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30th Education Policy Guidelines and Instructions
EPCI 2012

Policy and Planning Division

Ministry of Education

Cultivating the Grace of Our Mind

Published by:

Policy and Planning Division
Ministry of Education
Royal Government of Bhutan

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Vision of the Ministry of Education

“...an educated and enlightened society of ‘gyalyong gakid pelzom’ at peace with itself, at peace with the world built and sustained by the idealism and the creative enterprise of our citizens”.

Mission of the Ministry of Education

1. To formulate sound policies governing all levels of learning to guide the educational destiny of the nation as it aspires to become a knowledge-society worthy of our vision and our heritage, both as a means as well as an end;
2. To build a broadly liberal, culturally sensitive, forward-looking, standards-based education system that combines the best of received wisdom of successive generations and the results of innovation and enterprise in the diverse fields of human endeavour;
3. To create the necessary learning space and opportunities to engage the genius and potentials of all the children and youth of the country in keeping with provisions of the Constitution of the Kingdom of Bhutan, and to realize our pledge of green schools for green Bhutan;
4. To prepare our young men and women with the right values and skills, usefulness and gracefulness, to meet the ever-growing needs of a developing country against the backdrop of a fast globalizing world;
5. To build a cadre of highly motivated and competent educators who are endowed with an abiding love of children, a deep love of learning, and who passionately value education as a positive instrument of empowerment;
6. To promote a system of continuous and life-long learning through formal, non-formal as well as informal modes to enable our citizens to participate meaningfully and constructively in the life of the society;
7. To enable the participation of private individuals and institutions -both from within Bhutan and beyond- to build model seats of learning and to inspire excellence in education in keeping with the provisions of our education policy.

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Royal Government of Bhutan
Ministry of Education



Foreword

2011 was a memorable year for Bhutan as it witnessed the celebration of the auspicious Royal Wedding. Citizens from all walks of life came together in the celebration of this once in a lifetime occasion. It was indeed a privilege and honour for our schools, teachers and students to have the opportunity to participate in the Royal Wedding celebrations. We are in the process of documenting the programmes and activities put up by schools on this joyous occasion, for future reference.

The year was also special for the education family as Honourable Sherig Lyonpo received the prestigious Gusi Peace Prize for his contributions in the field of academics and education, the Jigme Losel Primary School in Thimphu received the Wenhui Award for its innovative 'mid day meal' programme for disadvantaged children, and Yeshey Pelmo, a teacher from Damphu LSS received an award from the Asia-Pacific UNESCO office for her project on Education for International Understanding. At the same time, three Bhutanese students - Sonam Tobgay from Jigme Sherubling Higher Secondary School, Giri Huang Limboo from Chukha Higher Secondary School and Karma Gyeltshen from Tendu Higher Secondary School- won gold medals in the IGNOU - UNESCO Science Olympiad in New Delhi, while forty seven other Bhutanese students received merit certificates.

To pay tribute to the leaders and educators of the past and the present for shaping education for the last 100 years and to acknowledge the role of education in nation-building, the Sherig Century celebration was launched on May 2, 2012. The year long celebration to be held at the school, dzongkhag and national levels will officially conclude at Ugyen Dorji Higher Secondary School in Haa on February 21, 2013 coinciding with the auspicious birthday of His Majesty our beloved King Jigme Khesar Namgyel Wangchuck, which is also celebrated as the National Education Day.

Amidst these achievements and celebrations, the Ministry also faces numerous challenges, the main one being the growing indiscipline amongst youth and lack of decorum and discipline in our schools. To address the issue, the Ministry, through a series of consultation meetings with the schools in Thimphu Thromdey, Punakha, Haa, Paro and Wangduephodrang Dzongkhags, has drawn up a Guide for Review of School Discipline Policy based on which schools should review, revise and implement their own comprehensive school discipline policy. The Guide was also discussed with all other Dzongkhags. We would like to assure that as long as the schools have clear and

comprehensive written rules in place, which is made known to all students and parents, there is full support from the Ministry for the implementation of the policy.

With regard to the National Youth Policy, the 15th Annual Education Conference recommended that every Dzongkhag should form a multi-sectoral steering committee chaired by Dasho Dzongdag to formulate a Dzongkhag Youth Action Plan to implement the National Youth Policy at the Dzongkhag level. The DEOs are therefore reminded to initiate the formation of a multi-sectoral steering committee and facilitate the formulation of a Dzongkhag level Youth Action Plan to be submitted to DYS for incorporation into the National Youth Action Plan.

On the 10th Five Year Plan, there is only a year left for the implementation of the planned activities. It is therefore imperative to expedite progress and step up monitoring so that all activities are completed by December 2012 and within available resources as per the directive of the 10th FYP MTR. Similarly, it is equally important to deliver the commitments of the Performance Compact especially with regard to achieving universal primary education and enhancing teacher image.

In view of the strong correlation between the quality of teachers and the quality of education, the Ministry attaches utmost importance to the professional development of teachers through a number of In-Service Education of Teachers (INSET) programmes. However, it is observed that many candidates do not report for NBIPs for which they are nominated. This is a cause for concern and will be viewed seriously by the Ministry as it leads to wastage of resources and deprives opportunities for others who are interested to attend.

The School Ranking under the PMS has been successfully conducted for the third year in a row and I would like to congratulate all the schools which have ranked in the top 10 category. The PMS is a work in progress and schools and Dzongkhags are welcome to send your feedback and views so that it can become an objective and reliable assessment tool.

Finally, I would like to convey our sincere appreciation to all our colleagues in the field for their continued hard work and dedication to the cause of educating generations of Bhutanese children. We wish the schools all success in your continuous endeavor towards imparting quality education to our children.

Tashi Delek!



Sangay Zam

Secretary

**POLICY GUIDELINES
AND INSTRUCTIONS**



1 Performance compact

All the Dzongkhags and Thromdey have signed a Performance Compact with the Ministry in 2010 outlining the aspirations and goals to be achieved by 2013. The key targets in the Performance Compact are achieving 100% Net Enrolment Ratio in primary education, enhancing teachers' satisfaction, reducing repetition rates, etc. Since there is only a year left to achieve these targets, the Ministry reminds the Dzongkhags and Thromdey to expedite progress and monitor implementation on a regular basis. Similarly, every effort should be made to ensure successful implementation of the 10th FYP. It must be noted that all planned activities should be completed by December 2012 and within available resources as per the directive of the 10th FYP MTR.

2 Sherig Century

The Ministry of Education launched the *Sherig Century* celebrations on May 2, 2012 coinciding with the birth anniversary of the third King, Jigme Dorji Wangchuck, which is also observed as the Teachers' Day. The celebrations presented an opportunity to express our deep gratitude to our monarchs for shaping education over the last 100 years and to acknowledge the role of education in nation-building. The occasion also provided the opportunity to express our deep appreciation and gratitude to all the teachers, past and present, for educating generations of Bhutanese.

The celebrations will continue throughout the year at different levels (school, dzongkhag and national levels). Some of the activities would include national level debates, quizzes and literary activities, Dzongkhags and schools in focus with media coverage on the first batch of students, eminent alumni, good teaching learning practices, awards, dramatics, art and literary competitions, co-curricular activities, games and sports, agriculture and educating for Gross National Happiness (GNH) school initiatives, etc. Haa dzongkhag would also be establishing an education museum to showcase the development of education in Bhutan. The year long celebration will officially conclude at Ugyen Dorji Higher Secondary School in Haa on February 21, 2013 coinciding with the auspicious birthday of His Majesty our beloved King Jigme Khesar Namgyel Wangchuck, which is also celebrated as the National Education Day. Hon'ble Sherig Lyonpo's message on the Sherig Century celebrations is attached in **Annexure 1**.

3 Chiphen Rigphel

ICT is crucial for realizing the national vision of transforming Bhutan into an IT-enabled knowledge society. In support of this national vision, the government has launched the Chiphen Rigphel Project, the largest ICT skill building project in the country, with financial assistance from the Government of India amounting to Nu 2.05 billion. Under this Project, the Ministry is undertaking a number of initiatives like providing ICT training to 5000 teachers, equipping computer laboratories in 168 schools and setting up of 27 training centres.

As of now, the Ministry has trained over 2500 teachers and set up computer labs in 168 schools, as envisaged under the Project. The rest of the teachers will be trained within

the remaining Project period, which ends in 2014. Similarly, all the 27 training centres have been set up and are fully functional now.

The Ministry now reminds the schools to make best use of the training and facilities provided under the Project to impart ICT skills to the children and to use ICT to improve the teaching-learning process. Similarly, the schools are urged to encourage our students to increasingly use ICT facilities as a useful tool to enrich their learning.

4 Educating for GNH: Green Schools

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. Principals must see themselves playing a larger role than merely administering schools. 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.

With regard to the implementation status of the Educating for GNH initiative, it continues to make good progress. A Teachers' Training Manual on Educating for GNH has been developed based on the five key pathways such as meditation and mind training, bringing GNH into the school curriculum, critical thinking, media literacy, etc. The manual was further reviewed and refined in June 2011 by a core group of 16 persons, comprising of experienced teachers, principals and education officials. Similarly in the beginning of 2012, a writers' workshop was carried out to review the training manual on Holistic Assessment.

For the capacity building of teachers to infuse Educating for GNH into schools, a core group of 70 facilitators (Training of Trainers) were trained on facilitation skills in August 2011. Furthermore, the roll-out workshop on Educating for GNH is underway and making good progress. So far, more than 1000 teachers have been trained in Bumthang, Haa and Chukha Dzongkhags and Thimphu. Teachers in the other Dzongkhags would be covered by 2013.

Although the Educating for GNH initiative began about two years ago, the results are very encouraging. Several schools have reported visible and substantial improvements especially in terms of physical ambience, mindfulness, students' understanding of and

regard for culture, nature, etc. This would not have been possible if it was not for the hard work and commitment of our schools and Dzongkhags.

Therefore, all DEOs, principals, teachers and students should sustain and nurture the progress achieved to realize the overall objective of Educating for GNH through building Green Schools for Green Bhutan.

5 School Education

5.1 School discipline policy

The Ministry is deeply concerned over the growing indiscipline amongst youth and lack of decorum and discipline in our schools. Towards this end, the Ministry initiated a series of consultation meetings with all the schools in Thimphu Thromdey, Punakha and Wangduephodrang, Paro and Haa Dzongkhags to understand the current policy and practices with regard to school discipline. The discussions centered on how to ensure zero tolerance to indiscipline without resorting to corporal punishment. Accordingly, a Guide to Review School Discipline Policy has been drawn up.

The officials from the Ministry also visited all other Dzongkhags to discuss and explain the Guide, which is attached in **Annexure 2**. It has been agreed that schools will use the Guide as a basis to review, revise and implement their own comprehensive school discipline policy.

The Ministry would like to assure that as long as schools have clear and comprehensive written rules in place, which is made known to all students and parents, there is full support from us for the implementation of the policy. With these measures, we are hopeful that our students will grow up to be good human beings.

5.2 Dependent Policy

The DEOS/TEO and principals are reminded to implement the dependent policy stringently, especially in urban schools. A school is an urban school if it is located in the Thimphu, Dzongkhag headquarters and satellite towns (QPGL, 1993). As per the dependent policy, the urban schools should not give admission to those children whose parents do not reside within the same locality. This will ensure that children are able to study in schools within their own locality and under proper parental guidance. This is also expected to curb rural-urban migration and reduce growing youth issues in the urban centres. For details, please refer the circular issued by the Department of School Education in **Annexure 3**.

5.3 Boarding Policy

In order to decongest boarding schools and ensure that boarding facilities can be made available to those children who genuinely need it to continue their education, the Dzongkhags are reminded to comply strictly with the boarding policy issued by the Ministry in the 25th EPGI (2006). The issue of lack of uniform implementation of this

policy was also deliberated at length during the DEOs' workshop held in October 2011. For more on this policy, please see the circular sent from the Department of School Education in **Annexure 4**.

5.4 School Admission Policy

The Constitution of Bhutan mandates for the provision of free education to all children till grade ten. During the 10th Plan, the Ministry of Education's target is to achieve a Net Enrolment Ratio of 100% in primary education. While Bhutan is on track to achieving this target, there are still about 3% of school-age children (6-12 years old) in the country who are not in school due to various reasons. In order to achieve universal primary education, and to further facilitate admission and retention, the Ministry has developed the School Admissions Policy for compliance by schools. For details, please refer **Annexure 5**.

5.5 Teachers' Code of Conduct

Teaching is the most important profession and teachers are the main pillars of a progressive society. Therefore, the kind of future that a country aspires for is in the hands of the teachers. With the infusion of Gross National Happiness (GNH) in the school curricula, the demand for teacher professionalism has received even more attention. This places teachers in a special position of responsibility, which requires exceptionally high standards of behavior and conduct. In view of this, it has been felt important to review the 1997 Code of Conduct for Teachers to provide a frame of reference for both the school management and the teachers when it becomes necessary to initiate corrective measures. The revised Code of Conduct is attached in **Annexure 6**.

5.6 180 days of instructional time

The Ministry would like to remind all schools, once again, on the importance of ensuring **180 days of instructional time**. The time allocation is worked out based on syllabus and extra-curricular activities that should be covered in an academic year to provide comprehensive, effective and interactive learning environment in our schools. In the event of a need to carry out non-school related activities, schools are reminded to make necessary adjustments to recover the time used for taking up such activities. The notification issued by the Department of School Education on this issue is attached in **Annexure 7**.

5.7 School safety

It has been proven time and again, that during disasters, schools and school children are the most affected, be it in terms of loss of lives or damage to infrastructure. It has also been established that non-structural hazards account for 50% of total injuries during disasters, 40% by structural and 10% by both types of hazards. Our schools, as places of learning, have numerous educational items and objects, which could pose great threat to the lives of students and staff if not secured well along with other structural hazards.

Therefore, the Ministry would like to inform all schools and Dzongkhags/Thromdey to carry out an assessment of structural and non-structural hazards in their schools at least twice in a year (once in the beginning of the academic session and once in the middle of the academic session). Accordingly, schools must come up with appropriate measures to mitigate all the potential hazards for a safe school. For more on this, please refer the circular sent from the Department of School Education to all schools and Dzongkhags attached in **Annexure 8**.

