



ANNUAL EDUCATION STATISTICS 2020

Policy and Planning Division Ministry of Education Royal Government of Bhutan

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Ministry of Education

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- 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 dropout) 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 schoolentrance 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 (6-12 years) 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

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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
Early Childhood Development				
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
Sul	b-Total	497	38	535
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
Sul	b-Total	23	3	26
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

	Go	vernme	nt		Private		Total			
	Female	Male	Both	Female	Male	Both	Female	Male	Both	
Early Childhood Developme	nt									
ECCD Centres	3420	3503	6923	516	587	1103	3936	4090	8026	
School Education										
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	
Sub-Total	79937	76898	156835	6199	6040	12239	86136	82938	169074	
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	
Tertiary Education										
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	
Other Forms of Education										
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

	Go	vernmei	ıt		Private		Total			
	Female	Male	Both	Female	Male	Both	Female	Male	Both	
Early Childhood Developm	nent									
ECCD Centers	676	53	729	209	9	218	885	62	947	
School Education	School Education									
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	
Sub-Total	3937	5451	9388	376	436	812	4313	5887	10200	
Tertiary Education			,					•		
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 Enroment 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
Repetititon 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 prevalance 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.

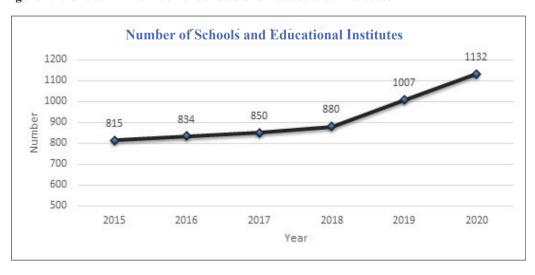


Figure 1.1: Growth in Number of Schools and Educational Institutes

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.

Enrolment in Schools and Institutes Number Year

Figure 1.2: Growth in Enrolment in Schools and Institutes

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.

^{**}Includes only early childhood care education, technical and vocational education, and tertiary education

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 Develop- ment	Pre- Primary	I	П	Ш	IV	v	VI	VII	VIII	IX	X	XI	XII	1st Year	2nd Year	3rd Year	4th Year
ISCED	0				1					2				3	5			
			Primary Education (5-11 years)							Secondary Education (12-17 years)					Tertiary Education (18-22 years)			
		I	chool			Low	rer Secondary Middle Secondary School				High Sec- onda Scho	ary	Undergraduate courses					
Type	ECCD Centers										tin	on- uing cation						
		NON-FORMAL CENTRES									RES							
					1	/OCA	TIO	NAL	EDUC.	ATION	SYSTEM	1 (TT	I/IZC) [ISCI	ED 3-4]			
														LA	BOUR I	MARKE	Т	

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 & VOCA- TIONAL EDUCATION	RIGZHUNG						
GRADE XI - XII	Compulsory	Compulsory	Compulsory	Compulsory	Compulsory						
	Dzongkha, English	Dzongkha, English	Dzongkha, English	Dzongkha, English	Dzongkha, English, Chenju						
AGE 17 - 18					Sumtag, K-jur, Nyengag						
	Core	Core	Electives (3 – 4)	Electives	Electives (1)						
	Physics, Chem- istry	Commerce, Accountancy	Geography, Business	3 subjects from a pool of vocational subjects	Gyalrab, Tshi						
		Business Mathe- matics	Mathematics, ICT								
			History, Rigzhung								
			Vocational subjects								
	Elective (1)	Optional	Entrepreneurship Education	Optional (1)	Optional (1)						
	Biology, Mathematics, ICT	ICT, Economics, Rigzhung		ICT, Functional Mathematics	Nencha (Music)						
	Economics, TVE Subjects	Vocational Subjects		Economics, Entrepreneurship Education	TVE subjects						
	Entrepreneur- ship Education	Entrepreneurship Education									
	Compulsory but not evaluated: HPE, Moral/Values/Buddhist Education Compulsory but not evaluated: HPE, Moral/Values/Buddhist Education										
GRADES IX – X	Main Stream				Rigzhung						
	Core Subject				Core Subject						
Age 15 – 16	Dzongkha, Englis Geography	sh, Mathematics, Scien	nce (Physics, Chemistr	y, Biology), History and Civics,	Dzongkha, English, Khordey Lam Sum, NgagdroenNyer- Khoi-Nam Shed, Ka-Ned Selwai Melong						
	Elective Subject				Elective Subject						
			Literacy, Music Educa es, HPE, Moral/Values	tion, Visual Arts, Media Studies,	Vocational Subjects, Music Education, ICT Literacy, TVET Subjects, Internation- al Languages						
GRADES VII – VIII	Core Subject										
	Dzongkha, Englis	sh, Mathematics, Scien	nce, History and Civic	s, Geography							
Age 13 – 14	Elective Subject										
	Moral/Values/ IC	T Literacy, Music Edu	ication, Visual Arts, Mo	edia Literacy, TVET Orientation, HPE	E, Buddhist Studies						
GRADES IV – VI	Core Subject										
. 10 12		sh, Mathematics, Scien	nce, Social Studies								
Age 10 – 12	Elective Subject	ddhiet advection ICT	Litaracy Music Ed.	tion, Visual Arts, Media Literacy, TVI	ET Orientation LIDE						
GRADE PP – III	Core Subject	dunist concation, ICT	Energey, wruste Educa	non, visual Alis, Media Eneracy, 1 VI	L1 Offentation, FIFE.						
rr – III	Dzongkha, Englis	sh, Mathematics									
Age 6 – 9	Elective Subject										
	HPE, Moral/Valu	es/Buddhist Education	1								
Note: The subject	t categories given	above and offered in	school education is a	lynamic and subject to change as pe	or the need and time						

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

Tune of ECCD	Contras	B	nrolment	
Type of ECCD	Centres	Female	Male	Total
Government	432	3420	3503	6923
Corporation	9	91	117	208
NGO	3	30	34	64
Private	51	395	436	831
Grand Total	495	3936	4090	8026

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

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

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
Grand Total	885	62	947	100

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
Grand Total	8026	947	8

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		
Total	1732	100		

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
Total	133	100

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
Total	16591	100

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

Voor	Eamala	Mala	Total	Grov	wth
Year	Female	Male	Total		%
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
Grand Total	46,716	47,449	94,165

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		Rig	ght Age	Enrolm	ent			Overage Enrolment			Underage Enrolment							
	Years	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
П	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
Avera	ge	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)

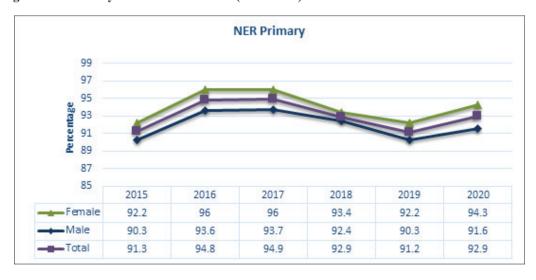


Figure 3.1 shows that the NER for both male and female remains close over the years. There is a gradual decrease in the NER for both male and female over a period of five years and increases in 2020. As of 2020, the NER for primary education stands at 92.9% which means that 92.9% of the 6 to 12 year 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.

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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.

Gender Parity Index 1.1 1.06 1.03 1.03 1.05 1.01 0.98 0.98 0.95 0.9 0.85 0.8 2015 2016 2017 2018 2019 2020 Year

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
Grand Total	1178	1615	2793

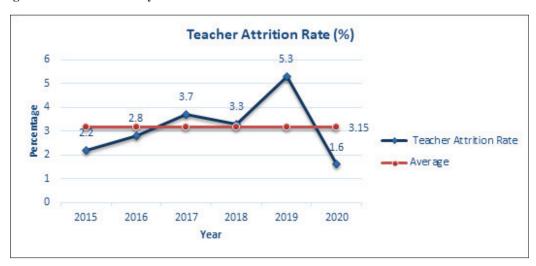
Table 3.9: Qualification of Teachers in Primary Schools

0 110 11	Puk	olic School		Private School		
Qualification	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
Grand Total	1045	1556	2601	133	59	192

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
Grand Total	13020	12279	25299

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
Х	7057	6126	13183
Grand Total	14268	12545	26813

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
Grand Total	13047	11482	24529

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	Right Age(%)		Overage(%	Underage(%)		
	Years	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
	Average	28.72	30.71	59.40	58.05	11.88	11.24

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	

Gender Parity Index 1.11 1.12 1.10 1.10 1.1 1.08 1.08 1.08 1.06 1.06 1 04 1.02 2015 2016 2017 2018 2019 2020 Year

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
Grand Total	3102	4157	7259

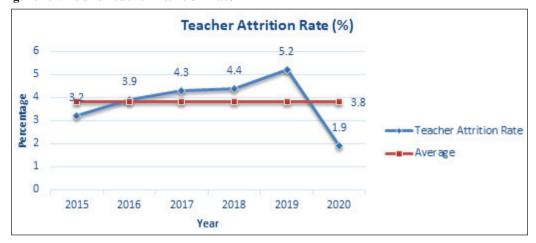
As of 2020, there are 7259 teachers teaching in secondary schools across the country in both public and private schools. This includes teachers teaching primary grades in secondary schools. Overall there are more male teachers as compared to female teachers teaching in secondary schools.

