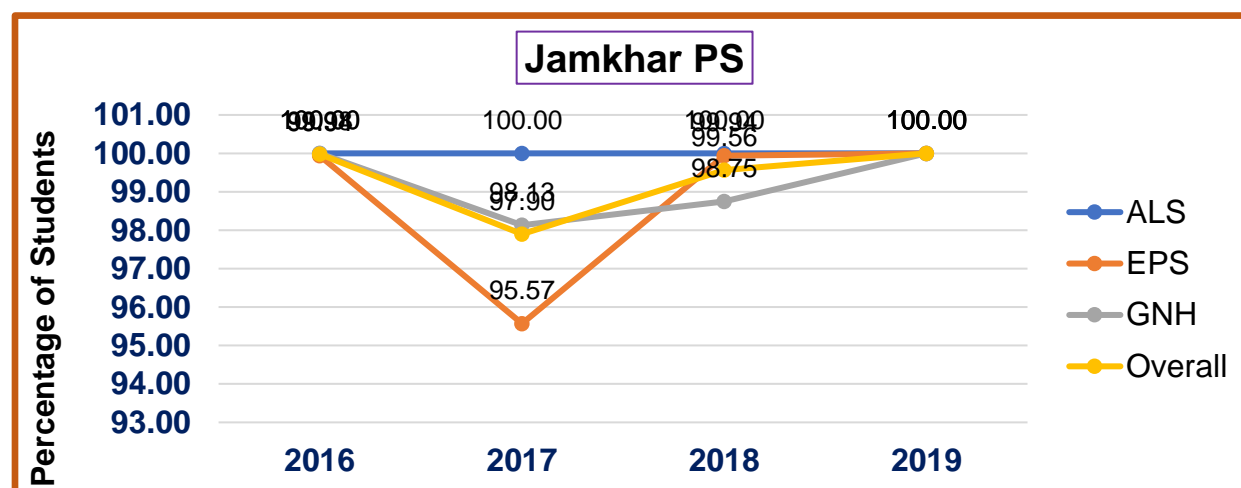
1. Clear guidance lines and directives received from the ministry.
2. Continual support and influences from the education office.
3. 80 hours of professional development to the principal and teachers thus leading to building of human capacity of the individuals in the school.
4. Signing of the APA to the stakeholders.

5. The IWP of the individuals.

Jamkhar Primary School

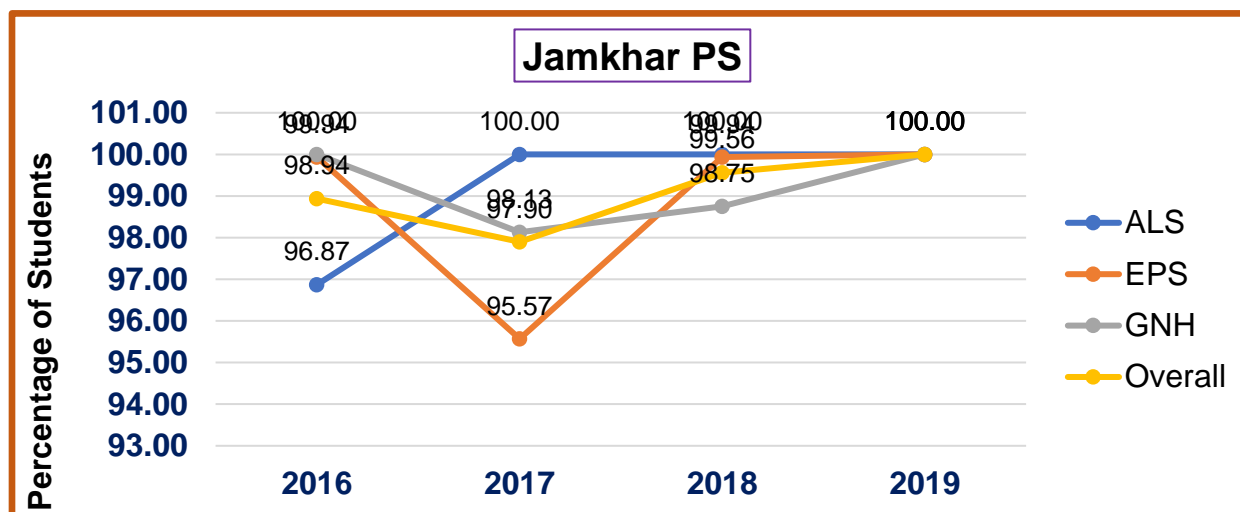
Class III

	Students Appeared	ALS	EPS	GNH	Overall
2016	3	100.00	99.94	100.00	99.98
2017	9	100.00	95.57	98.13	97.90
2018	5	100.00	99.94	98.75	99.56
2019	15	100.00	100.00	100.00	100.00



Class VI

	Students Appeared	ALS	EPS	GNH	Overall
2016	15	96.87	99.94	100.00	98.94
2017	4	100.00	95.57	98.13	97.90
2018	6	100.00	99.94	98.75	99.56
2019	8	100.00	100.00	100.00	100.00



There is slight fall in overall SPMS score for 2016 to 2017 for both class 3 and 6. The reason are:

1. School had freshly recruited teachers, who were less confident and had no hands on experiences.
2. Lack of parental guidance (uneducated parents)
3. Difference in learning ability of students
4. Difference in initiatives taken by individual teachers and students
5. More numbers of Non-academic related activities
6. Economic background of parents

However, there is overall progress/growth in the performance from 2017 to 2019 for both class 3 and 6, and could maintain constant ALS. The reason are:

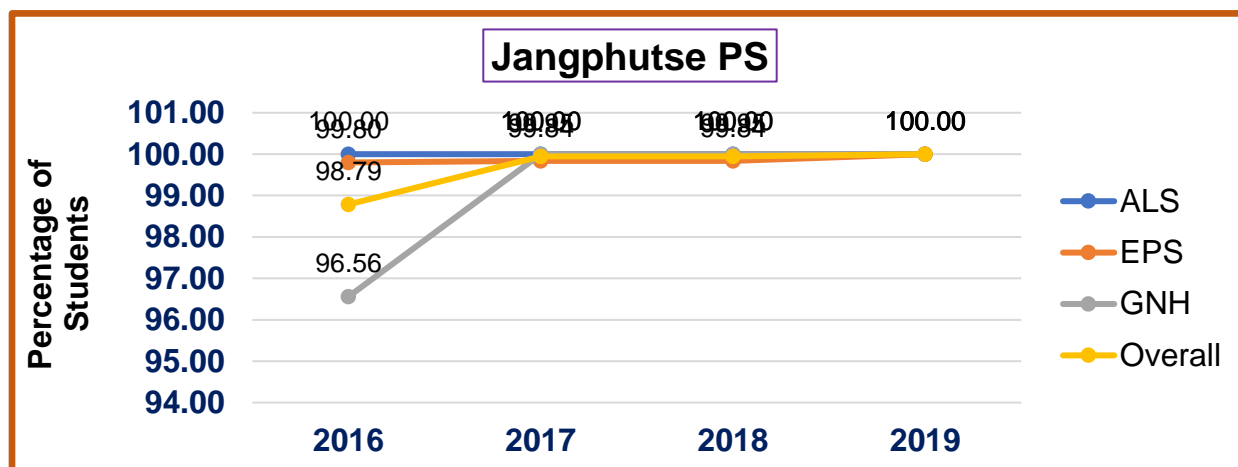
1. Incorporate morning and evening studies after the received of School feeding programme in the mid of academic year 2017.
2. Provided remedial classes.
3. Child adoption.
4. Mindfulness practices (Tibetan Yoga).
5. Stressed more on School Level Monitoring Support Services (SLMSS)
6. Special attention was paid to students having scored less than 45% during the quarterly examination.
7. More emphasis were given on GNH and enabling practices of the school which made influences in the growth of overall score.

8. Teacher gained experiences over the time.
9. Managable class size (class size less than 15 children)
10. Monthly review meeting for staff and student leaders.
11. Value Orientation Week (VOW)
12. Life skill education classes
13. Result analyses
14. Common question paper (supplied by the dzongkhag)
15. Educational exchange program with high performing schools
16. Professional Development Programme
17. Reading Programme and observation of reading week
18. Literary Programme
19. Club activities
20. Involvement of community to the school development programme (Physical ambience)
21. Invitation of guest speaker.
22. There was no teacher shortage felt in the school over these years (2017-2019)

Jangphutse Primary School

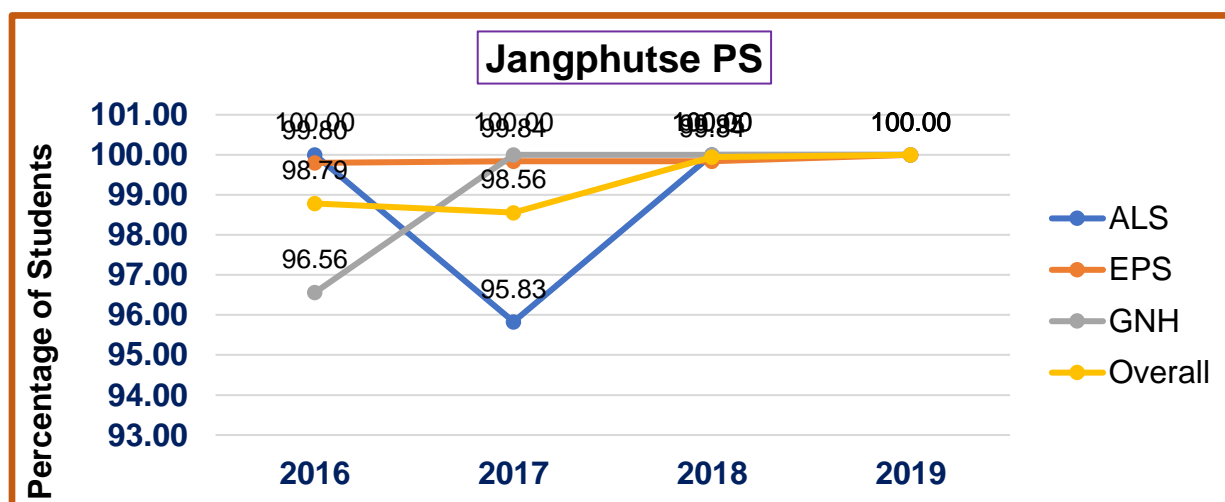
Class III

	Students Appeared	ALS	EPS	GNH	Overall
2016	8	100.00	99.80	96.56	98.79
2017	4	100.00	99.84	100.00	99.95
2018	7	100.00	99.84	100.00	99.95
2019	6	100.00	100.00	100.00	100.00



Class VI

	Students Appeared	ALS	EPS	GNH	Overall
2016	6	100.00	99.80	96.56	98.79
2017	6	95.83	99.84	100.00	98.56
2018	6	100.00	99.84	100.00	99.95
2019	5	100.00	100.00	100.00	100.00



Possible Causes for varied performances

Improvement of Performance:

The graph shows the increasing and improving performance of the school in all areas except for class IV in the year 2017. The following might be the possible reasons:

- Deployment of trained teachers and supply of necessary materials

- PD program offered to teachers
- Child adoption
- Dzongkhag's support in developing physical ambience of school
- Dzongkhag's support in deploying required teachers
- APA
- School's programs and activities

Drop of performance:

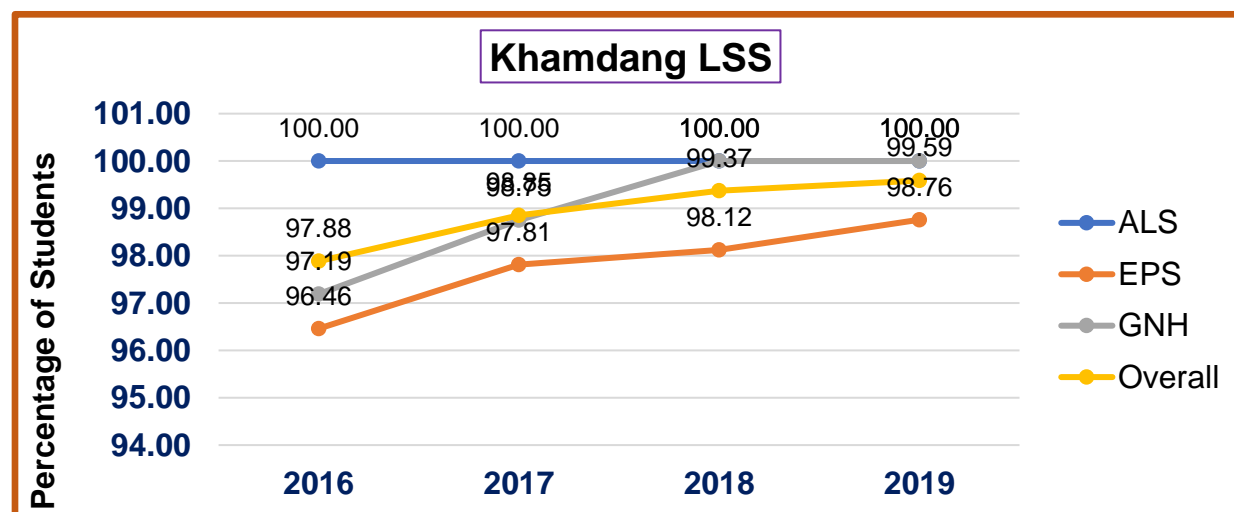
In the year 2017, there was a drop in the ALS of grade VI which pulled down the overall performance of the school. The possible reasons might be:

- Heavy workload on class VI students
- Change in subject teachers and class teacher
- Change in question patterns

Khamdang Lower Secondary School

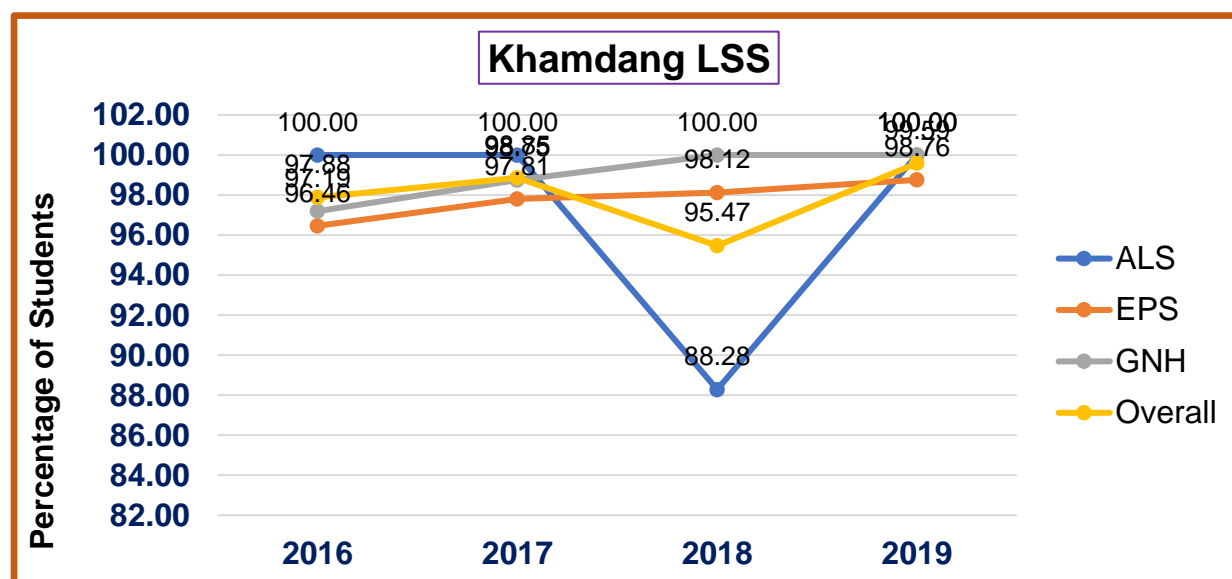
Class III

	Students Appeared	ALS	EPS	GNH	Overall
2016	34	100.00	96.46	97.19	97.88
2017	27	100.00	97.81	98.75	98.85
2018	23	100.00	98.12	100.00	99.37
2019	22	100.00	98.76	100.00	99.59



Class VI

	Students Appeared	ALS	EPS	GNH	Overall
2016	42	100.00	96.46	97.19	97.88
2017	27	100.00	97.81	98.75	98.85
2018	36	88.28	98.12	100.00	95.47
2019	27	100.00	98.76	100.00	99.59



Class III Performance form 2016-2019

Overall the school saw growth in the Class 111 Performance. The reasons this are:

- ✓ School initiated quarterly examinations to acquaint students to the questions types.
- ✓ Incorporated morning and evening studies.
- ✓ Provided remedial classes by subject teachers.

- ✓ Special attention was paid to students having scores 45% and less during the quarterly examinations.
- ✓ Class teachers met with childrens parents and suggested for guidance and support at home especially in giving children time for studies at home.
- ✓ Same teachers took up teaching the children to the next successeeding classes' right from PP and above.
- ✓ The GNH and enabling practices of the School made influences in the growth of over all Scores.
- ✓ There was no teacher shortage felt in the School over these years (2016-2019).
- ✓ Managable class size.
- ✓ Creating condusive classroom conditions such as carpeting the class, displaying ofTLM Materials.
- ✓ Support from the Education Office in providing resources such as LCD Screen and Projectors, Furniture.
- ✓ Inclusion of lifeskills, Library. HPE class/ period in the teaching learning time table of the class.
- ✓ School feeding programme has proven for improved attendance of the children.

Class VI Performance form 2016-2019

Overall we saw growth in the Class VI Performance. The reasons are:

- ✓ School initiated quarterly examinations to acquaint students to the questions types.
- ✓ Incorporated morning and evening studies.
- ✓ Provided remedial classes.
- ✓ Special attention was paid to students having scores 45% and less during the quarterly examinations.
- ✓ Class teachers met with childrens parents and suggested for guidance and support at home especially in giving children time for studies at home.
- ✓ Same teachers took up teaching the children to the next succeeding classes' right from PP and above.
- ✓ The GNH and enabling practices of the School made influences in the growth of over all Scores.
- ✓ There was no teacher shortage felt in the School over these years (2016-2019).
- ✓ Managable class size.
- ✓ Creating conducive classroom conditions such as carpeting the class, displaying of TLM Materials.

✓ Support from the Education Office in providing resources such as LCD Screen and

Projectors, Furniture.

✓ Inclusion of lifeskills. Library, HPE class/ period in the teaching learning time table of the class.

