



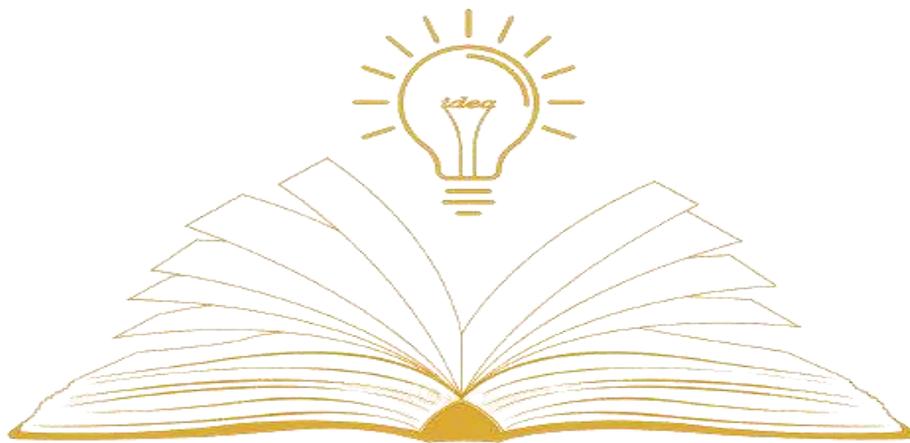
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Lhuentse Sherig Saga



A Glimpse of Educational Settings
Lhuentse Dzongkhag
2020



Lhuentse Sherig in Continuous Pursuit of Providing Quality Education

Editorial

Lhuentse is one of the remotest Dzongkhags in the country but shrouded in many fascinating mysteries. As fascinating and enchanting this remote beautiful Dzongkhag is; many wonderful things are happening in these remote places but many of those often remain unheard. The Education Sector of Lhuentse has thus, embarked upon this maiden publication as an attempt to let the wider audiences know about the Education Fraternity of the Dzongkhag.

This booklet contains the education and educational settings of Lhuentse Dzongkhag that are currently in place and are in full swing.

The editorial team would like to thank the school principals, teachers and staff for their beautiful contribution and helping us to complete the task on time.

Enjoy Reading!

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Dzongkhag Education Sector

Total School: 16

ECR: 2

ECCD: 32

NFE: 14

SEN: 1

CLC: 1

Dungkar Gewog

Number of Schools: 2

Dungkar Primary School

Established: 10.3.1976

Total Staff: 15

Total Std. 105

Chakzom ECR

Established: 6.4.2009

Total Staff: 2

Total Std. 15

Ganglakhema PS

Established: 2002

Total Staff: 7

Total Std. 48

Khoma Gewog

Number of Schools: 2

Khoma LS School

Established: 19.3.1991

Total Staff: 37

Total Std. 222

Gangzur Gewog

Number of Schools: 4

Ney PS

Established: 1991

Total Staff: 11

Total Std. 11

Lhuenste PS

Established: 1959

Total Staff: 14

Total Std. 199

Lhuenste HSS

Established: 2004

Total Staff: 54

Total Std. 467

Thimiyul LSS

Established: 19.6.2000

Total Staff: 26

Total Std. 206

Jarey Gewog

Number of Schools: 2

Ladrong PS

Established: 1959

Total Staff: 14

Total Std. 199

Zangkhar PS

Established: 1962

Total Staff: 19

Total Std. 120

Meanbi Gewog

Number of Schools: 1

Tangmachu CS

Established: 9.4.1994

Total Staff: 80

Total Std. 820

Medtsho Gewog

Number of Schools: 2

Onggar ECR

Established: 20.8.1993

Total Staff: 11

Total Std. 11

Gortshom PS

Established: 1991

Total Staff: 18

Total Std. 123

Menjey Gewog

Number of Schools: 1

Minjey MSS

Established: 1990

Total Staff: 45

Total Std. 288

Tshenkhar Gewog

Number of Schools: 4

Autsho CS

Established: 1991

Total Staff: 59

Total Std. 592

Domkhar PS

Established: 2.6.2003

Total Staff: 4

Total Std. 30

Tshochen PS

Established: 1997

Total Staff: 11

Total Std. 84

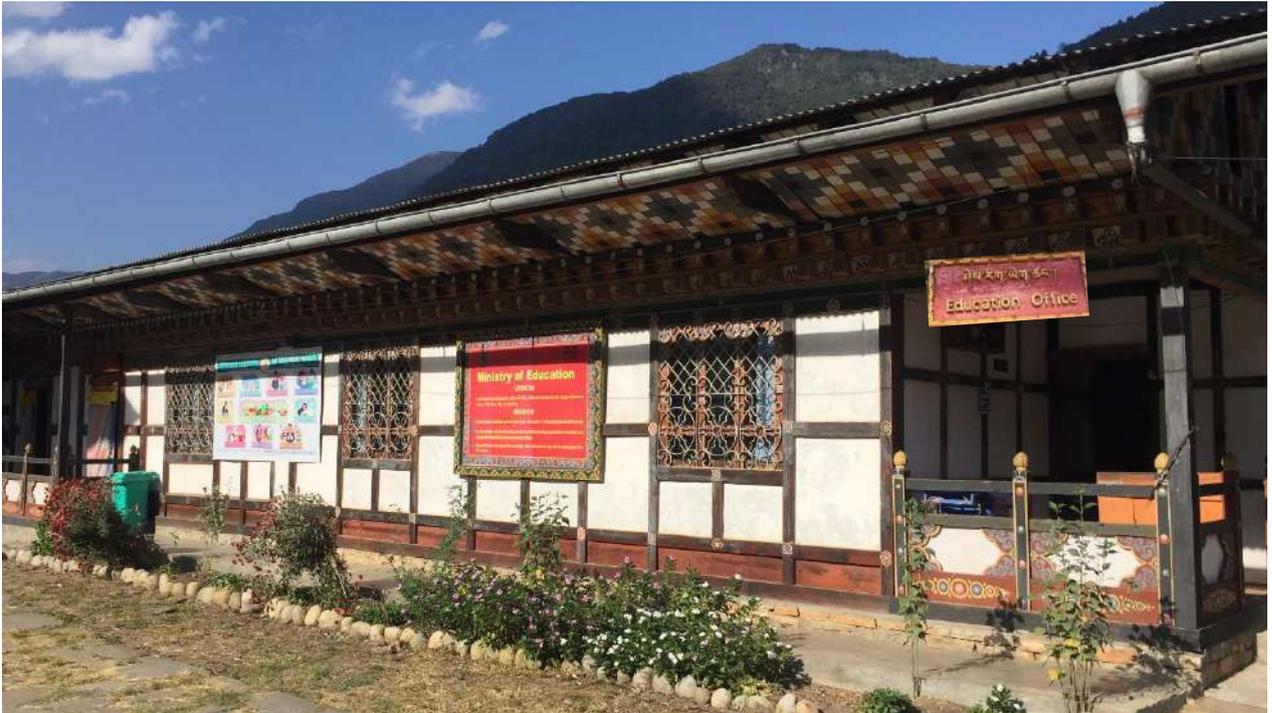
Wambur PS

Established: 1978

Total Staff: 14

Total Std. 106

Dzongkhag Education Sector



1. Dzongkhag Education Profile

Total Schools:	16
Total Students:	3613
Total Teachers:	222
Central Schools:	2 (Autsho Central School & Tangamchu Central School)
Higher Secondary School:	2 (Lhuentse HSS & Tangmachu CS)
Middle Secondary School:	2 (Autsho CS & Minjey MSS)
Lower Secondary Schools:	2 (Khoma LSS & Thimyul LSS)
Primary Schools:	10
ECRs:	2
ECR Chakzam:	(Geopolitical School, Parent School Dungkar School)
ECCD:	32
NFE:	14
SEN:	1
CLC:	1

Education till date had been playing a central role in pursuits of political, cultural environmental and socio economic development. Gross National Happiness is the Philosophy of the Bhutan, whereby the happiness index is measured by the human index. Education is the channel to prepare, empower young Bhutanese citizens for the challenges of the 21st Century. As per the act of the kingdom of Bhutan, article number 9, clause 15 and 16 of the constitution, it clearly states that the state to provide free basic Education from preprimary -till tenth standard to provide education for purpose of enhancing knowledge, value and skills of the entire population to develop the full human personality.

Education is legitimate investment in the empowerment of Bhutanese citizens and nations transformations. The three integral pillars for the Education Development are School, Teachers and curriculum. The development of the Educational facilities relevant to time and demand, the conducive space and structure for the learning is one thing and another thing is the knowledge attitude and skill of teachers and the programs which are need based and value based gearing to prepare young Bhutanese citizens to confidently participant as global citizen, serve our Nation knowledgeably productively and intelligently protecting sovereignty of the nation as the responsible citizen.

Lhuentse Dzongkhag being remote and is located to the Extreme North East of Bhutan. Owing to the remoteness the Illiteracy is still very high. Thereby Education should play very essential role to the people, to enhance the livelihood of the community. Education can play role to transform the community as it built confidence, equip with life skills which are must in the twenty first century. Educations is also a channel to reduce poverty and build healthy citizens. “Education indeed is root cause to happiness”. Lhuentse Sherig has been leading in the Academic performance in the Nation.



District Profile-Lhuentse



Lhuentse Dzong

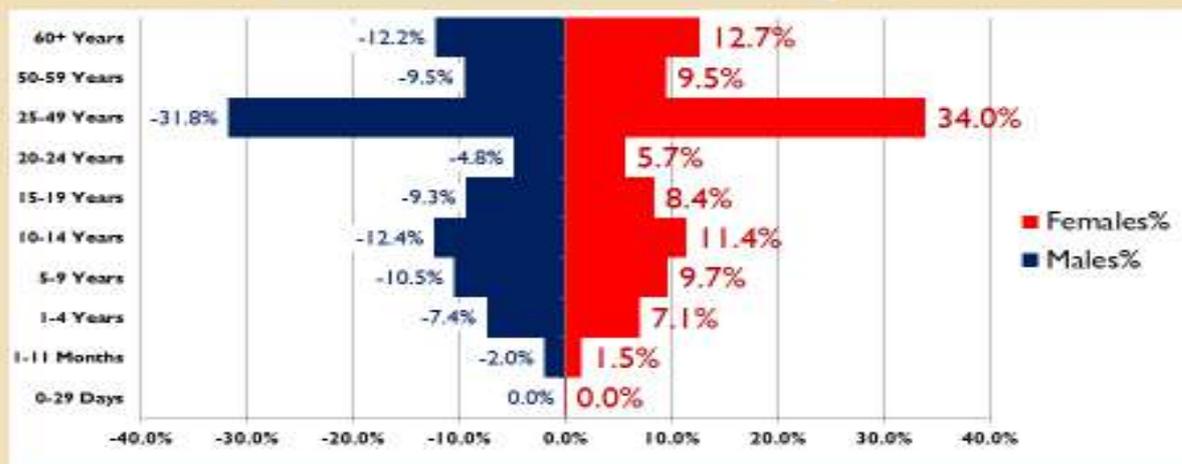


Lhuentse Map

- Established in 1543 by Kunga Wanpo (son of Pema lingpa)
- Ancestral home of the Wangchuk Dynasty
- Total area: 2,847 Sq.Km
- Altitude : 600 to 580 meters
- Total population of 13328 (6451 male and 6877 female)
- Total House holds 3089
- Distance: 511 km from Thimphu to Lhuentse
- 8 gewogs: *Gangzur, Jarey Kurtoe, Khoma, Menbi, Minjey, Metsho and Tsengkhar*

Lhuentse Dzongkhag

Population Pyramid



2017

1. Vision & Mission of Lhuentse Dzongkhag

i. Vision

A vibrant Dzongkhag that is culturally strong, socially cohesive, economically sound and environmentally healthy with governance ethics.

ii. Mission

To create an enabling environment for holistic development by ensuring prompt and better services to be self reliant Dzongkhag.

2. Vision & Mission of Lhuentse Education Sector

i. Vision

Ever Better, Ever Happier, Academic Blossoming

(To be the best Dzongkhag in the country in terms of education service delivery to achieve excellence in education through child friendly school concepts.)

ii. Mission

“Provide Equitable, Inclusive, Culturally Responsive and Quality Education, Bringing Out Best from Every Children, To Become Productive, Creative and Patriotic Citizen.

3. Strategy

- Quality delivery of academic and non-academic education.
- Enhance delivery of educational services with high degree of professional integrity.
- Reach out to the un-reached students ensure equity Education.
- Empower Teachers and Principals for efficiency,
- Bridge generation gap of education by Mapping Teaching styles with learning styles of children
- Enhance school community bonding for education of children through know your community program (Collaborative approaches)
- Enhance literacy rate of the Dzongkhag through rigorous completion of the literacy courses of both formal and non-formal education program.
- Institute Dzongkhag level staff recognition and motivation program for performing schools and teachers.
- Encourage women leadership by placing women in charges in the ECRs.