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	
Grand Total	2859	3780	6639	243	377	620	

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



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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 Rinchending), 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
Grand Total	8	394	161	555

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

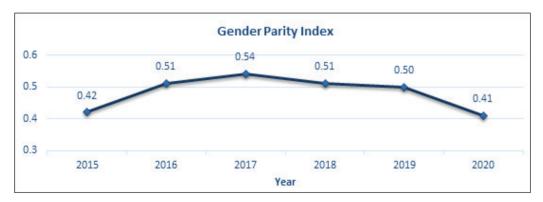
Year		Trainees	Growth			
Year	Female	Male	Both	#	%	
2015	655	1554	2209	804	36.4	
2016	503	984	1487	-722	-48.6	
2017	536	1000	1536	49	3.2	
2018	513	998	1511	-25	-1.7	
2019	598	1195	1793	282	15.7	
2020	161	394	555	-1238	-69.0	

*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
Grand Total	8	112	57	169

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

SI			RG	OB FUND	ED	SE	LF FUNI	DED	0	ther Fundi	ing	A	LL TOTA	L
No.	Institute	Ownership	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
	ROYAL UNIVERSITY OF BI	HUTAN												
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 UNIVER	SITY OF MI	EDICAI	LSCIENC	EES									
13	Faculty of Nursing and Public Health	Public	241	228	469	9	8	17	0	0	0	250	236	486
14	Faculty of Tradiational 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

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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 S	Scholarshi	p	Sel	f-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
Grand Total	234	305	539	1277	1295	2572

(Source: State of Tertiary Education 2019)

Growth in Tertiary Education 5.0 4 0 3.0 2.0 ercentage. 1.0 0.0 -1.0-2.0 -3.02015 2016 2017 2018 2019 2020 0.0 2.6 0.8 -1.9 4.4 4.4 Growth in Tertiary Education

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%.

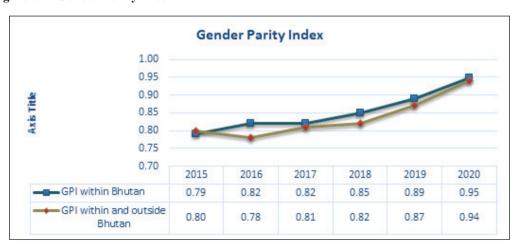
Table 6.3: Gross Enrolment in Tertiary Education

Year	GER w	ithin Bhutan		GER includ	ing Studen	its 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 in 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	Torrettere	O	T	eaching Sta	ıff
No.	Institute	Ownership	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

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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
	Sub Total		30	15	45
	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
	Grand Total		534	232	766

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	Наа	192
7	Lhuentse	281
8	Mongar	300
9	Paro	321
10	Pemagatshel	171
11	Pungthim (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
Grand Total		7390

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-	Dzongkhag/	BLC	BLC	Learn	ers	PLC	PLC	Learn	ers		BLC+P	LC	
rial No.	Thromde	Centre	Female	Male	Total	Centre	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	Instruc	tor	PLC I	nstructo	or	BLC+P	LC Instr	uctor
		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 Gatshel	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 Dzonkhag	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	Наа	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
	Grand Total	24	319	33	352

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

OL NI.	Davidha	C	LC Manag	er
Sl. No.	Dzongkhag	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	Наа	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 Dzonkhag	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
	Grand Total	24	4	28

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.

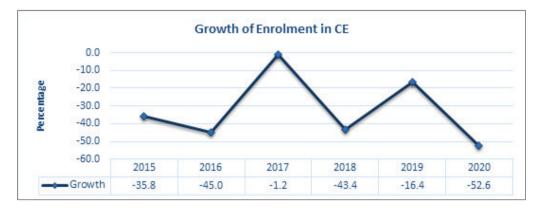
8.3.1 Learners in CE

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,	Commerce	XII	8	7	15
	Phentsholing		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	

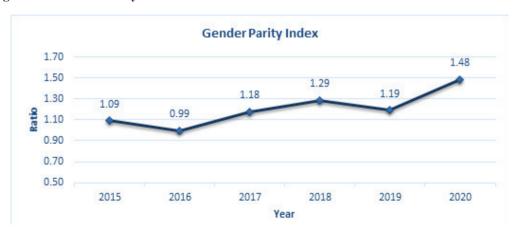
Figure 8.1: Growth of Learners in CE



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

		Public		Private					
School Level	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			
Total	158567	9388	17	12239	812	15			

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

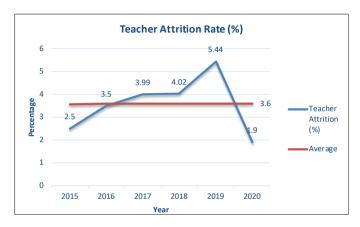
9.3 Teacher Attrition Rate

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

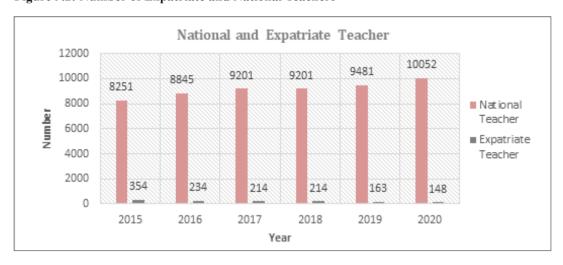


Figure 9.3: Proportion of Expatriate Teachers in different levels of public schools

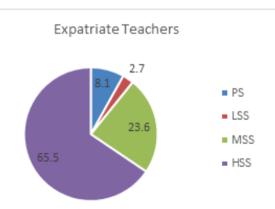


Figure 9.3 shows the proportional distribution of expatriate teachers in different levels of schools in the country. The highest proportion of expatriate teachers is in higher secondary schools (65.5%) and the lowest is in lower secondary schools (2.7%).

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

Mixed-mode programme

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 Contempla- tive 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
Full-time programn	ne		I				l
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
	Total			32	70	62	120
Total	(Mixed-mode	+ Full time)	404	452	318	326	

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	CO	E, Samt	se	COE, Paro						
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female to Male
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
Total	67	80	147

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	(CheyCh	ey	1	Nachun	g]	Nazhoe	n	1	Rovei	:s		CBS		Overall
	M	F	T	M	F	T	M	F	Т	M	F	T	M	F	Т	strength
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
Наа	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
Grand Total	4441	8985	13426	10662	12648	23310	8413	11974	20387	387	434	821	938	791	1729	59673

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

SI No.	Dzongkhag/Thromde	School	Boys	Girls	Total
Schools	s with SEN Programme				
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
Drakts	ho VTI				
25	Thimphu	Thimphu Draktsho	34	20	54
26	Tashigang	Tashigang Draktsho	123	79	202
	Grand Total		594	403	997

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

Туре	Total Registered		Total Appeared		Pass %			Pass %				
	M	F	Т	M	F	T	M	F	Т	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
Grand Total	5775	6983	12758	5694	6920	12614	5387	6423	11810	94.61	92.82	93.63

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

Туре	Total Registered			Total Appeared			Pass %			Pass %		
Турс	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
Grand Total	5549	5663	11212	5443	5618	11061	4928	5198	10126	90.54	92.52	91.55

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	То	tal Appear	ed		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

Coeffi	cients	PP	I	II	III	IV	V	VI	VII	VIII	IX	X
	Both sexes	100.6%	91.7%	90.2%	94.0%	84.5%	84.0%	91.3%	82.3%	86.9%	87.5%	84.8%
Promo- tion rate	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%
	Both sexes	1.8%	4.9%	7.3%	6.7%	10.9%	11.2%	11.5%	14.0%	11.9%	12.3%	7.8%
Repeti- tion rate	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	Both sexes	100.0%	102.4%	98.7%	96.1%	96.8%	91.7%	86.8%	89.5%	85.6%	84.5%	84.3%
grade	Male	100.0%	101.4%	97.3%	92.9%	93.2%	85.8%	79.2%	82.2%	78.4%	76.3%	76.3%
before capping	Female	100.0%	103.5%	100.3%	99.5%	100.7%	98.1%	94.9%	97.4%	93.4%	93.3%	92.9%
	Both sexes	0.0%	3.4%	2.5%	0.0%	4.7%	4.8%	0.0%	3.7%	1.2%	0.2%	7.4%
Dropout rate	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%

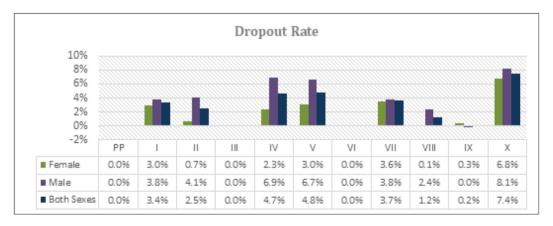
10.2 Repetition and Dropout Rates

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.

Repetition Rate 20% 15% 10% 5% 0% PР П VIII V/III Ι¥ 1 Ш ■ Female 1.4% 4.1% 6.3% 5.4% 8.6% 9.1% 9.1% 12.2% 10.9% 11.0% 7.9% 2.1% 5.7% 8.3% 15.9% 7.9% 13.0% 13.4% 14.0% 13.0% 13.8% 7.7% ■ Male ■ Both Sexes 4.9% 7.3% 10.9% 14.0% 11.9% 7.8% 1.8% 6.7% 11.2% 11.5% 12.3%

Figure 10.1: Repetition Rates by Class and Gender

Figure 10.2: Dropout Rates by Class and Gender

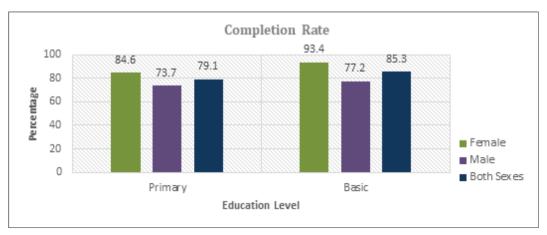


The highest drop-out rate is in grade X followed by grade V as presented in Figure 10.2.