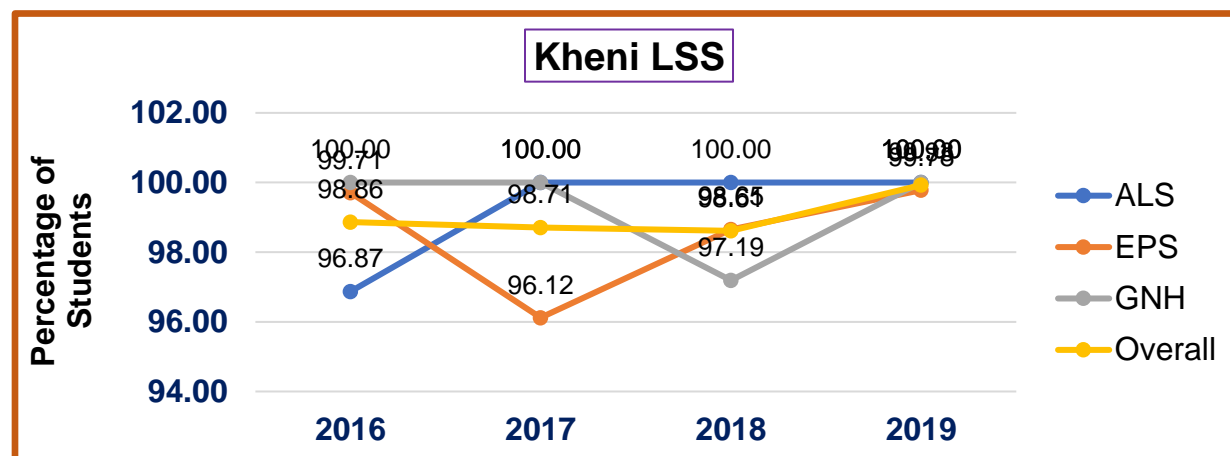
✓ School feeding programme has proven for improved attendance of the children.

✓ Particularly the ALS Score saw declined in the academic year 2018. The teacher felt that the questions were found to be bit difficult in comparison to other years.

Kheni Lower Secondary School

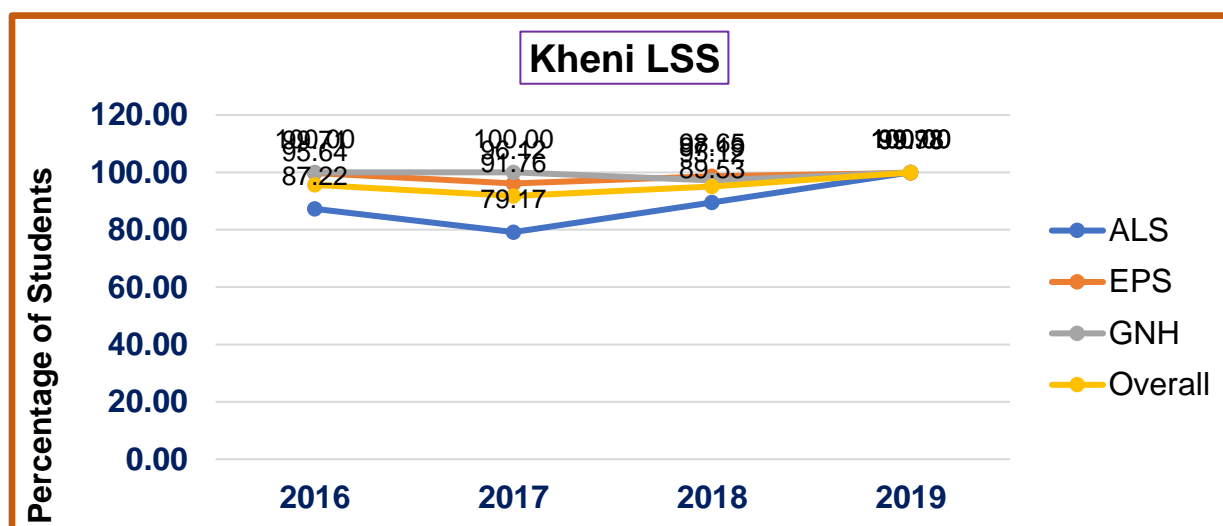
Class III

	Students Appeared	ALS	EPS	GNH	Overall
2016	15	96.87	99.71	100.00	98.86
2017	15	100.00	96.12	100.00	98.71
2018	15	100.00	98.65	97.19	98.61
2019	25	100.00	99.78	100.00	99.93



Class VI

	Students Appeared	ALS	EPS	GNH	Overall
2016	22	87.22	99.71	100.00	95.64
2017	15	79.17	96.12	100.00	91.76
2018	20	89.53	98.65	97.19	95.12
2019	17	100.00	99.78	100.00	99.93



Kheni Lower Secondary School was established in the year 1991 as a Community Primary School which is located under Toetsho Gewog, Trashy Yangtse Dzongkhag. At present the school has fifteen teaching staff including the Principal with two hundred twenty students with the class range of PP till VIII. It has nine Nonteaching staff and another nine ESP and GSP staff. The school also has ECCD center with one facilitator.

The performance of the school has remain more or less constant for the past three years but has seen a slight improvement towards the end of the fourth year as shown below.

The possible causes of remaining constant without much improvement could be because of the following challenges

Shortage of teachers

Students performances are solely depend on the amount of input provided by teachers on daily basis. However, when the school have inadequate numbers of teachers teaching in the class, teachers have difficulty in catering to the needs of learners as they experience burnout and lot of obligations to be fulfilled. Needs of the students were left unattended which in turn affects their academic learning performances.

Lack of parental guidance (uneducated)

Majority of the parents are uneducated and they entirely depend on agriculture land for their livelihood. Moreover, students they stay with their parents at home as day scholars. Since their entire focus is on their survival and livelihood, they give least importance to their child's education. At the same time, they don't know how to guide their children in learning which ultimately hinders the academic performances of the students.

Difference in learning ability of students

Every individual student is different in their own way. They have different skills and abilities to cope up with the teaching learning processes on daily routine. More importantly, every year, different batches of students having variety of skills are passed out. This is the main reason school experience fluctuation in academic learning performances every year.

Difference in initiatives taken by individual teachers and students

Academic learning performances of students matters a lot depending on the amount of initiatives taken by individual teacher for the betterment of students. Every year teachers keep on changing their classes which actually hinders the performance of students. In particular academic year, some teachers take extra initiatives and some may not. Academic performances of students also depend on type of hard work put in by every student in that particular year. In some academic year, there were group of students who were gifted with varying intelligences which in turn escalate their academic learning performances.

More numbers of Non-academic related activities

Academic learning performances of students had been impacted when they were assigned with lot of non-academic related activities in a particular year. It also depends on the amount of activities reflected on the academic calendar for the academic year.

Economic background of parents

There are lots of factors which affects the academic learning performances of students. Majority of students' parents have difficulty in fulfilling the basic needs of their daily survival. Their children do not receive enough food and nutrients for their proper physical and mental growth which actually retards their intelligences in achieving the desired target.

The possible causes for the slight improvement in the last year could be because of the following initiatives taken by the individual teacher and the school

Remedial program

In order to enhance the academic learning performances of students, school has instituted remedial program for academically challenged students for about 30 minutes every day after the class hours. Students from every section who performed very low in exams had been identified and grouped in remedial class. During remedial class, all subjects were taken care as per the set time table. For lower grades, maximum focus was given to main

subjects. Every teacher maintains a daily record of what has been taught in the remedial class and get countersigned by concerned HoD and academic head for future reference.

Note: The remedial class shall commence with effect from 9th March, 2020. The remedial class shall be conducted right after the evening prayer for at least 30 minutes as per the schedule mentioned below.

Child adoption

Apart from remedial class, every teacher has adopted at least three students in order to render help regarding academics and psychosocial wellbeing of students. Every teacher assigns some task and provides feedbacks for further improvement in up scaling their performances in academics. All activities carried out were as per the action plan and records were maintained for authentication and for ready reference in the future.

Awards and certificates

All significant tasks performed by every individual student were identified and reinforced with token of appreciation and certificate. Their achievements were recognized and celebrated together to motivate and to instill the sense of competition at all aspects in their life. Academic toppers across all grades were awarded with cash prizes and certificates. Every year, the best student of the year is identified based on set criteria and awarded with cash and certificate as a token of appreciation. Even for co-curricular activities, prizes and certificates were awarded to the students.

Maintaining of participatory track of all students

School ensures every student to participate at least in one of the events throughout the academic session so as to get certain skills in their life apart from daily teaching learning processes. School encourages mass participation in the events coordinated and conducted by the school. Their participatory records in any of the events conducted were maintained for the future reference.

Club activities

Every year school encourages and ensures good number of clubs whereby students are meaningfully engaged in one of the clubs. In our school, every Wednesday is kept as club day. During club day, all the students from classes three and above were actively involved for about an hour. They learn different life skills and knowledge which they can apply in their daily life. In order to have check and balance in club activities, school conducts club exhibition at the end of the academic session.

Mindfulness practices (Tibetan Yoga)

Tibetan Yoga practices regulate the flow of energy in the body and mind in order to remove negative tendencies and blocks. The goal is to allow our natural state of sanity and wisdom to emerge. It can be a great help to meditation practice. It also used to promote health in Tibetan Medicine. By balancing the vital energy (Tib. *rlung*) in the body, these practices can help to change the mind and nervous system which can be considered root factors in many diseases. More importantly, it focuses on working with the mind-body relationship

through visualization of channels (Sanskrit – nadis) and energy centers (Sanskrit- chakras). The ultimate basis of instituting Tibetan Yoga and mindfulness meditation practices in the school is to realize the moment to moment awareness of every individual student and staff and also to realize their true potentials to elevate the development philosophy, Gross National Happiness in the country.

People cannot effort to function in isolation in this rapid transitional world. So is with our body. Our body organs cannot function in isolation. They have to have connection among themselves to function to the fullest. These can be done only with constant and rigorous practices of Tibetan

School Level Monitoring Support Services (SLMSS)

Monitoring and evaluation should be an integral component of any particular school since it helps in planning. Through monitoring and evaluation in schools, good leadership is put into practice and accountability which leads to school improvement. Effective monitoring and evaluation can be best achieved through record keeping and proper reporting systems, to help find out whether the school resources are being spent according to plan or not. SLMSS also helps in figuring out whether the teaching method in the school is delivering to the desired educational results. Monitoring and evaluation systems have enhanced the performance of both the teachers and the students. The teachers can do an assessment and behavior of the student to identify the areas where the student is failing. Moreover, teachers can align their teaching skills and strategies accordingly to improve student performance in the academic. Once in every month, teachers' lesson delivery is observed by their concern HoD and constructive feedbacks were provided to inculcate and to have effective subsequent teaching learning processes.

PD program



Teacher professional development is any type of continuing education effort for educators. It is one way teachers can improve their skills and in turn, boost student outcomes. Professional developments for teachers take place on a number of different levels: National level (NBIP), district level (DBIP), cluster level (CBIP) or even at school level (SBIP). It has paramount importance for teachers as they get better access to continuous learning opportunities and professional development resources, which help them to better equip to become good teachers for their students. The ultimate goal of any professional development activities for teachers is to have better learning outcome for students. Professional development can help new and experienced teachers develop the skills they need to feel confident in the classroom. Effective professional development helps teachers shape career long learning. Teacher professional development encourages teachers to be active participants in their own learning, and ensures that students and teachers alike are eager to learn.

Review meeting for staff and student leaders

Every month all the stakeholders of the school gather together with common agenda for



the review meeting which is being coordinated by staff secretary. During the review meeting, we completely focus our attention to all the achievements achieved and rejoiced the moment with pride and happiness. More importantly, we give close concentration to those areas which were not able to achieve as intended and formulate way forward strategy to tackle those challenges in the following months. We do have review meeting among student leaders and School Management Team (SMT) purely focused on how things have went well or where we went wrong and consequently discuss and develop certain strategy to cope up in the future.

Value Orientation Week (VOW)

Value education refers to planned educational actions aimed at the development of proper attitudes, values, emotions and behavior patterns of the learners. Value education is the education that is concerned with the transformation of an individual's personality. Value education means, to develop all rounds of skills, personality in daily life. At the onset of academic session every year, students were oriented through value education; they realize their responsibility, importance of life in good or bad direction, democratically living, culture understanding, and critical thinking among others. We completely engrossed ourselves in delivering value education classes for a week long at the beginning of the academic session. These value education classes is carried out as an integrated program along with

the normal classes whereby values are spell out to students as and when come across in any of the lessons being taught.

Life skill education

In everyday life, the development of life skills help students to find new ways of thinking and problem solving, recognize the impact of their actions and teaches them to take responsibility for what they do rather than blame others. Life skill education helps to build confidence both in spoken skills and for group collaboration and cooperation. Life skills are empowering skills that enable people to cope with the changes and challenges of life. Strengthening life skills help students to meet the challenges and risks, maximize opportunities and solve problems in co-operative, non-violent ways. Life skills help to improve a person's sense of self as an individual and member of a family, community and society. Therefore, having realized the essence of life skills education in life, we have life skills education classes for grades four and above at least one period in a week. Aside from the schedule period for life skills education, we do incorporate and integrate as much as possible during other programs in the school.

Result analysis

All the subject teachers, academic coordinator, exam coordinator, and school administration come together and carry out result analysis for all the subjects. We examined all the marks scored by each student and find out the mean mark. According to their performances, we develop certain strategies and way forward means to upscale their academic learning score. Among them, we give extra efforts and energy to those academically challenged students to perform at par with performing students. More importantly, we carry out item analysis for each subject focusing on each chapter and re-teach the chapter where maximum students scored less mark.

Common question paper

Setting of common question paper across the all the schools in the district is the mandate of the education office. Together, we aspire to achieve and excel in academics at all grades throughout the district. When we have common question paper setting, it actually helps to ensure transparency, equity, equality, and unity among all the stakeholders so that everybody coordinate and collaborate together for achieving the common goal. Common question papers are mainly of competency based where it triggers learners to explore and expand their creativity, critical thinking, and decision making skills among others. Common question papers cater to all domains of learning; cognitive, affective and psychomotor for every individual student.

Involving all stakeholders in developing physical ambience

Classroom physical environment affects morale and student learning. Including students in creating the physical environment can enhance that environment, increase the feeling of classroom community, and give students a sense of empowerment. In our school, we involve all our stakeholders to actively participate in maintaining the physical ambience at all time so as to constantly motivate and inspire everyone.

Educational exchange program with high performing schools

In our education sector, and among schools, all are encourage to educational exchange program with high performing schools with intention to have maximum learning outcome among all students and teachers. Educational exchange program focuses on self-development and awareness leading to enhanced self-confidence and self-esteem. A tremendous sense of accomplishment upon completion encourages students to develop independent opinions, make informed decisions and strive to attain fresh goals. The successful completion of educational exchange program represents an excellent measure of personality, encompassing an ability to reach compromise, focus and succeed through challenging times.

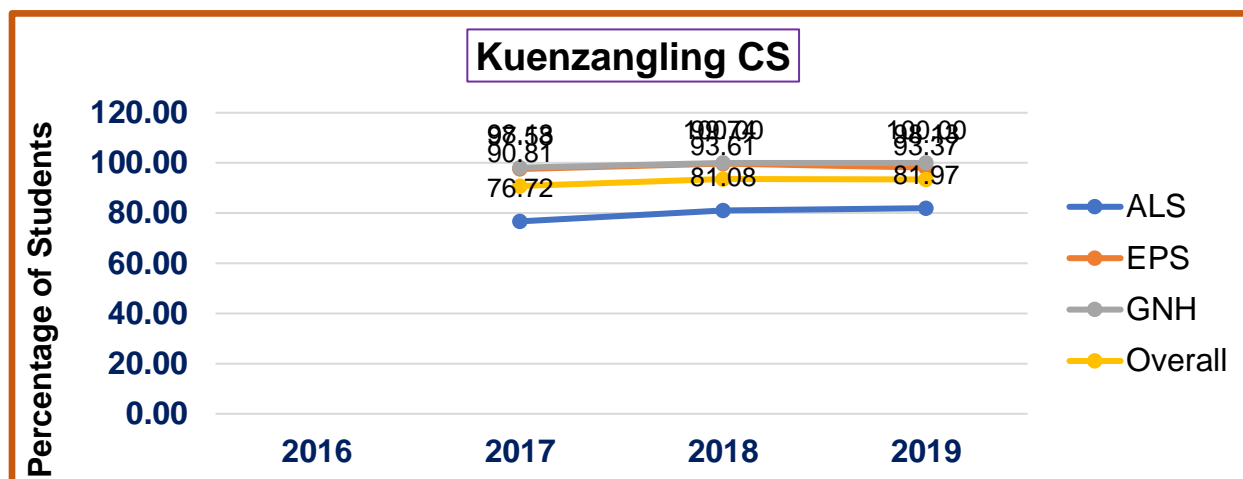
Mass Spelling Test

When we closely look into the performances of students across all subjects, it was found out that majority of students were having difficulty in writing the correct spellings which ultimately score very low mark in the tests and in exams. Although they know the answers but due to incorrect spellings, they did not achieve high marks in the examinations. In order to accelerate academic performances of students, school has unanimously decided to have mass spelling competition for all the subjects on weekly basis. Super speller of the month is identified and awarded with token of reinforcement to motivate them to have consistency in achieving their desired goal.

Kuenzaling Central School

Class X

	Students Appeared	ALS	EPS	GNH	Overall
2016	No Class X				
2017	67	76.72	97.58	98.13	90.81
2018	80	81.08	99.74	100.00	93.61
2019	66	81.97	98.13	100.00	93.37



ALS of Class X

ALS of class X

1. The first batch of class X student appeared the board exam from Kunzangling CS in December 2017 Board examinations. The school at that time was still in the cocoon stage and development in every field was just taking the plight. The teachers at that were mostly fresh graduates of the teacher training college. Yet, all the efforts by both student and teacher were immensely accountable in scoring 76.72%. Thereafter, the ALS of the school was progressive in nature, although not significantly. Compared to the other three schools having class X, Kunzangling CS fared better all through the three years.

EPS for class X

1. For anything to do well, proper management, administration and monitoring is essential. The school was managed by a sole Principal with no Vice Principal to assist him. This was one reason for the fewer score in the EPS of the school. Howsoever great one is, it is always challenging to manage an organization alone. It becomes very difficult for Managers to make strategic decision which in turn hampers in management of the school administration.

However, from 2018 the EPS of school has increased indicating everything has started to fall in

Place as staff are now adapted to the environment.

GNH for class X

1. The GNH score of the school was progressive and consistent. The schools infrastructures were new

And everything was in place. The school has all necessary materials and facilities. Just in the first two

Years it was difficult for the Manager to manage it in absence of a Vice Principal to assist him.

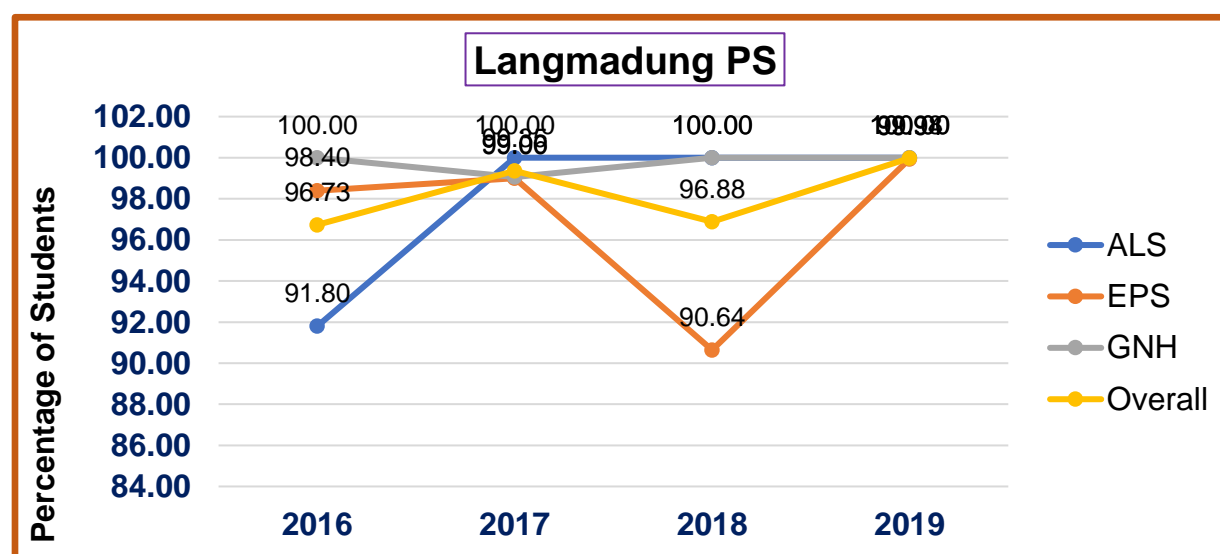
2. In the initial stage the score was less than 100 and that is due to development in certain areas like

Flower gardens and growing of hedges which just took off. As a result, in the year 2018 and 2019, the GNH score of the school was 100 as the school was able to come up with all the initiatives which contributed to the wellbeing of school as a whole.