Additionally, the Ministry would like to acknowledge and appreciate the efforts put in by the Dzongkhags in expediting the recovery and reconstruction activities following the earthquakes of 2009 and 2011. Despite initial delays caused by complexity of the procedures in securing the funds and non-availability of materials in some locations, most of the reconstruction works are now complete or nearing completion. The Ministry would also like to commend the schools and Dzongkhags for their quickly and innovatively restoring the schools to normalcy using the limited resources available.

5.8 Performance Management System

The Performance Management System (PMS) has been successfully conducted for the third year in a row and the Ministry would like to congratulate all the schools, which have ranked in the top 10 category.

The following are the higher performing schools in alphabetical order for the year 2011:

Primary (Performance up to 3)	Primary (Performance up to 6)	Middle Secondary (Performance up to 10)	Higher Secondary (Performance up to 12)
Barpong CPS	Chokhortoe CPS	Dr.Tobgyel School	Baylling HSS
Druk MSS	Druk MSS	Jigme Sherubling HSS	Drukgyel HSS
Ganglakhema CPS	Jalla CPS	Khangkhu MSS	Gelephu HSS
Kharsa CPS	Namgaycholing CPS	Lhuntse HSS	Jigme Sherubling HSS
Khangkhu MSS	Pasaphu PS	Mongar HSS	Mongar HSS
Meritsemo CPS	Paga CPS	Norbuling MSS	Nangkhon HSS
Serzhong CPS	Rinchen Kuenphen PS	Peljorling MSS	Punakha HSS
Thimphu PS	Tshochasa CPS	Rangjung HSS	Trashitse HSS
Tshochasa CPS	Thimphu PS	Trashitse HSS	Ugyen Academy HSS
Thrisa CPS	Wolathang CPS	Ugyen Academy HSS	Yangchenphug HSS

For the lower performing schools (E and F category), the EMOs in collaboration with the DEO/ADEO will make focused visits to those schools to identify the causes for low performance and coordinate immediate support.

While the PMS has been found useful by all the stakeholders, it has the following limitations:

1. At the system level:

- All the schools irrespective of levels are assessed with the same parameters;
- The rating range is quite limited (1-4).

The above two points shall be addressed within May 2012 and Dzongkhags accordingly appraised. At the same time, the Dzongkhags and schools are invited to send their comments and suggestions to the EMSSD so that it can become an objective and reliable assessment tool.

2. At the implementation level:

- Some school managements do not conduct School Self-assessment genuinely;
- Assessment of schools by some of the DEOs and ADEOs are not objective and therefore the ratings are not reliable;
- Some DEOs and ADEOs cannot make timely visits to the school;
- Support in many cases is not provided in time;
- Some schools and DEOs marginalizes PMS purely as school rankings;

Some principals and DEOs expressed that there should be 'same level playing field' for PMS to be conducted fairly. PMS does not intend to bring all the schools to the same level. It encourages high performing schools to perform even better and focuses on supporting schools that are not performing well. The issue of 'level of playing field' is irrelevant in the wave of creativity and innovation. The intention of PMS is to support and push all schools up the performance ladder.

5.9 School agriculture programme (SAP)

The School Agriculture Programme is a joint venture between the Ministries of Education and Agriculture. Amongst others, the objective of the programme is to instill dignity of work in our students and supplement and provide balanced diet in schools. Towards this end, a number of activities are carried out in schools. This includes activities like growing organic and nutritious vegetables and raising livestock such as piggery, poultry, fishery and dairy. Currently the programme is being implemented in 173 schools across the country.

In view of the multiple benefits it has for our children in schools, the Ministry encourages all schools with boarding/feeding programme to further strengthen vegetable gardening and raising livestock. This is also expected to address the government's objective to reduce import of vegetables and livestock products. The notification issued by the Department of School Education on this matter is attached as **Annexure 9**.

Additionally, the Department of School Education has developed a format for stock record, which is attached in **Annexure 10**. This is to be used by schools with boarding/feeding facilities under RGoB to maintain proper stock register for each food commodity.

6. Human Resource Development

6.1 INSET Master Plan

The quality of education depends on the quality of teachers. In view of this, the Ministry attaches utmost importance to the professional development and qualification upgradation of teachers through a number of In-Service Education of Teachers (INSET) programmes. This is evident from the significant amount of budget being allocated to the professional development of teachers every year. To guide planning, management and resource allocation for provision of quality professional development programmes, the Ministry has completed the development of an INSET Master Plan. According to the Master Plan, every teacher is required to undergo a minimum of 80 hours of professional development (INSET) within the promotion cycle without which they cannot advance the career ladder.

6.2 National Based In-service Programme (NBIP)

As part of the INSET programmes, NBIPs are offered regularly by the Ministry to update teachers on curriculum, educational issues and co-curricular activities. However, it has been observed that many candidates do not report for NBIPs for which they are nominated. This is a cause for concern and will be viewed seriously by the Ministry as it leads to wastage of resources and deprives opportunities for others who are interested to attend.

The HRD Division in its continuous endeavour to avoid duplication and minimize costs has put in place a system whereby all NBIP proposals are now reviewed and approved by the HRC in the Ministry. The list of approved NBIP for FY 2011-12 has been shared with all Departments and Divisions with an office order, which is attached as **Annexure 11**. For the list of approved NBIPs for FY 2011-12, please refer **Annexure 12**. Additionally, to ensure consistency in submission of NBIP proposals, implementation and reporting, HRD has circulated NBIP guidelines to all Departments and Division for compliance. For details, please see **Annexure 13, 14 15 and 16**.

7. School Curriculum

7.1 Curriculum reform

Curriculum is the soul of the education system. It is important to ensure that the curriculum offered in our schools is relevant to the changing needs and priorities of the country. The following curriculum reforms are in progress:

1. Development of the Science curriculum framework and the textbooks and manuals for classes IV-VI in 2011 completed to be implemented from the academic year 2013.
2. Art curriculum frame work and syllabus for PP- Class IV has been developed.
3. The framework policy for vocational education for Classes IX-XII as optional subject was developed and introduced in 6 schools.

4. The new economics curriculum for Class IX has been introduced with effect from this academic session and Class X will be ready for implementation for the 2013 academic session.
5. Primary Mathematics (Class II & III) will be ready for implementation in the 2013 academic session hence completing the new mathematic curriculum revision from classes PP – XII.
6. The DCRD is working towards ensuring effective curriculum implementation in the schools and towards this a draft tool (Monitoring for School Curriculum Implementation) has been developed. The tools, once finalized and pre-tested, should help us understand better on curriculum implementation, professional development required and also ensure completion of prescribed syllabus within the scheduled time period.
7. Continuous Formative Assessment (CFA) is being piloted in 7 primary schools while weighting and criteria for Continuous Assessment (CA) in different subjects and classes are being reviewed. Errors and inconsistencies in the Progress Report Form and School Leaving Certificates are also being corrected.
8. DEOs and School Principals have been constantly reminded of the existence of cheap and unprofessional guide books in the market. Conscious effort was made even during the Book Fair to ensure that school librarians did not make the mistake of purchasing them for the library.

Furthermore, to enrich learning of Science and inculcate scientific temperament in our students, the conduct of Science practical classes at all levels is mandatory. Therefore, Dzonkhags are directed to keep adequate budget provision for Science equipment and chemicals for different categories of schools to ensure smooth conduct of practical classes.

7.2 Use of guide books and non-prescribed self-help references in schools

It has been observed that guidebooks and self-help references supplied by local vendors and not prescribed by DCRD continue to be used in our schools. While such guides may provide ready made temporary solutions and memory quick fix particularly for examination purposes, these guides, on the other hand, often impede student learning as they do not motivate critical and analytical thinking. These materials are made to look attractive and promising but, in essence, lack in quality and, in the long run, will definitely prove detrimental to the children's intellectual growth.

Therefore, all should be cautious of the existence of such cheap materials in the market and refrain from purchasing or encouraging children from doing the same. The text books, reference materials and teachers' manual which are supplied and/or prescribed by the Ministry of Education from class PP to XII are adequate to achieve the standards/objectives from each subject at their respective level.

As such, the DEOs are requested to ensure that schools and school staff under their

jurisdictions do not engage in obliging students to buy guide books or any other curricular materials that are not prescribed by the Department of Curriculum Research and Development. The notifications issued by DCRD on this issue are attached in **Annexure 17 and 18 respectively**.

8. Examinations and Assessment

8.1 BCSE and BHSEC Examination

It is observed that the number of students withdrawing from BCSE and BHSEC examinations has been rising steadily in recent years. This is a cause for concern as it takes one extra year for the withdrawn candidate to complete a given cycle of education, thereby leading to wastage of resources. In view of this, the Ministry would like to notify once again that no BCSE and BHSEC candidate would be allowed to withdraw from the Board Examinations with the exception to medical cases requiring hospitalization and supported by documentary evidence signed by an authorized medical officer. The notification issued by the Department of School Education in this regard is attached in **Annexure 19**.

8.2 Revised protocol for SUPW

As discussed during the 15th Annual Education Conference held at Gelephu from December 30, 2011 to January 1, 2012, BCSEA shall review the integrity of the SUPW experience and recommend ways to recognize self initiated personal enrichment work done by students outside their school hours. Towards this end, BCSEA made a presentation to the Ministry on May 7, 2012.

It was resolved that BCSEA and DCRD will meet and do the following:

- Categorize the SUPW activities, explain grades,
- Develop a SUPW framework and send to DEOs to be discussed in their Head
- Teachers' meeting,
- Collect feedback, finalize the SUPW guidelines, send to the schools, and
- Implement the guidelines from the next academic session.

8.3 Discrepancy between CA and SA

BCSEA conducts the analysis of the examination results every year and sends the performance reports to schools. One such performance feedback presents subject-wise national level trends in performance in the Board Examination and Continuous Assessment. This is particularly for BCSE Class X examination whereby the Board Examination is out of 80% and CA 20%.

It is hoped that the feedback on national level trends, which allows for comparisons among the different subjects will enable schools to reflect on their own performance both in the examinations and school based continuous assessment. For the analysis,

examination data were used along with the internal marks submitted by the schools.

BCSEA's general findings on CA are as follows:

- At the national level, the internal CA marks are all on the higher side compared to the board examination marks, irrespective of the subject.
- The internal CA marks for all subjects are all clustered between the range of approximately 85% to 95% of the total CA weighting despite differences in the performance in the different subjects in the board examinations.
- In some schools, the range of marks for CA is very limited for almost all subjects. A score of 100%, i.e. 20 over 20 has been awarded for all candidates in some cases.
- In many schools, differences are also observed between the different subjects in the range for the CA marks. It may be useful to study this difference across subjects within their own school while also considering the performance in the board exams.
- While the higher range of CA marks over board exam marks can be explained, the schools should reflect on the difference between the range of marks, both for CA and exam, between the school and the national range.

While there will be a discrepancy between the CA and examination scores since CA is more formative and examinations are more summative, it is recommended that each subject teacher should do the following:

- Use specific tools to assess (e.g.: rubrics, checklist, anecdotal records, portfolios etc)
- Use specific technique to assess (e.g.: observation, conference, self and peer assessment etc.)
- Use specific marking criteria, and
- Maintain individual assessment record.

9. Youth Programme

9.1 National Youth Policy

The Government approved the National Youth Policy in 2011. Amongst others, the objective of the Policy is to provide a broad framework and direction for the development of youth programmes and services to address the emerging challenges and concerns faced by the young people.

The Policy document and mechanisms for implementation and monitoring were presented at the 15th Annual Education Conference. The Conference stressed the need for a Youth Action Plan at the Dzongkhag, which can then be included in the National Youth action plan to be drawn up by the Department of Youth and Sports in

consultation with all relevant stakeholders. Accordingly, the Conference recommended that every Dzongkhag should form a multi-sectoral steering committee chaired by Dasho Dzongdag to formulate a Dzongkhag Youth Action Plan to implement the National Youth Policy at the Dzongkhag level.

The DEOs are therefore reminded to initiate the formation of a multi-sectoral steering committee at the Dzongkhag level. Further more, the DEOs are directed to facilitate and coordinate the development and submission of the Dzongkhag level Youth Action Plan to DYS for incorporation into the National Youth Action Plan.

9.2 Student Health Handbook

The Student Health Handbook, developed by the Department of Youth and Sports, has been distributed to all the Primary schools for distribution to individual students. The Handbook will facilitate the annual medical check-up of students by providing a systematic institution of individual health records of all students from classes PP to XII. In addition, it will help detect medical problems in students for proper and timely interventions. Therefore, all schools must ensure that the Student Health Handbook is properly utilized through the provision of annual medical check-up for all students. As decided by the Management Committee at the Ministry and as incorporated in the school admission policy, the Student Health Handbook must be a mandatory document to be produced for all admissions related to school transfers.

9.3 Career Education and Counseling

All Middle Secondary and Higher Secondary Schools have career education and counseling programmes. In order to strengthen the career education for students, schools are to maintain a separate notice board only for sharing information on career prospects and employment opportunities with the students. Focal career education teachers should explore information on employment opportunities using various sources such as the internet, newspapers, television etc. The DEOs as the focal officers for employment will also be sharing manuals and information on career prospects and opportunities which the focal teachers must keep themselves updated with so as to provide adequate career counseling to the students.

10. Non-Formal Education Programme

The Non-Formal and Continuing Education Division is in the process of piloting the new Functional English Curriculum in Thimphu, Paro, Punakha, Chukha, Dagana, Samtse and Thimphu Thromdey. The course is for 12 months and will be offered to the Post Literacy learners and Basic Literacy Course graduates.

The revised roles and responsibilities of the implementing officials have been endorsed by the 19th NFCED Board. This has to be used until the NFE Policy is in place.

The NFE Monitoring Tools for National, Dzongkhag, Geog and School level are being developed and will be pre-tested before nation-wide implementation. This will help

ensure quality and provide timely support for enhancement of the NFE programme.

Additionally, in line with the resolution of the 15th Annual Education Conference, all Dzongkhags are reminded to include a separate budget head for the implementation of NFE programmes under their Dzongkhag budget. For more details, please refer **Annexure 20**.

