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# ANNUAL EDUCATION STATISTICS 2020

Policy and Planning Division  
Ministry of Education  
Royal Government of Bhutan

# ANNUAL EDUCATION STATISTICS

2020



Policy and Planning Division

Ministry of Education

## **ANNUAL EDUCATION STATISTICS, 2020**

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Similarly, we would like to thank all Dzongkhag/Thromde Education Officers and their staff for assisting with the data collection and validation process.

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- Dratshang Lhentshog
- Ministry of Labour and Human Resources (MoLHR)
- National Statistics Bureau
- Bhutan Council for School Examinations & Assessment

Lastly, we would also like to thank the divisions/departments within the Ministry for providing key education data for this publication. We will be looking forward to similar support for our future publications.

## TECHNICAL DEFINITION OF KEY INDICATORS

### Adjusted Net Primary Enrolment Rate

Total number of students aged 6-12 years old who are enrolled in primary, secondary or other structured forms of education (Monastic, etc.) expressed as a percentage of the corresponding population 6-12 years old.

### Apparent Intake rate

Total number of new entrants in the first grade (PP) of primary education, regardless of age, expressed as a percentage of total 6 years old in the population.

### Coefficient of Efficiency

The ideal number of pupil-years required (i.e. in the absence of repetition and drop-out) to produce a number of graduates from a given school-cohort for a cycle or level of education expressed as a percentage of the actual number of pupil-years spent to produce the same number of graduates. Input-output ratio, which is the reciprocal of the coefficient of efficiency, is often used as an alternative. One school-year spent in a grade by a pupil is counted as one pupil-year.

### Completion Rate

Primary completion rate is defined as the total number of new entrants in the last grade of primary education, regardless of age, expressed as percentage of the total population of the theoretical entrance age to the last grade of primary (i.e. class VI in Bhutanese context). This indicator is also known as “gross intake rate to the last grade of primary.”

Similarly, when we calculate the gross intake rate to the last grade of basic education (i.e. Class X in Bhutan), it is referred to as ‘completion rate for basic education.’ The ratio can exceed 100% due to over-aged and under-aged children who enter primary school late/early and/or repeat grades.

### Gender Parity Index

Ratio of female to male values of a given indicator. The GPI measures progress towards gender parity in education participation and/or learning opportunities available for women in relation to those available to men. It also reflects the level of women’s empowerment in society.

### Gross Primary Enrolment Ratio

Total student enrolment in primary education (PP-VI), regardless of age, expressed as a percentage of the official school-age population (6-12 years) in a given school-year.

### **Net Intake Rate**

New entrants in the first grade of primary education who are of the official primary school-entrance age (6 years), expressed as a percentage of the population of the same age.

### **Net Primary Enrolment Rate**

Total number of 6-12 years old children in primary education (PP-VI) of the official age-group (6-12years) expressed as a percentage of the corresponding population (6-12 years) in a given school year.

### **Repetition Rate**

The number of repeaters in the given grade in a given year, expressed as a percentage of the total enrolment in the same grade in the previous year.

### **Standard Deviation**

Standard deviation is a measure of the variability or dispersion within a data set. A low standard deviation indicates that the data points tend to be very close to the mean or average i.e. evenly or uniformly distributed, while a high standard deviation indicates that the data are “spread out” over a large range of values, meaning that the data is not evenly distributed.

### **Student Teacher Ratio**

Average number of pupils per teacher at a specific level of education, in a given school-year.

### **Survival Rate**

The survival rate to the last grade is the percentage of a cohort of students who enter the first grade of primary education and who are expected to reach the last grade, regardless of repetition.

### **Transition Rate**

The number of students admitted to the first grade of a higher level of education, in a given year, expressed as a percentage of the number of students enrolled in the final grade of the lower level of education in the previous year.

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### Acronyms & Abbreviations

AIR	Apparent Intake Ratio
BCSE	Bhutan Certificate for Secondary Education
BCSEA	Bhutan Council for School Examinations and Assessment
B.Ed	Bachelor of Education
BHSEC	Bhutan Higher Secondary Education Certificate
BLC	Basic Literacy Course
CE	Continuing Education
CECD	Career Education and Counselling Division
CoE	College of Education
DAHE	Department of Adult and Higher Education
DEO	Dzongkhag Education Officer
DSE	Department of School Education
DYS	Department of Youth and Sports
ECCD	Early Childhood Care and Development
ECR	Extended Classrooms
EMIS	Education Management Information System
EMD	Education Monitoring Division
FYP	Five Year Plan
GER	Gross Enrolment Ratio
GIR	Gross Intake Ratio
GPI	Gender Parity Index
HRD	Human Resource Division
HSS	Higher Secondary School
IZC	Institute of Zorig Chusum
LSS	Lower Secondary School
M.Ed	Master of Education
MSS	Middle Secondary School
NER	Net Enrolment Rate
NFE	Non-Formal Education
NSB	National Statistics Bureau
NIR	Net Intake Ratio
PGDE	Post Graduate Diploma in Education
PLC	Post Literacy Course

PP	Pre-Primary
PS	Primary School
REC	Royal Education Council
RUB	Royal University of Bhutan
SCED	Scouts and Culture Education Division
SPBD	School Planning and Building Division
STR	Student-Teacher Ratio
TPSD	Teacher Professional Support Division
TTI	Technical Training Institute
TEO	Thromde Education Officer
YCD	Youth Centre Division

## Introduction

Availability of timely, consistent and reliable information is essential to support evidence based planning and decision-making. In a large agency such as the Ministry of Education, the need for information is more critical. Accordingly, the Ministry has been publishing the Annual Education Statistics (AES) since 1988 to disseminate information on the education matters to all stakeholders.

This document provides key information on all forms of education within the country. It consists of information on early childhood care and development (ECCD), school education, non- formal & continuing education, technical and vocational education, tertiary education and monastic education. It also provides information on Bhutanese students studying outside Bhutan.

The report also presents key education indicators, including information on enrolment patterns, types and level of schools, students, teachers, and student participation in selected education programmes.

The data and information in this report, therefore, are intended to serve as a basis for planning, monitoring and evaluation of education sector, and to encourage further research on education related issues.

## Data Collection

Data for the AES are collected through a web-based Education Management Information System (EMIS). The dzongkhags/thromdes and schools have direct access and rights to view and update their data. This has helped to improve the efficiency and quality of data collection, as compared to the conventional method of data collection.

The responsibility of data collection is shared among schools and dzongkhag/thromde education offices. The dzongkhag/thromde education offices coordinate with the schools under their jurisdiction. The schools ensure that all information related to their students, teachers, and infrastructures are updated in the EMIS. The dzongkhag and thromde education offices are required to validate the EMIS data submitted by the schools before its extracted for analysis. The details of the data collection, analysis, and dissemination cycle are as under:

## Annual Data Collection & Publication Cycle

Month	Activities
December-January	The Ministry sends out notification to all Dzongkhag/Thromde Education Offices, and schools to start updating data on EMIS through online for the new academic session.
February-March	Schools continue to update and validate the data online and submit to Ministry after further validation by the respective Dzongkhag/Thromde Education Offices.
April - May	The EMIS team further validates and cleans the data in the EMIS.  Data on tertiary education, non-formal, continuing education, technical education, monastic education, UG scholarships and privately funded students, private colleges/training institutes, school feeding programme, ECCD, special institutes, in-service teacher training, financial information are collected from different departments within the Ministry of Education as well as other agencies.
June - July	Data Analysis and Report Writing
August	Publication and dissemination of AES report

## Data Processing and Analysis

Data on students, teachers and school infrastructure are extracted from the EMIS using standardized Query Language (SQL), which are then processed and analysed using combination of statistical software Stata, Microsoft excel and Analytical tool for Student Flow Analysis adapted from UNESCO Institute of Statistics (UIS).

All indicators are computed based on the UIS Technical Guidelines for Education Indicators. Until 2017, the single aged population for computing age specific indicators such as NER, GER, etc. has been based on the civil registration data maintained by the Department of Civil Registration & Census, Ministry of Home & Cultural Affairs due to lack of relevant single aged population data. However, for this publication, these indicators were computed based on projected population data from Population and Housing Census of Bhutan 2017.

## Summary of Education Statistics 2020

**Table A: Summary of Schools, Institutes and Centres**

School/Institutes/Centers	Government	Private	Total
<b>Early Childhood Development</b>			
ECCD Centers	432	63	495
School Education			
Primary Schools	304	15	319
Lower Secondary Schools	60	1	61
Middle Secondary Schools	70	1	71
Higher Secondary Schools	61	21	82
Special Institutes	2	0	2
<b>Sub-Total</b>	<b>497</b>	<b>38</b>	<b>535</b>
Extended Classrooms	74	0	74
Schools with SEN program***	26	0	26
Central Schools	64	0	64
Autonomous schools	69	0	69
Tertiary Education			
Tertiary Institutes	15	3	18
Technical Training Institutes			
Technical/Vocational Institutes	6	0	6
Institutes f Zorig Chusum	2	0	2
<b>Sub-Total</b>	<b>23</b>	<b>3</b>	<b>26</b>
Other Forms of Education			
Monastic Education Institutes*	184	....	184
Continuing Education Centres	0	3	3
Non-Formal Education Centres**	427	0	427

\*Number of Monastic Institutions taken from Dratshang Lhentshog website

\*\*The non-formal education centres include CLCs as well

\*\*\* SEN schools include two Draktsho VTIs

**Table B: Summary of Students, Learners, Trainees and Novitiates**

	Government			Private			Total		
	Female	Male	Both	Female	Male	Both	Female	Male	Both
<b>Early Childhood Development</b>									
ECCD Centres	3420	3503	6923	516	587	1103	3936	4090	8026
<b>School Education</b>									
Primary Schools	20450	20715	41165	939	1061	2000	21389	21776	43165
Lower Secondary Schools	12462	12326	24788	72	86	158	12534	12412	24946
Middle Secondary Schools	23185	22292	45477	282	274	556	23467	22566	46033
Higher Secondary Schools	23781	21495	45276	4906	4619	9525	28687	26114	54801
Special Institutes	59	70	129	0	0	0	59	70	129
<b>Sub-Total</b>	<b>79937</b>	<b>76898</b>	<b>156835</b>	<b>6199</b>	<b>6040</b>	<b>12239</b>	<b>86136</b>	<b>82938</b>	<b>169074</b>
Extended Classrooms	915	817	1732	0	0	0	915	817	1732
Schools with SEN program	403	594	997	0	0	0	403	594	997
Central Schools	21595	19539	41134	0	0	0	21595	19539	41134
<b>Tertiary Education</b>									
Tertiary Students within Bhutan	5084	5603	10687	900	710	1610	5984	6313	12297
Tertiary Students Abroad	601	757	1358	1277	1295	2572	1878	2052	3930
Technical Training Institutes									
Technical/Vocational Institutes		350	350	0	0	0	0	350	350
Institutes of Zorig Chusum	30	44	74	0	0	0	30	44	74
<b>Other Forms of Education</b>									
Monastic Education Institutes	...	7390	7390	0	0	0	0	7390	7390
Continuing Education	0	0	0	98	66	164	98	66	164
Non-Formal Education Centres	3651	1277	4928	0	0	0	3651	1277	4928

*\*For tertiary students abroad, under the government category, it includes students who are on various scholarships administered by DAHE and other organizations.*

*\*The non-formal education data includes CLC learners as well*

**Table C: Summary of Teachers, Lecturers, Instructors, Trainers and Facilitators**

	Government			Private			Total		
	Female	Male	Both	Female	Male	Both	Female	Male	Both
<b>Early Childhood Development</b>									
ECCD Centers	676	53	729	209	9	218	885	62	947
<b>School Education</b>									
Extended Classrooms	30	103	133	0	0	0	30	103	133
Primary Schools	1045	1556	2601	133	59	192	1178	1615	2793
Lower Secondary Schools	703	766	1469	12	7	19	715	773	1488
Middle Secondary Schools	1142	1442	2584	22	22	44	1164	1464	2628
Higher Secondary Schools	1000	1560	2560	209	348	557	1209	1908	3117
Special Institutes	17	24	41	0	0	0	17	24	41
<b>Sub-Total</b>	<b>3937</b>	<b>5451</b>	<b>9388</b>	<b>376</b>	<b>436</b>	<b>812</b>	<b>4313</b>	<b>5887</b>	<b>10200</b>
<b>Tertiary Education</b>									
Tertiary Institutes	175	470	645	57	64	121	232	534	766
Technical Training Institutes			0						
Technical/Vocational Institutes	35	70	105	0	0	0	35	70	105
Institutes of Zorig Chusum	7	31	38	0	0	0	7	31	38
Other Forms of Education									
Non-Formal Education Centers	320	111	431	0	0	0	320	111	431

**Table D: Key Education Indicators**

Indicators	Female	Male	Both
Net Enrolment Rate in ECCD	23.49	23.92	23.71
Net Enrolment Rate in Primary (PP-VI)	94.32	91.61	92.94
Net Enrolment Rate in Basic (PP-X)	93.25	87.95	90.56
Net Enrolment Rate in Secondary (VII-XII)	80.22	71.16	75.71
Gross Enrolment Rate in ECCD	23.95	24.43	24.19
Gross Enrolment Rate in Primary (PP-VI)	110.01	107.64	108.80
Gross Enrolment Rate in Basic (PP-X)	106.00	100.72	103.32
Gross Enrolment Rate in Secondary (VII-XII)	97.56	88.57	93.09
Gross Enrolment Rate Higher Secondary (XI-XII)	95.66	83.98	89.81
Gross Enrolment Rate in Tertiary within Bhutan	17.90	17.83	17.87
Gross Enrolment Rate in Tertiary within and outside Bhutan	23.52	23.63	23.58
Adjusted Net Enrolment Rate (6-12 years)	101.53	97.30	99.37
Net Intake Rate	51.51	52.17	51.85
Apparent Intake Rate	140.64	137.24	138.90
Dropout Rate (Primary)	0.30	2.40	1.40
Repetition Rate (Primary)	6.30	9.20	7.80
Primary Completion Rate	93.55	86.44	89.95
Survival Rate to Grade VI	94.90	79.20	86.80
Survival Rate to Grade X	92.90	76.30	84.30
Transition Rate (Primary to Lower Secondary)	106.18	106.10	106.14
Transition Rate (Lower Secondary to Middle Secondary)	99.99	98.15	99.11
Transition Rate (Middle Secondary to Higher Secondary)	88.91	90.19	89.49
Gender Parity Index for ECCD	0.96		
Gender Parity Index for Primary (PP-VI)	0.98		
Gender Parity Index for Basic (PP-X)	1.02		
Gender Parity Index for Secondary (VII-XII)	1.11		
Gender Parity Index for Tertiary within Bhutan	0.95		



Gender Parity Index for Tertiary within and outside Bhutan	0.94
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**Table E: Socio-Economic Indicators**

Indicators	Value
Total Fertility Rate (Children per woman)	1.7
General Literacy Rate (Male)	78.1%
General Literacy Rate (Female)	63.9%
Adult Literacy Rate (Male)	75.0%
Adult Literacy Rate (Female)	57.1%
Youth Literacy Rate (Male)	94.8%
Youth Literacy Rate (Female)	91.6%
Unemployment Rate	2.7
Children aged below 5 years stunted	33.50%
Children aged below 5 years wasting	5.90%
Children aged below 5 years underweight	12.70%
Adolescent Birth Rate (birth per 1000 women aged 15-19 years)	8
HIV prevalence among adults, 15-19 years	0.8
Life expectancy at birth	70.2
Crude Birth Rate	17%
General Fertility Rate (15-19 years)	60.60%
Sex ratio at birth	104
Under 5 mortality rate	37.30%
Infant exclusively breastfed for the first 6 months of life	48.70%
Education expenditure as % of government expenditure	18.80%
Education expenditure as % of GDP	6.05%
Youth Unemployment (15-24 years)	11.90%

*\*Data collected from other sources and publications such as PHCB 2017, BLSS 2017, Bhutan at a Glance, BMIS and Annual Health Bulletin*

## Chapter 1: OVERVIEW OF THE EDUCATION SYSTEM

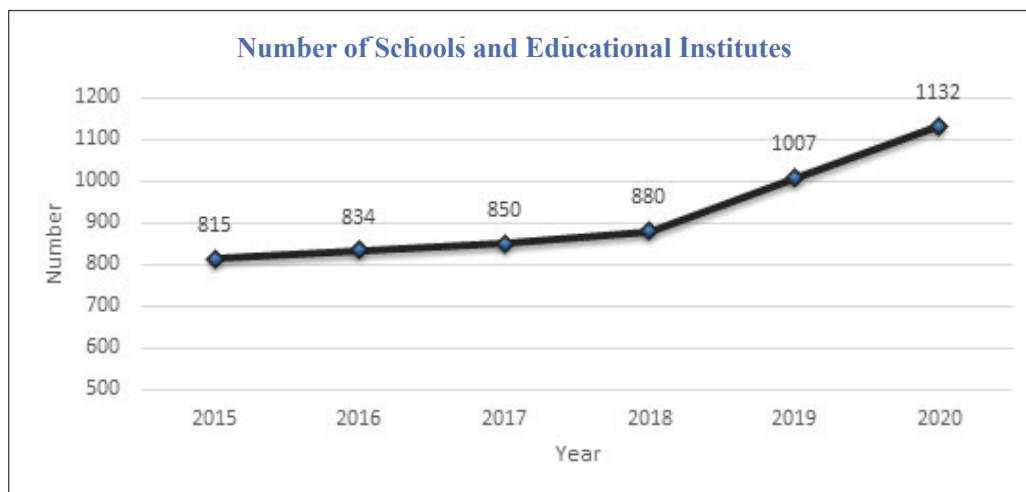
### 1.1. The Modern Education System

Education in Bhutan, until 1950's was mainly monastic. Monasteries were the only source of formal literacy development, and many eminent Bhutanese scholars travelled to Tibet to study Buddhist scriptures. The only formal education available to Bhutanese students (with the exception of a few private schools in Haa and Bumthang established in 1913/1914) was through Buddhist monasteries. Along with the monastic institutions, the growing numbers of nunneries also continue to provide traditional monastic education

Today, the education system in Bhutan has three main forms: general education, monastic education and non-formal education. The general education system is by far the biggest and is now commonly seen as the formal educational structure. The current formal education system has expanded since the first Five Year Plan (FYP) in 1961 to address basic educational needs, and develop human resources required for the socio-economic development of the country.

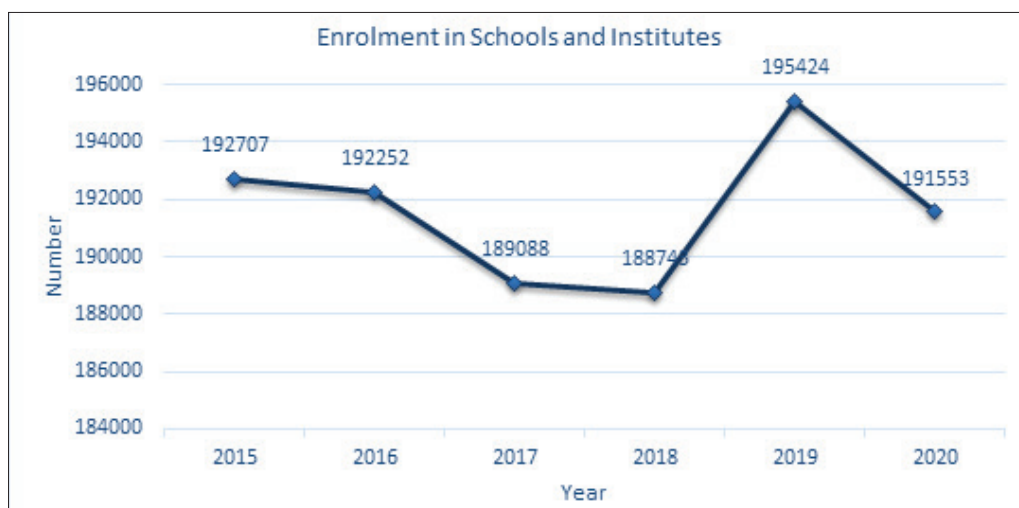
In addition, the basic and post literacy courses in Dzongkha and English are offered through Non-Formal Education programme for people who could not attend general education or monastic education. From 2006, the Ministry has also initiated Continuing Education programme for adults to upgrade their academic qualifications and promote lifelong learning.

**Figure 1.1: Growth in Number of Schools and Educational Institutes**



Within a period of about six decades, the modern education system has expanded from about 11 schools prior to 1961 to 1132 schools and other educational institutes in 2020, spanning from early childhood care education to technical and vocational education, and tertiary education. Figure 1.1 shows the progressive growth of the total number of schools and institutes over a period of six years.

**Figure 1.2: Growth in Enrolment in Schools and Institutes**



*\*\*Includes only early childhood care education, technical and vocational education, and tertiary education*

The expansion of the education system has been triggered by rapid growth in the student enrolment. From about 400 students in the early 1960s, total enrolment has increased at all levels of formal education and tertiary institutes within the country to 191553 (excluding students studying outside Bhutan) in 2020. The enrolment trend as presented in the Figure 1.2, shows that there has been a slight decrease in enrolment till 2018 and a sharp increase in 2019. This sharp increase in enrolment in 2019, besides other reasons, is also attributed to the enrollment of all class X passed students into class XI from 2019.

**Table 1.1: Growth in School Education Enrolment (2008-2020)**

Year	Female	Male	Total
2008	77585	79527	157112
2009	81468	82794	164262
2010	84962	85443	170405
2011	86873	87074	173947
2012	89428	88931	178359
2013	86482	85909	172391
2014	86641	85752	172393
2015	86331	85071	171402
2016	85580	83980	169560
2017	84803	83289	168092
2018	84643	82465	167108
2019	84738	82048	166786
2020	87051	83755	170806

Table 1.1 shows the growth of enrolment in school education since 2008 till 2020. As of 2020, the total enrolment stands at 170806 in classes PP to XII.

### 1.1.1 General Education Structure

The school-based education structure in Bhutan comprises of 11 years of free basic education from classes PP to X. From 2019, with the initiative of the government, all class X passed students are provided scholarships to pursue their education in class XI in government and private schools. Thus, the general education structure comprises of seven years of primary education (PP-VI), and six years of secondary education (VII-XII). In 2020, due to policy shifts, the right age for enrolment in the first year of primary education has been reduced from 6 years to 5 years old.

After completing class XII, students can either continue their studies at the tertiary institutes within the country for a diploma or bachelor degree, or enter the job market. Those who do not qualify or attend public tertiary education institutes, either through government scholarships or self-financing, attend private tertiary education institutes in the country or abroad. Government also provides a limited number of ex-country scholarships to pursue higher education to meet the critical human resource requirements. Graduates from the Technical Training Institutes can continue their education at the tertiary level based on their competency and interest.

**Figure 1.3: General Education Structure**

LEVEL	Early Child Care and Development	Pre-Primary	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	1st Year	2nd Year	3rd Year	4th Year
ISCED	0	1							2				3		5			
Type	ECCD Centers	Primary Education (5-11 years)							Secondary Education (12-17 years)					Tertiary Education (18-22 years)				
		Primary School						Lower Secondary School		Middle Secondary School		Higher Secondary School	Undergraduate courses					
																Continuing Education		
													NON-FORMAL CENTRES					
		VOCATIONAL EDUCATION SYSTEM (TTI/IZC) [ISCED 3-4]																
													LABOUR MARKET					

### **1.1.2. Classification of School Levels in General Education**

At the primary level, primary schools offer seven years of education from Pre-Primary (PP) to grade VI and Extended Classrooms (ECRs) offer four years of education from PP-III with multi-grade teaching in some small schools. Extended Classrooms are located in remote and scattered settlements and are parented by a nearby school. They are established to take education services closer to communities in order to reduce walking distance for young children.