Langmadung Primary School

Class III

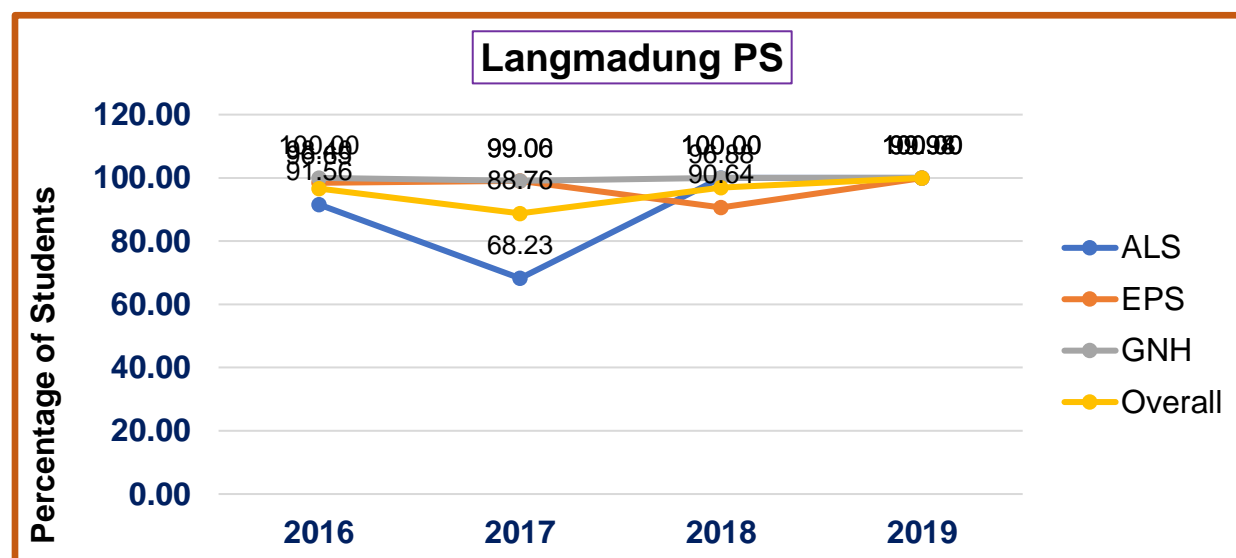
	Students Appeared	ALS	EPS	GNH	Overall
2016	8	91.80	98.40	100.00	96.73
2017	11	100.00	99.00	99.06	99.35
2018	4	100.00	90.64	100.00	96.88
2019	15	100.00	99.94	100.00	99.98



Class VI

	Students Appeared	ALS	EPS	GNH	Overall
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2016	10	91.56	98.40	100.00	96.65
2017	12	68.23	99.00	99.06	88.76
2018	7	100.00	90.64	100.00	96.88
2019	4	100.00	99.94	100.00	99.98



Report on Annual School Performance from 2016-2019

There has been a lot of falls and climbs in the school performance in the few years. It has not remained constant owing to various factors that have led to the both increase and decrease in the performance. The overall performance, which is a combination of Academic Learning Score (ALS), Enabling Practices (EPS) and GNH have been fluctuating in each year. Many factors have caused these fluctuating scores.

From the year 2016-2019, the academic learning scores, enabling practices and GNH have varied scores. The school saw a drastic drop in the academic score in 2017 with 68.23 from 91.56 in 2016 for class VI. However, class III had 100% Academic Learning Score in the past three years except for 2016 with 91.80. The overall performance for class III hasn't fluctuated much unlike class VI. The overall score for both class VI and III in 2019 is 99.98, an inch away from being a 100% performer. The concrete reason for the fall in the performance is still unknown. But the students' level of cognitive retention, behavioural patterns and the keenness to learn definitely lead to such falls. The school has had students with average and low level of retention power, poor enthusiasm to learn, less support at home as most of the parents being illiterate. These factors have led to the drop in the school performance.

Though the school suffered a drop in 2017, there was an improvement in the following years. Many positive factors have helped in pulling up the school performance. The school provided remedial classes to the needy and interested students, conducted more literary

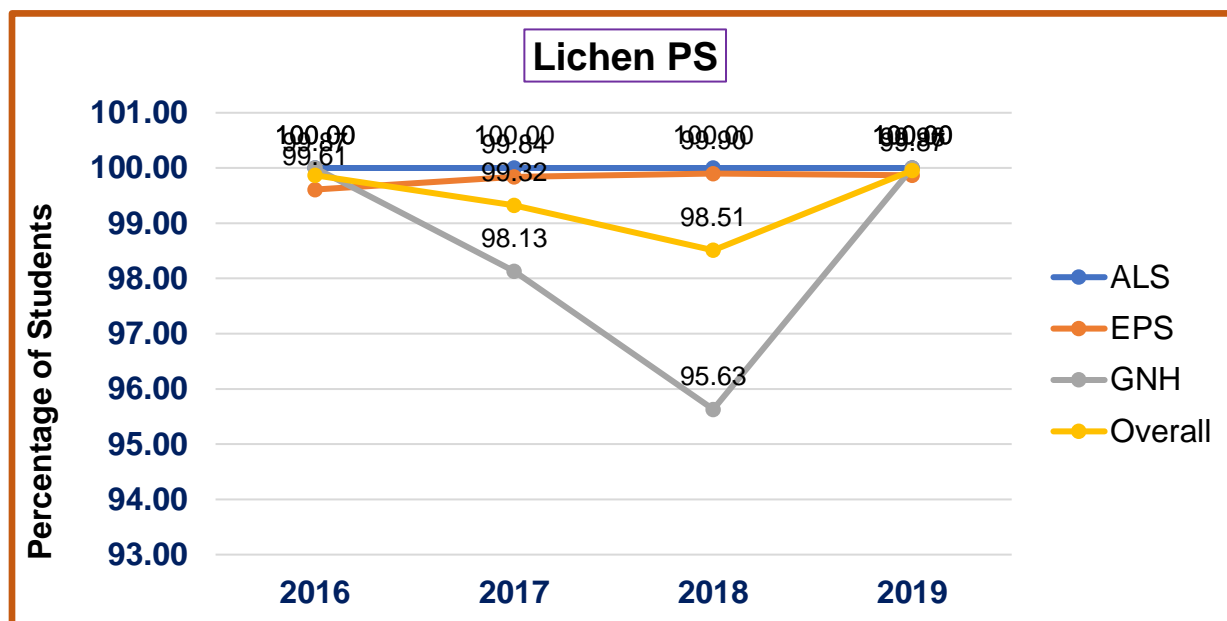
activities in the school, incorporated morning studies and conducted unit test/block test at the end of each unit/block. The school also paid special attention to the low performing learners led Special Education Coordinator (SENCo) and the concern subject teachers. Many of the parents visited school to learn and observe their children's learning. The school gave equal importance to HPE, library class, and life skill classes in the school. The students were provided with books everyday to read and conducted mass reading every week in the school.

The School Feeding Program has also helped the school for improvement in students' health and attendance. The support from the Dzongkhag Education office has also led to the improvement. The Education Office helped in providing all required resources in the school. The school had strong functioning support from the parents and they volunteered to carry out any kind of developmental work which led to development in physical school ambience. With conducive and welcoming school environment, the students' enthusiasm to learn was automatically boosted it ultimately led to the improvement in overall school performance.

Lichen Primary School

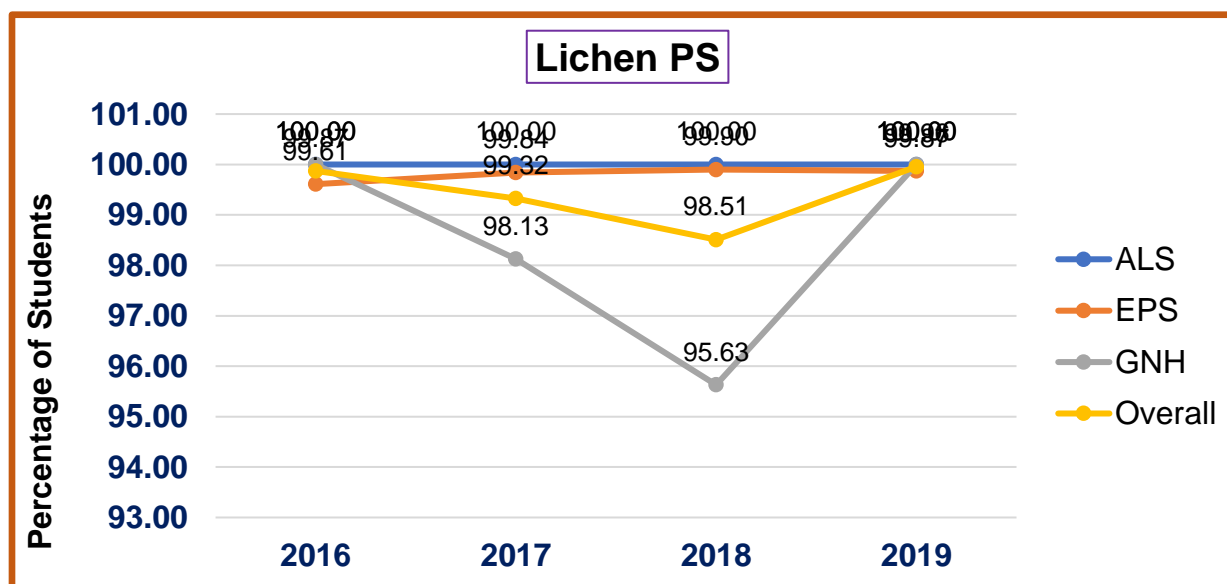
Class III

	Students Appeared	ALS	EPS	GNH	Overall
2016	8	100.00	99.61	100.00	99.87
2017	5	100.00	99.84	98.13	99.32
2018	8	100.00	99.90	95.63	98.51
2019	6	100.00	99.87	100.00	99.96



Class VI

	Students Appeared	ALS	EPS	GNH	Overall
2016	6	100.00	99.61	100.00	99.87
2017	7	100.00	99.84	98.13	99.32
2018	8	100.00	99.90	95.63	98.51
2019	7	100.00	99.87	100.00	99.96



There are many factors that causes improvement and drop in performance of the school differently in different years. The possible factors are:

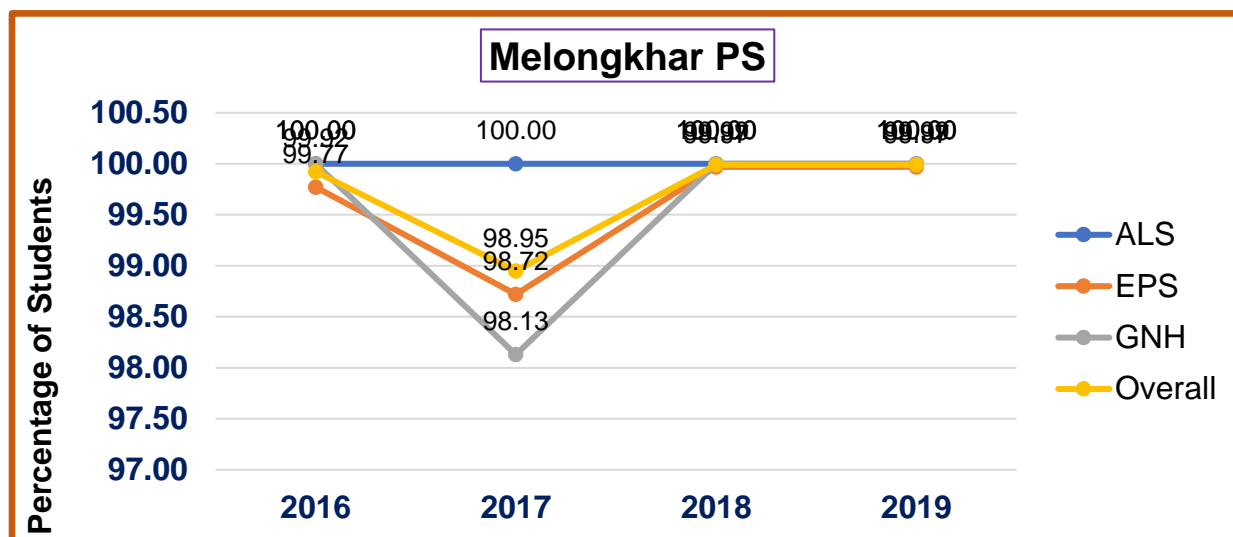
1. Movement of teachers (outgoing and incoming) matters a lot in schools performance. The second year of same teachers with same numbers of teachers serving in the school determines the school's performance. It was found out that when school retains same teachers for two and more consecutive years, the performance of the school improves. For the year 2019, we have no outgoing and incoming teachers. Same teachers with same number of teachers served the school and found success. There was drop in 2017 because the school couldn't retain same teachers. There was lots of teachers movement where outgoing of teachers and incoming of teachers has happened.
2. Number of teachers in the school is another factor that determines the performance of the school. Where there is more number of teachers in the school, the school is comfortable to carry out various activities which leads to better performance. So, the issue of teacher shortage in the school is another prominent determining factor of the school's performance.
3. The wealth of experiences of the teachers is one factor that underpins the school's performance in little ways. The teachers of 3 to 4 years of experiences performs better than freshly graduated teachers and overly experienced teachers. It is that freshly graduated teachers learns and explore with experienced teachers and they improve on. The overly experienced teachers feels they did their best at early years and they shrug their shoulders and suffer from the disease of apathy.
4. The visiting and assessing authority during the SPMS visit also implicates the school's performance. It was found out that when visiting authority asses the schools for both the rounds (1st and 2nd rounds), the chain of linking consistency is maintained and the school's performance with improvement was found out vividly.

The leadership quality of the school manager also impedes the school's performance. The best performing schools have great leaders who maintains consistency of the school's performance.

Melongkhar Primary School

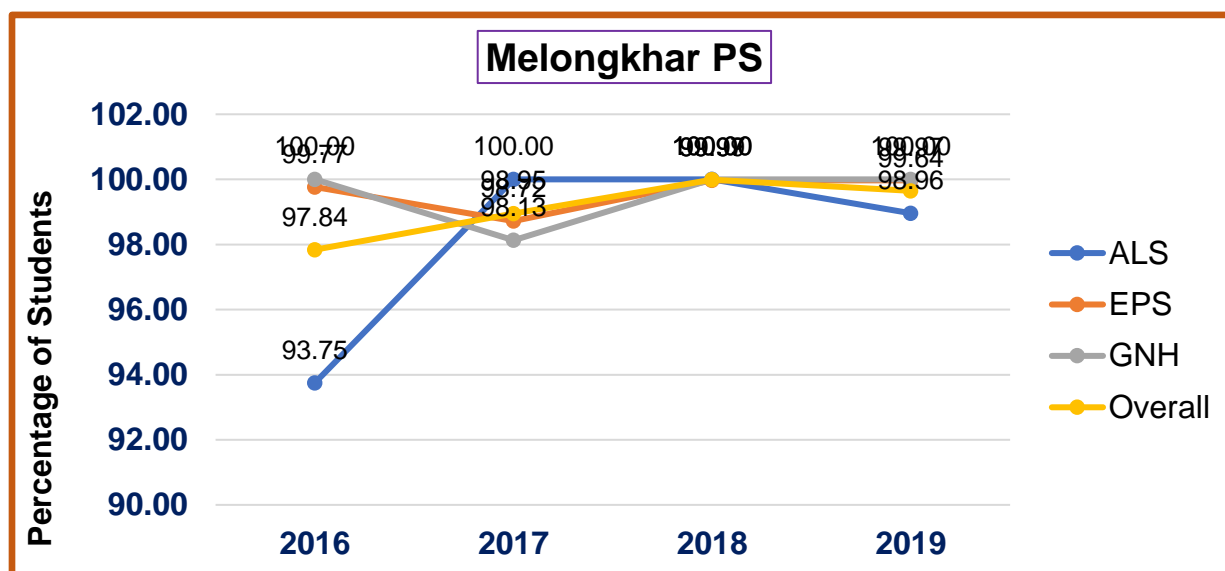
Class III

	Students Appeared	ALS	EPS	GNH	Overall
2016	10	100.00	99.77	100.00	99.92
2017	7	100.00	98.72	98.13	98.95
2018	9	100.00	99.97	100.00	99.99
2019	10	100.00	99.97	100.00	99.99



Class VI

	Students Appeared	ALS	EPS	GNH	Overall
2016	12	93.75	99.77	100.00	97.84
2017	7	100.00	98.72	98.13	98.95
2018	6	100.00	99.97	100.00	99.99
2019	9	98.96	99.97	100.00	99.64



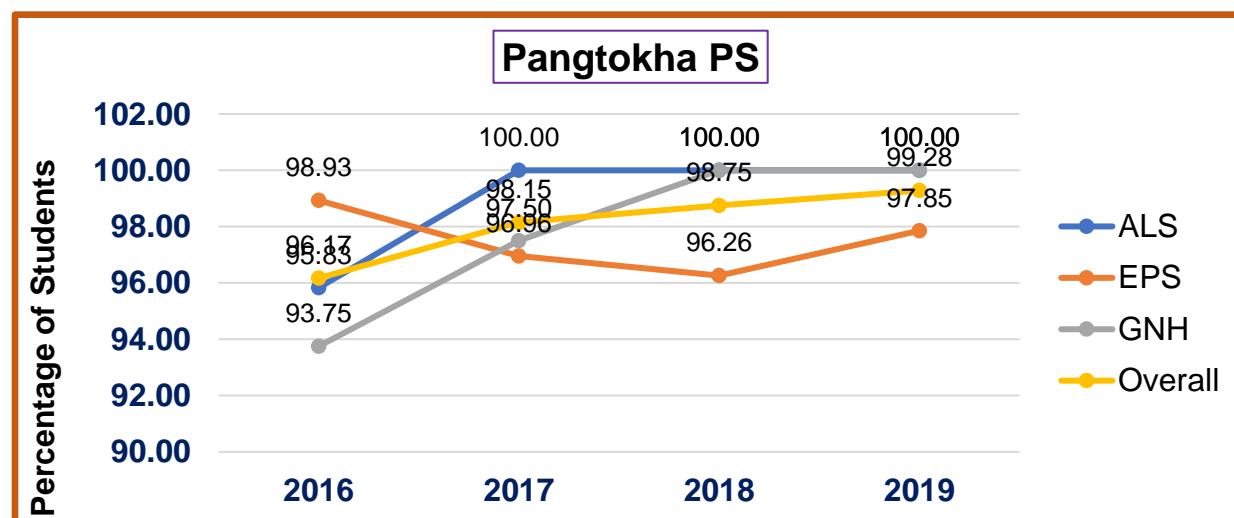
Since from the year 2016 the performance of the class III and VI has improved drastically and the school has maintained almost the same performance for the three consecutive years. This is mainly because of the immense support and guidance received from Dzongkhag Education Office, community and the selfless effort put by the teachers through collaboration and team work.