11. Undergraduate Scholarships

In celebration of the joyous occasion of the Royal Wedding, the Ministry of Education launched the **Queen's Endowment for Cultural Studies**. This annual scholarship supports undergraduate studies in Sanskrit, Pali, Astrology, Ayurvedic/Herbal Medicines, Fine Arts and Music. The Queen's Endowment aims to revive and preserve some of the age-old and time-tested human pursuits and further enrich our country's unique culture. For more information, please see **Annexure 21**.

Recognizing the importance of providing equal opportunities to the meritorious Continuing Education (CE) candidates to pursue further studies, the Ministry announced that from 2012 academic session, CE candidates would be eligible to compete for ex-country undergraduate scholarships subject to fulfillment of certain conditions as attached in **Annexure 22**.

Currently there are 673 undergraduate students studying in the various countries. Details are provided in **Annexure 23**.

12. Textbooks and Supplies

Annually the Ministry allocates a huge amount of resources for the provision of school supplies so that our students have access to adequate textbooks and teaching-learning materials. However, it has been observed that in many schools, textbooks and teaching-learning materials have either been lost or damaged due to lack of proper care. This is a cause for concern as it leads to wastage of scarce government resources. To reduce the wastage of resources and financial burden on the government, the Ministry reminds all schools, once again, to comply with the policy for supply of textbooks and other teaching-learning materials issued by the Department of Curriculum Research and Development. The Policy Guidelines for Supply of Textbooks and reference materials is attached as **Annexure 24**.

13. Annual Education Conference

The 15th Annual Education Conference (AEC) was held in Gelephu from 30th December 2011 to 1st January 2012. The theme of the conference was "Consolidating GNH in our Schools". A total of 127 participants including DEOs, ADEOs, principals, teachers and representatives from relevant agencies and headquarters' staff attended the conference. The Conference adopted a total of 34 Resolutions to be implemented by the Ministry, Dzongkhags and schools. The Resolutions are attached in **Annexure 25**.

ANNEXURES



Annexure 1

Celebrating Sherig Century: Celebrating 100 Years of Nation-building...

May 2, 2012 will be like no other in Sherig chronicles. It is the convergence of the original light that shone forth in the auspicious royal birth of our beloved Druk Gyal Sumpa Jigme Dorji Wangchuck. That torch has been carried forward by generations of learned multitudes in the noble sector revered as our lopens. May 2 is most appropriately Teachers' Day too. This year, we launch the celebration of the light that has shone over our beloved country during the past one hundred years since the seed of our first secular schools was sown in the early years of 1900s.

Naturally, the celebration of Sherig Century is, therefore, a moment to reflect on and acknowledge the march of our country on the wings of Education. On this auspicious occasion of our triple ceremonies, we offer our most sacred tribute to the noble soul who the nation remembers as the father of modern Bhutan. That vision, that courage laid the foundations of a country that has been an icon, an envy of the world.

At the heart of the sector noble are the heroes and heroines who take on the most difficult job in the world - to change lives, improve societies, transform nations. On Teachers' Day, I would like to offer our deepest gratitude to all our teachers – past and present – for the light that you have been and the lives that you have touched. Thank you, dear teachers.

As we launch the year-long celebration of Bhutan's development journey, we remember the pioneers and visionaries who are our stars and our inspiration. Who we are today as individual citizens and the miles we have covered as a nation we owe it to the contributions of education and educators in the noble sense of the term. It is our fervent hope that our Bhutanese citizens will measure up to the call of the moment and help make Sherig Century a part of the pride of their lives as that of our country.

Celebrating Sherig Century is essentially reflecting on one hundred years of nation-building guided by the vision of successive generations of our extraordinary monarchs and leaders. It is a moment too to look to the future and do what we must to build a Bhutan of our dreams.

Do come and join our mission Sherig!

Tashi Delek!

Thakur S Powdyel.

Annexure 2

Guidelines for School Discipline Policy

Rationale:

As the foundation for all development, education moulds and shapes the future of a nation and determines the quality of its citizens. Accordingly, the Bhutanese education system strives to provide a holistic, contemplative, eco-sensitive, and culturally responsive education so as to produce responsible, loyal and productive quality graduates with the right values. The Educating for GNH programme is an approach adopted to ensure the integration of the desired qualities into the Education System so as to produce GNH graduates. In order to achieve the desired goals of education, the quality of teaching learning in our schools and the supporting environment for that to happen are of paramount importance.

One of the most important factors for ensuring the quality of education and its supporting environment is the social order and harmony in our schools. Schools must be safe and happy places where teachers and students co-exist peacefully and harmoniously. Students graduating from schools must be disciplined and well mannered, with not only academic knowledge but also the ability to integrate into society as responsible, patriotic and productive citizens. Discipline and decorum in schools must necessarily spill over into public spaces and social life. Similarly, lack of discipline and the right values and attitudes in school would spill over into the social spheres and vice-versa. Therefore, the institution of a proper disciplining mechanism is important, and while all schools have their own discipline policy, their effectiveness in building zero tolerance to indiscipline needs to be reviewed.

It is in this context therefore, and also in keeping with the recommendation of the 13th Annual Education Conference for national level discipline guidelines, that the Guidelines for School Discipline is formulated.

The guidelines shall provide a broad framework for schools to review their school discipline policies and manage disciplinary issues professionally and consistently. With the intention of empowering schools to work effectively towards zero tolerance to indiscipline, the ultimate aim of the guidelines is to make the schools safe, secure and conducive learning spaces, with the ability to produce graduates with the right human values, beliefs and attitudes, as well as a strong sense of *Driglam Namzha*.

Objectives:

The discipline policy and strategy may differ from school to school due to differences in level, location and management set up of the schools. While such differences are

good to encourage diversity, it is important to reduce wide variations in the way the schools manage discipline issues. It is desirable that schools approach discipline issues coherently and consistently. Therefore, this guideline intends to:

- Provide broad guidelines for the schools to review and come up with their own comprehensive and coherent discipline policy;
- Guide the schools in formulating clear rules and regulations to support school discipline;
- Mandate the schools to implement the policy with fairness and consistency while addressing disciplinary issues;
- Reiterate the importance of bringing on board the parents and other stakeholders;
- Empower the schools to be responsible and accountable for their own disciplinary actions;
- Continuously work towards zero tolerance to indiscipline in the schools; and
- Make the schools safe, secure and conducive for learning.

Expected Outcomes

The implementation of the Zero Tolerance to School Indiscipline Policy is expected to lead to the following outcomes:

- Safe and secure learning environment in the school;
- Parents are on board as active partners in the education of children;
- Less disparity in the identification of offences and application of sanctions;
- Students are fully aware of the consequences of their actions;
- Increased transparency and accountability in the school system;
- Schools are empowered and are more accountable for their decisions;
- Teachers are respected and motivated;
- Values of Driglam Namzha inculcated in schools;
- Minimal or no major disciplinary issues;
- Students' overall performance improved.

Approach:

This guideline is to be referred by the schools during the review of their school discipline policies and strategies. Schools should not be limited by this guide and it is important they adapt this guide according to their level and size of the school. The following approaches are suggested:

- Schools use this guide as a reference to formulate a comprehensive school discipline policy and strategies;
- School discipline policy clearly specifies the offences and sanctions for breach of school rules and regulations;
- School discipline policy is clearly understood by all school constituents including parents. Parents to sign an undertaking to abide by the Policy;
- Schools maintain well documented clear disciplinary records for interventions, offenses and sanctions;
- Schools institute School Disciplinary Committee and School Management Board to support the school in disciplinary issues;
- Schools implement the discipline policy firmly and consistently;
- All disciplinary actions to be based on the written School Discipline Policy;
- All teachers and staff members of the school to be responsible for ensuring compliance to the Discipline Policy;
- Information on severe actions / sanctions such as suspension and expulsion must be shared with the concerned authorities;
- Schools to record student information accurately, including on the Character Certificate (CC) and Transfer Certificate (TC) documents and under no circumstances can they be changed. *(for further information on the character certificate, refer to Page 25 - 29)*
- The child involved in a major disciplinary case to be given sufficient hearing time;
- As far as possible, parents to make themselves available when contacted by the school. However, in remote areas where parents are unable to come to the school, it is suggested that a focal person from the village be identified as the contact person (e.g. Tshogpa) between the school and the parents;
- Where a school feels that a child with disciplinary problems may improve in a new environment / school, the school may advise the parents to take the child to another school;

Cultivating the Grace of Our Mind

- Schools shall not entertain any verbal instructions from any agencies/individuals;
- Any complaints against a teacher, staff member or student must be made to the principal and under no circumstances can a parent/guardian directly confront the teacher, staff member or student;
- DEOs to monitor and report on the implementation of the guidelines and report on the progress/improvement in school discipline.

Preventive measures and support services:

A good school discipline policy must primarily ensure a conducive environment for the development of appropriate behavior in the students. The following are some of the suggested preventive interventions:

- Set clear standards of behavior, expectations and consequences;
- Be firm and consistent in implementing school rules;
- Provide career education services;
- Provide counseling services;
- Enhance life skills education;
- Address the needs of the children;
- Initiate community service projects;
- Institute parent support groups;
- Strengthen SPEA programs;
- Institute award system in various fields;
- Ensure active engagement of children;
- Enhance Choeshay and Driglam Namzha programmes.
- Help may also be sought using the various mechanisms available as mentioned in Help lines (Page 24).

Types of offences and sanctions (framework):

Depending on the severity of the violation of school rules and regulations, types of offences in the schools and sanctions are **suggested** and classified into three levels:

Level 1: Minor disturbances to school order	
Offences	Possible sanctions (<i>one or more sanctions can be applied as is appropriate</i>)
Absenteeism	Teacher - child conference
Tardiness	Child-counselor conference
Violation of school dress code	Reminder to student
Graffiti	Undertaking letter from student
Tattoos	Additional assignments
Littering	Peer separation
Possession of unauthorized gadgets	Detention work
Possession of indecent material	Denial of privileges (Barring from participation in programmes of their liking)
Indecent language	Parent/ guardian notification
Negative peer pressure	
Mischief	Note:
Petty theft	1. <i>Counseling is not a sanction, but a student support service</i>
Disrespectful behavior	2. <i>Repeated offences (school will determine the frequency) in level 1 will tantamount to level 2 sanctions</i>
Harassment	
Business transaction	

Level 2: Violation of school rules and frequent violation of level 1 offences	
Offences	Possible sanctions (one or more sanctions can be applied as is appropriate)
Frequent violation of level 1 offences	Teacher-child conference
Insubordination	Counselor – child conference
Possession of harmful substances	Principal - child conference
Substance abuse	Principal- parent conference
Dishonest behavior	Discipline Committee’s intervention
Plagiarism	Undertaking letter from child
Trespassing	Written warning to the child
Unruly behavior	Parent/guardian undertaking
Inappropriate relationships	Suspension
Defamation	Note:
Discrimination	1. <i>Counseling is not a sanction, but a preventive and corrective intervention</i>
Gambling	2. <i>Repeated offences (school will determine the frequency) in level 2 will tantamount to level 3 sanctions.</i>
Bullying	

Level 3: Severe violation of school rules and national laws or frequent violation of level 2 Offences	
Offences	Possible sanctions (one or more sanctions can be applied as is appropriate)
Frequent violation of level 2 offences	
Groupism for ulterior motives	Undertaking letter from the child
Physical fighting and gang fights	Undertaking letter from parent/guardian
Prowling	Suspension
Damage to property	
Malpractice in exams	Expulsion*(For details see remark 6 below).
Break-ins	
Possession of harmful weapons	

Remarks:

1. The offences and sanctions outlined above may not be comprehensive. Schools can further identify specific offences and develop their own sanctions based on the severity and frequency of the offences committed.
2. Offences related to pregnancy that warrant interventions of the law shall be dealt with as per legal provisions.
3. Disciplinary actions shall also be taken even if the offences are committed outside the school.
4. **Suspension:** Suspension is a temporary removal of a student from school for committing either one or more of the offences of level 3. It shall be sanctioned for a maximum of 12 school days. The period of suspension shall be treated as absent. Corrective measures such as assignment, additional works can be assigned to be supervised by parents. The student will not be accepted back until the assigned task and other requirements prescribed by the school are fulfilled.

Suspension can also be sanctioned for one academic year to a student requiring rehabilitation.

The student must be issued with a written order and handed over to the guardian/parent.

5. Offences of **criminal nature** shall be dealt with as per the law of the land. The student shall not attend classes during the hearing of the case. The student if proven guilty of the crime, by verdict of the court, may be expelled depending on the nature of the crime. However, if the student is innocent or if the student is called as a witness, attendance shall be considered.
6. **Expulsion:** Expulsion is the last resort and can only be applied after taking a series of preventive and corrective measures. The decision to expel a student can only be taken through wider representation in the discipline committee including the SMB. It should, moreover, be preceded by suspension unless the offence is of criminal nature. Expulsion is the permanent removal of a student from school for committing more serious offences and/or conviction of a crime (of **serious** nature). The student must be issued a written order along with all disciplinary records outlining the measures undertaken to correct the child, transfer certificates and any other relevant documents and handed over to the guardian/parent.

A student once expelled cannot attend any school in the country.

A student below the age of 14 may not be expelled.

Conclusion:

In conclusion, all schools must work towards creating a safe and secure environment and it can only be done if all schools put in place a clear and comprehensive written Policy on School Discipline. The School Discipline Policy must be implemented strictly and consistently, and it must be complied with by all concerned. Failure to comply with the policy also must be dealt with, consistently and strictly, and without fear or favour.