4. Activities to Achieve (Out Come)

- Prepare comprehensive mapping of teacher’s requirement for schools with MoE and RCSC for strategic deployment and management.
- Develop incentives plan for teachers serving in remote areas and incentivize those teachers who have served in remote 9 years for longer years such as training packages and other non-monetary recognition like certificates and awards.
- Develop teacher motivation mechanism for addressing teacher’s deployment issues and related grievances as a teacher in remote place.
 - i. Provide adequate computers and reliable internet connectivity.
 - ii. Equip libraries with relevant books and online resource materials for references, self-learning and online education.
- Constitute One standard Testing mechanism (Common Question paper for home examinations
 - i. Analyses Academic results and track children’s learning

- Institute Competency based assessment in all the schools
- Provide life skills through social interactions, creative activities and educational trips for peer learning to adapt to and to manage real life complexities and challenges. For that also strengthen existing club activities and introduce additional extracurricular clubs such as health, fine arts, music, culinary in the schools to make education more fun, and to learn additional life and social skills.
- Rationalize home works and heavy burden associated with homework to the children to inculcate child's innovation and creativity. Create awareness to parents on their responsibility for child's development and avoid putting undue pressure on the child to excel academically. Awareness programme to also target parents and encourage them to contribute in school activities such as minor maintenance, greening of schools etc.

Early Childhood Care and Development

- ECCD programme for 3-5 year old children.
- **ONE ECCD centre in every Chiwog.**
- ECCD centre should have a minimum of 10 children and there should be enough children aged 0-3 years.
- **Budget outlay for the construction, renovation and maintenance of the community based ECCD centres should be reflected in the Gewog's 12th FYP.**
- Dzongkhag shall propose budget for play and teaching learning materials.
- Dzongkhag shall propose budget for recruitment and appointment of ECCD facilitators.

5. Rationalization Policy at Dzongkhag Level

- One Gewog One School
- One Chiwog One ECCD
- One Gewog One CLC (NFE/Adult Literacy Program)
- One Constituency One Central School (At Least)

6. Academic Achievements 2019 Over All (12th FYP)

- Dzongkha: - 76.6 %
- English: - 72.6 %
- Math: - 70.4%
- Science: - 62.6%

7. Challenges

- Teacher shortage and subject mismatch
- Dealing with neglected children. Youth Issues
- Support from parents

- Striving to remain on top as always

8. Way Forward

- Meet One Teacher One Subject Policy
- Research a Culture in Every Data Generation
- Promote Effective Communication in English
- Six Areas of Development as Learning Area Focus
- Make Learning Collaborative and Celebrating Not Examination Driven Only
- Green School for Green Children (Eight Greenery in All Children)

9. Approaches and Strategies

- Educational programs in the school.
- Educational fairs
- Excursion visits
- Professional **developments**
- Mentoring programs like. life skill programs, youth grooming, culture promotion, carbon neutral programs, green school program
- Educating for Gross National Happiness
- PISA-D approaches (Assessment)
- Inclusive Education program
- Youth Education program
- 10.scouting program
- Cultural programs
- 12 Research programs
- 13 citizenship building programs

10. Risks and Assumptions

Though Education services are very important for the nation development. Since no results are seen immediately like the other developmental sectors programs, Education program will experience the following threats:

- ✓ Insufficient Fund: Educational programs had been centrally managed by MOE and so far received separate fund ceiling and had received sufficient fund.
- ✓ Sustainability: Education programs are very expensive there are threat that many of the activities will be compromised,
- ✓ Neglected program: Education programs are long term and local leaders do not consider it as priority and does not allocate fund for Education.
- ✓ Less support for program: Educational activities are human development activities and not tangible in the short span of time.

Autsho Central School



1. Brief Information of the School

Sl. No.	BRIEF INFORMATION	
1	Name of School:	Autsho Central School (MSS)
2	Location:	Latitude: 27.44424' Longitude: 91.17463'
3	School Area:	25.85 Acres
4	Year of Establishment:	1991
5	Class Range:	PP - X
6	Thram No:	05
7	No. of Teaching Staff:	32 (Including Principal & Counsellor)
8	No. of Non-Teaching Staff:	27 (Including ECCDFs & NFEI)
9	Total Students:	592
10	Total Student (Boys)	247
11	Total Student (Girls)	345

2. Brief School History

The school is located exactly 37 kilometers from Mongar and 40 kilometers to Lhuentse. According to the 2008 edition of Sherig Saga, it's mentioned about the name and meaning, (Autsho ཨུ་ཤོ་མཚོ་མཆོག་ལྷན་པོ་) meaning 'Sister Lake'. (ཨུ་ཤོ་) means 'elder sister' in their local dialect which is Cho-cha-nga-cha-Kha and (མཚོ་མཆོག་) means 'lake'. In the earlier days, it is believed that two sister lake from upper Kurtoe ran away along the Kurichu valley for their security. During their journey to the south, the sister lake denied to continue their journey and hang around at current place called Autsho. After that they named this place as Autsho.

According to a local, Lopen Kezang who is a retired teacher of this school and a senior citizen, “The current land of Autsho doesn’t belong to people of Autsho in olden days, the present small stupa in the heart of Autsho act as sat-sham (Land demarcation) between Domkhar and lower kurichu regions. The people from Domkhar have to reach there for receptions and to see-off Ku-gongma (higher officials) like spiritual and administrative leaders. However, they used to spend night at Autsho while they were traveling to Gudama: most probably “a go down in the past” i.e. currently called Samdrupjongkhar to get salt and other essential goods.

Aum Jangchuk Dema, 60, said, “The community of Domkhar sold its land to one of the landlord called Lopen Norzin and Aum Tshomo with 1000 kg of rice, a pig, few Palang (wine container) of Chang (local wine) and other food grains. Later he sold his land to other local people and merchants. This is how current place called ‘Autsho’ came into existence. The name of the place originated from the presence of an evil lake at the place called tshothang. The lake was later turned into a holy spring (Drupchhu) by Guru Rinpochoe.

Educating children was extremely different for the people of Autsho and nearby villages. They have to send their children to far away schools such as Wambur, Zangzhar, Lhuentse and even to Mongar before the establishment of this school. So they proposed to the Government to open a school for the locality. The school would cater to the people of Tsenkhar, Jarrey and nearby Geogs of Lhuentse Dzongkhag. The school enrolls students from Austsho town, Phawan, Chabi, Yangla, Dongthrom and Peladraphu villages. The school is now named as Austho Central School from academic session 2016. The school now has the students ranging from classes PP – X providing boarding facilities and day meals to all the day students. The government also provides a special package of beddings, uniforms, sports wears and stationeries at free of cost besides many other usual free facilities which normally are not catered to the students of other schools.

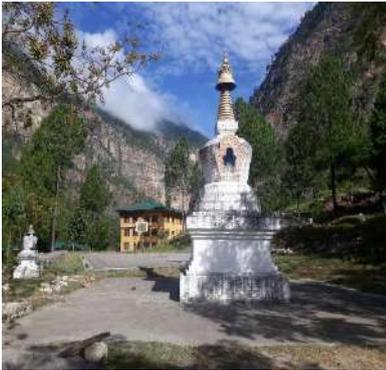
3. School Vision, Mission, Moto and Core Values:

- i. **Vision:** To produce patriotic and globally competent individuals.
- ii. **Mission:** To provide holistic education through lively environment and nurture intelligence and character in children.
- iii. **Moto and Core Values:**
 - Create child friendly environment.
 - Provide the value of Bhutanese culture and help them grow as Bhutanese.

- Prepare children to face new life ahead of them with confidence.
- Promote sense of self-discipline and duty.
- Use standard approaches to enhance curricular and co-curricular activities.

4. Photos of the School





Chakzom ECR



1. School Information.

Name of school:	Chakzom ECR
Name of Dzongkhag:	Lhuentse
Gewog:	Kurtoed
Name of Village:	Chakzom
Year of Established:	6/4/2009 as full-fledged primary school.
Year of down gradation:	2013 downgraded as ECR.
School Area:	0.833 Acres
Thram No:	345
Number of teaching Staff:	2
Number of support staff:	0
Total No. of students:	15
No. of boys:	7
No. of girls:	8

2. Brief history of school.

It is around 60 kilometers drive from Lhuentse Dzongkhag Headquarter towards the extreme corner to the North, the small village called Chakzom. It has 34 households. The village was named or pronounced as “Chakzam”. CHA literally means iron and ZAM means bridge. According to the village elder, says the real name of this village was known as “Chanzom” which means the container used to fetch water which made of the wooden in olden days. Once

while prominent saint Pema lingpa was on his way to Kuenzangling, he met the demon was fetching water using the container know as Chanzom. So Pemalingpa immediately subdued demon and named that place as Chanzom. But later on people pronounced as Chakzam. Since there was iron suspension bridge just below their village. Still the people believed Chakzam because of Iron Bridge. Since we all know that there are eight LINGS in Bhutan. One of the ling was in the eastern part of Bhutan under Lhuentse Dzongkhag, it is in Kurtoed Gewog. Kuenzangling Lhakhang is located just above the school. It believed that Kuenzangling is the starting Ney/ scared of the Rinchen Bumpa.

In 2009 the school was started as full-fledged primary school. The school was youngest in the Lhuentse Dzongkhag. In 2013 the primary school was downgraded as Extended Class room. The school is located in the gentle slope in the middle of the scattered village and just bottom of Rinchen Bumpa Ney (religious site). This was one of the most auspicious as well as historically one of the well known sacred sites in Bhutan. It takes almost 3 to 4 hours to uphill walk from the school and one can enjoyed the beautiful scenery of Rinchen Bumpa. The earth female ox year 2009 was blessing for the people of this village to have primary school for their children after tremendous hard work. There are 34 households in this village. The school foundation was first laid in 2005. The school was established in the year 16th April 2009 with two teachers, Mr. Yeshey Tshewang as officiating principal and a National contact teacher. The classes range from PP to Class I with 9 boys and 16 girls. Before this school open the people of this village send their children to Dungkar Primary School. During 2009 to 2012 there weren't any facilities such as road, light and internet. It was one of the most remote parts in Lhuentse Dzongkhag. The people of this village was depends on solar lights which was supplied by the government of Rajasthan. Now the farm road was connected, other facilities such as lights and networks were in place. This place is one of the blessings for people of this village as there were important Neys and many Lhakhang or temples guided by high post Trekus, Khenpos and Lamas. The people are depending on farming and life stock. The climates were favorable for all the crops, vegetables and of course fruits. They were self sufficient.

3. School vision, mission, Moto and core values. (Follows Dungkar PS, the parent school).

4. Staff information

Sl.No	Name	Subject	Designation/Responsibilities	Contact No.
1.	Yeshey Tshewang	General	✓ Teacher In-charge. ✓ School beautification ✓ Health Coordinator ✓ Library In-charge	17628573
2.	Chapdel Zangpo	Dzongkha	✓ Chechay Scout ✓ Driglam Namzha ✓ Disaster Coordinator ✓ Cultural coordinator	17419151

5. Enrolment for the year 2020

Class	Male	Female	Total
PP	05	02	7
I	01	04	6
II	01	01	2
III	00	01	1
1Total	7	8	15

Domkhar Primary School



1. Brief Information of the School

Name of the school:	Domkhar Primary School
Location:	Tsaenkhar Gewog
Area:	10.058 Acres
Established:	2 nd June 2003.
Class Range:	PP to Five
Number of Teaching Staff:	2
Number of Non-Teaching staff:	2
Total Students:	30
Total Boys:	16
Total Girls:	14

2. Brief School History

Domkhar Primary school is located below Domkhar village under Tsaenkhar gewog in lhuentse dzongkhag. It has 10.058 acres of land. It is a day school. It provides education to students from classes PP to V. It was constructed by the public of Domkhar chewog funded by royal government of Bhutan. It was started in 2nd June 2003 with a teacher incharge and 25 students in class PP.

The founding principal or teacher incharge was Mr. Yeshe Jamtsho and he headed the school from the year 2003 till 2009. The second principal of the school was Mr. Thinley and he served the school till 2012. The third principal is Mr. Tandin Norbu. He joined the school on 01/07/2012

and served the school till 2017. After the transfer of Mr. Tandin Norbu to Gortsum Primary school, the school is left without a principal till date.

After the transfer of third principal of the school, the work of school administration was looked after by Mr. Chhimi Rinzin as an offtg. Principal till date. He is a longest serving teacher in the school. He has been serving in the same school since 1st January 2007.

The school is located approximately 43 KM away from the dzongkhag administration and approximately 12 KM from the Lhuentse-Mongar high way.

The infrastructure of the school consists of three buildings with three rooms each which are used as office, classrooms, library rooms and store rooms. Two staff quarter with two units and three units respectively. It also has kitchen and dining rooms. The school has also built a small multipurpose hall where our students show cases their talents.

The origin of the name goes back to the time of Bangtsho Gyap, an exile Indian Prince who settled in Kurtoe region. During that period there was a lake at the place called Mantsaang. One day, the bull of the lake and the bull of Bangtsho Gyap locked horns in a fierce fight in which the bull of the lake was defeated. After this incidence, the deity of the lake shifted its abode to other places called Gophula. With the drying of the lake after the flight of its deity, the people from different places came to this place and settle down.

Initially there immersed a small settlement in the present place. The houses were built close to one another. The people of the new village lived harmoniously together with one another. Therefore, the village came to be known Domkhar which roughly means houses of the joint family. *Dom* means together and *Khar* means house. The school also got its name from the village as it is located in this village. Today there are around 66 households in the village.