The performance may varied a little in some year as the ability of the students varied from year to year despite the effort put by the school. The school refers the ability of the students to inclusion of the children.

Pangtokha Primary School

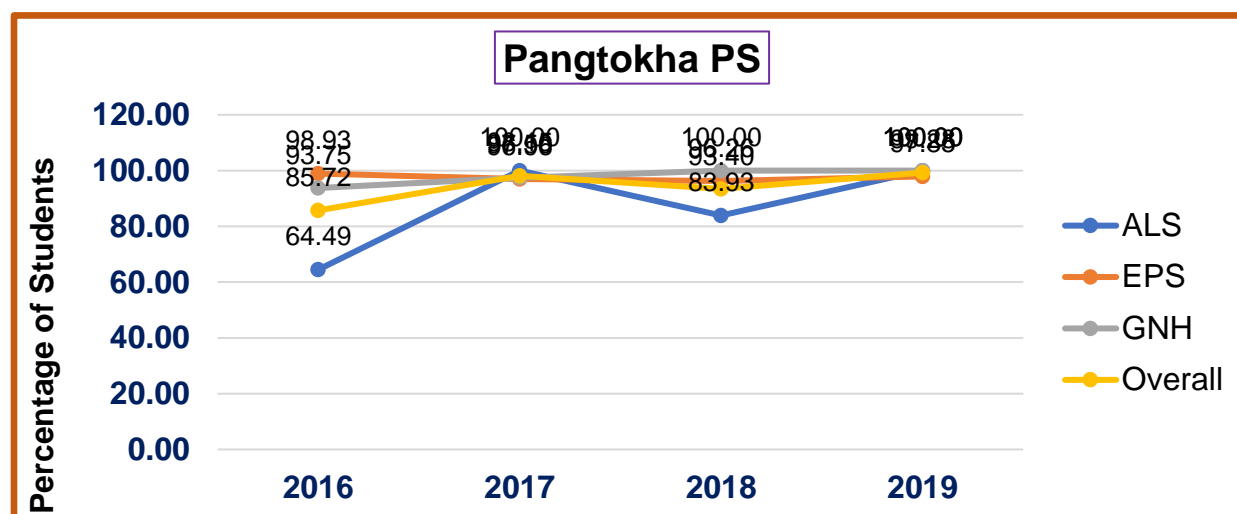
Class III

	Students Appeared	ALS	EPS	GNH	Overall
2016	6	95.83	98.93	93.75	96.17
2017	8	100.00	96.96	97.50	98.15
2018	12	100.00	96.26	100.00	98.75
2019	13	100.00	97.85	100.00	99.28



Class VI

	Students Appeared	ALS	EPS	GNH	Overall
2016	11	64.49	98.93	93.75	85.72
2017	6	100.00	96.96	97.50	98.15
2018	7	83.93	96.26	100.00	93.40
2019	6	100.00	97.85	100.00	99.28



The overall result of class III shows some improvement in the performance every year, i.e. 96.17% in 2016, 98.15% in 2017, 98.75% in 2018 and 99.28% in 2019 respectively. While the ALS and GNHs also shows some improvement over the past four years, the EPS shows some deterioration in 2017 with 96.96% and 96.26% in 2018. However, it shows improvement in 2019 with 97.85%. The following are some of the causes for the progression over the years.

- Our school had supportive and caring environment where learners feel safe and secure for learning.
- We maintained effective classroom management, a classroom free of abuse, violence and ill-treatment.
- School had a clear and Common Focus based on the fundamental belief that all students can learn and improve their performance.
- School had High Standards and Expectations where each teacher believes in “all students can learn and I can teach them”
- We applied aligned curriculum with core learning expectations to improve the performance of all students.
- All the children were assessed equally and without partiality. Treated equally irrespective of the language, socio-economic background they come from and the belief they possessed.
- The assessment results were interpreted and applied appropriately to improve individual student performance and the instructional program.
- The school had strong bond with community and work together to actively solve problems and create win-win solutions.

- There were sufficient teaching learning materials including stationeries, books, worksheets etc.

The cause for the deterioration in 2017 and 2018 in EPS might have occurred when there were some changes in the strategies and the methods applied. It might be also due to the change in learners. The psychological and health related factors both in teachers and students might have affected the result.

According to the data analysis, the overall result of class VI in the past four year's shows gradual improvement except in 2018 where the score is 93.40% little below than rest of the years. It also shows just 64.49% in Academic Learning Score (ALS) in 2016 and 83.93% in 2018 while in 2017 and 2019 it has achieved 100%. Below are some of the factors that contributed in the achievement.

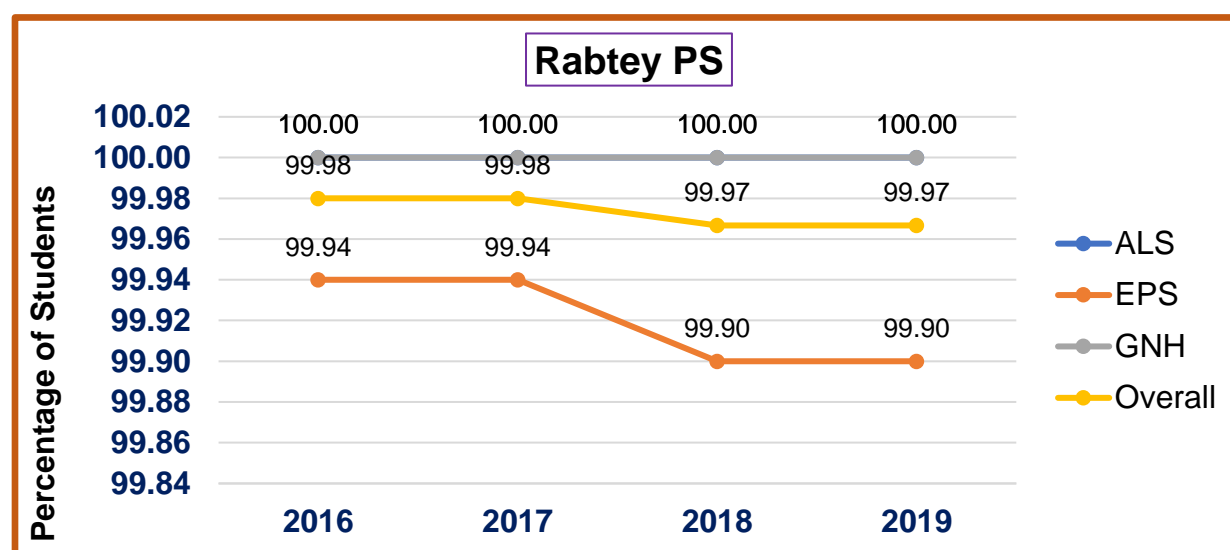
- The school followed the competency-based assessment for learning where children required their high-level thinking skills.
- Teachers attended professional development and were trained rigorously on 21st century teaching strategies and methodologies.
- Teachers delivered and implemented researched-based teaching and learning strategies. Students were actively involved in their learning through inquiry and in-depth learning.
- The school leader fostered a collaborative atmosphere between the school and the community while establishing positive systems to improve teaching and student performance.
- School facilities such as libraries, games, laboratory, and Information and Communication Technology (ICT) rooms were made available for all students to open their hearts and move their minds beyond the four walls of classroom.
- Literary activities such as reading competition, debate competition, poem recitation and quiz competitions were held besides normal classroom teaching.
- The cultural and games competition was also carried on several occasions involving all the children irrespective of gender equity, spiritual belief and socio-economic background.

In 2016, the ALS shows 64.49% only which is not satisfactory. The main factor could be due to the immaturity and inexperience of teaching staff since 98% of the teachers recruited in the school were the newly appointed teacher graduates.

Rabtey Primary School

Class III

	Students Appeared	ALS	EPS	GNH	Overall
2016	5	100.00	99.94	100.00	99.98
2017	6	100.00	99.94	100.00	99.98
2018	5	100.00	99.90	100.00	99.97
2019	9	100.00	99.90	100.00	99.97



The graph shows 100% in ALS and GNH performance of the school except for EPS in the year 2018 and 2019. The following are the possible interventions incorporated:

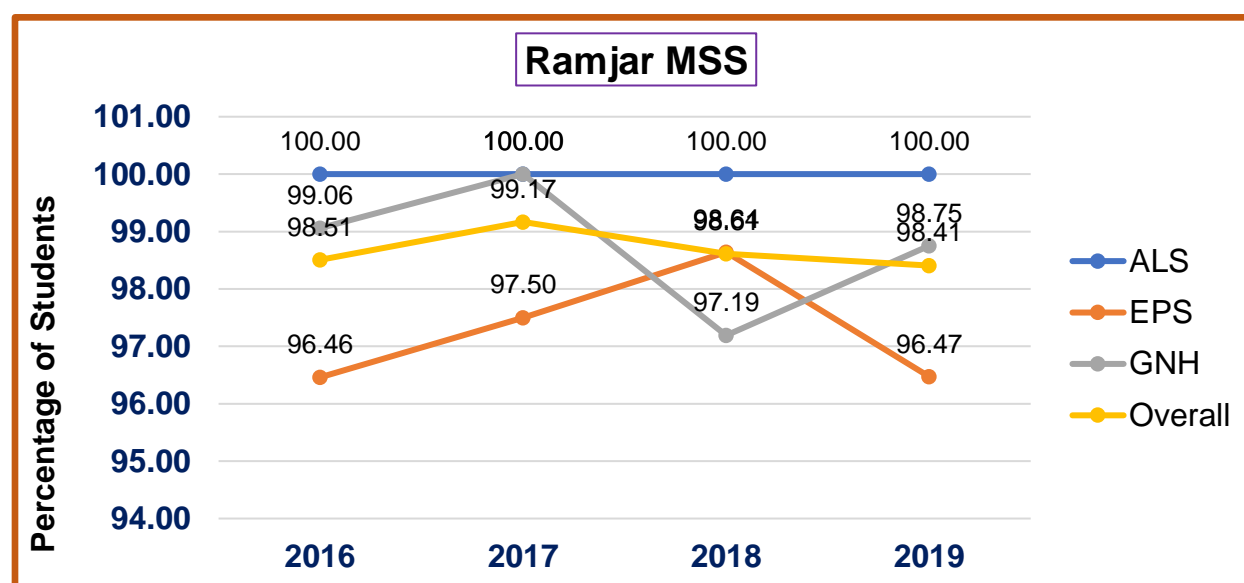
- Inclusion of life skills.
- Special attention was given to students having scores 45% and less during examination and class test (Remedial Class).
- Morning reading coaching.
- Created conducive classroom by displaying TLM materials.
- Child adoption.
- Students were grouped based on their catchment area - support each other to minimize bully, harassment and the safety.
- Done effective follow up on the feedbacks given by education officer during PMS visits.

- Effective engagement of supporting staff for the development and maintaining of physical ambience of school.
- School maintains cordial relationship with community by conducting PTM meeting.
- Parents take active role in the school developmental work.
- All activities are carried out as a whole school approach.
- School conducts professional developmental programmes to enhance professional growth of teachers.

Ramjar Middle Secondary School

Class III

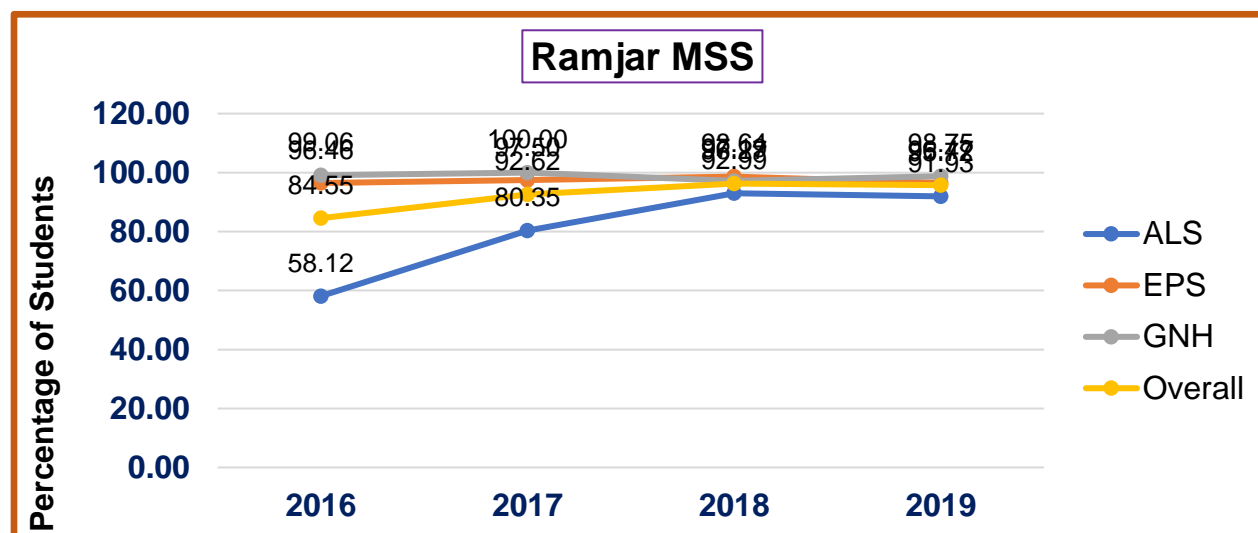
	Students Appeared	ALS	EPS	GNH	Overall
2016	25	100.00	96.46	99.06	98.51
2017	31	100.00	97.50	100.00	99.17
2018	24	100.00	98.64	97.19	98.61
2019	23	100.00	96.47	98.75	98.41



Class VI

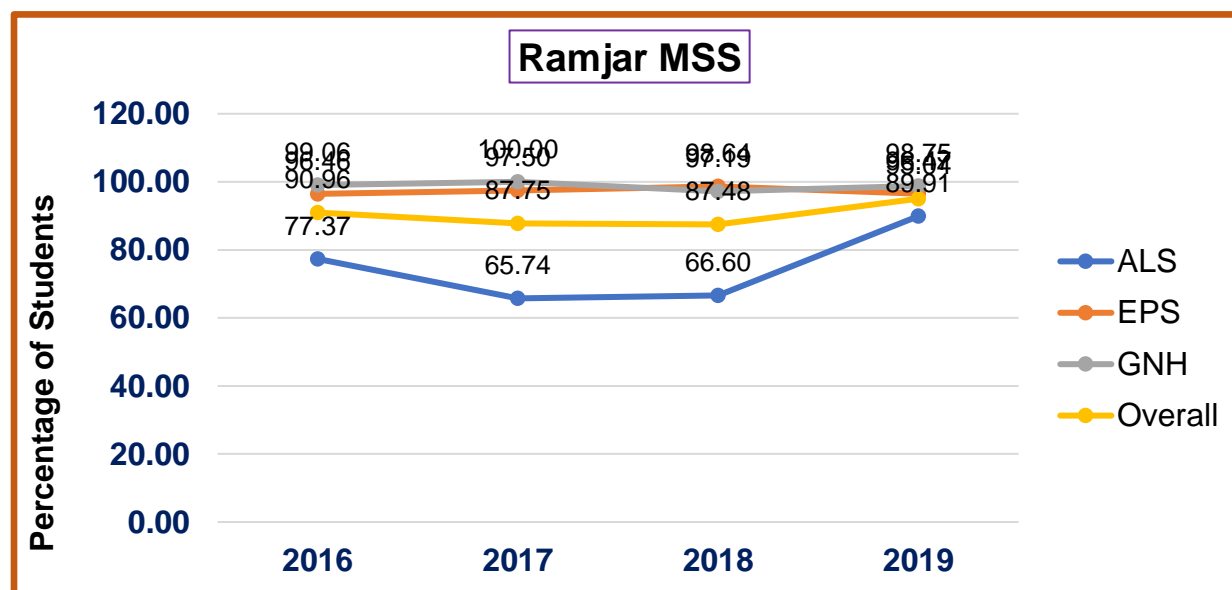
	Students Appeared	ALS	EPS	GNH	Overall
2016	30	58.12	96.46	99.06	84.55
2017	35	80.35	97.50	100.00	92.62
2018	29	92.99	98.64	97.19	96.27

2019	31	91.93	96.47	98.75	95.72
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Class X

	Students Appeared	ALS	EPS	GNH	Overall
2016	109	77.37	96.46	99.06	90.96
2017	73	65.74	97.50	100.00	87.75
2018	50	66.60	98.64	97.19	87.48
2019	60	89.91	96.47	98.75	95.04



Possible Causes for varied performances

Ramjar Middle Secondary School is pleased to state why our school performed differently over the years.

In class III the school could constantly maintain 100 percent in academic performance, but there are little fluctuations in EPS and GNH and the school strongly believes that these ratings depend upon the person who came to school for rating. Of course, the teachers and the school constantly work upon building all these three areas and the school has all these three kept in constant pace.

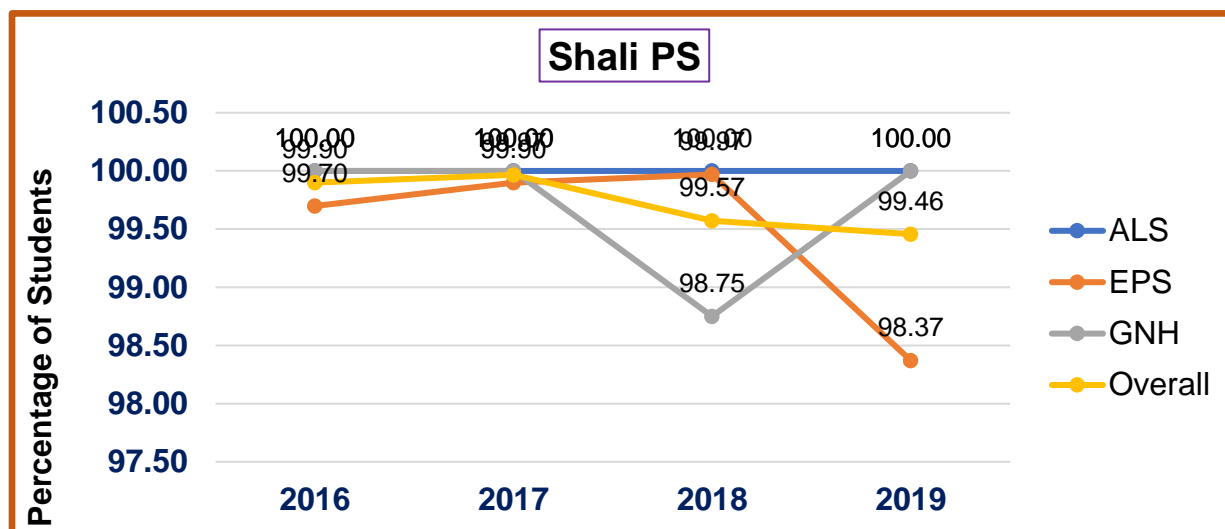
While coming to class VI, the academic performance in the year 2019 had dropped down. The school in general worked tooth and nail to bring changes in all students' learning. However, the school couldn't maintain constant result, as each batch (student) differs a lot.