At the secondary level, the classification of school levels depends on the final grade that is taught. Schools that have Class VIII as their final grade are called Lower Secondary, while schools that have Class X or XII as their terminal classes are referred to as Middle Secondary and Higher Secondary Schools respectively. The secondary schools have entry classes at PP, VII, IX or XI.

### **1.2 General Education Curriculum and Assessment**

The overall objective of school education is to prepare citizens to become knowledgeable, skilful, creative, innovative, enterprising citizens capable of responding to the national needs and emerging global trends. At the primary level, students learn basic literacy and numeracy skills, knowledge on country's history, geography, culture and traditions and the fundamentals of agriculture, health and hygiene and population education. Moral and value education are given special attention through activity-based learning. At class IX, students can choose between Economics, Commercial Studies and Computer Applications while in higher secondary education students have Arts, Commerce, Rigzhung and Science as main streams to choose from. From 2011, five schools, located near technical training institutes, also offer TVET as an optional subject for classes IX and X.

The assessment from class PP-XII comprises of Continuous Formative Assessment, Continuous Summative Assessment, and Term End Summative Examination. The Bhutan Council for School Examinations and Assessment (BCSEA) conducts the national examinations for classes X and XII. For Class III and VI, BCSEA provides questions, model answers and the marking schemes, while the examinations are conducted and evaluated by the schools.

**Figure 1.4: General Education Curriculum (PP-XII)**

	SCIENCE	COMMERCE	HUMANITIES	TECHNICAL & VOCATIONAL EDUCATION	RIGZHUNG
GRADE XI - XII	<b>Compulsory</b>	<b>Compulsory</b>	<b>Compulsory</b>	<b>Compulsory</b>	<b>Compulsory</b>
AGE 17 - 18	Dzongkha, English	Dzongkha, English	Dzongkha, English	Dzongkha, English	Dzongkha, English, Chenju
					Sumtag, K-jur, Nyengag
	<b>Core</b>	<b>Core</b>	<b>Electives (3 – 4)</b>	<b>Electives</b>	<b>Electives (1)</b>
	Physics, Chemistry	Commerce, Accountancy	Geography, Business	3 subjects from a pool of vocational subjects	Gyalrab, Tshi
		Business Mathematics	Mathematics, ICT		
			History, Rigzhung		
			Vocational subjects		
	<b>Elective (1)</b>	Optional	Entrepreneurship Education	<b>Optional (1)</b>	<b>Optional (1)</b>
	Biology, Mathematics, ICT	ICT, Economics, Rigzhung		ICT, Functional Mathematics	Nencha (Music)
	Economics, TVE Subjects	Vocational Subjects		Economics, Entrepreneurship Education	TVE subjects
	Entrepreneurship Education	Entrepreneurship Education			
	Compulsory but not evaluated: HPE, Moral/Values/Buddhist Education			Compulsory but not evaluated: HPE, Moral/Values/Buddhist Education	
GRADES IX – X	<b>Main Stream</b>				Rigzhung
Age 15 – 16	<b>Core Subject</b>				<b>Core Subject</b>
	Dzongkha, English, Mathematics, Science (Physics, Chemistry, Biology), History and Civics, Geography				Dzongkha, English, Khordey Lam Sum, NgagdroenNyer-Khoi-Nam Shed, Ka-Ned Selwai Melong
	<b>Elective Subject</b>				<b>Elective Subject</b>
	Moral/Values/Buddhist education, ICT Literacy, Music Education, Visual Arts, Media Studies, TVET subjects, International Languages, HPE, Moral/Values				Vocational Subjects, Music Education, ICT Literacy, TVET Subjects, International Languages
GRADES VII – VIII	<b>Core Subject</b>				
	Dzongkha, English, Mathematics, Science, History and Civics, Geography				
Age 13 – 14	<b>Elective Subject</b>				
	Moral/Values/ ICT Literacy, Music Education, Visual Arts, Media Literacy, TVET Orientation, HPE, Buddhist Studies				
GRADES IV – VI	<b>Core Subject</b>				
	Dzongkha, English, Mathematics, Science, Social Studies				
Age 10 – 12	<b>Elective Subject</b>				
	Moral/Values/Buddhist education, ICT Literacy, Music Education, Visual Arts, Media Literacy, TVET Orientation, HPE.				
GRADE PP – III	<b>Core Subject</b>				
	Dzongkha, English, Mathematics				
Age 6 – 9	<b>Elective Subject</b>				
	HPE, Moral/Values/Buddhist Education				

Note: The subject categories given above and offered in school education is dynamic and subject to change as per the need and time.

### 1.3 Educational Administration and Management

The responsibility for the administration of education in Bhutan is shared amongst the Ministry of Education (MoE), Royal Education Council (REC), BCSEA, Ministry of Labour and Human Resources (MoLHR), tertiary education institutes, dzongkhags, thromdes, gewogs and schools. Monastic education is the responsibility of the central monastic body and privately managed independent monasteries and nunneries.

The Ministry is responsible for policy formulation, planning and administration of school education (PP-XII) and non-formal and continuing education. The Ministry also implements ex-country undergraduate scholarships, and the design and implementation of higher education policies. REC is responsible for curriculum development and review while BCSEA carries out the national assessments.

The Dzongkhag and Thromde Administrations are entrusted with a range of responsibilities in the education sector, both formal and non-formal education, which include school construction and maintenance, supply of teaching learning materials, deployment of teachers within the dzongkhag/thromde, and implementation of national policies. These responsibilities are carried out by Dzongkhag and Thromde Education Offices, all of whom report to respective line agencies.

MoLHR is responsible for providing technical and vocational education and training for class X graduates. Similarly, tertiary education institutes are responsible for the provision of higher education programmes for class XII graduates.

## Chapter 2: EARLY CHILDHOOD CARE AND DEVELOPMENT

### 2.1 Early Childhood Care and Development

Early interventions for young children are essential to ensure their holistic development and prepare them for school. Studies show that children who have attended an ECCD programme learn better in school compared to those who have not attended such programmes. The Sustainable Development Goals (SDGs) 2030 also recognizes the importance of ensuring quality early childhood care and development for young children.

Considering these benefits, the Ministry has initiated early childhood care and development programmes. The ECCD programme is implemented through community based ECCD centres, centres run by the private sector, NGOs, and Corporations. As of 2020, there are 495 ECCD centres with 8026 children and 947 facilitators as presented in Table 2.1 and Table 2.2.

**Table 2.1: ECCD Enrolment**

Type of ECCD	Centres	Enrolment		
		Female	Male	Total
Government	432	3420	3503	6923
Corporation	9	91	117	208
NGO	3	30	34	64
Private	51	395	436	831
<b>Grand Total</b>	<b>495</b>	<b>3936</b>	<b>4090</b>	<b>8026</b>

As of 2020, the Net Enrolment Rate (NER) for ECCD or the proportion of children aged 3-5 years old in the country attending ECCD is 23.71%. The Gross Enrolment Ratio (GER) or the proportion of children attending ECCD irrespective of their age is 24.2%.

**Table 2.2: ECCD Facilitators**

Type of ECCD	Facilitators		
	Female	Male	Total
Government	676	53	729
Corporation	17	0	17
NGO	6	0	6
Private	186	9	195
<b>Grand Total</b>	<b>885</b>	<b>62</b>	<b>947</b>

As of 2020, there are 947 facilitators working in ECCDs, of which 885 are female facilitators and 62 are male facilitators. 93.5% of the facilitators are female and only 6.5% male.



**Table 2.3: Number of Facilitators by Qualification**

Qualification	Female	Male	Total	Proportion
Secondary Education	787	47	834	88.1
Diploma	20	1	21	2.2
Bachelors	63	11	74	7.8
PG Diploma	3	0	3	0.3
Masters	1	0	1	0.1
Others	11	3	14	1.5
<b>Grand Total</b>	<b>885</b>	<b>62</b>	<b>947</b>	<b>100</b>

Table 2.3 shows the number and proportion of facilitators by their level of qualification. Most facilitators have attained Secondary Education which constitutes 88.1% of the 947 facilitators in the country.

## 2.2 Children-Facilitator Ratio

Children-Facilitator Ratio (CFR) measures the number of children in the ECCD per teacher. Lower the CFR, higher would be the availability of facilitator's services to the children. Table 2.4 depicts the Children-Facilitator Ratio for ECCDs by type of ECCDs. It shows that on average there are 8 children per facilitator. Private ECCDs have the lowest CFR at 4 children per facilitator.

**Table 2.4: Children Facilitator Ratio in ECCDs by type**

Type of ECCD	Children	Facilitator	Ratio
Government	6923	729	9
Corporation	208	17	12
NGO	64	6	11
Private	831	195	4
<b>Grand Total</b>	<b>8026</b>	<b>947</b>	<b>8</b>

## Chapter 3: PRIMARY EDUCATION

### 3.1 Extended Classrooms

The establishment of Extended Classrooms (ECRs) was initiated as an intervention to improve access to education especially in remote, rural and scattered villages where students have to walk long distance to school. ECRs are an extension of the nearest school (parent school) and are generally housed in lhakhangs (temples), community learning centers, Non-Formal Education (NFE) centers, outreach clinics and village houses and temporary classrooms. The classes in ECRs are conducted in multi-grade settings, where enrolment of children in each grade is low, and the parent school supports the ECRs in terms of teachers, teaching learning materials, and overall management.

**Table 3.1: Enrolment in ECRs**

Gender	Number of students	Proportion
Female	915	52.83
Male	817	47.17
<b>Total</b>	<b>1732</b>	<b>100</b>

As of 2020, there are a total of 1732 students enrolled in 74 ECRs across the country, of which 915 are female and 817 are male. The students in ECRs constitute approximately 1% of the total school enrolment in the country.

#### 3.1.1 Teachers in ECRs

Table 3.2 shows the total number of teachers teaching in ECRs across the country as of 2020. There is a total of 133 teachers teaching in ECRs of which 77.4% are male and 22.6% are female.

**Table 3.2: Teachers in ECRs**

Gender	Number of Teachers	Proportion
Female	30	22.56
Male	103	77.44
<b>Total</b>	<b>133</b>	<b>100</b>

## 3.2 Primary Education

It is generally agreed that the investment in primary education have positive impact in reducing poverty and inequality in the long run. Therefore, recognizing this, the Royal Government of Bhutan has established primary schools closer to communities to reduce walking distance for children.

### 3.2.1 Pre-primary Education (PP)

Pre-Primary is the first grade in primary education and since 2020 the revised official age for enrolment in grade PP is 5 years and above in Bhutan.

As of 2020, there are 16591 students enrolled in Pre-primary education as shown in Table 3.3. There is an increase of 4739 students as compared to 2019 enrolment. This increase could be attributed to the government's new initiative to decrease the entrance age in the first grade of primary education (PP) from 6 years to 5 years old.

**Table 3.3: PP enrolment**

Gender	PP Enrolment	Proportion
Female	8207	49.47
Male	8384	50.53
<b>Total</b>	<b>16591</b>	<b>100</b>

The Apparent Intake Ratio (AIR) for 2020 stands at 138.9% as shown in Table 3.4. There has been an increase in AIR from 98.7% in 2019 to 138.9 % in 2020. The table also shows a gradual drop in repeaters in grade PP across the country over a period of six years.

**Table 3.4: Gross or Apparent Intake Ratio (2015-2020)**

Year	Enrolment	Repeaters	New Entrants	6 year old population	AIR (%)
2020	16591	203	16388	11798	138.9
2019	11852	294	11558	12004	98.7
2018	13681	357	13324	12975	102.7
2017	13249	395	12854	13939	92.2
2016	13565	553	13012	14229	91.4
2015	13882	587	13295	15014	88.6

**Table 3.5: PP enrolment 2015-2020**

Year	Female	Male	Total	Growth	
				#	%
2015	6684	7198	13882	707	5.37
2016	6527	7038	13565	-317	-2.28
2017	6410	6839	13249	-316	-2.33
2018	6677	7004	13681	432	3.26
2019	5830	6022	11852	-1829	-13.37
2020	8207	8384	16591	4739	39.98

Table 3.5 shows the PP enrolment over the last six years. The sharp decline in PP enrolment in 2019 is due to the Ministry's initiative to encourage right age enrolment in PP (6 years old) and the sharp increase in enrolment in 2020 could be due to the government's decision to reduce the age at enrolment at first grade of primary from 6 years to 5 years old.

### 3.2.2 Primary Education (PP-VI)

Primary education in Bhutan consists of 7 years of schooling starting from Pre-primary to Grade VI. There are 545 schools offering primary education, out of which 521 are public schools (the school include all levels that offer primary education).

**Table 3.6: Primary Enrolment**

Class	Female	Male	Total
PP	8,207	8,384	16,591
I	6,204	6,337	12,541
II	6,516	6,822	13,338
III	6,240	6,379	12,619
IV	6,571	6,894	13,465
V	6,625	6,640	13,265
VI	6,353	5,993	12,346
<b>Grand Total</b>	<b>46,716</b>	<b>47,449</b>	<b>94,165</b>

Table 3.6 shows the total enrolment of male and female students in every grade in primary education. There is a total of 94165 students enrolled in primary education in the country which constitutes about 55% of the overall school enrolment.

**Table 3.7: Primary Enrolment by age**

Class	Right Age in Years	Right Age Enrolment						Overage Enrolment						Underage Enrolment					
		2015	2016	2017	2018	2019	2020	2015	2016	2017	2018	2019	2020	2015	2016	2017	2018	2019	2020
PP	6	55.7	65.1	62.7	63.4	57.1	64.0	38.4	43.3	43.3	38.4	42.7	30.7	6.0	5.6	5.0	3.6	0.2	5.4
I	7	50.9	59.0	60.6	57.9	57.3	56.2	41.7	46.2	46.2	44.8	39.7	41.6	7.4	6.1	5.6	4.5	3.0	2.3
II	8	46.6	51.3	56.4	57.3	51.9	56.0	44.9	50.2	50.2	48.1	44.0	41.1	8.5	7.7	5.9	5.3	4.1	2.9
III	9	43.5	44.3	48.5	52.1	51.3	52.0	46.6	47.0	47.0	47.4	43.9	44.1	9.8	8.4	7.6	5.6	4.8	4.0
IV	10	35.1	46.7	43.3	47.5	46.0	47.8	53.0	57.7	57.7	55.2	48.9	47.7	12.0	10.5	8.4	7.6	5.1	4.5
V	11	31.1	37.2	41.8	38.5	41.8	45.3	55.4	62.2	62.2	54.2	51.2	49.6	13.5	14.0	9.9	8.1	7.1	5.1
VI	12	28.5	32.4	34.9	36.7	38.6	42.2	58.3	59.4	59.4	54.0	5.1	50.6	13.2	15.3	13.1	9.0	8.3	7.2
Average		41.6	48.0	49.7	50.5	49.1	51.9	48.3	52.3	52.3	48.9	39.4	43.6	10.1	9.7	7.9	6.2	4.7	4.5

Table 3.7 shows the age specific enrolment rates for primary classes highlighting the extent to which the official age of admission is followed and maintained. The table shows that on average 51.9% of primary enrolment in 2020 is of right age while 43.6% of enrolments are overage and 4.5% is underage.

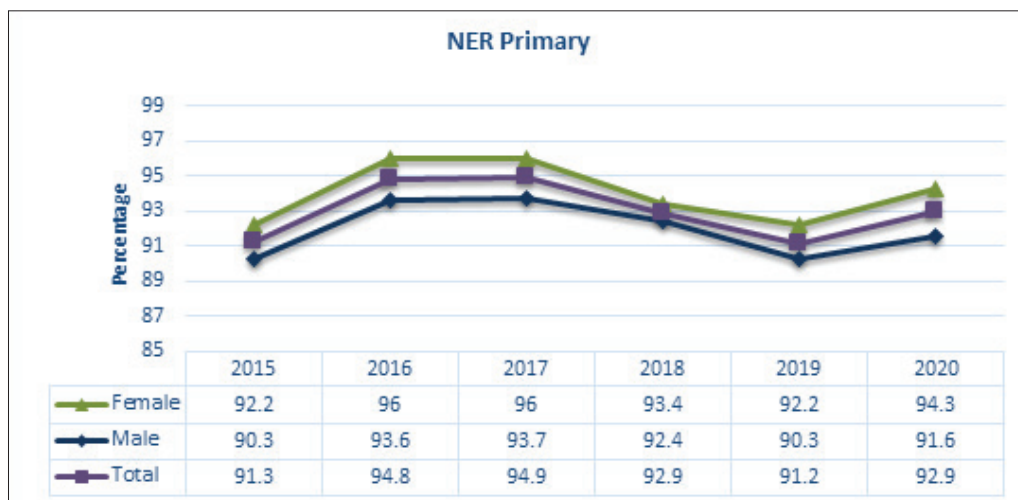
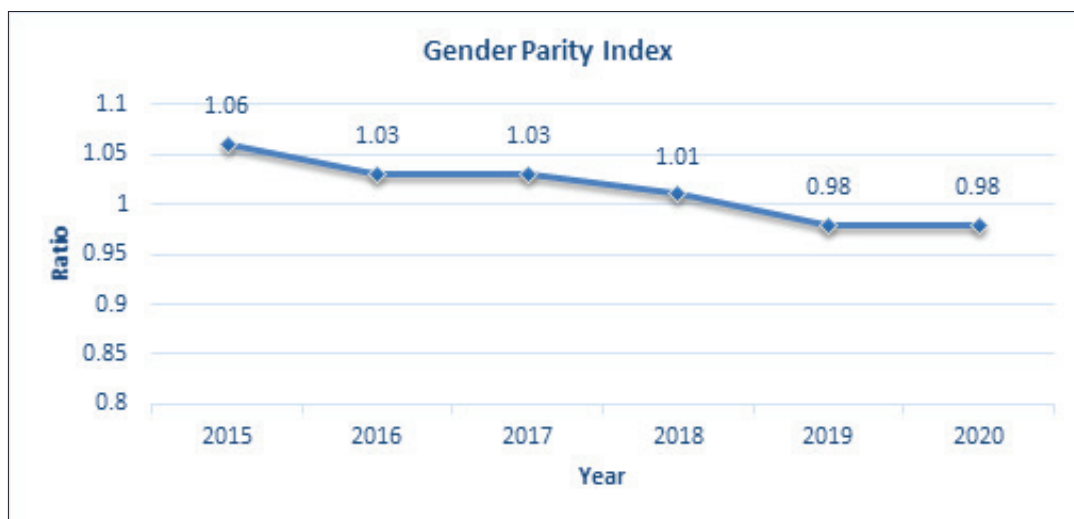
**Figure 3.1: Primary Net Enrolment Rate (2015-2020)**


Figure 3.1 shows that the NER for both male and female remains close over the years. There is a gradual decrease in the NER for both male and female over a period of five years and increases in 2020. As of 2020, the NER for primary education stands at 92.9% which means that 92.9% of the 6 to 12 year old population are enrolled in primary education, while 7.1% of the students in primary education are either under 6 years of age or over 12 years of age.

The adjusted net enrollment rate of primary stands at 99.4% which means that 99.4% of 6 to 12 years old children are enrolled in primary, secondary or any other level of education.

**Figure 3.2: Gender Parity for Primary Education**



There has been a slight decrease in gender parity in primary education since 2015 as shown in Figure 3.2. As of 2020, the gender parity stands at 0.98 which means that there is gender disparity in favor of male.

### 3.2.3 Teachers in Primary Schools

It is important to have an adequate number of teachers teaching in different levels of school for quality and efficient education. Table 3.8 shows the total number of teachers teaching in primary schools nationwide stands at 2793, out of which 93.1% are public school teachers and 6.9% are private school teachers. However, teachers teaching primary education level (PP-VI) in secondary schools are not incorporated in this section, and instead counted under the teachers in secondary schools.

**Table 3.8: Number of Teachers in Primary Schools**

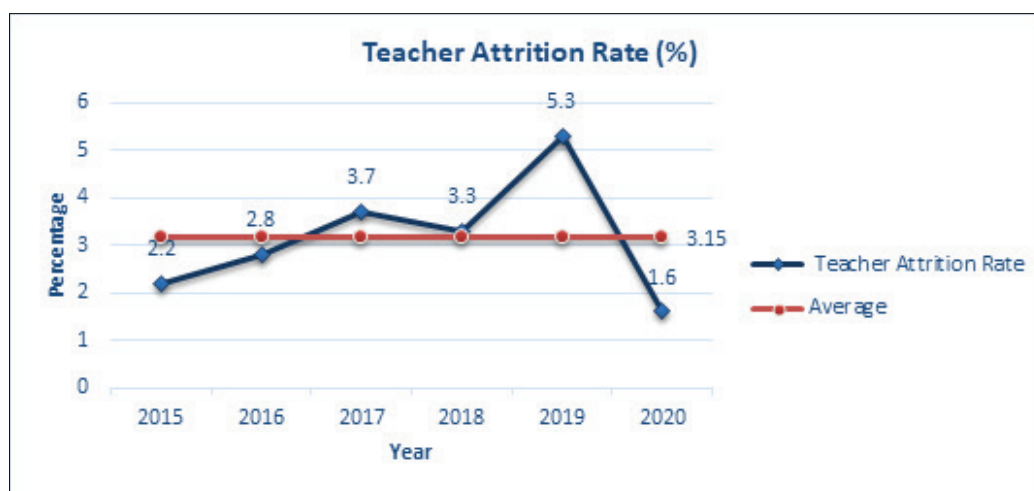
School	Female	Male	Total
Public Schools	1045	1556	2601
Private Schools	133	59	192
<b>Grand Total</b>	<b>1178</b>	<b>1615</b>	<b>2793</b>

**Table 3.9: Qualification of Teachers in Primary Schools**

Qualification	Public School			Private School		
	Female	Male	Total	Female	Male	Total
Secondary Education	0	0	0	53	22	75
Diploma	100	94	194	3	0	3
Bachelor's	842	1181	2023	67	29	96
Masters	52	201	253	4	5	9
PG Diploma	51	80	129	6	3	9
<b>Grand Total</b>	<b>1045</b>	<b>1556</b>	<b>2601</b>	<b>133</b>	<b>59</b>	<b>192</b>

The highest level of qualification of teachers teaching in public and private primary schools is the Master's Degree. Maximum number of public school teachers have a Bachelor's degree (2023 teachers) and the minimum qualification of teachers in public school is Post Graduate Diploma with 129 teachers.

Maximum number of teachers in private primary schools have a Bachelor's Degree (96 teachers) and the least number of private school teachers possess a Diploma (3). Nationally, on the average, most primary school teachers have Bachelor's degree.

**Figure 3.3: Public Primary School Teacher Attrition Rate**


Teachers in public schools leave for various reasons such as voluntary resignation, contract expiration, termination and unfortunate events such as death. The number of teachers in public primary education leaving the education system has been increasing over the years till 2019. However, there is a sharp decline in 2020. As of 2020, the attrition rate for teachers in public primary school stands at 1.6% which is a sharp decline as compared to 2019. On average the attrition rate has been 3.2% over six years as shown in Figure 3.3.

## Chapter 4: SECONDARY EDUCATION

The secondary education system in Bhutan consists of six years of schooling starting from Grade VII till Grade XII. The years of schooling are divided into two years of Lower Secondary (VII-VIII), two years of Middle Secondary (IX-X) and two years of Higher Secondary (XI-XII).

### 4.1 Lower Secondary Education

Lower secondary education comprises of two years of schooling right after primary education. Table 4.1 shows that the total enrolment in the lower secondary education across the country is 25299 which constitute around 14.8% of the overall enrolment of students in the country. Female enrolments in both grades are higher as compared to male.

