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*Matters*

29th Education Policy Guidelines and Instructions  
EPGI 2011

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Royal Government of Bhutan  
Ministry of Education

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**Royal Government of Bhutan**  
**Ministry of Education**



**Foreword**

The new academic year started auspiciously with the launch of the First National Education Day (NED) on the 21<sup>st</sup> of February coinciding with the Birth Anniversary of His Majesty the King. This day is being observed to pay tribute to our beloved King for His continued inspiration and patronage to education and to reaffirm the role of education in the nation-building process. Hereafter, all schools in the country will celebrate His Majesty's birth anniversary as the National Education Day.

Another significant event, which concluded in the recent months, was the Mid-term Review (MTR) of the 10<sup>th</sup> Plan. The exercise was undertaken to take stock of the progress made towards the achievement of 10<sup>th</sup> Plan objectives and to make necessary adjustments for the successful implementation of the Plan. While noting commendable progress in education till date, several issues requiring attention were identified and follow-up actions to be pursued were recommended. Works have begun in earnest to implement the MTR recommendations in consultation with the Dzongkhags.

Similarly, Educating for GNH initiative is progressing well and several schools have reported visible and substantial improvements especially in terms of physical ambience, mindfulness, students' understanding of and regard for our culture and nature. Although the initiative began a little over a year ago, the results are very encouraging. This would not have been possible if it was not for the hard work and commitment of our schools. We request all DEOs, principals, teachers and students to sustain and nurture the progress achieved thus far to take this noble initiative forward.

Another initiative taken by the Ministry is the launch of the Education Management Information System (EMIS) to support planning and decision-making through access to timely and accurate data. All the DEOs/ADEOs and principals were trained on the new system through workshops resourced by the Ministry. As a result, all schools are now submitting their annual statistics through the EMIS.

Furthermore, in line with the Performance Compact signed with the Royal Government of Bhutan, the Performance Management System (PMS) was

introduced in 2010 to institute healthy competition and merit-based culture amongst the schools. Based on the three criteria namely academic learning; enabling practices in teaching and learning; and achievements on GNH practices in the schools, the list of top performing schools for 2009 and 2010 were announced. These criteria will be reviewed and updated regularly to respond to the needs of the schools.

Amidst these achievements, the Ministry also faces many challenges as a result of the ever expanding education system. To enable the Ministry to handle greater responsibilities, the government has approved the creation of the Department of Curriculum Research and Development (formerly known as CAPSD) and expansion of the existing divisions. Approval has also been accorded for delinking the Bhutan Board of Examinations from the Ministry in July 2011 and reconstituting it as the Bhutan Council for School Examinations and Assessment (BCSEA).

In the present publication, we have included policy guidelines and instructions on positive disciplining, performance management system, school self-assessment, science practical and instructional time, which have been developed in consultation with all stakeholders including DEOs, principals and teachers. It also presents useful information on the 14<sup>th</sup> Annual Education Conference, the Tertiary Education Policy, games and sports, career education and counseling, scouts and cultural education, etc.

While the EPGI is meant primarily for use by schools and Dzongkhags, we have no doubt that it would also be useful to other professionals within the education system, our development partners and the general public.

I would like to convey our sincere appreciation to all our colleagues in the field for their continued hard work and dedication to the cause of our children.

Finally, I wish the schools all success in your continuous endeavor towards imparting quality education to our children.

Tashi Delek!



(Sangay Zam)

**Secretary**

## Acknowledgement

We would like to acknowledge the contribution of the following Departments and Divisions of the Ministry of Education for the successful publication of this document:

1. Department of School Education (DSE) for providing notification on instructional time and BCSE & BHSEC Examination.
2. Education Monitoring and Support Services Division, DSE for making available information on school discipline management, school self-assessment tool and performance management system and the notification on science practical.
3. Department of Curriculum Research and Development for providing information on the school text books for the academic session 2012.
4. Department of Adult and Higher Education for providing guidelines on Tertiary Education.
5. Games and Sports Division, Department of Youth and Sports for providing guidelines on games and sports,
6. Scouts and Culture Education Division, Department of Youth and Sports for making available guidelines and selection criteria for youth exchange programme
7. Career Education and Counseling Division, Department of Youth and Sports for providing information on career education and counseling programmes.
8. The Administration and Finance Division for providing instructions on supplies and book keeping in the schools.