We are happy that the school could bring improvement in the academic performance each year while coming to class X. The very reason for being able to bring great change in class X's performance is all because the teachers who taught class X has given their best in instilling knowledge/wisdom by creating zero periods and by coaching them well on how to overcome conflicts and on how to go about with the answering of questions by providing them with the techniques and skills to attempt questions. The school could bring a great change in the overall performance.

Shali Primary School

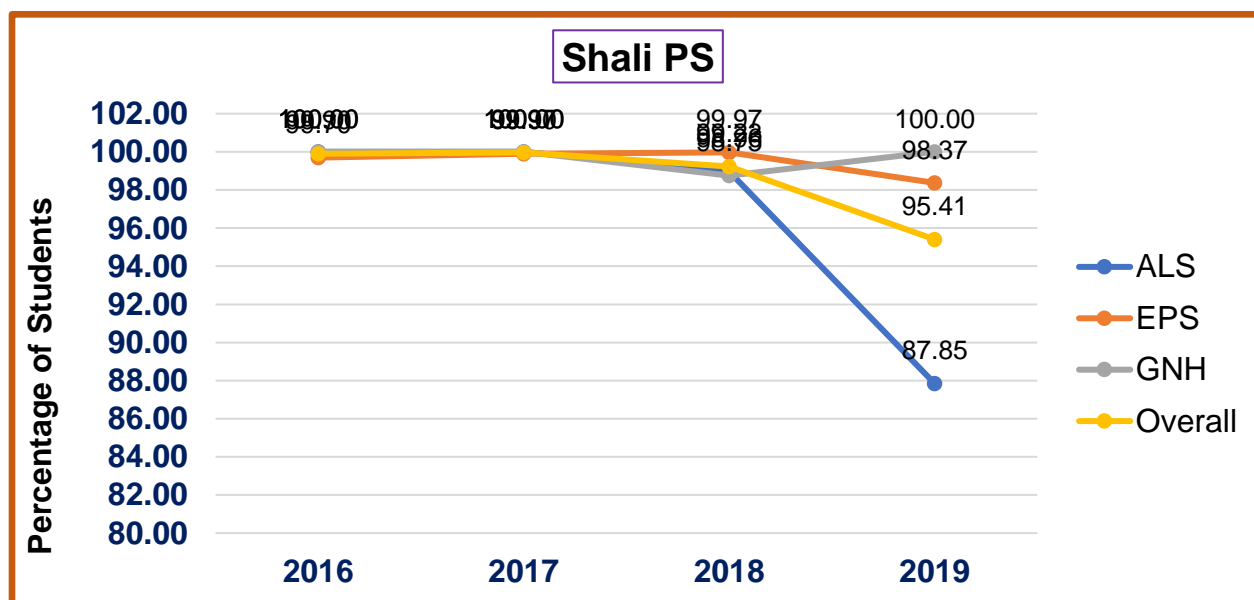
Class III

	Students Appeared	ALS	EPS	GNH	Overall
2016	9	100.00	99.70	100.00	99.90
2017	12	100.00	99.90	100.00	99.97
2018	9	100.00	99.97	98.75	99.57
2019	14	100.00	98.37	100.00	99.46



Class VI

	Students Appeared	ALS	EPS	GNH	Overall
2016	8	100.00	99.70	100.00	99.90
2017	9	100.00	99.90	100.00	99.97
2018	9	98.96	99.97	98.75	99.23
2019	9	87.85	98.37	100.00	95.41



Background

As is evident from the two graphical representation on the right, the overall performance of the school has spiraled downward over the last few years. While the school takes the full

responsibility for the drop in performances, there were several challenges that thwarted the smooth functioning of the school. The most palpable of all challenges was the shortage of teaching staff in the academic year 2019. Other challenges were entrenched in classroom maintenance works and student performances of different batches.

1. Teacher Shortage in 2019

A teacher was transferred from the school towards the end of 2018 academic year and was replaced only in late April 2019. While the number of students increased in 2019 with seven sections, there were only six teachers including the principal. The shortage of teachers made the teaching/learning challenging and classes five and six had to be combined for multi-grade teaching. Although, classes were managed with the fullest effort, there were shortcomings with teachers never trained for multi-grade teaching/learning. As the school was facing this acute challenge, a teacher was resigned and left for studies in Australia in July 2019. Another teacher was sent to India for a short term training in August, which left the school with just five teachers including the principal. Classes one and two had to be combined for multi-grade teaching further, which inevitably posed another challenge. This inevitably affected the academic learning scorecard, especially in 2019 academic year.

2. Maintenance of Classrooms

Due to old and non-RCC structures, the classrooms had to be put under maintenance work and children had to be either adjusted with other classes or in the MPH with poor ventilation and space for learning. Class three classroom was completely repaired with concrete walls and improved ceiling in 2019 from poor stone walls. Classes PP, one and two classrooms were tendered to community contractors towards the end of 2019 and could be completed only in April 2020. These maintenance works also hugely impacted the smooth functioning of teaching/learning as the learning space had to be shifted out and in several times. Sometimes, children were also put in the temporary sheds, making not only teaching/learning more inconvenient but also impacting the overall physical ambience of the school.

3. Student Abilities in different batches

While this looks inexcusable, we believe that certain batch of students bear better academic abilities. They perform extremely well in a particular year, and the next batch of students does not possess the same ability academically, despite the utmost support and care. We believe this as one factor that contributes to drop in performance of the school.

Possible solutions to the above challenges

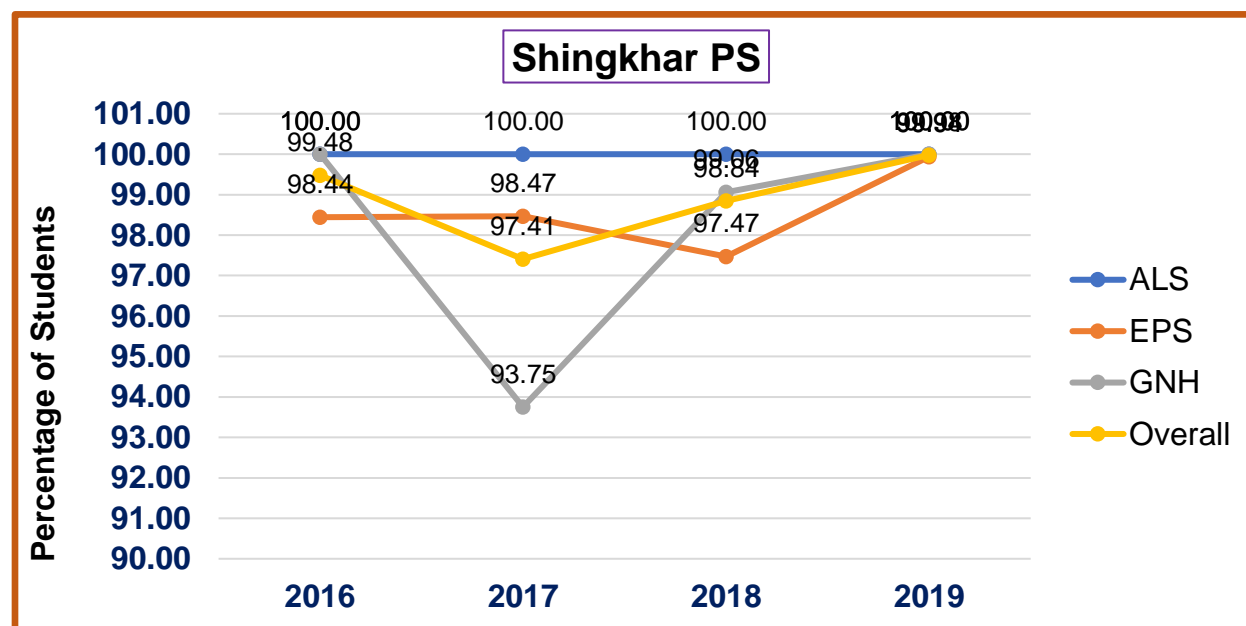
While it cannot be foretold with surety, the school is in better shape in 2020 academic year with classes completed with maintenance works with better lightings and ventilation. The school has only six teachers with seven sections and 88 total students in 2020. The shortage of teacher is raised in TRE and the school expects to receive another teacher (most probably NCT). Until the school is in receipt of another teacher, current teachers will be trained for multi-grade teaching by inviting experts of other schools for better management of the classroom teaching/learning.

The school has also completed the constructions of kitchen, boys' toilet (4 units), renovation of principal quarter and dining hall (with the help of parents). These new structures will greatly contribute to overall hygiene of the students and overall sanitation of school as a whole. Further, there are other construction works expected to be completed by the end of 2019-2020 financial year.

Shingkhar Primary School

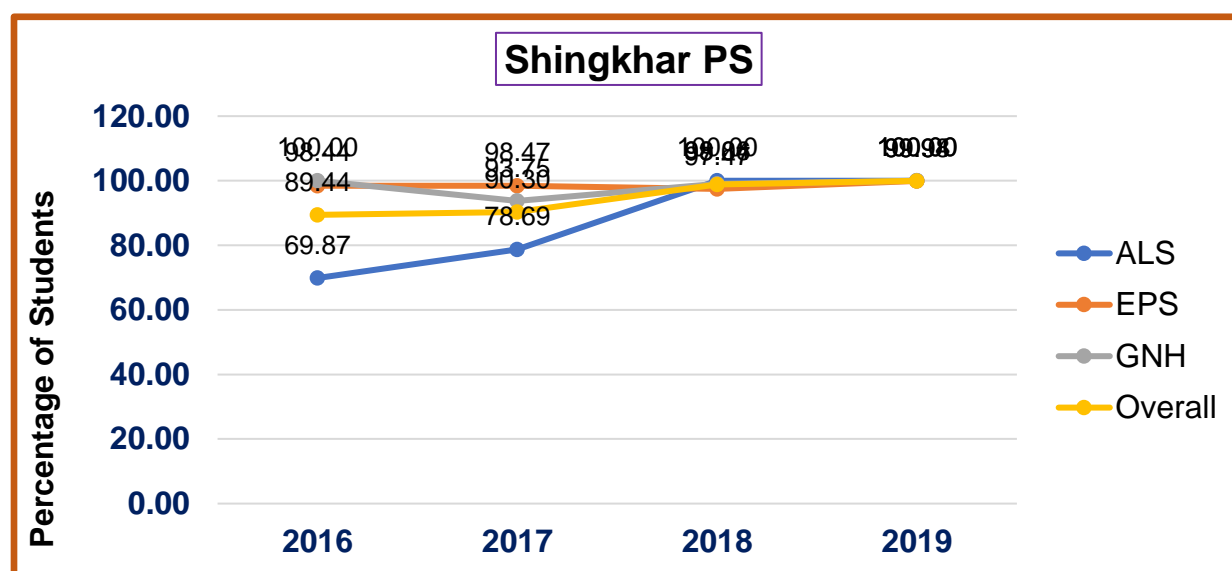
Class III

	Students Appeared	ALS	EPS	GNH	Overall
2016	9	100.00	98.44	100.00	99.48
2017	4	100.00	98.47	93.75	97.41
2018	7	100.00	97.47	99.06	98.84
2019	11	100.00	99.94	100.00	99.98



Class VI

	Students Appeared	ALS	EPS	GNH	Overall
2016	14	69.87	98.44	100.00	89.44
2017	11	78.69	98.47	93.75	90.30
2018	11	100.00	97.47	99.06	98.84
2019	10	100.00	99.94	100.00	99.98



There are many factors that cause improvement and drop in performance of the school differently in different years. The possible factors are:

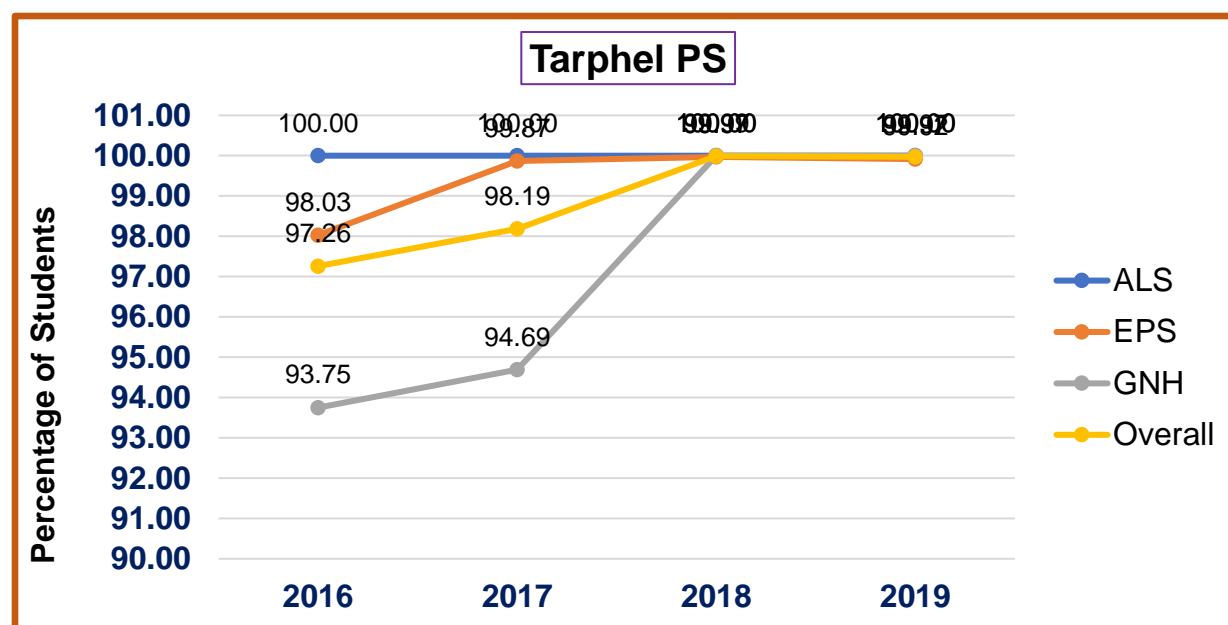
1. One of the factors that determines the performance of the school is number of teaching faculty in the school. The school functions well when the teacher-section ratio is equal, which leads to better performance.
2. The performance of the school also depends on the monitoring authority during the SPMS visit. When visiting authority assesses the schools for 1st and 2nd rounds, it was found that the working consistency is maintained and the performance of the school with improvement was found out vividly.
3. The academic uplifting strategies like morning studies, literary day, child adoption, Driglam programmes, monthly review meeting, etc., determine the performance of the school. The effective implementation of various strategies helped in improvement of the school performance.
4. The school-community relationship is also one of the prominent factor that implicates the school performance, where parents involvement in both academic and non-academic activities in the school lead in enhancing students' learning outcome.

- The collaborative efforts of stake-holders (leader, teachers, supporting staff and parents) play a vital role in improving the performance level of the school.

Tarphe! Primary School

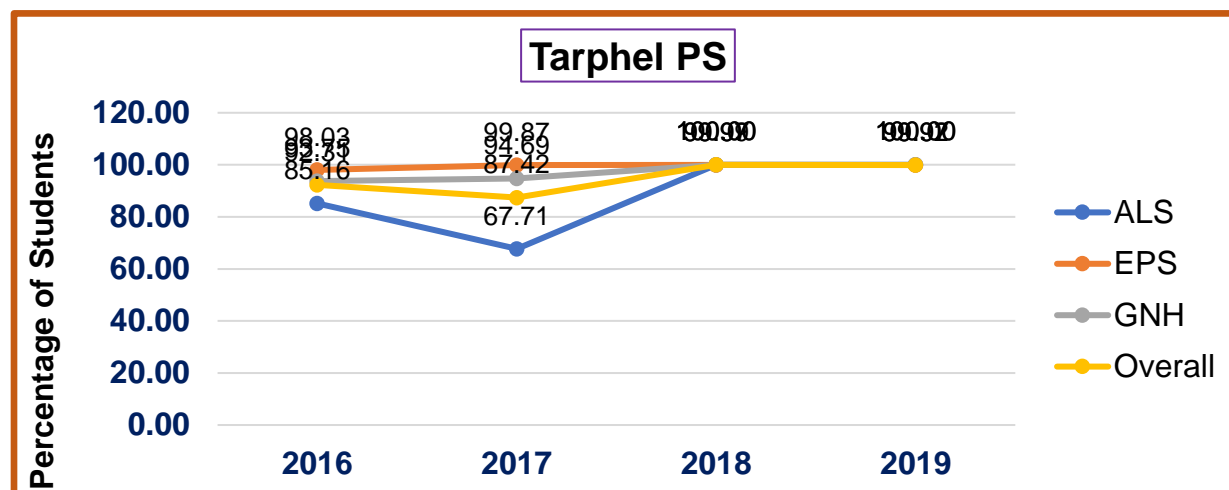
Class III

	Students Appeared	ALS	EPS	GNH	Overall
2016	8	100.00	98.03	93.75	97.26
2017	19	100.00	99.87	94.69	98.19
2018	15	100.00	99.97	100.00	99.99
2019	10	100.00	99.92	100.00	99.97



Class VI

	Students Appeared	ALS	EPS	GNH	Overall
2016	20	85.16	98.03	93.75	92.31
2017	15	67.71	99.87	94.69	87.42
2018	14	100.00	99.97	100.00	99.99
2019	5	100.00	99.92	100.00	99.97



Background

As is evident from the two graphical representation on the right, the overall performance of the school has spiraled upward over the last few years. While the school takes the full pride for the improvement in performances, there were several challenges that disenchanted the smooth functioning of the school. However, the school could not perform well in the year 2016 & 2017 because of the following reasons.

1. Classroom Students ratio.

The size of classroom and student enrollment during those years were totally mismatched. The old classrooms could accommodate just around 8 to 10 students. Whereas the school had more number of students. Owing to the congestion and discomfort effectiveness of teaching and learning were at stake. Thus school could not perform well during those years.

2. Student Abilities in different batches

While this looks inexcusable, we believe that certain batch of students bear better academic abilities. They perform extremely well in a particular year, and the next batch of students does not possess the same ability academically, despite the utmost support and care. We believe this as one factor that contributes to drop in performance of the school.

3. Alignment of THREE key areas

Upon thorough review of the PMS score received annually by the school, we came to the conclusion that, while delivering our daily school activities, we somehow failed to align the ALS, EPS and GNH. Indeed the school could not work aligning these three key areas.