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 benefiting 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

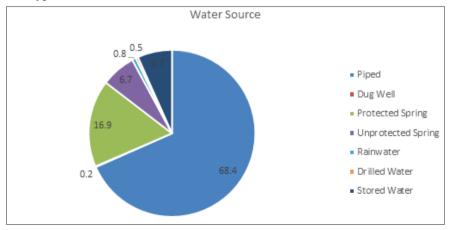
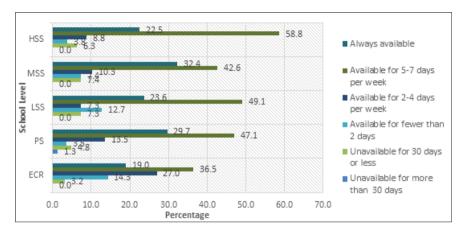
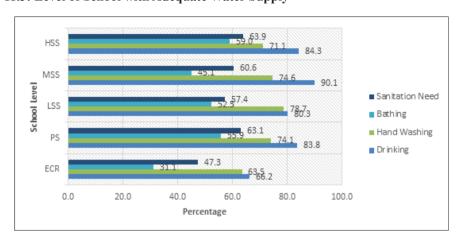


Figure 11.2: Water Source Functionality



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



Annual Education Statistics 2020

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.

Student-Tap Ratio 60 50 50 40 Student-Tap Ratio 30 48 National Average 46 42 20 22 10 12 0 **ECR** PS LSS MSS HSS

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.

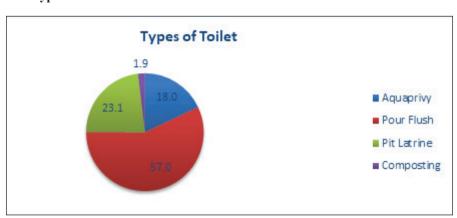
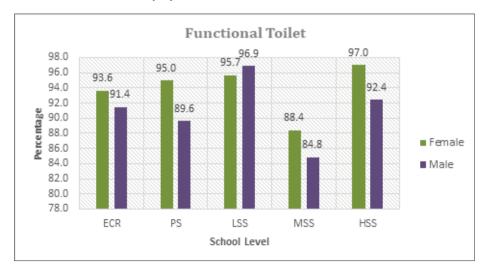


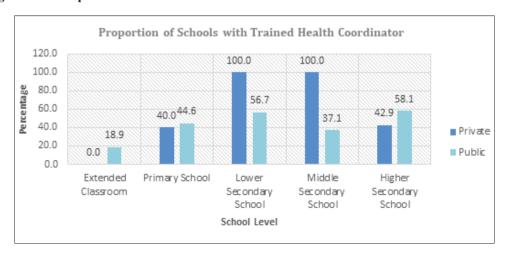
Figure 11.5: Types of Toilets in School

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.

Proportion of Trained Caretaker 25.0 21.3 18.1 18.1 20.0 16.9 15.0 10.0 5.4 5.0 0.0 Extended Primary School Lower Secondary Middle Secondary Higher Secondary Classroom School School School Level

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
Sub-Total		302	6542
Private	PS	13	84
	LSS	0	0
	MSS	1	32
	HSS	16	491
Sub-Total		30	607
Grand-Total		332	7149

Table 11.4: Student-Computer Ratio by Level

Туре	Level	Student-Computer Ratio
Public	ECR	7
	PS	19
	LSS	18
	MSS	24
	HSS	23
Sub-Total		21
	PS	14
	LSS	0
	MSS	17
	HSS	17
Sub-Total		17
Overall Average		21

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	Without Intelliet
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
Sub-Total		367	204	35.7
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
Sub-Total		37	1	2.6
Grand Total		404	205	33.7

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

Dzonakhoa	Number	r of Schools	% of Schools without
Dzongkhag	With Road Access	Without Road Access	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
Наа	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
Наа	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	r of Schools	% of Schools without
	With Electricity	Without Electricity	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

Donoutmont		Budget		E	xpenditur	e
Department	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
Total	910.181	1123.618	2033.799	702.518	884.602	1587.12

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

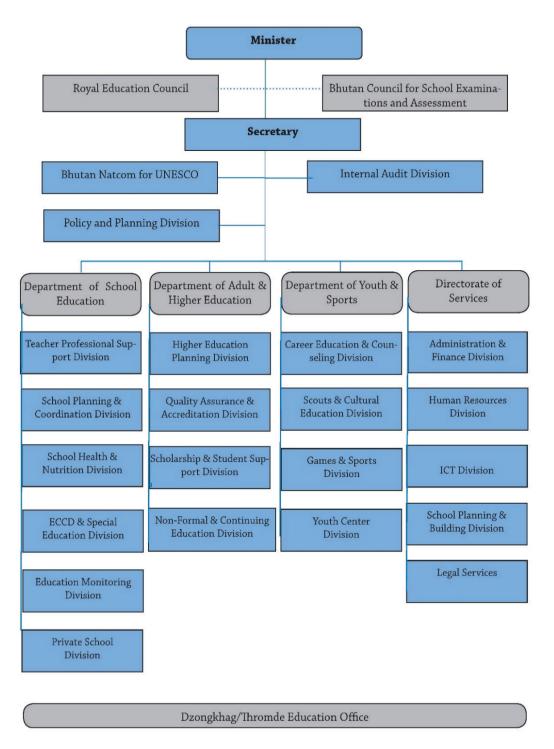
Dzongkhag	chag		DEO Office	oo	Prin	Primary Schools	sloo	Lower	Lower Secondary Schools	dary	Middl	Middle Secondary Schools	dary	Highe	Higher Secondary Schools	dary		Total	
Cur		Сар	Total	Cur	Cap	Total	Cur	Cap	Total	Cur	Cap	Total	Cur	Cap	Total	Cur	Cap	Total	
Rumthang	Budget	7.77	1.20	8.97	48.87	0.00	48.87	21.62	0.00	21.62	67.49	4.14	71.63	21.97	1.95	23.92	167.73	7.29	175.02
Dummang	Expend	7.29	1.20	8.49	48.80	0.00	48.80	21.57	0.00	21.57	66.52	3.96	70.48	21.79	0.00	21.79	165.98	5.16	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	164.41	82.75	24.73	107.47	366.64	74.07	440.72
TIME	Expend	17.40	1.17	18.57	99.14	14.61	113.75	30.40	1.65	32.05	132.02	23.01	155.03	105.88	19.39	125.27	384.83	59.83	444.66
Phuentshol- ing Throm	Budget	16.30	3.70	20.00	0.00	0.00	0.00	27.47	1.37	28.84	51.51	6.05	57.56	28.37	2.37	30.74	123.64	13.50	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	58.40	28.33	2.37	30.70	110.36	10.50	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	90.52	64.92	88.6	74.80	242.61	18.93	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	89.20	64.79	99.6	74.45	239.44	18.03	257.47
650	Budget	5.94	1.80	7.74	13.23	2.42	15.65	14.13	4.00	18.13	24.50	3.38	27.87	0.00	0.00	0.00	57.80	11.60	69.40
Casa	Expend	5.80	1.80	7.60	12.76	2.42	15.18	13.74	4.00	17.74	29.49	2.61	32.10	0.00	0.00	0.00	61.79	10.83	72.62
Н	Budget	7.80	5.20	13.00	27.84	3.85	31.68	34.74	1.58	36.32	26.69	1.10	27.79	29.49	2.61	32.10	126.56	14.33	140.89
7100	Expend	7.73	5.20	12.93	27.75	3.82	31.57	34.49	1.58	36.07	26.53	1.10	27.63	29.23	2.60	31.83	125.74	14.30	140.04
. huentee	Budget	11.78	0.40	12.18	43.78	0.39	44.17	22.11	1.94	24.05	68.77	1.35	70.12	17.70	0.00	17.70	164.14	4.08	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	99.89	16.93	0.00	16.93	158.11	3.98	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	93.52	97.09	1.60	69.86	280.71	67.95	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	93.30	92.15	1.60	93.75	373.07	62.79	440.66