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# I. Policy Guidelines and Instructions



## **1. Mid Term Review of the 10<sup>th</sup> Five Year Plan**

The Government conducted the Mid Term Review (MTR) of the 10<sup>th</sup> Five Year Plan from December 2010 to March 2011 to review the progress towards the achievement of the 10<sup>th</sup> Plan objectives and discuss the way forward. While noting good progress in the education sector, it also highlighted several areas of concern and recommended follow-up actions to be pursued by the Ministry and the Dzongkhags for the successful completion of the 10<sup>th</sup> FYP. The implementation status of MTR recommendations are as follows:

### **a. Reprioritization of the 10<sup>th</sup> Plan**

Given that only two and half years are left to implement the 10<sup>th</sup> Plan activities, the MTR pointed out the urgent need for the reprioritization of the Plan. Accordingly the Ministry and the Dzongkhags rationalized the Plan based on such considerations as implementation capacity, enrolment trends, migration patterns, resource availability, etc. The revised Plan has been shared with all the Dzongkhags to be implemented during the remaining Plan period. The Dzongkhags should note that no additional funds beyond what has been allocated in the revised Plan would be available to implement the remaining activities of the Plan. Similarly, any changes that have additional cost implications should be cleared with the Ministry and accommodated within the revised outlay of the Plan. Therefore, regular and close monitoring would be necessary to ensure that the activities are completed on time and within budget.

### **b. Revision of designs for school infrastructures**

In order to cut the cost of construction and speed up construction works, the Ministry was asked to review and modify the designs and specifications for school infrastructures. Accordingly, the designs for school facilities have been revised and shared with the Dzongkhags. The revised designs have many advantages in terms of being cost effective, reducing time spent on construction, meeting safety standards and making use of locally available materials and skills. All Dzongkhags should use the revised designs for the construction of CPS/PS with low enrolment and especially in remote areas not connected by motorable road. The designs are also available on the Ministry's website: [www.education.gov.bt](http://www.education.gov.bt)

### **c. Consolidation of small schools**

The need for the consolidation of small schools was recommended in order to improve teacher deployment and efficiency in the provision of education servic-

es. As such, as all the Dzongkhags are reminded to draw up a consolidation plan for unsustainable schools (having less than 100 students) along with appropriate strategies on a priority basis and inform the Ministry in writing for review and approval.

#### **d. Achieving 100% enrolment in primary education**

One of the Ministry's objectives in the 10<sup>th</sup> Plan is to achieve 100% enrolment in primary education. While commendable progress has been made towards this goal, there are still 4-6% of school age children (6-12 yrs old) in the country who are not in school due to different reasons. On this, the Dzongkhag and Gewog authorities have pledged that they would make every effort to ascertain the exact number of out-of-school children in their Dzongkhags and enroll them into school through innovative strategies. As such, the Dzongkhags are requested to inform the Ministry about the initiatives undertaken since the MTR in order to achieve 100% enrolment in their Dzongkhags.

### **2. Organizational structure of the Ministry**

There have been some changes in the structure of the Ministry as a result of the creation of a new department and expansion of existing divisions. This has been done to enable the Ministry to respond effectively to the demands and challenges arising from the ever growing education system. The Ministry now comprises of four Departments namely the Department of School Education, Department of Youth and Sports, Department of Adult and Higher Education and Department of Curriculum Research and Development (formerly known as CAPSD). Furthermore, the Bhutan Board of Examinations will be reconstituted as the Bhutan Council for School Examinations and Assessment (BCSEA) and delinked from the Ministry in July 2011 to function as an autonomous agency. The organogram of the Ministry is in **Annexure 1**.