Help lines: The following help lines are recommended to help schools deal with discipline issues and especially if the discipline issue is beyond the school's tolerable limit:

- Toll free Nazhoen Helpline 214 of Career Education and Counseling Division, (CECD).
- Toll free helpline 202/212 of Health Information Service Centre (HISC), Thimphu.
- Treatment and Rehabilitation Centre for Drug and Alcohol Dependence (TRCDAD), Thimphu 02-389445
- Psychiatric Ward, Thimphu 02-322496 (ext.415) or info@bhutanyouth.org
- Youth Development Fund (YDF), Thimphu 02-327483 (ext.223)
- Bhutan Narcotic Control Agency (BNCA), Thimphu 02-335371/336577
- Youth Centre (YC), Thimphu (near taxi parking), housed within the HISC 02-333303 or dicthimphu@gmail.com
- Youth Centre (YC), Phuntsholing 05-253627 mobile # 17658329
- YouthCentre (YC), Gelephu, mobile # 17612557
- Youth Centre (YC), Trashigang, 04-521115
- Youth Centre (YC), Paro, 08-272167

CHARACTER CERTIFICATE RUBRICS

<i>Sl. No</i>	<i>Personal Qualities</i>	<i>Criteria</i>	<i>Rating</i>
1.	Leadership Quality	a) Captainship <ul style="list-style-type: none"> • school captain • house captain • class captain • club captain • committee member • Games & sports captains 	More than 3-Outstanding 3 – Very good 2 – Good 1 – Satisfactory
		b) Taking initiatives; <ul style="list-style-type: none"> • organize program • organize social work • co-curricular activities • group work • takes lead role 	More than 3-Outstanding 3 – Very good 2 – Good 1 – Satisfactory
		c) None/ no initiatives	Unsatisfactory
2.	Punctuality	a) submission of work in time	Fulfils all- Outstanding
		b) Regularly attend co-curricular activities (cultural programs, games & sports, morning assembly, evening prayer, studies, classes, SUPW etc	Miss once - V Good Miss twice –Good Miss four to five times- Satisfactory
		c) Coming in time: <ul style="list-style-type: none"> • After any leave taking • After break (Mid Term) • In class, co-curricular activities, studies, meals. 	Miss more than five times- Unsatisfactory

3.	Honesty & Integrity	a) Sincerity at work	Fulfil all-Outstanding Commit once- V Good Commit twice- Good Commit 3-4 times Satisfactory Commit 5 times & more- Unsatisfactory
		b) Being present in all the activities	
		c) Abstaining from smoking, substances abuse etc	
		d) Returning school resources intact(books, equipments, lost and found things etc)	
		e) Positively reporting for assigned task	
		f) Being honest with the teachers, elders, staff & friends.	
		g) Always following the school norms	
4.	Willingness to Adapt to Rules	a) Follows school rules at all times	Outstanding
		b) Follows school rules almost all the time	Very Good
		c) Follows school rules sometimes	Good
		d) Follows school rules rarely	Satisfactory
		e) Hardly follows school rules	Unsatisfactory
5.	Respect for others	a) Shows respect to teachers, staff, elders, juniors and friends at all times and all places with Driglam Namzha	Outstanding
		b) Shows respect some people sometime	Very Good
		c) Respects occasionally	Good
		d) Respects rarely	Satisfactory
		e) Paying no heed to others most of the time	Unsatisfactory

6.	Civic Sense	a) Covering and caring books	
		a) Taking care of public property (building, toilets, electric points water taps, furniture, classrooms etc)	Fulfil all-Outstanding Lack one – Very Good
		b) Volunteer for social work	Lack 2- Good
		c) Helps to keep school campus clean always by picking up litters without being told so	Lack 3 –Satisfactory
		d) Cares personal cleanliness (body, dress, shoes, bed etc)	Lack all-Unsatisfactory
7.	Creativity	a) Classroom arrangement	
		b) Making use of old things (e.g. Making waste bins out of the old tins)	Fulfil all-Outstanding Fulfil 4 – Very Good
		c) Creative in cultural programmes (e.g., Hall decoration, different ideas used in presenting items)	Fulfil 3 – Good Fulfil (1/2) – Satisfactory
		d) Anything created in the school (flower gardens, models, waste bins etc)	None –Unsatisfactory
8.	Participation in activities	a) Games and sports	Fulfil all-Outstanding
		b) Cultural activities	Fulfil 3-Very Good
		c) Literary activities	Fulfil 2 –Good
		d) Any other activities organized for activities	Fulfil 1 –Satisfactory None-Unsatisfactory
9.	Work Ethics	a) Takes up whatever task assigned positively	Fulfil all- Outstanding
		b) Work being done without supervision	Fulfil 4- Very Good
		c) Shows interest and care to work	Fulfil 3- Good Fulfil (1-2) Satisfactory
		d) Upholds dignity of labour	
		e) Timely completion of work	None –Unsatisfactory

10.	Conduct	a) Good manners with teachers, elders, siblings, juniors, other staff and other community members	Fulfil all-Outstanding Fulfil 2 –Very Good
		b) Good manners with friends	Fulfil 1-Good
		c) Self discipline (e.g. Dressing, way of talking, hair style, moral behaviour etc- both inside and outside school compound).	Fulfil a part –Satisfactory None – Unsatisfactory

Criteria Guidelines

1. Each quality is assessed out of 10 points and total is out of 100.
2. To find out points acquired in CC divide the total points by 100 and multiply by 10.
3. A child must get a minimum of 4 points in CC to qualify

Grading points:

- ✓ Outstanding: 9-10 (A)
- ✓ Very Good: 7-8 (B)
- ✓ Good: 5-6 (C)
- ✓ Satisfactory: 3-4 (D)
- ✓ Unsatisfactory: 1-2 (E)

Note for the teachers:

- ❖ A child must be assessed in Character development at least twice a year. Character certificate is inbuilt with the result sheet.

- ❖ Inform and discuss the character assessment criteria to the students and display the Character Certificate worksheet in all the strategic places in the school right from the start of the academic session.
- ❖ Character assessment criteria should also be discussed with the parents (during parents' teacher meeting).
- ❖ Timely feedback to the students about their character development must be given by the concerned teacher.
- ❖ Timely appraisal must be provided to the students.
- ❖ Make positive disciplining technique a part of teaching learning process from the very beginning so as to help child avoid getting into problems.
- ❖ Concerned class teacher should maintain the student profile in which there should be the student's bio data, Character Certificate, anecdotal records etc.
- ❖ Concerned class teacher must hand over the student's profile to next teacher teaching higher grade.
- ❖ Individual student must maintain a school diary/ notebook where the child writes down the good deeds done by her or him counter signed by the concerned teacher. Diary must be carried to school every day.
- ❖ All the teachers are responsible in the character building of students. Hence, all the performances both positive and negative must be recorded and observed by all teachers.
- ❖ At the end of the year the class teacher can refer the diary and other teachers' record to assess the child's character.
- ❖ If a child gets less than 4 points in CC then a group of teachers with the Principal will revisit the CC ratings and give the final ratings.

Annexure 3



ROYAL GOVERNMENT OF BHUTAN

MINISTRY OF EDUCATION

Department of School Education

Thimphu : Bhutan



DSE/SLCD/ Misc/2011/ 635

October 25, 2011

Circular

This is for the information of new DEOs and Principals and reminders to our senior DEOs & Principals on the admission of **Dependant** in our urban schools.

Children whose parents are not residing in the same locality shall not be admitted at any level of classes in any urban schools to curb the rural/urban migration. The schools in the capital, Dzongkhag Headquarters and satellite towns are considered as urban schools. QPGL , 1993.

The Education Ministry has been very consistent with its admission guidelines and has considered all social and cultural aspects, besides the fact that students in urban school without proper parental guidance are most likely to go astray and delinquent and more over there is a growing tendency of very young children committing suicide.

A handwritten signature in black ink, appearing to be 'Tshewand Tandin'.

Tshewand Tandin
Director General
DSE, MoE

Cc:

1. Honourable Minister, Ministry of Education for kind information.
2. Honourable Secretary, Ministry of Education for kind information.
3. Dasho Dzongdags, all Dzongkhag Administration for kind information.
4. Dasho Thrompons, Thimphu, Samdrupjongkhar, Gelegphu and Phuntsholing District Municipality for kind information.



དཔལ་ལྷན་འབྲུག་གཞུང་། ཤེས་རིག་ལྷན་ཁག་།

Royal Government of Bhutan
Ministry of Education
Department of School Education



School Agriculture, Feeding & Environment Division
(SAFED)

Ref. No: SAFED/Adm./2011-12/ / 265

Date: 27/10/11.

CIRCULAR

To:
All the District Education Officers
Dzongkhag Administration

Subject: Reminder to strictly comply with the existing boarding policy.

With reference to the DEO's workshop held on 24th. October 2011, we are sending this reminder to decongest boarding and create space for children who genuinely need boarding to continue their education. The Principals should abide by the boarding policy circulated in the 25th. EPGI of 2006 which states as follows:

1. Boarding is meant only for students who cannot attend school without being a boarder due to non-availability of schools or appropriate classes in their place of residence.
2. Boarding is not a choice but a necessity, for example, children of Thimphu/Urban parents should not have the option of studying in any of the boarding schools.
3. The hostel seats should be fixed based on the number of students who could comfortably fit based on the space available.
4. It is not mandatory that a school should admit and fill up the boarding seats. Therefore, admit only those deserving/needy students and avoid admitting students just to fill up the vacant boarding seats.
5. Students who have schools near their places of residences should not be admitted in other schools as boarders even if there are seats available.
6. Only students whose parents reside outside 7 Km radius from the school for urban and 5 Km for rural schools should be admitted as boarders.

Dzongkhag Education Officers are once again requested to ensure that the boarding policy is followed stringently for all the new admission.


(Tshewang Tandin)
Director General

Copy to:

1. Hon'ble Minister, Ministry of Education, for kind information.
2. Hon'ble Secretary, Ministry of Education for kind information.
3. ~~Alt~~ DASHO DZONGDAG, Dzongkhag Administration, for necessary action.
4. The Chief Planning Officer, PPD, MoE, for information.
5. The Chief, School Liaison and Coordination Division, DSE, for information.
6. The Webmaster, MoE website, with the request to upload the circular in the Education website.
7. Office copy

Annexure 5

School Admission Policy

Rationale

The Constitution guarantees provision of free education to all the children. One of the objectives for education in the 10th FYP is to achieve 100% enrollment. It will continue to remain the same in the 11th FYP until all Bhutanese children eligible for Pre-primary (PP) are in school. The Ministry of Education would like to pursue this effort vigorously, until such a time that all the children who have reached the age of 6 and are eligible for admission are in school and until such a time when the dropout rate is either nil or reduced to the bare minimum. While numerous innovative strategies and commendable progress have been made towards this goal by the schools and Dzongkhags, there are still about 3% (29th EPGL, 2011) of school age children (6-12 years old) in the country who are not in school due to various reasons. In order to expedite full enrolment, it is important that a comprehensive policy related to admission at various levels be put in place to further facilitate admission and retention. The need for such a policy has also been enshrined in the National Education Policy which states that “schools shall enroll children as per admission guidelines issued by the Ministry revised from time to time”.

Policy Guidelines

1. Every child who has attained the age of six (international calculation) at the start of the academic session shall be entitled for admission into Pre-primary class;
2. Either both or one of the parents shall be a Bhutanese citizen. The parent(s) shall produce Citizenship Identity Card or a letter of certification from MoHCA;
3. A non-Bhutanese Child (of legal non-Bhutanese residents who have been authorized to bring their families along) seeking admission into a school in Bhutan shall produce the work permit of parent(s), relevant documents from the Department of Immigration and a letter from the employer;
4. Admission in Pre-Primary class shall be completed before the closure of schools for winter vacation to give enough time for schools and the Dzongkhag authorities to work out the space and other requirements;
5. Interview for PP admission shall be conducted to verify the age of the child, authentication of the documents and residence of the parents;
6. The school shall constitute an Admission Committee which shall consist of the Principal, 2-3 staff members and 2-3 SMB members. The participation of SMB members will be particularly important for admissions in PP;

7. Priority shall be given to the children of inhabitants of the immediate locality / gewog and the direct children of government employees and employees of the business community;
8. Admission of students with health problems requiring special regular medical care shall be authenticated by medical documents sealed and signed by a competent medical authority and recommended by the principal of the parent school;
9. Parents seeking admission for their adopted children shall produce court certificate as proof of adoption;
10. Students on transfer shall produce transfer certificate, examination results and character certificate and health record while seeking admission in the new school. Then the file/records of the student shall be sent by the parent school to the host school;
11. Admission of students on transfer of parents shall be considered at any time of the year. However, the movement of students at a later stage of the academic session shall be discouraged in their own interest;
12. Bhutanese students seeking admission from schools outside Bhutan shall be admitted only after proper scrutiny and assessment of their standards by the school;
13. On completion of class VI, VIII, and X, students shall be placed within their Dzongkhag;
14. As far as possible, boarding facilities shall be provided to those students who do not have the required educational facilities in the vicinity of their home of residence;
15. The students whose residences are within one hour walk or 5km from the school shall study as day scholars at all levels of classes. The school authority shall determine this from time to time;
16. Unsuccessful boarders in their home examinations may be allowed to repeat one more year as regular boarders in exceptional case;
17. Each primary school shall have its own identified catchment area for the admission of WFP beneficiaries and the students from those villages only should be admitted as boarders. The catchment area should be determined by the School Management Board.

This policy aims to give a comprehensive guideline to the Dzongkhags and schools on admission procedures so that the access, retention and completion of studies of the students are enhanced. It is expected that the school management would use the wisdom to implement the guidelines appropriately. This admission policy has been endorsed on April 4, 2012 by the 20th GNHC meeting of the Ministry of Education.

EMSSD

Annexure 6

Code of Conduct for Teachers

Rationale:

Teaching is the most important profession and the teachers are main pillars of a progressive society. They pass on knowledge and values to the students and prepare them for future. Therefore, the kind of future that a country aspires is in the hands of the teachers. With the infusion of Gross National Happiness (GNH) in school curricula, the demand for teacher professionalism has received even more attention. They are the role model, mentor and the architect. This places Teachers in a special position of responsibility, which requires exceptionally high standard of behavior and conduct.

The Code of Conduct is meant to support in creating conditions for effective teaching - learning in the country's educational institutions as well as to inspire public confidence in teachers. The Code of Conduct shall also provide a frame of reference for both the school management and the teachers when it becomes necessary to initiate corrective measures.

Pursuant to these expectations, it has been felt important to review the 1997 Code of Conduct for Teachers and a revised one is drawn. This Code of Conduct further fulfils the requirement of Article 38 of the Civil Service Act of Bhutan 2010 and Article 18.6 of the National Education Policy 2011.

The Code shall be:

1. Cited as the Code of Conduct for Teachers;
2. Come into force on April 6, 2012 endorse by MoE's 20th GNHC meeting;
3. Applicable to all the Principals, teachers, contract teachers, community based teachers, physical education teachers and counselors of both public and private school.

