

EDUCATION BULLETIN

Annual Report 2025



Mongar Dzongkhag Administration
www.mongar.gov.bt

Foreword

It is my great pleasure to present the Annual Education Bulletin 2026—an important document that captures the collective efforts, achievements, and aspirations of our entire education system. This bulletin serves not only as a record of our progress but also as a renewed call to purpose and commitment.

Education remains the backbone of our nation; hence, it is imperative that we continually strive for excellence in both teaching and learning. The future strength and prosperity of our country are deeply rooted in the quality of education we deliver today.

Our students represent the leaders of tomorrow, and it is our shared responsibility to nurture them with strong values, discipline, and essential **21st-century competencies**. In addition to academic excellence, we must guide them to become responsible, ethical, and capable citizens who can make meaningful contributions to society and the World.

In a rapidly changing world, it is important that we embrace change with a positive and open mindset. Cultivating a **growth mindset** will enable both teachers and students to adapt, innovate, and continuously improve. *Those who are willing to learn, unlearn, and relearn will be best positioned to thrive in the years ahead.*

I am particularly pleased to highlight the outstanding academic achievements of the year 2025, including the exceptional accomplishment of three **National Toppers (Class VI – 1st, Class VIII – 2nd, and Class XII Commerce – 2nd) from our Dzongkhag**. This remarkable success reflects the dedication and hard work of our students, as well as the unwavering commitment of their teachers. I extend my sincere congratulations and appreciation to all involved.

Looking ahead, I strongly encourage all teachers to proactively learn and thoughtfully integrate artificial intelligence (AI) tools into classroom instruction. When used effectively, these tools can significantly enhance teaching practices, support personalized learning, and foster the critical thinking skills required for success in an increasingly complex world.

Furthermore, it is essential that we strengthen a culture of **data-driven decision-making** and ensure the accuracy and reliability of data used for educational planning and improvement. Equally important is the need to **promote student leadership** and actively involve both students and parents in school decision-making processes, thereby fostering more inclusive, participatory, and responsive learning environments.

Let us continue to move forward together with renewed dedication and shared commitment to ensuring a brighter and more promising future for all our learners.

Lungten Jamtsho
Dzongdag

Message from Chief DEO, Education Sector

The Education Sector is pleased to bring out the Education Bulletin-2026, the first of its kind, which will be published on the Dzongkhag's official webpage for the kind reference of the general public. This milestone initiative has been made possible through the unflinching, unstinted, and unwavering support and encouragement of Hon'ble Dasho Dzongdag. The successful compilation of this bulletin has also been greatly supported by the dedicated efforts and professional commitment of the two Education Officers—Mr. Kunzang, Principal District Education Officer, and Mr. Sherab Gyeltshen, Deputy Chief Dzongkhag Education Officer—whose continuous guidance, coordination, and technical support were instrumental in bringing this work to fruition.

The Education Sector remains deeply grateful for the collective leadership, collaboration, and teamwork that made this initiative possible. It is our hope that this bulletin will serve as a meaningful reference for all stakeholders and contribute towards strengthening transparency, reflection, and continuous improvement in the education system of Mongar Dzongkhag.

General Information of Dzongkhag Education Sector – 2026

Mongar Dzongkhag.

HSS – Higher Secondary School
MSS – Middle Secondary School
PS – Primary School
ECR=Extended Classroom



2.1 Number of Schools

Description	Numbers
Higher Secondary School	4
Middle Secondary School	6
Primary School	24
Extended Classroom	5
Total =	39

2.2 Number of Teachers in 2025 & 2026

Description	2025	2026
Male	335	325
Female	198	196
Total =	533	520

2.3 ECCD Facilitators in 2025 & 2026

Description	2025	2026
Male	2	2
Female	58	57
Total =	60	59

2.4 NFE Instructors in 2025 & 2026

Description	2025	2026
Male	2	3
Female	29	27
Total =	31	30

2.4 Support Staff in 2025 & 2026

Description	2025	2026
Male	172	179
Female	134	138
Total =	360	317

2.5 No. of ECCDs & NFEs

Description	Numbers
ECCD	48
NFE	28

Vision

“An educated and enlightened society of GNH, built and sustained on the unique Bhutanese values of Tha-Dam-Tsig Ley gju-Drey”

Mission

- To provide equitable and inclusive access to quality education, strengthen educational systems and leadership, and nurture learners with knowledge, skills, and Bhutanese values of tha dam-tsig and ley gju-drey,
- enabling them to contribute meaningfully to a knowledge-based GNH society.

Objectives

- To strengthen the effective implementation of education policies and systems to ensure excellence in school leadership, governance, and overall educational quality.
- To promote equitable, inclusive, and high-quality education that enables all learners to realize their full potential and contribute to an educated and enlightened GNH society.
- To equip learners with relevant knowledge, 21st-century skills, and strong Bhutanese values of ‘Tha dam-tsig and ley gju-drey’ to thrive in a dynamic and evolving world.

**A teacher plants seeds of knowledge
that bloom in hearts forever.**

*No gift surpasses a great teacher's love and light —
for they shape not just minds, but the world itself.*



FOR EVERY TEACHER

Dzongkhag Education Enrolment Summary - 2026

Class	Total Section	Overall Students			Boarders			Day-scholars			New Students			Repeaters		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
PP	42	295	296	591	32	29	61	263	267	530	227	225	452	18	10	28
I	41	297	273	570	31	35	66	266	238	504	12	9	21	23	10	33
II	41	282	282	564	42	36	78	240	246	486	9	14	23	19	8	27
III	41	323	255	578	43	49	92	280	206	486	8	8	16	21	18	39
IV	40	413	414	827	107	98	205	306	316	622	29	25	54	121	88	209
V	35	354	395	749	99	125	224	255	270	525	14	21	35	35	47	82
VI	35	370	454	824	122	164	286	248	290	538	25	23	48	17	30	47
VII	23	343	406	749	176	227	403	167	179	346	132	164	296	44	51	95
VIII	19	272	329	601	119	200	319	153	129	282	13	18	31	20	52	72
IX	20	262	327	589	115	179	294	147	148	295	23	13	36	45	72	117
X	19	233	298	531	131	157	288	102	141	243	15	16	31	22	45	67
XI Arts	4	48	84	132	37	68	105	11	16	27	33	33	66	0	1	1
XI Com	5	92	76	168	69	59	128	23	17	40	33	17	50	0	0	0
XI Sci	5	81	82	163	60	59	119	21	23	44	38	36	74	3	0	3
XII Arts	1	12	18	30	10	12	22	2	6	8	0	0	0	0	1	1
XII Com	6	85	78	163	74	58	132	11	20	31	8	7	15	7	12	19
XII Sci	6	84	86	170	66	60	126	18	26	44	8	9	17	18	20	38
Total =	383	3846	4153	7999	1333	1615	2948	2513	2538	5051	627	638	1265	413	465	878

Enrolment summary of Dremetse Higher Secondary School - 2026

Class	Class Range	Total Section	Overall Students			Boarders			Day-scholars			New Students			Repeaters		
			Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
PP	PP-XII	1	17	13	30	0	2	2	17	11	28	17	13	30	0	0	0
I		1	17	10	27	3	2	5	14	8	22	2	0	2	0	0	0
II		1	16	9	25	3	1	4	13	8	21	0	0	0	0	0	0
III		1	20	11	31	3	2	5	17	9	26	1	0	1	0	0	0
IV		2	23	23	46	4	8	12	19	15	34	4	2	6	5	6	11
V		2	31	28	59	9	4	13	22	24	46	1	0	1	4	1	5
VI		2	21	42	63	6	15	21	15	27	42	0	1	1	0	0	0
VII		3	43	59	102	36	49	85	7	10	17	30	32	62	2	8	10
VIII		3	34	50	84	28	40	68	6	10	16	2	0	2	0	5	5
IX		2	31	44	75	20	37	57	11	7	18	6	3	9	6	7	13
X		3	34	54	88	28	35	63	6	19	25	3	7	10	3	7	10
XI Arts		No Arts															
XI Com		1	17	16	33	17	15	32	0	1	1	3	0	3	0	0	0
XI Sci	No Science																
XII Arts	No Arts																
XII Com	1	18	9	27	17	8	25	1	1	2	7	4	11	2	3	5	
XII Sci	No Science																
Total =		23	322	368	690	174	218	392	148	150	298	76	62	138	22	37	59

Enrolment summary of Kidheykhar Central School - 2026

Class	Class Range	Total Section	Overall Students			Boarders			Day-scholars			New Students			Repeaters		
			Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
PP	PP-XII	1	8	17	25	0	0	0	8	17	25	10	15	25	0	0	0
I		1	19	13	32	0	0	0	19	13	32	3	2	5	1	0	1
II		1	8	11	19	0	0	0	8	11	19	0	0	0	0	0	0
III		1	14	12	26	0	1	1	14	11	25	0	0	0	0	0	0
IV		2	28	28	56	1	7	8	27	21	48	1	5	6	13	4	17
V		2	21	32	53	1	14	15	20	18	38	2	5	7	2	4	6
VI		2	23	39	62	7	16	23	16	23	39	1	3	4	0	5	5
VII		5	73	98	171	55	72	127	18	26	44	38	51	89	14	11	25
VIII		4	38	77	115	24	67	91	14	10	24	1	4	5	14	20	34
IX		4	52	62	114	28	44	72	24	18	42	2	4	6	13	12	25
X		2	23	45	68	20	31	51	3	14	17	1	1	2	1	3	4
XI Arts		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
XI Com		1	15	18	33	14	15	29	1	3	4	10	4	14	0	0	0
XI Sci		1	12	19	31	12	16	28	0	3	3	2	7	9	0	0	0
XII Arts		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
XII Com		1	13	13	26	13	10	23	0	3	3	0	1	1	0	0	0
XII Sci		1	16	10	26	11	6	17	5	4	9	1	1	2	0	0	0
Total =		29	363	494	857	186	299	485	177	195	372	72	103	175	58	59	117

Enrolment summary of Gyelpozhing Middle Secondary School - 2026

Class	Class Range	Total Section	Overall Students			Boarders			Day-scholars			New Students			Repeaters		
			Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
PP	PP-X	2	18	23	41			0	18	23	41	17	22	39	1	1	2
I		2	23	22	45			0	23	22	45	4	1	5	2	0	2
II		2	17	27	44			0	17	27	44	1	3	4	0	0	0
III		2	20	25	45			0	20	25	45	5	2	7	0	0	0
IV		2	26	21	47			0	26	21	47	8	2	10	0	0	0
V		2	23	19	42			0	23	19	42	4	2	6	1	6	7
VI		2	29	23	52			0	29	23	52	6	0	6	0	1	1
VII		2	23	25	48			0	23	25	48	1	7	8	4	1	5
VIII		1	20	15	35			0	20	15	35	2	2	4	0	2	2
IX		1	21	20	41			0	21	20	41	4	1	5	3	5	8
X		1	24	18	42			0	24	18	42	5	2	7	1	1	2
Total =		19	244	238	482	0	0	0	244	238	482	57	44	101	12	17	29

Enrolment summary of Mongar Higher Secondary School - 2026

Class	Class Range	Total Section	Overall Students			Boarders			Day-scholars			New Students			Repeaters		
			Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
IX	IX- XII	2	18	29	47	9	11	20	9	18	27	0	0	0	12	16	28
X		3	37	45	82	20	15	35	17	30	47	0	0	0	9	16	25
XI Arts		2	15	51	66	8	37	45	7	14	21	0	0	0	0	1	1
XI Com		2	40	29	69	20	19	39	20	10	30	0	0	0	0	0	0
XI Sci		2	33	34	67	18	15	33	15	19	34	0	0	0	2	0	2
XII Arts		1	12	18	30	10	12	22	2	6	8	0	0	0	0	1	1
XII Com		3	39	38	77	33	25	58	6	13	19	0	0	0	2	3	5
XII Sci		3	44	33	77	31	14	45	13	19	32	0	0	0	7	4	11
Total =		18	238	277	515	149	148	297	89	129	218	0	0	0	32	41	73

Enrolment summary of Yadi Higher Secondary School - 2026

Class	Class Range	Total Section	Overall Students			Boarders			Day-scholars			New Students			Repeaters		
			Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
PP	PP-XII	1	8	9	17	0	0	0	8	9	17	8	9	17	0	0	0
I		1	11	10	21	0	0	0	11	10	21	1	0	1	0	0	0
II		1	5	12	17	0	0	0	5	12	17	0	1	1	0	0	0
III		1	7	9	16	0	0	0	7	9	16	0	0	0	0	0	0
IV		1	5	18	23	0	0	0	5	18	23	1	0	1	0	0	0
V		1	8	9	17	0	0	0	8	9	17	0	0	0	2	0	2
VI		1	24	15	39	0	0	0	24	15	39	2	2	4	1	1	2
VII		2	40	49	89	29	31	60	11	18	29	29	29	58	7	12	19
VIII		2	30	43	73	17	31	48	13	12	25	1	6	7	5	10	15
IX		2	29	42	71	19	26	45	10	16	26	7	3	10	5	19	24
X		2	25	29	54	19	18	37	6	11	17	4	4	8	5	11	16
XI Arts		2	33	33	66	29	31	60	4	2	6	33	33	66	0	0	0
XI Com		1	20	13	33	18	10	28	2	3	5	20	13	33	0	0	0
XI Sci		2	36	29	65	30	28	58	6	1	7	36	29	65	1	0	1
XII Arts		No Arts															
XII Com		1	15	18	33	11	15	26	4	3	7	1	2	3	3	6	9
XII Sci		2	24	43	67	24	40	64	0	3	3	7	8	15	11	16	27
Total =		23	320	381	701	196	230	426	124	151	275	150	139	289	40	75	115

Enrolment summary of Lingmethang Middle Secondary School - 2026

Class	Class Range	Total Section	Overall Students			Boarders			Day-scholars			New Students			Repeaters		
			Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
PP	PP-X	2	20	27	47	No Boarders			20	27	47	20	27	47	0	0	0
I		1	7	17	24				7	17	24	0	1	1	1	0	1
II		2	16	22	38				16	22	38	1	2	3	0	0	0
III		2	21	15	36				21	15	36	0	1	1	0	0	0
IV		2	16	20	36				16	20	36	2	2	4	3	5	8
V		1	17	16	33				17	16	33	0	0	0	1	4	5
VI		1	14	18	32				14	18	32	1	2	3	0	0	0
VII		1	12	20	32				12	20	32	0	0	0	0	0	0
VIII		1	10	8	18				10	8	18	2	2	4	0	0	0
IX		1	15	6	21				15	6	21	1	0	1	0	0	0
X		1	7	13	20				7	13	20	1	1	2	0	2	2
Total =		15	155	182	337				155	182	337	28	38	66	5	11	16

Enrolment summary of Bagging Primary School - 2026

Class	Class Range	Total Section	Overall Students			Boarders			Day-scholars			New Students			Repeaters		
			Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
PP	PP-VI	1	14	10	24	0	0	0	14	10	24	11	8	19	3	2	5
I		1	6	7	13	0	0	0	6	7	13	0	0	0	3	1	4
II		1	8	5	13	0	0	0	8	5	13	0	0	0	3	0	3
III		1	10	7	17	0	0	0	10	7	17	0	1	1	3	4	7
IV		1	6	16	22	0	0	0	6	16	22	0	1	1	5	6	11
V		1	7	8	15	0	0	0	7	8	15	0	0	0	1	4	5
VI		1	5	5	10	0	0	0	5	5	10	0	1	1	0	1	1
Total =		7	56	58	114	0	0	0	56	58	114	11	11	22	18	18	36

Enrolment summary of Chaskhar Middle Secondary School - 2026

Class	Class Range	Total Section	Overall Students			Boarders			Day-scholars			New Students			Repeaters		
			Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
PP	PP-X	1	17	14	31	1	0	1	16	14	30	14	13	27	3	1	4
I		1	15	13	28	1	0	1	14	13	27	0	0	0	0	0	0
II		1	18	11	29	3	0	3	15	11	26	0	0	0	7	0	7
III		1	20	10	30	0	2	2	20	8	28	0	0	0	2	0	2
IV		3	42	41	83	8	5	13	34	36	70	5	5	10	12	11	23
V		2	21	30	51	2	6	8	19	24	43	1	1	2	2	3	5
VI		2	20	33	53	7	21	28	13	12	25	6	2	8	3	1	4
VII		2	36	36	72	19	23	42	17	13	30	12	19	31	6	3	9
VIII		2	29	38	67	19	28	47	10	10	20	2	3	5	1	9	10
IX		2	17	46	63	11	30	41	6	16	22	0	0	0	3	9	12
X		2	21	30	51	18	29	47	3	1	4	0	0	0	1	2	3
Total =		19	256	302	558	89	144	233	167	158	325	40	43	83	40	39	79

Enrolment summary of Balam of Primary School - 2026

Class	Class Range	Total Section	Overall Students			Boarders			Day-scholars			New Students			Repeaters		
			Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
PP	PP-VI	1	5	9	14	2	3	5	3	6	9	5	9	14	0	0	0
I		1	8	6	14	1	2	3	7	4	11	0	0	0	2	0	2
II		1	10	11	21	1	4	5	9	7	16	1	0	1	0	0	0
III		1	10	8	18	3	4	7	7	4	11	0	1	1	0	2	2
IV		1	12	12	24	6	8	14	6	4	10	0	1	1	1	4	5
V		1	8	12	20	6	7	13	2	5	7	1	0	1	3	2	5
VI		1	11	7	18	11	7	18	0	0	0	2	1	3	2	1	3
Total =		7	64	65	129	30	35	65	34	30	64	9	12	21	8	9	17

Enrolment summary of Kengkhar Middle Secondary School - 2026

Class	Class Range	Total Section	Overall Students			Boarders			Day-scholars			New Students			Repeaters		
			Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
PP	PP-X	1	8	12	20	2	3	5	6	9	15	8	12	20	0	0	0
I		1	8	9	17	3	2	5	5	7	12	0	0	0	0	0	0
II		1	15	10	25	2	4	6	13	6	19	1	0	1	0	0	0
III		1	8	10	18	6	4	10	2	6	8	0	0	0	1	0	1
IV		2	35	13	48	11	3	14	24	10	34	1	1	2	12	6	18
V		2	19	22	41	13	12	25	6	10	16	1	0	1	3	0	3
VI		1	8	17	25	4	8	12	4	9	13	0	0	0	0	0	0
VII		3	31	40	71	24	27	51	7	13	20	13	14	27	7	8	15
VIII		2	31	37	68	23	24	47	8	13	21	2	0	2	0	3	3
IX		2	22	24	46	17	21	38	5	3	8	3	1	4	2	2	4
X	2	19	22	41	15	19	34	4	3	7	1	0	1	0	0	0	
Total =		18	204	216	420	120	127	247	84	89	173	30	28	58	25	19	44

Enrolment summary of Bumpazor Primary School - 2026

Class	Class Range	Total Section	Overall Students			Boarders			Day-scholars			New Students			Repeaters		
			Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
PP	PP-VI	1	1	4	5	0	0	0	1	4	5	1	4	5	0	0	0
I		1	2	2	4	0	0	0	2	2	4	0	0	0	0	0	0
II		1	6	1	7	0	0	0	6	1	7	2	0	2	0	0	0
III		1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
IV		1	3	7	10	0	0	0	3	7	10	0	0	0	0	2	2
V		1	7	1	8	0	0	0	7	1	8	2	0	2	0	0	0
VI		1	4	3	7	0	0	0	4	3	7	0	1	1	0	0	0
Total =		7	23	18	41	0	0	0	23	18	41	5	5	10	0	2	2