**Table 4.1: Enrolment in Lower Secondary Education**

Class	Female	Male	Total
VII	6428	6075	12503
VIII	6592	6204	12796
<b>Grand Total</b>	<b>13020</b>	<b>12279</b>	<b>25299</b>

### 4.2 Middle Secondary Education

Middle secondary education comprises of two years of schooling after completing lower secondary education. Table 4.3 shows that the total enrolment in the middle secondary education across the country is 26813 which constitute around 15.7% of the overall enrolment of students in Bhutan. Female enrolments in both grades are higher as compared to male.

**Table 4.2: Enrolment in Middle Secondary Education**

Class	Female	Male	Total
IX	7211	6419	13630
X	7057	6126	13183
<b>Grand Total</b>	<b>14268</b>	<b>12545</b>	<b>26813</b>

### 4.3 Higher Secondary Education

Higher secondary education comprises of two years of schooling after completing middle secondary education. Table 4.5 shows that the total enrolment in the higher secondary education across the country is 24529 which constitute around 14.4% of the overall enrolment of students in Bhutan. Female enrolments in both grades are higher than compared to male.



**Table 4.3: Enrolment in Higher Secondary Education**

Class	Female	Male	Total
XI	6251	5276	11527
XII	6796	6206	13002
<b>Grand Total</b>	<b>13047</b>	<b>11482</b>	<b>24529</b>

#### 4.4 Enrolment in Secondary Education by Age

Table 4.4 shows the age specific enrolment rates for different education level, highlighting the extent to which enrolment is done at specific ages. The table shows that on average 30.7% of secondary education enrolment in 2020 is of right age while 58.1% of enrolments are overage and 11.2% is underage.

**Table 4.4: Enrolment in Secondary Education by Age**

Class	Right Age in Years	Right Age(%)		Overage(%)		Underage(%)	
		2019	2020	2019	2020	2019	2020
VII	13	34.29	35.94	57.38	56.31	8.33	7.76
VIII	14	31.35	34.67	56.84	56.74	11.82	8.59
IX	15	28.71	30.96	58.12	57.45	13.17	11.59
X	16	26.74	29.21	59.93	57.45	13.33	13.34
XI	17	25.62	28.87	61.37	56.58	13.01	14.55
XII	18	25.61	24.61	62.78	63.81	11.61	11.58
<b>Average</b>		<b>28.72</b>	<b>30.71</b>	<b>59.40</b>	<b>58.05</b>	<b>11.88</b>	<b>11.24</b>

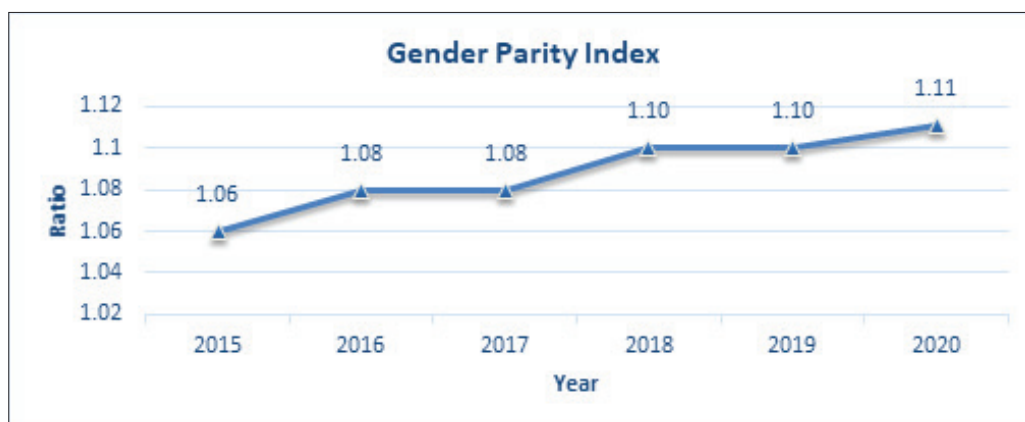
#### 4.5 Growth and GPI in Secondary Education

Table 4.5 shows a slight increase in the enrolment in secondary schools from 2016 to 2020. As of 2020, the growth rate in secondary education is -0.3%.

**Table 4.5: Growth of Enrolment in Secondary Schools**

Year	Secondary Enrolment			Growth	
	Female	Male	Total	#	%
2016	37844	35062	72906	795	1.1
2017	38442	35466	73908	1002	1.4
2018	39189	35621	74810	902	1.2
2019	40330	36562	76892	2082	2.8
2020	40335	36306	76641	-251	-0.3

**Figure 4.1: Gender Parity Index for Secondary Education**



There has been a gradual increase in the gender parity index (GPI) in secondary education over a period of six years. As of 2020, the GPI for secondary education stands at 1.11 which means that there are more female students in secondary education as compared to male.

**Table 4.6: GER in Secondary Education**

Year	GER		
	Female	Male	Total
2017	101.4	90.2	95.8
2018	93.7	85	89.4
2019	98.2	88.5	93.3
2020	97.6	88.6	93.1

As of 2020, the GER for secondary enrolment stands at 93.1% as shown in Table 4.6. The GER in 2020 as compared to 2019 indicates a slight decrease in enrolment irrespective of age at that level.

#### 4.6 Teachers in Secondary Schools

As indicated in Chapter 1, the classification of school levels depends on the final class that is taught. Schools that have Class VIII as their final classes are called Lower Secondary, while schools that have Class X or XII as their terminal classes are referred to as Middle Secondary and Higher Secondary Schools respectively. The secondary schools have entry classes at PP, VII, IX or XI.

The teacher's data considers the number of teachers teaching at secondary schools based on the level of school such as LSS, MSS, and HSS, irrespective of the grade that they teach.

**Table 4.7: Number of teachers in Secondary Schools**

School	Female	Male	Total
Public Schools	2859	3780	6639
Private Schools	243	377	620
<b>Grand Total</b>	<b>3102</b>	<b>4157</b>	<b>7259</b>

As of 2020, there are 7259 teachers teaching in secondary schools across the country in both public and private schools. This includes teachers teaching primary grades in secondary schools. Overall there are more male teachers as compared to female teachers teaching in secondary schools.

**Table 4.8: Qualification of teachers in Secondary Schools**

Qualification	Public School			Private School		
	Female	Male	Total	Female	Male	Total
Primary/Secondary Education	0	0	0	12	12	24
Diploma	161	135	296	14	13	27
Bachelors	1655	1834	3489	152	234	386
PG Diploma	685	767	1452	29	36	65
Masters	357	1043	1400	17	57	74
PhD	1	1	2	0	0	0
Others	0	0	0	19	25	44
<b>Grand Total</b>	<b>2859</b>	<b>3780</b>	<b>6639</b>	<b>243</b>	<b>377</b>	<b>620</b>

Table 4.8 shows the qualifications of teachers teaching in secondary schools. The maximum number of teachers in both public and private secondary schools has Bachelor's Degree and only 2 teachers in public schools have PhD.

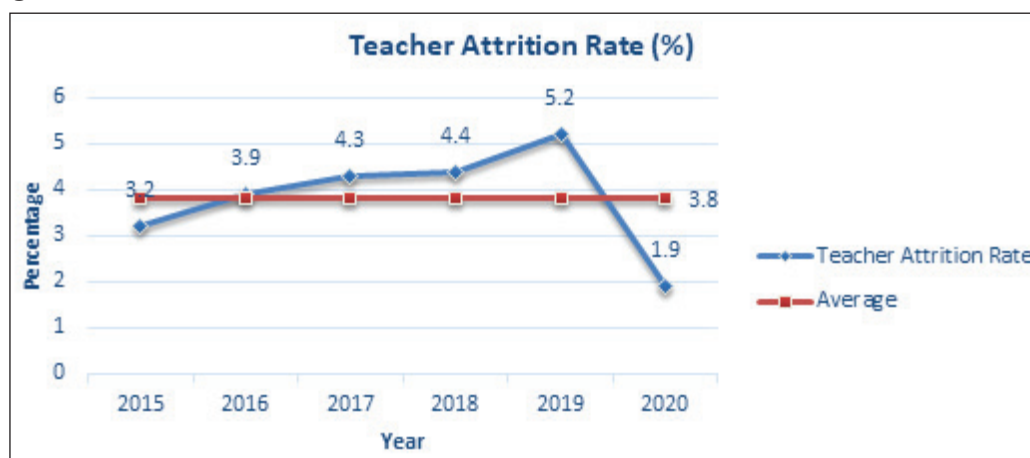
**Figure 4.2: Public Teacher Attrition Rate**


Figure 4.2 shows the attrition rate of public secondary school teachers over a period of six years. As of 2020, the attrition rate for public secondary school teachers stands at 1.9% which is a sharp decline from 2019. On average, the attrition rate of public secondary school teachers has been 3.8% over five years.

## Chapter 5: TECHNICAL AND VOCATIONAL EDUCATION

### 5.1 Trainees in Technical and Vocational Education

Technical and Vocational Education and Training (TVET) began in 1965 as Don Bosco Technical School in Kharbandi (presently known as Rinchenling), Phuentsholing. It was renamed to Kharbandi Technical School and later as Royal Technical Institute. In 2001, it was upgraded to the College of Science and Technology.

The mandate of providing technical and vocational education was taken over by formation of National Technical Training Authority (NTTA), from the Department of Education, in late 1990s, and later placed under MoLHR since 2002. Subsequently, three Technical Training Institutes (TTIs) (Khuruthang, Punakha; Rangjung, Trashigang; and, Samthang, Wangdue) were established in 2003. As of 2020, there are six TTIs, two Zorig Chusums (13 traditional arts and crafts) managed by MoLHR.

Students generally enter the TVET programme after completing grade X. In 2011, the Ministry introduced a vocational skill curriculum as an optional subject for Class IX in five schools (Khuruthang MSS, Bajo HSS, Chumey MSS, Rangjung CS and Bayling CS) located near Technical Training Institutes (TTIs). This initiative was taken to promote vocational programmes starting from school education. Under the vocational skills curriculum, students are taught general electrical and house wiring, basic automobile engineering, carpentry, plumbing, tailoring, hardware training, and Zorig Chusum

**Table 5.1: Trainees in Technical Training Institutes**

Dzongkhag	Institute	Male	Female	Total
Bumthang	Chumey TTI	37	26	63
Punakha	Khuruthang TTI	60	34	94
Sarpang	Jigme Wangchuck Power Training Institute	93	34	127
Thimphu	Thimphu TTI	31	10	41
Trashigang	Rangjung TTI	48	19	67
Wangduephodrang	Samthang TTI	81	8	89
Thimphu	Institute of Zorig Chusum	5	0	5
Trashiyangtse	Institute of Zorig Chusum	39	30	69
<b>Grand Total</b>	<b>8</b>	<b>394</b>	<b>161</b>	<b>555</b>

As of 2020, there are 8 institutes offering technical and vocational education under MoLHR. There are 394 male trainees compared to 161 female trainees in the country availing technical and vocational education in various fields under MoLHR.

**Figure 5.1: Growth of enrolment in technical and vocational education**

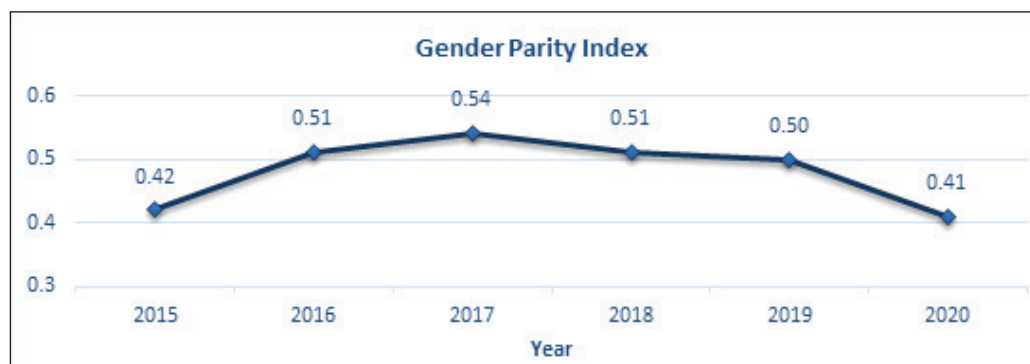
Year	Trainees			Growth	
	Female	Male	Both	#	%
2015	655	1554	2209	804	36.4
2016	503	984	1487	-722	-48.6
2017	536	1000	1536	49	3.2
2018	513	998	1511	-25	-1.7
2019	598	1195	1793	282	15.7
2020	161	394	555	-1238	-69.0

\*RITH was not taken into consideration

Source: MOLHR

The growth in number of trainees in technical and vocational education has been fluctuating over a period of six years. Overall, the growth rate in the number of trainees has been inconsistent with no set pattern.

**Figure 5.2: Gender Parity Index**



The gender parity index for technical and vocational education has been slightly increasing till 2017 followed by a decrease thereafter. As of 2020, the GPI for technical and vocational education stands at 0.41 which means that there are more numbers of male. Figure 5.2 shows that number of male trainees has remained higher as compared to female trainees over a period of six years.

## 5.2 Trainers in Technical and Vocational Education

Table 5.2 shows that there is a total of 169 trainers teaching in TTIs & IZCs across the country. There are more number of male (66%) trainers as compared to female trainers teaching in TTIs & IZCs.

**Table 5.2: Trainers and Instructors in Vocational Education**

Dzongkhag	Institute	Male	Female	Total
Bumthang	Chumey TTI	15	7	22
Punakha	Khuruthang TTI	12	16	28
Sarpang	Jigme Wangchuck Power Training Institute	17	6	23
Thimphu	Thimphu TTI	7	1	8
Trashigang	Rangjung TTI	16	5	21
Wangduephodrang	Samthang TTI	17	7	24
Thimphu	Institute of Zorig Chusum	10	8	18
Trashiyangtse	Institute of Zorig Chusum	18	7	25
<b>Grand Total</b>	<b>8</b>	<b>112</b>	<b>57</b>	<b>169</b>

## Chapter 6: TERTIARY EDUCATION

### 6.1 Students in Tertiary Education

The Tertiary Education system in the country began with the upgrading of Sherubtse Junior College to undergraduate degree college in 1983 followed by other tertiary education institutions (TEIs).

As of 2020, there are 12297 students pursuing various courses in all tertiary institutions within Bhutan. Female enrolment is slightly lower than males, making up 48.6% of the total enrolment at the tertiary level in Bhutan. It is a slight increase from 47% in 2019.

**Table 6.1: Number of Students in Tertiary Education**

Sl No.	Institute	Ownership	RGOB FUNDED			SELF FUNDED			Other Funding			ALL TOTAL		
			Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
	ROYAL UNIVERSITY OF BHUTAN													
1	College of Language & Cultural Studies	Public	466	556	1022	25	70	95	0	0	0	491	626	1117
2	College of Natural Resources	Public	322	430	752	92	115	207	8	2	10	422	547	969
3	College of Science and Technology	Public	567	189	756	147	88	235	3	0	3	717	277	994
4	Gedu College of Business Studies	Public	654	462	1116	225	245	470	22	16	38	901	723	1624
5	Gyalphozhing College of Information Technology	Public	143	122	265	0	0	0	0	0	0	143	122	265
6	Jigme Namgyel Engineering College	Public	378	163	541	110	43	153	0	0	0	488	206	694
7	Paro College of Education	Public	654	814	1468	79	42	121	0	0	0	733	856	1589
8	Samtse College of Education	Public	245	298	543	48	91	139	163	68	231	456	457	913
9	Sherubtse College	Public	647	651	1298	139	181	320	0	0	0	786	832	1618
10	Yonphula Centenary College	Public	33	11	44	0	0	0	0	0	0	33	11	44
11	Norbuling Rigter College	Private	1	1	2	149	148	297	14	22	36	164	171	335
12	Royal Thimphu College	Private	32	41	73	439	559	998	57	75	132	528	675	1203
	Sub Total		4142	3738	7880	1453	1582	3035	267	183	450	5862	5503	11365
	KHESAR GYALPO UNIVERSITY OF MEDICAL SCIENCES													
13	Faculty of Nursing and Public Health	Public	241	228	469	9	8	17	0	0	0	250	236	486
14	Faculty of Traditional Medicine	Public	43	34	77	2	0	2	0	0	0	45	34	79
15	Faculty of Postgraduate Medicine	Public	28	21	49	0	0	0	0	0	0	28	21	49
16	Arura Academy of Health Sciences	Private	0	0	0	17	52	69	1	2	3	18	54	72
	Sub Total		312	283	595	28	60	88	1	2	3	341	345	686
	Autonomous Institutes													
17	Jigme Singye Wangchuk School of Law	Public	17	26	43	0	0	0	0	0	17	17	26	43
18	Royal Insitute of Management	Public	54	56	110	39	54	93	0	0	93	93	110	203
	Sub Total		71	82	153	39	54	93	0	0	110	110	136	246
	Grand Total		4525	4103	8628	1520	1696	3216	268	185	563	6313	5984	12297



Every year, in addition to the undergraduate scholarships offered by the Royal Government of Bhutan (RGoB), a number of students also pursue undergraduate studies through self-financing in various courses abroad. As of 2020, there are 2572 students pursuing various undergraduate studies as presented in Table 6.. The largest numbers of Bhutanese students attending tertiary education are in India for scholarship students and Australia for privately funded students.

**Table 6.2: Tertiary Students Studying Abroad**

Country	On Scholarship			Self-Financed		
	Female	Male	Total	Female	Male	Total
Armenia	1	1	2	0	0	0
Australia	38	52	90	710	589	1299
Bangladesh	40	9	49	0	1	1
Canada	0	3	3	15	19	34
Cuba	0	1	1	0	0	0
France	1	1	2	0	0	0
Germany	1	3	4	0	0	0
Hong Kong	1	0	1	0	0	0
India	28	76	104	494	637	1131
Indonesia	2	0	2	0	0	0
Italy	1	0	1	0	0	0
Japan	4	18	22	0	0	0
Korea	0	1	1	0	0	0
Malaysia	0	1	1	7	16	23
Nepal	0	1	1	0	0	0
Netherland	4	6	10	0	0	0
New Zealand	1	1	2	0	0	0
Norway	1	0	1	0	0	0
Philippines	1	2	3	0	0	0
Singapore	1	4	5	4	8	12
Spain	0	1	1	0	0	0
Sri Lanka	9	7	16	0	0	0
Switzerland	2	0	2	0	1	1
Thailand	87	104	191	16	11	27
United Kingdom	3	8	11	0	0	0
United States	8	4	12	16	7	23
Others	0	1	1	15	6	21
<b>Grand Total</b>	<b>234</b>	<b>305</b>	<b>539</b>	<b>1277</b>	<b>1295</b>	<b>2572</b>

(Source: State of Tertiary Education 2019)

**Figure 6.1: Growth of Students in Tertiary Education in Bhutan**

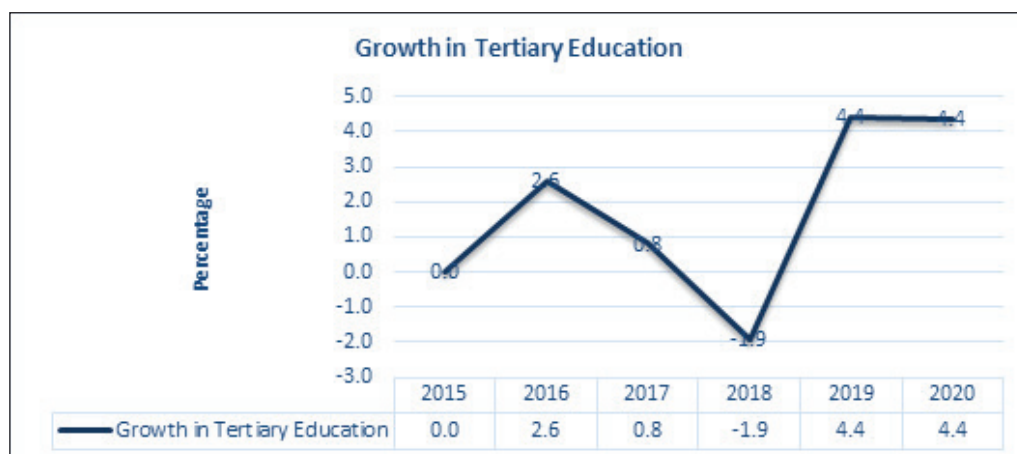


Figure 6.1 shows the growth of enrolment of students in tertiary education in Bhutan over a period of six years. There is no set pattern for the growth of enrolment in tertiary education. As of May 2020, the enrolment in tertiary education is 4.4%. The GER for tertiary education for within Bhutan in 2020 is 17.9% shown in Table 6.3. The GER for students studying both within and outside Bhutan is estimated to be about 23.6%.

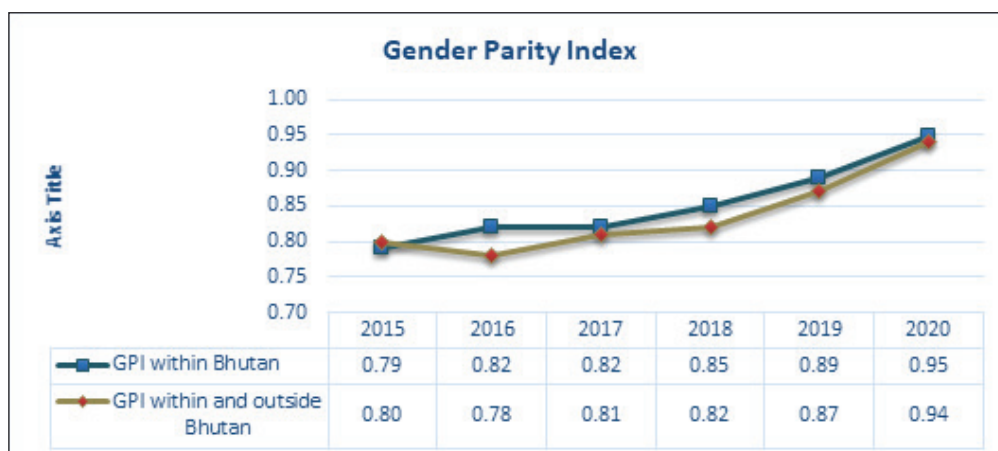
**Table 6.3: Gross Enrolment in Tertiary Education**

Year	GER within Bhutan			GER including Students Abroad		
	Female	Male	Total	Female	Male	Total
2015	23.3	29.6	26.4	32.4	40.7	36.6
2016	25.1	30.4	27.8	32.7	41.8	37.3
2017	24.7	30.0	27.4	31.9	39.5	35.7
2018	27.1	31.9	29.5	40.2	49.1	44.7
2019	16.6	17.0	16.8	24.1	25.6	24.9
2020	17.9	17.8	17.9	23.5	23.6	23.6

As per the standard methodology of the UNESCO Institute of Statistics (UIS), the GER at tertiary level is derived by dividing the total enrolment in tertiary education by total population in the age group of 19-23 years old. However, since the tertiary education system in Bhutan offers mostly undergraduate and diploma programmes with course duration ranging from two to four years, only age group of 19-21 was used as denominator while estimating the GER till 2018.

The GER based on the UIS definition i.e. proportion of 19-23 years old participating in the higher education system (both within and outside Bhutan), is estimated to be about 24.9% for 2019. Therefore, the sharp decline in GER observed in 2019 compared to previous years is due to the change in methodology.

Figure 6.2: Gender Parity Index



Even though the gender parity index has been in favor of male over a period of six years as shown in Figure 6.2, there has been gradual increase in the GPI. There has been growth in female enrolment in tertiary education even though the growth has been small.

## 6.2 Lecturers in Tertiary Education

There are a total of 766 lecturers in tertiary education across the country out of which 69.7% are male. The details of the staffing is presented in Table 6.4.