The code is founded on the Principles of the Triangle Noble:

1. An abiding love for children
2. A deep passion for learning and
3. A heightened sense of the importance of education as a powerful tool for the transformation of individuals, societies and nations

Provisions in the Code of Conduct:

1. Towards the teaching profession, a teacher shall:

- 1.1 update his or her subject content knowledge and teaching skills on a continuing basis;
- 1.2 keep abreast of educational trends and development;
- 1.3 be creative and innovative;
- 1.4 be willing to develop an open and reflective professional culture;
- 1.5 assist and support new teachers in their professional growth;
- 1.6 treat all colleagues fairly and with respect, without discrimination;
- 1.7 a GNH infused teacher to create conducive learning environment
- 1.8 refrain from misusing the responsibilities bestowed them;
- 1.9 refrain from giving tuition to students for monetary benefits;
- 1.10 refrain from any form of business that comes in direct conflict with the profession;
- 1.11 Be a life-long learner;
- 1.12 Aspire for and work towards excellence;
- 1.13 Set oneself as a model for reading, writing, learning and communicating.

2. Towards the Students, a teacher shall:

- 2.1 set a standard of dress and behaviour that is worthy of example;
- 2.2 be punctual at all times in all the activities;
- 2.3 help students to explore their innate potential and overcome their weaknesses;
- 2.4 guide the students to be resourceful and self-reliant;
- 2.5 respect students' views and feelings;
- 2.6 respect moral and religious beliefs of his or her students;
- 2.7 protect the confidentiality of information relating to his or her students;
- 2.8 promote the wholesome development of the students;
- 2.9 cater to the varied needs of diverse students;
- 2.10 impart GNH values and principles to the students.
- 2.11 work towards the welfare of the students
- 2.12 refrain from smoking, drinking, chewing doma & use of improper language;
- 2.13 refrain from any form of abuse – verbal, physical or psychological;
- 2.14 refrain from any form of sexual harassment (verbal or physical);
- 2.15 refrain from exploiting students for their own personal gain;
- 2.16 Be firm and fair;
- 2.17 Set high expectations from students.

3. Towards one's colleagues, a teacher shall:

- 3.1 respect each other's views and suggestions;
- 3.2 work with team spirit and cooperation;
- 3.3 follow appropriate procedures to address issues professionally;

- 3.4 be willing to help in times of need;
- 3.5 help in the administration and management of the school;
- 3.6 assist colleagues in refraining from any form of misconduct
- 3.7 refrain from groupism;
- 3.8 refrain from any form of violence (verbal, physical, or psychological).

4. Towards one's School, a teacher shall:

- 4.1 take ownership and pride in being a part of the school;
- 4.2 assist in the management of the school as and when called upon to do so;
- 4.3 willingly participate in all school activities;
- 4.4 abide by the school policy.

5. Towards the parents and community, a teacher shall:

- 5.1 be an adviser and a guide in the community;
- 5.2 be polite, courteous and approachable;
- 5.3 respect the views of the parents;
- 5.4 respect their rights to information about their children;
- 5.5 involve parents in decision-making about the care and education of their children;
- 5.6 show respect to values, customs and norms of the community;
- 5.7 maintain a harmonious relationship with the community;
- 5.8 participate in community service where applicable;
- 5.9 refrain from indulging in local politics.

6. Towards the society and the nation, a teacher shall:

- 6.1 Live together and learn together, respecting our uniqueness and our commonality;
- 6.2 Create space for the expression and celebration of our cultural experiences and cultivate gracefulness and civility that are the hallmark of a cultured person.

The Code of Conduct should not be viewed as a means of imposing sanctions but rather designed to create conducive environment and standards in the system. However, should there be a breach in any of the provisions of the Code of Conduct for Teachers; the teacher shall be dealt as per the Bhutan Civil Service Rules and Regulations, 2010.

Annexure 7



ROYAL GOVERNMENT OF BHUTAN
MINISTRY OF EDUCATION
Thimphu: Bhutan



REF.No.DSE/MoE/SLCD/Misc/2011/8366

11.04.2011

All Dasho Dzongdas
Dzongkhag Administration.

Sirs,

Sub: 180 days of Instructional Hours

In order to ensure that quality of education is achieved, the importance of adhering to the existing policy of 180 days of Instructional hours was raised during 11th and 12th Annual Education Conferences. The 180 days of Instructional hours has been arrived based on syllabus and other extra-curricular activities that have to be covered in an academic year in order to provide comprehensive, effective and interactive teaching learning environment to our students.

However, during the visit by our Education Monitoring Officers to schools, it is observed that many schools are not able to achieve 180 days of instructional hours due to the schools being used for various events organized by the public/Dzongkhag Administration.

While we appreciate the fact that schools are part of the community and must contribute/participate in Dzongkhag events, the Ministry is concerned that closure of schools will have an adverse impact on the students thereby putting them at disadvantage as compared to other students from schools that adhere to the 180 days of instructional hours.

As such, the Ministry of Education would like to request that due to unavoidable circumstances if the schools have to use as venue for the non school related events, then the adjustments will have to be made to cover the lost instructional hours. Dasho Dzongdas kind cooperation and consideration on the above is highly solicited.

Yours sincerely,

Sd/-

Sangay Zam

Secretary

Cc:

1. The Hon'ble Minister, Ministry of Education for kind information.
2. Hon'ble Secretary, Ministry of Home & Cultural Affairs for kind information.
3. The Dzongkhag/Thromdey Education Officers for compliance.

Annexure 8



ROYAL GOVERNMENT OF BHUTAN
MINISTRY OF EDUCATION
DEPARTMENT OF SCHOOL EDUCATION
School Liaison and Coordination Division



DSE/SLCD/EIE/01/2012/112

Date: 27th March 2012

CIRCULAR

This is inform all the Dzongkhag Education Officers/Thromde Education Officer in the Ministry that the research findings indicate that non-structural hazards attribute to 50% of the total injuries caused during the time of disaster, 40% injuries by structural and 10% by both types of hazards. Our schools being the place of learning, has numerous educational items and other objects meant for effective teaching-learning process. However, these objects pose great threat to the lives of students and staff particularly if not secured well along with other structural hazards.

Therefore, the Ministry would like to inform all the Dzongkhag Education Officers /Thromde Education Officer to strictly instruct all the Principals/In-charges to carry out the structural and non-structural hazard hunting in their respective schools at least twice in a year(once in the commencement of the academic session and once in the mid year). Accordingly, school must discuss strategies to mitigate all the potential hazards for a safe school.

You may contact Mr Chenchu Dorji, Chief Liaison Officer at dorjipd@druknet.bt or Mr Yang T Dorji, Sr. Programme Officer at yangt_dorji@yahoo.com for any inquiries.

A handwritten signature in black ink, appearing to read 'Tshewang Tandin'.

(Tshewang Tandin)

DIRECTOR GENERAL

Cc:

1. Hon'ble Secretary, MoE, for kind information
2. Dasho Dzongdas, All Dzongkhag Administration, for kind information
3. Chief Liaison Officer/Sr. Programme Officer, SLCD, for follow up

4. Web master -

Annexure 9



དཔལ་ལྷན་འབྲུག་གཞུང་། བེས་རིག་ལྷན་ཁག།

Royal Government of Bhutan
Ministry of Education
Department of School Education



School Agriculture, Feeding & Environment Division
(SAFED)

SAFED/Adm/2/2012/4453

Date: 10/5/12.

NOTICE

To:
All Dzongkhag Education Officers

Subject: Enhance school vegetable garden and livestock development.

The Department of School Education in collaboration with Counsel for RNR Research of Bhutan (CORRB), Ministry of Agriculture and Forest has been continuously making efforts to strengthen and implement school agriculture programme in every school in the country. With the recent policy and measures to minimize the import of vegetables and livestock products, it has become the need of the hour for our schools to put extra effort in growing vegetables and raising livestock in schools.

We would like to urge all schools with feeding programme to enhance vegetable garden and raise livestock like piggery, poultry, fishery and dairy. These activities have multipronged benefits to our children in schools as follows:

1. Instill dignity of labour and keep in touch with the country's largest occupation of the population;
2. Produce organic and nutritious vegetables to supplement and provide balanced diet;
3. Produce meat (pork and fish) and milk product to supplement and provide balanced diet;
4. Support and help to achieve the government's policy of producing vegetable within the country and minimize the import;
5. Allow the students to participate and inculcate experiences of home growing and appreciating the values.
6. Be a model for the local community.
7. Encourage students to become progressive farmers or take up gardening as a hobby.

Further, the schools should explore and avail technical support from the extension services of the Ministry of Agriculture and Forests in their localities/geogs.


(Tshewang Tandin)
Director General

Copy to:

1. Hon'ble Lyonpo, Education Ministry, for kind information.
2. Hon'ble Secretary, Ministry of Education, for kind information.
3. Hon'ble Secretary, Ministry of Agriculture and Forest, for kind information.
4. All Dasho Dzongdags, for information and necessary support.
5. The Director, CORRB, Ministry of Agriculture and Forests, for necessary support.
6. The Chief, School Agriculture, Feeding and Environment Division, for follow up and support.
7. The web master, Ministry of Education Website, with the request to upload in the website.

Annexure 10

Stock Record

Please use for each food commodity and for each month a separate sheet.
Please enter every time food is received or taken out of the storage.

Food Commodity:-					Month:-	
Date	Received (Quantity (kg))	Beneficiary Number	Issued quantity (kg)	Damage quantity (kg)	Balance quantity (kg)	Remarks
Openng Balance						
1	Date					
2	Date					
3	Date					
4	Date					
5	Date					
6	Date					
7	Date					
8	Date					
9	Date					
10	Date					
11	Date					
12	Date					
13	Date					
14	Date					
15	Date					
16	Date					
17	Date					
18	Date					
19	Date					
20	Date					
21	Date					
22	Date					
23	Date					
24	Date					
25	Date					
26	Date					
27	Date					
28	Date					
29	Date					
30	Date					
31	Date					
Total						
Closing Balance						
Please enter the closing balance from this sheet into the next sheet (opening balance)						
Signature/Date Store In - Charge				Signature/Date Principal/Head Teacher		

Annexure 11



ROYAL GOVERNMENT OF BHUTAN
Human Resource Development Section
Human Resource Division
Ministry of Education
Thimphu: Bhutan



MoE/HRD/INSET-NBIP/2011-2012/2647

6th December 2011

OFFICE ORDER

This is to inform that the 100th HR Committee Meeting held on 30th November 2011 reviewed and approved the 2011-2012 NBIP proposals (refer attachment) for implementation.

In addition, the concerned departments/divisions are requested to note the following and take necessary action:

1. Strictly adhere to "Guidelines for NBIP" given in Annexure III.
2. Submit a confirmed list of resource persons and participants to HRD, MoE as per format given in Annexure IV latest by 14th December 2011 for information and verification.
3. Submit NBIP Report within 2 weeks after it has been conducted as per format given in Annexure II.

The Ministry solicits your kind cooperation and continued support.


(Sangay Zam)
SECRETARY

Copy:

1. Hon'ble Sherg Lyonpo, Ministry of Education for kind information.
2. All Heads of Departments, MoE for kind information and with a request to share the above information with the Programme Coordinators for their necessary action.
3. Chief Administration Officer, AFD, MoE for kind information.
4. Accounts Officer, AFD, MoE for kind information and necessary action.

Annexure 12

Approved NBIPs for 2011-2012 (Department-wise)

SL No.	SI No.	Workshop Title	Funding Agency	Approved Budget (Million)	Duration	Start & End Dates (Tentative)	Venue (Tentative)	No. of Participants	No. of Resource Persons	Course Director/ Coordinator
Department of Curriculum Research and Development										
1	1	Braille Materials Development	RGoB	0.3	10 days	9-18 Jan. 2012	Samdrupjongkhar	14	2	Mr. Kuenga Dorji, Asst. Program Officer, DCRD, Paro
2	2	Orientation workshop on the Teaching of new Mathematics Curriculum for Class I	RGoB	4.1	3 days	29-31 Dec. 2011	P/ling MSS	52	5.A	Mr. Karma Yeshey, CO, DCRD, Paro
					3 days	30 Dec. 2011 - 1 Jan. 2012	Shaba MSS, Paro	48	5.B	
					3 days	30 Dec. 2011 - 1 Jan. 2012	Wangdue LSS	44	5.C	
					3 days	5-7, Jan. 2012	Mongar LSS	69	5.A	
3	3	Gender Responsiveness	UNICEF	0.368	3 days	5-7, Jan. 2012	T / gang MSS	68	5.B	Mr. Dorji Tshewang, CO, DCRD, Paro
					3 days	5-7, Jan. 2012	S/ Jongkhar PS	47	5.C	
					3 days	3-5 Feb. 2012	Trongsa HSS	63	5.X	
					3 days	7-9 Feb. 2012	Damphu LSS	42	5.Y	
3	3	Gender Responsiveness	UNICEF	0.368	3 days	1-3 Feb. 2012	Gelephu HSS	30	3	Mr. Dorji Tshewang, CO, DCRD, Paro
4	4	Parent-Teacher Association (PTA)	UNICEF	1.022	4 days	21-24 Dec. 2011	Thimphu	30	3	
					4 days	9-12 Jan. 2012	Mongar	30	3	
					4 days	18-21 Jan. 2012	Gelephu	30	3	

5	5	Minor Writer's Review Workshop on Supplementary Bhutan Civics for Classes VII & VIII	RGoB	0.16	10 days	4 - 13 Jan. 2012	P/ling MSS	7	Mr. Thukten Jamtsho, CO, DCRD, Paro
6	6	Writer's Review Workshop on History of Bhutan Course Book for Classes IX & X	RGoB	0.239	14 days	16 - 29 Jan. 2012	P/ling MSS	7	
7	7	Writer's Workshop on Science Curriculum (Regular activity as earmarked in the current fiscal year of the 10th FYP)	RGoB	2.32	30 days	1 - 29 Jan. 2012	Gelephu LSS	40	Mr. Wangpo Tenzin, Principal CO & Mr. Surjay Lepcha, CO, DCRD, Paro
8	8	Training of Trainers for Listening & Speaking (Class VII - VIII).	RGoB	0.5	10 days	20 - 29 Dec. 2011	Gelephu HSS	25	Mr. Amber Rai, COE, Secondary Division, DCRD, Paro
9	9	Mathematics Professional Development Workshop for Classes VII - X teachers	RGoB	1.0	8 days	Dec. 23 - 30, 2011	Pelirithang MSS	27	Mr. Geewanath, CO, DCRD, Paro
					8 days	Jan. 30 - Feb 7, 2012	S/Jongkhar MSS	27	