Enrolment summary of Mongar Middle Secondary School – 2026

Class	Class Range	Total Section	Overall Students			Boarders			Day-scholars			New Students			Repeaters		
			Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
PP	PP-X	3	32	44	76	0	0	0	32	44	76				1	2	3
I		3	54	32	86	0	0	0	54	32	86				3	3	6
II		3	42	37	79	0	0	0	42	37	79				4	5	9
III		2	43	24	67	0	0	0	43	24	67				5	4	9
IV		3	34	50	84	0	0	0	34	50	84				2	2	4
V		2	41	34	75	0	0	0	41	34	75				3	0	3
VI		4	61	73	134	0	0	0	61	73	134				2	4	6
VII		3	66	48	114	0	0	0	66	48	114				2	3	5
VIII		3	60	43	103	0	0	0	60	43	103				0	0	0
IX		3	41	40	81	0	0	0	41	40	81				0	0	0
X		2	29	25	54	0	0	0	29	25	54				2	3	5
Total =		31	503	450	953	0	0	0	503	450	953				24	26	50

Enrolment summary of Chali Primary School – 2026

Class	Class Range	Total Section	Overall Students			Boarders			Day-scholars			New Students			Repeaters		
			Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
PP	PP-VI	1	9	3	12	2	0	2	7	3	10	7	3	10	2	0	2
I		1	7	7	14	3	4	7	4	3	7	0	0	0	0	0	0
II		1	3	5	8	1	3	4	2	2	4	0	0	0	0	0	0
III		1	8	10	18	2	5	7	6	5	11	0	1	1	3	0	3
IV		1	15	14	29	5	7	12	10	7	17	1	0	1	4	5	9
V		1	10	19	29	8	16	24	2	3	5	0	0	0	0	2	2
VI		1	11	15	26	10	14	24	1	1	2	0	0	0	0	0	0
Total =		7	63	73	136	31	49	80	32	24	56	8	4	12	9	7	16

Enrolment summary of Nagor Middle Secondary School – 2026

Class	Class Range	Total Section	Overall Students			Boarders			Day-scholars			New Students			Repeaters		
			Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
PP	PP-X	1	7	6	13	0	0	0	7	6	13	5	5	10	2	0	2
I		1	10	3	13	1	0	1	9	3	12	0	0	0	2	1	3
II		1	5	6	11	1	1	2	4	5	9	0	1	1	0	1	1
III		1	12	7	19	2	2	4	10	5	15	0	1	1	3	0	3
IV		1	3	16	19	1	4	5	2	12	14	0	2	2	0	2	2
V		1	13	10	23	6	0	6	7	10	17	0	0	0	0	0	0
VI		1	11	17	28	3	7	10	8	10	18	1	1	2	1	0	1
VII		2	19	32	51	13	25	38	6	7	13	9	13	22	2	5	7
VIII		1	19	18	37	8	10	18	11	8	19	1	1	2	0	3	3
IX		1	16	14	30	11	10	21	5	4	9	0	1	1	1	2	3
X		1	14	17	31	11	10	21	3	7	10	0	1	1	0	0	0
Total =		12	129	146	275	57	69	126	72	77	149	16	26	42	11	14	25

Enrolment summary of Bagging Primary School – 2026

Class	Class Range	Total Section	Overall Students			Boarders			Day-scholars			New Students			Repeaters		
			Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
PP	PP-VI	1	14	10	24	0	0	0	14	10	24	11	8	19	3	2	5
I		1	6	7	13	0	0	0	6	7	13	0	0	0	3	1	4
II		1	8	5	13	0	0	0	8	5	13	0	0	0	3	0	3
III		1	10	7	17	0	0	0	10	7	17	0	1	1	3	4	7
IV		1	6	16	22	0	0	0	6	16	22	0	1	1	5	6	11
V		1	7	8	15	0	0	0	7	8	15	0	0	0	1	4	5
VI		1	5	5	10	0	0	0	5	5	10	0	1	1	0	1	1
Total =		7	56	58	114	0	0	0	56	58	114	11	11	22	18	18	36

Enrolment summary of Daksa Primary School - 2026

Class	Class Range	Total Section	Overall Students			Boarders			Day-scholars			New Students			Repeaters		
			Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
PP	PP-VI	1	4	0	4	1	0	1	3	0	3	4	0	4	0	0	0
I		1	3	1	4	0	0	0	3	1	4	0	0	0	0	0	0
II		1	5	5	10	3	1	4	2	4	6	0	0	0	0	1	1
III		1	5	3	8	2	0	2	3	3	6	0	0	0	1	1	2
IV		1	12	4	16	7	2	9	5	2	7	1	0	1	7	1	8
V		1	5	3	8	4	3	7	1	0	1	0	0	0	0	0	0
VI		1	1	8	9	0	1	1	1	7	8	0	0	0	0	0	0
Total =		7	35	24	59	17	7	24	18	17	35	5	0	5	8	3	11

Enrolment summary of Jurmey Primary School - 2026

Class	Class Range	Total Section	Overall Students			Boarders			Day-scholars			New Students			Repeaters		
			Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
PP	PP-VI	1	11	8	19	7	6	13	4	2	6	11	8	19	0	0	0
I		1	7	8	15	4	5	9	3	3	6	0	0	0	0	0	0
II		1	10	11	21	5	5	10	5	6	11	0	0	0	0	0	0
III		1	13	1	14	5	0	5	8	1	9	0	0	0	0	0	0
IV		1	19	11	30	14	8	22	5	3	8	1	0	1	7	3	10
V		1	14	16	30	6	9	15	8	7	15	1	1	2	2	2	4
VI		1	13	18	31	7	12	19	6	6	12	0	0	0	0	0	0
Total =		7	87	73	160	48	45	93	39	28	67	13	9	22	9	5	14

Enrolment summary of Konbar Primary School - 2026

Class	Class Range	Total Section	Overall Students			Boarders			Day-scholars			New Students			Repeaters		
			Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
PP	PP-VI	1	2	2	4	0	0	0	2	2	4	2	2	4	0	0	0
I		1	4	4	8	0	0	0	4	4	8	0	0	0	0	0	0
II		1	2	5	7	0	0	0	2	5	7	0	0	0	0	0	0
III		1	6	2	8	0	0	0	6	2	8	0	0	0	0	0	0
IV		1	3	2	5	0	0	0	3	2	5	0	0	0	0	0	0
V		1	1	2	3	0	0	0	1	2	3	0	0	0	0	0	0
VI		1	3	5	8	0	0	0	3	5	8	0	0	0	0	0	0
Total =		7	21	22	43	0	0	0	21	22	43	2	2	4	0	0	0

Enrolment summary of Narang Primary School - 2026

Class	Class Range	Total Section	Overall Students			Boarders			Day-scholars			New Students			Repeaters		
			Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
PP	PP-VI	1	10	8	18	2	0	2	8	8	16	10	8	18	2	1	3
I		1	17	12	29	6	7	13	11	5	16	0	2	2	3	1	4
II		1	12	12	24	5	6	11	7	6	13	0	1	1	3	0	3
III		1	14	14	28	5	4	9	9	10	19	0	0	0	2	2	4
IV		1	24	16	40	11	5	16	13	11	24	0	0	0	10	4	14
V		1	20	17	37	7	10	17	13	7	20	0	1	1	0	3	3
VI		1	20	15	35	8	5	13	12	10	22	1	1	2	0	1	1
Total =		7	117	94	211	44	37	81	73	57	130	11	13	24	20	12	32

Enrolment summary of Ngatshang Primary School - 2026

Class	Class Range	Total Section	Overall Students			Boarders			Day-scholars			New Students			Repeaters		
			Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
PP	PP-VI	1	3	4	7	0	0	0	3	4	7	3	5	8	0	0	0
I		1	4	6	10	0	0	0	4	6	10	1	0	1	0	1	1
II		1	4	6	10	0	0	0	4	6	10	1	0	1	0	0	0
III		1	5	4	9	0	0	0	5	4	9	0	0	0	0	0	0
IV		1	12	7	19	0	0	0	12	7	19	0	0	0	4	1	5
V		1	5	9	14	0	0	0	5	9	14	0	1	1	2	1	3
VI		1	9	12	21	0	0	0	9	12	21	0	0	0	1	1	2
Total =		7	42	48	90	0	0	0	42	48	90	5	6	11	7	4	11

Enrolment summary of Ridaza Primary School - 2026

Class	Class Range	Total Section	Overall Students			Boarders			Day-scholars			New Students			Repeaters		
			Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
PP	PP-VI	1	18	17	35	0	0	0	18	17	35	15	14	29	3	3	6
I		1	10	18	28	0	0	0	10	18	28	1	0	1	1	1	2
II		1	14	6	20	0	0	0	14	6	20	1	3	4	1	0	1
III		1	8	7	15	0	0	0	8	7	15	1	1	2	0	0	0
IV		1	15	9	24	0	0	0	15	9	24	0	1	1	4	4	8
V		1	15	17	32	0	0	0	15	17	32	1	5	6	1	0	1
VI		1	8	11	19	0	0	0	8	11	19	0	1	1	0	1	1
Total =		7	88	85	173	0	0	0	88	85	173	19	25	44	10	9	19

Enrolment summary of Sherzhong Primary School - 2026

Class	Class Range	Total Section	Overall Students			Boarders			Day-scholars			New Students			Repeaters		
			Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
PP	PP-VI	1	10	10	20	2	4	6	8	6	14	6	6	12	0	0	0
I		1	7	5	12	1	0	1	6	5	11	0	0	0	0	0	0
II		1	10	8	18	3	0	3	7	8	15	0	0	0	0	0	0
III		1	8	7	15	1	1	2	7	6	13	0	0	0	0	0	0
IV		1	14	12	26	8	9	17	6	3	9	3	1	4	7	5	12
V		1	15	16	31	9	11	20	6	5	11	0	0	0	2	1	3
VI		1	22	19	41	20	19	39	2	0	2	5	2	7	4	2	6
Total =		7	86	77	163	44	44	88	42	33	75	14	9	23	13	8	21

Enrolment summary of Silambi Primary School - 2026

Class	Class Range	Total Section	Overall Students			Boarders			Day-scholars			New Students			Repeaters		
			Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
PP	PP-VI	1	2	0	2	2	0	2	0	0	0	1	0	1	1	0	1
I		1	1	2	3	0	0	0	1	2	3	0	0	0	0	0	0
II		1	3	4	7	0	1	1	3	3	6	0	1	1	0	0	0
III		1	0	3	3	0	2	2	0	1	1	0	0	0	0	0	0
IV		1	4	2	6	4	0	4	0	2	2	0	0	0	3	0	3
V		1	2	4	6	2	2	4	0	2	2	0	0	0	0	2	2
VI		1	1	4	5	1	4	15	0	0	0	0	1	1	0	1	1
Total =		7	13	19	32	9	9	28	4	10	14	1	2	3	4	3	7

Enrolment summary of Soenakhar Primary School – 2026

Class	Class Range	Total Section	Overall Students			Boarders			Day-scholars			New Students			Repeaters		
			Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
PP	PP-V	1	5	4	9	0	0	0	5	4	9	5	4	9	0	0	0
I		1	3	6	9	0	0	0	3	6	9	0	0	0	0	0	0
II		1	4	4	8	0	0	0	4	4	8	0	0	0	0	0	0
III		1	4	4	8	0	0	0	4	4	8	0	0	0	0	0	0
IV		1	6	6	12	0	0	0	6	6	12	0	0	0	2	2	4
V		1	2	9	11	0	0	0	2	9	11	0	0	0	0	2	2
VI		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total =		6	24	33	57	0	0	0	24	33	57	5	4	9	2	4	6

Enrolment summary of Thangrong Primary School – 2026

Class	Class Range	Total Section	Overall Students			Boarders			Day-scholars			New Students			Repeaters		
			Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
PP	PP-VI	1	12	9	21	2	5	7	10	4	14	0	0	0	0	0	0
I		1	7	9	16	2	3	5	5	6	11	0	0	0	0	0	0
II		1	8	11	19	7	4	11	1	7	8	0	0	0	0	0	0
III		1	14	15	29	4	8	12	10	7	17	0	0	0	0	0	0
IV		2	29	20	49	14	8	21	15	12	27	0	0	0	9	6	15
V		1	15	28	43	9	16	25	6	12	18	0	0	0	2	5	7
VI		1	21	21	42	20	16	23	1	5	6	0	0	0	1	2	3
Total =		8	106	113	219	58	60	104	48	53	101	0	0	0	12	13	25

Enrolment summary of Thrithangbi Primary School – 2026

Class	Class Range	Total Section	Overall Students			Boarders			Day-scholars			New Students			Repeaters		
			Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
PP	PP-VI	1	4	4	8			0	4	4	8	4	4	8	0	0	0
I		1	5	6	11			0	5	6	11	0	0	0	0	0	0
II		1	3	1	4			0	3	1	4	0	0	0	1	0	1
III		1	4	3	7			0	4	3	7	0	0	0	1	1	2
IV		1	3	5	8			0	3	5	8	0	0	0	2	2	4
V		1	7	3	10			0	7	3	10	0	1	1	0	0	0
VI		1	3	6	9			0	3	6	9	0	1	1	0	2	2
Total =		7	29	28	57	0	0	0	29	28	57	4	6	10	4	5	9

Enrolment summary of Tsakaling Primary School – 2026

Class	Class Range	Total Section	Overall Students			Boarders			Day-scholars			New Students			Repeaters		
			Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
PP	PP-VI	1	5	3	8	1	0	1	4	3	7	5	3	8	0	0	0
I		1	4	4	8	0	2	2	4	2	6	0	0	0	0	1	1
II		1	5	4	9	2	0	2	3	4	7	0	1	1	0	0	0
III		1	6	8	14	3	4	7	3	4	7	1	0	1	0	2	2
IV		1	3	9	12	1	7	8	2	2	4	0	0	0	2	3	5
V		1	10	6	16	7	5	12	3	1	4	0	1	1	0	0	0
VI		1	6	6	12	6	6	12	0	0	0	1	3	4	2	4	6
Total =		7	39	40	79	20	24	44	19	16	35	7	8	15	4	10	14

Enrolment summary of Tsamang Primary School - 2026

Class	Class Range	Total Section	Overall Students			Boarders			Day-scholars			New Students			Repeaters		
			Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
PP	PP-VI	1	5	3	8	4	2	6	1	1	2	5	3	8	0	0	0
I		1	4	5	9	0	2	2	4	3	7	0	0	0	0	0	0
II		1	3	5	8	0	3	3	3	2	5	0	1	1	0	0	0
III		1	3	5	8	1	5	6	2	0	2	0	0	0	0	1	1
IV		1	6	11	17	6	10	16	0	1	1	1	2	3	3	2	5
V		1	4	5	9	2	3	5	2	2	4	0	0	0	1	1	2
VI		1	8	9	17	5	7	12	3	2	5	0	0	0	0	0	0
Total =		7	33	43	76	18	32	50	15	11	26	6	6	12	4	4	8

Enrolment summary of Udaric Primary School - 2026

Class	Class Range	Total Section	Overall Students			Boarders			Day-scholars			New Students			Repeaters		
			Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
PP	PP-VI	1	2	2	4	0	0	0	2	2	4	2	2	4	0	0	0
I		1	5	2	7	0	0	0	5	2	7	0	0	0	1	0	1
II		1	2	3	5	0	0	0	2	3	5	1	0	1	0	0	0
III		1	5	2	7	0	0	0	5	2	7	0	0	0	0	1	1
IV		1	5	5	10	0	0	0	5	5	10	0	0	0	2	0	2
V		1	3	4	7	0	0	0	3	4	7	0	1	1	1	0	1
VI		1	5	4	9	0	0	0	5	4	9	0	0	0	0	2	2
Total =		7	27	22	49	0	0	0	27	22	49	3	3	6	4	3	7

Enrolment summary of Yangbari Primary School – 2026

Class	Class Range	Total Section	Overall Students			Boarders			Day-scholars			New Students			Repeaters		
			Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
PP	PP-VI	1	5	1	6	0	0	0	5	1	6	5	1	6	0	0	0
I		1	5	7	12	0	0	0	5	7	12	0	1	1	3	1	4
II		1	3	4	7	0	0	0	3	4	7	0	0	0	0	1	1
III		1	4	5	9	0	0	0	4	5	9	0	0	0	0	0	0
IV		1	2	2	4	0	0	0	2	2	4	0	0	0	0	0	0
V		1	1	7	8	0	0	0	1	7	8	0	2	2	0	3	3
VI		1	2	2	4	0	0	0	2	2	4	0	0	0	0	0	0
Total =		7	22	28	50	0	0	0	22	28	50	5	4	9	3	5	8

Enrolment summary of Zunglen Primary School – 2026

Class	Class Range	Total Section	Overall Students			Boarders			Day-scholars			New Students			Repeaters		
			Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
PP	PP-VI	1	7	6	13	4	4	8	3	2	5	7	6	13	0	0	0
I		1	7	7	14	6	6	12	1	1	2	0	2	2	0	0	0
II		1	9	4	13	6	3	9	3	1	4	0	0	0	0	0	0
III		1	8	7	15	6	5	11	2	2	4	0	0	0	0	0	0
IV		1	8	11	19	6	7	13	2	4	6	0	0	0	2	2	4
V		1	9	9	18	8	7	15	1	2	3	0	0	0	2	1	3
VI		1	7	7	14	7	6	13	0	1	1	0	0	0	0	0	0
Total =		7	55	51	106	43	38	81	12	13	25	7	8	15	4	3	7

Enrolment summary of Sengor Primary School - 2026

Class	Class Range	Total Section	Overall Students			Boarders			Day-scholars			New Students			Repeaters		
			Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
PP	PP-IV	1	2	1	3	0	0	0	2	1	3	2	1	3	0	0	0
I		1	0	1	1	0	0	0	0	1	1	0	0	0	0	0	0
II		1	3	2	5	0	0	0	3	2	5	0	0	0	0	0	0
III		1	1	0	1	0	0	0	1	0	1	0	0	0	0	0	0
IV		1	0	3	3	0	0	0	0	3	3	0	0	0	0	0	0
Total =		5	6	7	13	0	0	0	6	7	13	2	1	3	0	0	0

Enrolment summary of Kalapang Primary School - 2026

Class	Class Range	Total Section	Overall Students			Boarders			Day-scholars			New Students			Repeaters		
			Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
PP	PP-III	1	1	1	2	0	0	0	1	1	2	1	1	2	0	0	0
I		1	0	2	2	0	0	0	0	2	2	0	0	0	0	0	0
II		1	1	1	2	0	0	0	1	1	2	0	0	0	0	0	0
III		1	3	2	5	0	0	0	3	2	5	0	0	0	0	0	0
Total =		4	5	6	11	0	0	0	5	6	11	0	0	0	0	0	0

Enrolment summary of Pangthang ECR - 2026

Class	Class Range	Total Section	Overall Students			Boarders			Day-scholars			New Students			Repeaters		
			Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
PP	PP-III	1	1	1	2	0	0	0	1	1	2	1	1	2	0	0	0
I		1	1	2	3	0	0	0	1	2	3	0	0	0	0	0	0
II		1	0	3	3	0	0	0	0	3	3	0	0	0	0	0	0
III		1	0	1	1	0	0	0	0	1	1	0	0	0	0	0	0
Total =		4	2	7	9	0	0	0	2	7	9	1	1	2	0	0	0