Table 6.4: Number of teachers in tertiary education

Serial No.	Institute	Ownership	Teaching Staff		
			Male	Female	Total
	Royal University of Bhutan				
1	College of Language & Culture studies	Public	49	11	60
2	College of Natural Resources	Public	38	15	53
3	College of Science and Technology	Public	50	23	73
4	Gedu College of Bussiness Studies	Public	56	14	70
5	Gyelpozhing College of Information and Technology	Public	8	4	12
6	Jigme Namgyel Engineering College	Public	53	9	62
7	Paro College of Education	Public	50	21	71
8	Samtse College of Education	Public	35	14	49
9	Sherubtse College	Public	71	23	94
10	Yongphula Centenary College	Public	4	1	5
	Sub Total		414	135	549
	Khesar Gyaplo University of Medical Sciences				
11	Faculty of Nursing and Public Health	Public	13	19	32

12	Faculty of Postgraduate Medicine	Public	6	3	9
13	Faculty of Traditional Medicine	Public	7	3	10
	Sub Total		26	25	51
	Autonomous Institute				
15	Jigme Singye Wangchuck School of Law	Autonomous Public	9	6	15
16	Royal Institute of Management	Autonomous Public	21	9	30
	<b>Sub Total</b>		<b>30</b>	<b>15</b>	<b>45</b>
	Private Institutes				
14	Royal Thimphu College	Private	49	38	87
15	Arura Academy of Health Sciences	Private	3	6	9
16	Norbuling Rigter College	Private	12	13	25
	Sub Total		64	57	121
	<b>Grand Total</b>		<b>534</b>	<b>232</b>	<b>766</b>

## Chapter 7: MONASTIC EDUCATION

Monastic education is generally provided by two types of monastic institutions - the government supported monastic institutes under the Zhung Dratshang (Central Monastic Body), private monastic institutes and nunneries. The courses offered include language, arts, literature, philosophy, and mediation among others and have their own structured degree programmes.

### 7.1 Learners in Monastic Education

**Table 7.1: Monastic Education Learners**

Serial No.	Dzongkhag	Novices
1	Choetse (Bumthang and Trongsa)	178
2	Chukha	173
3	Dagana	196
4	Gasa	120
5	Gelephu	281
6	Haa	192
7	Lhuentse	281
8	Mongar	300
9	Paro	321
10	Pemagatshel	171
11	Punthim (Punakha and Thimphu)	2942
12	Samdrup Jongkhar	301
13	Samtse	178
14	Trashigang	459
15	Trashiyangtse	145
16	Tsirang	115
17	Wangdue	738
18	Zhemgang	299
<b>Grand Total</b>		<b>7390</b>

Table 7.1 shows the number of novices enrolled in monastic institutes under Dratshang Lhentshog. As of 2020, there are a total 7390 novices attending monastic institutes under 18 Rabdeys.

## Chapter 8: NON-FORMAL AND CONTINUING EDUCATION

The Non-Formal Education (NFE) programme has gained widespread popularity as an effective programme for providing basic literacy, numeracy and functional skills amongst the adult population. As of June 2019, there are a total of 4576 learners attending Basic Literacy Course (BLC) and Post Literacy Course (PLC) in 235 Centers spread across the country.

### 8.1 Non-Formal Education

#### 8.1.1 Learners in Non-Formal Education

**Table 8.1: Number of Learners in NFE**

Se- rial No.	Dzongkhag/ Thromde	BLC Centre	BLC Learners			PLC Centre	PLC Learners			BLC+PLC			
			Female	Male	Total		Female	Male	Total	Centres	Female	Male	Total
1	Bumthang	5	45	3	48	1	1	8	9	6	46	11	57
2	Chukha	13	94	26	120	6	48	11	59	19	142	37	179
3	Phuentsholing Thromde	0	0	0	0	1	12	0	12	1	12	0	12
4	Dagana	11	75	19	94	8	53	13	66	19	128	32	160
5	Gasa	2	14	0	14	3	15	28	43	5	29	28	57
6	Haa	3	28	7	35	2	10	0	10	5	38	7	45
7	Lhuentse	3	17	7	24	5	12	95	107	8	29	102	131
8	Monggar	28	280	74	354	29	130	152	282	57	410	226	636
9	Paro	7	77	7	84	4	44	2	46	11	121	9	130
10	Pema Gatshel	12	94	19	113	19	161	20	181	31	255	39	294
11	Punakha	5	45	8	53	0	0	0	0	5	45	8	53
12	Samtse	12	102	30	132	23	191	36	227	35	293	66	359
13	Sarpang	69	576	329	905	13	101	66	167	82	677	395	1072
14	Gelephu Thromde	2	26	1	27	2	28	0	28	4	54	1	55
15	Samdrup Jongkhar	9	119	16	135	16	111	74	185	25	230	90	320
16	Samdrup Jongkhar Thromde	1	15	0	15	2	11	5	16	3	26	5	31
17	Thimphu	5	55	20	75	0	0	0	0	5	55	20	75
18	Thimphu Thromde	8	83	3	86	11	161	6	167	19	244	9	253
19	Trashigang	5	45	15	60	3	12	10	22	8	57	25	82
20	Trashiyangtse	10	71	16	87	7	64	12	76	17	135	28	163
21	Trongsa	4	35	3	38	1	7	1	8	5	42	4	46
22	Tsirang	3	27	11	38	1	8	0	8	4	35	11	46
23	Wangduephodrang	12	97	41	138	7	53	5	58	19	150	46	196
24	Zhemgang	6	63	4	67	4	16	41	57	10	79	45	124
Grand Total		235	2083	659	2742	168	1249	585	1834	403	3332	1244	4576

The participation of female in the NFE programme has always been significantly higher than males, both instructors and learners. In terms of NFE participation, Samtse dzongkhag has the highest number of NFE learners in 2020.

### 8.1.2 Instructors in NFE

Table 8.2 shows that there are also more female instructors in NFE as compared to male instructors. Out of 403 instructors, 296 are female instructors and only 107 are male instructors.

**Table 8.2: Number of Instructors in NFE**

Sl. No.	Dzongkhag	BLC Instructor			PLC Instructor			BLC+PLC Instructor		
		Female	Male	Total	Female	Male	Total	Female	Male	Total
1	Bumthang	3	2	5	0	1	1	3	3	6
2	Chukha	9	4	13	3	3	6	12	7	19
3	Phuentsholing Thromde	0	0	0	0	1	1	0	1	1
4	Dagana	8	3	11	5	3	8	13	6	19
5	Gasa	2	0	2	3	0	3	5	0	5
6	Haa	3	0	3	2	0	2	5	0	5
7	Lhuentse	2	1	3	3	2	5	5	3	8
8	Monggar	24	4	28	26	3	29	50	7	57
9	Paro	6	1	7	4	0	4	10	1	11
10	Pema Gatsel	8	4	12	15	4	19	23	8	31
11	Punakha	5	0	5		0	0	5	0	5
12	Samtse	6	6	12	19	4	23	25	10	35
13	Sarpang	49	20	69	10	3	13	59	23	82
14	Gelephu Thromde	2	0	2	2	0	2	4	0	4
15	Samdrup Jongkhar	7	2	9	9	7	16	16	9	25
16	Samdrup Jongkhar Thromde	1	0	1	1	1	2	2	1	3
17	Thimphu Dzongkhag	3	2	5	0	0	0	3	2	5
18	Thimphu Thromde	7	1	8	8	3	11	15	4	19
19	Trashigang	4	1	5	2	1	3	6	2	8
20	Trashiyangtse	7	3	10	4	3	7	11	6	17
21	Trongsa	3	1	4	0	1	1	3	2	5
22	Tsirang	2	1	3	1	0	1	3	1	4
23	Wangduephodrang	8	4	12	5	2	7	13	6	19
24	Zhemgang	3	3	6	2	2	4	5	5	10
Grand Total		172	63	235	124	44	168	296	107	403

### 8.2 Community Learning Centers

The CLC centers offer various lifelong learning activities for those who completed Post Literacy Course, out-of-school youth, and literate adults including nuns, monks and lay monks. It provides various learning opportunities for community development and improving the quality of life, with a focus on literacy and continuing education. The activities organized

by CLCs cover a wide range of community-based development programmes in health, agriculture; life skills based education and entrepreneurial skills consistent with the local needs. Therefore, the CLCs are increasingly seen as important initiatives for socio-economic development through non-formal education and adult learning. As of 2020, there are 24 CLCs with 352 learners.

**Table 8.3: Number of Learners in CLCs**

Serial No.	Dzongkhag	Centre	Female	Male	Total
1	Bumthang	1	14	1	15
2	Chukha	2	21	0	21
3	Phuentsholing Thromde	0	0	0	0
4	Dagana	1	11	0	11
5	Gasa	0	0	0	0
6	Haa	0	0	0	0
7	Lhuentse	1	3	9	12
8	Monggar	2	34	5	39
9	Paro	1	8	12	20
10	Pema Gatshel	1	10	0	10
11	Punakha	0	0	0	0
12	Samtse	2	33	0	33
13	Sarpang	1	20	0	20
14	Gelephu Thromde	1	30	0	30
15	Samdrup Jongkhar	1	11	0	11
16	Samdrup Jongkhar Thromde	1	11	0	11
17	Thimphu	0	0	0	0
18	Thimphu Thromde	2	28	0	28
19	Trashigang	2	15	3	18
20	Trashiyangtse	1	11	1	12
21	Trongsa	1	20	0	20
22	Tsirang	0	0	0	0
23	Wangduephodrang	1	8	0	8
24	Zhemgang	2	31	2	33
<b>Grand Total</b>		<b>24</b>	<b>319</b>	<b>33</b>	<b>352</b>



### 8.2.1 Managers in CLCs

Table 8.4 shows that there are 28 managers working in CLCs across the country. Out of 28 managers, 24 are female and only 4 are male. As in NFE centers, there are more female managers in CLCs as compared to male managers.

**Table 8.4: Number CLC Managers**

Sl. No.	Dzongkhag	CLC Manager		
		Female	Male	Total
1	Bumthang	1	0	1
2	Chukha	1	0	1
3	Phuentsholing Thromde	0	0	0
4	Dagana	1	0	1
5	Gasa	0	0	0
6	Haa	0	0	0
7	Lhuentse	1	0	1
8	Monggar	2	1	3
9	Paro	0	1	1
10	Pema Gatshel	1	0	1
11	Punakha	0	0	0
12	Samtse	2	0	2
13	Sarpang	1	0	1
14	Gelephu Thromde	2	0	2
15	Samdrup Jongkhar	1	0	1
16	Samdrup Jongkhar Thromde	1	0	1
17	Thimphu Dzongkhag	0	0	0
18	Thimphu Thromde	4	0	4
19	Trashigang	2	0	2
20	Trashiyangtse	1	0	1
21	Trongsa	1	0	1
22	Tsirang	0	0	0
23	Wangduephodrang	1	0	1
24	Zhemgang	1	2	3
<b>Grand Total</b>		<b>24</b>	<b>4</b>	<b>28</b>

### 8.3 Continuing Education

In order to provide school leavers with an opportunity to upgrade their qualifications and promote lifelong learning, the Ministry started the Continuing Education (CE) programme in Kelki HSS, in Thimphu in 2006. The program offers 2 year courses for completion of classes X and XII. Currently, a total of 164 learners are enrolled in this programme through CE centers. CE classes are conducted in the evenings and on the weekends.

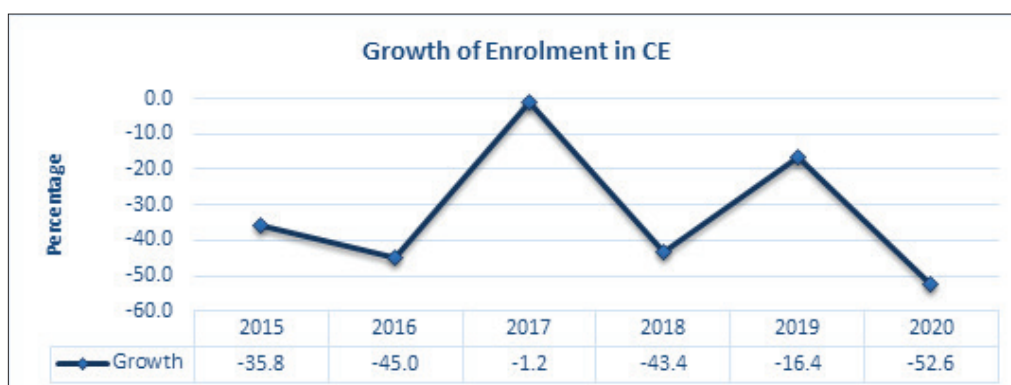
### 8.3.1 Learners in CE

There are a total of 164 learners pursuing higher secondary education through the continuing education programmes in the country as presented in Table 8.5. There are 23 learners in grade XI and 141 learners in grade XII. There are more number of learners pursuing Arts stream for both male and female.

**Table 8.5: Number of Learners in CE**

Sl.No	Dzongkhag/Centre	Stream	Class	Male	Female	Total
1	LCI, Thimthrom	Rigzhung	XII	16	17	33
			XI	0	0	0
2	Norbu Academy, Phentsholing	Commerce	XII	8	7	15
			XI	0	0	0
		Arts	XII	0	0	0
			XI	0	0	0
3	Pelkhil, Thimthrom	Science	XII	6	3	9
		Commerce	XII	4	12	16
		Arts	XII	25	43	68
			XI	7	16	23
Grand Total				66	98	164

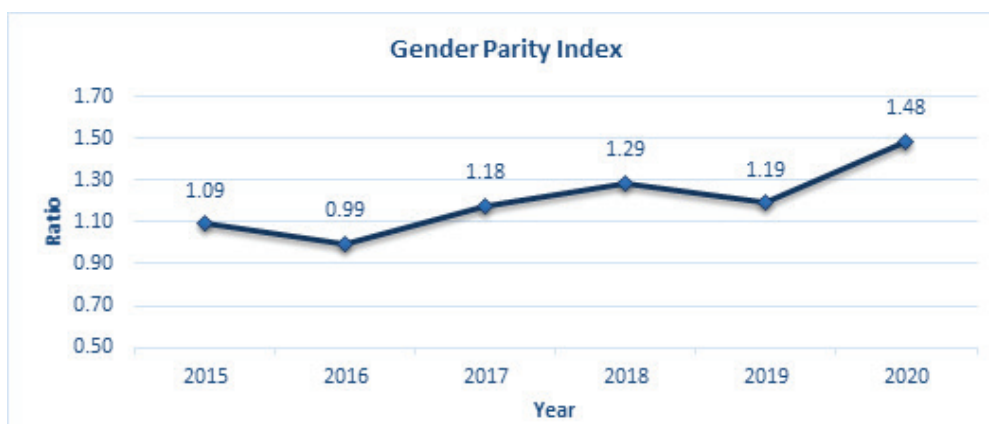
**Figure 8.1: Growth of Learners in CE**



The enrolment trend in CE is observed to be inconsistent over the years. As of 2020, the growth rate is -52.6 as shown in Figure 8.1.

The GPI for six years has been in favor of female learners except for 2016 where GPI was 0.99. As shown in Figure 8.2, for 2020, the GPI stands at 1.48 which indicates that there are more female learners in CE as compared to male.

Figure 8.2: Gender Parity Index in CE



## Chapter 9: QUALITY INDICATORS

### 9.1 Student-Teacher Ratio

The Student-Teacher Ratio (STR) measures the number of students per teacher. This indicator is often used as a proxy indicator for measuring quality of education, due to the difficulty in constructing direct instruments to measure quality of education. In this context the lower STR indicates higher the availability of teacher services to the students and vice versa.

**Table 9.1: Student Teacher Ratio by School Level in both public and private schools**

School Level	Public			Private		
	Students	Teachers	STR Public	Students	Teachers	STR Private
Extended Classroom	1732	133	13	0	0	0
Primary	41191	2616	16	2000	192	10
Lower Secondary	24788	1469	17	158	19	8
Middle Secondary	45477	2584	18	556	44	13
Higher Secondary	45379	2586	18	9525	557	17
<b>Total</b>	<b>158567</b>	<b>9388</b>	<b>17</b>	<b>12239</b>	<b>812</b>	<b>15</b>

The average STR for public schools is 18 students per teacher while the STR for private schools is 15 students per teacher. The STR for private primary schools is 10 students per teacher as compared to 16 students per teacher in public primary schools. In public schools, middle secondary and high schools have the highest STR (18) and ECRs have the lowest STR (13). In private school higher secondary schools have the highest STR (17) and lower secondary schools have the lowest STR (8).

### 9.2 Class Size

In addition to student-teacher ratio, another indicator that measures the quality of education is the number of students in each class. This assumes that every section in a school is a different class. Table 9.2 shows that the classes in the secondary schools are more crowded than the primary schools. On average, primary schools and ECRs have the smallest class size of 16 and 7 students per class respectively.

Table 9.2 also shows the average by single class where Class PP has the smallest average class size at 19 and Class XII has the biggest average class size at 31 students per class.

**Table 9.2: Class Size by Level and Class**

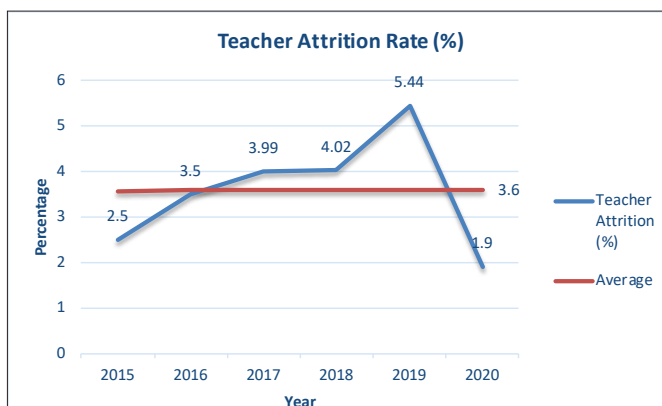
Levels	PP	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Average (Level)
Extended Classroom	8	6	6	6	10									7
Primary	25	19	20	19	21	21	20							21
Lower Secondary	51	38	41	40	45	44	42	55	55					46
Middle Secondary	61	48	50	50	55	56	52	80	84	89	84			64
Higher Secondary	48	42	42	40	47	51	49	83	85	111	119	56	67	65
Special Institute	4	6	5	5	7	9	8	10	9	11	7	7		7
Average (Class)	33	26	27	26	31	36	34	57	58	70	70	31	67	35

### 9.3 Teacher Attrition Rate

On an average, 3.6% of teachers leave the education system from public schools. The reasons for leaving the system include voluntary resignation, superannuation, and expiry of contract, besides others. In 2020, 163 teachers have left the system, as presented in Table 9.3.

**Table 9.3: Public School Teacher Leaving the System by Type**

Year	Voluntary Resignation	Compulsory Resignation	Superannuation	Expiry of Contract	Oth-ers	Total
2015	142	1	27	3	25	198
2016	200	6	42	31	11	290
2017	260	4	56	9	16	345
2018	263	7	60	10	15	355
2019	277	8	57	103	35	480
2020	112	3	27	6	15	163

**Figure 9.1: Public Teacher Attrition Rate**


The attrition rate has been increasing every year except 2020 where it stands at 1.9% as shown in Figure 9.1.

**Table 9.4: Public School Teachers who left by Type of Service**

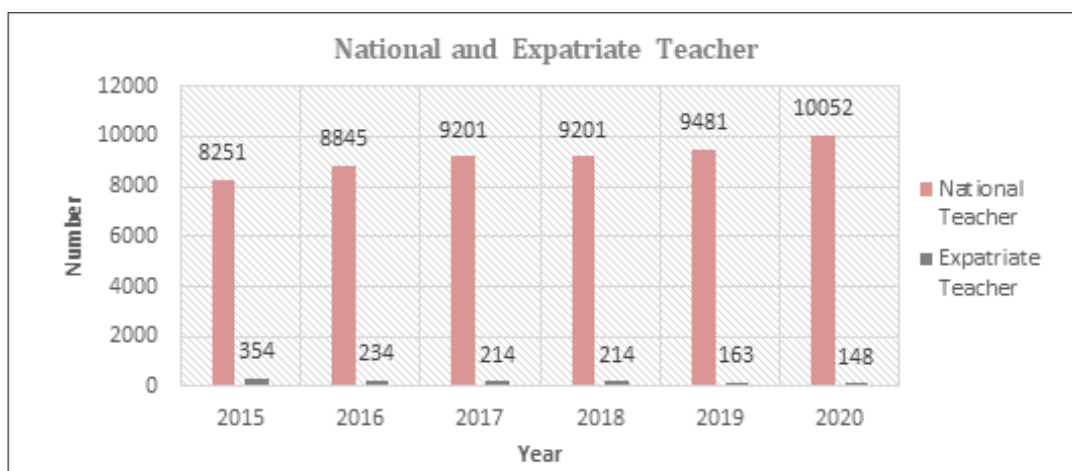
Type of Service	2015	2016	2017	2018	2019	2020	Total
Civil Servants	190	171	238	281	285	135	1300
Expatriate Contract Teachers	29	76	51	29	14	4	203
National Contract Teachers	0	24	10	12	135	16	197
Earmarked Contract Teachers	0	0	0	0	2	1	3
Regular Contract Teachers	0	0	0	0	28	7	35
Grand Total	219	271	299	322	464	163	1738

Table 9.4 shows that over six years, 1738 teachers have left the system. Out of this, the highest number is civil servants (1300) and the lowest are from earmarked contract teachers (3).

## 9.4 Expatriate and National Teachers

Over the last six years, the number of expatriate teachers has been decreasing while the number of national teachers has been increasing as shown in Figure 9.2. As of 2020, the total number of expatriate teachers in both public and private schools stand at 148 and the number of Bhutanese teachers stands at 10052.

**Figure 9.2: Number of Expatriate and National Teachers**



**Figure 9.3: Proportion of Expatriate Teachers in different levels of public schools**

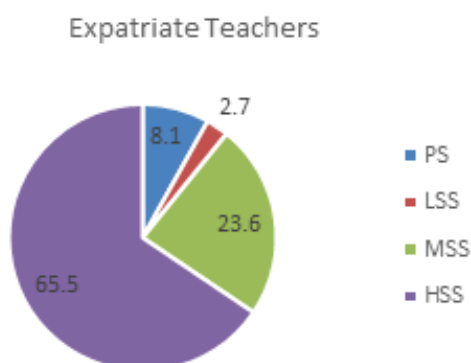


Figure 9.3 shows the proportional distribution of expatriate teachers in different levels of schools in the country. The highest proportion of expatriate teachers is in higher secondary schools (65.5%) and the lowest is in lower secondary schools (2.7%).

## 9.5 Teacher Education and Professional Development

Pursuant to the Ministry's commitment to continually enhance teacher competency, the Ministry has organized national level professional development (PD) programmes for teachers since 2016. Teachers are required to undergo eighty hours of professional development programme in a year as per Teacher Human Resource Policy 2014. The national level programme was a part of the Ministry's commitment to offer forty hours of PD while the rest forty hours are offered at the Dzongkhag, cluster and school level.

**Table 9.5: In-Service Workshops**

Year	National Level	
	Number of Courses	Participants
2019-2020	25	14681
2018-2019	22	1186
2017-2018	25	11332
2016-2017	24	11349
2015-2016	27	2689

Table 9.5 shows the number of in-service workshops and training organized at the national level from the FY 2014-2015. In 2019-2020, the total of 14681 teachers participated in the National level workshops.

Since 2000, teachers have been provided the opportunity to upgrade their qualifications to Bachelors and Masters of Education at Paro College of Education. Table 9.6 shows the number of teachers pursuing various programmes.