The school strives to achieve high achievement in academic knowledge, vocational skills and conducts. The school has received the following certificate of commendation:

- a. Certificate of commendation for making significant improvement in the national ranking from 288th position in the year 2014 to 7th position in the year 2015 at primary level.
- b. Certificate of commendation for being one of the top ten schools in overall performance for the year 2015 at the primary level.
- c. Certificate of commendation for being one of the top ten schools in overall performance for the year 2017 at the primary level.

d. Certificate of commendation for being one of the top ten schools in overall performance for the year 2018 at the primary level.

The school is now connected to the modern communication facilities and the school today has become conducive for higher pursuit of education with infrastructures and facilities for learning.

Today the school has become an ideal learning place surrounded by a beautiful campus with sweet aroma of varieties of flowers, chirpine trees and chirping birds.

3. School Vision, Mission, Goals and core values.

- i. **School Vision:** To be one of the best and lively primary schools in the Dzongkhags.
- ii. **Mission:** To develop the spirit of hard work and learn skills, values, and attitudes during school life.
- iii. **Goals**
 - To ensure children's high academic achievement and success.
 - To create a pleasant learning environment.
 - To enhance children's health and well-being.
 - To provide a variety of co-curricular activities.
- iv. **Values**
 - ✓ Punctuality
 - ✓ Sincerity
 - ✓ Team spirit
 - ✓ Hard work
 - ✓ Quality teaching
 - ✓ Cleanliness
 - ✓ Sense of appreciation
 - ✓ Responsibilities

4. Staff Information

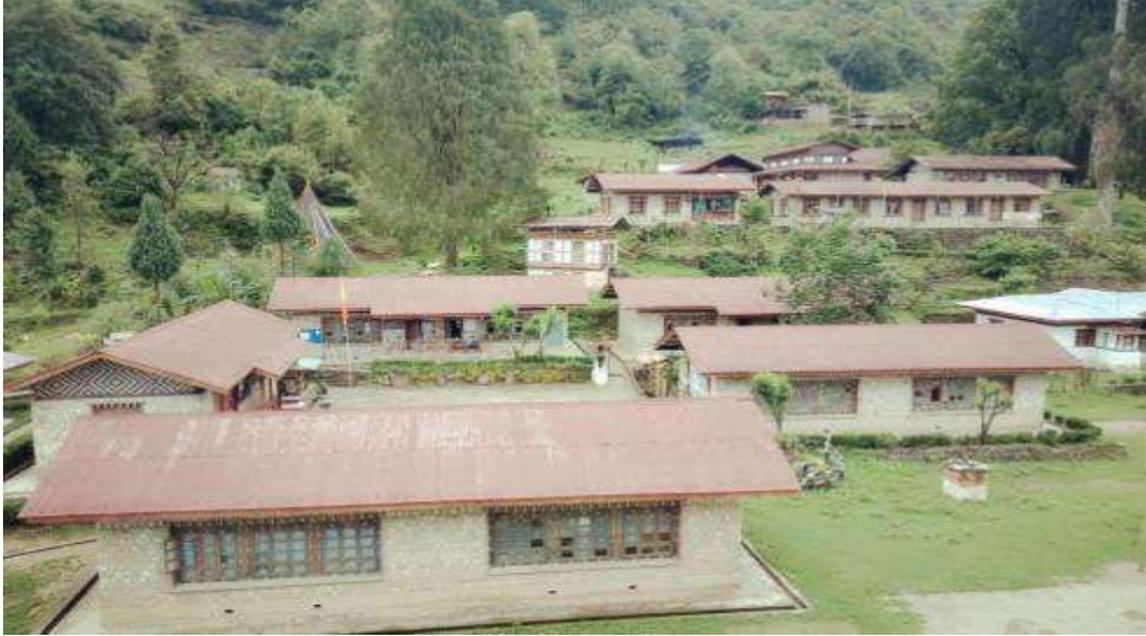
i. Teaching Staff

Sl.No	Name	Responsibilities	Subject	Contact
1	Chhimi Rinzin	Offtg. Principal	General	17834001
2	Dechen Wangdi	Regular contract	General	17955380

ii. Non-Teaching Staff

Sl.No	Name	Responsibilities	Contact
1	Tshewang Dorji	Care taker	17700084
2	Nedup Dorji	Cook	17388991

Dungkar Primary School



1. School Profile

Name of the school:	Dungkar Primary School
Established:	10.3.1976
Village:	Dungkar
Gewog:	Kurtoed
Dzongkhag:	Lhuentse
Thram No:	83
Area:	6.262 acres
No. of boys:	51
No. of girls:	64
Teaching Staff:	8
Non Teaching Staff:	7

2. School Vision

Dungkar Primary School aspires to produce “An educated and enlightened society of GNH, built and sustained on the unique Bhutanese values of Tha Dam-Tsig-Lay Gju-Drey.

3. School Mission/ Purpose

- Develop sound educational policies that enable of a knowledge-based GNH Society
- Provide equitable, inclusive and quality education and lifelong learning opportunities to all children and harness their full potential to become productive citizen

- Equip all children with appropriate knowledge, skills and values to cope with the challenges of the 21st century

4. Brief School Context

After 45 kilometers of drive towards the extreme corner to the North, is Dungkar, a village of pure Kurtoepas. It is of now, well known in the nation as of its significance in the history.

The record of the history discloses that the name of the place was originated from the physical shape of the land. The place bears the exact shape of a conch shell. We can see the landform of the village from a place called Tabanchang. The school is an altitude of 2000 meters above sea level.

The school was formally inaugurated in mid August 1976 by Mr. Kezang Wangdi, the first head teacher with 17 boys and 10 girls with two sections of LKG.

Initially, the school was housed in the third floor of the four-storied Nagtshang, the ancestral house of Trongsa Ponlop Jigme Namgyel (father of Sir Ugyen Wangchuk, the first king of Bhutan).

In 1980, the school was upgraded to include classes I to III and in 1984 Mr. DN Uraon from Samtse took over the charge of the schools as the next head teacher. In 1990, the third head teacher of the school, Mr. S.B Rai from Tshirang took over the administrative charge of the school.

In 1995, the 4th head teacher, Mr.Tobzang from Trash gang took over the charge of the school.

In 1997, the construction of the school was funded by UNICEF. In 1999, the 5th head teacher was, Mr. DB Chhetri from Tsirang, joined the school. Mr. Karma Dorji 6th Head joined the school and the construction was completed in August of the same year. The new school was subsequently shifted to present location.

In 2005, the charge of the school was taken over by Mr. Sonam Zangpo as a Principal with 183 students ranging from PP- VI. Presently the school has 115 under the principalship of Mr. Tenzin Wangdi.



Ganglakhema Primary School



1. Brief information of the school

Name of the school:	Ganglakhema Primary School
Location:	25 km from the Dzongkhag Headquarter
Area:	5.851 acres
Year of establishment:	March 2002
Class range:	PP to V
Number of teaching staff:	5
Number of non-teaching staff:	2
Total students:	48
Total students Boys:	21
Total students Girls:	27

2. Brief School History

The school was established in March 2002. It is located at a beautiful place overlooking Gangla village. The site for the school was selected by the former DEO, Mr. Tshongpon Wangdi; Principal of Khoma Lower Secondary School, Mr Kuenzangla, and the Chimi of Khoma Gewog, Mr. Khamtula.

The school is located 17km away from the main high way. The school was electrified in December 2010. The school has a large area for developing play field as well as construction of buildings in near future. Its catchment area includes Gangla, Khema, Serphu, Taya and Lawa

villages. As per the former chimi, Mr Pema Wangchuk from Khema, he requested for the school to former Dzongda, Dasho Nima Wangdi, during a DYT meeting. With the approval from Dasho, the school was constructed by the community under the supervision of the former Chimi. The materials were provided by the government.

3. School Vision, Mission, Objectives, Goals, strategies, Beliefs and Motto

i. Vision

The school places a strong emphasis on moulding productive and good human-beings for themselves, societies, country and for the world at large through the provision of wholesome and GNH value oriented education by educated, committed and competent teachers in a conducive child friendly environment.

ii. Mission

- To provide a nurturing environment that will help the children to build out their best innate abilities
- To instill the GNH values in the learning that takes place in the school
- To provide wholesome education to every learner in the school
- To develop the school infrastructure with necessary facilities that enhances quality education of a child

iii. Goals

- ❖ To provide relevant knowledge and skills in all academic subjects
- ❖ To provide staff development programmes for effective implementation and realization of co-curricular goals in times of need
- ❖ To provide adequate resources for effective delivery of scheduled educational programmes
- ❖ To instill in the learners the rich, moral, cultural and national values

iv. Objectives

- ❖ Prepare year/block/weekly and daily plans
- ❖ Conduct proper assessment, timely monitoring and feedback to the learners
- ❖ Use child centered and child friendly approaches while teaching
- ❖ Conduct formative and summative assessments fairly
- ❖ Prepare blueprints and marking schemes for exam papers
- ❖ Conduct co-curricular activities with realistic action plans and records
- ❖ Provide helps, lots of encouragement and necessary support to the pupils
- ❖ Inform and involve parents, gewog, Dzongkhag and relevant agencies about the school programmes and get further support

- ❖ Improve students' physical and mental health by health messages, life skill education and frequent health checkups and food nutrients
- ❖ Provide disaster management skills and techniques to safeguard their lives

v. **Strategies**

- ❖ Abide by the teachers' code of conduct
- ❖ Be strongly guided by the school and child friendly policies
- ❖ Seek help and support from the Gewog, Dzongkhag and other relevant agencies
- ❖ Be clear and do the follow up after going through the SSA and SIP tools provided by the EMSSD
- ❖ Maintain healthy and sound relationship with the community

vi. **Beliefs: We believe**

- ❖ That students learn better through the child friendly and child centred approaches
- ❖ In sharing and respecting views and ideas of each other
- ❖ In quality students through the provision of GNH value oriented lessons in academic and non academic activities
- ❖ Those learners learn and behave better through the active support and involvement of teachers and parents
- ❖ That effective teaching – learning take place through the use of different teaching skills, pedagogies and teaching aids
- ❖ That every child has endless potentials to learn
- ❖ In shared vision and proper delegation of roles and responsibilities

vii. School Motto: "TO EDUCATE AND LEARN FROM THE HEART"

4. Achievements

Sl. No.	Year	Achievements	Fields
1	2011	1 st	Among the school in Lhuentse as per PMS rating
2	2011	Top 10	Up to class III in the country.
3	2012	1 st	In Sanitation among schools in Lhuentse Dzongkhag
4	2013	Top 10	In class III and VI board exam in the country.
5	2014	Top 10	In class III and VI board exam in the country.
6	2015	Top 10	In class III and VI board exam in the country.
7	2015	Best Wash School	In the country
8	2017	Top 10	In class VI board exam in the country.
9	2018	Top 10	In Class III board exam in the country.
10	2019	Top 10 for consecutive three years	Testimony of Triple stars

5. Photographs of the structures



Academic blocks



Office



Kitchen



Children's Park



Ornamental Bridge



Hot stone bath



Basketball court, assembly ground and badminton court



Volleyball Court



Swimming Pool

Gortshom Primary School



1. School Profile

Name of the School:	Gortshom Primary School
Village:	Gortshom
Geog:	Maedtsho
Dzongkhag:	Lhuentse
Year of Establishment:	1991
Tharm No:	537
Area of the school:	8.983 acres
School Agriculture land:	0.50 acres
Altitude:	2034.3 meters
Start of WFP (Year):	2004

Location: It lies within the latitude of 27° 33' N and the longitude of 91° 7' E

2. Vision of the School

To be the premier institute of education that is committed in enhancing basic educational needs for children.

3. Mission of the School

The school strives to educate the community children on multiple abilities through the conduct of various Curricular and Co- curricular activities.

4. School Pledge

“Emphasize more on quality teaching learning materials to enhance authentic teaching and learning”

5. Goals

- Promote individual skills and talents
- Promote three pillars of good governance (Transparency, Efficiency and Accountability)
- Inculcate traditional values and cultures in our youths
- Create child friendly environment
- Promote quest for learning throughout their lives
- Achieve optimum growth and development in every individual through co-curricular and extracurricular activities
- Prepared individuals to face the challenges of life
- Develop sense of patriotism and loyalty to the king, country and people
- Promote harmony and sense of universal brotherhood in the young minds of our children
- Instill sense of self reliance amongst our youths
- Make school plastic free zone
- Persevere for academic excellence
- Promote sense of self-discipline and duty

6. Brief History of the School

Gortshom Primary School was established in the year 1991. It has been serving as the premiere institute to educate the youths of Maedtsho geog since its establishment. About 95% of the students come from poor family back ground. Farming is the major source of income of the people of this gewog. The school is located in remote place and it is 52km away from the Lhuentse Dzong.

The name of the school was derived from the name of the village, *Gortshom*. *Gor* literally means stone or rock for the *Bumthaps* and *Khengpas*. *Tshomme* means mortar for the people speaking *kurtoep* and *khengkha*. Thus, the name of the village was derived from the stone mortars which are found at three different places around the school. They are known to have existed since pre-historic times. It is believed that the name was given by a renowned monk of the *Dratshang* at the time of his visit to Bumthang via this area

The school was formally inaugurated in 1991 by Dasho Sherub Gyeltshen, the former *Dzongda* of *Lhuentse Dzongkhag*. Initially, the school was only up to class III. After graduating class III, the students were sent to Zangkhar Primary School to continue their studies. The school was upgraded to Primary school in 2001. Currently the school has classes ranging from Pre Primary to Class VI.