Enrolment summary of Muhung ECR - 2026

Class	Class Range	Total Section	Overall Students			Boarders			Day-scholars			New Students			Repeaters		
			Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
PP	PP-III	1	1	4	5	0	0	0	1	4	5	1	4	5	0	0	0
I		1	2	2	4	0	0	0	2	2	4	0	0	0	0	0	0
II		1	0	2	2	0	0	0	0	2	2	0	0	0	0	0	0
III		1	2	2	4	0	0	0	2	2	4	0	0	0	0	0	0
Total =		4	5	10	15	0	0	0	5	10	15	1	4	5	0	0	0

Enrolment summary of Saling ECR - 2026

Class	Class Range	Total Section	Overall Students			Boarders			Day-scholars			New Students			Repeaters		
			Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
PP	PP-III	1	2	2	4	0	0	0	2	2	4	0	0	0	0	0	0
I		1	2	0	2	0	0	0	2	0	2	0	0	0	0	0	0
II		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
III		1	2	1	3	0	0	0	2	1	3	0	0	0	0	0	0
Total =		3	6	3	9	0	0	0	6	3	9	0	0	0	0	0	0

Enrolment summary of Waichur ECR - 2026

Class	Class Range	Total Section	Overall Students			Boarders			Day-scholars			New Students			Repeaters		
			Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
PP	PP-III	1	4	8	12	0	0	0	4	8	12	4	8	12	0	0	0
I		1	3	5	8	0	0	0	3	5	8	0	0	0	1	0	1
II		1	2	3	5	0	0	0	2	3	5	0	0	0	0	0	0
III		1	3	3	6	0	0	0	3	3	6	0	0	0	0	0	0
Total =		4	12	19	31	0	0	0	12	19	31	4	8	12	1	0	1

School-wise Teacher Distribution - 2026

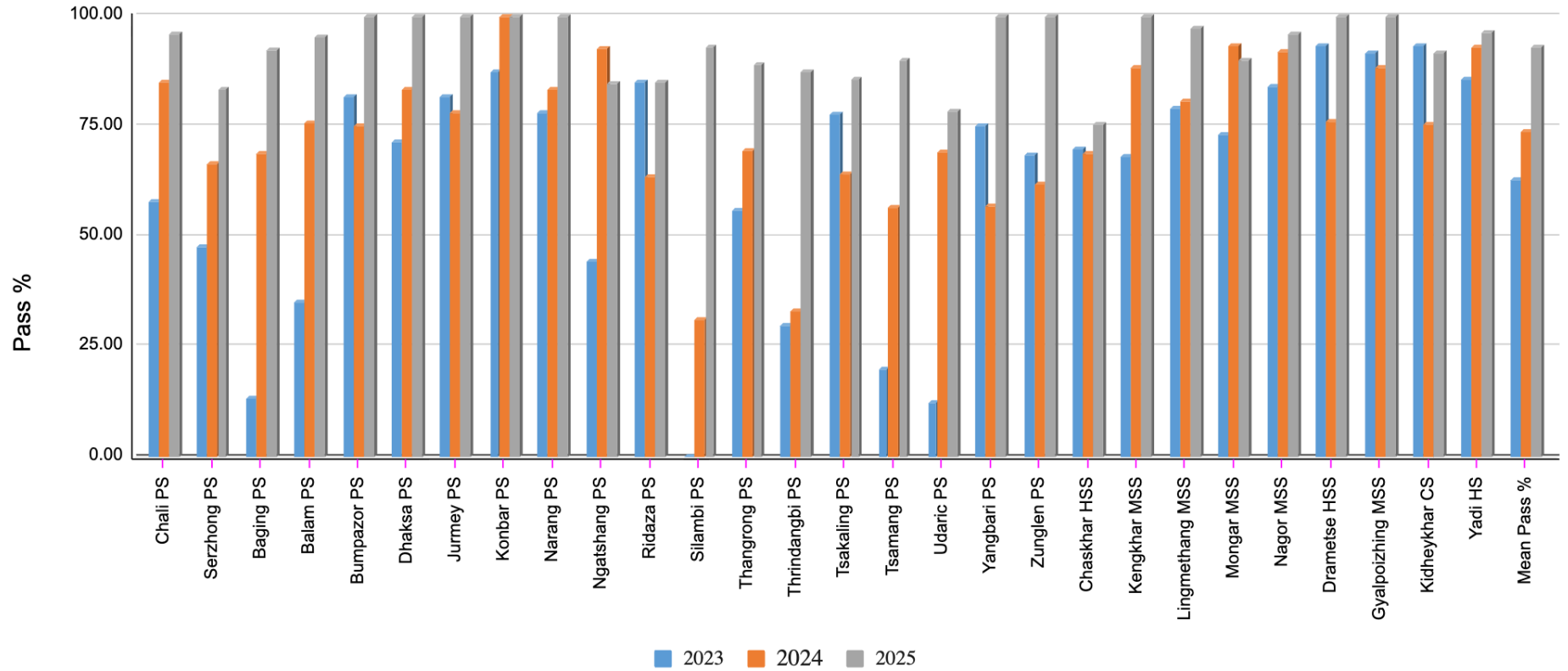
School	Male	Female	Total	Regular	RCT	NCT	Expatriate	Substitute	Volunteer
Drametse HSS	27	10	37	34	3	0	0	0	0
Gyalpoizhing MSS	21	17	38	35	2	1	0	0	0
Kidheykhar CS	30	14	44	43	1	0	0	0	0
Mongar HSS	25	11	36	33	1	0	2	0	0
Yadi HSS	24	10	34	32	1	0	1	0	0
Chaskhar MSS	16	14	30	29	0	1	0	0	0
Kengkhar MSS	20	10	30	27	1	1	0	1	0
Lingmethang MSS	16	12	28	25	2	1	0	0	0
Mongar MSS	27	35	62	57	4	0	0	0	1
Nagor MSS	17	3	20	18	1	1	0	0	0
Bagging PS	4	4	8	7	1	0	0	0	0
Balam PS	4	3	7	5	0	2	0	0	0
Bumpazor PS	2	2	4	3	0	1	0	0	0
Chali PS	6	2	8	8	0	0	0	0	0
Daksa PS	5	1	6	5	0	1	0	0	0
Jurmey PS	5	4	9	8	0	1	0	0	0
Kalapang PS	0	2	2	2	0	0	0	0	0
Konbar PS	2	3	5	4	1	0	0	0	0
Narang PS	6	4	10	8	1	1	0	0	0
Ngatshang PS	5	3	8	8	0	0	0	0	0

Ridaza PS	4	6	10	9	1	0	0	0	0
Serzhong PS	5	1	6	6	0	0	0	0	0
Silambi PS	3	2	5	4	1	0	0	0	0
SoenakharPS	3	1	4	4	0	0	0	0	0
Thangrong PS	6	4	10	8	1	1	0	0	0
Thridangbe PS	3	3	6	5	0	1	0	0	0
Tsakaling PS	5	2	7	6	0	1	0	0	0
Tsamang PS	4	3	7	4	1	2	0	0	0
Udaric PS	5	0	5	4	0	0	0	1	0
Yangbari PS	4	2	6	4	1	1	0	0	0
Zunglen PS	6	1	7	6	0	1	0	0	0
Sengor PS	2	1	3	3	0	0	0	0	0
Pangthang ECR	1	1	2	2	0	0	0	0	0
Chaskar Pam ECR	3	0	3	2	1	0	0	0	0
Jaibab ECR	2	1	3	3	0	0	0	0	0
Lingkhar ECR	1	1	2	2	0	0	0	0	0
Muhung ECR	2	0	2	2	0	0	0	0	0
Saling ECR	2	0	2	2	0	0	0	0	0
Waichur ECR	2	1	3	2	0	1	0	0	0
Grand Total =	325	194	519	469	25	19	3	2	1