**Table 9.6: Teachers Enrolled in Mixed Mode Distance Programmes**

<b>Mixed-mode programme</b>							
Programme	Mode	Duration	Institute	2016-2017	2017-2018	2018-2019	2019-2020
M.Ed. Leadership & Management	Mixed-mode	3 years	Paro CoE	25	26	16	16
M.Ed. Dzongkha	Mixed-mode	3 years	Paro CoE	25	25	24	25
M.A Contemplative Counselling Psychology	Mixed-mode	2 years	Samtse CoE	16	18	9	0
PG Diploma in English	Mixed-mode	3 years	Samtse CoE	25	25	-	-
PG Diploma in Contemplative Counselling Psychology	Mixed-mode	2 years	Samtse CoE	20	20	-	-
B.Ed. Primary	Mixed-mode	4 years	Paro CoE	75	77	79	62
<b>Full-time programme</b>							
M.A English	Full time	18 months	Yonphula CC	32	30	14	30
M.Ed. Biology	Full time	2 years	Samtse CoE	-	10	12	10
M.Ed. Chemistry	Full time	2 years	Samtse CoE	-	10	12	10
M.Ed. Physics	Full time	2 years	Samtse CoE	-	10	12	9
M.Ed. Mathematics	Full time	2 years	Samtse CoE	-	10	12	10
M.Ed. English	Full time	2 years	Samtse CoE	-	-	-	12
M.Ed. Geography	Full time	2 years	Samtse CoE	-	-	-	19
M.Ed. Inclusive Education	Full time	2 years	Paro CoE	-	-	-	20
<b>Total</b>				<b>32</b>	<b>70</b>	<b>62</b>	<b>120</b>
<b>Total (Mixed-mode + Full time)</b>				<b>404</b>	<b>452</b>	<b>318</b>	<b>326</b>

In 2020, highest number of teachers are pursuing Bachelors of Education in Primary (62) as portrayed in Table 9.6.



### 9.5.1 Pre-Service Education

Pre-service teacher education is provided by two colleges of education (CoE) in Samtse and Paro. The former was established in the year 1968 and the latter in 1975. They offer pre-service programmes at Bachelor of Education (B.Ed) and Post Graduate Diploma in Education (PGCE) level. As of 2019, there were 2502 teacher trainees pursuing B.Ed and PGDE programmes in the two CoEs, which is a slight decrease in the overall enrolment compared to 2018 as shown in Table 9.7.

**Table 9.7: Enrolment in Colleges of Education**

Year	COE, Samtse			COE, Paro			Total			Ratio of Female to Male
	Female	Male	Total	Female	Male	Total	Female	Male	Total	
2015	564	549	1113	653	820	1473	1217	1369	2586	0.89
2016	516	450	966	689	775	1464	1205	1225	2430	0.98
2017	610	549	1159	525	444	969	1135	993	2128	1.14
2018	553	579	1132	795	732	1527	1348	1311	2659	1.03
2019	457	456	913	856	733	1589	1313	1189	2502	1.10

### 9.6 Counsellors in Schools

To establish a systematic guidance and counselling programme in all schools as an integral part of pastoral care, the recruitment of School Guidance Counsellors (Fulltime Counsellors) was approved by Royal Civil Service Commission in 2009.

Through the implementation of School Guidance and Counselling Programme, the School Guidance and Counsellors play a vital role in the schools. They play a critical role in supporting and guiding students while they are in school. As of 2020, there are 147 counsellors nationwide as presented in Table 9.8.

**Table 9.8: Counsellors in Schools**

Dzongkhag	Enrolment		
	Female	Male	Total
Bumthang	1	3	4
Chhukha	9	5	14
Dagana	1	5	6
Gasa	1	0	1
Haa	2	1	3
Lhuntse	0	4	4
Mongar	3	6	9
Paro	7	5	12
Pemagatshel	0	6	6
Punakha	5	2	7
Samtse	4	8	12
Samdrupjongkhar	3	6	9
Sarpang	5	3	8
Thimphu	12	6	18
Trashigang	4	7	11
Trashiyangtse	1	4	5
Trongsa	2	3	5
Tsirang	3	1	4
Wangdue	2	2	4
Zhemgang	2	3	5
<b>Total</b>	<b>67</b>	<b>80</b>	<b>147</b>

## 9.7 Scouts in Schools

The Ministry promotes scouting for spiritual, mental and physical development of young people through value based youth programme. As of June 2019, there are 59,673 students participating as scouts across the country as presented in Table 9.9 (2019 data has been used for scouts as no data was collected in 2020 due to the COVID-19 pandemic situation)

**Table 9.9: Students Participating as Scouts**

Chukhha	CheyChey			Nachung			Nazhoen			Rovers			CBS			Overall strength
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	
Bumthang	364	332	696	370	425	795	274	479	753	0	0	0	21	34	55	2299
Chukhha	359	376	735	691	932	1623	509	771	1280	46	54	100	30	39	69	3807
Dagana	292	41	333	465	412	877	256	332	588	0	0	0	117	52	169	1967
Gasa	106	87	193	114	92	206	74	103	177	0	0	0	24	32	56	632
Haa	169	178	347	191	276	467	184	292	476	0	0	0	6	14	20	1310
Lhuntse	440	464	904	274	329	603	197	302	499	0	0	0	43	23	66	2072
Monggar	532	549	1081	694	800	1494	442	694	1136	24	26	50	12	16	28	3789
Paro	193	224	417	543	590	1133	608	739	1347	24	55	79	10	18	28	3004
Pemagatshel	457	497	954	553	635	1188	867	872	1739	0	0	0	26	23	49	3930
Punakha	369	307	676	387	379	766	280	446	726	17	23	40	79	74	153	2361
S/Jongkhar	304	337	641	545	596	1141	352	542	894	0	0	0	37	53	90	2766
Samtse	528	628	1156	738	954	1692	655	867	1522	13	17	30	125	104	229	4629
Sarpang	588	562	1150	517	604	1121	331	418	749	0	0	0	139	63	202	3222
Thimphu	59	72	131	336	381	717	381	444	825	0	0	0	23	41	64	1737
Tsirang	226	280	506	324	365	689	130	229	359	0	0	0	25	8	33	1587
Trashigang	194	173	367	796	1038	1834	437	825	1262	50	90	140	42	42	84	3687
Trashiyang-tse	169	140	309	481	531	1012	344	311	655	23	28	51	48	50	98	2125
Trongsa	412	429	841	294	377	671	313	528	841	30	29	59	32	28	60	2472
Wangdue	73	83	156	570	738	1308	220	339	559	48	22	70	14	14	28	2121
Zhemgang	424	415	839	378	416	794	361	458	819	0	0	0	54	30	84	2536
Gelephu Throm	102	107	209	119	162	281	139	231	370	0	0	0	7	14	21	881
P/ling Throm	135	132	267	194	185	379	358	504	862	29	13	42	7	4	11	1561
S/Jongkhar Throm	64	71	135	81	75	156	68	67	135	24	14	38	1	2	3	467
Thim Throm	157	226	383	1007	1356	2363	633	1181	1814	59	63	122	16	45	61	4743
<b>Grand Total</b>	<b>4441</b>	<b>8985</b>	<b>13426</b>	<b>10662</b>	<b>12648</b>	<b>23310</b>	<b>8413</b>	<b>11974</b>	<b>20387</b>	<b>387</b>	<b>434</b>	<b>821</b>	<b>938</b>	<b>791</b>	<b>1729</b>	<b>59673</b>

## 9.8 Special Educational Needs

The Muenselling Institute in Khaling, Trashigang was established in 1973 as the first special school in the country catering to children with visual impairment. In 2002, a Special Educational Needs (SEN) programme was introduced in Changangkha Middle Secondary School to integrate children with disabilities into mainstream schooling. The long-term objective of the SEN Programme is to provide access to general education in regular schools for all children with disabilities, including those with physical, intellectual and other types of impairments. The Royal Government thus emphasizes on inclusive approach to strengthen educational access to quality education for children with disabilities and learning difficulties.

As of June 2020, there are 24 schools with SEN programme, two specialized institutes, and two Draktsho Vocational Training Centers with a total of 997 students.

**Table 9.10: Number of SEN students in Schools offering SEN programmes**

Sl No.	Dzongkhag/Thromde	School	Boys	Girls	Total
<b>Schools with SEN Programme</b>					
1	Lhuentse	Autsho CS	5	6	11
2	Thimphu Thromde	Changangkha MSS	46	31	77
3	Tsirang	Damphu MSS	14	4	18
4	Paro	Drukgyel LSS	23	7	30
5	Gelephu Thromde	Gelephu LSS	22	10	32
6	Gelephu Thromde	Gelephu HSS	0	1	1
7	Dagana	Gesarling CS	17	8	25
8	Pemagatshel	Gonpasingma LSS	8	10	18
9	Trashigang	Jigme Sherubling CS	5	9	14
10	Chhukha	Kamji CS	18	22	40
11	Trashigang	Khaling LSS	20	19	39
12	Mongar	Mongar MSS	30	16	46
13	Mongar	Mongar HSS	3	2	5
14	Trashigang	Muenselling Institute	13	12	25
15	Phuentsholing	Phuentsholing MSS	23	14	37
16	Wangdue	Samtengang PS	15	10	25
17	Bumthang	Tang CS	4	6	10
18	Samtse	Tendruk CS	49	29	78
19	Tshangkha	Tshangkha CS	11	9	20
20	Trashi Yangtse	Tsenkharla CS	7	3	10
21	Paro	Wangsel Institute	55	49	104
22	Thimphu	Yangchen Gatshel	33	19	52
23	Zhemgang	Zhemgang CS	0	2	2
24	Zhemgang	Zhemgang LSS	16	6	22
<b>Draktsho VTI</b>					
25	Thimphu	Thimphu Draktsho	34	20	54
26	Tashigang	Tashigang Draktsho	123	79	202
	<b>Grand Total</b>		<b>594</b>	<b>403</b>	<b>997</b>

Table 9.10 shows that as of 2020, there are 741 students enrolled in 24 Schools with SEN programme.

## 9.9 Examination Results

The national level examinations at the end of primary education were instituted in 1972 with the aim of ensuring uniformity in the standard of education among the different schools across the country. It was also used as a standard for screening the candidates for entry into the next level of general education. With the raising of the basic education level to class X, primary education examination was devolved to schools in 1999 and national board examinations conducted at the end of class X and XII.

Until 2013, those students who failed in the board examinations (class X and class XII) were only allowed to re-sit the examinations as private candidates and were not allowed to attend regular classes in the government schools. However, from 2014 academic year, students who fail the examinations are allowed to repeat once as a full-time student in the same school provided they fulfill all the criteria of the Second Chance for Classes X & XII Policy.

Table 9.11 shows 12758 students have registered for BCSE in 2019. From that 12614 appeared for the examination and out of which 11810 passed (93.6%).

**Table 9.11: Bhutan Certificate for Secondary Examination Results (Grade X examination), 2019**

Type	Total Registered			Total Appeared			Pass %			Pass %		
	M	F	T	M	F	T	M	F	T	M	F	T
Regular	5727	6911	12638	5652	6850	12502	5358	6372	11730	93.82	94.8	93.82
Private	37	56	93	35	56	91	27	40	67	77.14	71.43	73.63
Supplementary	11	16	27	7	14	21	2	11	13	61.9	28.57	61.9
<b>Grand Total</b>	<b>5775</b>	<b>6983</b>	<b>12758</b>	<b>5694</b>	<b>6920</b>	<b>12614</b>	<b>5387</b>	<b>6423</b>	<b>11810</b>	<b>94.61</b>	<b>92.82</b>	<b>93.63</b>

**Table 9.12: Bhutan Certificate for Secondary Examination Result by Subject, 2019**

Subject	Pass %		
	Male	Female	Total
Dzongkha I	99.81	99.88	99.85
Dzongkha II	98.63	99.41	99.05
English I	100.00	100.00	100
English II	95.96	95.95	95.96
Economics	97.45	96.85	97.09
Mathematics	88.44	86.1	87.16
Environmental Science	97.74	97.37	97.53
Biology	95.98	95.52	95.73
Chemistry	78.26	79.96	79.19
Physics	90.97	87.82	89.24
History & Civics	96.15	95.03	95.54
Geography	98.6	97.86	98.19
Computer Applications	99.84	99.96	99.90
Hindi	70.00	66.67	68.18
Tamil		100.00	100.00
Agriculture for Food Security	100.00	100.00	100.00
Carpentry	100.00	100.00	100.00
Electrical	100.00	100.00	100.00
Furniture	100.00	100.00	100.00
Painting	100.00	100.00	100.00
Masonry	100.00	100.00	100.00
Tailoring	100.00	100.00	100.00

Table 9.12 shows the percentage of male and female students who have passed the BCSE, 2019 by subject.

**Table 9.13: Bhutan Higher Secondary Education Certificate Examination (Grade XII examination), 2019**

Type	Total Registered			Total Appeared			Pass %			Pass %		
	M	F	T	M	F	T	M	F	T	M	F	T
Private	284	193	477	278	190	468	226	159	385	81.29	83.68	82.26
Regular	4141	4431	8572	4068	4400	8468	3622	4030	7652	89.04	91.59	90.36
Supplementary	1124	1039	2163	1097	1028	2125	1080	1009	2089	98.45	98.15	98.31
<b>Grand Total</b>	<b>5549</b>	<b>5663</b>	<b>11212</b>	<b>5443</b>	<b>5618</b>	<b>11061</b>	<b>4928</b>	<b>5198</b>	<b>10126</b>	<b>90.54</b>	<b>92.52</b>	<b>91.55</b>

Table 9.13 shows that 11212 students registered for BHSCE in 2019, 11061 appeared for the examination, out of which 91.55 % passed.

**Table 9.14: Bhutan Higher Secondary Education Certificate Examination Result by Subject**

Subject	Total Appeared			Pass %		
	Male	Female	Total	Male	Female	Total
Accountancy	1835	1804	3639	82.23	86.36	84.28
Agriculture for Food Security	165	148	313	100.00	100.00	100
Biology	522	767	1289	99.53	99.62	99.53
Business Mathematics	2369	2420	4789	81.06	81.09	81.06
Chemistry	1420	1142	2562	96.25	95.63	96.25
Commerce	1848	1809	3657	69.46	38.83	69.46
Computer Studies	317	247	564	94.33	94.95	94.33
Dzongkha I	5437	5613	11050	93.16	94.9	94.05
Dzongkha II	5437	5613	11050	97.08	98.24	97.67
Economics	2422	2894	5316	79.98	80.72	80.38
English I	5443	5618	11061	99.78	99.8	99.79
English II	5443	5618	11061	89.8	91.21	9.52
Environmental Science	186	225	411	100.00	100.00	100.00
Geography	2174	2667	4841	98.9	97.53	98.14
History	1859	2360	4219	97.96	96.06	96.89
Literature In English	3	6	9	100	83.33	88.89
Mathematics	952	487	1439	79.31	81.11	79.92
Media Studies	643	850	1493	100.00	100.00	100
Physics	1420	1142	2562	96.34	95.62	96.02
Dzongkhag Rigzhung	297	365	662	100.00	99.73	99.85

Table 9.14 shows that 100% of the students who appeared for the BHSEC examination passed in Agriculture for Food Security, Environmental Studies and Media Studies.

## Chapter 10: Efficiency Indicators

The efficiency indicators give quantitative information on the quality of the system. The efficiency of the education system can be monitored by indicators such as repetition rate, dropout rate, promotion rate and survival rate, completion rate and transition rate at various levels of education.

### 10.1 Coefficient of Internal Efficiency in Basic Education

Table 10.1 shows the different coefficients of internal efficiency that inform on the quality of the education system in the country.

The survival rate measures the retention capacity and also the internal efficiency of an education system. Survival rates nearing 100% indicate a high level of retention and low incidence of dropout.

About 86.8% of children enrolled in grade PP reach the last grade of primary education (grade VI). It is also estimated that about 84.3% of children who enter the school system finally complete basic education (grade X).

**Table 10.1: Coefficient of Internal Efficiency in Basic Education**

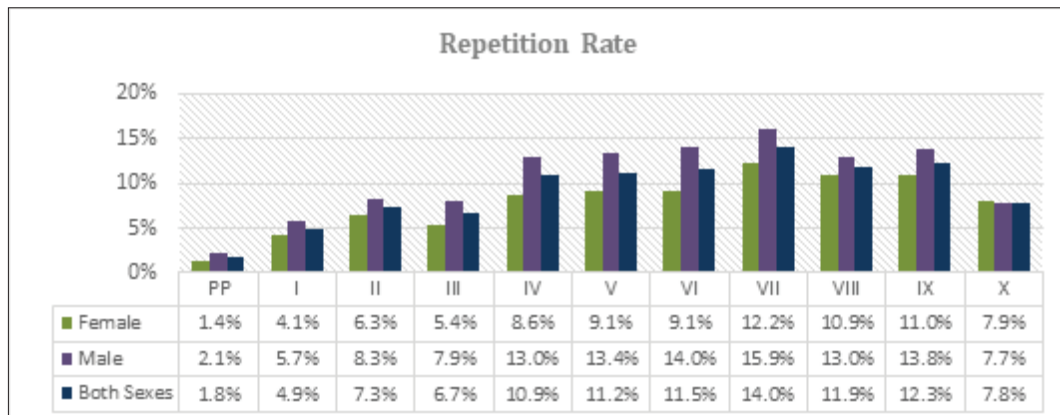
Coefficients		PP	I	II	III	IV	V	VI	VII	VIII	IX	X
Promo- tion rate	Both sexes	100.6%	91.7%	90.2%	94.0%	84.5%	84.0%	91.3%	82.3%	86.9%	87.5%	84.8%
	Male	99.2%	90.5%	87.6%	92.3%	80.2%	80.0%	89.2%	80.2%	84.6%	86.3%	84.2%
	Female	102.0%	92.9%	92.9%	95.8%	89.0%	87.9%	93.2%	84.3%	89.0%	88.7%	85.3%
Repeti- tion rate	Both sexes	1.8%	4.9%	7.3%	6.7%	10.9%	11.2%	11.5%	14.0%	11.9%	12.3%	7.8%
	Male	2.1%	5.7%	8.3%	7.9%	13.0%	13.4%	14.0%	15.9%	13.0%	13.8%	7.7%
	Female	1.4%	4.1%	6.3%	5.4%	8.6%	9.1%	9.1%	12.2%	10.9%	11.0%	7.9%
Survival rate by grade before capping	Both sexes	100.0%	102.4%	98.7%	96.1%	96.8%	91.7%	86.8%	89.5%	85.6%	84.5%	84.3%
	Male	100.0%	101.4%	97.3%	92.9%	93.2%	85.8%	79.2%	82.2%	78.4%	76.3%	76.3%
	Female	100.0%	103.5%	100.3%	99.5%	100.7%	98.1%	94.9%	97.4%	93.4%	93.3%	92.9%
Dropout rate	Both sexes	0.0%	3.4%	2.5%	0.0%	4.7%	4.8%	0.0%	3.7%	1.2%	0.2%	7.4%
	Male	0.0%	3.8%	4.1%	0.0%	6.9%	6.7%	0.0%	3.8%	2.4%	0.0%	8.1%
	Female	0.0%	3.0%	0.7%	0.0%	2.3%	3.0%	0.0%	3.6%	0.1%	0.3%	6.8%



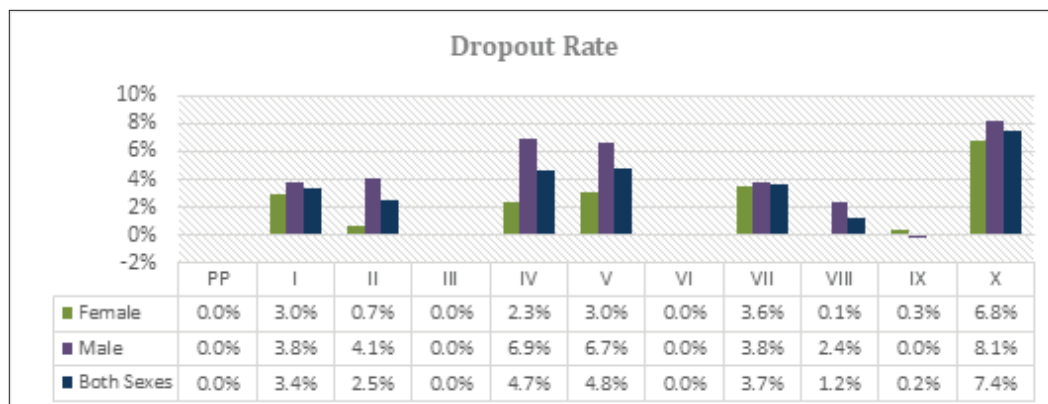
## 10.2 Repetition and Dropout Rates

In 2020, the highest repetition rate is noted at grade VII (14%), followed by grade IX (12.3%) and grade VIII (11.9%) as presented in Figure 10.1.

**Figure 10.1: Repetition Rates by Class and Gender**



**Figure 10.2: Dropout Rates by Class and Gender**

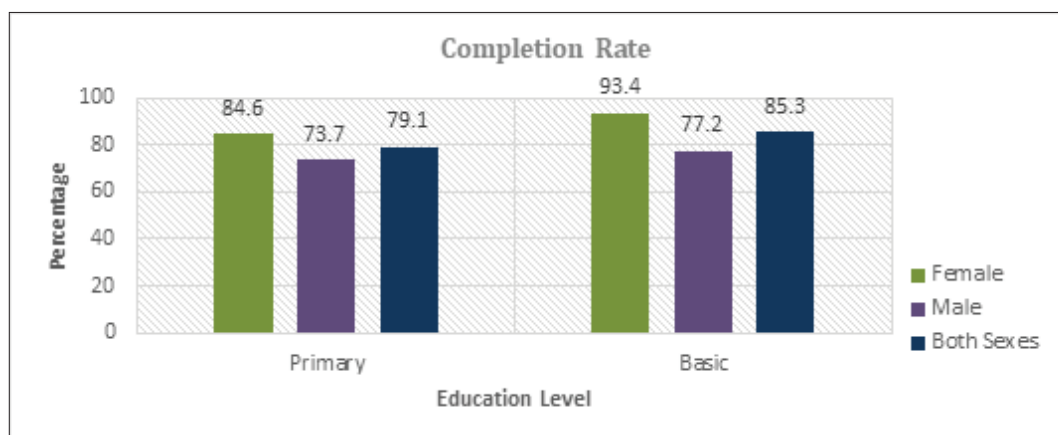


The highest drop-out rate is in grade X followed by grade V as presented in Figure 10.2.

## 10.3 Completion Rate

The completion rate refers to the percentage of children completing education at a particular grade. This indicator, which monitors education system coverage and student progression, is intended to measure human capital formation and school system quality and efficiency. Figure 10.3 displays the trends in completion rates for primary and basic education from 2015 to 2019. For 2019, the completion rates for primary education and basic education are 93.5% and 87.5% respectively.

**Figure 10.3: Completion Rate for Primary and Basic Education**



## 9.4 Transition Rate

The transition rate from primary to lower secondary education is recorded at 90.2%. This indicates that 90.2% of class VI students of 2019 have been promoted to class VII in 2020.

Likewise, 87.4% of the lower secondary (class VIII) students transition to middle secondary level (Class IX) and 83.3% of the middle secondary student's transition from class X to class XI at higher secondary level as presented in the Table 10.2.

**Table 10.2: Transition Rates**

	Female	Male	Total
Transition rate from Primary to Lower Secondary Education	92.9	87.5	90.2
Transition rate from Lower Secondary to Middle Secondary Education	89.2	85.4	87.4
Transition rate from Middle Secondary to Higher Secondary Education	83.0	83.7	83.3

## Chapter 11: Education Facilities and Support Systems

To provide quality education, it is important that facilities in schools are adequate and up to date. This chapter presents the different facilities available in schools and their status.

### 11.1 School Feeding

The rapid expansion of the education system in terms of school enrolment over a short period of time can be attributed to the provision of free meals and boarding facilities.