	AIII	uair	Luuca	ıtıvıı	Stati	SHCS	<u> </u>										
353.87	348.27	189.57	185.27	297.05	287.56	452.53	442.29	236.77	227.38	71.90	61.78	315.22	310.00	91.18	81.65	176.33	166.76
6.81	7.13	9.33	99.9	15.50	14.87	18.99	17.05	6.07	3.49	12.36	7.48	24.73	21.60	0.02	0.02	25.06	25.39
347.06	341.14	180.24	178.61	281.55	272.69	433.55	425.24	230.70	223.89	59.53	54.30	290.48	288.40	91.17	81.63	151.27	141.37
107.08	104.77	39.23	39.13	54.04	52.38	110.77	108.25	15.78	15.49	0.00	0.00	49.82	49.75	30.49	29.37	42.12	41.13
44.1	1.44	2.39	2.30	2.00	1.96	0.84	0.99	00.00	0.00	0.00	0.00	3.73	3.67	0.02	0.02	0.00	0.00
105.64	103.32	36.84	36.83	52.04	50.42	109.93	107.26	15.78	15.49	0.00	0.00	46.10	46.08	30.47	29.35	42.12	41.13
89.62	88.59	74.62	71.96	140.37	133.41	124.31	123.15	83.62	78.53	21.90	20.96	84.84	83.93	19.70	12.87	63.60	63.68
0.54	0.54	4.72	2.39	5.90	5.68	3.72	4.12	3.46	0.92	3.00	2.36	3.92	3.92	0.00	0.00	11.41	12.10
80.68	88.05	68.69	69.57	134.47	127.73	120.59	119.03	80.16	77.61	18.90	18.60	80.92	80.01	19.70	12.87	52.19	51.58
92.70	91.05	21.67	20.83	46.11	45.65	109.80	107.29	94.49	92.57	0.00	0.00	95.82	92.07	35.51	34.15	29.82	28.88
1.62	1.62	0.00	0.00	2.35	2.17	3.17	3.06	00.00	0.00	0.00	0.00	7.89	4.99	0.00	0.00	11.90	11.47
91.08	89.43	21.67	20.83	43.76	43.48	106.63	104.23	94.49	92.57	0.00	0.00	87.93	87.08	35.51	34.15	17.92	17.41
46.80	46.15	39.11	38.73	40.18	39.83	82.00	78.44	28.71	27.07	45.02	36.59	63.06	62.80	0.00	0.00	25.68	23.86
0.94	0.94	0.57	0.35	0.30	0.30	2.87	0.76	0.00	0.00	9:36	5.12	7.70	7.62	0.00	0.00	0.11	0.19
45.86	45.21	38.54	38.38	39.88	39.53	79.14	77.68	28.71	27.07	35.65	31.47	55.36	55.18	0.00	0.00	25.57	23.67
17.67	17.72	14.94	14.62	16.36	16.29	25.65	25.15	14.18	13.71	4.98	4.23	21.68	21.45	5.49	5.26	15.12	9.20
2.27	2.58	1.65	1.62	4.95	4.76	8.40	8.12	2.61	2.57	-		1.50	1.40	-	-	1.65	1.63
15.40	15.14	13.29	13.00	11.41	11.53	17.26	17.03	11.57	11.14	4.98	4.23	20.18	20.05	5.49	5.26	13.47	7.57
Budget	Expend	Budget	Expend	Budget	Expend	Budget	Expend	Budget	Expend	Budget	Expend	Budget	Expend	Budget	Expend	Budget	Expend
Daro	raio	D/antaha]	r/gatsilei	Duraleho	rullanila	Comfee	Samise	20/15 co.1-15 co.	S/30iigniai	S/Jongkhar	Throm	Second	Sarpang	Gelephu	Throm		and min

	1 1111						0_0							
630.03	629.23	519.51	506.93	249.89	248.18	181.27	164.11	237.86	223.20	306.20	304.66	238.26	222.22	12508.03
57.73	57.41	7.65	4.40	22.85	21.86	7.09	5.88	26.24	24.01	19.28	19.26	3.92	2.91	905.02
572.31	571.82	511.86	502.53	227.04	226.32	174.18	158.23	211.62	199.19	286.92	285.40	234.33	219.31	11603.01
164.98	164.68	137.10	135.66	23.89	23.82	76.46	70.01	43.09	40.81	68.11	68.00	40.25	37.40	2764.01
28.86	28.70	0.00	0.00	0.78	0.78	1.20	0.33	6.44	5.01	2.75	2.75	0.00	0.00	177.15
136.12	135.98	137.10	135.66	23.11	23.04	75.26	89.69	36.65	35.80	65.36	65.25	40.25	37.40	2586.86
171.96	171.82	151.92	148.02	66.27	62.59	33.96	30.54	44.51	44.42	65.52	65.25	90.24	83.41	3811.28
0.84	0.76	2.75	0.00	5.64	5.42	0.29	0.13	3.20	3.19	5.74	5.74	0.00	0.00	276.01
171.12	171.06	149.17	148.02	60.64	60.17	33.67	30.41	41.32	41.23	59.78	59.51	90.24	83.41	3535.28
145.76	145.58	28.69	66.44	71.75	70.93	14.76	12.66	64.67	54.99	22.61	21.58	17.49	14.07	2405.81
4.46	4.46	0.00	0.00	4.44	3.66	0.29	0.29	4.05	4.05	7.45	7.45	0.00	0.00	143.03
141.30	141.12	78.69	66.44	67.31	67.27	14.47	12.37	60.62	50.94	15.16	14.13	17.49	14.07	2262.78
110.92	110.87	133.54	130.67	63.76	63.62	42.48	39.71	72.75	70.79	131.08	131.03	81.27	78.59	2742.98
16.87	16.86	1.50	1.00	0.00	0.00	2.21	2.06	10.08	9.28	2.63	2.64	1.05	0.04	170.40
94.05	94.01	132.04	129.67	63.76	63.62	40.26	37.65	62.67	61.51	128.45	128.39	80.22	78.55	2572.58
36.42	36.28	27.07	26.15	24.22	24.21	13.62	11.19	12.84	12.19	18.89	18.81	9.01	8.75	783.95
6.70	6.63	3.40	3.40	12.00	12.00	3.10	3.07	2.48	2.48	0.71	0.68	2.87	2.87	138.43
29.72	29.65	23.67	22.75	12.22	12.21	10.52	8.12	10.36	9.71	18.18	18.13	6.14	5.88	645.52
Budget	Expend	Budget	Expend	Budget	Expend	Budget	Expend	Budget	Expend	Budget	Expend	Budget	Expend	Fotal
Thim	Throm		11 asınığanığ	Trashi-	yangtse		11011834		Ishang	Wonding	wanguuc	Zhom gang	Zuemgang	Grand Total

Annexures

Annexures 1: Organization Chart of the Ministry



Annexures 2 : List of Central Schools

Sl. No	Dzongkhag	School	School Level
1	Bumthang	Chhumey 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	Middle Secondary School
14	Наа	Central School 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

المواي		D. iv. o	Daire to Coboole			[-	Datondod C	10000			0	Duimount Cohool	Ochool			Low	Lower & Middle	Tiddle			High	Higher Secondary	ondary				Total	
Class		NA TO	201100			DAKE		Classicom				a y	2011001			<i>y</i>	Secondary	ary			-	Schools	<u>s</u>	+			TOTAL	-
	2017	2019	2020	+ or -	%	2019	2019	2020	+ or -	%	2017 2	2019 2	2020 +	+ or -	% 2	2017 2	2019 2	2020 +	0r -	% 20	2017 20	2019 20	2020 + 0	or- º	% 20	2017 2019	9 2020	0 + or-
Ы	973	343	602	259	92	267	434	614	180	14	47.1	5,382 7	7,871 2	2489	46	4	4,819 6	6,806 1	1987	41		1204 12	297	93	∞	11,852	52 16,591	91 4739
н	765	9//	969	(80)	(10)	529	449	417	(32)	(2)		6,271 5	5,814 ((457)	(7)	S	5,365 5	5,206) 651	(3)	1,	1,385 1,	1,100 (2	(285)	(21)	13,482	82 12,541	(941)
Ξ	643	587	591	4	-	462	381	398	17	4	4,	9 666'5	6,318	319	ς.	80	5,378 5	5,556	178	3	1,	1,295 1,0	1,061 (2	(234)	(18)	13,061	61 13,338	38 277
H	533	492	478	(14)	(3)	371	306	284	(22)	(7)	4,	5,696 5	5,841	145	3	S	5,360 5	5,483	123	2	1,	1,393	1,010 (3	(383)	(22)	12,767	67 12,619	(148)
2	346	422	387	(35)	(8)	20	7	19	17	850		6,105 6	6,114	6	0	9	6,173 6	6,097) 92	(3)	1,1	1,645 1,7	1,230 (4	(415)	(25)	13,944	44 13,465	(479)
>	295	337	376	39	12	÷	0	0	0	0	4,	5,569 5	5,917	348	9	S	9 806'5	6,067	159	3	1,	1,515 1,	1,280 (2	(235)	(16)	13,008	08 13,265	55 257
IV	302	289	310	21	7	:	0	0	0	0	4	4,870 5	5,290	420	6	2	5,479 5	5,758	279	8	1,	1,416 1,	1,291	(125)	6	11,780	80 12,346	16 566
Sub Total	3,857	3,246	3,440	194	9	1,949	1,572	1,732	160	91	0 3	39,892 4.	43,165	3273	∞	0 38	38,482 40	40,973 2	2491	9	0 9,	9,853 8,	8,269 (15	(1584)	(16)	0 89,894	94 94,165	65 4271
NΠ	118	127	161	34	27	:	0	0	0	0		0	0	0	0	=	10,167	9,006	1911	(11)	3,	3,526 3,	3,497 (2	(67)	(E)	13,702	02 12,503	(1199)
VIII	160	177	157	(20)	(11)	:	0	0	0	0		0	0	0	0	=	10,111	9,226	885 ((6)	3,	3,629 3,	3,570 (5	(65)	(2)	13,752	52 12,796	(956) 96
Sub Total	278	304	318	14	S	0	0	0	0	0	0	0	0	0	0	0 20	1 20278	18232 2	2046	(10)	0 7	1155 71	3) 1902	(88)	(1)	0 27454	54 25299	99 (2155)
ΧI	165	154	210	56	36	:	0	0	0	0		0	0	0	0	9	6,376 6	6,325	51 ((E)	7,	7,503 7,	7,305 (1) (861)	(3)	13,886	86 13,630	30 (256)
×	233	213	197	(16)	(8)	:	0	0	0	0		0	0	0	0	ς.	5,658 5	5,449	509	(4)	7,	7,213 7,	7,734 5	521	7	12,881	13,183	83 302
Sub Total	398	367	407	40	11	0	0	0	0	0	0	0	0	0	0	0 12	12034 1:	11774	097	(2)	0 14	14716 15	15039 3	323	2	0 26767	67 26813	3 46
X	2,940	4,353	2,213	(2140)	(49)	÷	0	0	0	0		0	0	0	0		0	0	0	0	11	11,750 11,	11,527 (2	(223)	(2)	11,750	50 11,527	27 (223)
ΙX	4,465	4,643	5,861	1218	26	÷	0	0	0	0		0	0	0	0		0	0	0	0	10	10,921 13.	13,002 20	2081	61	10,921	21 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	0	0 22.	22,671 24,	24,529 18	1858	8	0 22,671	71 24,529	29 1858
УП-Х	929	671	725	54	∞	÷	0	0	0	0		0	0	0	0	32	32,312 30	30,006 2	2306 ((7)	21	21,871 22.	22,106 2	235	1	54,221	21 52,112	(2109)
Total	Total 11,938 12,913	12,913	12,239	(674)	(5)	1,949	1,572	1,732	160	9	0	39,892 4.	43,165	3273	∞	0 70	70,794 70	1 676,07	185	•	0 54	54,395 54.	54,904 5	609		0 166,786	170,806	06 4020
**/	**Includes 2 special institutes in the 2020 data	18 Z S.	pecia	l insti	tutes	in the	202	0 dat	D											-				-	-	_		-
i		a) 		3																		Ď	Dog 72