School Performance Trends and Progress - Board Exams

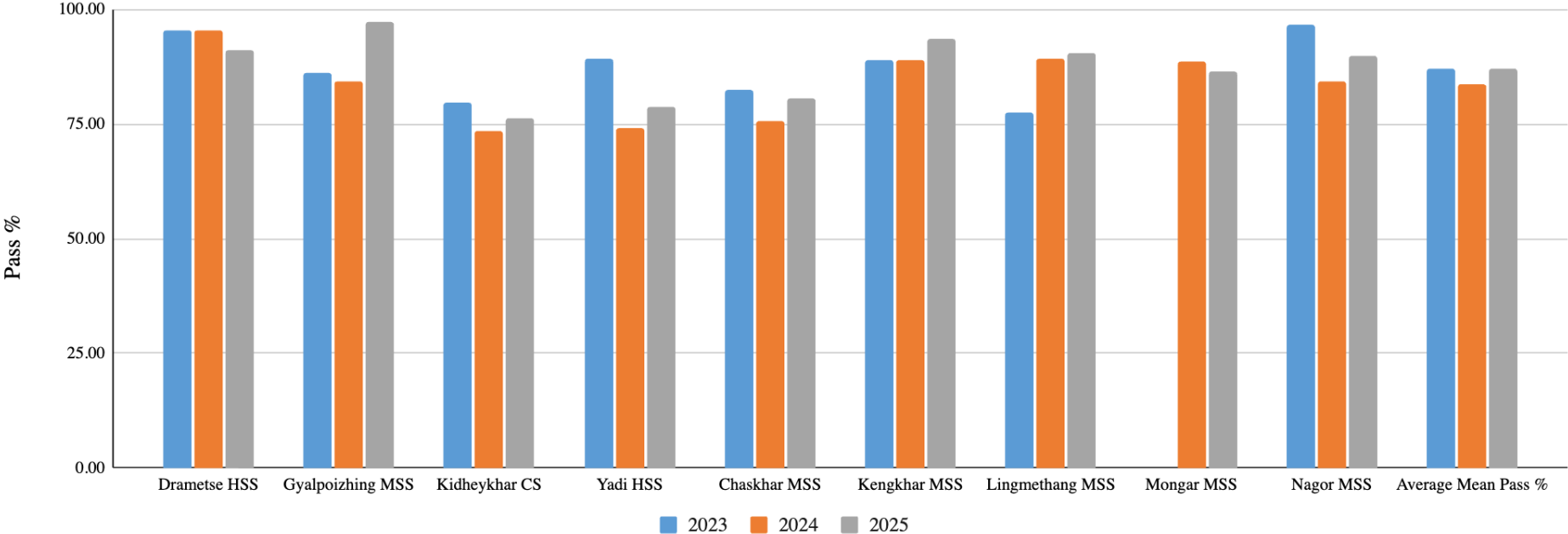
Class VI Board Examination

Class VI School Performance Comparison



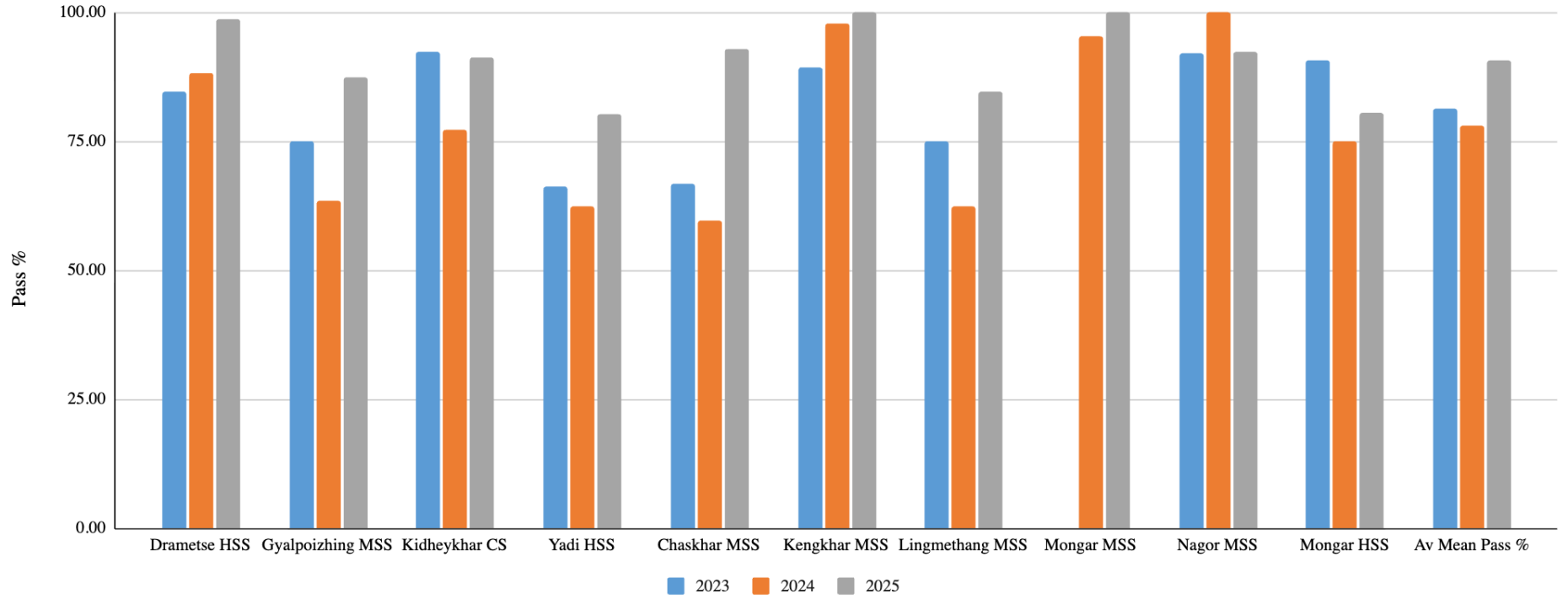
Class VIII Board Examination

Class VIII School Performance Comparison



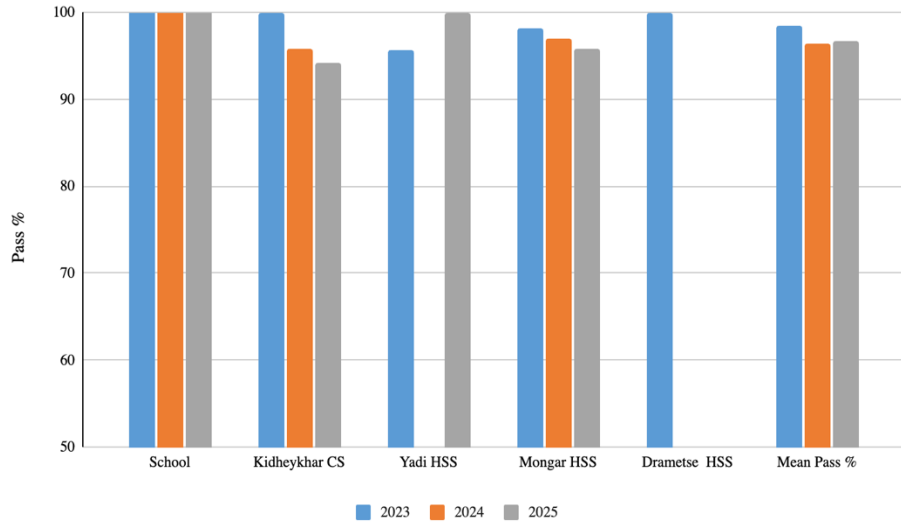
Class X Board Examination

Class X School Performance Comparison

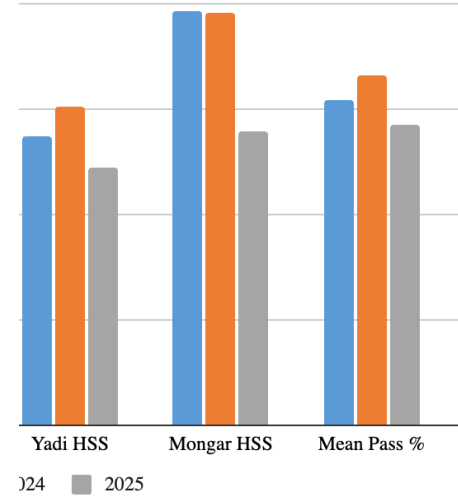


Class XII Board Examination

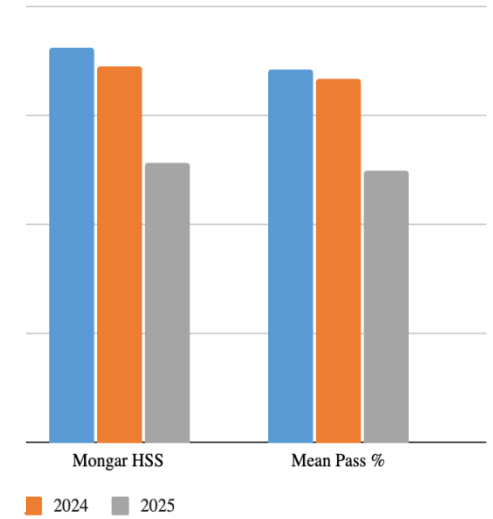
XII Arts School Performance Comparison



Performance Comparison



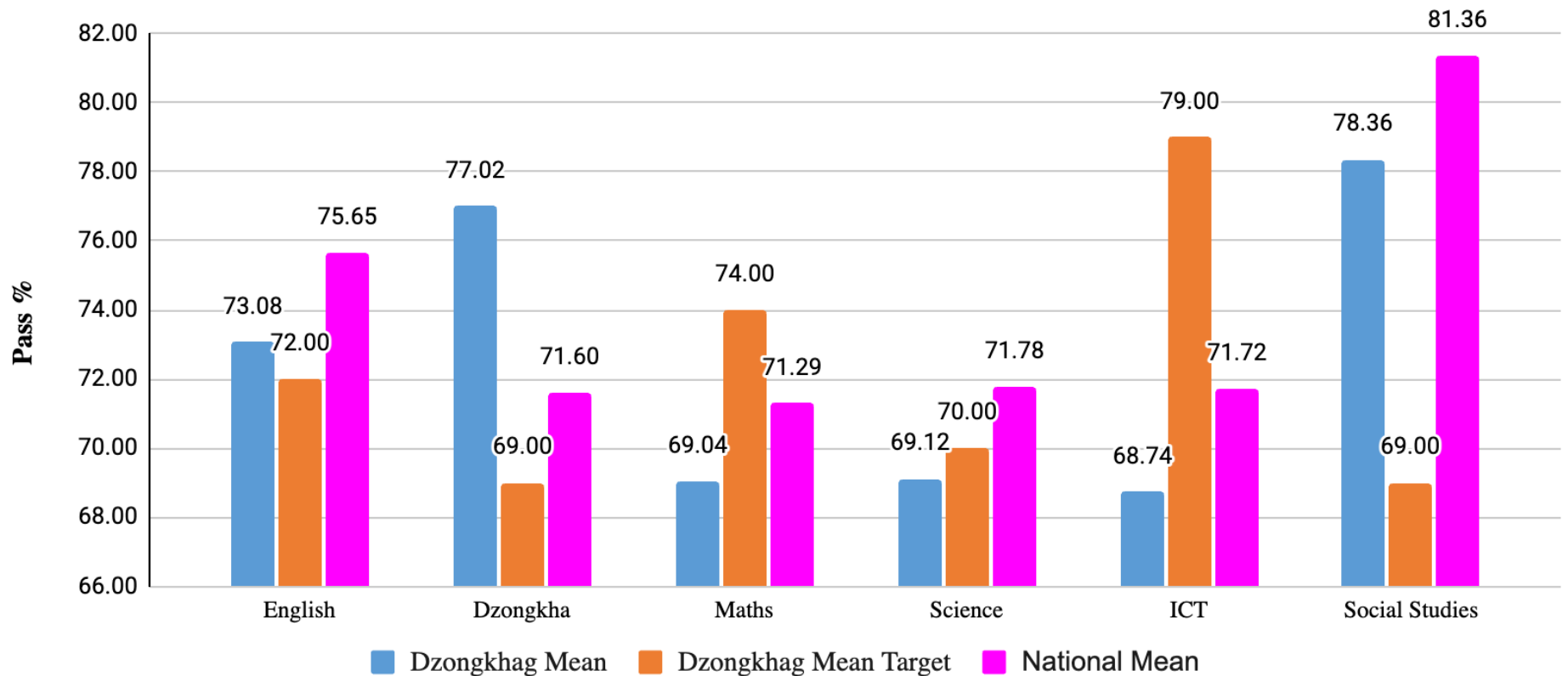
Performance Comparison



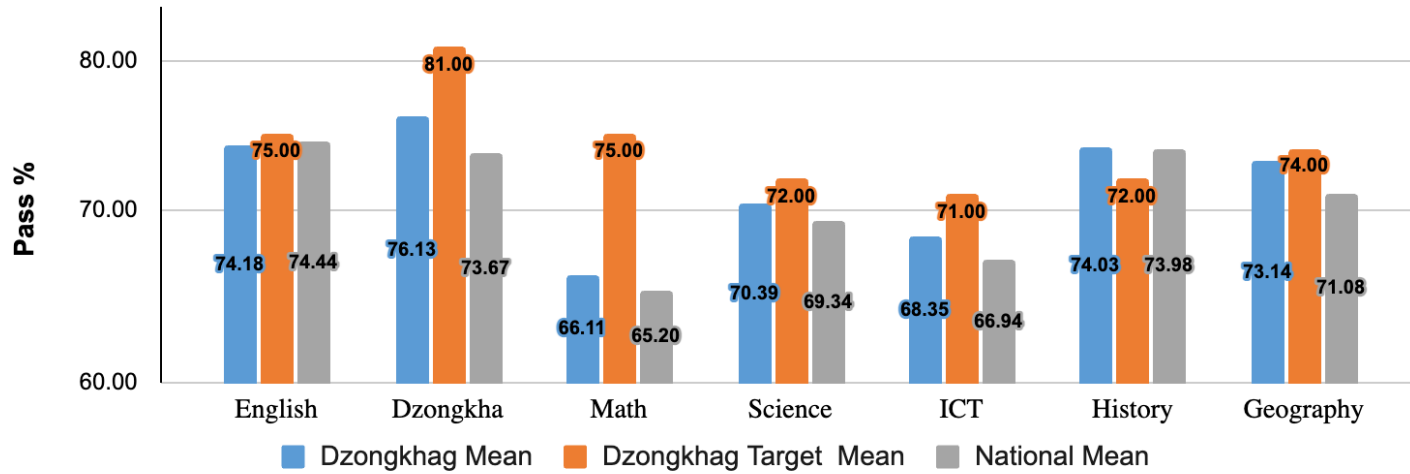
Comparison of subject-wise mean for 2025

The chart presents a comparative analysis of board examination results by examining the Dzongkhag mean alongside the Dzongkhag Target and the National mean. It provides a concise overview of how the Dzongkhag's actual achievement measures against its expected goals and the broader national benchmark. It highlights trends, achievements, and shortfalls, making it useful for planning future strategies to improve student performance.

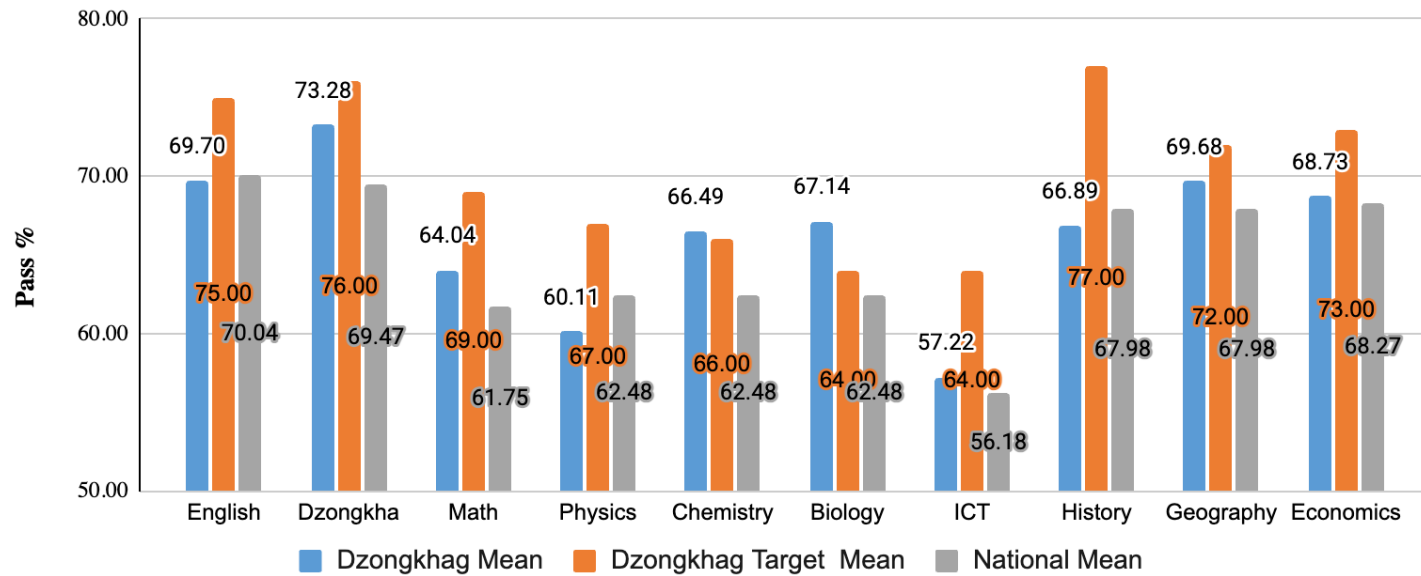
Comparison of Subject-wise Mean of VI Board Exam 2025



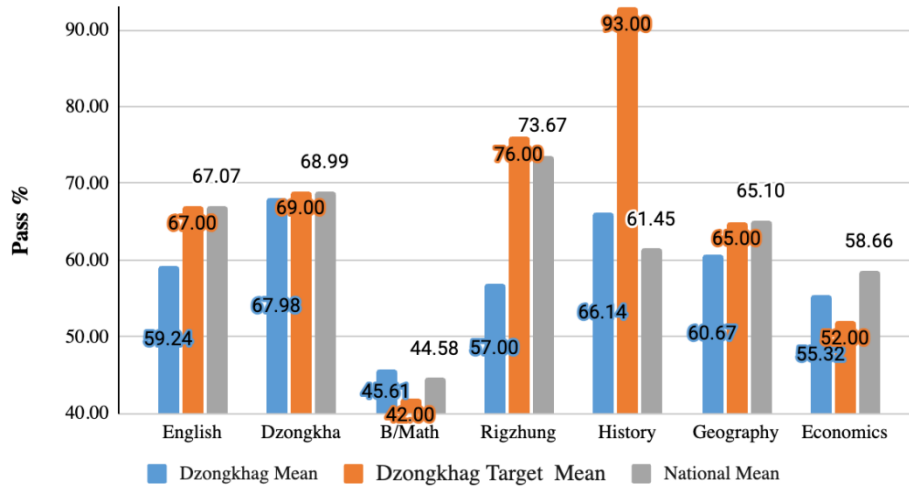
Comparison of Subject-wise Mean: Class VIII 2025



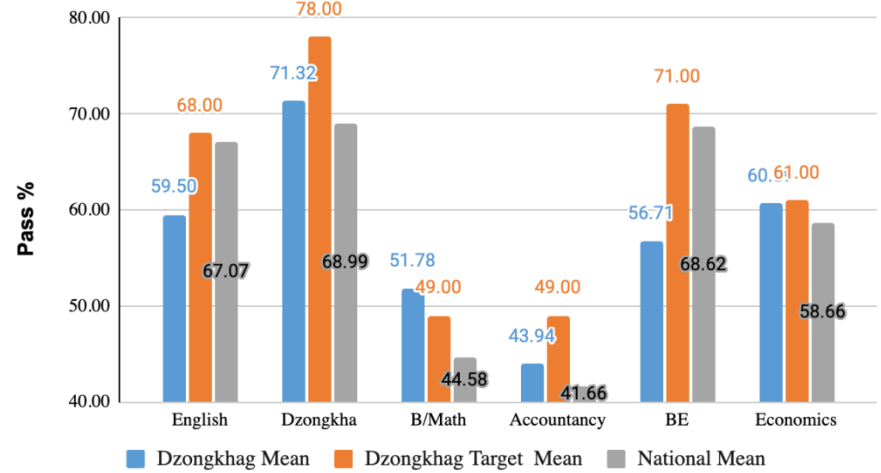
Comparison of Subject-wise Mean: Class X 2025



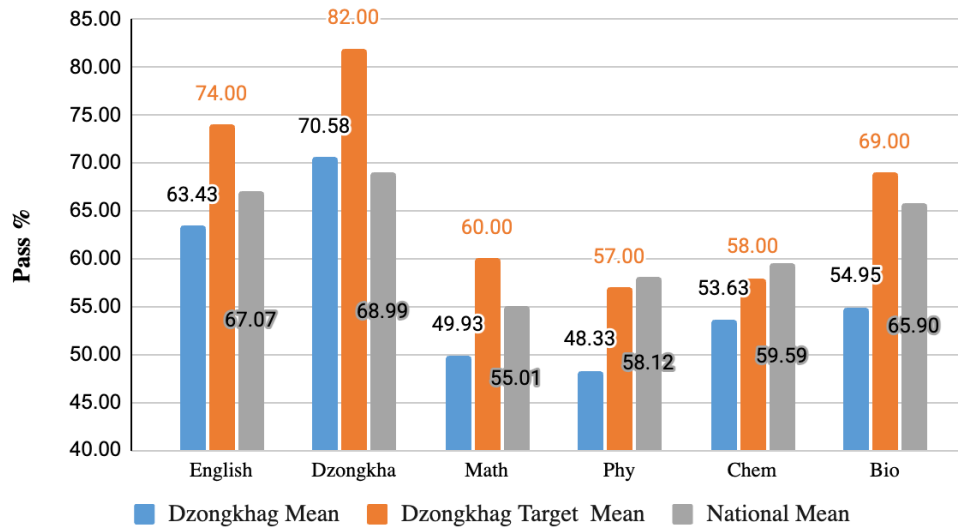
Overall Subject-wise Mean: XII Arts 2025



Overall Subject-wise Mean: XII Com 2025



Overall Subject-wise Mean: XII Sci 2025



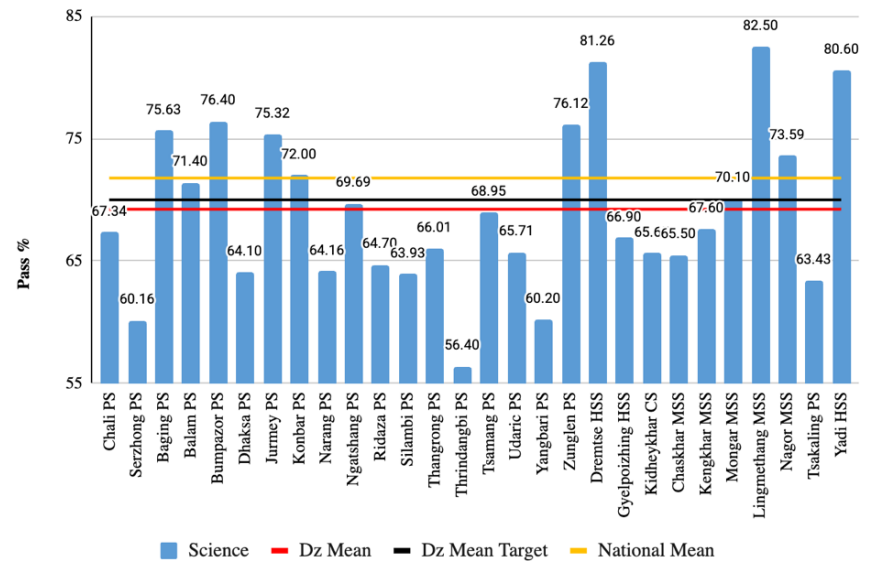
STEM subject comparison for 2025

The 2025 board examination results in the four STEM subjects show a remarkable improvement in overall student performance, with many schools achieving very high pass percentages. This reflects stronger academic focus, improved teaching practices, and effective support systems implemented across schools.

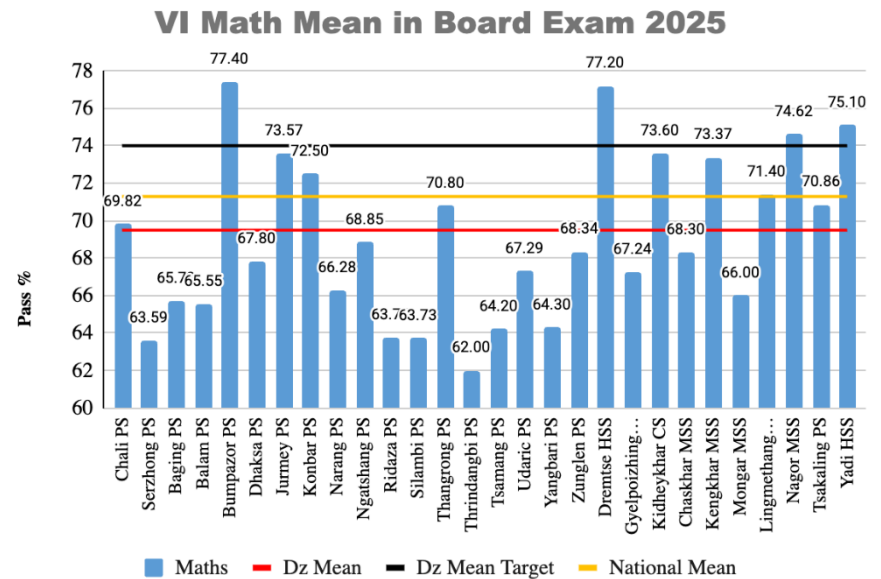
However, variations among schools still indicate the need for continuous improvement and consistency.

Schools should use the 2025 results as a benchmark for excellence and strategically plan to:

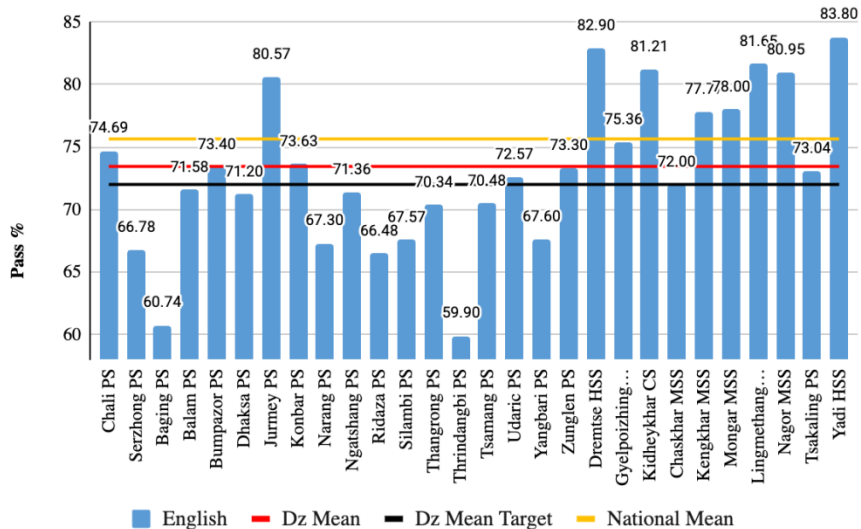
VI Science Mean in Board Exam 2025



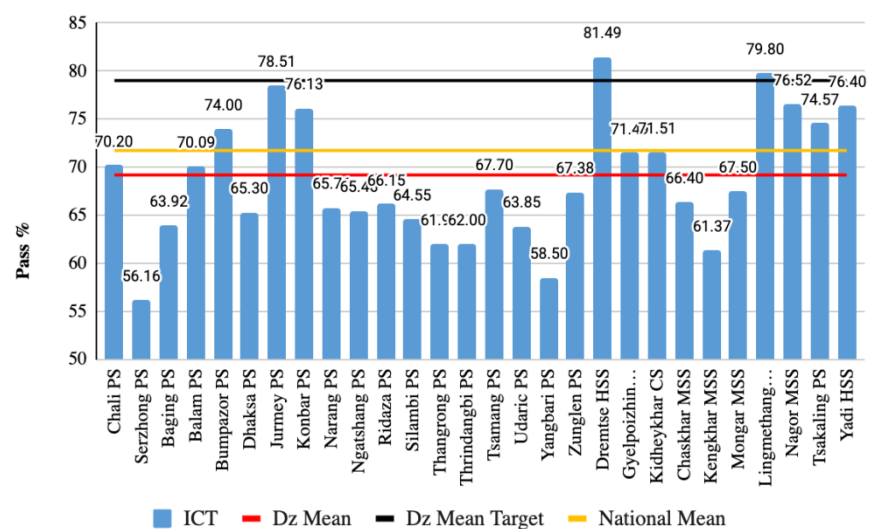
- Maintain high-performing standards
- Reduce performance gaps among students
- Build a sustainable culture of academic achievement in STEM
- Promote peer learning and academic support systems
- Ensure regular assessment and feedback mechanisms
- Encourage STEM engagement through practical and applied learning