As shown in Table 11.1, there are 88320 students benefitting from the school feeding program as of 2020. 40646 students avail three meals, 33531 avail two meals and 14143 students avail one meal. There are 45486 female students and 42834 male students benefitting from the school feeding programme in schools.

**Table 11.1: Students Availing School Feeding Program**

Level	3 Meals			2 Meals			1 Meal			All Meals		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
ECR	0	0	0	173	178	351	0	0	0	173	178	351
PS	2284	2199	4483	10486	10625	21111	2997	3090	6087	15767	15914	31681
LSS	2241	2097	4338	3979	3919	7898	1801	1729	3530	8021	7745	15766
MSS	1333	1128	2461	1877	1839	3716	1913	1891	3804	5123	4858	9981
HSS	1257	1140	2397	50	32	82	356	366	722	1663	1538	3201
CS	14522	12445	26967	217	156	373	0	0	0	14739	12601	27340
Grand Total	21637	19009	40646	16782	16749	33531	7067	7076	14143	45486	42834	88320

### 11.2 WASH

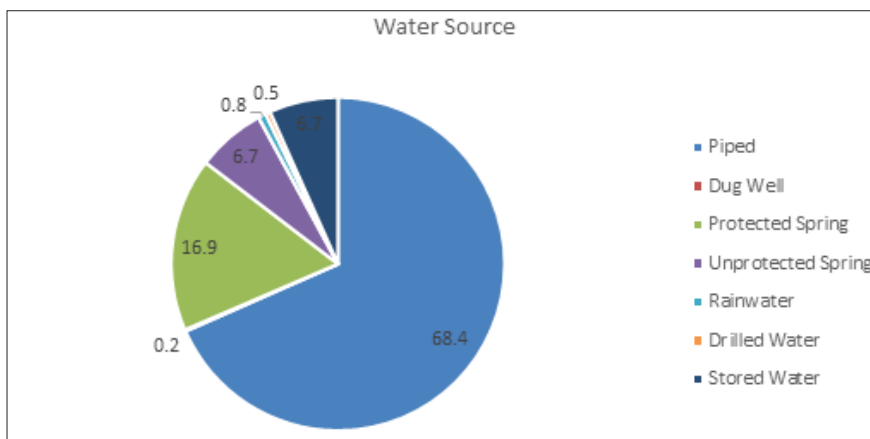
Water, Sanitation and Hygiene in schools can have a significant positive impact on children's health and education outcomes. Studies show that safe, adequate water and sanitation facilities in schools coupled with hygiene education reduce the incidence of waterborne and hygiene-related diseases. WASH in schools also addresses the needs of adolescent girls to attend schools regularly.

#### 11.2.1 Water Facilities in Schools

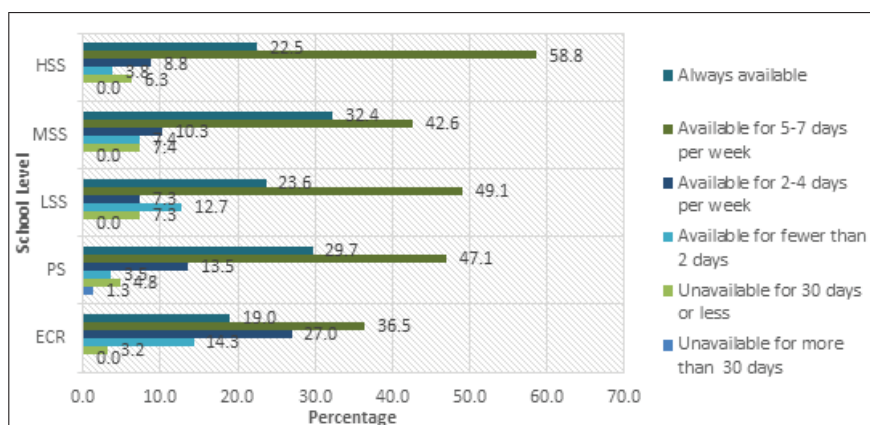
Proper water facilities or even the presence of water supply in school can have a positive impact on children's health and education attendance.

68.4% of the water sources in schools are piped water and 16.9% is protected spring, as presented in Figure 11.1. 0.2% of the water sources is dug well, followed by drilled water (0.5%).

**Figure 11.1: Type of water source in schools**

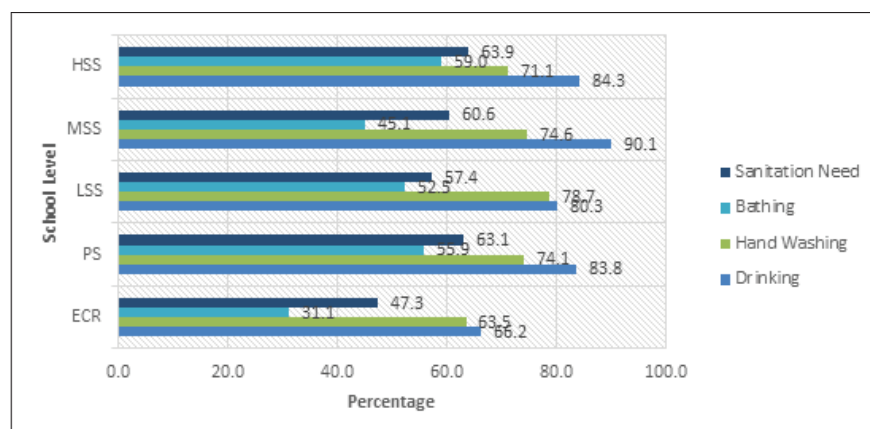


**Figure 11.2: Water Source Functionality**



Functionality of water supply of 5-7 days per week ranges from 36.5% in ECRs to 58.8% in HSS, as presented in Figure 11.2.

**Figure 11.3: Level of School with Adequate Water Supply**

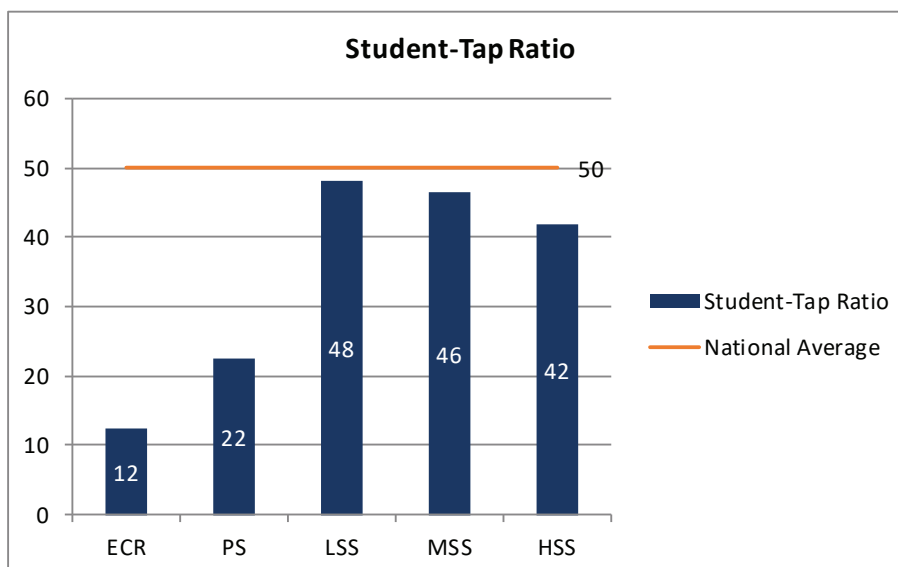


About 81% of the schools have adequate drinking water, 72.4% have adequate water for handwashing, 58.4% have adequate water for sanitation and 48.7% have adequate water for bathing purposes, as portrayed in Figure 11.3.

### 11.2.2 Student Tap Ratio

1:50 is the national standard of student to tap ratio. All schools have been able to meet the national standard as shown in Figure 11.4.

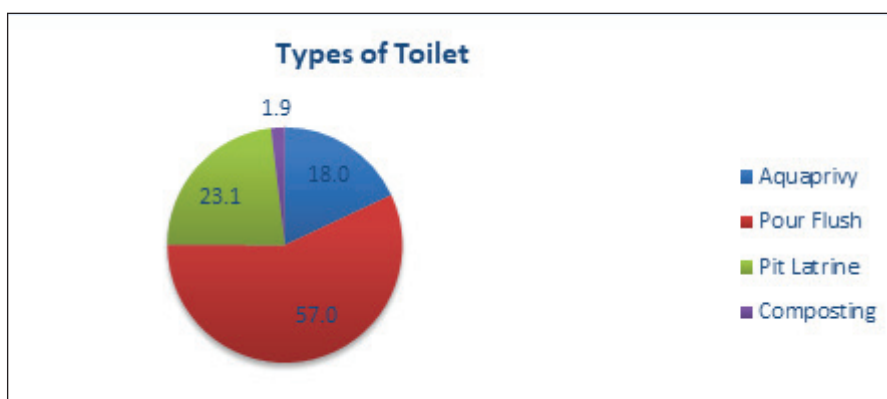
**Figure 11.4: Student-Tap Ratio**



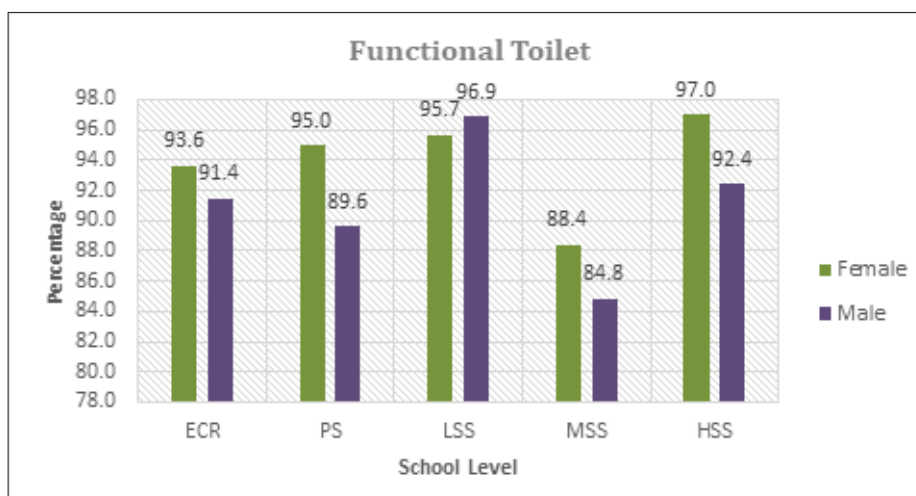
### 11.2.3 Access to Improved Sanitation

Most toilets in schools in the country are flush toilets (57 %) as shown in Figure 11.4. Aquaprivy toilets constitute 18% of the toilets in schools.

**Figure 11.5: Types of Toilets in School**

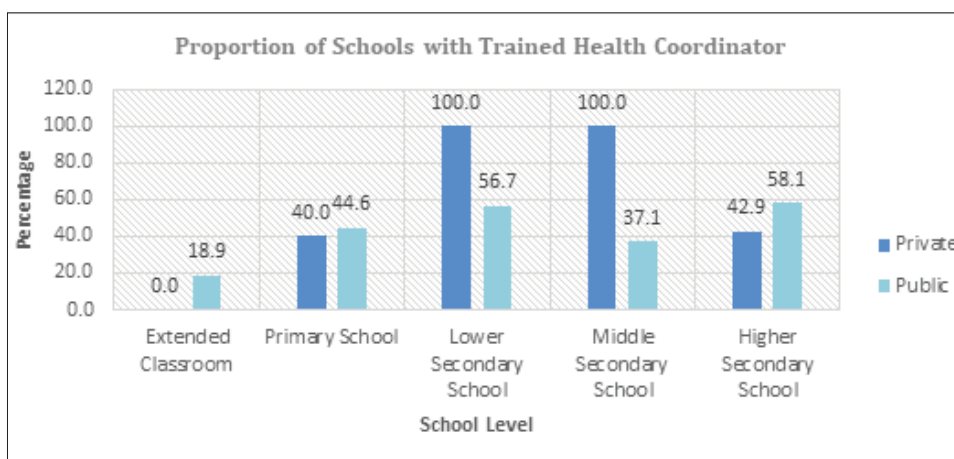


**Figure 11.6: Toilet Functionality by Gender**



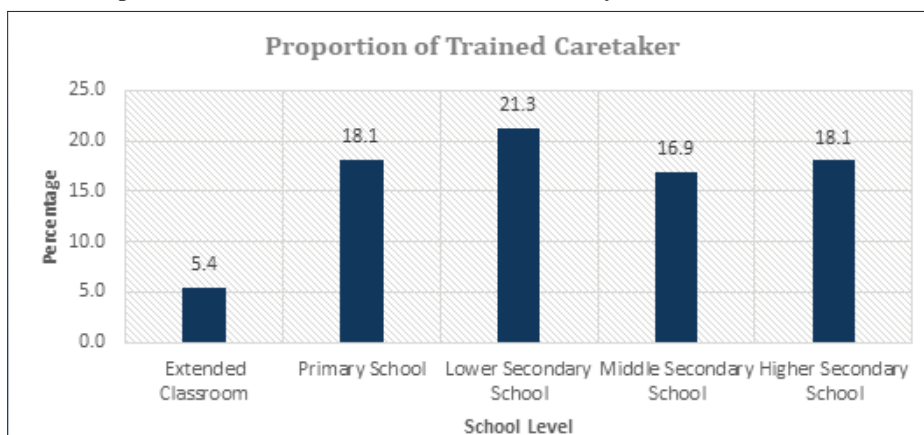
In terms of functionality, 93.9% of toilets for male students are functional and 91.0% of toilets for female are functional.

**Figure 11.7: Proportion of Schools with Trained Health Coordinators**



In public schools, high schools have the highest proportion of trained health coordinators, whereas all private lower secondary and middle secondary schools have health coordinators as presented in Figure 11.6.

**Figure 11.8: Proportion of schools with trained caretaker by level**



25.1% of schools in the country have a trained school caretaker for maintenance and repair, as presented in Figure 11.7. Middle secondary schools have the highest proportion of trained caretakers (32.9) and ECRs have the lowest (5.4%).

### 11.3 Laboratories

**Table 11.2: Laboratories in Schools**

Level	General Science Laboratory	Biology Laboratory	Chemistry Laboratory	Physics Laboratory	Computer Laboratory
Public					
ECR	0	0	0	0	0
PS	67	0	0	1	18
LSS	54	0	0	1	38
MSS	37	40	44	44	67
HSS	16	52	53	53	60
Sub-Total	174	92	97	99	183
Private					
ECR	0	0	0	0	0
PS	0	0	1	0	8
LSS	0	0	0	0	0
MSS	1	1	1	1	1
HSS	7	7	8	1	22
Sub-Total	8	8	10	2	31
Both Public and Private					
ECR	0	0	0	0	0
PS	67	0	1	1	26
LSS	54	0	0	1	38
MSS	38	41	45	45	68
HSS	23	59	61	54	82
Grand Total	182	100	107	101	214

## 11.4 Computers

As of 2020, 302 public and 30 private schools have computers as shown in Table 11.3. There has been a gradual increase in the number of schools with computers as compared to 2019 where only 253 public schools and 26 private schools had computers.

**Table 11.3: Schools with Computer**

Type	Level	Number of Schools	Number of Computer
Public	ECR	1	3
	PS	112	1326
	LSS	59	1326
	MSS	70	1908
	HSS	60	1979
<b>Sub-Total</b>		<b>302</b>	<b>6542</b>
Private	PS	13	84
	LSS	0	0
	MSS	1	32
	HSS	16	491
<b>Sub-Total</b>		<b>30</b>	<b>607</b>
<b>Grand-Total</b>		<b>332</b>	<b>7149</b>

**Table 11.4: Student-Computer Ratio by Level**

Type	Level	Student-Computer Ratio
Public	ECR	7
	PS	19
	LSS	18
	MSS	24
	HSS	23
<b>Sub-Total</b>		<b>21</b>
Private	PS	14
	LSS	0
	MSS	17
	HSS	17
<b>Sub-Total</b>		<b>17</b>
<b>Overall Average</b>		<b>21</b>

In order to arrive at a realistic student to computer ratio, the total number of students in schools with computers is divided by total number of computers in these schools. As of 2020, the average student to computer ratio for public schools is 21 students per computer while it is 17 students per computer for private schools. Overall, on average there are 21



students per computer. The Ministry of Education targets to achieve a student-computer ratio of 1:10 for secondary schools and 1:30 for primary schools.

## 11.5 Internet Connectivity

With regard to internet connectivity in schools, Table 11.5 shows that about 35.9% of the schools in the country do not have internet connectivity. 38% of public schools do not have internet connectivity while 5.3% of private schools do not have internet connectivity.

**Table 11.5: Internet Connectivity in Schools**

Type	Level	Number of Schools		% of Schools without Internet
		With Internet	Without Internet	
Public	ECR	4	70	94.6
	PS	171	134	43.9
	LSS	60	0	0.0
	MSS	70	0	0.0
	HSS	62	0	0.0
<b>Sub-Total</b>		<b>367</b>	<b>204</b>	<b>35.7</b>
Private	ECR	NA	NA	NA
	PS	14	1	6.7
	LSS	1	0	0.0
	MSS	1	0	0.0
	HSS	21	0	0.0
<b>Sub-Total</b>		<b>37</b>	<b>1</b>	<b>2.6</b>
<b>Grand Total</b>		<b>404</b>	<b>205</b>	<b>33.7</b>

## 11.6 Access to Motor Roads

Access to motor roads is important for effective management and communication. It enables supply of goods, teaching and learning materials and facilitates the movement of teachers and students. Around 18.1% of public schools do not have access to motor roads while all private schools have access to motor roads.

**Table 11.6: Road Accessibility**

Dzongkhag	Number of Schools		% of Schools without Road Access
	With Road Access	Without Road Access	
Public			
Bumthang	18	0	0.0
Chhukha	29	13	31.0
Phuntsholing Thromde	4	0	0.0
Dagana	22	3	12.0
Gasa	3	4	57.1
Haa	6	4	40.0
Lhuentse	18	0	0.0
Mongar	38	10	20.8
Paro	20	1	4.8
Pema Gatshel	24	2	7.7
Punakha	25	0	0.0
Samdrup Jongkhar	23	6	20.7
SJongkhar Thromde	3	0	0.0
Samtse	28	20	41.7
Sarpang	19	3	13.6
Gelephu Thromde	3	0	0.0
Thimphu	9	3	25.0
Thimphu Thromde	18	1	5.3
Trashigang	53	6	10.2
Trashiyangtse	23	6	20.7
Trongsa	15	6	28.6
Tsirang	13	4	23.5
Wangdue Phodrang	30	5	14.3
Zhemgang	19	11	36.7
Sub-Total	463	108	18.9
Private			
Bumthang	1	0	0
Phuntsholing Thromde	2	0	0
Haa	1	0	0
Mongar	1	0	0
Paro	10	0	0
Punakha	1	0	0
SJongkhar Thromde	2	0	0
Sarpang	1	0	0
Gelephu Thromde	1	0	0
Thimphu	2	0	0
Thimphu Thromde	15	0	0
Trashigang	1	0	0
Sub-Total	38	0	0
Grand Total	501	108	17.7

## 11.7 Electricity

About 10.6% of public schools do not have electricity while all private schools have electricity, as shown in Table 11.7.

**Table 11.7: Electricity**

Dzongkhag	Number of Schools		% of Schools without Electricity
	With Electricity	Without Electricity	
Public			
Bumthang	17	1	5.6
Chhukha	39	3	7.1
Phuntsholing Thromde	4	0	0.0
Dagana	23	2	8.0
Gasa	4	3	42.9
Haa	7	3	30.0
Lhuentse	18	0	0.0
Mongar	42	6	12.5
Paro	21	0	0.0
Pema Gatshel	24	2	7.7
Punakha	25	0	0.0
Samdrup Jongkhar	22	7	24.1
SJongkhar Thromde	3	0	0.0
Samtse	36	12	25.0
Sarpang	19	3	13.6
Gelephu Thromde	3	0	0.0
Thimphu	9	3	25.0
Thimphu Thromde	19	0	0.0
Trashigang	56	3	5.1
Trashiyangtse	28	1	3.4
Trongsa	19	2	9.5
Tsirang	15	2	11.8
Wangdue Phodrang	29	6	17.1
Zhemgang	24	6	20.0
Sub-Total	506	65	11.4
Private			
Bumthang	1	0	0.0
Phuntsholing Thromde	2	0	0.0
Haa	1	0	0.0
Mongar	1	0	0.0
Paro	10	0	0.0
Punakha	1	0	0.0
SJongkhar Thromde	2	0	0.0
Sarpang	1	0	0.0
Gelephu Thromde	1	0	0.0
Thimphu	2	0	0.0
Thimphu Thromde	15	0	0.0
Trashigang	1	0	0.0
Sub-Total	38	0	0.0
Grand-Total	544	65	10.7

The Bhutanese education system is built upon the concept of free services from primary to tertiary level. Students are not only given free tuition but also provided with textbooks, sports-items and learning materials as well as stationery and boarding facilities and food based on need. At the same time, cost-sharing is also encouraged amongst those populations that are in a position to contribute to their children's education. Accordingly, students studying in the urban areas arrange their own stationery.