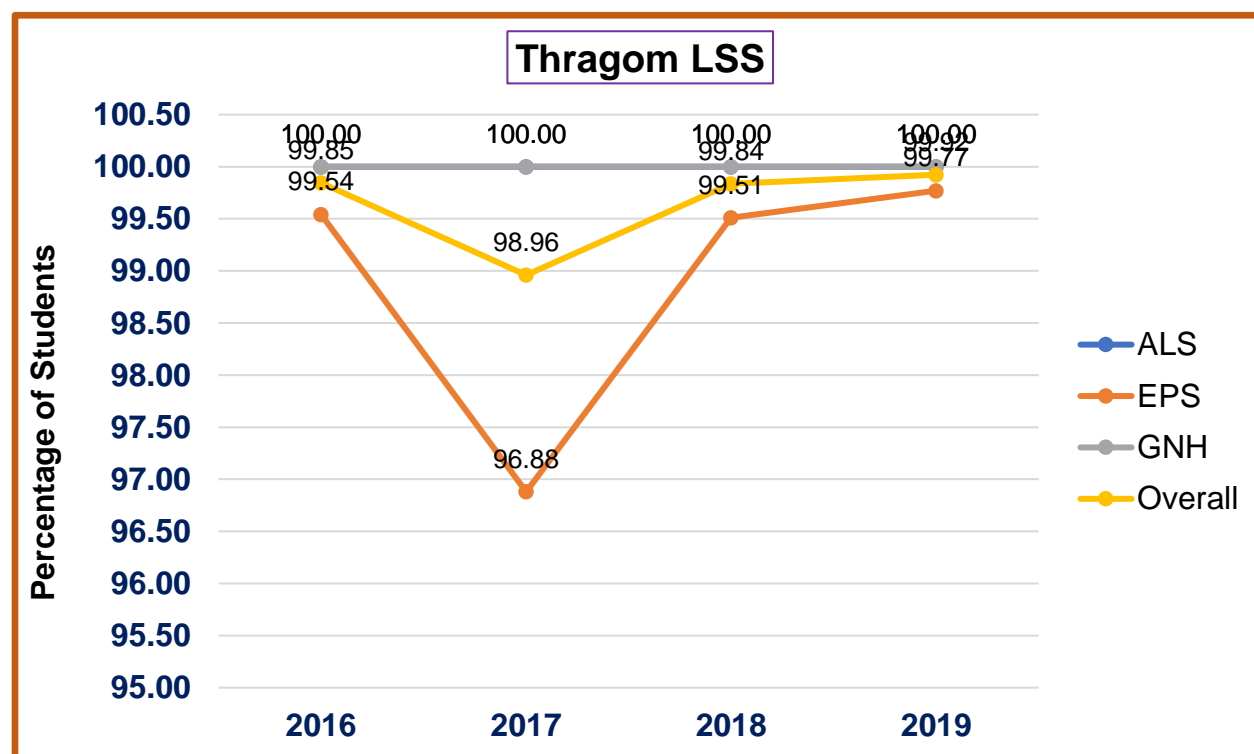
4. Status of students

While majority of students reside in the school as boarder, a few students stayed as day student. During monsoon, most of the day student failed to attend the classes regularly. ALS during those years could not be achieved because of irregularities by day students.

Thragom Lower Secondary School

Class III

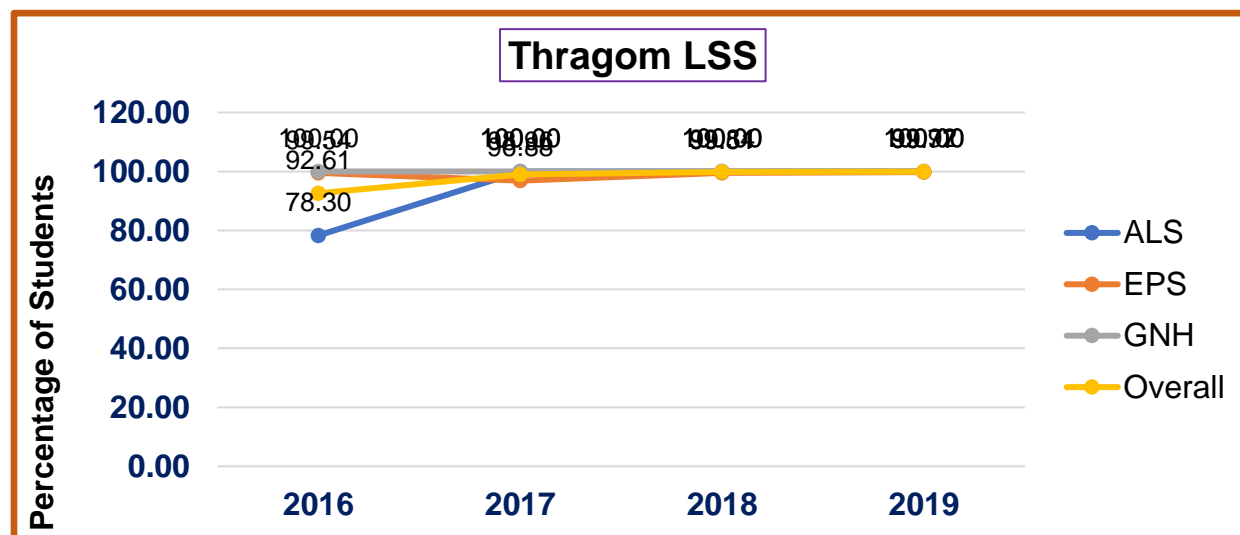
	Students Appeared	ALS	EPS	GNH	Overall
2016	10	100.00	99.54	100.00	99.85
2017	13	100.00	96.88	100.00	98.96
2018	9	100.00	99.51	100.00	99.84
2019	11	100.00	99.77	100.00	99.92



Class VI

	Students Appeared	ALS	EPS	GNH	Overall
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2016	18	78.30	99.54	100.00	92.61
2017	25	100.00	96.88	100.00	98.96
2018	11	100.00	99.51	100.00	99.84
2019	12	100.00	99.77	100.00	99.92



Report on School Management Performance System (5PMS)

The overall performance of Class III and VI in Academic Learning Score (ALS) and Gross National happiness (GNH) was achieved 100%

for

three consecutive years. But in 2016 for class

VI in

Academic Learning Score has dropped down to 78.30% from 100% and shown drastic improvement in the next consecutive year (78.30%

to 100%.

The very reason for drop down

performance in 2016 is that there were no proper learning facilities like accessing to internet, not

adequate equipments for learning, and unhealthy learning environment which affected the learning progress. Rapidly the performance has accelerated in coming year as learning facilities

has uplifted, introduced new Transformative Pedagogy (TP) by

the Ministry of Education,

introduced Understanding Backward Design Lesson (UBD) and trained science teacher in teaching

•

new curriculum of science during Yangtse Sherig Lhenzom and enabling the conducive learning

environment such as keeping the designated area for reading corner, putting up clean and safe

water drinking filter, and competition of teaching learning materials came into being which helped students to learn better.

The Enabling practice Score (EPS) has variation due to the fluctuation of season which affects the

school to carry constant greening initiatives and other developments which contributes in making

conducive learning environment . Though

uplifted earlier into Lower

Secondary, the infrastructure of school has remained like that of Primary School which has direct

impact on

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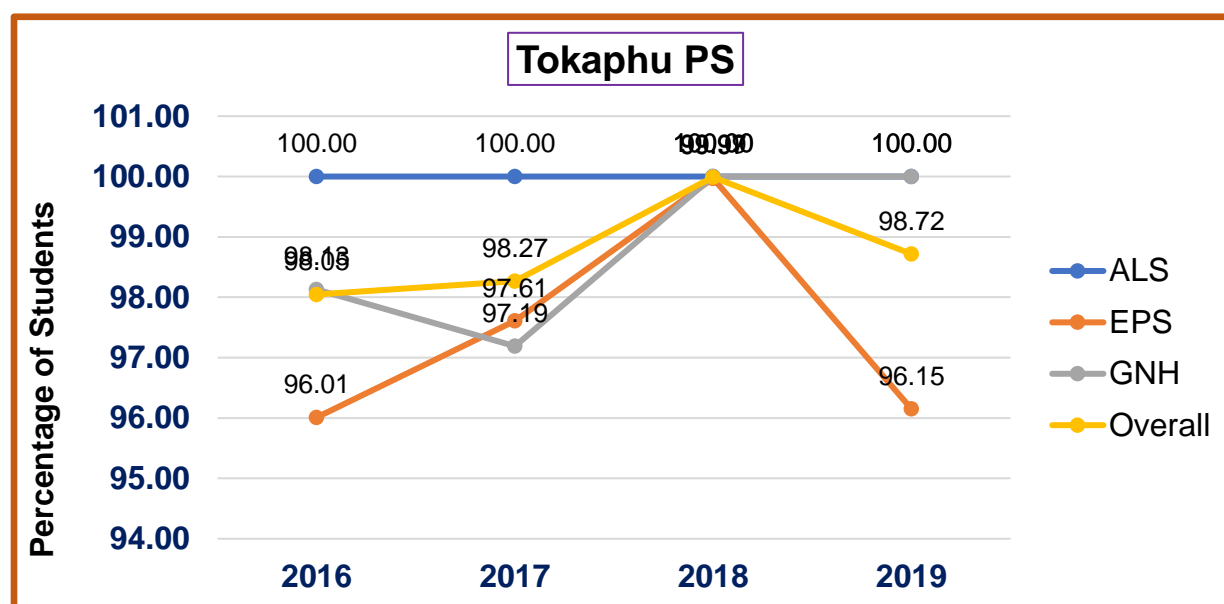
students.

Tokaphu Primary School

Class III

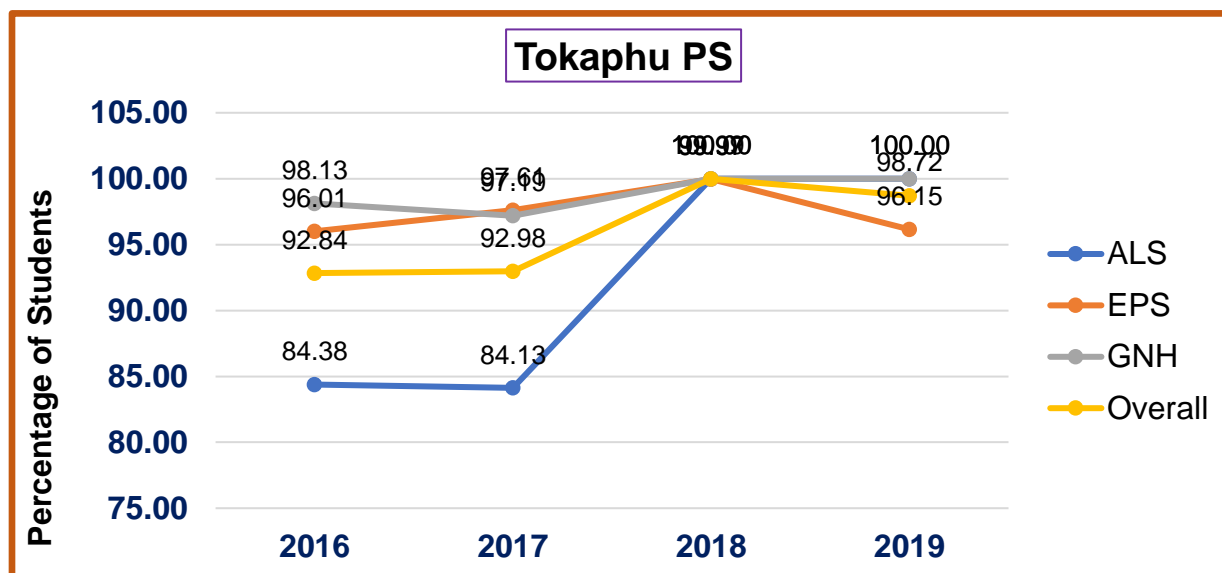
	Students	ALS	EPS	GNH	Overall
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	Appeared				
2016	5	100.00	96.01	98.13	98.05
2017	9	100.00	97.61	97.19	98.27
2018	8	100.00	99.97	100.00	99.99
2019	6	100.00	96.15	100.00	98.72



Class VI

	Students Appeared	ALS	EPS	GNH	Overall
2016	10	84.38	96.01	98.13	92.84
2017	13	84.13	97.61	97.19	92.98
2018	4	100.00	99.97	100.00	99.99
2019	6	100.00	96.15	100.00	98.72



For the improvement of student's performance, we conduct meeting in the beginning of the academic year and set the academic goal yearly. "Academic Excellence" is the goal and for achievement the following are the activities consistently carrying out.

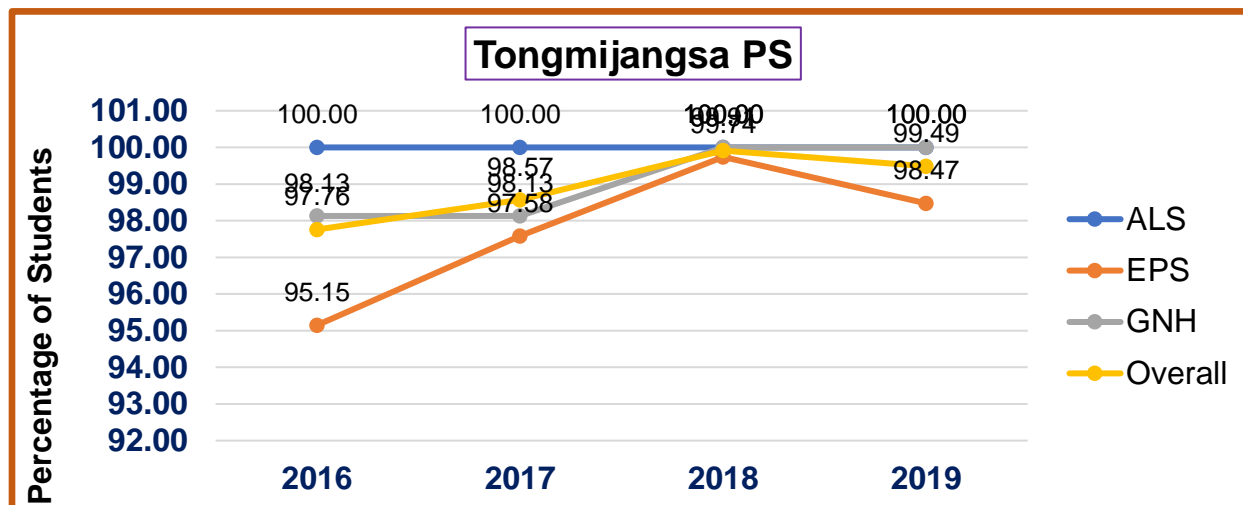
1. Consistent monitoring of implementation of plans.
2. Classroom teaching learning observations.
3. Frequent coaching and mentoring by the Principal.
4. Monitoring the assessment record of student's work.

In addition, school also focuses on classroom lesson delivery, serious morning study, extra effort by individual teachers.

Tongmijangsa Primary School

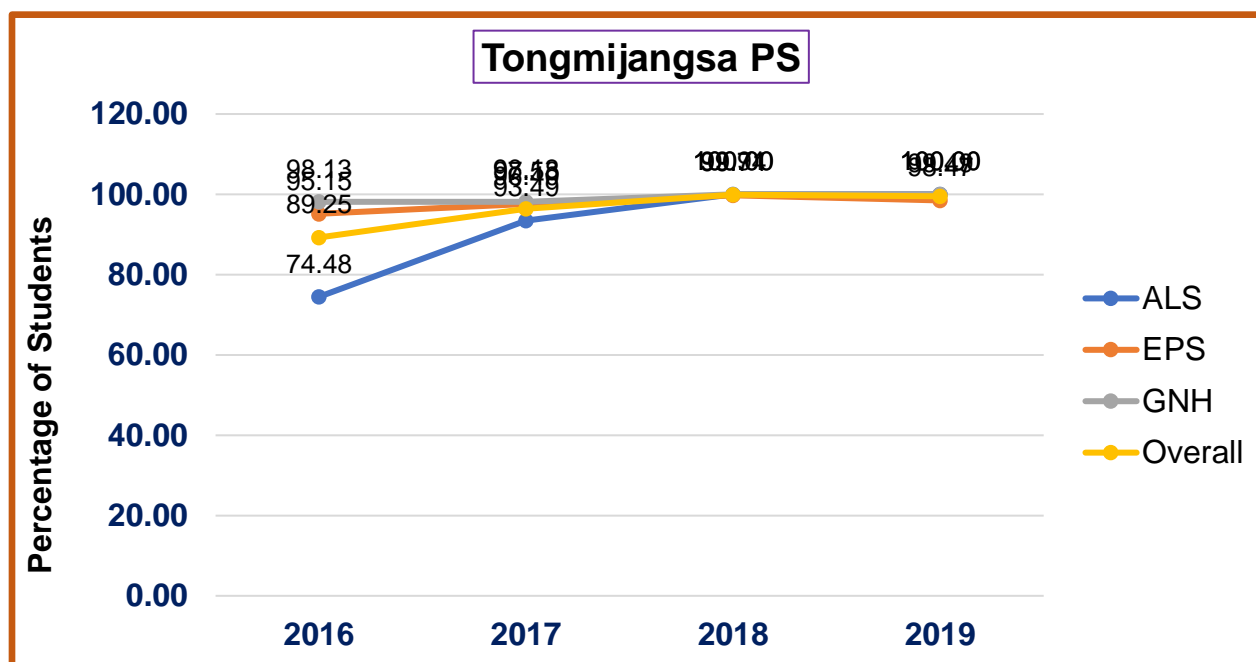
Class III

	Students Appeared	ALS	EPS	GNH	Overall
2016	13	100.00	95.15	98.13	97.76
2017	19	100.00	97.58	98.13	98.57
2018	27	100.00	99.74	100.00	99.91
2019	19	100.00	98.47	100.00	99.49



Class VI

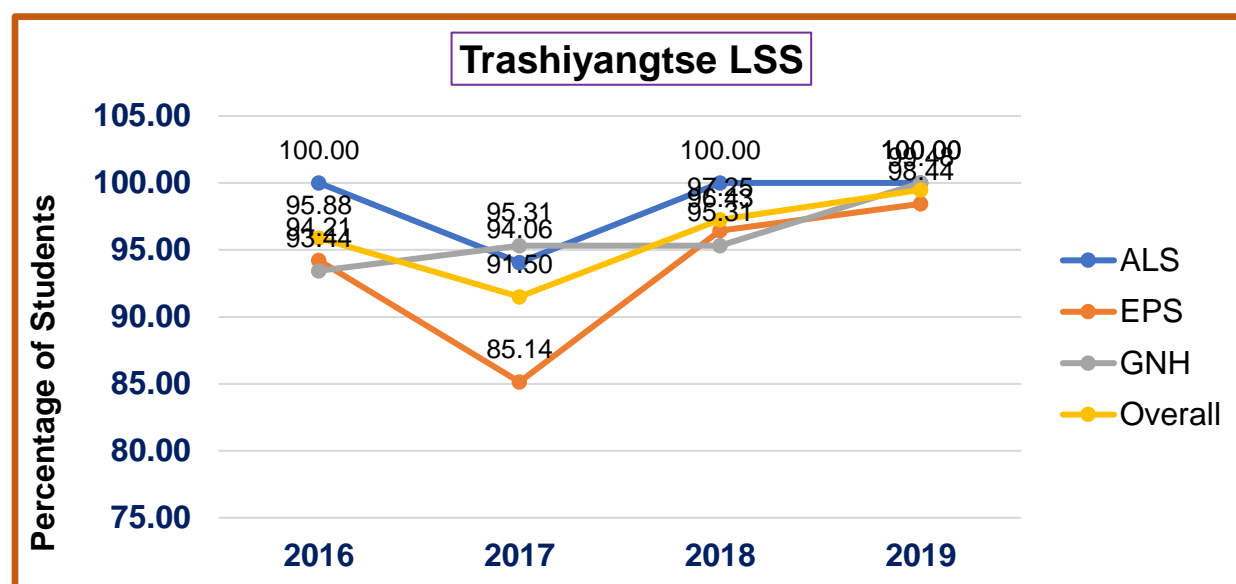
	Students Appeared	ALS	EPS	GNH	Overall
2016	30	74.48	95.15	98.13	89.25
2017	36	93.49	97.58	98.13	96.40
2018	27	100.00	99.74	100.00	99.91
2019	32	100.00	98.47	100.00	99.49