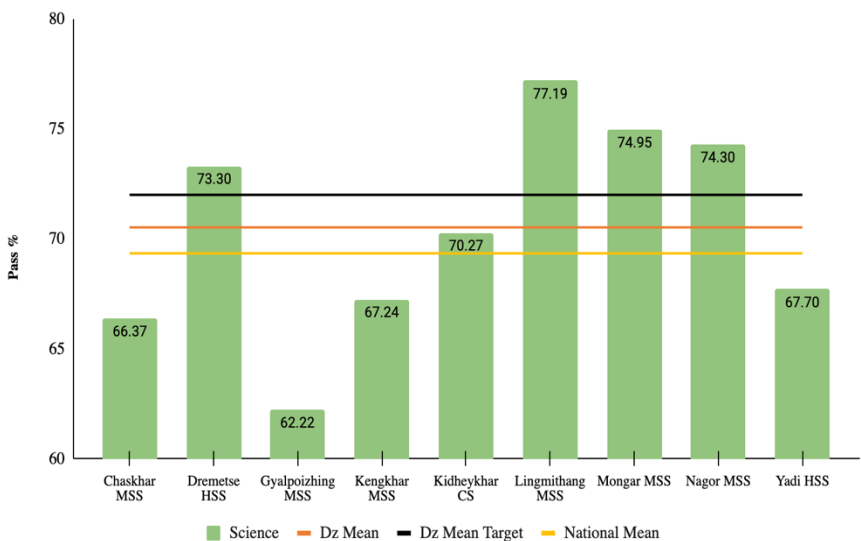
VI English Mean in Board Exam 2025



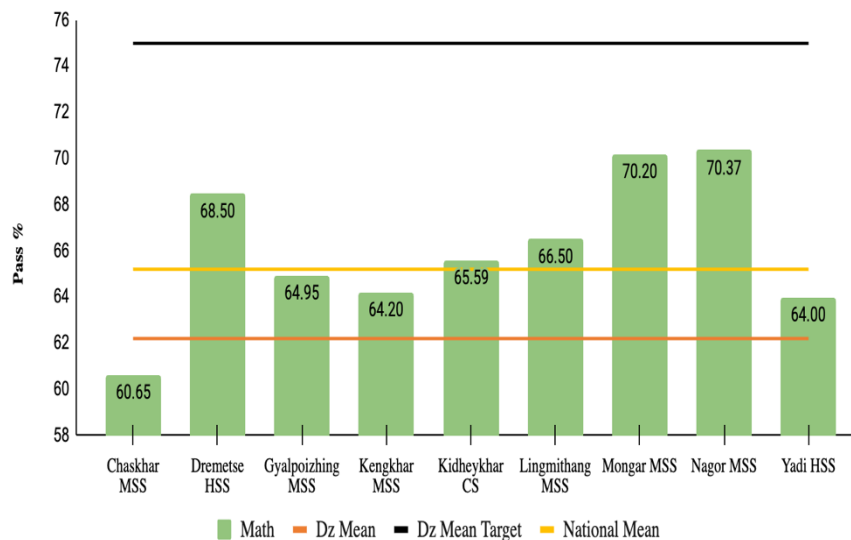
VI ICT Mean in Board Exam 2025



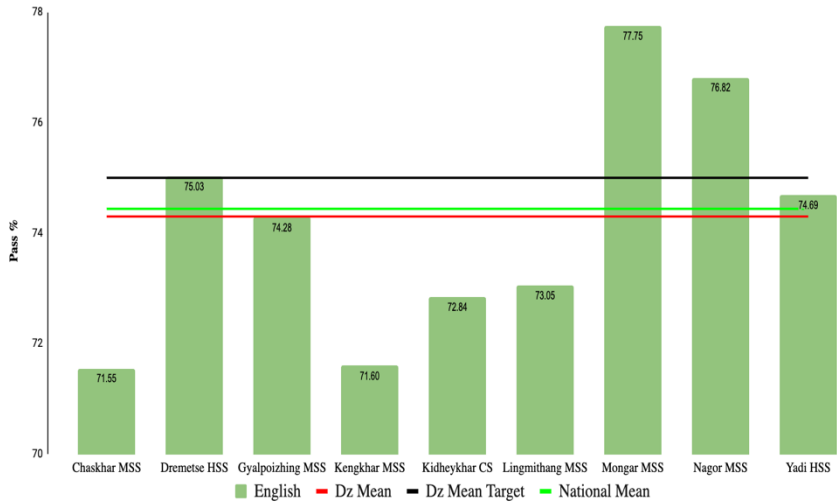
VIII Science Mean Mark in 2025



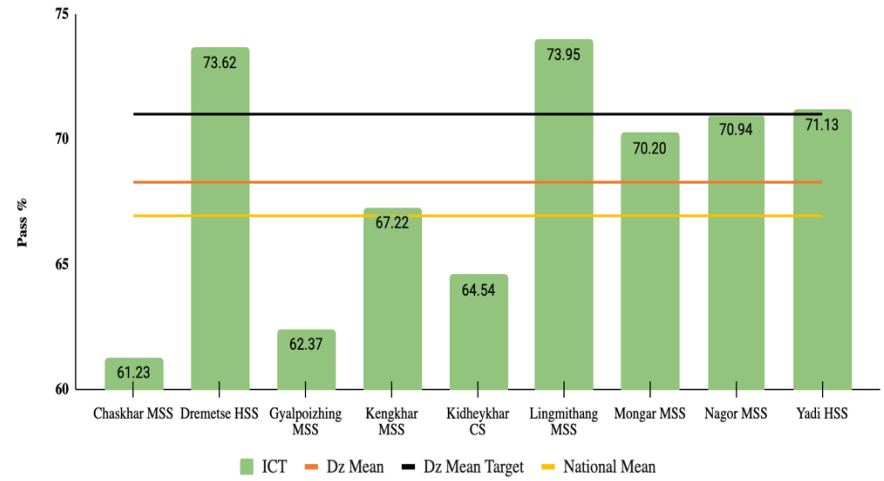
VIII Math Mean Mark in 2025



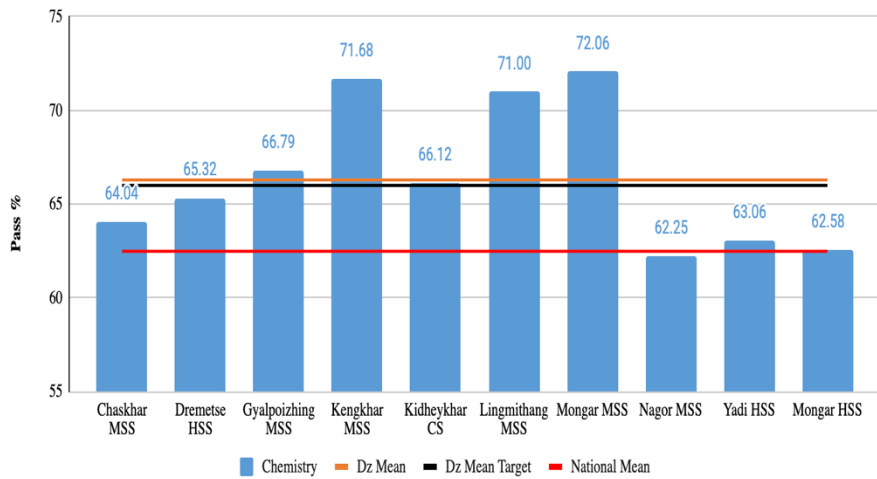
VIII English Mean Mark in 2025



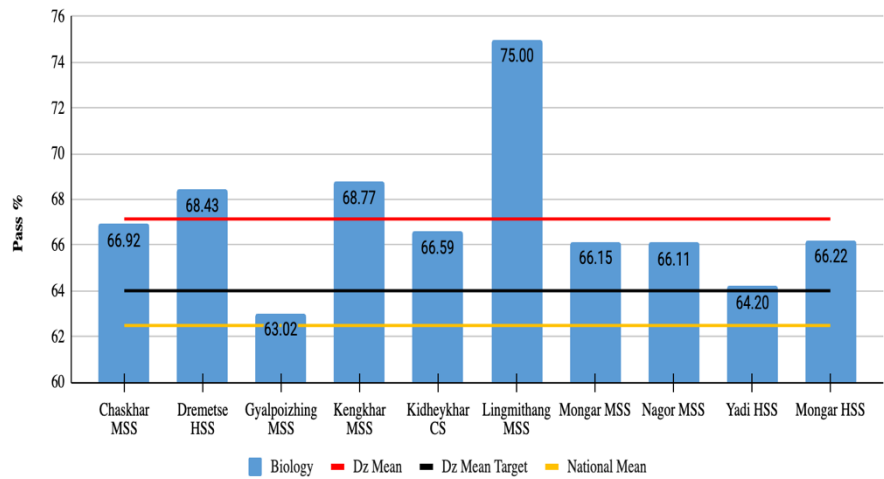
VIII ICT Mean Mark in 2025



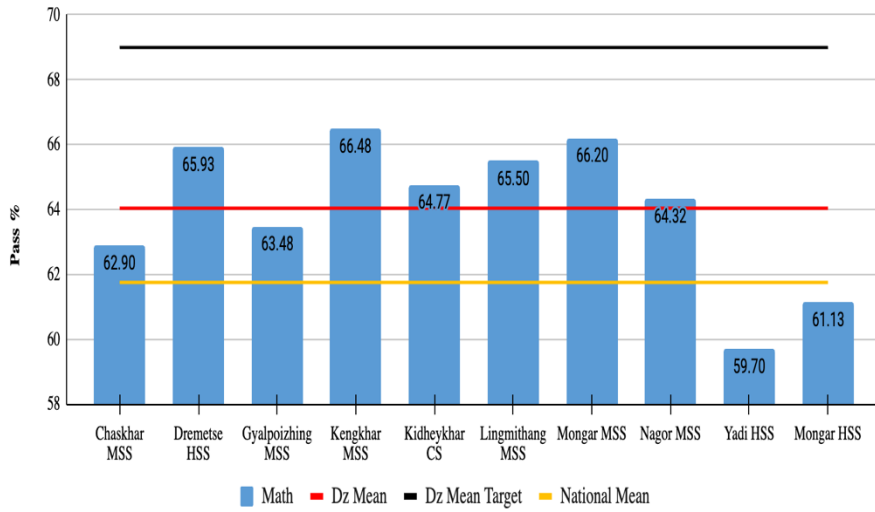
X Chemistry Mean in 2025



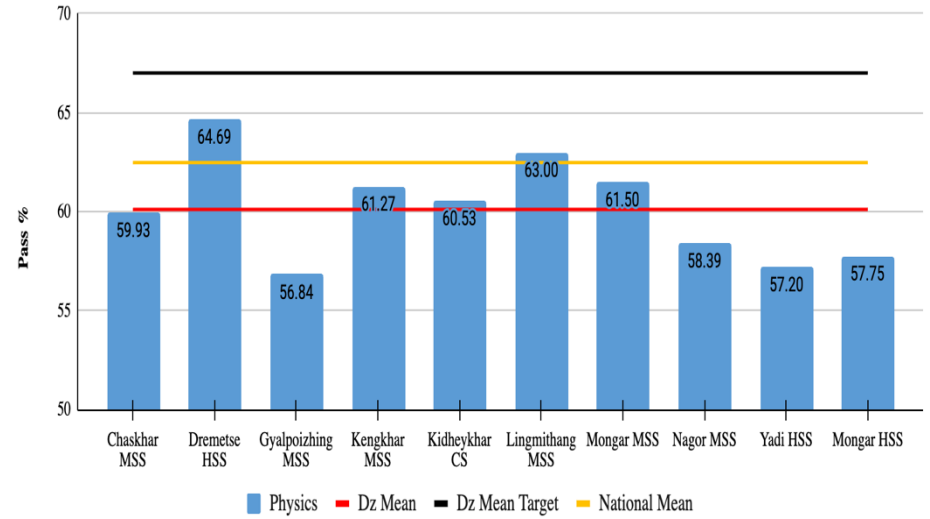
X Biology Mean in 2025



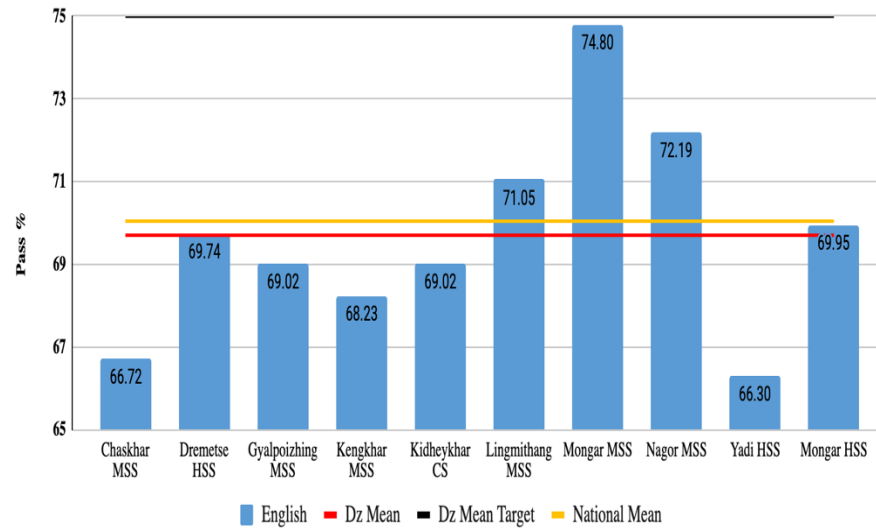
X Math Mean in 2025



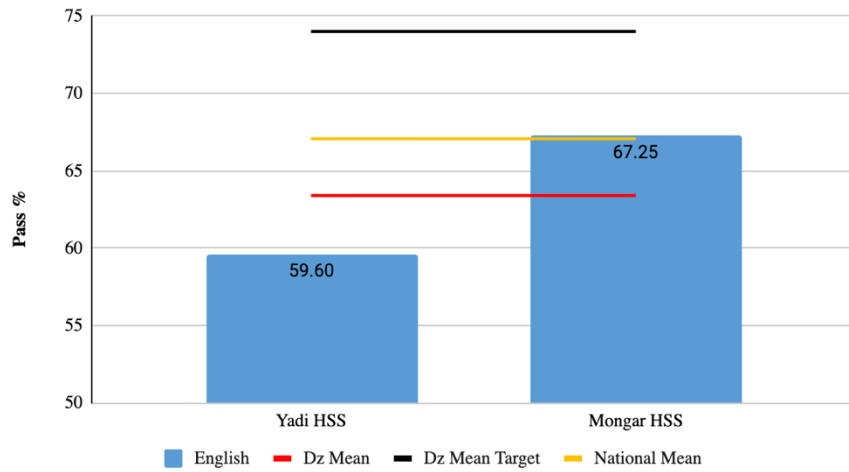
X Physics Mean in 2025



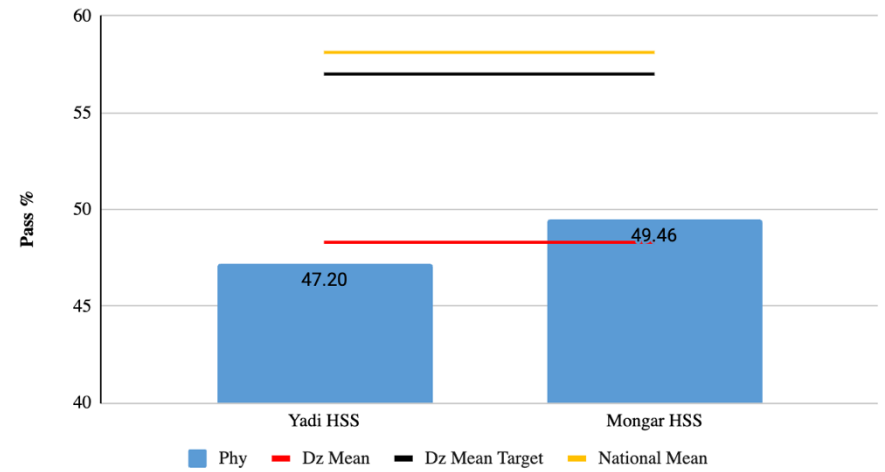
Class X English Mean in 2025



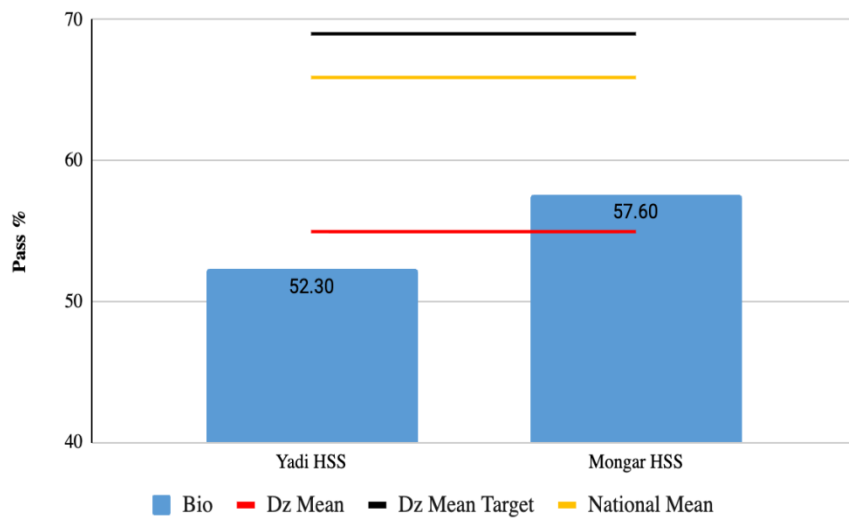
XII Science English Mean in 2025



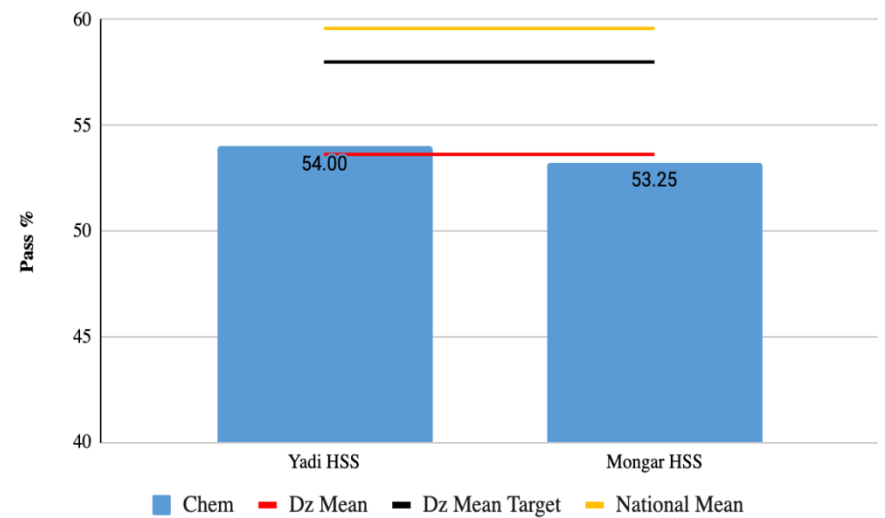
XII Science Physics Mean in 2025



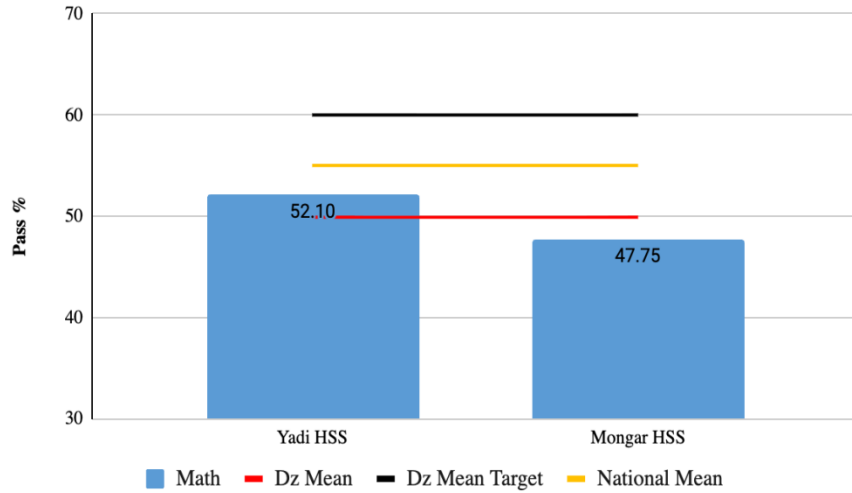
XII Science Biology Mean in 2025



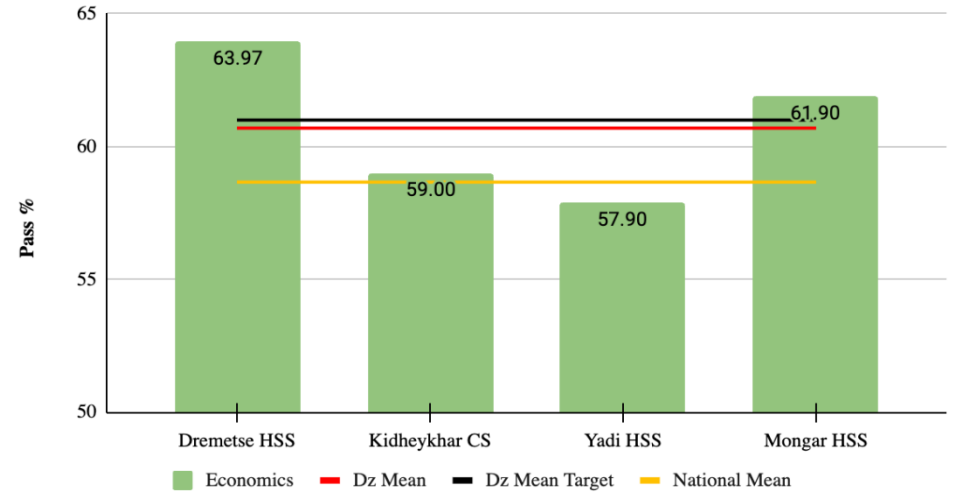
XII Science Chemistry Mean in 2025



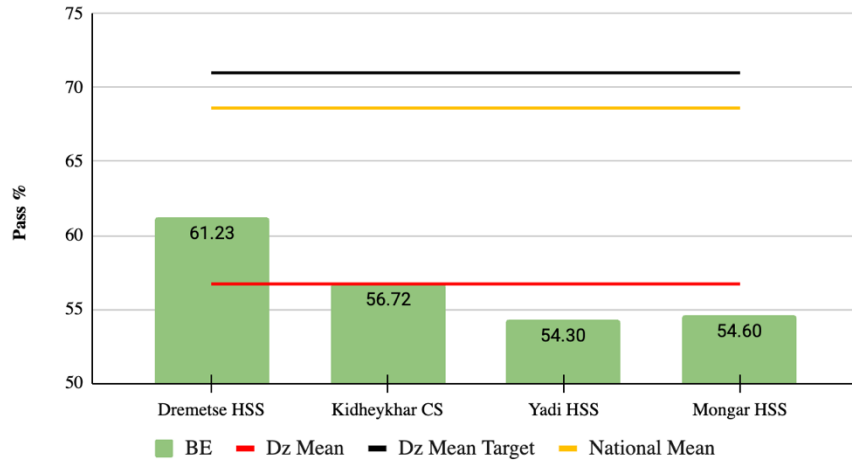
XII Science Math Mean in 2025



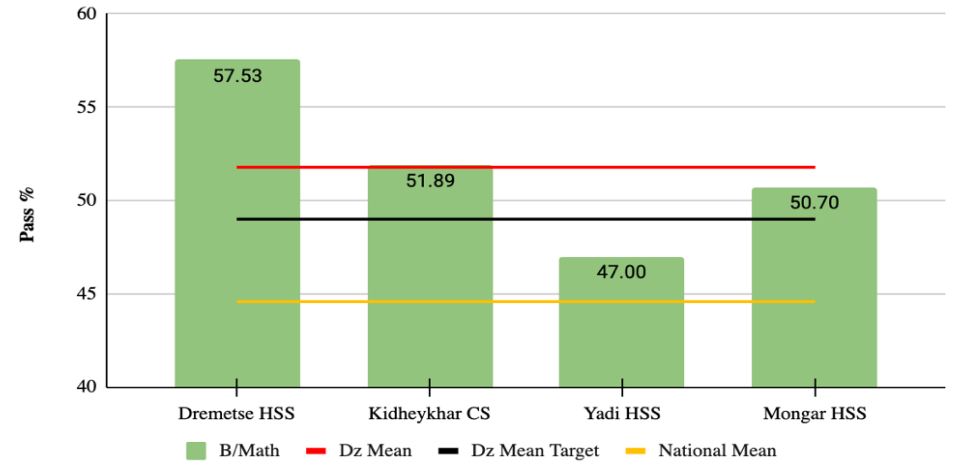
XII Commerce Economic Mean in 2025



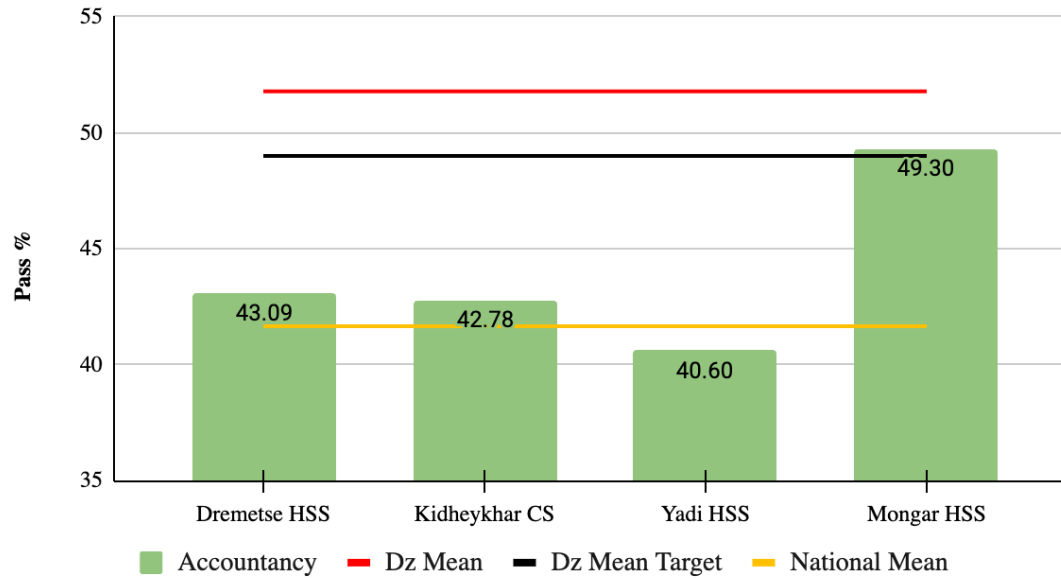
XII Commerce BE Mean in 2025



XII Commerce B/Math Mean in 2025



XII Commerce Accountancy Mean in 2025



All schools performed above the national mean in 2025; however, most remain below the Dzongkhag mean and target. While Arts and Commerce streams have performed well, the Science stream needs greater focus, with schools required to adopt targeted strategies for improvement.

Academic Toppers, Awards & Recognition – 2025

National Level Toppers



Dzongkhag Level Position Holders

Class IV Home Exam Topper at Dzongkhag Level				
Position	School	Name	%	Sex
First	Drametse CS	Dramay Thinley Chhigyel	95.75	Male
Second	Lingmethang MSS	Ugyen Lhamo	95.29	Female
Third	Ridaza PS	Pema Yoebar Lhazey	95.11	female
Class V Home Exam Topper at Dzongkhag Level				
Position	School	Name	%	
First	Kidheykhar CS	Tandin Choeden	98.3	Female
Second	Kidheykhar CS	Damche Wangmo	97.76	Female
Third	Jurmey PS	Threma Yoechang Lhamo	97.54	Female
Class VI Board Exam Topper at Dzongkhag Level				
Position	School	Name	%	
First	Mongar MSS	Dendup Dema	97	Female
Second	Mongar MSS	Jigme Tenzin Choden	94.8	Female
Third	Gyalpozhing MSS	Tenzin Wangchuk	93.3	Male
Class VII Home Exam Topper at Dzongkhag Level				
Position	School	Name	%	
First	Drametse HSS	Ugyen Dechen Choden	95.18	Female
Second	Mongar MSS	Nangsel Youthik Seldon	93.34	Female
Third	Gyalpoizhing HSS	Sonam Rigyal Dorji	93.07	Male
Class VIII Board Exam Topper at Dzongkhag Level				
Position	School	Name	%	
First	Mongar MSS	Sangay Chhoden Lhazeen	94	Female
Second	Mongar MSS	Sonam Kinga Yuden	93.2	Female
Third	Drametse CS	Tshewang Tsheltrim Dorji	93	Male

Class IV Home Exam Topper at Dzongkhag Level				
Position	School	Name	%	Sex
First	Drametse CS	Dramay Thinley Chhigyel	95.75	Male
Second	Lingmethang MSS	Ugyen Lhamo	95.29	Female
Third	Ridaza PS	Pema Yoebar Lhazey	95.11	female
Class V Home Exam Topper at Dzongkhag Level				
Position	School	Name	%	
First	Kidheykhar CS	Tandin Choeden	98.3	Female
Second	Kidheykhar CS	Damche Wangmo	97.76	Female
Third	Jurmey PS	Threma Yoechang Lhamo	97.54	Female
Class VI Board Exam Topper at Dzongkhag Level				
Position	School	Name	%	
First	Mongar MSS	Dendup Dema	97	Female
Second	Mongar MSS	Jigme Tenzin Choden	94.8	Female
Third	Gyalpozhing MSS	Tenzin Wangchuk	93.3	Male
Class VII Home Exam Topper at Dzongkhag Level				
Position	School	Name	%	
First	Drametse HSS	Ugyen Dechen Choden	95.18	Female
Second	Mongar MSS	Nangsel Youthik Seldon	93.34	Female
Third	Gyalpoizhing HSS	Sonam Rigyal Dorji	93.07	Male
Class VIII Board Exam Topper at Dzongkhag Level				
Position	School	Name	%	
First	Mongar MSS	Sangay Chhoden Lhazeen	94	Female
Second	Mongar MSS	Sonam Kinga Yuden	93.2	Female
Third	Drametse CS	Tshewang Tsheltrim Dorji	93	Male
Class IX Home Exam Topper at Dzongkhag Level				
Position	School	Name	%	
First	Kidheykhar HSS	Pema Choki Pelmo	91.22	Female
Second	Drametse HSS	Chimi Wangmo	90.18	Female

Third	Mongar MSS	Namgay Wangmo	90.07	Female
Position	School	Name	%	
First	Kengkhar MSS	Sonam Dekar	88.8	Female
Second	Drametse CS	Tshering Dorji	88.6	Male
Third	Kidheykhar HSS	Tshering Penjor	87.4	Male

Class XI Arts - Home Exam Topper at Dzongkhag Level

Position	School	Name	%	
First	Mongar HSS	Karma Lhadon	76.33	Female
Second	Mongar HSS	Dorji Wangchuk	74.64	Male
Third	Mongar HSS	Karma Tshering Tshokey	72.82	

Class XI Commerce - Home Exam Topper at Dzongkhag Level

Position	School	Name	%	
First	Kidheykhar CS	Tshoki Lhamo	81.31	Female
Second	Kidheykhar CS	Tenzin Wangmo	81.21	Female
Third	Mongar HSS	Tashi Dema	80.25	Female
Position	School	Name	%	
First	Kidheykhar CS	Karma Wangmo	89.11	Female
Second	Kidheykhar CS	Pema Lhaden	86.85	Female
Third	Kidheykhar CS	Pema Tharchen	83.89	Male
Position	School	Name	%	
First	Yadi CS	Tenzin Jamtsho	76.75	Male
Second	Mongar HSS	Sonam Lhamo	75.5	Female
Third	Yadi CS	Karma Yangchen	74.25	Female
Position	School	Name	%	Gender
First	Kidheykhar CS	Karma Wangchuk	85.75	Male
Second	Drametse CS	Youden	80.75	Female
Third	Mongar HSS	Pema Wangmo	78.5	Female
Position	School	Name	%	
First	Yadi CS	Tsheltrim Dema	82	Female
Second	Yadi CS	Kunzang Sherub Norbu	81.8	Male
Third	Mongar HSS	Lhendup Dorji	80	Male

Class XI Science - Home Exam Topper at Dzongkhag Level

Position	School	Name	%	
First	Kidheykhar CS	Karma Wangmo	89.11	Female
Second	Kidheykhar CS	Pema Lhaden	86.85	Female
Third	Kidheykhar CS	Pema Tharchen	83.89	Male
Position	School	Name	%	
First	Yadi CS	Tenzin Jamtsho	76.75	Male
Second	Mongar HSS	Sonam Lhamo	75.5	Female
Third	Yadi CS	Karma Yangchen	74.25	Female
Position	School	Name	%	Gender
First	Kidheykhar CS	Karma Wangchuk	85.75	Male
Second	Drametse CS	Youden	80.75	Female
Third	Mongar HSS	Pema Wangmo	78.5	Female
Position	School	Name	%	
First	Yadi CS	Tsheltrim Dema	82	Female
Second	Yadi CS	Kunzang Sherub Norbu	81.8	Male
Third	Mongar HSS	Lhendup Dorji	80	Male

Class XII Arts - Board Exam Topper at Dzongkhag Level

Position	School	Name	%	
First	Yadi CS	Tenzin Jamtsho	76.75	Male
Second	Mongar HSS	Sonam Lhamo	75.5	Female
Third	Yadi CS	Karma Yangchen	74.25	Female

Class XII Commerce - Board Exam Topper at Dzongkhag Level

Position	School	Name	%	Gender
First	Kidheykhar CS	Karma Wangchuk	85.75	Male
Second	Drametse CS	Youden	80.75	Female
Third	Mongar HSS	Pema Wangmo	78.5	Female

Class XII Science - Board Exam Topper at Dzongkhag Level

Position	School	Name	%	
First	Yadi CS	Tsheltrim Dema	82	Female
Second	Yadi CS	Kunzang Sherub Norbu	81.8	Male
Third	Mongar HSS	Lhendup Dorji	80	Male

School with 100% pass

Sl	Name of the School	Class
1	Bumpazor Primary School	VI
2	Dhaksa Primary School	VI
3	Jurmey Primary School	VI
4	Konbar Primary School	VI
5	Narang Primary School	VI
6	Yangbari Primary School	VI
7	Zunglen Primary School	VI
8	Gyelpozhing Middle Secondary School	VI
9	Kengkhar Middle Secondary School	VI & X
10	Drametse Higher Secondary Sschool	VI