10	10	Orientation of New (Revised) Economics Text Book for Class IX	RGoB	0.9	4 days each	18 Dec. 2011 - 6 Jan. 2012	Chukha HSS T/gang MSS Zhengang HSS	55 27 16	2	Mr. Om Nath Baraily, CO, DCRD, Paro
11	11	Writers' Review Workshop for Class X Economics Text Book	RGoB	0.47	25 days	Jan. 9 - Feb 2, 2012	Phuentsholing MSS	7		
12	12	Writers' Review Workshop for Class XII Supplementary Economics Text Book	RGoB	0.255	10 days	Feb. 4-13, 2012	Gelephu HSS, Sarpang	7		
13	13	Writers' Review Workshop for Class XII Supplementary Commerce Text Book	RGoB	0.23	10 days	Feb, 4-13, 2012	Gelephu HSS, Sarpang	7		
14	14	Training of Facilitators on Multigrade Teaching Strategies	UNICEF	0.443	4 days	20 -23 Dec. 2011	Mongar LSS	22	2	Mr. Karchung, CO, DCRD, Paro
15	15	Development of Self Learning Materials	UNICEF	0.348	7 days	23-29 Jan. 2012 (21-27 Nov. 2011)	Mongar LSS	24	1	
16	16	Cluster Level Workshop on Multi-grade Teaching	UNICEF	0.918	4 days	6-9 Feb. 2012	Six Clusters (Punakha, Chukha, Bumthang, Zhemgang, Mongar & S/Jongkhar)	150	10	

17	17	Orientation on revised Social Studies for Class IV	RGoB	0.4	5 days	10-15 Feb. 2012	Gyalposhing HSS	30	1	Mr. Dorji Tshewang, CO, DCRD, Paro
18	18	Strengthening of Continuous Assessment for the quality education	RGoB	0.35	3 days	First week of Feb. to 19th of Feb, 2012	Bumthang	7	1	Mr. Wangchuk Rabten, CS, DCRD, Paro
19	19	Diversification of Curriculum from XI to XII: Agriculture and Food Security as an optional subject	RGoB	0.5	15 days	1 - 17 Dec. 2011	SBIP in seven schools Wangdue Dzongkhag	35	7	Mr. Wangchuk Rabten, CS, DCRD, Paro
Department of Youth and Sports										
20	1	Child Protection during Emergencies	UNICEF	0.6	5 days	12-16 Dec. 2011	Punakha/Wangduephodrang	37	5	Mr. Tshering Penjor, Sr. Counsellor, CECD
21	2	Aerobic/Fitness Programme	RGoB	0.45	8 days	3rd week of Jan. 2011	Trashigang MSS	30	3	Mr. Sangay Rinzin/Mr. Nima Gyeltshen, Sr. Sports Coordinator, GSD, DYS
22	3	Advanced Skill Development in Counselling- "Working with Families"	RGoB	0.6	6 days	9-14th Jan. 2012	Punakha/P/ling	35	3	Mrs. Sonam Pelden, Counsellor, CECD

23	4	(Basic) Level 1: "Guidance & Counselling Workshop"	RGoB	0.5	2 weeks	16-28th Jan. 2012	Punakha / P / limg	26	5	Mr. Tshering Penjor, Counselor, CECE, DYS
24	5	Training of Focal teachers of vocational clubs	RGoB	0.5	20 days	3-21st Jan. 2012	VTL, Rangjung	22	2	Mr. Bhadur Tamang, Sr. Program Officer, CECD, DYS
25	6	Orientation on SPEA	Save the Children	0.36	5 days	20-23 Dec. 2011	S / Zonkhar, MSS	30	3	Mr. Pem Sherpa, Program Officer, CECD, DYS
26	7	Training of School Health Coordinator on Wash In Schools	UNICEF	0.492	7 days	4th Week of Dec, 2011	Bumthang	50	5	Ms. Deki Tshering, CSHD, DYS
27	8	Training of School Health Coordinator on Wash In Schools	UNICEF	0.493	6 days	1st Week of Jan. 2012	Punakha	60	5	Ms. Deki Tshering, CSHD, DYS

28	9	Training of Trainers on Life Skills Education for Punakha Dzongkhag	GFATM	0.366	5 days	1st week of Feb. 2012	Punakha	40	3	Ms. Deki Tshomo, Deputy Chief Program Officer, CSHD, DYS
29	10	Training of Trainers on Life Skills Education for Trashigang Dzongkhag	GFATM	0.661	5 days	3rd week of Jan. 2012	Trashigang	73	6	
30	11	Training of Trainers on Life Skills Education for Samdrupjongkhar Dzongkhag	GFATM	0.43	5 days	2nd week of Jan. 2012	Samdrupjongkhar	46	3	
31	12	Training of Trainers on Life Skills Education for Lhuentse Dzongkhag	GFATM	0.35	5 days	4th week of Jan. 2012	Lhuentse	40	2	
32	13	Life Skill Education & Child Centred Disaster Risk Reduction (1) & Basic Search & Rescue.	Save the Children Fund	0.9	9 days	23-31st Dec. 2011	Rangjung HSS, T/gang	40	8	Mr. Kinley Dorji, Senior PO, SCED, DYS
33	14	Disaster Risk Reduction 2	Save the Children Fund	0.553	5 days	9-13 Jan. 2012	Norbuling MSS, Sarpang	40	8	Mr. Rinchen Tshering, PO, SCED, DYS
34	15	Disaster Risk Reduction 3	Save the Children Fund	0.553	5 days	18-22 Jan. 2012	Bajo HSS	40	8	Mr. Kinley Dorji, Senior PO, SCED, DYS
35	16	Disaster Risk Reduction 4	Save the Children Fund	0.553	5 days	27-31 Jan. 2012	Samtse HSS, Samtse	40	8	Mrs. Dorji Wangmo, PO, SCED, DYS

36	17	Basic Unit Leaders Training for Scouts	RGoB	0.5	7 days	3-9 Jan. 2011	Trashigang MSS, Trashigang	35	4	Mr. Karma Wangchuk, PO, SCED, DYS
37	18	Basic Unit Leaders Training for Cub	RGoB	0.5	7 days	16-22 Jan. 2011	Dekling LSS, Sarpang	35	4	Mrs. Rinchen Tshering, PO, SCED, DYS
38	19	Wood Badge Training for Cubs	RGoB	0.4	7 days	3-9 Feb. 2012	Kamji LSS, Chukha	35	4	Mr. Kinley Dorji PO, SCED, DYS
39	20	Basic Unit Leaders Training For Cubs	Save the Children Fund	0.36	7 days	25-31 Jan. 2012	Khuruthang MSS	35	4	Mr. Norbu Dhendup, PO, SCED, DYS
40	21	Wood Badge Training for Rover Leaders	DDA (Danish Scouts)	0.466	7 days	20-26 Dec. 2011	Dashiding MSS, Punakha	30	6	Mr. Pema Wangchuk, Senior PO, SCED, DYCS
41	22	Assistant Leader Training	RGoB	0.4	7 days	6-12 Feb. 2012	Dashiding MSS, Punakha	30	4	Mr. Pema Wangchuk, Senior PO, SCED, DYCS
42	23	Training of School Health Coordinators on First Aid, Minor Ailments, Drugs, Mental Health, WATSAN & climate change.	WHO, RGOB (MoH)	1.030 (.530 each)	14 days (7 days each)	28 Dec. 2011-3 Jan. 2012	Gelephu	35	5 (3 from SHC & 2 from MoH)	Ms. Deki Tshomo, CSHD, DYS & Sonam Peldon, AHP, DoPH
						4-10 Jan. 2012	Gelephu	36	5 (3 from SHC & 2 from MoH)	
Department of School Education										

44	1	Rollout workshop on “Transition of Principal’s Role from Administrative to Instructional Leadership”	RGoB	1.41	5 days	27-31 Jan. 2012	Autsho MSS, Lhuentse Gyelpozhing HSS, Mongar Yadi MSS, Mongar Rangjung HSS, T/gang Bayling HSS, T/yangtse	27 26 25 32 30	15	1. Mr.Kinley Gyeltshen, EMO, EMSSD 2. Mr.Tshewang Namgyal, EMO, EMSSD 3.Mr.Karma Kuenphen, EMO, EMSSD
					5 days	2-6 Feb. 2012	Tashitse HSS, T/gang P/gantshel MSS S/jongkhar HSS Yebilaptsa MSS, Zhem-gang	30 31 27 32		
45	2	ICT & Dzongkha Unique Code Training for the Visually Impaired Pre-service Candidates	RGoB	0.5	28 Days	2nd - 29th Jan. 2012	JNP, Deothang, S/jongkhar / DLI, Thimphu	12	5	Mr.Tshongpen Wangdi, Principal, NIVI, Khaling
46	3	Orientation & mobility / Activities for Daily Living Training.	UNICEF	0.73	5 days	9- 13 Jan. 2012	P /ling HSS	35	5	Mrs.Tshering Lhamo, Senior Program Officer, SEN, DSE

47	4	Training of selected cooks from WFP supported schools on food preparation and Hygiene.	WFP	0.54	7 days	16-22 Jan. 2012	P/ling LSS	60	6	Mr.Chhador Wangdi, Chief Programme Officer, SAFED, DSE
48	5	Training of selected cooks from RGOB stipend supported schools on food preparation and hygiene.	WFP	0.54	7 days	23-29 Jan. 2012	P/ling LSS	60	6	Mr.Chhador Wangdi, Chief Programme Officer, SAFED, DSE
49	6	Nutrition and Warehouse Training (WFP assisted Schools)	WFP	0.96	6 days	2-7 Jan. 2012	P/ling LSS	35	6	Mr.Dago Dorji, Deputy Chief Program Officer, SAFED, DSE
50	7	Nutrition and Warehouse Training (HSS & MSS) Non WFP.	WFP	0.96	6 days	9-14 Jan. 2012	P/ling LSS	35	6	
51	8	11th Integrated Farming Training Programme for Focal Agriculture Teachers (FAT)	RGoB	0.8	13 days	19- 31 Dec. 2011	Regional Development Training Centre (RDTC), Zhemgang	25	Resource persons for this course will be hired from various sectors of the MoAF and other relevant sectors because every individual topic needs to be taught by them.	Mr. Desang Dorji, Sr. Programme Officer, SAFED, DSE
52	9	5th Refreshers Course for the Trained Focal Agriculture Teachers	RGoB	0.18	5 days	9-14 Jan. 2012	Bhur RNRDC, Sarpang	20		

53	10	School Caregivers Workshop	UNICEF	0.675	10 days	29 Dec 2011-7 Jan 2012	Delkiling LSS, Sarpang	48	5	Karma Gelay, Sr. Program Officer, ECCE,DSE
54	11	Education in Emergencies	UNICEF	0.492	5 days	19th - 223rd Dec. 2011	Chumidingkha Resort, Wangchuk Tabo	40	4	Kaka Tshering, LO, DSE, MoE
Department of Adult & Higher Education										
55	1	Orientation on revised Curriculum for existing NFE Instructors	UNICEF	1.356	7 days each	18 Dec-last week of Jan 2012	Zhemgang Wangdue Mongar	310	18	Tshering Tobgay, Sr. Programme Officer
56	2	Oirientation Workshop for New NFE Instructors	UNICEF	1.075	7 days each	4th week of Dec. 2011 to 31st Jan 2012	Thimphu Sarpang S/Jongkhar Samtse	140	19	Tshering Tobgay, Sr. Programme Officer
57	3	Refresher Training for NFE Instructors and Education in Emergencies	UNICEF	0.918	5 days each	End of Jan. 2012 to February 2012	Thimphu Wangdue Trongsa Sarpang Lhuntse Trashigang S/Jongkhar Samtse	250	24	Ugyen Tshomo, Sr. Programme Officer
58	4	Orientation (2nd round) on Green Job materials for 3 Clusters	LOD/ UNDP	1.5	3 days each	1st Feb. to 3rd week of Feb. 2012	P/Ling Tsirang Mongar	85 85 85	5	Karma Jurmi, Sr. Programme Officer

Annexure 13

MINISTRY OF EDUCATION
In-service Education of Teachers (INSET)

NBIP Proposal Form

(This form should be filled and signed by the Programme Coordinator; countersigned by the Department Head; and submit to HRD. Please use extra sheet)

1. Title of NBIP :
 2. Start date and end date :
 3. No. of participants :
 4. Venue :
 5. Implementing Agencies :
 6. Approved budget :
 7. Source of funding :
-

8. Rationale :
9. Objectives :
10. Course Content :
(Include daily timetable for NBIP)
11. Delivery/Teaching strategies :
12. Expected outcome/s :
13. No. of resource persons/facilitators:
(CV to be furnished to HRD, MoE)
14. Selection criteria for participants:
(Include target group)

Signature of Programme Coordinator

Name & Designation:.....

.....

Contact Number:

Signature of Department Head

Name & Designation:.....

.....

Note: Please submit a separate proposal for each NBIP.

Annexure 14

MINISTRY OF EDUCATION
In-service Education of Teachers (INSET)

NBIP Report Form

(This form should be filled and signed by the Programme Coordinator and then submit to HRD. Please use extra sheet)

- 1. **Title of NBIP** :
- 2. **Start date and end date** :
- 3. **No.of participants** :
- 4. **Venue** :
- 5. **Implementing Agencies** :
- 6. **Approved budget** :
- 7. **Source of funding** :

(Note: If the above NBIP was not conducted, please complete Serial No. 8 only)

- 8. **Give valid reason/s for notbeing able to conduct the NBIP.**
- 9. **Mention theoutcomesachieved by the NBIP and include difficulties encountered, if any, in achieving the outcomes.**
- 10. **Mention general and specific feedback/comments given by the participants on the NBIP.**
- 11. **Mention the follow-up actions proposed based on the participants’ feedback/ comments.**
- 12. **Mention the reasons submitted by the participant(s)with names who did not attend the NBIP and attach their written explanation.**
- 13. **Give valid reasons for increase in number of participants and resource personsbeyond the HRC approved number.**
- 14. **Mention any other feedback/comments ofthe Programme Coordinator on the NBIP.**
- 15. **Documents required to be submitted to HRD, MoE along with the NBIP Report:**
 - Attendance Roster for participantswithname,employee ID,address, &signature;
 - Attendance Roster for resource persons / facilitators with their name, employee ID, address &signature. Give valid reasonfor reduction in the number of resource persons, if any; &
 - Timetable for NBIP.