7. Staff & Students Information, 2020

i. Staff Details

Teaching staff							
Gortshom PS		Onggar ECR		Non-teaching staff		ECCDF (Gortshom & Onggar)	
Male	Female	Male	Female	Male	Female	Male	Female

06	01	02	00	03	02	01	03
Total= 07		Total = 02		Total= 05		Total= 04	
Total						18	

ii. Student Details

Class	Total Enrolment 2020		
	Boys	Girls	Total
PP	8	16	24
I	9	6	15
II	6	8	14
III	10	11	21
IV	7	9	16
V	6	5	11
VI	10	12	22
Total	56	67	123

8. Photos of the Structures



Classroom



ECCD outdoor Play station



Administrative Block



Handwashing Point



Football Ground



Reading Park

Khoma Lower Secondary School



1. Brief Information of the School

Name of the school:	Khoma Lower Secondary School
Location:	Khoma
Gewog:	Khoma
Area:	12.54 Acres
Established:	19 th March 1991 (As ECR)
Class Range:	PP –VIII
Number of Teaching staff:	16
Number of Non-Teaching staff:	21
Total Students Boys:	99
Total Students Girls:	123

2. Brief School History:

Khoma is a place blessed with the visit of Guru Rimpoche in 8th century and it is also one of the tourist destinations under Lhuentse Dzongkhag for its traditional hand-woven clothes popularly known as *Kishuthara*.

Khoma Lower Secondary School is located in Khoma gewog, 12 km away from the Dzongkhag headquarter at Lhuentse. It is centrally located in the gewog at Khoma village and caters services to almost all the gewogs under Lhuentse Dzongkhag besides five chiwogs within the gewog.

The school was initially established as an extended classroom on 19th March 1991 at *Bramidhung* in one three storied farm house; about 30 minutes away from present school location. It was later shifted to the present location and it was a community school from 1992 – 1997. It was a primary school from 1998 – 2000 and then upgraded to Lower Secondary School in 2001. The school had boarding facilities from its initial stage with the support from the SCHOOL FEEDING PROGRAMME and it is still continued. The school is connected with road and electricity and has health facility (BHU) adjacent to the school compound. It also has good telecommunication connectivity (BMobile & TCell). As per school's thram No. 165, the school has an area of 12.54 acres from which students cultivate varieties of vegetables in about 1 acre of school's land as a part of School Agriculture Program.

The school prides itself on its strong academic, cultural, and athletic traditions. The school has been recognized by the Dzongkhag for its best performance and outstanding achievement in academic, cultural and games and sports. The school has classes ranging right from pre primary to lower secondary level.

3. School Vision, Mission, Motto and Core Values

i. Vision

Be an institution to radiate and sparkle the beauty of Green School – Green Bhutan in pursuit of GNH

ii. Mission

Strive in showering the golden rays of holistic education through facilitative and challenging ways by fostering the grace of self esteem bestowed with GNH values

iii. Motto: “Weaving the patterns of life”

4. Goals

- Boost shared leadership practices
- Enhance teachers' professionalism
- Ensure equal opportunity for all the students, so each may attain their full potential
- Foster the grace of self esteem and a sense of morality
- Endow youth with requisite knowledge, skill, values
- Preserve and promote our culture, traditions, spirituality, social and family values
- Prepare and produce competent students to face future life confidently and objectively
- Create child friendly and conducive School environment to work and learn
- Inculcate a sense of dignity of labour

- Cultivate the significance of environment

5. Strategies and Activities

“Educating for GNH cites ways and means with which GNH values can be ingrained in schools, pillar-wise. Schools are seen as part of the larger community and the child must be taught to serve the community. A GNH school must ensure there is justice and equity in the way the principals, deal with teachers and teachers with students. Children have to be taught to promote mutual respect and cooperation – between the educated, intellectual and the ignorant. Conditions must be created for the children to think, reflect and show concern. Love and care for the environment and nature should be imbibed young.

Green schools can be nurtured through a harmonious co-existence of the various areas that shape a child’s development in the school system, which are cultivated and distilled through eight dimensions of green school: Environmental greenery, Intellectual greenery, Academic greenery, Social greenery, Cultural greenery, Spiritual greenery, Aesthetic greenery and Moral greenery. A green School builds and promotes an active involvement of the parents and the community in education of the children. It also prepares children for the world of work as well as life”.
(30th EPGI, 2012).

Sl.No.	Objectives	Strategies and Activities
1	Develop institute that is Environmentally green Creating conducive learning atmosphere (environmental greenery)	<ul style="list-style-type: none"> • Regular SUPW • Planting and taking care of trees, ornamental plants, hedges and flowers to beautify school campus • Segregation of degradable and bio-degradable waste • Ensure drug free, graffiti free and waste free environment in the school • Conserve water by closing tap when not in use • Put off light when not in use • Organize field trips/ outdoor education lessons • Take care of water sources and maintain taps • Formation of nature club
2	Maintain progressive and healthy intellectual capacity of the school personnel cultivating the gifts of our mind (intellectual greenery)	<ul style="list-style-type: none"> • Organize PD programmes • Reading programmes • Library classes • Quiz competitions • Literary programmes • Classroom teaching learning
3	Produce academically sound learners with 75% of the total	<ul style="list-style-type: none"> • Regular and effective teaching learning • Make effective use of teaching learning resources • Prepare detailed lesson plans based on yearly plans • Effective assessment and examinations

	students obtaining 60% and above. (academic greenery)	<ul style="list-style-type: none"> • Encourage discovery and activity based learning • Monitor progress and provide feedback and support • Conduct remedial classes/reassessment • Have morning/evening/night study as an additional study hour
4	Inculcate the values of togetherness where school personnel learn from each other and enjoy living together (social greenery)	<ul style="list-style-type: none"> • Organize PTM and staff meeting • Institute SLMSS programmes • Organize games and sports activities • Organise SMB/SMT/staff meetings • Institute staff/students welfare schemes
5	Inculcate the values of preserving rich tradition and culture of our country (cultural greenery)	<ul style="list-style-type: none"> • Organize cultural programmes • Conduct Driglam Namzha classes • Promote traditional games • Respecting national identities (dress/ language/ anthem/flag/song/etc.) • Attend festivals /tshechus • Promote weaving skill of students. • Formation of cultural club.
6	Institute the sense of creative Experiences that and ennoble the school personnel. (spiritual greenery)	<ul style="list-style-type: none"> • Conduct morning/evening prayer • Organize School Rimdro • Celebrate important occasions and significant events • Invite Lamas/Rimpoches for chhoeshe • Attend blessings/wangs • Take students to visit temples and sacred places and to • Offer butter lamps on auspicious days. • Attend choeshey programme.
7	Appreciate and value what is truly good and get education to prepare for meaningful life. (aesthetic greenery)	<ul style="list-style-type: none"> • Club activities • Life Skills education • School Agriculture programme • School property user education • History project works.
8	Build character, promote the Sense of goodness over cleverness, cooperation over competition and fair play over victory (moral greenery)	<ul style="list-style-type: none"> • Invite guest speakers • Abide by the code of conduct and ethics • Refrain from corporal punishment • Give special attention to the students with learning difficulties/disabilities • Be fair in judgment/avoid favouritism • Participation in various house activities • Staff/students support service programmes • Mutual respect amongst the school personnel • Maintaining health record book for every child

		<ul style="list-style-type: none"> • Follow school uniform policy and no mobile phone policy for the students to ensure equity • Inculcate the sense of belongingness amongst staff and students.
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9. Photographs of the Structures



Administrative Block



ECCD Block



Swimming Pool



Football Ground



MP Hall



Basketball Court



Academic Block



Kitchen

Ladrong Primary School



1. Brief information of the school

Name of the School:	Ladrong Primary School
Location:	Under Jarey Gewog, 16 km from Autsho town and 60 km from Lhuentse
Area:	5.237 acres
Established:	March 10,1991
Class Range:	PP-VI
Number of Teaching Staff:	7
Support Staff:	6
Total Students:	75
Total boy Students:	24
Girls:	51

2. Brief History of the school

Thrumshingla is the highest pass of country called DrukYul located between Bumthang and Mongar Dzongkhag. From there one can have a beautiful and lovely view of many places of different dzongkhags. One of them is Jarey gewog of Lhuentse dzongkhag at its base towards the East. Jarey gewog is a very beautiful and peaceful place irrespective of people with different economic back ground. The gewog has about 200 households with just one primary school (Zangkhar Primary School) to get their children educated till 1991. During that period of time parents of four villages (Yumchey, Kharchung, Ladrong and Ngangey) faced lots of difficulties in educating their children because of the distance between school and their villages. They could not send their children to school to get modern education despite knowing that it is indispensable part of their life instead they have to go for second option, training them as layman monk.

In the beginning of the year 1991 much to the enchantment of parents and children of these four

villages come news from Dzongkhag administration that the school is going to be started instantaneously at Ladrong; originally the place is known as Lhadrong (village of Lha Tshangpa). On 10th March 1991 Ladrong Primary School was inaugurated by head of the school and some local leaders near Ladrong Lhakhang (The Lhakhang founded by Tertoen Drimed Lingpa) as temporary classroom. It was a one stored hut constructed by local people. On 11th March during the time of admission, the head of the school was taken aback to see most of the children who came for admission were between fifteen to seventeen years old. Some of them were even taller than the teachers but calm and polite. The school started with Mr. K. Dar Sharma as a head of school with two other teachers and two sections of class PP (about sixty students). Since the school was very near to Lhakhang there were a lot of disturbances during instructional time as well as it became exigent task for teachers and students to keep the school surrounding clean. As a result, after two years the school was shifted to new location towards the north at a place called *Buenmathi*. The classroom and staff quarters were built from bamboos and woods. There wasn't any proper playground and water supply as it is located on a sloppy area. Small students faced lots of problems reaching the school on time as almost every student have to face uphill walk of about two kilometers. Keeping all the unavoidable circumstances in mind the head of Gewog and Dzongkhag administration began to look for safe and permanent location for school. Finally, they came up with the solution that the new and permanent location of school is going to be at Gorgan (current location of *Ladrong Primary School*) which is about twenty minutes walking from Gewog centre. Immediately, construction works were started and school structure began to form. It was a four units two stored building built out of cements and CGI sheets as its roof first of its kind in Jarrey gewog. It was in mid 1995 students of Ladrong Primary School got an opportunity to pursue their education in a building after being in a temporary classroom for more than four arduous years. School is a day school and students are provided with breakfast and lunch through RGoB support.

3. Vision

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

4. Mission

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

of the 21st century

5. Infrastructure facilities

- i. One Administrative Block
 - a. Office
 - b. Library
 - c. Science lab
 - d. WFP store
- ii. Two Blocks– Inclusive of following:
 - a. Classrooms
 - b. General Store
- iii. One Kitchen
- iv. One Dining Hall
- v. One Principal quarter
- vi. Toilets:
 - a. 2 Toilets (1 for boys and for girls)
 - b. One staff toilet
- vii. One football ground
- viii. Badminton court
- ix. One Mani Dungkhor (Prayer wheel)
- x. 3 Semi-permanent staff quarters

6. Teachers' Bio Data

Sl. No.	Name	Position Title	Qualification	EID No	Subject Taught	Email address	Contact
1	Karma Tshering	Principal	M.Ed	9607120	General	karmatshering@education.gov.bt	16446118/ 17965223
2	Tshewang Rinzin	Teacher	B.Ed	200401198	Dzongkha	tshewangrinzin@education.gov.bt	17723861
3	Nima	Teacher	B.Ed	20150305383	General	nimachoden@education.gov.bt	17518859
4	Sonam Tobgay	Teacher	B.Ed	20150305371	General	sonamtobgay2016@education.gov.bt	17463282
5	Pushpa Raj Sharma	Teacher	B.Ed	20150305343	General	rajsharma@education.gov.bt	17500931
6	Phuntsho Dorji	Teacher	B.Ed	20150305359	General	phuntshodorji88@education.gov.bt	17928775
7	Drupcho Wangdi	Teacher	PGDE	20200116804	Dzongkha	drupchowangdi@education.gov.bt	17325150

7. Teachers' Statistics

Sl.No	Particular	Gender		Total	Remark
		Male	Female		
1	Regular Teacher	4	1	5	
2	Regular Contact Teacher	2	0	2	
3	Support staff	3	3	6	
Total		9	4	13	

8. Supporting Staffs' Bio-data

Sl.No	Name	EID No	Designation	Email address	Contact
1	Damcho Gyeltshen	20170509683	Admin. Assist	damchogyeltshen3@education.gov.bt	17567730
2	Tshering Wangmo	10602000588	Cultural Instructor		17781467
3	Phuntshola	10602001050	Cook		17420074
4	Dendup	10701000518	Cook		17927273
5	Jigme Choden	11508002276	Caretaker		17688833
6	Deki Yangzom	10602001044	Sweeper		17716358
7	Kinley Wangmo	10602000387	ECCDF		17350566

Lhuentse Higher Secondary School



1. School Details

Name of the school	Lhuentse Higher Secondary School
Location	Gangzur
Area	31.189 acres
Year of Establishment	2004
Class Range	VII - XII

2. Statistics, 2020

Teaching Staff	Support Staff	Number of students						Grand total
		Boys			Girls			
30	24	B	D	Total	B	D	Total	
		153	67	220	172	75	247	467

B – Boarding student

D – Day scholar Student

3. Brief History

Lhuentse Higher Secondary School is located below Thoshupang under Gangzur Gewog. It has 31.189 acres of land. The school is a few hundred metres above the district hospital, about ten-minute walk from Lhuentse Town and about fifteen minutes from the Dzongkhag headquarter. It is a boarding school with the capacity to accommodate 128 boys and 96 girls. It provides education to students from seventh grade to twelfth grade. Lhuentse Higher Secondary School

was constructed under the World Bank funding and established in 2004 as Phuyum Middle Secondary School with nine teachers and 282 students from seventh grade to ninth grade. The school was upgraded to its present status in 2006. However, Phuyum, which translates to ‘Forefathers are Extinct’, did not befit the name for a seat of learning. Therefore, the name was later changed to Lhuentse Higher Secondary School.