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

	Scl	hools 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
	Schoo	ls whose name changed in 2020	
Sl. No	Dzongkhag	Previous School Name	Name Changed to;
1	Dagana		
2	Paro		
3	Samtse		
	Schoo	ls 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	Board	ders (3	Meals)	Day S Meals	Student s)	s (2	Day S Meal)	Student)	s (1
				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
		Sub Total		447	462	909	299	274	573	0	0	0
9	Dagana	TSANGKHA	MSS	161	155	316	62	59	121	0	0	0
		Sub Total		161	155	316	62	59	121	0	0	0
10	Gasa	LAYA	CS	55	53	108	32	39	71	0	0	0
		Sub Total		55	53	108	32	39	71	0	0	0
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
		Sub Total		153	160	313	320	338	658	0	0	0
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
		Sub Total		124	117	241	52	48	100	0	0	0
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	ZUNGLEN	PS	48	34	82	48	34	82	0	0	0
		Sub Total		626	708	1334	664	645	1309	0	0	0

Sl. No	Dzongkhag	School	Level	Board	lers (3	Meals)	Day	Studer Meals		Day S Meal	Student)	s (1
				Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
28	Paro	ВІТЕКНА	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
		Sub Total		297	319	616	361	359	720	25	40	65
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
		Sub Total		225	281	506	175	243	418	0	0	0
39	Punakha	SHENGANA	LSS	37	60	97	124	126	250	0	0	0
		Sub Total		37	60	97	124	126	250	0	0	0
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
		Sub Total		196	182	378	54	51	105	0	0	0
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
		Sub Total		540	509	1049	613	545	1158	0	0	0
48	Thimphu	GENEKHA	LSS	110	95	205	59	55	114	0	0	0

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

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

Annexures 6: School Enrolment by Dzongkhag, Level and Type

Partial Part	Approximate			Level	Type	Ь	PP.	-		Ε		Ħ		Z		>		M		ΛII	VIII	Ħ	IX		×		IX		ПХ		Total			Tea	Feachers	
No. Considerate No.	Market	gkhag	School			<u> </u>	M	<u></u>	M	<u> </u>	M									M	1	M	<u> </u>	M											Both	STR
Substituting National	Host Host Prof. A.	MHM	NG.																																	
Symbol HSS Pref 1 <th< td=""><td>Stochaster HSS Pvf 1 7 8 20 28 15 17 11 16 12 12 25</td><td>hang</td><td>Jakar</td><td>HSS</td><td>Pub</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>81</td><td>99</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>751</td><td>12</td><td></td><td>43</td><td>17</td></th<>	Stochaster HSS Pvf 1 7 8 20 28 15 17 11 16 12 12 25	hang	Jakar	HSS	Pub																		81	99								751	12		43	17
Subject Commender CS No. S. Pub. 10. 18. 9. 14. 17. 18. 10. 10. 19. 10. 10. 10. 19. 19. 19. 19. 19. 19. 19. 19. 19. 19	ChhameyCS MSS Pub 10 18 9 14 7 8 20 23 15 17 17 13 16 12 17 28 25 <	hang	Sonam Kuenphen	HSS	Pvt																					4,		_				361	4	13	17	21
Exercise Miss Paris Pa	Managaticholing MSS Pub 14 14 15 6 4 7 11 15 15 15 15 15 15	hang	Chhumey CS	MSS	Pub	10	18	6	14	7	∞	Ш			Ш		Ш	Ш	\vdash	28	29	34	37		Ш	56		\vdash		221	234	455	7	21	28	16
Expendicularization Line Paris Paris Line	Chrockhorrow MSS Pub 13 14 12 12 16 17 16 15 16 17 17 19 19 19 19 19 19	hang	Tang CS	MSS	Pub	14	11	5	9	4	7				_			_	_	26	62	4	45		_	42				261		511	6	24	33	15
Chickelborroot St. St. Pape St.	Chrockborroo PS	hang	Ura CS	MSS	Pub	13	41	12	12	15	10									15	18	19	17		23	13				166	_	338		24	29	12
Transplace	Chhoekhor Toe PS Pub 11 9 8 6 2 10 5 6 7 8 9 9 3 7 7 1 7 7 8 6 7 8 6 7 9 9 8 6 9 9 8 6 7 9 9 8 6 7 9 9 8 6 5 9 9 8 1	hang	Wangdicholing	TSS	Pub	59	70	41		46	52		_							36	50	40								431	437	898			43	20
Edwardshelf PS Pub I S S Pub I S S Pub I S S Pub I S S S S S S S S S S S S S S S S S S	Chungphel PS Pub 1 3 1 1 1 1 1 1 1 1	hang	Chhoekhor Toe	PS	Pub	=	6	∞	9	2	10	5																		47	51	86	2	4	9	16
Particular Par	Durtholium Pis Pub 10 11 5 9 6 14 9 8 6 5 9 9 9 9 8 9 9 9 9 9	hang	Chungphel	PS	Pub	-	3		-				-																	-	9	7	0	2	2	4
Consistituting PS Pub 45 38 31 24 27 4 18 23 24 17 4 18 24 27 4 18 24 27 4 18 27 24 24 24 24 24 24 24	Subjectively, PS Pub 45 88 31 24 27 24 18 23 21 19 21 23 21 27 6 6 7 7 7 8 8 8 1 6 7 8 8 8 1 8 1 8 1 8 1 8 1 8 1 8 1 8 1 8	thang	Dur	PS	Pub	10	=	S	6	9	14	6																		52	2	118		4	9	20
Stringtling PS Pub 9 9 10 12 8 8 12 11 10 18 7 8 8 16 6 7 9 9 10 12 8 8 16 12 11 10 18 7 8 8 16 6 7 9 9 10 12 8 1 12 12 12 12 12 12 12 12 12 12 12 12 1	Shingmeling PS Pub S 10 12 8 8 12 11 10 18 7 8 8 16 9 9 10 12 12 13 13 14 15 15	hang	Gangrithang	PS	Pub	45	38	31	24	27	24	_	-			<u>.</u>	<u> </u>	27												184		362		6	18	20
Frequency Probability Probabil	Khangrab PS Pub 3 1 2 2 3 3 6 5 7 7 7 7 7 7 7 7 7	hang	Gytesa	PS	Pub	6	6	10	12	∞	∞							16												2	82	146		6	=	13
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	No. of Schools	42	Sub- Total	489	209	360	377	364	406	367	369	405	451	440	405	413 3	368 4	477 4	446 4	453 4	414 53	524 46	465 47	474 422	2 303	3 284	4 221	1 212	5290	5128	10418	244	361	909	17
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Phuentsholing Thromde	Sonamgang	MSS	Pub	33	25	31	54	24	53	28	45	34	41	26	42	35 3	36 3	33 4	41 31		43 64	4 68	3 53	3 36					392	484	876	30	17	47	19
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	No. of Schools	9	Sub- Total	190	192	185	208	175	211	183	200	182	168	160	212	145 1	146 1	131 1	155 18	182 1	173 19	192 18	187 20	203 162	52 224	197	7 289	167	2441	2502	4943	136	116	252	20
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Dagana	Daleythang	TSS	Pub	12	20	12	∞	13	10	13	11	6	10	12	13	10	18 1	10 1	12 1.	13 1	16								104	118	222	4	∞	12	19
Dagana	Namchalla	TSS	Pub	14	13	2	4	5	7	5	~	15	7	7	10	9 1	11	13 2	22	11 2	20								81	102	183	5	9	11	17
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Haa	Gongzim Ugyen Dorji CS	HSS	Pub																		72	2 81	1 93	87	02	55	53	99	288	289	577	16	24	40	14
Haa	Jampel	HSS	Pvt																						51	57	124	4 133	3 175	190	365	9	20	26	4
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Norbugang	Shali	Thongsa	Tshatse	Woongchiloo	Choekhorling	Khenadang	Kherigonpa	No. of Schools	Ā	Dashiding	Punakha CS	UgyenAcademy	Dechentsemo CS	Kabesa CS	Khuruthang	Tashidingkha CS	Bjibjokha	Lobesa	Shengana	Goenshari	Lakhu	Lapsakha	Logodama	Mendhagang	Nawakha	Tahogang	Thinleygang	Tshochasa	Walathang	Mendrelgang
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Phulingsum	Tongshuna	Tseykha	Wokuna	Yebesa	No. of Schools	SAMDRUP JONGKHAR	Karmaling	Minjiwoong CS	Orong CS	Garpawoong	Gomdar CS	S/Jongkhar Jomotsangkha	Martshala CS	Phuntshothang	Orong	Pemathang	Barzor	Dungmanma	Jangsa	Khoyar	Lauri	Martshala	Monmola	Rikhey	Sarjung	Wangphu	Wooling	Yarphu	Zamtari	Zangthi	Dungkarling
Punakha	Punakha	Punakha	Punakha	Punakha		SAMDRUP	S/Jongkhar F	S/Jongkhar C	S/Jongkhar (S/Jongkhar 0	S/Jongkhar Gomdar CS	S/Jongkhar .	S/Jongkhar 1	S/Jongkhar 1	S/Jongkhar Orong	S/Jongkhar Pemathang	S/Jongkhar 1	S/Jongkhar Dungmanma	S/Jongkhar Jangsa	S/Jongkhar Khoyar	S/Jongkhar I	S/Jongkhar 1	S/Jongkhar 1	S/Jongkhar Rikhey	S/Jongkhar 5	S/Jongkhar 1	S/Jongkhar Wooling	S/Jongkhar Yarphu	S/Jongkhar 7	S/Jongkhar 7	S/Jongkhar Dungkarling