Trashiyangtse Lower Secondary School

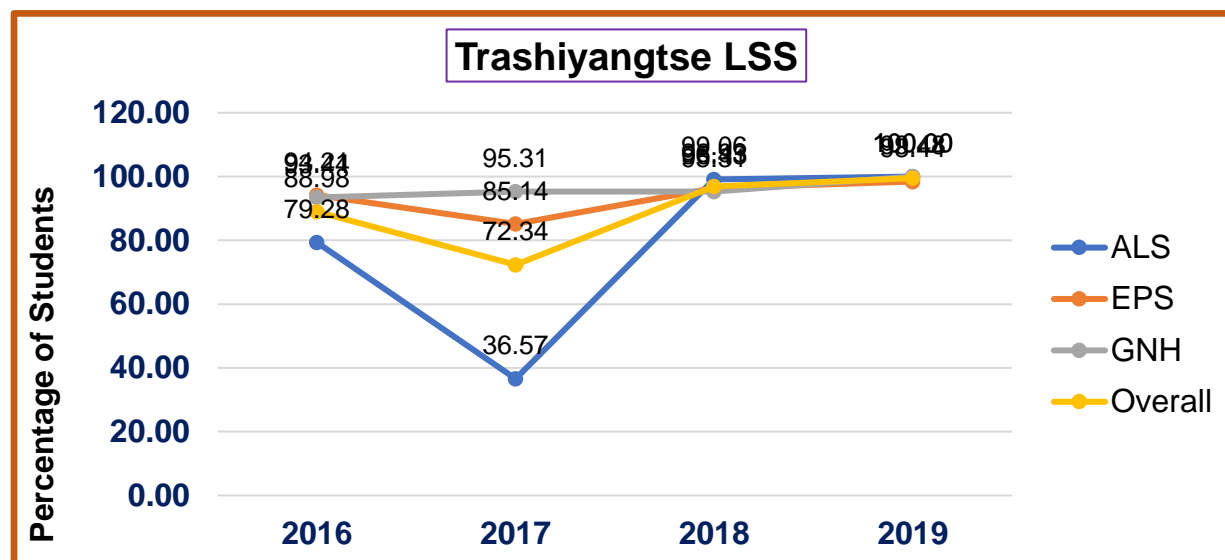
Class III

	Students Appeared	ALS	EPS	GNH	Overall
2016	58	100.00	94.21	93.44	95.88
2017	71	94.06	85.14	95.31	91.50
2018	76	100.00	96.43	95.31	97.25
2019	76	100.00	98.44	100.00	99.48



Class VI

	Students Appeared	ALS	EPS	GNH	Overall
2016	76	79.28	94.21	93.44	88.98
2017	77	36.57	85.14	95.31	72.34
2018	60	99.06	96.43	95.31	96.93
2019	54	100.00	98.44	100.00	99.48



The reasons for different performances in different years (2016-2019) for classes III-YI:

Started coaching class for III - VI.

Instituted PLC.

Started weekly test on every Friday from 2018.

Remedial classes were conducted and monitored.

Created VL (virtual learning group) for parents, teachers and students.

Followed UBD lesson planning by all teachers.

Classroom ambience was started as a competition.

ICT based teaching-learning was enhanced (video lessons using LED TV, projectors).

Library service was provided during lunch break.

PTA (Parents-Teachers Association) was formed and awarded certificates to toppers.

No teacher shortage.

Education Office was proactive in providing support in any aspects.

Started counselling, LSE, value, VOW.

Guided reading started ever Tuesday.

Manageable class size.

Availability of resources.

Special care provided to adopted children by all teachers.

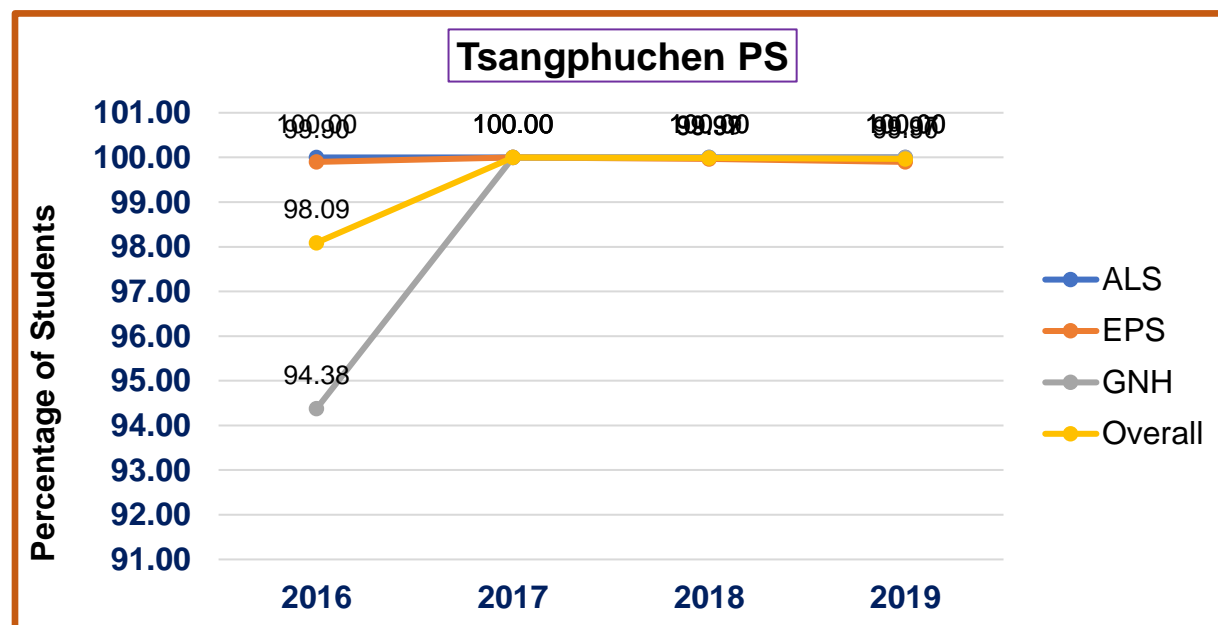
Solving of past question papers for past three years.

Particularly ALS score for 2017 was low because it is felt that questions were competency based and the score was low.

Tsangphuchen Primary School

Class III

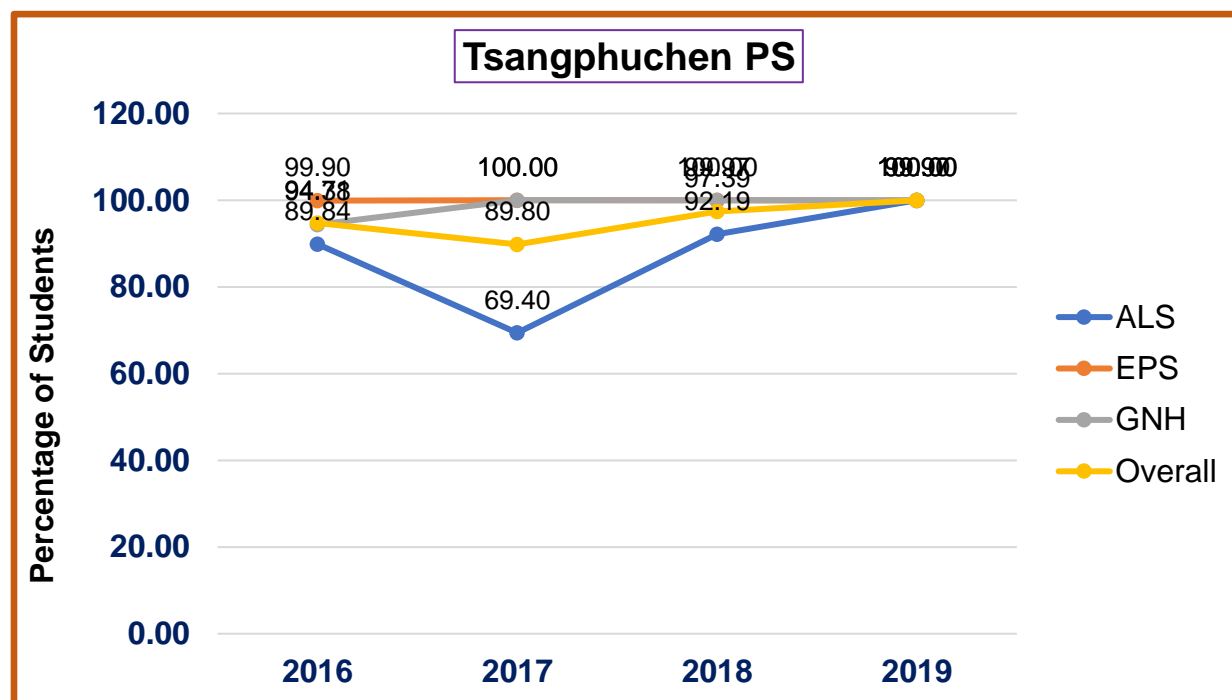
	Students Appeared	ALS	EPS	GNH	Overall
2016	16	100.00	99.90	94.38	98.09
2017	20	100.00	100.00	100.00	100.00
2018	19	100.00	99.97	100.00	99.99
2019	16	100.00	99.90	100.00	99.97



Class VI

	Students Appeared	ALS	EPS	GNH	Overall
2016	20	89.84	99.90	94.38	94.71
2017	24	69.40	100.00	100.00	89.80
2018	16	92.19	99.97	100.00	97.39

2019	18	100.00	99.90	100.00	99.97
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ALS: In ALS our score dropped drastically from 89.84 to 69.40 mainly because of implementation of competency based questions for upper classes which students were not well acquainted. From 2018 onwards the marks sky rocketed to 100 percent in the year 2019 because of our extra efforts like remedial classes, child adoption for low performers, reading programs, institution of morning studies, conducting frequent class test and orienting students on competency based questions.

EPS: regarding EPS, in 2017 the EPS took a leap from 99.90 to the perfect 100 percent because of adequate number of teachers with their elective subject. They were better acquainted content wise and there was a generous number of teachers which made it easier to cater to the student- teacher ratio. The school also received additional support staffs, who helped the teachers with co-curricular activities and shared the workload of teachers. It was possible to carry out timely notebook corrections and also teachers could prepare durable TLM because of the help from supporting staffs. The school administration identified and created impactful PD programs to improve teaching learning skills.

Again from 2018 the EPS of school degraded because school suffered a bit of teacher shortage and workload of teachers increased which gave way to problems such as untimely notebook corrections and lost proper attention to students.

GNH:

The GNH score of school impressively shot from 94.38 in 2016 to 100 percent consistently for three years because of the gross developmental activities carried out. Both the teaching and non-teaching staffs worked unanimously to uplift the physical ambience of the school and greening initiatives. The additional number of supporting staffs highly benefited in carrying out the developmental works.

School name: Tsangphuchen PS class III

Year	ALS	EPS	GNH	Overall
2016	100	99.90	94.38	98.09
2017	100	100	100	100
2018	100	99.97	100	99.99
2019	100	99.90	100	99.97

ALS: The ALS rating was consistently 100 percent because of the good practices like remedial classes, child adoption for low performers, reading programs, institution of morning studies, conducting frequent class test and revision.

EPS: Regarding EPS, in 2017 the EPS took a leap from 99.90 to the perfect 100 percent because of adequate number of teachers with their elective subject. They were better acquainted content wise and there was a generous number of teachers which made it easier to cater to the student- teacher ratio. The school also received additional support staffs, who helped the teachers with co-curricular activities and shared the workload of teachers. It was possible to carry out timely notebook corrections and also teachers could prepare durable TLM because of the help from supporting staffs. The school administration identified and created impactful PD programs to improve teaching learning skills.

Again from 2018 the EPS of school degraded because school suffered a bit of teacher shortage and workload of teachers increased which gave way to problems such as untimely notebook corrections and lost proper attention to students.

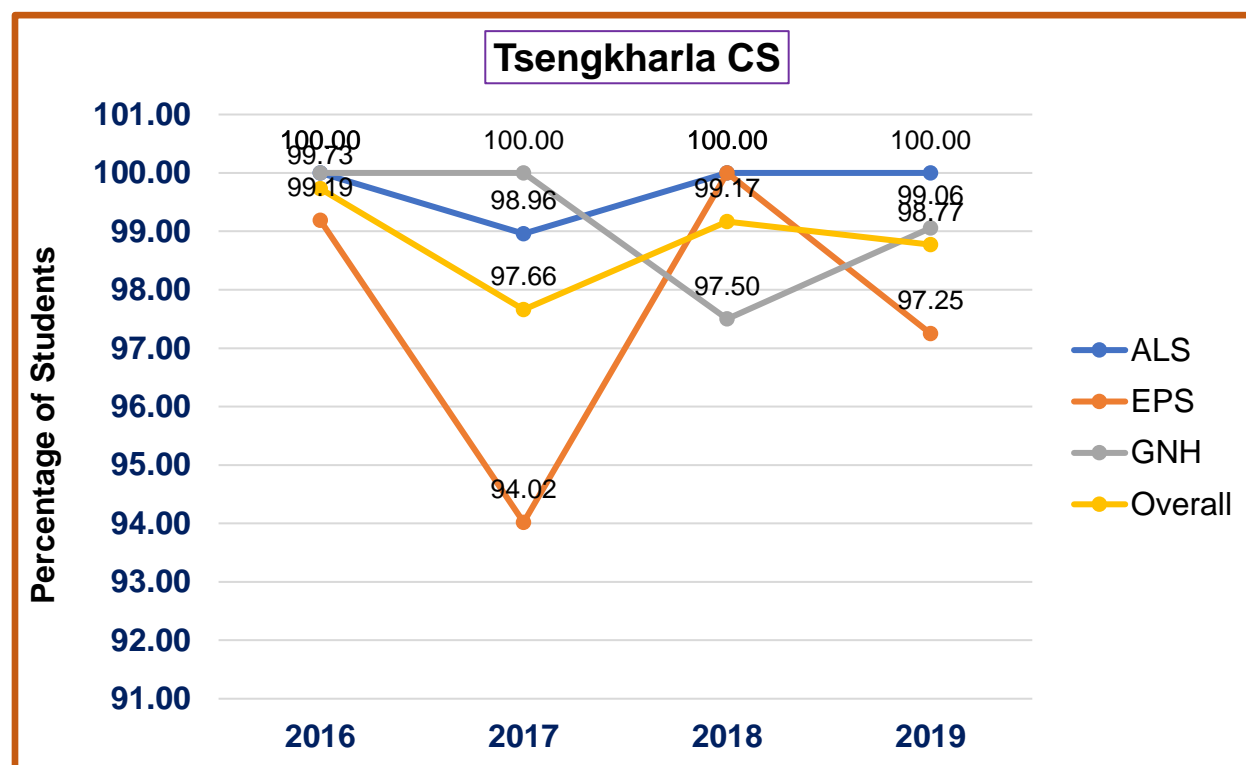
GNH:

The GNH score of school impressively shot from 94.38 in 2016 to 100 percent consistently for three years because of the gross developmental activities carried out. Both the teaching and non-teaching staffs worked unanimously to uplift the physical ambience of the school and greening initiatives. The additional number of supporting staffs highly benefited in carrying out the developmental works.

Tsenkharla Central School

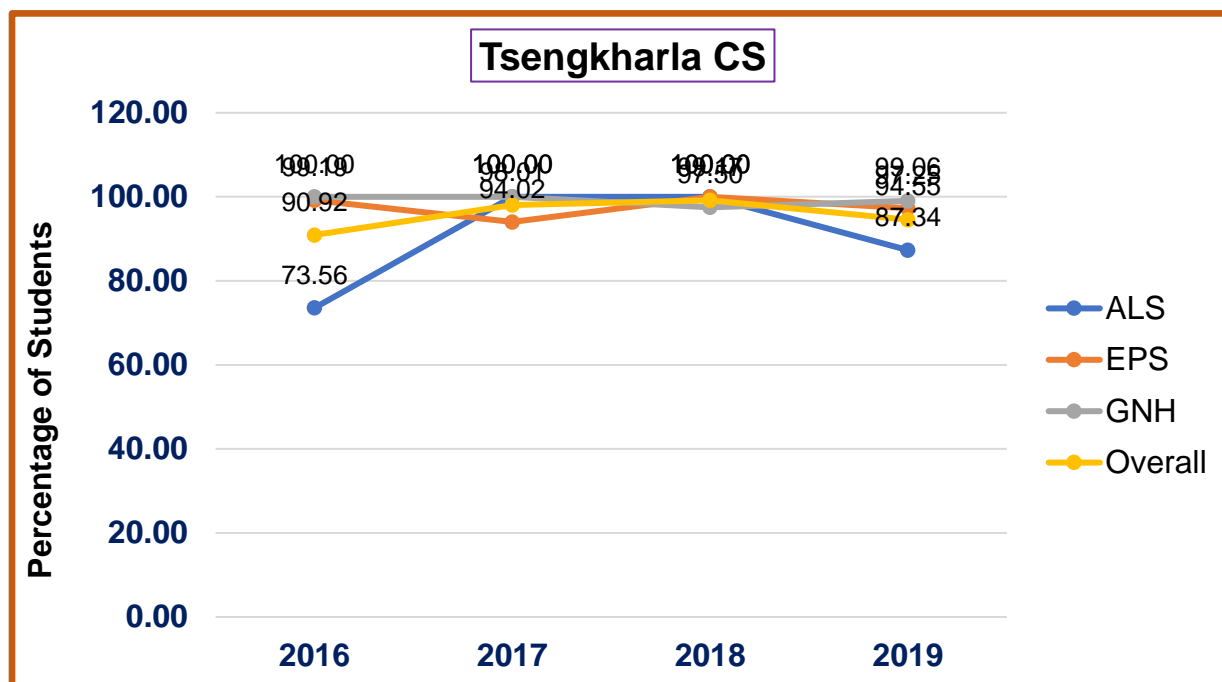
Class III

	Students Appeared	ALS	EPS	GNH	Overall
2016	29	100.00	99.19	100.00	99.73
2017	36	98.96	94.02	100.00	97.66
2018	22	100.00	100.00	97.50	99.17
2019	34	100.00	97.25	99.06	98.77