4. Vision

Lhuentse HSS aspires to be an abode of learning that leads to self-realization, perfection and enlightenment.

5. Mission

Lhuentse HSS is committed to:

- Enhancing the intellectual caliber of staff and students for the promotion of learning through wholesome education
- Offering quality education dedicated to building minds with conviction, integrity, social and moral responsibilities
- Enabling the students to become responsible and productive citizen of our nation

6. Motto: “Be Responsible with ownership and humility”

7. Core Values

- Team work
- Commitment
- Self-Discipline
- Honesty and integrity
- Respect for self and others
- Sincerity and hard work
- Punctuality and moral conduct
- Patriotism
- Love for culture, custom, etiquette and spiritual values
- Sense of belonging, ownership and responsibility
- Co-operation
- Confidence in self and in others
- Volunteerism
- Initiatives and innovation

8. Goals

Lhuentse HSS aims at:

- Facilitating high academic standards and performances
- Grooming critical and analytical minds
- Nurturing the physiologically and psychological ambience of the school
- Promoting a socially cohesive culture
- Imbibing winning spirit
- Building leadership across all levels of the school systems

9. Staff information

Sl.No.	Name	Subject	Responsibilities	Contact
1	Mr. Dorji Nidup	Science	Overall Administration	17642483
2	Mr. Yenten Ningtob	English	Administration, Literary committee	17705328
3	Mr. Tobgay	Dzongkha	HoD, Tarayana Club, Coordinator, Literary Committee	17641361
4	Ms. Ugyen Zangmo	Dzongkha	Literary Committee Games Comm	17578315
5	Mr. Tshewang Thinley	Dzongkha	Scout Focal, Spiritual Program Coordinator, Literary Committee, SMT, Disaster Focal	16903970
6	Mr. Sherub Gyeltshen	Dzongkha	Class Teacher, Chadree, Literary Committee	17506544
7	Mr. Kencho Wangdi	Dzongkha	Religious Advisor, Literary Committee	17650182
8	Ms. Dechen Pelden	Math	HoD, UNSECO Club Coordinator, Time Table In-charge	17890687
9	Mr. Thinley Wangchuk	Math	Class Teacher	17925679
10	Mr. Tashi Dendup	Math	Staff Secretary, SMT	17932009
11	Mr. Geley Namgay	Math	Class Teacher, Time Table In-charge	17912469
12	Mr. Tshering Peldon	IT	Exam Secretary, DAISAN Club coordinator	17741302
13	Mr. Nima Tshering	Biology	HoD, Health & Nutrition Coordinator, SMT, Mess Committee	17722265
14	Mr. Karma Wangchuk	Physics	Class Teacher	17546098
15	Mr. Dorji Tshewang	Physics	Class Teacher	17801347
16	Mr. Karma Rinzin	Biology	Integrity Club Coordinator	17695128

17	Ms. Sonam Dema	Chemistry	Class Teacher	17503680
18	Mr. Chhimi Dorji	Chemistry		17739824
19	Mr. Tenzin Wangchuk	English	HoD, Money Club Coordinator, Literary Committee	17531255
20	Mr. Pema Wangdi	English	Class Teacher, Cultural Coordinator, Literary Committee	17360133
21	Mr. Ugyen Wangyel	English	Class Teacher, Literary Committee, Games Committee	17777407
22	Ms. Pema Yuden	English	Class Teacher, Literary Committee	17418310
23	Ms. Tenzin Choden	Commerce	HoD, Class Teacher, Exam Committee	17692914
24	Mr. Samdrup	Economics	Class Teacher, Law Club, Exam Committee	17640004
25	Mr. Rinzin Wangchuk	Accountancy	Class Teacher	17350215
26	Mr. Thinley Gyeltshen	History	HoD, Class Teacher, FAT Coordinator, Mess committee	17407621
27	Mr. Tshering Namgyel	History	Class Teacher, Vocational Club Coordinator	17503810
28	Mr. Dendup Tshering	Geography/ Economics	Democracy Club Coordinator	17697586
29	Mr. Rinchen Dorji	Geography	Class Teacher	17869772
30	Mr. Sangay Wangdi	Counselling	Peer Helper Club Coordinator	17596001
31	Mr. Sangay Dorji	Biology Lab Assistant	Mess Manager	17629650
32	Ms. Samten Dema	Adm. Asst.	Accounts	17871604
33	Mr. Neten Tshering	Adm. Asst. (TRC)	Estate Manager, Kidu Coordinator, Games Committee	17418625
34	Mr. Taw Norbu	Computer Lab Assistant	Printing, TT/ Audio	17682855
35	Ms. Sonam Yuden	Lab. Asst.	Assistant Accountant	17775045
36	Ms. Sonam Pelzom	Store	Interim Matron	17576685
37	Mr. Yeshe Wangda	Lib. Asst.		17311033
38	Ms. Dorji Youden	Lib. Asst.		17670653
39	Mr. Yeshe Phuntsho	Lab. Asst.		17886180
40	Mr. Rinchen Phuntsho	Warden		17760073
41	Ms. Sangay Choden	Matron		17731516
42	Mr. Tshewang Dorji	SSI	Games committee	16935762
43	Mr. Jigme Choeda	Driver		17724699
44	Mr. Tsheten Dorji	Cook		16922291

45	Mr. Tshering Phuntsho	Cook		77274717
46	Mr. Thinley Wangchuk	Cook		77238905
47	Ms. Ugyen Lhamo	Cook		17706764
48	Mr. Karmala	Caretaker		17232530
49	Mr. Tenzin Chophel	Caretaker		17480179
50	Ms. Thinley Dema	Wet Cleaner		17361499
51	Ms. Pema Choden	ECCDF		17373023
52	Ms. Tshering Lhamo	ECCDF		17378535
53	Mr. ChadorLa	NFEI		17721820
54	Ms. Tshering Lhamo	CLC Manager		16916941

10. Photos of the Structures



Laboratory and Library



Canopy



Basketball Court



Football Ground



Pavilion



Classroom



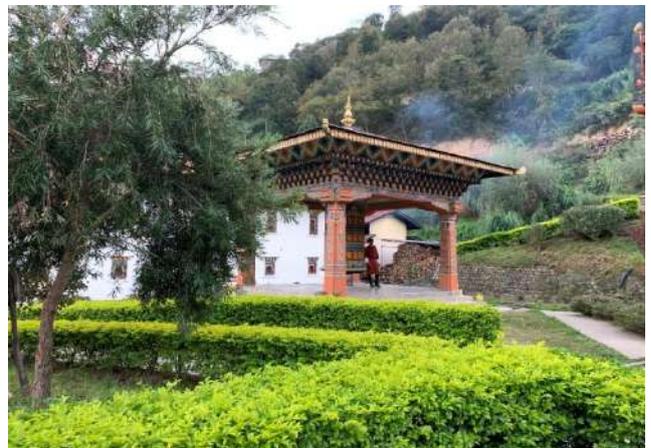
Assembly Ground



Administrative Block



MP Hall



Mani Dungkhor

Lhuentse Primary School



1. Vision

The school shall be one of the conducive and child friendly teaching learning centres, for the children to become productive and valuable citizens.

2. Mission

The school is committed to provide wholesome education by creating fruitful learning atmosphere in terms of infrastructure, curricular and co-curricular activities.

3. Goals

- Establish a sound management system through shared responsibilities and decentralized management system with transparency, efficiency, and accountability
- Promote child friendly strategies to impart quality education to the students and also take care of the rights of children as per CRC (Convention on the right of the child.)
- Ensure Academic Excellence right from class PP till class VI
- Adopt regular and efficient SLMSS
- Promote healthy and conducive atmosphere
- Instill GNH values and standard behavior in the daily life of students
- Promote regular and strategic planning in the school
- Provide equal opportunities to the children irrespective of gender and ability
- Promote games and sports through a variety of activities

4. Brief History

Lhuentse Primary School is located on the slope, overlooking the Majestic Lhuentse Dzong and Kuri Chhu. Locally the place is widely known as Tshompaling and therefore, even today majority of people name the school as Tshompaling Primary School while the school has long been registered as Lhuentse Primary School. The school campus comprises an area of 11.23 acres above and adjacent to the Royal Guest House. The school was established in the year 1959, first as a Hindi Medium School and later introduced to English Medium. It is the oldest of all schools in the Dzongkhag. In the early eighties, it was upgraded to Junior High school and existed in the same grade until 1994. Later it was downgraded to Primary school as the classes VII and VIII were shifted to Tangamchu, after the construction of MSS. However, due to the heavy pressure of student enrollment in Tangmachu, being the one and only MSS in the Dzongkhag, this school having to share the admission pressure was re-upgraded to LSS in the year 2000.

The school had boarding facility until 2003 but, with the completion of Lhuentse HSS, Classes VII to VIII were shifted and as a result, this school was downgraded to primary school in 2004 for the second time and is Primary School until today. The old infrastructures were dismantled and new construction with modern school standard was carried out in the year 2004. In 2012, with the initiative of teachers and Principal came up with Jampelyang Statue and is installed in front of assembly ground. Then in 2015, the school initiated and constructed one prayer wheel (Mani Dungkhor) beside the academic block. The school now looks beautiful with little space comprising of two main academic blocks with 12 classrooms, an administrative building and a Mani Dungkhor.

Lhuentse Primary School is also the first Primary school to have IT Lab in the Dzongkhag. It was initially set up by NIIT in 2012, to provide training for the civil servants at Lhuentse Dzongkhag. Then in 2014, the lab was handed over to the school and ICT classes once a week was started from 2017 for classes IV to VI students. After the construction of MPH in 2015, the school has become independent and carries out variety of indoor activities.

11. Total Staff 2020

Principal	Teaching Staff			Non-Teaching Staff			Grand Total
	Male	Female	Total	Male	Female	Total	
	7	3	10	1	3	4	14

12. Class wise Enrolment, 2020

Class	PP	I	II	III	IV	V	VI	Total
Boys	22	8	15	10	16	7	9	87
Girls	27	9	15	11	13	11	16	1121
Total	49	27	30	21	29	27	25	199

13. Photographs of the Structures



Academic Block



Mani Dungkhor



Academic Block

Minjey Middle Secondar School



1. Brief information of the school

Name of the School:	Minjey Middle Secondary School
Location:	Minjey Geog, Lhuentse
Area:	15.415 Acres
Established in:	1990
Class Range:	PP – X
Number of Teaching Staff:	20
Number of Non-Teaching Staff:	25
Total Students:	288
Total Boy Students:	125
Total Girl Students:	163

2. Brief School History

The oral records dates back the bond between Sharbumdela, Arunachal Pradesh and people of Kurtoeps. Sharbumdela is said to be the production centre of mithun in those days and even well known for the same these days.

The mode of trading between these people were barter system especially exchange mithun from Sharbumdela with rice from Kurtoeps. It is believed that mithun was brought from Sharbumdela

to be bartered. The people known as kurpoeps in those days went for reception all the way to Dongla (the mountain of reception) located in Trashiyangte in present days.

At halt on the way to Kurtoe, mithun was attracted by tiger and wounded badly. The traders collected local herbs and medicated the mithun. Thus, the place came to be known as Menjor (mixed the collected medicinal herbs) or Menjin (Gave local medication).

In the passage of time, the people mispronounced as Minje. The geog administration is known by the name Minje. The school is located few kilometers away from the geog and hence the school also bears the name Minje.