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Sarpang	Pelrithang	HSS	Pub	44	55	43	29	41	41	46	38 28	8 47	7 36	5 54	51	43	29	44	24	84	52 ;	52	94	39 2	28 29	6		909	6 519	9 1025	25 27	33	09	17
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	No. of Schools	23	Sub- Total	364	399	330	296 308		319 2	288	329 3	306 30	368 281	81 320	305	5 307	310	276	307	328	332	339	356	317 2	290 28	287 40	405 39	399 41	4182 4284	8	66 190	317	502	17
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HSS P	HSS F	MSS F	MSS P	MSS F	LSS F	PS F	PS F	PS F	PS F	PS F	PS F	ECR F	ECR P	14 S		HSS P	HSS P	HSS F	HSS P	HSS F	MSS P	MSS P	-					
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Thimphu	Thimphu	Thimphu	Thimphu	Thimphu	Thimphu	Thimphu	Thimphu	Thimphu	Thimphu	Thimphu	Thimphu	Thimphu	Thimphu		THIMPHU THROMDE	Thimphu Thromde	Thimshu											

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Thimphu Taba	TSS	S Pub	b 46	4	4 20) 26	5 34	,	24	33 2	23 2	25 33	34	4 24	41	4 13	3 18	8 22	2 13	3 18	~								237	245	482	27	∞	35	14
Thimphu Zilnon Thromde Namgyeling	Treatment	S Pub	b 43	3 41	1 43	89 8	69 8		50	9 09	9 89	62 09	9 73	3 75	19	7 56	9 46	9 9	19 (1 48	~								512	545	1057	7 40	10	50	21
	PS	Pub	b 53	3 49	9 33	3 59	9 48		77	9 09	4 09	44 54	4	4 69	46	9 46	9												328	414	742	28	9	34	22
Thimphu Chang Rigphel	phel PS	Pub	b 49	67	7 74	4 61	99 1		89	51 6	65 7	77 97	7 71	1 47	28	8 54	4												445	439	884	30	12	42	21
Thimphu Deki	BS	Pvt	t 11	1 7	16	5 17	9 2	4		5 4	3	4																	41	36	77	4	4	8	10
Thimphu Early Learning Thromde Centre	ning PS	Pvt	t 11	1 21	1 11	1 21	1 11		56	14 1	17																		47	85	132	4	4	∞	17
Thimphu Etho Metho	Sd c	Pvt	t 16	6 21	1 37	7 28	3 31		22	22 2	3 8	15		10 11	1	5 12	2												139	132	271	14	9 1	20	14
Thimphu Jigme Losel	el PS	Pub	P 67	7 65	5 78	8 95	5 79		92	9 89	9 69	69	1 75	5 75		66 74	4												502	535	103	7 36	112	48	22
Thimphu Jungshina Thromde	PS	Pub	9/ q	6 59	9 41	1 35	5 37		40	38 4	47 4	40 35	5 29	9 30	30	0 26	9												291	272	563	23	7	30	19
Thimphu Kuenselphodrang	odrang PS	Pub	b 38	8 54	4 28	3 32	2 22		24	21 1	19 2	20 22	2 12	2 18	16	6 15	10												157	184	341	13	9	19	18
Thimphu Little Dragon	on PS	Pvt	t 26	6 26	6 17	7 32	2 22		22	23 1	17 1	17 11		15 15	10	0 10													130	133	263	17	4	21	13
Thimphu Phuensum	PS	Pvt	t 13	3 9	18	8 14	4 15	_	ε.	17 1	12 7	, 10) 1	9	5	3													92	29	143	11	3	14	10
Thimphu Rinchen Thromde Kuenphen	PS	Pub	89 q	8 84	4 70	69 (96 6	(-	9,	9 29	65 7	74 83	98 8	6 11	8.	7 84	4												546	575	112	1 47	7	54	21
Thimphu Sersang	PS	Pvt	t 6	7	7	11	8 1	∞		7 8		10 5	8	6	5	∞													51	56	107	11	∞	19	9
Thimphu Sunshine Thromde	PS	Pvt	t 6	5	12	2 19	9 15	_	9	12 1	16 4	7	5	10	∞	4													62	77	139	7	2	6	15
Thimphu Thimphu	PS		t 28	8 16	6 22	2 22	2 22		33	23 2	_	22 22	2 22	2 26		8 13	3												157	153	310	16	7	23	13
No. of Schools	ools 34	Sub- Total		934 99	966 905		1064 10	1012 10	071	950 9	6 286	955 102	_	943 982	-	934 87	w	8 628	833 8	849 81	17 871		822 8	883 763	83	1 72	5 1172	2 926	121	78 11882	2 24060	50 925	5 464	4 1389	9 17
TRASHIGANG																																			
Trashigang Bartsham CS	SS HSS	S Pub	_	-	_					-		_	_	_	-	_	17	7 11	1 28	8 27	7 72	09	75	72	49	. 52	09	51	316	273	589	7	22	29	20
Trashigang Jampeling CS	CS HSS	S Pub	٠														25	5 30	33	3 27	7 47	35	37	7 38	86	89	81	81	321	279	009	13	20	33	18
Trashigang Jigme Sherubling CS	ubling HSS	S Pub	٩																		53	5 51	45	3	5 93	9/	19	87	258	249	507	4	24	28	18
Trashigang Kelki School	ol HSS	S Pvt																									157	98 /	157	98	243	3	∞	11	22
Trashigang Rangjung CS	SSH SS	S Pub	Q.	\vdash													15	9 10	6 37		9 36	33	3 42	4	5 95	9	90	62	319	240	559	14	1 22	36	16
Trachigang Tashitse	HSSH	S Pub																	_		45	27	70	1 43	69	69	70	52	224	101	115	0	2	20	1