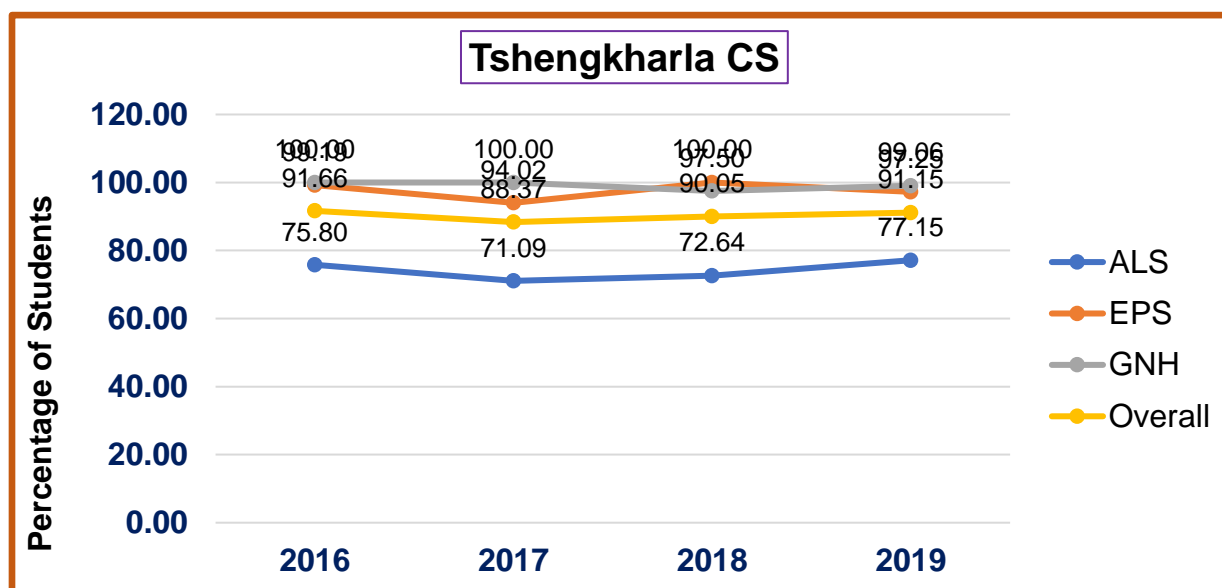
Class VI

	Students Appeared	ALS	EPS	GNH	Overall
2016	26	73.56	99.19	100.00	90.92
2017	30	100.00	94.02	100.00	98.01
2018	36	100.00	100.00	97.50	99.17
2019	38	87.34	97.25	99.06	94.55



Class X

	Students Appeared	ALS	EPS	GNH	Overall
2016	132	75.80	99.19	100.00	91.66
2017	127	71.09	94.02	100.00	88.37
2018	152	72.64	100.00	97.50	90.05
2019	142	77.15	97.25	99.06	91.15



Overall there is growth in terms of performance with respect to ALS in class and All from 2016 to 2019. In case of class VI, performance dropped only in the academic year 2020.

fomoaepPcdqLyn'heeldenirE2020,

The reasons for the consistent growth in result are as follows

Scheduled remedial classes were established for low performing students and extra coaching for high performing students right from the beginning of the academic year

2. Early rising was started for boarding students

3. Morning, Evening and Night studies were strictly monitored by increasing the TOD from one teacher to two teachers. Warden, matron, and caregiver were also engaged

4. Students were presented with self study skills, mathematics learning skills and other related skills

5. Physical ambience was also enhanced to create conducive learning atmosphere in the school

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Tsenkharla Central School, Trashy Yangtse

In contrast, there is drop in performance for class VI in the academic year 2019 and could be

because of the following reasons

1 The high class strength of class six student as the class strength was 37

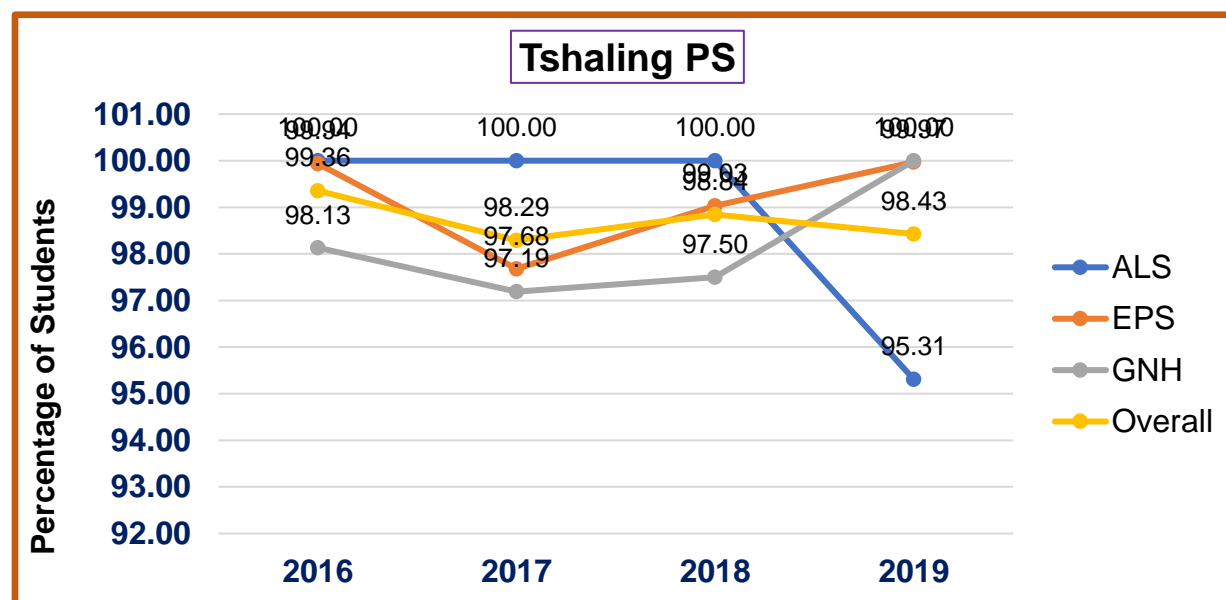
2 Many of the students are dayscholars and they were not able to attend studies as

This is being submitted for your kind information and necessary action, please

Tshaling Primary School

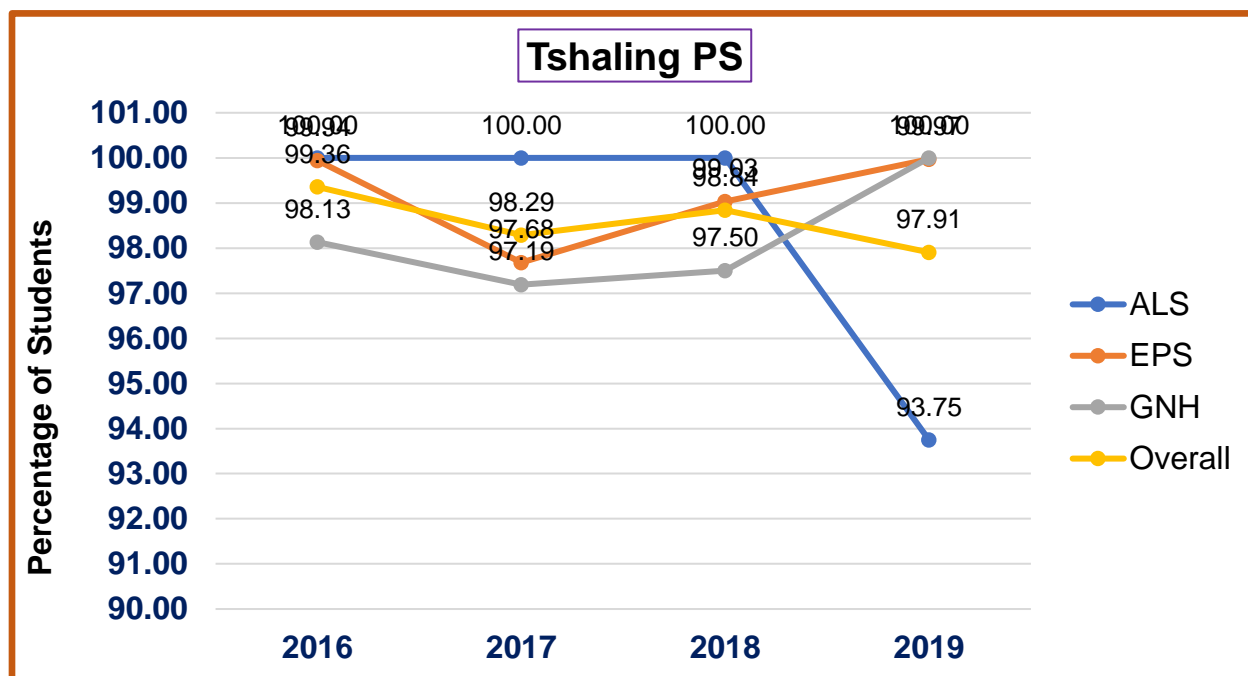
Class III

	Students Appeared	ALS	EPS	GNH	Overall
2016	12	100.00	99.94	98.13	99.36
2017	8	100.00	97.68	97.19	98.29
2018	9	100.00	99.03	97.50	98.84
2019	10	95.31	99.97	100.00	98.43



Class VI

	Students Appeared	ALS	EPS	GNH	Overall
2016	6	100.00	99.94	98.13	99.36
2017	10	100.00	97.68	97.19	98.29
2018	11	100.00	99.03	97.50	98.84
2019	9	93.75	99.97	100.00	97.91



Class III Performance from 2016 to 2019.

Overall performance the of the school has improved due to the following reasons.

- Started morning studies.
- Rendered remedial help to the needy ones.
- Extra attention was given to those students who have score 45% below.
- Subject teachers conducted class text and weekly test.
- Class teacher frequently shared to parents regarding their student performance in the school.
- There was shortage of teachers.
- Created conducive classroom environment.
- Attendance improved because of school feeding program.

ALS score decreased in the academic year 2019. The questions were found difficult compare to past years.

Class VI Performance from 2016 to 2019.

Overall performance the of the school has improved but has decreased due to the following reasons.

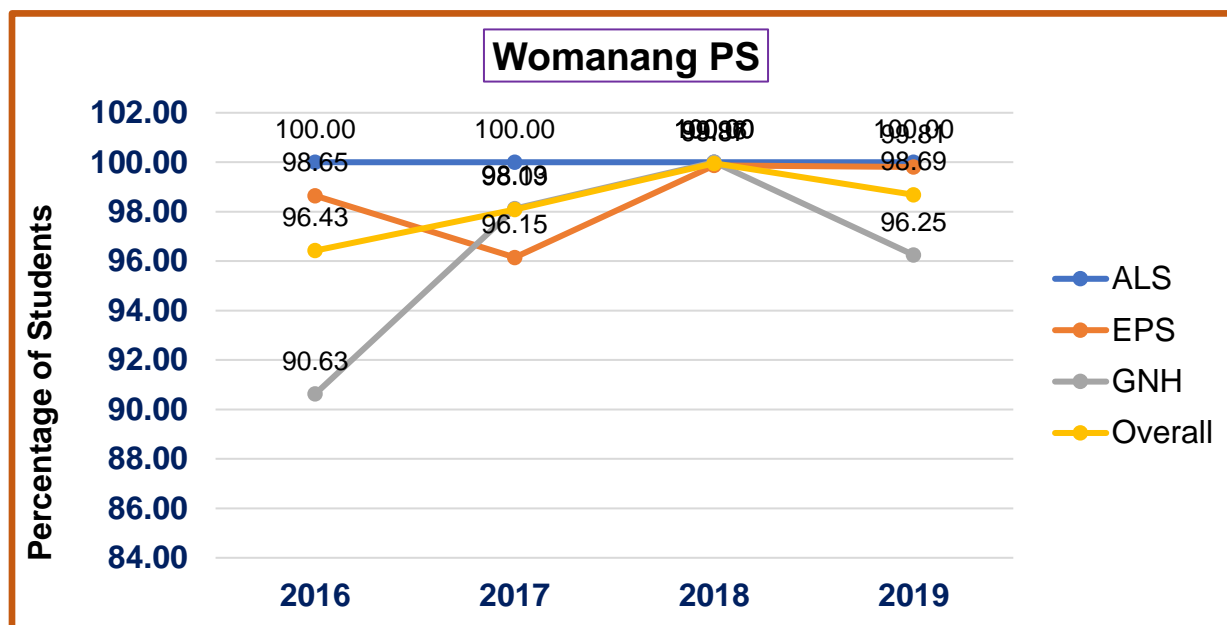
- Rendered remedial help to the needy ones.
- Extra attention was given to those students who have score 45% below.
- Subject teachers conducted weekly test.
- Class teacher frequently shared to parents regarding their student performance in the school.
- There was shortage of teachers.
- There was less support from the parents' side.
- Attendance improved because of school feeding program.

ALS score decreased in the academic year 2019. The questions were found difficult compare to past years.

Womanang Primary School

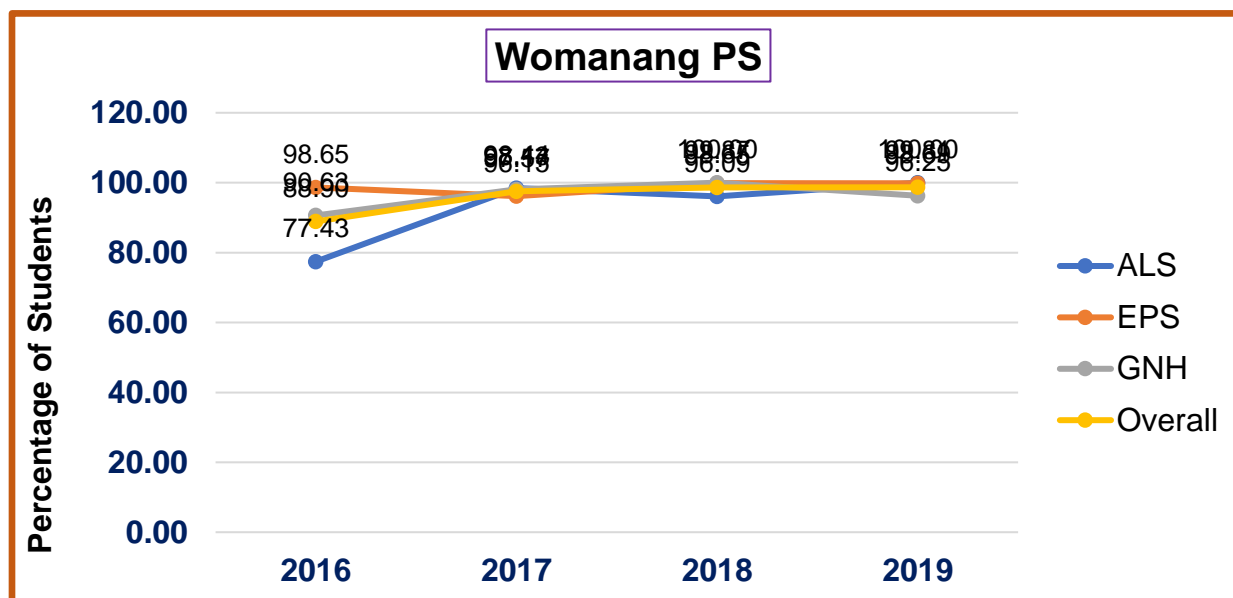
Class III

	Students Appeared	ALS	EPS	GNH	Overall
2016	13	100.00	98.65	90.63	96.43
2017	8	100.00	96.15	98.13	98.09
2018	8	100.00	99.87	100.00	99.96
2019	12	100.00	99.81	96.25	98.69



Class VI

	Students Appeared	ALS	EPS	GNH	Overall
2016	9	77.43	98.65	90.63	88.90
2017	8	98.44	96.15	98.13	97.57
2018	8	96.09	99.87	100.00	98.65
2019	12	100.00	99.81	96.25	98.69



Overall performance rating of the school saw a growth within 4 years. The reasons are:

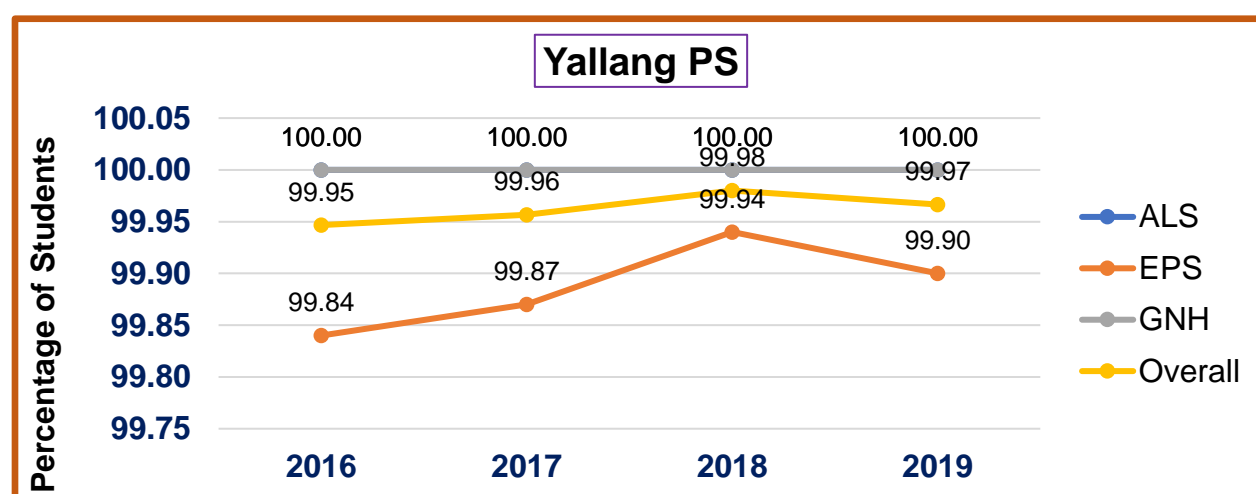
- Incorporated morning studies
- Provided remedial classes by subject teachers on ever Tuesday.
- Manageable class size
- Created conducive classroom by displaying TLM materials.
- Inclusion of lifeskills, Library and HPE classes.
- Child adoption by individual teacher.
- Morning guided reading.
- School initiated monthly class test.
- Special attention was given to students having scores 45% and less during examination and class test.
- Students were grouped base on their catchment area to support each other to minimize bully, harassment and the safety.
- Done effective follow up on the feedbacks given by education officer during every PMS visit.
- Effective engagement of supporting staff for the development and maintaining of physical ambience of school.
- School maintains cordial relationship with community by conducting PTM meeting.
- Parents take active role in school developmental work.
- All activities are carried out as a whole school approach.

- School conducts professional developmental programme to enhance professional growth of teachers.
- All teachers and support staff are motivated to work as a TEAM.

Yallang Primary School

Class III

	Students Appeared	ALS	EPS	GNH	Overall
2016	6	100.00	99.84	100.00	99.95
2017	7	100.00	99.87	100.00	99.96
2018	7	100.00	99.94	100.00	99.98
2019	8	100.00	99.90	100.00	99.97



As observed by your good office, our school has been performing variedly over past 4 years and it is all because of the following reasons:

1. Timely and relevant support from Education Office, Trashy Yangtse and community/parents.
2. Sound relationship between teachers and students.
3. Carrying out of academic related activities consistently and rigorously like:
 - a. Remedial class
 - b. Informal Trial Examination
 - c. Reading programs
 - d. Summer and winter work/Acty

- e. *Exchange program*
- f. *Paper pencil test after end of every blocks*
- g. *Child adoption program*
- h. *Using of 21st century pedagogies by the teachers*
- i. *Conducive classroom environment*
- j. *Support from gewog office*

At times our school couldn't perform as desired by the Ministry, as we had learners of different abilities and had ***inclusive education*** who actually were in need of special support in every aspects.

At times our school couldn't perform as desired by the Ministry, as we had learners of different abilities and had ***inclusive education*** who actually were in need of special support in every aspects.