3. School Vision, Mission, Moto and Core Values:

i. **Vision**

To be one of the **best learning centers** to producing the capable, productive and useful citizens of the nation.

ii. **Mission**

The school strive to educate the children in the community by instilling in them the **multiple abilities** that would inspire them to pursue the **highest level of education** in their lives which would help to preserving and promoting the **aged old cultures and traditions** of the Drukyl which we inherited from our Ancestors.

iii. **Motto:** “Together towards the Nation Building”

iv. **Goals**

- To make both children and parents realize the prominence of the modern education
- To develop the children the high sense of commitment and dedication to serve the Tsa Wa-Sum
- To encourage and provide maximum opportunities to the children to build up their talents in two main fields of academic and curricular activities where the children will become useful and productive citizen of the country
- To maintain good relation with community and make the people of the community work towards developing the school every year
- To make the school a premier institute not only in the Gewog but also in the Dzongkhag as a whole

4. Objectives

- To provide in children the sense of dignity of labour by involving them in the garden activities
- Maintain the school campus beauty to the best possibility and name the campus as a LITTER FREE ZONE
- Teach Driglam Namzha to the children through value lessons
- To organize staff meeting and SBIPs frequently to update the knowledge and bring positive changes in the curriculum and school activities as a whole
- To conduct variety of co-curricular activities that includes literary, cultural and games and sports activities

5. Staff Information

i. Teaching Staff

Sl.No	Name	Subject	Designation and Responsibilities	Contact No.
1	Kunzang Chophel	English	Vice-principal, Overall administration	17661236
2	Sonam Rinchen	Eng/Hist	Modex Committee member, English Literary coordinator	17781417
3	Sherab Phuntsho	Geography	Academic Head, PD Coordinator, HR Committee, Modex Committee, SMT, Media & Democracy club coordinator	17232463
4	Kunzang Dorji	Dzongkha	HoD, Dzongkha, Games and Sport committee,	17716284
5	Chundu	Dzongkha	Cultural Coordinator, Kidu Coordinator	17716565
6	Ugyen Dorji	English	Student Support Head, School Disaster Focal Person, SMT	17335364
7	Ngawang Tenzin	Math/physics	SAP Incharge,	17483488
8	Jamyang	Dzongkha	Non-Academic Head, Mess Incharge, Discipline Committee, Prayer Incharge	17504143
9	Kinley Gyelmo	General	Staff Secretary, HoD English, Peer Helper, SMT	17892348
10	Tashi Wangchuk	Dzongkha	Discipline Committee, Prayer incharge, Discipline Committee,	17612859
11	Pema Wangda	Biology	HoD Science, Staff Secretary, SDF Committee, Scout Master, HR committee, HR committee	17780402
12	Phub Tshering	History	Exam Committee, Games and Sport Committee	17509750
13	Tashi Wangdi	Math	HoD Mathematics, Discipline committee, Scout master	17733532

14	Tashi Chogyal	Counsellor	Covid Mental Health Focal,	17344345
15	Karma Wangchuk	History	UNESCO Club Coordinator	17590956
16	Dorji Chedup	General	SAP Co-Incharge, Estate property Manager	17934538
17	Karma Tshering	IT	Cultural Co- Incharge	17946732
18	Kinzang Wangay	Math/physic	Discipline Committee, SDM Co-coordinator	17387723
19	Kelzang Temphe	Economics		19727186
20	Chokey Gyeltshen	Chemistry		17713049

ii. **Non-Teaching Staff**

Sl.No	Name	Designation	Responsibilities	Contact
1	Kuenzang Wangchuk	Sci. Lab. Asst.	Games and Sport Committee, Music club Incharge, Printing and binding Incharge, Chung House Adviser.	17311070
2	Dechen Yeegyel Wangmo	Sci Lab Asst	Singye House Adviser	17461673
3	Kuenzang Pelden	IT lab Asst	Druk House Master	17789810
4	Tashi Yangzom	Lib. Asst	Taag House Adviser, Store Committee	17503195
5	Sangay Choden	Lib. Asst.	Taag House Adviser, Store Committee	16914509
6	Rinzin Wangchuk	Warden Asst. Mess Incharge	Asst. Mess Incharge, Discipline committee, Admission Committee	17472699
7	Tshering Yangki	Matron,	Health Coordinator, Discipline Committee, Admission Committee	17659349
8	Kinley Wangchuk	Store Asst.		17578874
9	Phuntsho Tashi	Care Giver	Discipline Committee	77741029
10	Jimpa Zangmo	Care Giver	Discipline Committee	17502879
11	Damcho Dema	Washer man		17441392
12	Karma Tshering	SSI	Games Coordinator	17580816
1	Sonam Zangmo	Wet Sweeper		17300976
14	Yeshi Choden	Dry Sweeper		17807907
15	Karma Choki	Caretaker		17881644
16	Sonam Dargay	Cook, Head cook		17656588

17	Tshering Wangmo	Cook		17661056
18	Kinzang	Cook		17967890
19	Jamphel Tenzin	Cook		17959167
20	Rinzin Dorji	Cook		17995326
21	Ugyen Yeshe	Driver		17616967
22	Kinley Pazang	Caretaker		77287727
23	Phuntsho Zangmo	ECCD Facilitator		17277642
24	Singye Zangmo	ECCD Facilitator		17676319
25	Kinley Pelmo	ECCD Facilitator		16906551
26	Deki Yagzom	Adm. Asst.		17929651

NEY PRIMARY SCHOOL



1. School Profile

School Name: Ney Primary School

2. Vision

To impart wholesome education through varied classroom and out-door activities.

3. Mission

To excel in academic performance and give equal opportunities to all in all school activities

4. Goals/ Motto

- To make the students realize and appreciate the value of education
- To build foundation for higher learning
- To promote social and spiritual values
- To provide wholesome education
- To make the students perform well in activities
- To provide wholesome education
- To be fair and just to all

5. Brief Background of the School

Ney Primary School was established in 1991. *Ney* literally means holy place. The people of Ney consider the place to be a sacred door to the secret lands of Khenpajong, which was once blessed by great saint, Guru Padmasambhava. Khenpajong is two days walk from the village.

The school is situated in the North of Lhuentse Dzong in the midst of towering snow capped mountains, some of which remain glistening and without melting through the days of summer

also. The school is accessible by farm road extending approximately over 30 km from the Dzongkhag Headquarter.

The school was first started by a lone teacher in-charge, Mr. K. Dhan Sharma with 49 students in class PP. The school was then known as Ney Extended Classroom. He was relieved by Mr. Sangay Dorji who served from 2002 to 2004. The additional three unit classroom and present principal quarter was built during his time. The school also received mid-day WFP meal in 2003.

Today, the school has classes from PP to V with only handful of students, the cause of which may be attributed to the village people migrating to the urban areas looking for greener pastures. The total number of households in the village increased to over 100 with His Majesty's resettlement programme in 2013. The school also caters to ECCD programmes which commenced in 2015. There are 14 children accessing to the ECCD facilities with one ECCD facilitator.

The school was visited by Gyaltshab Jigme Dorji Wangchuk, accompanied by former Sherig Lyonpo, Norbu Wangchuk in 2015 to inaugurate the resettlement programme.

6. List of Principals who served the School

Sl. No.	Name of the Head/Principal	From	To	Qualification
1	Mr. K. Dhan Sharma	1991	1994	PTC
2	Mr. R.B. Sharma	1995	2001	PTC
3	Mr. Sangay Dorji	2002	2004	PTC
4	Mr. Ugyen Penjor	2005	2012	PTC
5	Mr. Gangchuk	2013	2018	M.Ed.
6	Sonam Phuntsho (Officiating Principal)	2019	-	B Ed.

7. Students' Statistics

Sl. No.	Class	No of sections	Gender		Total	Boarding/Day School
			Boys	Girls		
1	Class PP	1	6	8	14	Day school
2	Class I	1	2	3	5	Day school
3	Class II	1	1	5	6	Day school
4	Class III	1	1	2	3	Day school
5	Class IV	1	2	1	3	Day school
6	Class V	1	4	5	9	Day school
Grand total			16	24	40	

8. Teachers' Statistic

Sl. No.	Particular	Gender		Total	Remark
		Male	Female		
1	Regular Teacher	3	0	3	
2	Regular Contact Teacher	0	1	1	
3	National Contact Teacher	0	0	0	
4	Earmarked Teacher	0	0	0	
5	Substitute Teacher	0	0	0	
6	ECCD facilitator	1	0	1	
7	Support staff	1	1	2	
Total		4	2	7	

9. Teachers' Bio-data

Sl. No.	Name	Designation	Qualification	EID No	Subject taught	Email address	Contact
1	Sonam Phuntsho	Offt. Principal	B Ed.	201101364	Math/PCS	grunge058@gmail.com	17462067
2	Nadola	Teacher I	ZTC	2101157	Dzo.	Nadola@education.gov.bt	17700860
3	Pema Youden	Teacher	B Ed.	20150305672	General	pemayoudenpy@education.gov.bt	17982221
4	Pravin Rai	Teacher	B.Ed	20170308801	General	Pravin@education.gov.bt	17889424

10. Supporting Staffs' Bio-data

Sl. No	Name	EID No	Designation	Email address	Contact
1	Pelden Dorji	20181213686	ECCD facilitator	Peldorji60@gmail.com	17407661
2	Sonam Rinzin	10601002143	Cook	-	17301023
3	Phuntsho Wangmo	11102002567	Caretaker	-	17441134

Onggar Extended Classroom



1. School Profile

Name of the school:	Onggar Extended Classroom
Village:	Onggar
Gewog:	Meadtsho
Dzongkhag:	Lhuentse
Thram No.	539
Area:	4.112 acres

2. School Vision

To inculcate a true sense of quality wholesome education to all the children through GNH based society, sustained on unique Bhutanese values of Tha Dam Tsig Ley Gju Drey

3. School Mission/ Purpose

- The school will strive to make each day a meaningful learning environment for all the children.
- Build children with appropriate knowledge, skills and values to cope with the challenges of the 21st Century through an ever energetically positive role models, inspiration and encouragement by using all the resources available in the school and community.

4. Brief Background of the School

A midst the numerous foothills and valleys alongside the swollen brook of Onggar stream with a mesmerizing glimpse of Rodungla Pass and the stretches of enormous lush green fields lies

one of the most remote hamlets known to the early times of people as '*Om-gar*'. This rural community as the name suggests, has its history dating back to early 15th century.

'*Om*' literally means a '**stagnant water or a pond**' to our term and '*gar*' means '**a camp**' made out of bamboo shoots in local dialect of the people of this hamlet. Thus, the '*Omgar*' is the contracted form of the words- *Om* and *gar*. However, as the time passed by, the people of this community mispronounced it as '*Onggar*', which retains the name even to this day.

Prior to the coming of this school into existence, many children of this village had to go to Zangkhar Community Primary School, one of the oldest schools in Bhutan. Their kith and kins who were residing outside Lhuentse were taking a few of the privileged ones. Nevertheless, the only school i.e. Zangkhar CPS did not favor the parents of children to send their children to that school attributed to many reasons. The school was many miles from this village and it was estranged by numerous lofty hills and swollen streams. Thus, access to education for the youths of this community was sublimely difficult. Many children had been deprived of the formal schooling. Most of them have given their life to celibacy.

The school formally began on August 20, 1993 in a small thatched house somewhere in a distant place. When the school was beginning to give birth, a rush of parents wanted their children to enroll in the school. The formal academic session started with a good number of students with a teacher. However, the institute had to be closed down owing to the swollen streams amid the school and the village. It remained closed for 4 years. The dream of receiving the formal education to the children was once again shattered.

Again, the need of the school has been felt immensely and that time, the school was to be constructed in the heart of their community. The academic session officially started on May 20, 2002 by Mr. Nima Dorji with 31 students. The school was upgrade from classes III to VI in the year 2008. From the year 2013 the school was downgraded to ECR due to the education policy. Currently the school has 20 students studying in classes PP to III with 2 teachers.

Tangmachu Central School



1. Brief Information

Name of School:	Tangmachu Central School
Chiwog:	Tangmachu-Gorgan
Gewog:	Maenbi
Dzongkhag:	Lhuentse
Year of Establishment:	9 th April 1994
Last upgradation year (if any)	2019 (to Higher Secondary School)
School Level:	Higher Secondary School
Class Range:	PP- XII
Day school / Boarding School:	Boarding
School Area:	37.668 acres
Thram No.	408 & 454
Internet Connectivity:	Yes
Road Connectivity:	Yes
Distance (in km) from Dzongkhag:	25 km
Water supply (adequate/not)	Yes (adequate)
Total No. of staff (2020):	80
Total No. of students (2020):	820
Total No. of Gyalpoi Tozeys (2020):	30
No. of ECCD Centers attached:	2
No. of NFE Centers attached:	2

2. Vision

An institute that produced educated and enlightened citizens in the society of GNH, built and sustained on the unique Bhutanese values of Tha Dam-Tsig Ley Gju-Drey.

3. Mission

Provide lifelong learning opportunities and quality wholesome education through various curriculum deliveries, co-curricular activities and student support services equipping every child with appropriate knowledge, skills and values to cope with the 21st century development and become productive citizens.

4. Goals & Objectives

- To establish and institutionalize 'Shared and Democratic system of school Management' in the school to enhance accountability, transparency, responsiveness and efficiency
- To ensure comfortable, safe and secure environment for students and teachers both physically and psycho-socially
- To promote activity and theory based teaching-learning processes and improve the quality of education at all levels of classes
- To ensure holistic development of every child's intellectual, physical and other aspects
- To ensure continuous enhancement of the capacity of teachers, student leaders, SMB members and other stakeholders
- The school aspires to produce:
 - ✓ A competent individual to fit in the world of works
 - ✓ An instilled individual with values of ideal citizen
 - ✓ A well informed individual about the competitive world
 - ✓ An academically competent student
 - ✓ Intellectual calibers to pursue higher studies

5. Core Values

We believe in the following four core values which is abbreviated as **PLUS** +

P – Punctuality (Be on time)

L – Loyalty (Be loyal to Tsa – Wa – Sum)

U – Unity (Believe in team work and team spirit)

S – Sincerity (Perform every duties and responsibilities with sincerity)

+ – Whatever we do in this school, we will put extra effort.