In general, all students are required to contribute to the School Development Fund at the following rates:

- Primary Schools (PP-VI): Nu 30/- per student per annum
- Lower Secondary Schools (VII-VIII): Nu 100/- per student per annum
- Middle and Higher Secondary Schools (IX-XII): Nu 200/- per student per annum

**Table 12.1: Annual budget and expenditure of the Ministry for FY 2017-2018**

Department	Budget			Expenditure		
	Current	Capital	Total	Current	Capital	Total
Secretariat	78.603	15.758	94.361	74.823	12.058	86.881
Department of Adult and Higher Education	18.642	341.38	360.022	17.892	267.699	285.591
Department of School Education	772.954	733.912	1506.866	571.095	578.241	1149.336
Department of Youth and Sports	39.982	32.568	72.55	38.708	26.604	65.312
<b>Total</b>	<b>910.181</b>	<b>1123.618</b>	<b>2033.799</b>	<b>702.518</b>	<b>884.602</b>	<b>1587.12</b>

**Table 12.2: Annual Education budget and expenditure for FY 2017-2018 by Dzongkhag/Thromde (Nu. In Millions)**

Dzongkhag Cur	DEO Office			Primary Schools			Lower Secondary Schools			Middle Secondary Schools			Higher Secondary Schools			Total	
	Cap	Total	Cur	Cap	Total	Cur	Cap	Total	Cur	Cap	Total	Cur	Cap	Total	Cur	Cap	Total
Bumthang	Budget	7.77	1.20	8.97	48.87	0.00	21.62	0.00	21.62	67.49	4.14	71.63	21.97	1.95	23.92	167.73	175.02
	Expend	7.29	1.20	8.49	48.80	0.00	21.57	0.00	21.57	66.52	3.96	70.48	21.79	0.00	21.79	165.98	171.14
Chukha	Budget	17.54	1.31	18.85	99.80	16.93	116.73	31.61	1.65	33.26	134.95	29.46	82.75	24.73	107.47	366.64	440.72
	Expend	17.40	1.17	18.57	99.14	14.61	113.75	30.40	1.65	32.05	132.02	23.01	105.88	19.39	125.27	384.83	444.66
Phuentsholing Throm	Budget	16.30	3.70	20.00	0.00	0.00	0.00	27.47	1.37	28.84	51.51	6.05	28.37	2.37	30.74	123.64	137.14
	Expend	2.27	0.86	3.13	0.00	0.00	0.00	27.26	1.37	28.63	52.50	5.90	28.33	2.37	30.70	110.36	120.86
Dagana	Budget	26.04	0.90	26.94	43.39	4.45	47.84	21.45	0.00	21.45	86.81	3.70	64.92	9.88	74.80	242.61	261.54
	Expend	24.99	0.82	25.81	42.93	3.88	46.81	21.20	0.00	21.20	85.53	3.67	64.79	9.66	74.45	239.44	257.47
Gasa	Budget	5.94	1.80	7.74	13.23	2.42	15.65	14.13	4.00	18.13	24.50	3.38	0.00	0.00	0.00	57.80	69.40
	Expend	5.80	1.80	7.60	12.76	2.42	15.18	13.74	4.00	17.74	29.49	2.61	0.00	0.00	0.00	61.79	72.62
Haa	Budget	7.80	5.20	13.00	27.84	3.85	31.68	34.74	1.58	36.32	26.69	1.10	29.49	2.61	32.10	126.56	140.89
	Expend	7.73	5.20	12.93	27.75	3.82	31.57	34.49	1.58	36.07	26.53	1.10	29.23	2.60	31.83	125.74	140.04
Lhuentse	Budget	11.78	0.40	12.18	43.78	0.39	44.17	22.11	1.94	24.05	68.77	1.35	17.70	0.00	17.70	164.14	168.22
	Expend	10.58	0.30	10.88	43.06	0.39	43.45	20.23	1.94	22.17	67.31	1.35	16.93	0.00	16.93	158.11	162.09
Mongar	Budget	20.65	2.24	22.89	19.89	6.95	26.84	90.99	15.74	106.73	52.10	41.42	97.09	1.60	98.69	280.71	348.67
	Expend	20.39	2.24	22.63	119.61	6.95	126.56	89.05	15.38	104.43	51.88	41.42	92.15	1.60	93.75	373.07	440.66

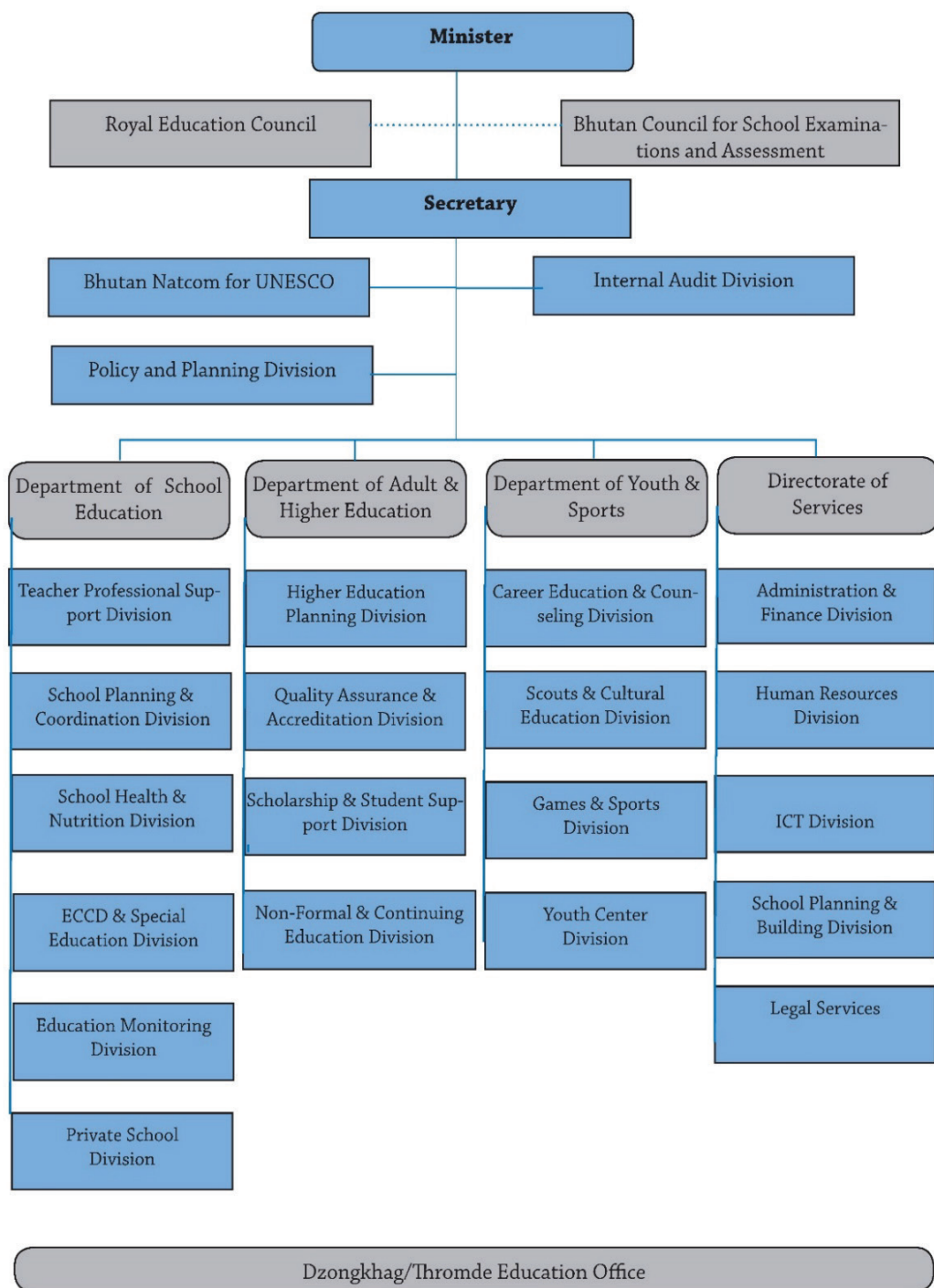
Paro	Budget	15.40	2.27	17.67	45.86	0.94	46.80	91.08	1.62	92.70	89.08	0.54	89.62	105.64	1.44	107.08	347.06	6.81	353.87
	Expend	15.14	2.58	17.72	45.21	0.94	46.15	89.43	1.62	91.05	88.05	0.54	88.59	103.32	1.44	104.77	341.14	7.13	348.27
P/gatshel	Budget	13.29	1.65	14.94	38.54	0.57	39.11	21.67	0.00	21.67	69.89	4.72	74.62	36.84	2.39	39.23	180.24	9.33	189.57
	Expend	13.00	1.62	14.62	38.38	0.35	38.73	20.83	0.00	20.83	69.57	2.39	71.96	36.83	2.30	39.13	178.61	6.66	185.27
Punakha	Budget	11.41	4.95	16.36	39.88	0.30	40.18	43.76	2.35	46.11	134.47	5.90	140.37	52.04	2.00	54.04	281.55	15.50	297.05
	Expend	11.53	4.76	16.29	39.53	0.30	39.83	43.48	2.17	45.65	127.73	5.68	133.41	50.42	1.96	52.38	272.69	14.87	287.56
Samtse	Budget	17.26	8.40	25.65	79.14	2.87	82.00	106.63	3.17	109.80	120.59	3.72	124.31	109.93	0.84	110.77	433.55	18.99	452.53
	Expend	17.03	8.12	25.15	77.68	0.76	78.44	104.23	3.06	107.29	119.03	4.12	123.15	107.26	0.99	108.25	425.24	17.05	442.29
S/Jongkhar	Budget	11.57	2.61	14.18	28.71	0.00	28.71	94.49	0.00	94.49	80.16	3.46	83.62	15.78	0.00	15.78	230.70	6.07	236.77
	Expend	11.14	2.57	13.71	27.07	0.00	27.07	92.57	0.00	92.57	77.61	0.92	78.53	15.49	0.00	15.49	223.89	3.49	227.38
S/Jongkhar Throm	Budget	4.98	-	4.98	35.65	9.36	45.02	0.00	0.00	0.00	18.90	3.00	21.90	0.00	0.00	0.00	59.53	12.36	71.90
	Expend	4.23	-	4.23	31.47	5.12	36.59	0.00	0.00	0.00	18.60	2.36	20.96	0.00	0.00	0.00	54.30	7.48	61.78
Sarpang	Budget	20.18	1.50	21.68	55.36	7.70	63.06	87.93	7.89	95.82	80.92	3.92	84.84	46.10	3.73	49.82	290.48	24.73	315.22
	Expend	20.05	1.40	21.45	55.18	7.62	62.80	87.08	4.99	92.07	80.01	3.92	83.93	46.08	3.67	49.75	288.40	21.60	310.00
Gelephu Throm	Budget	5.49	-	5.49	0.00	0.00	0.00	35.51	0.00	35.51	19.70	0.00	19.70	30.47	0.02	30.49	91.17	0.02	91.18
	Expend	5.26	-	5.26	0.00	0.00	0.00	34.15	0.00	34.15	12.87	0.00	12.87	29.35	0.02	29.37	81.63	0.02	81.65
Thimphu	Budget	13.47	1.65	15.12	25.57	0.11	25.68	17.92	11.90	29.82	52.19	11.41	63.60	42.12	0.00	42.12	151.27	25.06	176.33
	Expend	7.57	1.63	9.20	23.67	0.19	23.86	17.41	11.47	28.88	51.58	12.10	63.68	41.13	0.00	41.13	141.37	25.39	166.76

Thim Throm	Budget	29.72	6.70	36.42	94.05	16.87	110.92	141.30	4.46	145.76	171.12	0.84	171.96	136.12	28.86	164.98	572.31	57.73	630.03
	Expend	29.65	6.63	36.28	94.01	16.86	110.87	141.12	4.46	145.58	171.06	0.76	171.82	135.98	28.70	164.68	571.82	57.41	629.23
Trashigang	Budget	23.67	3.40	27.07	132.04	1.50	133.54	69.87	0.00	69.87	149.17	2.75	151.92	137.10	0.00	137.10	511.86	7.65	519.51
	Expend	22.75	3.40	26.15	129.67	1.00	130.67	66.44	0.00	66.44	148.02	0.00	148.02	135.66	0.00	135.66	502.53	4.40	506.93
Trashiyangse	Budget	12.22	12.00	24.22	63.76	0.00	63.76	67.31	4.44	71.75	60.64	5.64	66.27	23.11	0.78	23.89	227.04	22.85	249.89
	Expend	12.21	12.00	24.21	63.62	0.00	63.62	67.27	3.66	70.93	60.17	5.42	65.59	23.04	0.78	23.82	226.32	21.86	248.18
Trongsa	Budget	10.52	3.10	13.62	40.26	2.21	42.48	14.47	0.29	14.76	33.67	0.29	33.96	75.26	1.20	76.46	174.18	7.09	181.27
	Expend	8.12	3.07	11.19	37.65	2.06	39.71	12.37	0.29	12.66	30.41	0.13	30.54	69.68	0.33	70.01	158.23	5.88	164.11
Tsirang	Budget	10.36	2.48	12.84	62.67	10.08	72.75	60.62	4.05	64.67	41.32	3.20	44.51	36.65	6.44	43.09	211.62	26.24	237.86
	Expend	9.71	2.48	12.19	61.51	9.28	70.79	50.94	4.05	54.99	41.23	3.19	44.42	35.80	5.01	40.81	199.19	24.01	223.20
Wangdue	Budget	18.18	0.71	18.89	128.45	2.63	131.08	15.16	7.45	22.61	59.78	5.74	65.52	65.36	2.75	68.11	286.92	19.28	306.20
	Expend	18.13	0.68	18.81	128.39	2.64	131.03	14.13	7.45	21.58	59.51	5.74	65.25	65.25	2.75	68.00	285.40	19.26	304.66
Zhemgang	Budget	6.14	2.87	9.01	80.22	1.05	81.27	17.49	0.00	17.49	90.24	0.00	90.24	40.25	0.00	40.25	234.33	3.92	238.26
	Expend	5.88	2.87	8.75	78.55	0.04	78.59	14.07	0.00	14.07	83.41	0.00	83.41	37.40	0.00	37.40	219.31	2.91	222.22
Grand Total		645.52	138.43	783.95	2572.58	170.40	2742.98	2262.78	143.03	2405.81	3535.28	276.01	3811.28	2586.86	177.15	2764.01	11603.01	905.02	12508.03

# Annexures



## Annexures 1 : Organization Chart of the Ministry



## Annexures 2 : List of Central Schools

Sl. No	Dzongkhag	School	School Level
1	Bumthang	Chhume Central School	Middle Secondary School
2	Bumthang	Tang Central School	Middle Secondary School
3	Bumthang	Ura Central School	Middle Secondary School
4	Chhukha	Chukha Central School	Higher Secondary School
5	Chhukha	Kamji Central School	Middle Secondary School
6	Chhukha	Pakshika Central School	Higher Secondary School
7	Dagana	Daga Central School	Higher Secondary School
8	Dagana	Drukjegang Central School	Higher Secondary School
9	Dagana	Gesarling Central School	Higher Secondary School
10	Dagana	Lhamoyzingkha Central School	Middle Secondary School
11	Gasa	Bjishong Central School	Higher Secondary School
12	Gasa	Laya Central School	Middle Secondary School
13	Haa	Chundu Armed Forces Public Central School	Middle Secondary School
14	Haa	Gongzim Ugyen Dorji Central School	Higher Secondary School
15	Lhuentse	Autsho Central School	Middle Secondary School
16	Lhuentse	Tangmachu Central School	Higher Secondary School
17	Mongar	Chaskhar Central School	Middle Secondary School
18	Mongar	Drametse Central School	Higher Secondary School
19	Mongar	Gyelpozhing Central School	Higher Secondary School
20	Mongar	Kidheykhar Central School	Higher Secondary School
21	Mongar	Yadi Central School	Higher Secondary School
22	Paro	Drukgyel Central School	Higher Secondary School
23	Paro	Wanakha Central School	Middle Secondary School
24	Pema Gatshel	Nangkor Central School	Higher Secondary School
25	Pema Gatshel	Nganglam Central School	Higher Secondary School
26	Pema Gatshel	Yelchen Central School	Higher Secondary School
27	Pema Gatshel	Yurung central school	Middle Secondary School
28	Punakha	Dechentsemo Central School	Middle Secondary School
29	Punakha	Kabesa Central School	Middle Secondary School
30	Punakha	Punakha central school	Higher Secondary School
31	Punakha	Tashidingkha Central School	Middle Secondary School
32	Samdrup Jongkhar	Gomdar Central School	Middle Secondary School
33	Samdrup Jongkhar	Martshala Central School	Middle Secondary School
34	Samdrup Jongkhar	Minjiwoong Central School	Higher Secondary School

35	Samdrup Jongkhar	Orong central school	Higher Secondary School
36	Samtse	Dorokha Central School	Higher Secondary School
37	Samtse	Norbugang Central School	Middle Secondary School
38	Samtse	Tendruk central school	Higher Secondary School
39	Sarpang	Norbuling Central School	Higher Secondary School
40	Sarpang	Sarpang central school	Higher Secondary School
41	Thimphu	Wangbama Central School	Higher Secondary School
42	Trashigang	Bartsham central school	Higher Secondary School
43	Trashigang	Dungtse central school	Middle Secondary School
44	Trashigang	Jampeling Central School	Higher Secondary School
45	Trashigang	Jigme Sherubling central school	Higher Secondary School
46	Trashigang	Rangjung central school	Higher Secondary School
47	Trashigang	Thrimshing Central School	Middle Secondary School
48	Trashigang	Uzorong Central School	Middle Secondary School
49	Trashiyangtse	Baylling central school	Higher Secondary School
50	Trashiyangtse	Kunzangling central school	Middle Secondary School
51	Trashiyangtse	Tsenkharla Central School	Higher Secondary School
52	Trongsa	Sherubling central school	Higher Secondary School
53	Trongsa	Taktse Central School	Higher Secondary School
54	Trongsa	Tshangkha Central School	Higher Secondary School
55	Tsirang	Damphu central school	Higher Secondary School
56	Tsirang	Mendregang Central School	Higher Secondary School
57	Tsirang	Tsirang Toe Central School	Middle Secondary School
58	Wangdue Phodrang	Gaselo central school	Higher Secondary School
59	Wangdue Phodrang	Phobjikha central school	Middle Secondary School
60	Wangdue Phodrang	Samtengang Central School	Higher Secondary School
61	Zhemgang	Buli central school	Middle Secondary School
62	Zhemgang	SonamThang Central School	Higher Secondary School
63	Zhemgang	Yebilaptsa Central School	Middle Secondary School
64	Zhemgang	Zhemgang Central School	Higher Secondary School

### Annexures 3: Comparative Enrollment

Class	Private Schools				Extended Classroom				Primary School				Lower & Middle Secondary				Higher Secondary Schools				Total										
	2017	2019	2020	+ or -	%	2017	2019	2020	+ or -	%	2017	2019	2020	+ or -	%	2017	2019	2020	+ or -	%	2017	2019	2020	+ or -							
PP	973	343	602	259	76		567	434	614	180	41		5,382	7,871	2489	46		4,819	6,806	1987	41		1204	1297	93	8		11,852	16,591	4739	
I	765	776	696	(80)	(10)		529	449	417	(32)	(7)		6,271	5,814	(457)	(7)		5,365	5,206	159	(3)		1,385	1,100	(285)	(21)		13,482	12,541	(941)	
II	643	587	591	4	1		462	381	398	17	4		5,999	6,318	319	5		5,378	5,556	178	3		1,295	1,061	(234)	(18)		13,061	13,338	277	
III	533	492	478	(14)	(3)		371	306	284	(22)	(7)		5,696	5,841	145	3		5,360	5,483	123	2		1,393	1,010	(383)	(27)		12,767	12,619	(148)	
IV	346	422	387	(35)	(8)		20	2	19	17	850		6,105	6,114	9	0		6,173	6,097	76	(1)		1,645	1,230	(415)	(25)		13,944	13,465	(479)	
V	295	337	376	39	12		...	0	0	0	0		5,569	5,917	348	6		5,908	6,067	159	3		1,515	1,280	(235)	(16)		13,008	13,265	257	
VI	302	289	310	21	7		...	0	0	0	0		4,870	5,290	420	9		5,479	5,758	279	5		1,416	1,291	(125)	(9)		11,780	12,346	566	
Sub Total	3,857	3,246	3,440	194	6		1,949	1,572	1,732	160	10		39,892	43,165	3273	8		38,482	40,973	2491	6		9,853	8,269	(1584)	(16)		89,894	94,165	4271	
VII	118	127	161	34	27		...	0	0	0	0		0	0	0	0		10,167	9,006	1161	(11)		3,526	3,497	(29)	(1)		13,702	12,503	(1199)	
VIII	160	177	157	(20)	(11)		...	0	0	0	0		0	0	0	0		10,111	9,226	885	(9)		3,629	3,570	(59)	(2)		13,752	12,796	(956)	
Sub Total	278	304	318	14	5		0	0	0	0	0		0	0	0	0		20278	18232	2046	(10)		0	7155	7067	(88)	(1)		27454	25299	(2155)
IX	165	154	210	56	36		...	0	0	0	0		0	0	0	0		6,376	6,325	51	(1)		7,503	7,305	(198)	(3)		13,886	13,630	(256)	
X	233	213	197	(16)	(8)		...	0	0	0	0		0	0	0	0		5,658	5,449	209	(4)		7,213	7,734	521	7		12,881	13,183	302	
Sub Total	398	367	407	40	11		0	0	0	0	0		0	0	0	0		12034	11774	260	(2)		0	14716	15039	323	2		26767	26813	46
XI	2,940	4,353	2,213	(2140)	(49)		...	0	0	0	0		0	0	0	0		0	0	0	0		11,750	11,527	(223)	(2)		11,750	11,527	(223)	
XII	4,465	4,643	5,861	1218	26		...	0	0	0	0		0	0	0	0		0	0	0	0		10,921	13,002	2081	19		10,921	13,002	2081	
Sub Total	7,405	8,996	8,074	(922)	(10)		0	0	0	0	0		0	0	0	0		0	0	0	0		0	22,671	24,529	1858	8		22,671	24,529	1858
VII-X	676	671	725	54	8		...	0	0	0	0		0	0	0	0		32,312	30,006	2306	(7)		21,871	22,106	235	1		54,221	52,112	(2109)	
Total	11,938	12,913	12,239	(674)	(5)		1,949	1,572	1,732	160	10		39,892	43,165	3273	8		70,794	70,979	185	0		0	54,395	54,904	509	1		166,786	170,806	4020

**\*\*Includes 2 special institutes in the 2020 data**

## Annexures 4 :List of Schools downgraded, upgraded, closed, bifurcated and name changed in 2020

Schools Level Changed in 2020			
Sl. No	Dzongkhag	School Name	Level Changed to;
1	Mongar	Kidheykhar Central School	Higher Secondary School
2	Pema Gatshel	Yelchen Central School	Higher Secondary School
3	Pema Gatshel	Nganglam	Middle Secondary School
4	Samdrup Jongkhar	Minjiwoong Central School	Higher Secondary School
5	Samtse	Norbugang	Primary School
6	Sarpang	Chokhorling	Middle Secondary School
7	Sarpang	Jangchubling	Middle Secondary School
8	Sarpang	Pelrithang	Higher Secondary School
9	Sarpang	Jigmecholing	Middle Secondary School
10	Sarpang	Sarpang	Middle Secondary School
11	Sarpang	Umling	Middle Secondary School
12	Trashigang	Rangjung	Primary School
13	Trongsa	Samcholing	Higher Secondary School
14	Tsirang	Damphu	Middle Secondary School
15	Wangdue Phodrang	Samtengang Central School	Higher Secondary School
Schools whose name changed in 2020			
Sl. No	Dzongkhag	Previous School Name	Name Changed to;
1	Dagana		
2	Paro		
3	Samtse		
Schools whose status changed in 2020			
Sl.No	Dzongkhag	School Name	Status
1	Chhukha	Chanachen ECR	Closed
2	Lhuentse	Dangling ECR	Closed
3	Punakha	Nobgang PS	Closed
4	Paro	Drukgyel LSS	Opened
5	Pema Gatshel	Nganglam MSS	Opened
6	Samtse	Dorokha LSS	Opened
7	Samtse	Norbugang PS	Opened
8	Tsirang	Mendrelgang PS	Opened
9	Trashigang	Bartsham PS	Bifurcated

## Annexures 5: School Feeding

Sl. No	Dzongkhag	School	Level	Boarders (3 Meals)			Day Students (2 Meals)			Day Students (1 Meal)		
				Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Chukha	LOKCHINA	LSS	93	96	189	91	79	170	0	0	0
2	Chukha	DUNGNA	LSS	134	157	291	35	48	83	0	0	0
3	Chukha	CHUNGKHA	PS	36	22	58	15	5	20	0	0	0
4	Chukha	BONGO	PS	11	18	29	11	12	23	0	0	0
5	Chukha	CHONGAYKHA	PS	41	41	82	63	61	124	0	0	0
6	Chukha	GETENA	PS	41	49	90	30	12	42	0	0	0
7	Chukha	SHEMAGANGKHA	PS	12	13	25	29	38	67	0	0	0
8	Chukha	SINCHULA	PS	79	66	145	25	19	44	0	0	0
		<b>Sub Total</b>		<b>447</b>	<b>462</b>	<b>909</b>	<b>299</b>	<b>274</b>	<b>573</b>	<b>0</b>	<b>0</b>	<b>0</b>
9	Dagana	TSANGKHA	MSS	161	155	316	62	59	121	0	0	0
		<b>Sub Total</b>		<b>161</b>	<b>155</b>	<b>316</b>	<b>62</b>	<b>59</b>	<b>121</b>	<b>0</b>	<b>0</b>	<b>0</b>
10	Gasa	LAYA	CS	55	53	108	32	39	71	0	0	0
		<b>Sub Total</b>		<b>55</b>	<b>53</b>	<b>108</b>	<b>32</b>	<b>39</b>	<b>71</b>	<b>0</b>	<b>0</b>	<b>0</b>
11	Haa	TSHAPHEL	LSS	80	74	154	202	207	409	0	0	0
12	Haa	SOMBAYKHA	PS	8	8	16	12	15	27	0	0	0
13	Haa	JYENKHANA	PS	65	78	143	106	116	222	0	0	0
		<b>Sub Total</b>		<b>153</b>	<b>160</b>	<b>313</b>	<b>320</b>	<b>338</b>	<b>658</b>	<b>0</b>	<b>0</b>	<b>0</b>
14	Lhuentse	DUNGKAR	PS	32	35	67	19	29	48	0	0	0
15	Lhuentse	WAMBUR	PS	30	31	61	29	16	45	0	0	0
16	Lhuentse	ZANGKHAR	PS	62	51	113	4	3	7	0	0	0
		<b>Sub Total</b>		<b>124</b>	<b>117</b>	<b>241</b>	<b>52</b>	<b>48</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>0</b>
17	Mongar	NAGOR	MSS	88	102	190	93	101	194	0	0	0
18	Mongar	KENGKHAR	LSS	157	177	334	103	114	217	0	0	0
19	Mongar	SERZHONG	LSS	44	68	112	54	75	129	0	0	0
20	Mongar	BALAM	PS	33	39	72	116	68	184	0	0	0
21	Mongar	JURMEY	PS	51	45	96	51	45	96	0	0	0
22	Mongar	TSAKALING	PS	26	31	57	30	32	62	0	0	0
23	Mongar	THANGRONG	PS	55	82	137	57	66	123	0	0	0
24	Mongar	TSAMANG	PS	35	40	75	35	40	75	0	0	0
25	Mongar	NARANG	PS	59	74	133	57	50	107	0	0	0
26	Mongar	DHAKSA	PS	30	16	46	20	20	40	0	0	0
27	Mongar	ZUNGLIN	PS	48	34	82	48	34	82	0	0	0
		<b>Sub Total</b>		<b>626</b>	<b>708</b>	<b>1334</b>	<b>664</b>	<b>645</b>	<b>1309</b>	<b>0</b>	<b>0</b>	<b>0</b>