11	Mongar Middle Secondary School	X

Student Development Programmes

The School Development Programme (SDP) is a strategic initiative designed to enhance the overall quality of education and institutional effectiveness in schools. Its primary aim is to promote continuous improvement in teaching and learning processes, student outcomes, and school management practices. The objectives of the program include strengthening academic performance, fostering a positive and inclusive learning environment, improving leadership and governance, and ensuring efficient use of resources. Through systematic planning, regular monitoring, and collaborative efforts among stakeholders, the SDP enables schools to identify their strengths and areas for improvement, and to implement targeted strategies for sustainable development and excellence.

Following are the list of programmes conducted in 2025

- i. Leadership and Guidance Programmes: Mentor-mentee programmes, peer support systems, counselling services, and parenting education to foster responsible and well-guided learners.
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- ii. Values and Discipline Education: Promotion of Driglam Namzha, life skills education, and awareness on positive behaviour and discipline.
 - iii. Spiritual Development Activities: Choeshey/Layrim sessions and prayer programmes to nurture moral and spiritual well-being.
 - iv. Co-curricular Engagement: Active participation in clubs, literary activities, cultural programmes, scouting, and exhibitions to develop talents and creativity.
 - v. Physical Development Programmes: Regular games, sports, fitness programmes, and martial arts to promote health and physical well-being.
 - vi. Community Engagement Activities: Involvement in community service, educational field trips, and observance of important national and international days.

Teacher Development & Capacity Building

Teacher Development and Capacity Building is a key component in improving the quality of education and student learning outcomes. It focuses on enhancing teachers' knowledge, skills, and professional competencies through continuous training, mentoring, and reflective practices. The aim is to equip teachers with effective pedagogical strategies, subject expertise, and the ability to adapt to diverse classroom needs. The objectives include strengthening instructional practices, integrating innovative teaching methods, promoting the use of assessment for learning, and fostering a culture of collaboration and lifelong learning among educators. By investing in teacher capacity, schools can ensure sustained academic improvement and create a more engaging and effective learning environment for all students.

- i. Curriculum & Pedagogy: Cambridge-aligned curriculum, DTI, ICT integration, Eduten, AI tools, CFA, and learner-centered teaching strategies.
 - ii. Professional Practice: Action research, lesson planning, learning outcome analysis, and reflective teaching practices.
 - iii. Leadership & Collaboration: Mentor-mentee programmes, departmental meetings, SPMS orientation, and school-community engagement.
 - iv. Well-being & Values: Training on SEL, anti-bullying, health and well-being, values education, and global citizenship.
 - v. Monitoring & Improvement: Regular feedback, reporting, workshops, and performance monitoring for continuous professional growth.
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Student Engagement Activities

Student Engagement Activities enhance students' interest and active participation in learning. They aim to promote critical thinking, collaboration, and creativity through activities such as group work, projects, and co-curricular programs. These efforts help students take ownership of their learning and improve overall academic and personal development.

A range of structured activities are implemented to enhance students' academic, physical, social, and emotional development.

- i. Academic Enrichment: Reading programmes, continuous assessments, remedial and extra classes, coaching, supervised study, subject support, and ICT-based learning.
 - ii. Co-curricular & Extracurricular: Clubs, sports and games, inter-house competitions, cultural programmes, exhibitions, and talent development activities.
 - iii. Values & Life Skills: Scouting, mentor-mentee and peer support, Driglam Namzha, SUPW, community service, counselling, wellbeing, and parenting engagement.
 - iv. Cultural & Spiritual: Cultural activities, prayers, Choeshoey/Threma, Rimdo, traditional practices, and observance of important days.
 - v. Leadership & Community Engagement: Student leadership roles, school governance, community-based learning, agriculture programmes, and educational field visits.
 - vi. Physical Well-being: Sports competitions, coaching and training, fitness programmes, swimming, and outdoor recreational activities
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Teacher Achievements & Recognition

Teacher Achievement and Recognition plays an important role in motivating educators and promoting excellence in teaching. It aims to acknowledge and reward teachers for their dedication, innovation, and contribution to student success. Recognizing achievements through awards, appreciation, and professional opportunities encourages continuous improvement and fosters a positive and supportive school culture.

Class VI Category



Excellence Award

PROMOTING NATIONAL LANGUAGE

10th Position in Dzongkha (Class VI) at the National Level 2025

Mr. Kelzang Chophel has served as a dedicated Dzongkha teacher in Nagor Middle secondary School since 2020, bringing over six years of passionate and committed service to students. He joined the Civil Service in the year 2020. His unwavering devotion to nurturing young minds and promoting national language makes him a truly deserving recipient of the Outstanding Teacher Award on Teacher's Day 2026.

Mr. KELZANG CHOPHEL
Nagor Middle Secondary School



EXCELLENCE AWARD

Passionate teacher fostering growth and connection

5th Position in SOCIAL STUDIES (Class VI) at the National Level 2025

Mrs. Sonam Euden has been serving as a dedicated and enthusiastic teacher at Drametse Higher Secondary School since 2024. She joined the Civil Service in the year 2017. With a strong sense of responsibility and a genuine passion for teaching, she consistently creates a supportive, engaging, and student-centered learning environment. She is known for her patience, creativity, and ability to connect with learners, helping them grow both academically and personally. Her commitment extends beyond the classroom, as she actively contributes to school activities and fosters values of discipline, respect, and curiosity among her students. Through her sincerity, hard work, and positive attitude, she continues to inspire and motivate young minds. Therefore, She is a truly deserving recipient of the Outstanding Teacher Award on Teacher's Day 2026, in recognition of her dedication, professionalism, and meaningful contribution to education.