Signature of the Programme Coordinator
Name & Designation:.....
Contact No.:

Note: Please submit a separate proposal for each NBIP.

Annexure 15

MINISTRY OF EDUCATION
In-service Education of Teachers (INSET)

Guidelines for NBIP

(The implementing agencies (IAs) must strictly follow the following guidelines for NBIP proposal; implementation; & reporting)

A. NBIP Proposal:

1. All NBIP proposals must be read, thoroughly discussed and endorsed by the Head of the Department before submission to HRC.
2. All NBIP proposals must be reviewed and approved by the HRC before submission to UN-AWP and RGoB meetings for budget discussion and finalization.
3. All Programme Coordinators must coordinate and explore possibility for convergence of NBIPs to avoid duplication and minimize costs.
4. All NBIP proposals must reach HRD, MoE on or before 31st August as per the format given in Annexure I. Late receipt of the same beyond the given deadline shall not be entertained by the Ministry.
5. All Programme Coordinators must ensure using competent local resource persons unless there is special need for other resource persons.
6. All Programme Coordinators must submit a list of at least 2 resource persons with CV along with the NBIP proposals for HRC's review and approval.
7. The HRC shall approve all the NBIP proposals by 30th September to ensure that sufficient time is given to Programme Coordinators to plan for smooth implementation.
8. All Programme Coordinators must submit the confirmed list of participants against each NBIP to HRD, MoE as per the format given in Annexure IV soon after Programme Coordinators receive the HRC's approval to conduct the NBIPs. The Programme Coordinators must select the participants through stringent selection criteria.
9. All Programme Coordinators must ensure that venue for the NBIPs must be located closest to the maximum number of participants.
10. All In-country Award-bearing Programme candidates must not be listed for any NBIP if the dates for NBIP coincide with the award-bearing programme(s).

B. NBIP Implementation:

All Programme Coordinators must:

1. Conduct the NBIPs on time and at the venues as proposed and approved by the HRC.
2. Ensure that prior approval of the HRC is accorded before conducting the NBIPs, should there be need for change in venue, name and number of participants, and resource persons.
3. Inform the HRD, MoE on any change of date before the conduct of NBIPs.
4. Maintain attendance of each participant which shall include name, employee ID, address and signature.
5. Ensure that a candidate does not participate in more than one NBIP.
6. All budgetary requirements shall be met from the respective approved NBIP budget and strictly observe the financial rules and regulations.
7. Provide at least one week time to AFD, MoE to process for NBIP budget release.
8. Engage the competent local resource persons as proposed and approved by HRC to conduct/facilitate the NBIPs.
9. Design a feedback form and gather feedback from the participants at the end of each NBIP in order to provide a comprehensive report as well as improve facilitation of future NBIPs.

C. NBIP Report:

The Department heads must:

1. Ensure that NBIP Reports submitted by the Programme Coordinators of the respective Departments are compiled together, duly endorsed by them and then submit to HRD, MoE.

The Programme Coordinators must:

2. Prepare NBIP Reports (as per the format given in Annexure II) and submit to the Department head within one month after NBIPs have been conducted.
3. Settle the accounts with AFD, MoE soon after the conduct of the NBIPs.
4. Maintain a record of the video clippings, pictures, power point presentation, etc. for future references.

Annexure 16

MINISTRY OF EDUCATION
In-service Education of Teachers (INSET)

Registration Form Resource Persons & Participants

(This form should be filled by the Programme Coordinator and then submit to HRD. Please use extra sheet)

1. Title of NBIP :
 2. Start date and end date :
 3. No. of participants :
 4. Venue :
 5. Implementing Agencies :
 6. Approved budget :
 7. Source of funding :
-

A. List of Resource Persons:

Sl. #	Name	Employee ID #	Address	Qualification and Experience	Remarks

B. List of Participants (please note that participants shall be selected for one NBIP only).

Sl. #	Name	Employee ID #	Address	Qualification	Remarks

Signature of Programme Coordinator
Name & Designation:.....
Contact No.:

Signature of the Head of Department
Name & Designation:.....

Note: Please submit a separate proposal for each NBIP.

Annexure 17



ཤེས་ཡོན་ཅུ་གཞུང་དང་བྱད་རིག་རྒྱུ་རྒྱུ་རྒྱུ་རྒྱུ་
DEPARTMENT OF CURRICULUM RESEARCH AND DEVELOPMENT
MINISTRY OF EDUCATION
PARO: BHUTAN
Tel: +975(8) 271226 Fax: +975(8) 271991



Ref No: DCRD/MoE/1/2011

Dated: 6th May 2011

The Dzongkhag Education Officers
All Dzongkhags

Subject: Obliging Students to buy Guides and Non-prescribed Books

Dear Sir / Madam,

This is to appraise all DEOs that the visits of our officials in the recent past and a focussed visits by the Chief, Publication and Instructional Media Division to schools in some Dzongkhags in the month of March-April 2011 have revealed some issues pertaining to supply and use of teaching learning materials that are of great concern to all of us in the education. Some of the major issues include supply of non-prescribed and non-requisitioned books which are not even on the list approved by the DCRD; supply of wrong edition books, procurement of additional textbooks (not on the list) directly by schools, non-requisitioning of required books, non-use of books required by the syllabi, use of old stocks (out dated edition as per syllabi) even when revised editions are available, lack of care for books (non-adherence of book life/ policy), indiscriminate scribbling, graffiti and deformation of books, etc. (lack of respect for books) and use of substandard and unreliable student guidebooks supplied by local vendors among many other issues.

While the directives on other issues shall be issued based on an in-depth study, which is currently in the process, we have been in constant worry over the supply and use of the guide books from the local vendors. To this effect, the 25th CAPSD Board held on June 7, 2010 deliberated and resolved to discourage schools from making students buy and use guidebooks and non-prescribed curricular materials.

The Board, while recognizing that the excellence in the academic performance is certainly one of the top priorities of any school, strongly felt that the pursuit of the academic excellence by resorting to detrimental alternatives such as this shall bear, among many others, the following adverse impacts on our students and their leaning:

1. While such guides supplied by local vendors may provide ready made temporary solutions and memory quick fix particularly for examination purposes, these guides, on the other hand, often impede student learning as they do not motivate critical and analytical thinking. **These guide books are examination preparation oriented, they pose serious limit to the creative**

thinking skills of our students. Further, most of these books are found to be lacking in quality and integrity of knowledge and are often filled with errors which our students are made to learn.

2. At the worst, reports are that in many schools students are either enticed or obliged to buy such books against their interest and financial capacities and impose heavy additional burden on parents, particularly the ones who can not afford.
3. Thirdly, being able to procure the guides and not being able to buy has become a source of social discrimination amongst the students in the same school.

On the basis of the above cited reasons, although we believe in promoting local writers, the DCRD is not in favour of motivating or luring students to buy guides or curricular materials from any vendors or persons to promote their products.

As such and in compliance to the resolutions of the 25th CAPSD Board meeting in 2010, the DEOs are requested to ensure that schools and school staff under their jurisdictions do not engage in obliging students to buy guide books or any other curricular materials that are not prescribed by the Department of Curriculum Research and Development.

We solicit your kind cooperation and support.

Thanking you,

Yours faithfully,

Sd/-

(Kinga Dakpa)

Chief Curriculum Officer

CC:

1. The Honourable Secretary, Ministry of Education, Thimphu
2. The Director General, Department of School Education, Ministry of Education, Thimphu
3. The Chief EMO, EMSSD, MoE, Thimphu
4. Office copy

Annexure 18



MINISTRY OF EDUCATION
DEPARTMENT OF CURRICULUM RESEARCH AND DEVELOPMENT

ཆུ་གཞུང་གི་བའཛོལ་དང་གོང་འཕེལ་ལས་ཁུངས་།

Directorate



DCRD/MoE/Amd-9/2011-2012/

April 9, 2012

All the Dzongkhag Education Officers

Subject: Guide books and non-prescribed self-help references

Further to the notification sent to all the Dzongkhag Education Officers vide letter no. DCRD/MoE/1/2011 dated 6th May 2011, the Department of Curriculum Research and Development would like to, once again, remind all the stakeholders (DEOs, parents, school principals, teachers and students) with regards to the purchase and use of dubious guidebooks and self-help reference materials.

These books may provide solutions or ready-made answers for the purpose of examination, but they do not motivate analytical thinking nor do they give an in-depth knowledge of the subject matter. These materials are made to look attractive and promising but, in essence, lack in quality and, in the long run, will definitely prove detrimental to the children's intellectual growth.

Therefore, all should be cautious of the existence of such cheap materials in the market and refrain from purchasing or encouraging children from doing the same. The Dzongkhag Education Officers are requested to ensure that this information reaches all the school principals, teachers and students under your Dzongkhags.

The text books, reference materials and teachers' manual which are supplied and/or prescribed by the Ministry of Education from class PP to XII are adequate to achieve the standards/ objectives from each subject at their respective level.

Thanking you,

Yours sincerely,

(Kesang Choden Dorji)

Director

Cc:-

1. O/c

Annexure 19



**MINISTRY OF EDUCATION
DEPARTMENT OF SCHOOL EDUCATION
Thimphu : Bhutan**



Ref.No.MoE/DSE/Adm.(2011)/8023

25th March 2011

CIRCULAR

The Ministry observed that there has been increasing cases of withdrawals from appearing BCSE & BHSEC Examinations. This is putting a lot of pressure on the limited seats in class X & XII. This also leads to a lot of additional costs on the Government, besides putting the fresh candidates at disadvantage.

In order to counter this problem, starting from this academic session (2011) no BCSE/ BHSEC candidate in Government schools will be allowed to withdraw from appearing the Board Examination with exception to medical cases requiring hospitalization and supported by documentary evidence signed by an authorized medical officer.

Further, no class X and XII candidate will be allowed to change school from 2012 academic session except Day-Scholars whose parents are transferred.

All DEOs / TEO and Principals are required to strictly adhere to this circular.

Tshewang Tandin

Director General

Cc:

1. Hon'ble Secretary, Ministry of Education for kind information.
2. All Dasho Dzongdags / Thrompons for kind information.
3. Secretary, BBE for information and necessary actions.
4. All DEOs / TEO for information and implementation.
5. All Principals, Middle & Higher Secondary Schools for information & strict compliance.

Annexure 20

Non-formal Education

The Non-Formal and Continuing Education is pleased to inform the valuable NFE stakeholders on the advancement of NFE Programme. The achievements are the contributions of our field implementers and we look forward to taking NFE programmes to a higher level so that we fulfill the mandate of providing adult literacy to the non-literate population of our country. In this 30th EPGI, we would like to inform the Dzongkhag Education Sectors, Local Authorities, Parent schools and the NFE Instructors on the following;

1. Implementation of Functional English Curriculum

The Functional English Curriculum is developed and currently being piloted in Thimphu, Paro, Punkha, Chukha, Dagana, Samtse and Thimphu Thromdey. The newly developed curriculum has 4 levels viz. Basic, Level I, Level II and Level III. The course is for 12 months and it will be offered to the Post Literacy learners.

2. Revised Roles and Responsibilities

The revised roles and responsibilities of the implementing officials which have been endorsed by the 19th NFCED Board has been sent to all Dzongkhags for further dissemination to Geogs and parent schools. This has to be used until the NFE Policy is in place.

3. NFE Monitoring Tools

NFE Monitoring Tools for National, Dzongkhag, Geog and School level are being developed and it will soon be pre-tested before final implementation. Once the tools are available, we should constantly monitor the NFE Programme as per our monitoring plan. This would ensure quality and provide timely support for the enhancement of NFE programme. Further, we would like to inform all that the Social Sector Review report (2011) reveals that there is a poor monitoring of the NFE programme.

4. Budget Proposal for NFE Programme

All Dzongkhags are required to annually propose budget under the education sector for NFE programme in the respective Dzongkhags. To this end a letter has been sent to all the Dzongkhags by the Hon'ble Secretary vide letter

No.DAHE/NFCED/MOE(1.1)/2011/1521, dated 5th Dec, 2011. The budget may be proposed under the following areas;

1. Salary and Travel for NFE Instructors
2. Travel for DEOs/ADEOs/Parent Principals for planned monitoring of NFE Programme
3. Supply of stationery to NFE Centres in remote places
4. Transportation charges for NFE related Teaching-Learning Materials from Dzongkhag HQ to centres
5. Literacy Promotional Programmes
 - i. Advocacy
 - ii. Orientation
 - iii. Establishment cost-Opening/Certification/ Awards ceremony
 - iv. Literacy programme

Annexure 21

Queen's Endowment for Cultural Studies

- Introducing a Special Scholarship Scheme

A nation is a grand mosaic of what meets the eyes and invokes the mind. The objective self and the subjective being of a nation are fed and nourished by its physical endowments - received and created - and the marvels of the human mind and the creative genius of its people. While the material life of the society is sustained by economic enterprise and scientific progress, its deeper yearnings find expression in the appreciation and cultivation of the finer graces that elevate the mind from the mundane and the workaday.

Art, literature, music, drama, philosophy, and such other creative forms, respond to the more sublime and edifying impulses of humans and of societies. They supply the enriching and empowering inner fortifications so essential to moderate our lower order temptations and to secure the soul.

Sanskrit, for instance, was essentially an engagement of refined speech emanating from enlightened minds. It became the language of the epics and of legends that dealt with ideas and actions of individuals commanding respect and honour. The linguistic wealth of many languages owes its strength to their origin in Sanskrit.

The profundity of the Buddha's teachings was stored for posterity in the linguistic facility of Pali. Astrology, for another, links the human with the celestial and informs our special place in the grand scheme of things.

Some of the greatest gifts of the Vedic civilization are to be found in the life-affirming herbal medical practice dating back to times immemorial. Lho Menjong, that Bhutan is often referred to as, owes its special epithet to the extensive indigenous medical tradition much appreciated to this day.