Sl. No	Dzongkhag	School	Level	Boarders (3 Meals)			Day Students (2 Meals)			Day Students (1 Meal)		
				Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
28	Paro	BITEKHA	MSS	86	112	198	117	85	202	0	0	0
29	Paro	DAWAKHA	LSS	47	62	109	97	78	175	0	0	0
30	Paro	GUNITSAWA	PS	4	5	9	23	18	41	0	0	0
31	Paro	WANAKHA	CS	160	140	300	124	178	302	25	40	65
		<b>Sub Total</b>		<b>297</b>	<b>319</b>	<b>616</b>	<b>361</b>	<b>359</b>	<b>720</b>	<b>25</b>	<b>40</b>	<b>65</b>
32	P/gatshel	GONPASINGMA	LSS	40	48	88	33	34	67	0	0	0
33	P/gatshel	DECHELING	LSS	53	71	124	46	78	124	0	0	0
34	P/gatshel	TSEBAR	LSS	39	35	74	29	46	75	0	0	0
35	P/gatshel	CHHIMONG	PS	14	24	38	17	29	46	0	0	0
36	P/gatshel	DUNGMIN	PS	25	29	54	17	18	35	0	0	0
37	P/gatshel	MIKURI	PS	16	33	49	11	12	23	0	0	0
38	P/gatshel	TSHATSE	PS	38	41	79	22	26	48	0	0	0
		<b>Sub Total</b>		<b>225</b>	<b>281</b>	<b>506</b>	<b>175</b>	<b>243</b>	<b>418</b>	<b>0</b>	<b>0</b>	<b>0</b>
39	Punakha	SHENGANA	LSS	37	60	97	124	126	250	0	0	0
		<b>Sub Total</b>		<b>37</b>	<b>60</b>	<b>97</b>	<b>124</b>	<b>126</b>	<b>250</b>	<b>0</b>	<b>0</b>	<b>0</b>
40	S/ jongkhar	LAURI	PS	51	75	126	12	17	29	0	0	0
41	S/ jongkhar	MARTSHALA PS	PS	145	107	252	42	34	76	0	0	0
		<b>Sub Total</b>		<b>196</b>	<b>182</b>	<b>378</b>	<b>54</b>	<b>51</b>	<b>105</b>	<b>0</b>	<b>0</b>	<b>0</b>
42	Samtse	SHERUBGATSHEL	LSS	102	119	221	152	120	272	0	0	0
43	Samtse	SENGDHEN	LSS	167	157	324	122	98	220	0	0	0
44	Samtse	DENCHUKHA	LSS	68	55	123	119	98	217	0	0	0
45	Samtse	NAMGAYCHOLING	PS	60	68	128	71	74	145	0	0	0
46	Samtse	MINDRULING	PS	50	48	98	31	32	63	0	0	0
47	Samtse	TABADRAMTOE	LSS	93	62	155	118	123	241	0	0	0
		<b>Sub Total</b>		<b>540</b>	<b>509</b>	<b>1049</b>	<b>613</b>	<b>545</b>	<b>1158</b>	<b>0</b>	<b>0</b>	<b>0</b>
48	Thimphu	GENEKHA	LSS	110	95	205	59	55	114	0	0	0

Sl. No	Dzongkhag	School	Level	Boarders (3 Meals)			Day Students (2 Meals)			Day Students (1 Meal)		
				Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
49	<b>Thimphu</b>	YANGCHENGATSHEL	MSS	82	105	187	161	188	349	0	0	0
		<b>Sub Total</b>		<b>192</b>	<b>200</b>	<b>392</b>	<b>220</b>	<b>243</b>	<b>463</b>	<b>0</b>	<b>0</b>	<b>0</b>
50	<b>T/gang</b>	JERELIMI	PS	41	38	79	7	2	9	0	0	0
51	<b>T/gang</b>	GONGTHUNG	MSS	119	146	265	72	78	150	0	0	0
52	<b>T/gang</b>	BIDUNG	LSS	83	73	156	51	50	101	0	0	0
53	<b>T/gang</b>	BIKHAR	LSS	63	90	153	84	63	147	0	0	0
54	<b>T/gang</b>	WAMRONG	LSS	61	55	116	141	133	274	0	0	0
55	<b>T/gang</b>	KANGPAR	LSS	69	67	136	16	31	47	0	0	0
56	<b>T/gang</b>	THUNGKHAR	LSS	35	40	75	22	22	44	0	0	0
57	<b>T/gang</b>	JONKHAR	PS	26	12	38	14	10	24	0	0	0
58	<b>T/gang</b>	LUMANG	PS	25	18	43	8	11	19	0	0	0
		<b>Sub Total</b>		<b>522</b>	<b>539</b>	<b>1061</b>	<b>415</b>	<b>400</b>	<b>815</b>	<b>0</b>	<b>0</b>	<b>0</b>
59	<b>T/yangtse</b>	KHENI	LSS	51	33	84	71	65	136	0	0	0
60	<b>T/yangtse</b>	THRAGOM	LSS	38	44	82	29	25	54	0	0	0
61	<b>T/yangtse</b>	BUMDELLING	LSS	72	124	196	48	59	107	0	0	0
62	<b>T/yangtse</b>	TARPHEL	PS	42	40	82	27	11	38	0	0	0
		<b>Sub Total</b>		<b>203</b>	<b>241</b>	<b>444</b>	<b>175</b>	<b>160</b>	<b>335</b>	<b>0</b>	<b>0</b>	<b>0</b>
63	<b>Trongsa</b>	LANGTHEL	LSS	28	27	55	106	124	230	0	0	0
64	<b>Trongsa</b>	BEMJI	PS	38	38	76	12	1	13	0	0	0
65	<b>Trongsa</b>	JANGBI	PS	18	24	42	9	5	14	0	0	0
		<b>Sub Total</b>		<b>84</b>	<b>89</b>	<b>173</b>	<b>127</b>	<b>130</b>	<b>257</b>	<b>0</b>	<b>0</b>	<b>0</b>
66	<b>Tsirang</b>	SERGITHANG	PS	65	64	129	41	40	81	0	0	0
		<b>Sub Total</b>		<b>65</b>	<b>64</b>	<b>129</b>	<b>41</b>	<b>40</b>	<b>81</b>	<b>0</b>	<b>0</b>	<b>0</b>
67	<b>W/phodrang</b>	NOBDING	LSS	75	53	128	78	101	179	0	0	0
68	<b>W/phodrang</b>	NAHI	PS	20	41	61	7	11	18	0	0	0
69	<b>W/phodrang</b>	SHATASHA	PS	30	40	70	19	19	38	0	0	0
70	<b>W/phodrang</b>	SINGYE NAMGYEL	PS	29	29	58	3	3	6	0	0	0
		<b>Sub Total</b>		<b>154</b>	<b>163</b>	<b>317</b>	<b>107</b>	<b>134</b>	<b>241</b>	<b>0</b>	<b>0</b>	<b>0</b>
71	<b>Zhemgang</b>	GOMPHU	LSS	29	44	73	28	36	64	0	0	0



Sl. No	Dzongkhag	School	Level	Boarders (3 Meals)			Day Students (2 Meals)			Day Students (1 Meal)		
				Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
72	<b>Zhemgang</b>	PANBANG	PS	24	17	41	167	145	312	0	0	0
73	<b>Zhemgang</b>	PANTANG	PS	25	41	66	34	34	68	0	0	0
74	<b>Zhemgang</b>	GOSHING	PS	19	28	47	22	28	50	0	0	0
75	<b>Zhemgang</b>	BARPONG	PS	7	3	10	9	6	15	0	0	0
76	<b>Zhemgang</b>	BARDO	PS	17	17	34	10	9	19	0	0	0
77	<b>Zhemgang</b>	KHOMSHAR	PS	42	35	77	74	46	120	0	0	0
78	<b>Zhemgang</b>	LANGDURBI	PS	4	5	9	29	28	57	0	0	0
79	<b>Zhemgang</b>	SHINGKCHAR	PS	45	57	102	13	7	20	0	0	0
80	<b>Zhemgang</b>	BJOKA	PS	29	24	53	25	32	57	0	0	0
81	<b>Zhemgang</b>	TASHIBI	PS	25	19	44	29	24	53	0	0	0
		<b>Sub Total</b>		<b>266</b>	<b>290</b>	<b>556</b>	<b>440</b>	<b>395</b>	<b>835</b>	<b>0</b>	<b>0</b>	<b>0</b>
	<b>Grand Total</b>			<b>4347</b>	<b>4592</b>	<b>8939</b>	<b>4281</b>	<b>4229</b>	<b>8510</b>	<b>25</b>	<b>40</b>	<b>65</b>

## Annexures 6: School Enrolment by Dzongkhag, Level and Type

Dzongkhag	School	Level	Type	PP		I		II		III		IV		V		VI		VII		VIII		IX		X		XI		XII		Total		Total	Teachers		STR									
				F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M		F	M		Both	Both							
BUMTHANG																																												
Bumthang	Jakar	HSS	Pub																			81	66	56	68	144	119	118	99	399	352	751	12	31	43	17								
Bumthang	Sonam Kuemphen	HSS	Pvt																							51	29	142	139	193	168	361	4	13	17	21								
Bumthang	Chhumei CS	MSS	Pub	10	18	9	14	7	8	20	28	15	17	17	13	16	12	17	28	29	34	37	36	44	26					221	234	455	7	21	28	16								
Bumthang	Tang CS	MSS	Pub	14	11	5	6	4	7	11	10	16	21	22	25	25	25	16	26	62	44	45	33	41	42					261	250	511	9	24	33	15								
Bumthang	Ura CS	MSS	Pub	13	14	12	12	15	10	12	16	12	15	17	12	19	22	8	15	18	19	17	24	23	13					166	172	338	5	24	29	12								
Bumthang	Wangdicholing	LSS	Pub	59	70	41	50	46	52	44	51	62	56	45	47	47	35	37	36	50	40									431	437	868	23	20	43	20								
Bumthang	Chhoechor Toe	PS	Pub	11	9	8	6	2	10	5	6	7	8	5	9	9	3													47	51	98	2	4	6	16								
Bumthang	Chungphel	PS	Pub	1	3		1		1																					1	6	7	0	2	2	4								
Bumthang	Dur	PS	Pub	10	11	5	9	6	14	9	8	6	5	9	9	9	8													54	64	118	2	4	6	20								
Bumthang	Gangrithang	PS	Pub	45	38	31	24	27	24	18	23	21	19	21	23	21	27													184	178	362	9	9	18	20								
Bumthang	Gyetsa	PS	Pub	9	9	10	12	8	8	12	11	10	18	7	8	8	16													64	82	146	2	9	11	13								
Bumthang	Jigmeling	PS	Pub	3	1	2	2	3	3	6	5																			14	11	25	0	3	3	8								
Bumthang	Khangrab	PS	Pub	10	12	7	6	3	8	10	5																			30	31	61	2	3	5	12								
Bumthang	Kharsat	PS	Pub	6	10	6	5	7	4	5	4	5	3	5	10	6	4													40	40	80	1	6	7	11								
Bumthang	Shingnyer	PS	Pub		3	2	1	4	1	5	4																			11	9	20	0	2	2	10								
Bumthang	Tangsibi	PS	Pub	1	4	4	1	7	4	3	1																			15	10	25	2	2	4	6								
Bumthang	Zangtherpo	PS	Pub	19	23	14	9	12	12	11	18	5	20	6	13	12	11													79	106	185	4	6	10	19								
Bumthang	Zungnye	PS	Pub	10	13	10	9	2	6	7	7	8	4	8	6	8	2													53	47	100	5	4	9	11								
Bumthang	Bebzur	ECR	Pub	1	4	4	2	3	3																					8	9	17	0	2	2	9								
	No. of Schools	19	Sub-Total	222	253	170	169	156	175	178	198	167	186	162	175	180	165	78	105	137	180	159	137	180	149	164	195	148	260	238	2271	2257	4528	89	189	278	16							
CHHUKHA																																												
Chhukha	Chukha CS	HSS	Pub																											91	96	95	93	150	135	99	93	435	417	852	12	31	43	20
Chhukha	Gedu	HSS	Pub	25	31	7	19	18	19	17	28	18	30	18	18	26	22	32	28	33	22	17	26	24	23	49	57	43	29	327	352	679	28	18	46	15								
Chhukha	Pakshika CS	HSS	Pub	7	14	9	8	9	14	8	17	14	15	9	7	15	14	48	65	62	59	87	69	60	58	104	92	79	90	511	522	1033	19	29	48	22								
Chhukha	Arekha	MSS	Pub	28	35	29	24	17	20	18	24	24	29	25	24	23	21	21	17	23	25	20	20	35	20					263	259	522	11	17	28	19								
Chhukha	Chapcha	MSS	Pub															35	26	53	47	62	39	77	77					227	189	416	7	16	23	18								
Chhukha	Chumignhang	MSS	Pub	78	78	41	54	32	39	43	45	39	41	42	36	22	47	51	31	28	28	34	37	45	34					455	470	925	22	20	42	22								
Chhukha	Darla	MSS	Pub	44	40	26	32	30	40	27	18	34	41	32	31	37	43	44	33	44	37	45	45	42	44					405	404	809	20	23	43	19								

Chhuksa	Kamji CS	MSS	Pub	18	14	16	19	19	18	15	12	13	18	27	23	32	18	80	66	49	45	124	102	56	44																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																					
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LHUNETSE																																					
Lhuentse	Lhuentse	HSS	Pub																																		
Lhuentse	Tangmachu CS	HSS	Pub	19	30	17	20	21	25	21	16	8	8	22	19	39	33	33	31	29	40	31	39	64	50	43	61	35	39	382	411	793	12	32	44	18	
Lhuentse	Autsho CS	MSS	Pub	29	15	14	16	13	13	14	13	17	12	23	22	22	14	41	31	63	39	65	40	44	37				345	252	597	14	19	33	18		
Lhuentse	Minjey	MSS	Pub	12	14	10	8	11	7	11	5	12	15	8	12	11	11	17	15	12	11	40	18	18	10				162	126	288	2	20	22	13		
Lhuentse	Khoma	LSS	Pub	18	13	13	6	15	9	13	8	9	11	9	12	11	14	21	12	14	14								123	99	222	6	13	19	12		
Lhuentse	Thimyu	LSS	Pub	16	15	18	15	14	11	16	8	11	9	11	8	4	13	17	4	12	4								119	87	206	4	12	16	13		
Lhuentse	Domkar	PS	Pub	4	6	1	1	3	6	1		1	1	2	2														12	16	28	0	2	2	14		
Lhuentse	Dungkhar	PS	Pub	12	7	4	4	4	8	7	10	12	8	15	4	11	12												65	53	118	1	6	7			
Lhuentse	Ganglakhema	PS	Pub	3	2	3	4	4	6	6	3	4	4	7	2														27	21	48	2	3	5	10		
Lhuentse	Gortshom	PS	Pub	16	8	6	9	8	6	11	12	9	8	5	6	12	10												67	59	126	2	5	7	18		
Lhuentse	Ladrong	PS	Pub	12	12	4	5	4	6	10	7	7	4	10	5	4	2												51	41	92	1	6	7	13		
Lhuentse	Lhuentse	PS	Pub	26	23	19	8	16	14	10	11	14	15	11	7	16	9												112	87	199	4	7	11	18		
Lhuentse	Ney	PS	Pub	8	6	3	2	5	1	2	1	1	2	5	4														24	16	40	1	3	4	10		
Lhuentse	Tshochen	PS	Pub	8	4	6	4	2	7	5	4	13	9	9	4	5	4												48	36	84	1	4	5	17		
Lhuentse	Wambur	PS	Pub	5	15	6	8	7	7	4	6	2	9	9	8	14	6												47	59	106	3	5	8	13		
Lhuentse	Zangkhar	PS	Pub	5	11	9	13	11	8	4	9	8	11	6	8	11	6												54	66	120	2	7	9	13		
Lhuentse	Chakzom	ECR	Pub	2	6	4	1	1	1	1	0																		8	8	16	0	2	2	8		
Lhuentse	Ongar	ECR	Pub	5	5	3	3	2	1	0	2																		10	11	21	0	2	2	11		
No. of Schools				18	Sub-Total	192	140	127	141	136	115	128	126	152	123	160	134	138	109	147	118	170	127	160	119	136	133	96	109	1904	1668	3572	61	172	233	15	
MONGAR																																					
Mongar	Drametse CS	HSS	Pub	36	34	22	14	16	15	7	14	14	21	27	44	22	16	55	35	41	43	58	57	46	45	34	16	46	55	424	409	833	12	29	41	20	
Mongar	Gyelpozhing CS	HSS	Pub	34	31	17	23	19	22	17	17	18	28	30	35	31	38	18	21	31	23	26	26	34	24	23	23	21	19	319	330	649	17	28	45	14	
Mongar	Kidheykhar CS	HSS	Pub	23	19	15	16	13	9	17	13	24	30	25	24	18	36	72	57	60	48	75	68	51	35	48	41		441	396	837	13	32	45	19		
Mongar	Mongar Sherub Reldri	HSS	Pub																		58	60	57	61	139	104	91	82	345	307	652	11	25	36	18		
Mongar	Yadi CS	HSS	Pub	19	18	15	10	12	14	20	10	18	9	16	10	6	9	25	18	42	33	68	37	69	57	87	89	54	56	451	370	821	12	32	44	19	
Mongar	Chaskhar CS	MSS	Pub	45	28	18	19	14	21	26	26	23	21	31	33	18	26	32	32	51	40	52	48	19	16				329	310	639	12	18	30	21		
Mongar	Kengkhar	MSS	Pub	18	22	22	23	21	19	16	10	18	11	14	8	12	12	43	39	47	55	45	31	31	32				287	262	549	6	18	24	23		
Mongar	Mongar	MSS	Pub	57	69	39	41	44	59	51	52	42	52	38	42	61	53	54	38	46	40	15	20	24	9				471	475	946	32	23	55	17		
Mongar	Nagor	MSS	Pub	12	15	9	7	9	14	9	10	10	12	16	9	13	20	38	28	25	23	23	14	35	30				199	182	381	7	20	27	14		
Mongar	Chali	LSS	Pub	26	19	13	6	9	11	12	17	14	15	14	15	18	6	14	13	16	13								136	115	251	6	11	17	15		

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Thimphu Thromde	Losing	MSS	Pub	27	29	42	49	49	73	60	42	49	54	64	53	49	55	100	80	80	87	82	87	70	85						672	694	1366	45	26	71	19
Thimphu Thromde	Lungtenphu	MSS	Pub	82	89	49	43	54	77	57	74	62	65	60	73	68	49	69	70	70	67	52	51	46	31						669	689	1358	45	23	68	20
Thimphu Thromde	Lungtenzampa	MSS	Pub														164	161	199	160	164	136	124	112						651	569	1220	43	21	64	19	
Thimphu Thromde	Zilukha	MSS	Pub	27	44	35	39	44	42	38	48	43	56	43	51	40	43	77	78	70	86	54	57	60	39						531	583	1114	38	17	55	20
Thimphu Thromde	Jigme Namgyel	LSS	Pub	60	62	40	30	38	35	48	41	49	59	38	46	45	66	86	75	78	73										482	487	969	44	12	56	17
Thimphu Thromde	Taba	LSS	Pub	46	44	20	26	34	42	33	23	25	33	34	24	14	13	18	22	13	18										237	245	482	27	8	35	14
Thimphu Thromde	Zilnon	LSS	Pub	43	41	43	68	69	50	50	68	60	79	73	75	67	56	46	60	61	48										512	545	1057	40	10	50	21
Thimphu Thromde	Namgyeling																																				
Thimphu Thromde	Babesa	PS	Pub	53	49	33	59	48	77	60	60	44	54	44	69	46	46														328	414	742	28	6	34	22
Thimphu Thromde	Chang Rigphel	PS	Pub	49	67	74	61	66	68	51	65	76	77	71	47	58	54														445	439	884	30	12	42	21
Thimphu Thromde	Deki	PS	Pvt	11	7	16	17	6	4	5	4	3	4																		41	36	77	4	4	8	10
Thimphu Thromde	Early Learning Centre	PS	Pvt	11	21	11	21	11	26	14	17																				47	85	132	4	4	8	17
Thimphu Thromde	Eiwo Metho	PS	Pvt	16	21	37	28	31	22	22	23	8	15	10	11	15	12														139	132	271	14	6	20	14
Thimphu Thromde	Jigme Losel	PS	Pub	67	65	78	95	79	76	68	69	69	81	75	75	66	74														502	535	1037	36	12	48	22
Thimphu Thromde	Jungshina	PS	Pub	76	59	41	35	37	40	38	47	40	35	29	30	30	26														291	272	563	23	7	30	19
Thimphu Thromde	Kuenselphodrang	PS	Pub	38	54	28	32	22	24	21	19	20	22	12	18	16	15														157	184	341	13	6	19	18
Thimphu Thromde	Little Dragon	PS	Pvt	26	26	17	32	22	22	23	17	17	11	15	15	10	10														130	133	263	17	4	21	13
Thimphu Thromde	Phuensum	PS	Pvt	13	9	18	14	15	13	17	12	7	10	1	6	5	3														76	67	143	11	3	14	10
Thimphu Thromde	Rinchen Kuenshen	PS	Pub	68	84	70	69	96	76	65	65	74	83	86	114	87	84														546	575	1121	47	7	54	21
Thimphu Thromde	Sersang	PS	Pvt	6	7	7	11	8	8	7	8	10	5	8	9	5	8														51	56	107	11	8	19	6
Thimphu Thromde	Sunshine	PS	Pvt	6	5	12	19	15	16	12	16	4	7	5	10	8	4														62	77	139	7	2	9	15
Thimphu Thromde	Thimphu	PS	Pvt	28	16	22	22	22	33	23	21	22	22	22	26	18	13														157	153	310	16	7	23	13
	No. of Schools	34	Sub-Total	934	996	905	1064	1012	1071	950	987	955	1021	943	982	934	875	879	833	849	817	871	822	883	763	891	725	1172	926	12178	11882	24060	925	464	1389	17	

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