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Trashigang Gongthung	MSS	Pub	19	27	11	13	16	23	12	12 1	10 13	3 21	12	12	6	22	17	37	16	34	25	30	25		224	4 192	2 416	9 9	23	29	14
Trashigang Radi	MSS	Pub	16	12	11	10	9	10	13	8	12 19	9 15	5 13	∞	6	4	Ξ	6	12	12	13	13	9		119	9 123	3 242	2 6	15	21	12
Trashigang Thrimshing CS	MSS	Pub	13	13	9	6	∞	16	7	15 1	11 6	15	5 13	22	13	28	22	39	34	58	46	63	51		270) 238	8 508	7	23	30	17
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Trashigang Uzorong CS	MSS	Pub	31	33	18	21	19	18	17	14 3	32 35	5 31	24	. 12	14	28	24	42	28	36	28	33	36		299	9 275	5 574	4	23	29	20
Trashigang Bidung	TSS	Pub	8	7	11	10	~	5	∞	11 7	7 20	0 10) 12	6	5	19	19	12	10						92	66	191	1 2	17	19	10
Trashigang Bikhar	TSS	Pub	14	19	17	17	11	18	==	21 1	19 14	4 12	2 15	14	4	29	18	29	20						156	5 146	6 302	2 5	12	17	18
Trashigang Kangpar	TSS	Pub	14	11	2	2	13	6	7	6 1	12 6	=	12	12	13	6	41	18	12						86	85	183	3	11	14	13
Trashigang Khaling	TSS	Pub	19	19	10	10	16	14	18	9 2	21 12	8 2	17	17	13	20	29	12	20						14	1 143	3 284	4 10	6 (19	15
Trashigang Sakteng	TSS	Pub	32	27	14	13	17	16	16	12 1	15 13	3 15	6	9	13	13	6	13	Ξ						14.	1 123	3 264	8	13	16	17
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Trashigang Wamrong	TSS	Pub	26	26	13	16	20	18	12	18	15 19	9 23	3 18	12	12	33	30	36	46						190	0 203	3 393	3 10	13	23	17
Trashigang Yonphula	TSS	Pub	13	11	7	Ξ	10	16	10	11	8 61	13	3 10	∞	7	=	10	15	9						106	90	196	2 9	10	17	12
Trashigang Barshong	PS	Pub	7	S	1	3	9	1	2	2															16	11	27	0	2	2	14
Trashigang Bartsham	PS	Pub	20	12	12	15	15	17	5	25 2	22 17	7 12	13	19	9										105	5 105	5 210	0 2	7	6	23
Trashigang Benshingmo	- bs	Pub	9	5	5		2	S	3	3 2	9 7	3	9	2	2										26	27	53	1	5	9	6
Trashigang Berdungma	PS	Pub	2	3	1	2			2	4)	5 4	4	5												15	14	. 29	0	4	4	7
Trashigang Brekha	PS	Pub	5	9	4	9	6	3	7		6 4	7	3	2	3										40	25	65	2	4	9	11
Trashigang Chaling	PS	Pub	6	∞	2	9	9	9	10	15 8	8	3	6	6	S										47	57	104	4 2	3	S	21
Trashigang Changmey	PS	Pub	9	12	5	1	7	4	2	5 5	5 3	9	9	5	2										36	33	69	2	4	9	12
Trashigang Chiya	PS	Pub	5	13	4	~	7	12	4	3 1	10 2	7	3	S	S										42	46	88	0	2	ς	18
Trashigang Daliphangma	a PS	Pub	13	∞	2	8	4	2	7	9 9	5 2	4	S	2	7										38	28	99	3	4	7	6
Trashigang Dungmanba	PS	Pub	3	9	3	-	9	2	1	6 5	6 9	5	-												23	25	48	0	4	4	12
Trashigang Galing	PS	Pub	7	10	4	2	4	5	3	5 7	7 5	8	5	6	_										42	33	75	2	5	7	11
Trashigang Jerelemi	PS	Pub	6	13	9	3	4	~	2	10 8	9 8	5	9	9	2										40	48	88	3	4	7	13
Trashigang Jomtshang	PS	Pub	3	3	3	2	2	6	2	1 5	5 2														15	17	32		3	3	11
Trashigang Jonkhar	PS	Pub	-	2			9	9		8	8 9	S	10	n	33										22	40	62	2	4	9	10
Trashigang Kanglung	PS	Pub	47	32	24	17	19	29	31	30 4	40 22	2 31	33	21	14										213	3 177	7 390	0 14	7	21	19
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Trashigang N	Moshi	PS	Pub	17	10	9	6 7	7 1	14 1	11 6	6	4	6	3	9	2												65	45	110	3	4	7	16
Trashigang F	Pakaling	PS	Pub	4	7	2	1 2		4 3	4		4		7	5	3												16	30	46	4	2	9	~
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Trashigang F	Pasaphu	PS	Pub	2	-	2	1 2		2 3	3																		6	7	16	0	3	3	5
Trashigang F	Phegpari	PS	Pub	13	17	10	9 8		1 7	S	S	13	2	7	7	3				_								50	54	104	3	7	2	21
Trashigang	Phongmey	PS	Pub	20	21	7	4	17	13 8	S	13	Ξ	12	∞	∞	Ξ												85	73	158	-	5	9	26
Trashigang F	Rangjung	PS	Pub	27	28	18	11 3	35 2	24 1	19 17	7 21	19	18	18	16	20												154	137	291	4	∞	12	24
Trashigang	Ritshangdung	PS	Pub	2	12 (9	3 1	10	9 9	3	7	7	7	4	S	3												43	38	81	-	9	7	12
	Rongthung	PS	Pub	12	~	2	3 7	2	~	10 7	9	7	6	∞	9	∞												52	49	101	5	8	∞	13
Trashigang S	Saling	PS	Pub	∞	7	4	3 4		5 6	2	5	2	4	9	3													34	26	09	-	5	9	10
Trashigang 7	Thongrong	PS	Pub	4	4	8	5	5	7 2	т	ω	2	Э	7	4	3		_		_								24	26	20	_	4	S	10
Trashigang	Tokshingmang PS		Pub	15	7	∞	6 1	=	10 9	6	13	13	3	∞	10	6												69	62	131	-	7	∞	16
Trashigang 1	Tsangpo	PS	Pub	9	9	2	3 8	8	6 4	7	S	6	3	4	8	4												34	39	73	-	S	9	12
Trashigang 1	Tshogonpa	PS	Pub	6	9	7	,	4	9 4	4	5	4	6	∞	7	4												45	35	80	2	4	9	13
Trashigang	Yabrang	PS	Pub	10	10	10	6 2	2 (6 11	1 4	11	5	10	5	5	5												69	41	100	2	4	9	17
Trashigang \	Yangnyeer	PS	Pub	14	12	2	10 1	11 1	12 5	16	5 12	10	14	10	4	7												99	77	142	2	4	9	24
Trashigang \	Yin Gom	PS	Pub	2	2		4		1 3	5																		6	8	17	0	2	2	6
Trashigang Z	Zordung	PS	Pub	2	∞		1 5	10	4	3	4																	15	12	27	0	3	3	6
Trashigang F	Rangshikhar	ECR	Pub	2	3		5	H	3 3	1								\vdash										10	7	17	0	2	2	6
Trashigang 1	Thrakthrik	ECR	Pub	10	9		5		2 3	1																		18	6	27	0	2	2	14
Trashigang \	Yobinang	ECR	Pub	1	7		3	7	4																			1	14	15	0	1	1	15
Trashigang I	Muenselling Institute	IS	Pub	2	-	ες.	1 2					4		-	9													14	12	26	3	12	15	2
Ī	No. of Schools 60		Sub- Total	631	630 347		320 480	-	493 3	396 412	12 504	4 430	424	414	356	277 3	338 3	321 4	451 36	360 48	482 401	1 469	9 429	9 419	9 330	525	5 419	5822	5236	11058	223	497	720	15
TRASHIYANGTSE	STSE																																	
Trashiyangtse Baylling CS		HSS	Pub																	71	1 64	1 61	09	122	2 107	63	89	317	299	616	7	25	32	19
Trashiyangtse 1	Tsenkharla CS HSS		Pub	12	18	12	17 1	16	13 1	15 21	19	14	14	8	19	19 2	26 3	33 35	5 26	89 9	8 54	1 76	09	75	43	31	26	418	352	770	12	25	37	21
Trashiyangtse F	Kunzangling CS	MSS	Pub													V-1	38 2	23 29	9 36	42	2 33	3 59	31					168	123	291	9	13	19	15
Trashiyangtse F	Ramjar	MSS	Pub	14	13 (9	16 1	10	6 8	9	10	14	18	12	17	7	19 1	14 11	1 17	7 24	4 29	9 24	29					162	165	327	3	17	20	16
Trashiyangtse F	Bumdeling	TSS	Pub	12	=	4	7	13	17 1	14 9	41	9	19	6	41	6	51 3	32 32	2 22	2								183	122	305	4	15	19	16
Trashiyangtse Khamdhang		TSS	Pub	21	27	11	12 1	14	21 2	22 11	4	6	11	13	12	12	14	17 17	7 14	4								136	136	272	ж	13	16	17