6. MOTTO: “Together We Can”

7. Brief History

“*Tangmachu*” as the legend says that the place was frequently visited by tigers/tigresses to drink water from a lake the then *Yambrang tsho*, which can be seen at present as a marshy place near the school. People often heard tiger roaring from a small pass and based on it, people named the

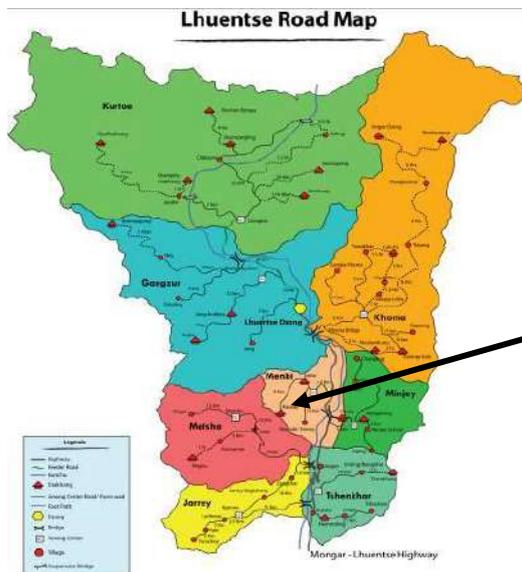
place as “*Tak – Kay – La*” meaning the tiger roaring pass (*Tak* means Tiger; *Kay* means roar; *La* means Pass). The settlement near *Yambrang Tsho*, which is below *Tak – Kay – La*, came to be known as “*Tag – Mo – Chhu*” meaning tigress’ water (*Tagmo* means tigress and *Chhu* means water). Since the school is located nearby *Tag – Mo – Chhu*, the school also assumed the name “*Tag – Mo – Chhu*” which gradually became “*Tangmachu*” due to dilution in its pronunciation.

Tangmachu Central School under Maenbi gewog, Lhuentse Dzongkhag is located at the heart of Maenbi gewog community on the knoll of Takila at an altitude of about 1700 m above sea level. The school was first of its kind in Bhutan built under the Primary Education Project (PEP) funded by the World Bank. The year 1994 brought a big transformation to the place with the coming up of many constructions in the midst of dense chirpine forests. It was on 9th April 1994 that a new school was established and named Tangmachu Junior High School which was actually established as a relocation of Lhuentse Junior High School. Mr. Jigme Thinley was the first Headmaster who was transferred from Lhuentse JHS along with the students of classes VII and VIII. In the first year, the school had 180 students and 11 teachers out of which 7 teachers were expatriates. The school did not have an access to electricity supply until the school was lighted by a 40 KV generator in 1995. The school had a scope for extension since its initial establishment with its spacious school area and its rapid increase in student enrolment. The school was upgraded to a high school in March 1997 and since then; the school has been receiving students from many Dzongkhags as far as Samtse, S/Jongkhar and Trashiyangtse besides Lhuentse Dzongkhag with its first batch of 128 students in class X appeared ICSE examinations in 1999.

The school is now connected to almost all the modern communication facilities, the school today has become conducive for higher pursuit of education with infrastructures and facilities spread over an area of 37.668 acres of land. Today the school is an ideal learning centre surrounded by a beautiful campus with sweet aroma of flowers, lying calm and quite buried under the tall chirpine trees. The school always aspired to become the model school in the Dzongkhag and as a part of School Reform Project in 2014, the school has been chosen as one of the central schools amongst first 24 in the country. With the consolidation of two schools, the then Tangmachu MSS and Tagmochu PS till 2014; the school became Central School from the academic year 2015 and in 2019, the school was upgraded to Higher Secondary School and the school now has the students ranging from classes PP – XII providing boarding facilities and day meal to all the day students.

8. Location

Tangmachu Central School is located at a distance of 25 km away from the Dzongkhag headquarter at Lhuentse and 10 km from Mongar-Lhuentse highway (Junction at Thinleypang)



Lhuentse Dzongkhag Map



Maenbi Gewog Map

9. School location from Dzongkhag



10. Infrastructures and Physical Facilities



Administrative Block (Office of the Principal/2 Vice Principals/2 Adm. Assts./PLC (Professional Learning Community) room /Examination Cell/ 2 IT Labs/ Staff Toilets/ Disaster Management Kits store)



Classroom Blocks (6 units classrooms X 4 buildings = 24 classrooms in upper campus + 8 classrooms in lower campus + 32 classrooms)



Library block (1 Library / reading room, 1 Counselling room, 1 Infirmary room of 6 bedded each for boys and girls & 1 cultural room)



Toilets (30 units for boys, 30 units for girls, 6 units for staff)



Dining Hall (Dining hall seating capacity of 700 – 900 heads in upper campus and 150 – 200 heads in lower campus)



Kitchen (4 rooms kitchen with store in upper campus and 2 rooms kitchen with store in lower campus)



MP Hall (Seating capacity of 400 – 700 heads)



Boys Hostel (8 to 12 bedded per room x 24 rooms = 192 to 288 bedded capacity boys hostel with 2 Warden's Quarter & 2 sickrooms in upper campus + 30 – 40 bedded room boys hostel with caregiver's quarter attached in lower campus)



Girls Hostel (180 – 230 bedded capacity girls hostel with Matron's quarter, Guest room and sickroom in upper campus + 30 – 40 bedded room girls hostel with caregiver's quarter attached in lower campus)



Playfields (2 Football grounds, 2 basketball courts and 2 volleyball courts - 1 each for boys and girls)



Staff Quarters (1 Principal quarter/ 2 Vice Principal quarters/ 15 Teachers quarter/ 5 support staff quarter & 1 quarter each for Warden, Matron & Caregivers attached to hostels)



Labs (1 Biology/Physics Lab & 1 Chemistry Lab and 2 IT Labs with total of 55 computers)



Conference Hall (Seating capacity of 80 heads)



Agriculture (2 Poultry sheds with capacity of 500 – 600 birds and 1acre agriculture vegetable)



Prayer Hall (Seating capacity of 300 – 350 heads)



Staff rooms



Parks (Silver Jubilee Park/ Chhoe Long Truel sum park/ Mani Dungkhors/ Canopies)



Point of Entries (4 Point of Entries in upper campuss and 2 in lower campus)



School Bus and Utility vehicle



Footpath networks (All buildings within campus connected with concrete footpath)

Thimyul Lower Secondary School



1. Brief Information of the school

Name of the School:	Thimyul LSS
Location	Thimyul, Gangzur
Area:	12.452 acres
Year of establishment:	19th June 2000
Class Range	PP to VIII
Number of Teaching Staff (M=12, F=04)	16
Number of Non-Teaching Staff (M=03, F=07)	10
Total students	206
Total students-boys	88
Total students-girls	118
School Category:	Semi remote
School has	NFE/CCD
School Status	Day School

2. Brief History of the school

This school is located in Lhuentse Dzongkhag, under Gangzor Gewog, on a slope which is just about 10 minutes' walk from Nongma chortens, the road point which heads to Dungkar, (a historical place where Dungkar Chhojay was established and was a residential place of the great grandfather of our present king). The site where the school is located was previously used as a farmland by the people of this locality. The land was later donated for the construction of the new community primary school by the people in 1998. The construction work started from 1999 and was completed in 2000.

The actual name of this place is called Langabee (five oxen headed with the snake body). The name was later on changed to Thimyul, meaning the *sunken village*. According to one version

of the story, the community of this area believes that this valley sank down due to heavy flood. Another version of the story tells that a group of people from Trashigang came for *Ney* (the pilgrimages) and they failed to return to their home town due to the exhaustion of their ration. So they had no option then to settle down in this valley, which they then named as Thimyul, meaning the *settled down village*. This can be the true story with the evidences that the community of this valley speaks Sharchokpa language, instead of Kurtoep and this is the only community who speaks Sharchop in Lhuentse Dzongkhag.

The school was started with 112 day scholar students in 19th June, 2000 in three semi-permanent buildings and one teacher's quarter, under the head teacher Mr. Karma Phuntsho with other two teachers. The other additional temporary sheds were built by the community. The school serves for two Tshogpas i.e.; Nimshong, Magar and Somshing.

In 2003, the head teacher Phurba Namgyal took over the charge of the school with 170 students and three teachers. The school at that time was equipped least with the infrastructure. There was only volley ball court.

In 2004, the school received WFP feeding for day scholars. Moreover, the school was recognized as the centre of cluster school and received Resource Centre facilities from the Education. And then the community constructed temporary kitchen, the WFP store and the dining hall, but RC building was constructed permanently with the help of budget funded by World Bank.

Due to the out growing number of children and the various problem encountered by the community to send their children to the far away boarding schools after completion of class VI, the Gup, Chimi and the teachers felt the need of up grading the school from community primary school to lower secondary school. In 2006 they forwarded the proposal to the Ministry of Education through Dzongkhag Education officer for up grading the school. The proposal was approved by the secretary of education Dr. Pema Thinley.

At prompt, the community took initiatives to construct the temporary shelter for the teachers and the classrooms in the winter of 2006. By the spring 2007, the community finished constructing one temporary teacher's quarter and two classrooms.

In 2008, the Principal Pema Kelden took over the charge of the school with 260 students and 13 teaching staff, one librarian, one office assistant, one laboratory in-charge and three cooks. The school at that time was equipped least with the infrastructure. There was only volley ball court.

From the academic year 2011 Mr. Rinchen Wangdi took over as the new Principal. At present, the school has 267 students ranging from class PP to VIII. At present the school has 16 teaching

staff including Principal and Vice Principal (12 gents & 4 ladies), one IT Lab Asstt, One Store In charge, one library Asstt, two office assistant, one laboratory Asstt, one SSI, school care-taker, sweeper and two cooks. We had the thirteenth batch of LSSCE (class VIII) graduating in 2020. The school is now accessible to Administration block, computer facilities, the library, science laboratory, Multipurpose Hall, Football ground, basketball court, hand wash station, concrete WFP cum Store (constructed in 2014 under the support from WFP) and assembly ground.

3. Vision

An educated and enlightened society of GNH, built and sustained on the unique Bhutanese values of *tha dam-tsig ley gju-drey*. (Ministry of Education)

“Strive for Quality and Wholesome Education”

4. Mission

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

“The school will inculcate life long values in order to make each individual student a productive citizen competent enough in any arenas of their life through various educational programs.”

5. Motto: “Striving for Excellence”

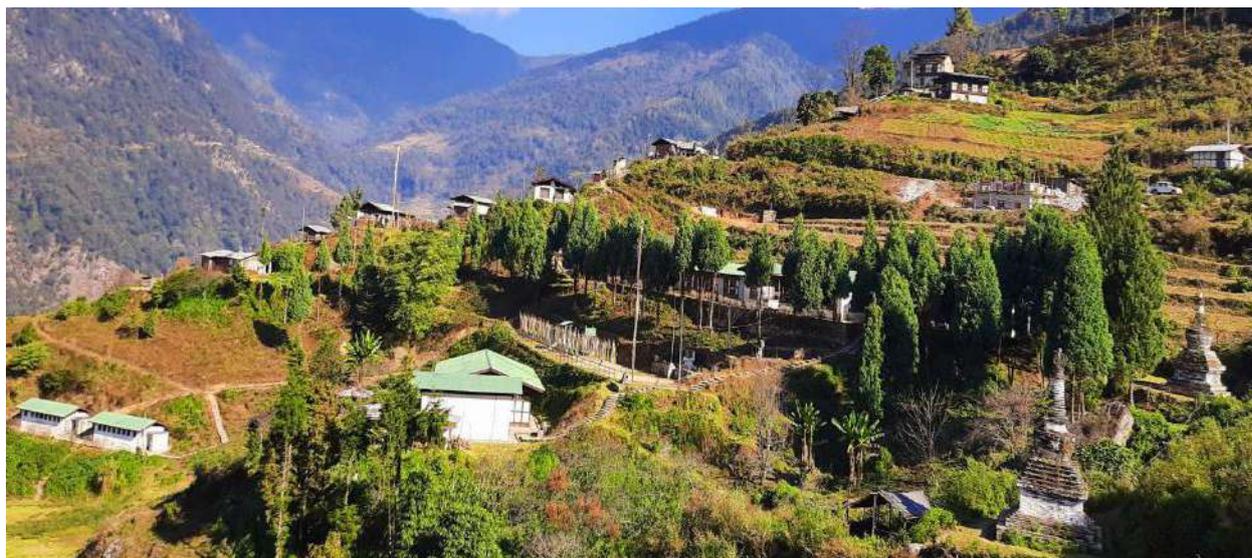
6. Core Values

- i. Punctuality
- ii. Patriotism
- iii. Sense of appreciation
- iv. Cleanliness
- v. Responsibility
- vi. skillfulness
- vii. Dignity of labour
- viii. Cooperation



Administrative Block

Tshochen Primary School



1. Brief History about the School

Tshochen Community Primary School is located in the core of Tsenkhar village at an altitude of 2310 meters above the sea level. It overlooks Domkhar village and other village such and Bangtsho; Gortshom can be viewed well from the school. It was started in 1997 by Mr. Nima Lama, the first head teacher of the school with 39 students enrolled in class PP. It caters education to the children of main Tshenkhar village which consist of more than 150 households. The school is connected by 20 kms farm road from Autsho since 2009 and around 20 kms farm road from Phawan in the year 2017.

The school has assumed its name Tshochen which means the largest community. In Lhuentse Dzongkhag, Tsenkhar geog is one of the biggest geog and Tsenkhar village consist of the largest community in its goeg. Another story states that ‘Tshochen’ means the large lake. There existed a large lake near by the present location of the school. It dried and moved away to another place. There is a trace of marshy area in that place today.