Mrs. SONAM EUDEN
Drametse Higher Secondary School

Excellence Award



COMMITMENT TO NURTURING YOUNG MINDS

5th Position in Dzongkha
(Class VI) at the National
Level 2025

Mr. Tashi Phuntsho joined the service in 2018 as a Dzongkha teacher and has since proven himself to be a highly committed and dedicated educator. He consistently demonstrates strong professionalism, sincerity, and passion for teaching, which is clearly reflected in his students' performance. Over the years, his students have achieved mean scores that surpass the national average in board examinations, highlighting the effectiveness of his teaching methods and his deep understanding of the subject. He guides them not only in their studies but also in developing discipline, confidence, and positive values. His supportive and approachable nature allows students to seek his advice freely, making him a trusted figure in their academic and personal growth. His commitment to nurturing young minds and maintaining high standards in education makes him an exemplary teacher and a valuable asset to the school.

In 2024, the mean score reached an impressive 84.1, and there has been improvement each year, demonstrating his continuous effort to enhance teaching and learning outcomes. Given his consistent achievements, dedication to student success, and contributions to the promotion of Dzongkha language, Mr. Tashi Phuntsho truly deserves recognition and awards for his exemplary service in education.



Mr. TASHI PHUNTSHO
Tsakaling Primary School School

Excellence Award



COMMITTED TO EXCELLENCE IN ICT EDUCATION

9th Position in ICT (Class
VI) at the National Level
2025

Mr. Sangay Dorji has served as a committed General Teacher at Drametse Higher Secondary School since 2019, demonstrating sustained dedication to student development and the advancement of ICT skills and knowledge since 2020. The notable academic achievements of his students - Class VI securing 9th position and Class VIII attaining 12th position at the National Level in 2025 - attest to his professional dedication and ethical conduct. Having entered the Civil Service in 2014, he brings over a decade of dedicated public service, thereby rendering him a highly deserving recipient of the Outstanding Teacher Award on Teacher's Day 2026.



Mr. SANGAY DORJI
Drametse Higher Secondary School

Class VIII Category

Excellence Award



PASSIONATE AND COMMITTED CIVIL SERVANT

2nd Position in Dzongkha
II (Class VIII) at the
National Level 2025

Mr. Kuenzang Gyeltshen has served as a dedicated Dzongkha teacher in Kengkhar Middle Secondary School since 2019 bringing over a decade of passionate and committed service to students. He joined the Civil Service in the year 2015. His unwavering devotion to nurturing young minds and promoting national language makes him a truly deserving recipient of the Outstanding Teacher Award on Teacher's Day 2026.



Mr. KUENZANG GYELTSHEN
Kengkhar Middle Secondary School

Excellence Award



COMMITTED DECADE OF SERVICE TO STUDENTS

5th Position in Dzongkha
II (Class VIII) at the
National Level 2025

Mr. Dawa has been serving as a dedicated Dzongkha teacher at Nagor School since 2019, contributing over a decade of passionate and committed service to the education of young minds. Since joining the Civil Service in 2019, he has earned national recognition for two consecutive years in appreciation of his exemplary performance. His unwavering devotion to nurturing students and promoting the national language makes him a truly deserving recipient of the Outstanding Teacher Award on Teacher's Day 2026.



Mr. DAWA
Nagor Middle Secondary School

Excellence Award

COMMITTED TO EMPOWERING AND GUIDING YOUNG MINDS

10th Position in Geography (Class VIII) at the National Level 2025

Mr. Sangay Dorji has served as a dedicated Geography teacher in Lingmethang Middle secondary School since 2019, bringing over a decade of passionate and committed service to students. He joined the Civil Service in the year 2016. His unwavering devotion to nurturing young mind makes him a truly deserving recipient of the Outstanding Teacher Award on Teacher's Day 2026.



Mr. SANGAY DORJI
Lingmethang Middle Secondary School

Excellence Award

INSPIRING YOUNG MINDS THROUGH SCIENCE EDUCATION

5th Position in Science (Class VIII) at the National Level 2025

Mr. Karma Duba has served as a dedicated Science teacher at Lingmethang Middle Secondary School since 2022, bringing over four years of passionate and committed service to students. He joined the Civil Service in the year 2022. His unwavering dedication to nurturing scientific curiosity and guiding young learners in understanding the natural world makes him a truly deserving recipient of the Outstanding Teacher Award on Teacher's Day 2026.



Mr. KARMA DUBA
Lingmethang Middle Secondary School

EXCELLENCE AWARD

Fostering innovation through coding and thinking

9th Position in ICT (Class VIII) at the National Level 2025

Mrs. Sonam Peldon has served as a dedicated Information and Communication Technology (ICT) teacher in Lingmethang Middle Secondary School since 2023, bringing over three years of passionate and committed service to students. She joined the Civil Service in 2023. Her unwavering dedication to equipping young minds with essential digital skills, fostering innovation, promoting coding and computational thinking, and encouraging the responsible use of technology makes her a truly deserving recipient of the Outstanding Teacher Award on Teacher's Day 2026.

Through her commitment to excellence in education, she continues to inspire students to develop creativity, problem-solving abilities, and technological competence, enabling them to thrive in an increasingly digital world while contributing meaningfully to the nation's educational advancement.



Mrs. SONAM PELDON
Lingmethang Middle Secondary School

Bhutan Certificate of Secondary Education (BCSE) X Category

EXCELLENCE AWARD

Inspiring learning through care and commitment

1st Position in Dzongkha I (BCSE) at the National Level 2025

Mrs. Deki Yangzom has been serving as a dedicated Dzongkha teacher at Kengkhar Middle Secondary School since 2020, demonstrating six years of sincere commitment and passion for educating young minds. Since joining the Civil Service in 2020, she has consistently upheld a high standard of professionalism and excellence in her teaching.

In 2022, through her steadfast guidance and perseverance, her first cohort of Class X students achieved the highest national mean scores in both Dzongkha I and Dzongkha II. Continuing this remarkable trend, her second cohort of class X in 2025 once again secured the highest national mean scores in Dzongkha I and Dzongkha II. These remarkable accomplishments highlight not only her strong command of the subject but also her exceptional ability to inspire, foster academic growth, and bring out the full potential of her students. Therefore, her unwavering devotion to nurturing young minds and promoting national language makes her a truly deserving recipient of the Outstanding Teacher Award on Teacher's Day 2026.



Mrs. DEKI YANGZOM

Kengkhar Middle Secondary School

Excellence Award

INSPIRING LEARNERS THROUGH PATIENCE AND CLARITY

6th Position in Dzongkha I (BCSE) at the National Level 2025

Mr. Ugyen Dorji has been serving as a dedicated Dzongkha teacher at Drametse Higher Secondary School since 2024, bringing committed service to Class X students. He joined the Civil Service in the year 2014. Known for his patience, clarity in teaching, and ability to inspire learners, he consistently creates a positive and engaging classroom environment. His dedication to teaching, nurturing students, and promoting the national language reflects his strong professionalism and passion for education, making him a deserving recipient of Outstanding Teacher Award on Teacher's Day 2026.



Mr. UGYEN DORJI

Drametse Higher Secondary School

EXCELLENCE AWARD

Inspiring learning through care and commitment

1st Position in Dzongkha II (BCSE) at the National Level 2025

Mrs. Deki Yangzom has been serving as a dedicated Dzongkha teacher at Kengkhar Middle Secondary School since 2020, demonstrating six years of sincere commitment and passion for educating young minds. Since joining the Civil Service in 2020, she has consistently upheld a high standard of professionalism and excellence in her teaching.

In 2022, through her steadfast guidance and perseverance, her first cohort of Class X students achieved the highest national mean scores in both Dzongkha I and Dzongkha II. Continuing this remarkable trend, her second cohort of class X in 2025 once again secured the highest national mean scores in Dzongkha I and Dzongkha II. These remarkable accomplishments highlight not only her strong command of the subject but also her exceptional ability to inspire, foster academic growth, and bring out the full potential of her students. Therefore, her unwavering devotion to nurturing young minds and promoting national language makes her a truly deserving recipient of the Outstanding Teacher Award on Teacher's Day 2026.



Mrs. DEKI YANGZOM

Kengkhar Middle Secondary School

Excellence Award

INSPIRING LEARNERS THROUGH PATIENCE AND CLARITY

8th Position in Dzongkha II (BCSE) at the National Level 2025

Mr. Ugyen Dorji has been serving as a dedicated Dzongkha teacher at Drametse Higher Secondary School since 2024, bringing committed service to Class X students. He joined the Civil Service in the year 2014. Known for his patience, clarity in teaching, and ability to inspire learners, he consistently creates a positive and engaging classroom environment. His dedication to teaching, nurturing students, and promoting the national language reflects his strong professionalism and passion for education, making him a deserving recipient of Outstanding Teacher Award on Teacher's Day 2026.



Mr. UGYEN DORJI

Drametse Higher Secondary School

EXCELLENCE AWARD

Promoting English through dedicated passionate teaching

5th Position in English I (BCSE) at the National Level 2025

Mrs. Dechen Lhamo has served as a dedicated English teacher in Mongar Middle Secondary School since 2010, bringing over 15 years of passionate and committed service to students. She joined the Civil Service in the year 2009. Her unwavering devotion to nurturing young minds and promoting English makes her a truly deserving recipient of the Outstanding Teacher Award on Teacher's Day 2026. She was also a recipient of the Outstanding Teacher Award for the batch of 2024 in English I and II in the 7th and 5th position respectively.

Mrs. DECHEN LHAMO
Mongar Middle Secondary School



EXCELLENCE AWARD

Nurture Young Minds, Inspire Excellence

9th Position in Economics (BCSE) at the National Level 2025

Mrs. Pema Dema has been serving as a dedicated Economics teacher at Lingmethang Middle Secondary School since 2021, bringing over five years of passionate and committed service to her students. She joined the Civil Service in 2021, marking the beginning of her professional journey in education. With a strong dedication to nurturing young minds, she is deeply committed to fostering economic literacy and helping students develop critical thinking skills to understand the world around them. Her consistent effort, passion for teaching, and unwavering devotion to student success make her a truly inspiring educator. Her remarkable contribution to education and her commitment to excellence make her a deserving recipient of the Outstanding Teacher Award on Teacher's Day 2026.

Mrs. PEMA DEMA
Lingmethang Middle Secondary School



Excellence Award

INSPIRING LEARNERS THROUGH PATIENCE AND CLARITY

10th Position in Economics (BCSE) at the National Level 2025

Mr. Kuenzang Gyeltshen has been serving as a dedicated Economics teacher at Mongar Middle Secondary School since 2025. Having joined the Civil Service in the same year, he has completed a year of passionate and committed service to his students. His unwavering devotion to nurturing young minds and fostering a deeper understanding of economic concepts makes him a truly deserving recipient of the Outstanding Teacher Award on Teacher's Day 2026.

Mr. KUENZANG GYELTSHEN
Mongar Middle Secondary School



Excellence Award

BUILDING YOUNG MINDS THROUGH SCIENTIFIC CURIOSITY

3rd Position in Biology (BCSE) at the National Level 2025

Mr. Karma Duba has served as a Biology teacher at Lingmethang Middle Secondary School since 2022, demonstrating strong dedication and enthusiasm in guiding students in the study of life sciences. He joined the Civil Service in 2022 and has consistently shown professionalism and a passion for teaching. His unwavering commitment to nurturing scientific curiosity among young learners makes him a deserving recipient of the Outstanding Teacher Award on Teacher's Day 2026.

Mr. KARMA DUBA
Lingmethang Middle Secondary School



EXCELLENCE AWARD

Committed to nurturing future minds in Chemistry

3rd Position in Chemistry (BCSE) at the National Level 2025

Mrs. Saraswati Bajgai has served as a Chemistry teacher in Mongar Middle Secondary School since 2021 bringing over 11 years of passionate and committed service to students. She joined the Civil Service in the year 2016. Her unwavering devotion to nurturing young minds and fostering a deeper understanding of Chemistry reflects her excellence as an educator. She achieved 4th rank in Chemistry at the National Mean Assessment in 2024, reflecting her consistent academic excellence. She is a truly deserving recipient of the Outstanding Teacher Award on the occasion of Teacher's Day 2026.

Mrs. SARASWATI BAJGAI
Mongar Middle Secondary School



Excellence Award

NURTURING YOUNG MINDS WITH CHEMISTRY PASSION

4th Position in Chemistry (BCSE) at the National Level 2025

Mr. Tashi Dorji has served as a dedicated Chemistry teacher in Kengkhar Middle Secondary School since 2020 bringing over six years of passionate and committed service to students. He joined the Civil Service in the year 2020. His unwavering devotion to nurturing young minds and fostering a deeper understanding of Chemistry makes him a truly deserving recipient of the Outstanding Teacher Award on the occasion of Teacher's Day 2026.



Mr. TASHI DORJI
Kengkhar Middle Secondary School

EXCELLENCE AWARD

Transforming complex chemistry into simple understanding

7th Position in Chemistry (BCSE) at the National Level 2025

Mrs. Rinzin Wangmo has been serving as a committed Chemistry teacher at Lingmethang Middle Secondary School since 2024, bringing over a decade of dedicated service since joining the Civil Service in 2010. She has played a significant role in shaping students' understanding of chemistry by making complex concepts simple, engaging, and relevant to everyday life. Her consistent efforts in nurturing young minds and fostering a love for chemistry make her a highly deserving recipient of the Outstanding Teacher Award on Teacher's Day 2026.

Mrs. RINZIN WANGMO
Lingmethang Middle Secondary School



EXCELLENCE AWARD

Fostering innovation through coding and thinking

5th Position in ICT (BCSE) at the National Level 2025

Mrs. Sonam Peldon has served as a dedicated Information and Communication Technology (ICT) teacher in Lingmethang Middle Secondary School since 2023, bringing over three years of passionate and committed service to students. She joined the Civil Service in 2023. Her unwavering dedication to equipping young minds with essential digital skills, fostering innovation, promoting coding and computational thinking, and encouraging the responsible use of technology makes her a truly deserving recipient of the Outstanding Teacher Award on Teacher's Day 2026. Through her commitment to excellence in education, she continues to inspire students to develop creativity, problem-solving abilities, and technological competence, enabling them to thrive in an increasingly digital world while contributing meaningfully to the nation's educational advancement.

Mrs. SONAM PELDON
Lingmethang Middle Secondary School



Bhutan Higher Secondary Education Certificate (BHSEC) XII Category

Excellence Award

PROMOTING LANGUAGE THROUGH DEDICATED STUDENT NURTURING

7th Position in Dzongkha II (BHSCE) at the National Level 2025

Mr. Kinzang Chophel has served as a dedicated Dzongkha teacher at Drametse Higher Secondary School since 2013, contributing over a decade of passionate and committed service to his students. He joined the Civil Service in 2013 and has since demonstrated unwavering devotion to nurturing young minds and promoting the national language. Notably, his students have achieved outstanding success, securing the top position at the national level in Class XII Dzongkha for three consecutive years. His commitment to excellence and consistent academic achievements make him a truly deserving recipient of the Outstanding Teacher Award on Teacher's Day 2026.



Mr. KINZANG CHOPHEL
Drametse Higher Secondary School

Excellence Award

PROMOTING LANGUAGE THROUGH DEDICATED STUDENT NURTURING

1st Position in Dzongkha I (BHSCE) at the National Level 2025

Mr. Kinzang Chophel has served as a dedicated Dzongkha teacher at Drametse Higher Secondary School since 2013, contributing over a decade of passionate and committed service to his students. He joined the Civil Service in 2013 and has since demonstrated unwavering devotion to nurturing young minds and promoting the national language. Notably, his students have achieved outstanding success, securing the top position at the national level in Class XII Dzongkha for three consecutive years. His commitment to excellence and consistent academic achievements make him a truly deserving recipient of the Outstanding Teacher Award on Teacher's Day 2026.



Mr. KINZANG CHOPHEL
Drametse Higher Secondary School

Excellence Award

PROMOTING LANGUAGE THROUGH DEDICATED STUDENT NURTURING

7th Position in Dzongkha II (BHSCE) at the National Level 2025

Mr. Choney Dorji has served as a dedicated Dzongkha teacher in Kidheykhar CS since 2019, bringing over a decade of passionate and committed service to students. He joined the Civil Service in the year 2000. His unwavering devotion to nurturing young minds and promoting national language makes him a truly deserving recipient of the Outstanding Teacher Award on Teacher's Day 2026.



Mr. CHONEY DORJI
Kidheykhar Central School

Excellence Award

PROMOTING LANGUAGE THROUGH DEDICATED STUDENT NURTURING

7th Position in Dzongkha II (BHSCE) at the National Level 2025

Mr. Tshewang Lhendup has served as a dedicated Dzongkha teacher in Kidheykha CS since 2015 bringing over a decade of passionate and committed service to students. He joined the Civil Service in the year 1997. His unwavering devotion to nurturing young minds and promoting national language makes him a truly deserving recipient of the Outstanding Teacher Award on Teacher's Day 2026.



Mr. TSHEWANG LHENDUP
Kidheykhar Central School

Excellence Award

DEVOTED TO NURTURING YOUNG MATHEMATICAL THINKERS

5th Position in Business Maths (BHSCE) at the National Level 2025

Mr. Binod Rai has been serving as a dedicated Mathematics teacher in Drametse Higher Secondary School since 2024, contributing over a years of passionate and committed service to his students. He joined the Civil Service in the year 2024. His unwavering commitment to nurturing young minds and fostering strong mathematical understanding makes him a truly deserving recipient of the Outstanding Teacher Award on Teacher's Day 2026.



Mr. BINOD RAI
Drametse Higher Secondary School

Excellence Award

LEADING WITH DISCIPLINE, INTEGRITY, AND GUIDANCE

10th Position in Accountancy (BHSCE) at the National Level 2025

Mr. Jigme Tshering joined the service in 2008 and was subsequently transferred to Mongar Higher Secondary School in the same year. With nearly two decades of dedicated service, he has consistently demonstrated excellence in teaching. As an Accounting teacher, Mr. Tshering has produced outstanding academic results year after year, consistently surpassing the national average. His commitment to student success is reflected in his remarkable achievement of producing national toppers in Commerce in the years 2015, 2016, 2020, and 2021. Having served as the Head of the Commerce Department for over five years, he is widely respected for his strong sense of discipline, professionalism, and unwavering dedication. Known for being firm and principled in the classroom, he is equally admired for his guidance, integrity, and invaluable mentorship in life beyond academics. He stands as an inspiring educator whose contributions have significantly enriched the academic and personal growth of his students. In recognition of his unwavering commitment, outstanding achievements, and profound impact on education, he most deservedly and beyond any doubt merits the Teacher's Day Award 2026.



Mr. JIGME TSHERING
Mongar Higher Secondary School

Academic Excellence & Recognition of School

School Recognition through the awarding of certificates serves as an important initiative to acknowledge and celebrate the achievements of schools, teachers, and principals. It aims to motivate continued excellence by recognizing outstanding performance, dedication, and commitment to quality education. Such recognition not only boosts morale but also encourages healthy competition and a culture of continuous improvement among young institutions. By appreciating the efforts of educators and school leaders, it reinforces their role in driving student success and inspires all stakeholders to strive for higher standards and sustained academic progress.