Trashiyangtse I	Kheni	22	du	10	01	ø	Ξ	4	_	4	1	10	71	_	CT	71	0	7	7	C	C7				_				96	71	_	7 077	CI .	CI	
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Trashiyangtse 7	Tongzhang	TSS	Pub	12	10	7	11	Ξ	4	∞	9	12	5	10	17	11	13												71	99		137 4	4	∞	17
Trashiyangtse	Trashiyangtse	TSS	Pub	47	55	30	36	29	35	33	35	37	38	31	39	39	23	35	33	38	23								3	319 3	317 6	636	16 1	16 32	2 20
Trashiyangtse (Chakidemi	PS	Pub	9	4	4	4	_	9	2	4	9	5	7	3	3	2												29	9 28	8 57		1 6	7	∞
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Trashiyangtse 1	Dukti	PS	Pub	3	2	_	2	2	_	2	2			-	5														6	12	2 2	_	2	3	7
Trashiyangtse	Gangkhar PS	PS	Pub	ж	2	-	4		4	4	-																		∞	=		0 61	3	3	9
Trashiyangtse]	Jamkhar	PS	Pub	10	4	2		3	3	-	2	9	∞	4	2	4	9												30) 25	5 55		2 4	9	6
Trashiyangtse J	Jangphutse	PS	Pub		9	1	4	4	4	7	1	5	3	4	2	4													20) 20	0 40		1 4	5	∞
Trashiyangtse 1	Langmadung	bS.	Pub	5	6	9	5	4	~	7	7	11	5	3	1	9	7												42	2 42	2 84		2 5	7	12
Trashiyangtse 1	Lichen	- Sd	Pub	4	2	2	3	3	4	5	1	4	2	5	2	3	3												26	5 17	7 43	3 2	3	5	6
Trashiyangtse 1	Melongkhar	PS	Pub	9	2	3	3	5	2	7	5	3	4	3	7	4	ж												26	5 26	6 52		1 6	7	7
Trashiyangtse 1	Pangtokha	PS	Pub	11	4	7	1	5	3	5	3	4	6	∞	4	3	∞												43	3 32	2 75		1 5	9	13
Trashiyangtse 1	Rabtey	PS	Pub	9	3	1	3	1		9	4	8	2																22	2 12	2 34	4	[3	4	6
Trashiyangtse	Shali	PS	Pub	8	11	10	2	3	9	9	5	7	7	5	8	7	3												46	5 42	2 88		2 4	9	15
Trashiyangtse	Shingkhar	PS	Pub	1	5	3	3	4	7		4	9	7	5	3	2	4												2.] 33	3 54	4 2	4	9	6
Trashiyangtse Tarphel	Tarphel	PS	Pub	5	11	9	17	4	4	15	∞	3	9	8	7	10	9												5.	69		120 0	8	∞	15
Trashiyangtse Tokaphu	Tokaphu	PS	Pub	2	4	7	3	4	-	4	4	3	4	2	5	5	4												27	7 25	5 52	2 1	. 3	4	13
Trashiyangtse	Tsangphuchen	PS	Pub	10	8	11	10	10	14	9	6	9	14	10	11	7	4												09) 70		130	3 4	7	19
Trashiyangtse	Tshaling	PS	Pub	9	7	4	2	5	3	5	5	8	2	7	4	9	4												[4]	1 27	2 68		3 3	9	11
Trashiyangtse	Womanang	PS	Pub	7	4	4	3	5	7		3	8	4	4	9	5	2												33	3 29	9 62	<u> </u>	9 0	9	10
Trashiyangtse .	Yallang	PS	Pub	9	10	2	5	2	9	2	3																		12	2 24		36	1 2	3	12
	No. of Schools	29	Sub- Total	245	267	181	194	184	4 210	189	181	218	201	197	198	209	159	218	181	188	173	205	180	220	180	197	150	94	94 2:	2545 2.	2368 4	4913 9	90 2	226 3	316 16
TRONGSA																																			
Trongsa	Samcholing	HSS	Pub															37	28	56	20	55	40	18	22 :	51 2	45		-13	187 13	155 3	342 6	9 1	11 20) 17
Trongsa	Sherubling CS	HSS	Pub															39	59	34	22	48	42	4	45 6	6	9	4	53 2	218 19	197 4	415	11 1	19 30) 14
Trongsa	Taktse CS	HSS	Pub																			- 0	4	12	15	118	75	136	72 2	274 10	166 4	440	11 1	14 25	5 18
Trongsa	Tshangkha CS	HSS	Pub	11	21	19	12	15	13	7	17	22	27	27	17	19	16	15	18	29	70	4	23	48	43	19	16	22	16 29	297 2:	259 5	1 955	19 1	14 33	3 17
Trongsa	Langthel	TSS	Pub	21	25	10	10	18	16	16	6	21	17	13	13	22	11	14	20	17	17								1:	152 1.	138 2	290	6 1	13 19	9 15
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Trongsa Bemji		S	Pub	+	ø	2	_	7	7	CI	_	٥	4	_	01	0	_												28	23	III	4	4	0
Trongsa Bjeezam		PS	Pub	2	7	2	S	7	v	2	4	3	S	1	7														12	28	40	-	5	9
Trongsa Chendebji		PS	Pub	13	14	9	3	4	9	-	5		7																24	35	59	-	4	5
Trongsa Jangbi		PS	Pub	4	5	7	2	3	7	4	4	3	2 2	4	5	2		_		_									29	27	99	2	3	5
Trongsa Karshong		PS	Pub	2	_	_	∞	7	7	3	4																		∞	15	23	-	2	3
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Trongsa Nabji		PS	Pub	_	2	-	2	2	_	2	-		2																9	∞	41		2	2
Trongsa Nimshong		PS	Pub	∞	∞	3	4	4	∞	2	3	3	-	7	_														22	25	47	7	2	4
Trongsa Samcholing		PS	Pub	18	21	14	15	12	12	∞	16	13	13	17 8	8	8 9													86	93	191	S	4	6
Trongsa Tongtongphey		PS	Pub	7	5	7	-	3	9	2	3	5	Ė	6.	3 3	ω.													26	21	47	7	3	5
Trongsa Trashid	Trashidingkha	PS	Pub	16	23	13	11	23	18	11	7	10	12	15 1	11 6	∞													94	06	184	9	4	10
Trongsa Trongsa		PS	Pub	32	20	34	20	23	38	31	27	31	43	31	19 2	9	30												208	227	435	15	12	27
Trongsa Yudrun	Yudrungcholing	PS	Pub	11	8	4	5	5	7	5	2	6	6	9															40	31	71	2	5	7
Trongsa Kela		ECR	Pub	3	4	1	4	4	7	3										_									11	11	22	0	2	2
Trongsa Simphu		ECR	Pub	9	3	9	2																						12	5	17	1	1	2
No. of	No. of Schools	21	Sub- Total	182	222	139	130	148	170	127	122	133	159	144	104	6 611	99 105	95	106	62 90	15.	5 109	122	2 125	5 197	7 142	202	141	1879	1697	3576	103	134	237
TSIRANG																																		
Tsirang Damphu CS		HSS	Pub																		46	61	103	3 99	156	6 142	66	130	400	432	832	18	30	48
Tsirang Mendregang CS		HSS	Pub														10	88 901	86	96	86 9	66	97	93	113	3 77	39	32	551	485	1036	4	38	52
Tsirang Damphu		MSS	Pub	71	63	43	62	50	61	50	99	43	54	45 5	54 5	53 4	46 51	73	89	99	35	36							509	571	1080	26	27	53
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Tsirang Phuentenchu		PS	Pub	20	17	18	13	16	12	11	17	12	10	10	9 /		10												93	98	179	3	5	8
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Sergithang	Tsholingkhar	Nimazor	No. of Schools	WANGDUE PHODRANG	Bajo	Gaselo CS	Samtengang CS	Phobjikha CS	Nobding	Bayta	Bjena	Bjimthangkha	Dangchu	Gaselo	Hebesa	Jala	Kazhi	Khotokha	Nahi	Phaytekha	Phuensum Deki	Rameychen	Rinchengang	Ruhesa
Tsirang				WANGDUE	Wangdue Phodrang	Wangdue Phodrang	Wangdue :	Wangdue	Wangdue Phodrang	Wangdue Phodrang	Wangdue Phodrang	Wangdue Phodrang			Wangdue Phodrang		Wangdue 1	Wangdue Phodrang		Wangdue				

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125	63	49	31	412	35	469	10	3	41	27	10	13	13	4128		375	226	232	233	61	83	245	56	16	54	39	17
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Pub	Pub	Pub	Pub	Pub	Pub	Pub	Pub	Pub	Pub	Pub	Pub	Pub	Pub	Sub- Total		Pub	Pub	Pub	Pub	Pub	Pub	Pub	Pub	Pub	Pub	Pub	Pub
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Samtengang	Sephu	Sha Tasha	Singye Namgyal	Tencholing	Uma	Wangdi	Domchoethang	Dongkhobji	Dranghal	Gangphel	Gogona	Matalungchu	Ridha	No. of Schools	9	Sonam Thang CS	Zhemgang CS	Buli CS	Yebilaptsa CS	Gomphu	Tingtibi	Zhemgang	Bardo	Barpong	Bjokha	Budashi	Digala
Wangdue Phodrang	Wangdue Phodrang	Wangdue Phodrang		Wangdue Phodrang	Wangdue Phodrang	Wangdue ,		Wangdue Phodrang	Wangdue Phodrang	Wangdue Phodrang	Wangdue Phodrang	Wangdue Phodrang	Wangdue Phodrang		ZHEMGANG	Zhemgang	Zhemgang	Zhemgang	Zhemgang	Zhemgang	Zhemgang	Zhemgang	Zhemgang	Zhemgang	Zhemgang	Zhemgang	Zhemgang

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Zhemgang	Thrisa	PS	Pub	3	1	1	5	1	2 2	4 5																	, ,	9 1.	13 22	2		2	11	
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Zhemgang	Tshaidang	PS	Pub	7	6	7	4	9	2 5	5 3	1 2	4	5	4	4	4											67	36 30		66 2	2 4	9	11	
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	No. of Schools	30	Sub-Total	253	264	165	177	171	163 1	165 13	185 18	189 172	2 199	9 162	174	181	193 2	204 19	194 171	71 216	6 201	1 206	152	173	160	1117	117 2	2415 23	2309 47	4724 1	106	199 305	5 15	ایرا
All Dzongkhags and Thromdes	Total Number of Schools	609	Grand Total of Students	8207	8384	8384 6204	6337	9 9189	6822 6	6240 63	6379 65	6571 6894	94 6625	25 6640	0 6353	5993	6428 66	6075 65	6592 620	6204 7211	11 6419	7057	7 6126	6251	5276	9629	9029	87051 83	83755 17	170806 4	4313 5	5887 10	10200 17	_
		Both Total	Both Genders Total	16591		12541		13338		12619		13465	13.	13265	12346		12503	1	12796	13	13630	13183	83	11527	7.	13002		170806						ı