In 1995, the community of Tsenkhar village proposed for a community school to be established in their village to Lhuentse Dzongdag, Dasho Sherab Gyeltshen during his visit to this village on his way back to Lhuentse from pilgrimage to Phunying la. He accepted the proposal and the community stated the construction immediately. In 1997, the initial constructions were complete. In the same year. Mr. Nima Lama joined and started the school as the first head teacher. As years progressed by a lot of changes were seen for the school. At present, the school has four academic building which consists of 14 rooms and 4 blocks of staff quarters with six units. The aqua-privy toilet for students was constructed through Gewog developmental activities in 2005. Prior to the

establishment of the school, most of the children in Tsenkhar village did not have access to education and thus they were not educated because they could not send their children to school (Wambur PS), which is about a day walk from their village. Now, many parents are able to send their children to school. The school has played a vital role to influence the people on improving their health and hygiene of their village. Today most parents in the village express their views on the importance of the education for their children. The school has an area of 7.4 acres of land.

2. Student/learner's details -2020

Sl. No.	Class	Boys	Girls	Total
1	PP	4	8	12
2	I	4	6	10
3	II	7	2	9
4	III	4	5	9
5	IV	9	13	22
6	V	4	9	13
7	VI	4	5	9
		36	48	84
8	Tshochen ECCD	4	4	8
9	Phawantoe- Kharphu ECCD	2	2	4
10	Kharphu NFE	1	8	9

The school is a day-feeding school and it has the students coming from the following villages who walk to school every day.

3. School's Catchment Areas

Distance between the school and catchment areas	
Tadogang	2 hours walk
Kharphu	1 hour walk
Ngathuen	30-40 minutes walk
Tsangphu	30 minutes walk
Barchu/Chamadung	20-25 minutes walk
Gordong/Chowa	15-20 minutes walk
Tsoladang	10 minutes walk
Doladamtshang	10-15 minutes walk
Genchung/Phurshugang	30-35 minutes walk
Gamanang	45 minutes walk
Takchu/Dargeling	55 minutes walk
Thowang	1 hours walk
Luesa	1 ½ walk
Langabee	1 ½ walk
Tshokhim	2 hours walk

Totselung/Tongphugang	2 ½ walk
Naptershong	2 ½ walk

4. Heads of the School in Chronological Order

Sl. No.	Name	Year	Remark
1	Nima Lama	1997-2002	As Head teacher
2	Laxuman Gurung	1999-2003 2004	As Teacher As Teacher In-charge
3	Karma Wangchuk	2003-2004 2005	As Teacher As Teacher In-charge
4	Samdrup Gyelpo	2006-2010	As Principal
5	Tshultrim	2011- 2012	As Principal
6	Guten Wangdi	2013	Teacher in charge
7	Tshiltrim	2014 – 2018	As Principal
8	Kencho Tshering	2019 -	As Offtg. Principal

5. List of the Teachers

Sl. No	Name	Year(s)	Remarks
1	Pema Wangmo	2015-	General teacher
2	Dorji Norbu	2016-	General teacher
3	Norbu Tsheten	2016-	Dzongkha Teacher
4	Bikram Limboo	2016-	National Contract Teacher (English IT)

6. Vision

An ideal place for learning that provides physical, intellectual and moral abilities through quality education to all.

7. Mission

The school will strive to produce efficient, productive and talented individuals through wholesome education.

8. Motto: “Work hard towards imparting quality wholesome education with GNH values”

9. List of support Staff

Sl. No.	Name	Designation	Remark
1	Samten Norbu	ECCDF	Phwantoe- Kharphu Mobile ECCD
2	Pema Buddha	ECCDF	Tshochen ECCD
3	Sangay	NFFEI	Kharphu NFFE centre
4	Khipo	Cook	
5	Thongling	Cook	
6	Rinzin Dendup	Care-taker	
7	Sonam Zangmo	Cleaner	

Wambur Primary School



1. Brief Information of School 2020

Name of the school:	Wambur Primary School
Village:	Jarizing
Gewog:	Tshenkhar
Dzongkhag:	Lhuentse
Year of Establishment:	1978
Day school /Boarding:	Boarding School
Thram No.	197
Area:	9.68 Acres
Internet connectivity:	Yes
Road connectivity:	Yes
Distance (in km) from Dzongkhag:	33 km
Water Supply:	Adequate
Hand washing station:	6 points
No of Gyelpoi Tozeys	0
No of ECRs attached:	No
No of ECCDs attached:	1 Boy 5 and Girls 3 Total 08
No NFE attached:	1 Boy 00 and Girls 11 total 11
Date of course completion:	31 st of December 2020

2. Staff Details

Teaching Staff		
Male	Female	Total
4	2	7
Support Staff		
4	3	7

3. Student Enrolment, 2020

	Day scholar	Boarder	Total
Male	29	30	59
Female	16	31	47
Total	45	61	106

4. Vision

To be an excellent learning centre imparting quality wholesome education through GNH and life skill education.

5. Mission

To provide whole some education to our future generation through GNH value oriented and effective teaching learning process.

6. Goals and Objective

- ✓ Implement child cantered method of teaching including proper assessment strategies and the optimum use of teaching learning aids
- ✓ Give project works to students related to their local culture and tradition
- ✓ Organize a lot of cultural related activities such as house competitions and school's annual cultural show
- ✓ Awareness campaigns on safety education and conduct safety measures for unprepared natural calamities such as earthquake, flood, storm, fire etc.
- ✓ Carry out career and counselling talks
- ✓ Awareness on drug abuse, teenage pregnancy and early marriage
- ✓ Provide first aid services to the sick students
- ✓ Conduct a lot of co-curricular activities

7. Core Values

5Rs

Reliance	ལོ་གཏད།
Respect	གུས་ཞབས།
Relationship	མཐུན་འབྲེལ།
Reassurance	ལས་སྐྱོངས།
Respond	ཇོས་ལེན།

8. Moto: TRUST

- **T - Transparency** དྲམ་གསལ།
- **R - Role model** དཔེ་བཟང་སྟོན་ཞི།
- **U - Unity** གཅིག་འབྲེལ་གཅིག་མཐུན།
- **S - Supportive** གྱུ་སྐྱོར་ཅན།
- **T - Time conscious** དུས་ཚོད་ལུ་གནས་ཞི།

9. Brief History of the School

Wambur Primary school was instituted in the year 1978. It is located in the middle of the village called Yanglong, Khablang, Khimong and Jalamtsa. The name of the school was derived from the fox. The present place was believed to be the home for hundreds of foxes. Hence the place was called Wanbur. It is connected with farm road from Budur Junction between Autsho and Lhuentse.

10. Chronological list of Principals

Sl.No.	Name	Title	Year	
			From	To
1	Pema Wangdi	Headmaster	1978	
2	Lop Ngawang	Headmaster		
3	Kezangla	Headmaster		
4	Yeashi Nedup	Headmaster		
5	Sonam Tshering	Headmaster		
6	Kelzang Chophel	Headmaster	2002	2006
7	Tenzen Dorji	Principal	2007	2010
8	Chencho Gyeltsen	Principal	2012	2014
9	KarmaThinley	Principal	2015	Till date

11. Teaching Staff

Sl.No.	Name	EID No	Qualification	Responsibility	Contact
1	Ugyen Dorji	20140303907	B.Ed Dzongkha	Staff secretary	17757541
2	Pema Namgyel	20140303608	Primary B.Ed	Mess In charge	17991203
3	Thinley Wangmo	20140303722	Primary B.Ed	Literature coordinator	17968568
4	Jimpa Zangpo	20160306699	Primary B.Ed	Store and games In charge	17337353
5	Ngawang Namgyel	20160106662	PGDE Dzongka	Academic Head	17912584
6	Lhamo	20160406972	Secondary. B.Ed	Culture coordinator	17313388
7	Tshering Lhaden	20170409236	Primary B.Ed	Culture coordinator	17675318

12. Non Teaching Staff

Sl.No.	Name	EID/CID No	Responsibility
1	Jurme Wangchuk	10601003935	Cook
2	Dawa La	10603001772	Cook
3	Kuenzang Penjor	10608003298	Caregiver
4	Pema Lhamo Doya	11206003685	Caregiver
5	Dechen Dorji	11504002642	Caretaker
6	Nidup Zangmo	10605001879	Office Assistant
7	Sonam Wangmo	10606000186	Washer



Administrative Block



Academic Block

Zangkhar Primary School



1. Brief History

Zangkhar Primary School falls under **Jarey Goeg** of **Lhuentse Dzongkhag**. It is just 45 minutes drive from Gorgan. The school is working collaboratively and meaningfully with the relevant stakeholders to excel in terms of every respect into the 21st century.

In this way, Zangkhar faculty could accomplish our school **Vision, Mission** and **Goals** and in general achieving “**an educated and enlightened society of GNH and sustained on the unique Bhutanese values of Tha-Dam-Tshig-Ley-Gyu-Drey**”.

2. School Vision, Mission, Motto and Core Values

i. **Vision**

“An institution of wholesome education that aspires to groom nationally rooted and globally competent individuals”.

ii. **Mission**

“Empower with knowledge, skills and values for a responsible and productive Bhutanese by creating a conducive teaching-learning culture.

iii. **Motto:** “To make a big difference”.

3. Brief Information of the School

Name of School:	Zangkhar Primary School
Year of establishment:	1962
Area:	12.788 acres
Class Range:	PP- VI

Distance from the Dzongkhag Headquarter:	42 Km
Name of Principal:	Chhimi Rinzin
Number of Teachers:	9
Number of Supporting Staffs:	10
Number of students:	120
Number of Buys:	66
Number of Girls:	54
Number of Boarders:	113
Number of Day Scholars:	7

4. Staff Information

i. Teaching Staff

Sl.No.	Name of Teacher	Subject	Nationality
1	Chhimi Rinzin	General	Bhutanese
2	Sherub Tenzin	General	Bhutanese
3	Choden	General	Bhutanese
4	Sonam Tashi	Dzongkha	Bhutanese
5	Chogyel	Biology HPE	Bhutanese
6	Thinley Zangmo	General (Chemistry)	Bhutanese
7	Tshering Dendup	General	Bhutanese
8	Kinley Tshering	General	Bhutanese
9	Kinley Gyeltshen	English IT	Bhutanese

ii. Supporting Staff

Sl.No.	Name of Staff	Designation	Nationality
1	Dawa Choden	Administrative Assistant	Bhutanese
2	Dorji Wangmo	ECCD Facilitator	Bhutanese
3	Sangay Wangmo	School Sports Instructor	Bhutanese
4	Sonam Deki	Caregiver	Bhutanese
5	Cheki Gyeltshen	Caregiver	Bhutanese
6	Tshewang Dema	Cook	Bhutanese
7	Pema Wangmo	Cook	Bhutanese
8	Yangchen Lhamo	Washer Women	Bhutanese
9	Tshering Dema	Caretaker	Bhutanese
10	Tshering Tshoki	Sweeper	Bhutanese

5. Photographs of the Structures



Jamyang Alter



Assembly Ground and Basketball Court



Reading Canopies



མངའ་བདག་དཔལ་གྱི་གཞུགས་གནས



Clock Tower



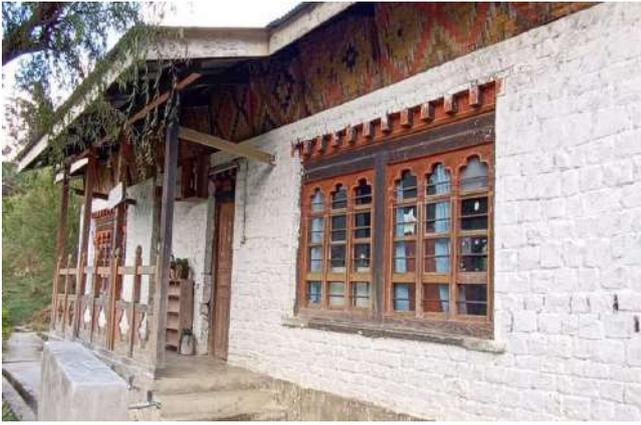
Water Fountain



Prayer Wheel



ECCD Play Field



Library



Swimming Pool



Firewood Shed



Kitchen



Dining Hall



Hostel



Dairy Shed



Poultry



Bathroom and Laundry



Toilet



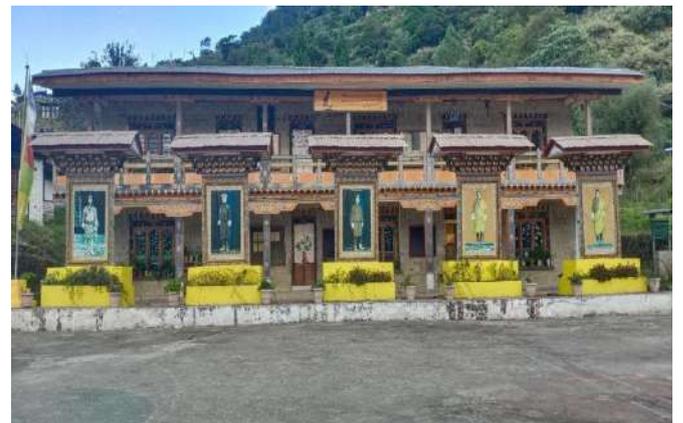
Water Tap



Staff Quarters



Administrative Block



Academic Block



Dzongkhag Education Sector
Lhuentse
Phone No: 04-545126/545218