The top-performing schools have been awarded a **Certificate of Appreciation and a Smart Board TV** on 21st Feb 2026, in recognition of their outstanding achievements as tabulated below:

Sl	Name of School	Category	Score	Position
1	Drametse Higher Secondary School	Primary	79.74	First
2	Drametse Higher Secondary School	Higher & Secondary	69.22	First

SPMS Score for the year 2025

School Performance Management System Score for 2025							
Sl. No	Dzongkhag	School	Class_level	School_level	School_type	Score	Category
1	Mongar	Jurney Primary School	PP-VI	PS	public	98	1
2	Mongar	Sengor Primary School	PP-IV	PS	public	96	1
3	Mongar	Drametse Higher Secondary School + (Waichur ECR)	PP-XII	HSS	public	96	1
4	Mongar	Nagor Middle Secondary School	PP-X	MSS	public	95	1
5	Mongar	Lingmethang Middle Secondary School + (Saling ECR)	PP-X	MSS	public	93	1
6	Mongar	Soenakhar Primary School	PP-V	PS	public	92	1
7	Mongar	Konbar Primary School	PP-VI	PS	public	91	1
8	Mongar	Pangthang Primary School	PP-III	PS	public	90	1
9	Mongar	Mongar Middle Secondary School	PP-X	MSS	public	90	1
10	Mongar	Bumpazor Primary School	PP-VI	PS	public	90	1
11	Mongar	Zunglen Primary School	PP-VI	PS	public	89	2
12	Mongar	Kidheykhar Higher Secondary School + (Jaibab ECR)	PP-XII	HSS	public	88	2
13	Mongar	Kalapang Primary School	PP-III	PS	public	88	2
4	Mongar	Gyelpozhing School Higher Secondary School	PP-X	HSS	public	87	2
15	Mongar	Chali Primary School	PP-VI	PS	public	87	2

16	Mongar	Yadi Higher Secondary School	PP-XII	HSS	public	86	2
17	Mongar	Mongar Higher Secondary School	IX-XII	HSS	public	86	2
18	Mongar	Thangrong Primary School + (Lingkhar ECR)	PP-VI	PS	public	86	2
19	Mongar	Chaskhar Middle Secondary School + (Chaskhar Pam ECR)	PP-X	MSS	public	86	2
20	Mongar	Tsakaling Primary School	PP-VI	PS	public	85	2
21	Mongar	Ngatshang Primary School	PP-VI	PS	public	83	2
22	Mongar	Balam Primary School	PP-VI	PS	public	83	2
23	Mongar	Serzhong Primary School + (Muhung ECR)	PP-VI	PS	public	82	2
24	Mongar	Silambi Primary School	PP-VI	PS	public	80	2
25	Mongar	Tsamang Primary School	PP-VI	PS	public	79	3
26	Mongar	Yangbari Primary School	PP-VI	PS	public	79	3
27	Mongar	Dhaksa Primary School	PP-VI	PS	public	79	3
28	Mongar	Udaric Primary School	PP-VI	PS	public	79	3

29	Mongar	Baging Primary School	PP-VI	PS	public	79	3
30	Mongar	Ridaza Primary School	PP-VI	PS	public	78	3
31	Mongar	Narang Primary School	PP-VI	PS	public	78	3
32	Mongar	Thrindangbi Primary School	PP-VI	PS	public	77	3

School Development & Improvement Initiatives

Schools undertake development and improvement initiatives aimed at strengthening infrastructure, learning quality, student development, and community partnership.

- i. Infrastructure construction, renovation, and maintenance
- ii. Academic enrichment and remedial support
- iii. ICT integration and digital transformation
- iv. Co-curricular, sports, and leadership activities
- v. WASH, environment, and community partnership

School Contributions and Community Engagement

- Conducted regular cleaning campaigns in nearby communities, lhakhangs, and public areas
- Created awareness on waste management, health, social issues, and disaster preparedness during PTMs and community programmes
- Participated in and supported local cultural, religious, and community events including Tshechus and rituals
- Coordinated major Dzongkhag-level programmes such as Earth Hour and Mongar Carnival 2025
- Supported community infrastructure development and maintenance, including roads and lhakhangs
- Provided Semso, emergency assistance, and support during hardships and natural calamities
- Shared school resources and facilitated community use of school facilities
- Engaged staff and scouts in community service, crowd management, and environmental conservation activities







One of the most significant highlights of this process was the opportunity for participants to present their Action Research papers at the Dzongkhag-Level Seminar, attended by the Dasho Dzongdag and the DEOs. This platform provided valuable exposure, professional recognition, and constructive feedback. It served as a strong source of motivation and inspiration, further encouraging teachers to engage in reflective and evidence-based classroom practices.

Another important outcome of this journey is that my Action Research paper titled **“Enhancing Students’ Retention of Science Concepts Using Active Recall Strategy”** was selected for the Sherig Endowment Fund by the Ministry of Education and Skills Development. This recognition has been a great honour and a source of motivation, reflecting the relevance and quality of the study in addressing classroom-level challenges. I remain deeply grateful to the facilitators, school administration, the Dzongkhag Education Office, and the Ministry for providing such valuable opportunities for professional growth and recognition.

From a personal perspective, the AR workshop has significantly strengthened my understanding of research skills and reflective teaching practice. I have gained practical knowledge in identifying classroom problems, designing research tools, collecting and analysing data, and interpreting findings to improve teaching and learning. The process has encouraged me to become a more reflective practitioner, continuously evaluating and improving my instructional strategies based on evidence from my classroom.

In terms of student learning, the Action Research on Active Recall has contributed to improved engagement and better retention of science concepts. Students became more active in their learning process through recall-based activities, leading to increased participation, confidence, and understanding. Although the formal dissemination of findings and structured professional development sharing within the school could not be conducted due to time constraints and competing school activities, the implementation of the strategy within the classroom itself has shown positive learning outcomes.

For colleagues and the wider school community, the AR workshop has helped promote awareness of the importance of evidence-based teaching practices. Informal discussions and sharing of ideas have encouraged interest in classroom research and innovative teaching strategies, although structured professional development sessions could not be fully organized within the school context due to time limitations and academic commitments.

In conclusion, the AR workshop has been a transformative professional learning experience that has strengthened my research capacity, improved classroom practice, and positively influenced student learning. I would like to express my sincere gratitude to the Ministry of Education and Skills Development, the Dzongkhag Education

Office, and my school for their continuous support and encouragement. I also strongly recommend that similar professional development programs on Action Research be continued in the coming years to further enhance teacher capacity and improve the quality of teaching and learning.

Thank you!!!



སྤྱི་ལོ་ ༢༠༢༥ ལོར་ ལག་ལཱ་ཞིབ་འཚོལ་ནང་གྲུ་གཤིས་འབད་ནི་ཐོབ་མི་ལུ་ བཀའ་དྲིན་དགའ་ཚེས་དང་བསམ་ཞིབ།

མཚན་པར་བརྗོད་པ།

༣ ལྱུང་ ལམས་གསུམ་སེམས་ཅན་ཐམས་ཐམས་ཅད་ཀྱི་དོན་དུ་ རྣམ་གསུམ་སངས་རྒྱས་རྣམ་ལུ་བཀའ་དྲིན་ཅེ་ དཔལ་ འདྲ་འབྲུག་པ་ཚེ་ཡོ་ ལཱ་ལྟེང་བརྒྱད་བརྒྱད་
རྒྱལ་ལྷན་དག་དབང་རྣམ་རྒྱལ་གྱིས་ཉོ་ལེམས་དང་ཇུ་ལུང་དེ་ལས་ལྱི་ནང་གསང་གསུམ་གྱི་དབང་བུ་ལུ་བཀའ་དྲིན་ཅེ་སོན་ཡོངས་ཞིང་འདིར་རྒྱལ་སྤྱི་དང་ཚོས་
སྤྱི་བཟུང་འབྲེལ་དུ་སྐྱོད་བའི་རྒྱལ་བརྒྱད་དང་རྒྱ་བས་ཇེ་རྣམ་གཉིས་ལུ་བཀའ་དྲིན་ཅེ་ཟེ་ལཱ་ཞི་དང་ཉལ་པར་དུ་བྱིས་པའི་ལེས་བཤད་ལས་ཡང་མ་ཁྱི་ལཱ་གསུམ་མ་
འཇལ་ན། ལས་དག་ལྷིག་གཉིས་ཀྱི་ཤུན་བྱེ་མི་ཤེས། ལམ་གོམ་གསུམ་གྱི་འགོ་ལམ་མ་གཤམ་གཤམ་ན། ལུང་མ་གཉིས་ཀྱི་རིང་བུང་ཏུ་མི་གོ། ཟེར་གསུང་ཡོད་དོ་
བཟུམ་སྟེ་ན་ཉིང་མོང་སྐར་ཡོང་ལག་གིས་འགོ་འདྲེན་ཐོག་ལག་ལཱ་ཞིབ་འཚོལ་འབད་མི་སོབ་གྲུ་ལག་གི་སོབ་དཔོན་ཡོངས་དང་ཉལ་པར་དུ་དེ་ནང་ལུ་བཅའ་མར་
གཤིགས་མི་ཡོང་སོབ་རང་གིས་ཉིང་མ་ལས་བཀྱིན་དགའ་ཚེས་དང་བསམ་ཞིབ་ཀྱི་ཚིག་ཅིག་དང་གཉིས་དམ་ཅིག་མ་ལུ་བཅའ་ཅན་རང་གི་བསམ་པ་མི་ཡོངས་ཤི་མས་ཟེར་
ལཱ་ཞི་དེ་ལྱུང་བཀའ་དྲིན་བསམ་དགོ་པ་དེ་ཡང་བཀའ་དྲིན་དགའ་ཚེས་དང་པར་དུ་དོགས་ཡོང་བཅའ་ཚེག་གིས་ན་ཉིང་གི་ལོ་དེ་ལུ་ལག་ལཱ་ཞིབ་འཚོལ་འདི་གོ་རིམ་
བཞི་སྟེ་འགོ་འདྲེན་འབྲེལ་ཞི་གཞན་བཅའ་མ་དུ་ལུ་ཚུ་གཞན་མི་འདི་ལུ་བཀའ་དྲིན་ཅེ་ཟེ་ལཱ་ཞི་གཉིས་པར་དུ་གཡུས་བཟང་ལོ་སྤྱི་གྲིང་གི་ལང་བཟང་ལུ་མོ་
འདི་ དཀྱིལ་འཁོར་གྱི་བཀྱག་མ་སྒྲིབ། མར་མོ་གི་གདངས་མ་ཉམས། སོས་ཀྱི་དྲིམ་ཡལ་བའི་ བཟའ་ལང་ཕ་ཚེ་ཚེ་ གཞོང་སྐར་ཟེ་ལང་འདི་ནང་ལུ་འབད་
དཔེ་གཏུམ་ལས་ཡང་ ལ་དང་དཔག་པའི་ཟེས། ལུས་དང་དཔག་པའི་བགོ། ཟེར་སབ་དོ་བཟུམ་སྟེ་ དོ་པ་གི་དོ་མཇོང་ལས་འགོ་བཟུང་ཏེ་ ལྱི་ཏུ་གི་གསོལ་ཇུ་ཚུན་
བཞེས་སྟོ་ཚུ་མ་བརྟུབ་བརྟུབ་སྟེ་བཅའ་སྒྲིག་རྒྱལ་གཞན་མི་རིགས་དུས་ཅན་ཡོན་ཏུ་ལྱི་བཅའ་པོ་སོབས་མངའ་བཅའ་ཀྱི་དྲིགས་ཏེ་བཞུགས་མི་ཤེས་རིག་གཅི་འཇོན་
འགོ་དཔོན་དང་ཤེས་རིག་འགོ་དཔོན་གོང་མ་ དེ་ལས་ཤེས་རིག་གཅི་འཇོན་འགོ་དཔོན་འོག་མ་རྣམ་གསུམ་ལུ་ བཀའ་དྲིན་དགའ་ཚེས་ བསམ་གྱི་མ་ལུ་པར་ཡོད་
ཟེར་ལཱ་ཞི་གསུམ་པར་དུ་ལག་ལཱ་ཞིབ་འཚོལ་གྱི་མོ་རྟོག་གི་སྤང་མེ་མངའ་པུ་ལོངས་སོད་པར་བོན་གཞན་མི་ མོང་སྐར་ཡོང་ལག་གི་སོབ་གྲུ་ལག་གི་
བཅའ་སོབ་དཔོན་གསེར་རྒྱུང་མ་གི་བུང་བཅུ་ལུ་རིམ་པ་བཞི་ཚུན་བསམ་སོན་མཐིལ་ལྱི་སྟེ་སྟེ་གཞན་མི་ཤེས་རིག་འགོ་དཔོན་གོང་མ་མཚོག་དང་རྒྱལ་པོ་ཞིང་གི་
སོབ་དཔོན་ཚོ་རིང་དབངས་འཇོམས་དེ་ལས་དབང་མོ་ཅི་གི་སོབ་དཔོན་ལུ་ཚིགས་ཡོན་ཏུ་གསུམ་ལུ་ཡང་བཀའ་དྲིན་ཅེ་ཟེར་ལཱ་ཞི་ བཞི་པར་དུ་ དོགས་ཡོང་བཅའ་
གི་གཅིས་པའི་ ཡོང་ལག་ཤེས་རིག་ཡིག་ཚང་ནང་ལུ་གཞན་མི་ འགོ་དཔོན་ཚུ་གིས་ ལག་ལཱ་ཞིབ་འཚོལ་འདི་ ཡོང་སྐར་གྱི་ཤེས་ཡོན་ཡོད་མི་ཚུ་ལུ་རྒྱུང་མ་
ཅིག་མེད་པར་ ཡོང་ལ་སོབ་དཔོན་ཚུ་ཡང་བྱིན་དགོ་པ་ལག་ཅེ་བས། ཤེས་རིག་གི་ལམ་འགྲུལ་འདི་ནང་ ཡོང་སྐར་དང་ཡོང་ལའི་སྐར་ཡིག་གི་འཇའ་ཕ་བཞུགས་ཏེ་

འཕྲིལ་དུ་ མ་འོངས་ཁྱད་སྲིད་གི་ལུ་དང་ ལྷོང་བཟའ་གྱི་ལག་ལེན་ནང་ ཡན་སོམ་སློབ་གསུངས་ཤི་མས། དུ་ལས་པའ་ དག་ཡིག་སོམ་སོན་འདི་ དེ་གི་སོམ་སོན་དེ་ནང་
གྲུབ་འཇགས་གྱི་ཆ་ཤས་ཅིག་སླེ་ས་འབྲེལ་མཐུན་བཟོ་ཞི་གི་འཆར་གཞི་ཡོད། སོམ་དཔོན་རང་གིས་ རང་གི་ལུ་འགན་ལུ་ཡིད་ཆེས་བསྐྱེད་དེ་ ལག་ལེན་ཞིབ་འཇུག་
དང་བསམ་ཞིབ་འབད་མི་འདི་གིས་སོམ་ཁང་དང་ལྷུ་བྱུང་གི་བ་རིམ་ཚུ་ནང་ཡན་གྲོགས་ཅན་ཅིག་སླེ་ས་ཡན་ལུ་གྱི་འགྲུ་བ་བཅིག་འོང་ཞི་ཡིན་མས། བསམ་ཞིབ་
བཞོན་མི་བཀྲིས་རྒྱལ་མཚན་ལྗོངས་ལྷུ་པོ་ཞིང་འབྲིང་རིམ་སོམ་གྱ་བཟའ་མ། ཞི་གཡོག་འོ་རྩ་གས་ཡང་། 201720222022 འགྲུལ་འཕྲིན་ཡང་

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གྲོག་སྲིད་ཁ་བང་ tashi_gyeltshen@education.gov.bt



ACTION RESEARCH



Topic: “Improving Grade IV Learners’ Spelling Competence in English using Picture, Explain, Say, Trace, and Spell (PESTS) Strategy)”

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The 2025 Dzongkhag-level Action Research (AR) workshop, initiated by the Dzongkhag Education Office under the esteemed leadership of the Dasho Dzongdag, served as a significant catalyst in my professional journey. The workshop offered a coherent integration of theoretical foundations and practical applications of Action Research, thereby ensuring its direct relevance to authentic classroom contexts. This engagement has contributed substantially to enhancing both my pedagogical practices and the overall teaching-learning environment within my school.

At the initial stage of the workshop, I developed a comprehensive understanding of the systematic processes underpinning Action Research. These included the identification of classroom-based challenges, formulation of focused research questions, systematic collection and analysis of data, and the implementation of evidence-based interventions. The experiential learning components of the workshop were particularly impactful, as they strengthened my capacity and confidence to undertake research within my own classroom setting. This methodological orientation aligns with the perspective that teachers who engage in structured inquiry and reflective analysis function as effective reflective practitioners (Johnson, 2012). Subsequent to the workshop, I operationalized these principles through the conduct of my Action Research titled **“Improving Grade IV Learners’ Spelling Competence in English using Picture, Explain, Say, Trace, and Spell (PESTS) Strategy.”** This study enabled the identification of prevalent spelling challenges among learners and the implementation of structured instructional strategies under the PESTS framework. Through continuous observation, formative assessment, and reflective evaluation, I was able to monitor learners’ progress systematically and refine instructional practices to enhance learning outcomes.

Engagement in Action Research further facilitated a shift from routine instructional practices towards a more reflective, adaptive, and learner-centred approach. It enabled critical examination of pedagogical strategies and informed decision-making, thereby fostering more meaningful and engaging learning experiences. Consequently, I became more responsive to the diverse learning needs of students and more effective in adapting instructional approaches accordingly.

Moreover, Action Research has empowered me to view classroom challenges not as barriers but as opportunities for improvement. It has strengthened my capacity to address issues related to learning, participation, and student engagement in a systematic manner. This aligns with the broader perspective that Action Research enables teachers to contribute to resolving key educational challenges such as learning gaps and quality of instruction, ultimately supporting the achievement of national educational goals. The influence of the workshop extended beyond individual practice to the institutional level.

Sharing my research findings among colleagues promoted professional dialogue, collaborative learning, and the development of a culture of inquiry within the school. This, in turn, encouraged the adoption of innovative and evidence-based pedagogical practices, thereby contributing to a more effective and supportive educational environment. Furthermore, the workshop underscored the pivotal role of teachers in shaping not only academic achievement but also the holistic development of learners. By transitioning from traditional, lecture-based methods to more interactive and research-informed pedagogies, I was able to enhance student motivation, engagement, and overall learning experiences. In conclusion, I would like to express my sincere gratitude to the Dzongkhag Education Office and the Dasho Dzongdag for providing me with the valuable opportunity to participate in the enriching workshop. Your commitment to strengthening professional capacity and promoting educational excellence is deeply appreciated. I am equally grateful to the three facilitators (Mr. Kunzang (PDEO), Ms. Tshering Yangzom, and Mr. Phuntsho Yenten), whose expertise, dedication, and insightful mentorship played a crucial role in deepening my understanding of Action Research and ensuring the success of the workshop, which ultimately has reinforced my commitment to reflective practice, continuous professional development, and the creation of a positive, engaging, and learner-centred educational environment that supports the holistic development of learners.

Kadrenchey!!!



**Teacher
Action Research**

Key Challenges and Lessons Learned

- I. Aging school infrastructure such as classrooms, hostels, staff quarters require urgent maintenance and re-electrification to prevent hazards.
- II. Shortage of teachers and support staff, leading to increased workload and challenges in effective curriculum delivery
- III. Limited teaching-learning and ICT resources, including insufficient computers, science labs, textbooks, printers, and poor internet connectivity
- IV. Lack of transport, safety, and recreational facilities such as school buses, utility vehicles, playgrounds, fencing, and streetlights