As a country that aspires to harmonize the needs of the body and the deeper longings of the mind, Bhutan has had the extraordinary privilege of harnessing the strength of both - thanks to the enlightened vision of our great monarchs who have epitomized the best of culture and of progress in their own lives. Our beloved People's King is the finest embodiment of the gifts of received wisdom and the promise of innovation ever so essential to feed the inner as well as the outer life of our nation especially at a time of unprecedented changes.

The launch of the *Queen's Endowment for Cultural Studies* is a tribute to the pride of our nation as Bhutan and the Bhutanese people come together to celebrate a most special moment in the life of our country. This unique annual scholarship scheme supporting undergraduate studies in Sanskrit, Pali, Astrology, Ayurvedic/Herbal Medicines, Fine Arts and Music is our humble submission to celebrate the most joyous occasion of the Royal Wedding of His Majesty our Beloved King Jigme Khesar Namgyel Wangchuck and Ashi Jetsuen Pema.

The *Queen's Endowment* aims to revive and honour the foundational traditions of some of the most ancient and time-tested human pursuits and enrich our country's collective cultural life.

It is our hope that the benedictions inherent in the fields identified above will add to the benign graces of our country and serve to fulfill the hopes and dreams of our people. It is a small step to celebrate an occasion but a big wish to offer our most sacred prayers for our beloved King and Queen who embody the sublime graces of body, speech and mind.

* * *

[Thakur S Powdyel, Minister of Education, on the launch of the *Queen's Endowment for Cultural Studies* on Thursday, August 25, 2011, as part of the Ministry's celebration of the auspicious Royal Wedding].

Annexure 22

Criteria for CE candidates to compete for ex-country undergraduate scholarships



དཔལ་ལྷན་འབྲུག་གཞུང་། ཤེས་རིག་ལྷན་ཁག།

Royal Government of Bhutan
Ministry of Education

Department of Adult and Higher Education
Scholarship and Student Support Division



SSSD/DAHE/Anno.-28/2011/..3938

21.12.2011

PUBLIC NOTIFICATION

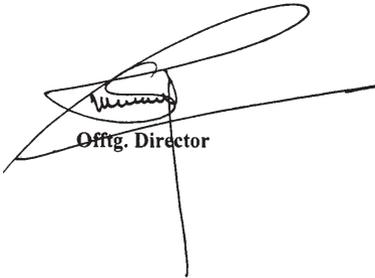
In order to provide opportunities for meritorious Continuing Education (CE) candidates to pursue further studies on an even platform with the regular students, the Ministry of Education is pleased to announce that from the 2012 academic session, CE candidates are also eligible to compete for the ex-country undergraduate scholarships.

However, their eligibility is contingent upon fulfilling the following requirements:

1. Must qualify by merit based on the BHSC examination of the year
2. Must be 25 years of age or less
3. Must not have repeated in class XII
4. In-service candidates working in government organizations are not eligible
5. Must fulfill all other requirements as applicable to regular class XII graduates

This is announced as per the approval of the Ministry of Education and kind endorsement accorded by the Lhengye Zhungtshog.

For further clarifications, please call 335833/332248.


Offg. Director

Annexure 23

Summary by Funding Agency & Country

List of Undergraduate Students currently studying in Various Countries as of May, 2012

Sl. NO.	Funding Agency	Australia	Bangladesh	Cuba	India	Korea	Malaysia	Nepal	Sri Lanka	Thailand	Thimphu	USA	Total
1	GOI				308								308
2	TCS Colombo Plan(GOI)				1								1
3	RGoB	40	4	5	49	6	11	1	115	33		5	269
4	Fulbright											2	2
5	APEMS		11		3				22				36
6	In_Country RTC										50		50
7	Queen's Endowment for Cultural Studies				7								7
	Grand Total	40	15	5	368	6	11	1	137	33	50	7	673

Annexure 24

BOOK SUPPLY POLICY (CAPSD, Department of School Education, Ministry of Education)

CATEGORY	EXPECTED BOOK LIFE	ISSUE CRITERIA	REMARKS
Textbook (TB)	2 years (PP-VI)	<ul style="list-style-type: none"> 1 copy per student 	<ul style="list-style-type: none"> Not allowed to take home for classes PP-III (to be kept in the classroom or subject departments) Allowed to take home for classes IV – XII Students have to return at the end of the academic year
	3 years (VII-XII)		
Teacher's Guide (TG)	5 years or till further revisions	<ul style="list-style-type: none"> 1 copy per subject teacher 	<ul style="list-style-type: none"> Teachers do not have to return until change of subjects/classes or transferred
Workbook (WB)	1 year	<ul style="list-style-type: none"> 1 copy per student 	<ul style="list-style-type: none"> Strictly for use in the classroom work To be kept in the classroom Students do not have to return
Reader (R)	3 years	<ul style="list-style-type: none"> 1 copy between 2 students Big book (BB): 1 copy per section 	<ul style="list-style-type: none"> To be kept in the classroom or language departments Not allowed to take home
Supplementary Reader (SR)	3 years	<ul style="list-style-type: none"> 3 copies per school below 5 sections 	<ul style="list-style-type: none"> To be kept in the classroom or language departments Not allowed to take home
		<ul style="list-style-type: none"> 5 copies per school above 5 sections 	
Reference (RE)	5 years	<ul style="list-style-type: none"> 3 copies per school below 5 sections 	<ul style="list-style-type: none"> To be kept in the library
		<ul style="list-style-type: none"> 5 copies per school above 5 sections 	
Dictionary (D)	5 years	<ul style="list-style-type: none"> 5 copies per section 	<ul style="list-style-type: none"> To be kept in the classroom or language departments
Atlas (AT)	5 years	<ul style="list-style-type: none"> 5 copies per section 	<ul style="list-style-type: none"> To be kept in the classroom or Social Studies/Geography departments
Topo Sheet (TS)	As per requirement	<ul style="list-style-type: none"> 5 sheets per section 	<ul style="list-style-type: none"> To be kept in the classroom or Geography department
Syllabus (S)	5 years or till further revisions	<ul style="list-style-type: none"> 3 copies per school below 5 sections 	<ul style="list-style-type: none"> To be kept in the library
		<ul style="list-style-type: none"> 5 copies per school above 5 sections 	

BOOK SUPPLY POLICY (CAPSD, Department of School Education, Ministry of Education)

CATEGORY	EXPECTED BOOK LIFE	ISSUE CRITERIA	REMARKS
Audio Material (A)	As per requirement	<ul style="list-style-type: none"> CAPSD will provide complete recorded audio materials 	... To be kept in the library
Chart/ Poster (C)		<ul style="list-style-type: none"> 1 set per section 	... To be kept in the classroom
Glove (G)	As per requirement	<ul style="list-style-type: none"> 1 per school 	... To be kept in the classroom or Social Studies/Geography departments
Wall Map (WM)	As per requirement	<ul style="list-style-type: none"> 1 per school 	... To be kept in the classroom
Outline Map (OM)	1 year	<ul style="list-style-type: none"> 3 nos. per student IV - VIII (Others) 5 nos. per student IV - VIII (Bhutan maps) 	
Prayer Book (PB)		<ul style="list-style-type: none"> 1 copy per student (Classes V - XII) 	<p>... To be issued once only</p> <p>... Students do not have to return</p>
National Flag (NF)	1 year	<ul style="list-style-type: none"> 2 sets per school 	... To be hoisted during school hours and important national events only
Student Progress Report (SPR)	1 year	<ul style="list-style-type: none"> 1 per student (Classes PP - XII) 	... Students receive at the end of the academic year
School Leaving Certificate (SLC)	1 year	<ul style="list-style-type: none"> 1 per student (Classes VI, VIII, X, XII) 	... Students leaving schools

Annexure 25

Resolutions of the 15th Annual Education Conference (December 30, 2011 to January 1, 2012)

“Consolidating GNH in our Schools”



Educating for GNH

1. Advocacy programmes to be carried out through various means to enhance awareness and action on the Educating for GNH initiative. (*Action: DSE with ICD/Dzongkhags*)
2. The Department of Curriculum Research and Development to infuse elements of Green Schools into the curriculum, in consultation with the schools and Dzongkhags. Schools to also explore ways of infusing the elements of Green Schools in the implementation of the curriculum. (*Action: DCRD/Schools*)

Sherig Century Celebrations

3. Towards celebrating the historic Sherig Century from 2, May, 2012 to 2, May, 2013, DEOs to be focal persons for coordinating activities at the school/cluster and dzongkhag levels, while the task force chaired by DG, DSE would be responsible for planning and coordinating the activities at the national level. (*Action: DSE/Dzongkhags/schools*)
4. An Education Museum to be established in Haa. All Dzongkhags to share any education related artifacts to Haa Dzongkhag to be included in the museum. (*Action: DEO, Haa*)

Sherig Archive

5. A Sherig Archive to be established in the Ministry of Education to document policies, publications and any events or programmes on education. To this end, Departments/Divisions/Dzongkhags/Schools to record and share all such information and materials to the Information and Communication Division for archiving. (*Action: ICD*)
6. Departments, Schools and Dzongkhags to document all information and best practices on Educating for GNH, the Royal Wedding Celebrations and other thematic celebrations and submit to the Information Communication Division for archiving. (*Action: Schools/Dzongkhags/Departments/ICD*)

HR Issues

7. The HR Policy was presented and endorsed by the AEC.
8. The Guidelines for Decentralization of Intra-Dzongkhag Placements and Transfers of Primary and Community Primary School Principals to the Dzongkhags was endorsed by the AEC.
9. All HR decisions at every level, such as nomination for training, promotions, transfers, etc. to be made through an HR committee to ensure transparency and equity. *(Action: Ministry/Dzongkhags/Schools)*
10. To ensure that ECRs provide quality education, ECR teachers to be given priority for training in multigrade teaching. *(Action: DCRD/HRD)*

Planning and Monitoring

11. Dzongkhags to plan expansion of school facilities holistically keeping in mind factors such as total enrolment in the dzongkhag, enrolment trends in the schools, school age population and population trends, migration trends, and implementation capacity of dzongkhags and local contractors, etc. *(Action: Dzongkhags)*
12. Dzongkhags to rationalize the size and scope of schools in a phased manner with proper planning, monitoring and support. *(Action:Dzongkhags)*
13. To ensure the timely completion of the 10th FYP activities, Dzongkhags to monitor progress on a monthly basis and submit reports to the Ministry of Education. *(Action: Dzongkhags)*
14. Principals of parent schools to visit their ECRs monthly to monitor and provide support wherever possible. If not, Principals to visit their ECRs a minimum of four times a year. *(Action: Schools/Dzongkhags)*

Curriculum issues

15. The Monitoring and Supporting Curriculum Implementation Mechanism to be further refined and implemented. The MSCIM will also include guidelines, for implementation developed in consultation with relevant stakeholders (DSE/BCSEA). *(Action: DCRD)*
16. Department of Curriculum Research and Development to review and elaborate its mandate. *(Action:DCRD)*

17. The Department of Curriculum Research and Development to update information on Social Studies, Computer Applications, History, Geography, EVS and Dzongkha, and communicate the revised text to the schools at the earliest. *(Action: DCRD)*

Examinations and Assessment

18. The security and integrity of all processes and materials related to assessment to be strengthened in consultation with DSE. *(Action: BCSEA/DSE)*
19. BCSEA shall review the integrity of the SUPW experience and recommend ways to recognise self initiated personal enrichment work done by students outside their school hours. *(Action: BCSEA)*
20. The Education Quality Monitoring Mechanism to be presented in the next AEC. *(Action: BCSEA)*
21. Measures to strengthen formative assessment in schools to be instituted. *(Action: DCRD)*

School Policies

22. All primary level schools to be called Primary Schools henceforth irrespective of location. *(Action: MoE/Dzongkhag/Schools)*
23. All schools to ensure that school uniform is worn at all times except during games and sports. *(Action: Dzongkhag/Schools)*
24. All schools to ensure that a minimum of 180 instructional days is achieved. Towards this, schools to seek approval for holding any non-school related activities on their premises from DSE. In the event that schools lose teaching days because of any non-teaching related programmes, schools in consultation with the Dzongkhags to submit a proposal on how they would make up for the lost days to DSE. *(Action: DSE/Schools/Dzongkhags)*
25. Schools to develop relevant school safety strategies and incorporate them into the School Policy. The School Health and Safety Guidelines being developed by the DYS and the strategies developed at the 15th AEC to serve as a reference point. *(Action: Schools and Dzongkhags)*
26. Schools to ensure that all students promoted to the next grade have the necessary knowledge and skills appropriate to that grade level. *(Action: Schools)*

School Feeding

27. The Department of School Education to work together with the Dzongkhag

Cultivating the Grace of Our Mind

Administrations and the Department of Public Health on an inventory of vegetables and fruit items available in each Dzongkhag based on their nutritional value and circulate it amongst Dzongkhags for implementation with immediate effect. *(Action: DSE)*

28. The Ministry of Education to ensure that adequate budget is made available to provide a balanced diet to children in boarding schools. *(Action: MoE)*
29. School health to be monitored to ensure that nutrition and health safety aspects are taken care of, including in terms of nutrition, diet, hygiene etc. Towards that relevant mechanisms to be put in place at every level to monitor and support health and wellbeing of the children in our schools. *(Action: DSE/DYS/Dzongkhags/Schools)*

Chiphen Rigphel Project

30. All teachers who graduated before 2009 to attend the training on Chiphen Rigphel Project. *(Action: DSE/Dzongkhags/Schools)*

National Youth Policy

31. Every Dzongkhag to form a multi-sectoral steering committee chaired by Dasho Dzongdag to formulate a Dzongkhag Youth Action Plan to implement the National Youth Policy at the Dzongkhag level. *(Action: DYS/MoE/Dzongkhags)*

NFE Programme

32. Separate budget provisions to be kept for NFE programme in the Dzongkhags. *(Action: MoE to take up with MoF)*
33. To strengthen the monitoring of the implementation of the NFE programmes. *(Action: NFCED/Dzongkhags)*
34. Dzongkhags to identify the non literate persons with the help of the Non Formal Instructors. *(Action: NFCED/Dzongkhags)*