### **3. 14th Annual Education Conference**

The 14<sup>th</sup> Annual Education Conference (AEC) was held at Phuentsholing Higher Secondary School, Chukha from 27<sup>th</sup> to 29<sup>th</sup> December 2010. A total of 145 participants including DEOs, ADEOs, principals, teachers and representatives from relevant agencies and headquarters' staff attended the conference. The theme for the 14<sup>th</sup> AEC was "Green Schools for Green Bhutan – Dzongkhags Leading the Way". The Conference adopted a total of 28 Resolutions to be implemented by the Ministry, Dzongkhags and schools. Please refer **Annexure 2** for details.

## 4. School Education

### 4.1 School Discipline Management

Discipline problems are bound to happen in schools. But the important thing is how to handle these problems professionally in the best interest of the children. With the launch of Educating for GNH initiative in schools, it is even more important for the school discipline policy to reflect the values and principles of GNH. Accordingly, the Ministry, in consultation with all the stakeholders including the DEOs/ADEOs, principals and teachers, has developed a national level school discipline management guide to ensure a consistent professional approach in dealing with the discipline problems in the schools. The guide has been kept broad, so that the schools can draw general guidance from it in dealing with disciplinary issues and in drawing up their school disciplinary policies, if they require a separate one. The details are in **Annexure 3**.

### 4.2 School Self Assessment Tool

A good school assesses their students' progress and their overall development on an on-going basis. Teachers would be keen to know the effectiveness of their roles in the school. With the infusion of GNH in the national education system, the need to strengthen the assessment has become even more essential. Therefore, based on the extensive consultations undertaken with the DEOs/ADEOs, principals and teachers, the Ministry has developed the School Self Assessment (SSA) tool to enable (a) the individual teachers to know the students' current level of attainment; (b) the school to know the effectiveness of the provisions in the school; and (c) the district to recognize the needs of the schools and provide appropriate support. The use of self assessment tool will enable the school to provide convincing evidence of their success and challenges both for the school and for information to external agencies. The details are in **Annexure 4** and for further information, please log onto our website: [www.education.gov.bt](http://www.education.gov.bt)

### 4.3 Performance Management System

The Ministry of Education launched the Performance Management System (PMS) in 2010 to institute healthy competition and merit-based culture amongst the schools. It is a tool to assess school performance based on (a) student academic outcomes, (b) effectiveness of critical processes & practices and (c) achievement on GNH indicators (SSA). It is also intended to identify low performing schools, ascertain the reasons for their low performance and coordinate support accordingly.

The system was developed through a participatory approach involving DEOs/AD-EOs, principals, teachers and the officials of the Ministry. Prior to the nation-wide implementation, the system was piloted in Thimthrom schools and the suggestions and feedback received from the pilot phase were useful and relevant. Based on the PMS, the Ministry announced the list of top performing schools for 2009 and 2010. For details, please see **Annexure 5**.

#### **4.4 Science Practical**

Science practical is important for ensuring holistic learning of science and inculcating scientific temperament in our students. As a result, science practical is given a lot of emphasis in our schools. However, the implementation has not been uniform across the schools in the country. In many schools, science teachers have found the ways and means to conduct science practical in spite of the lack of space and inadequate resources at their disposal. But there are also instances of science equipment being stored away and kept unused in some schools. This is a cause of concern and could have a negative impact on the learning of science. In view of this, all Dzongkhags are to ensure that schools conduct science practical in accordance with the notification issued by the Department of School Education in **Annexure 6**.

#### **4.5 180 Days of Instructional time**

All schools should ensure 180 days of instructional time. The requirement is worked out on the basis of syllabus and other extra-curricular activities that should be covered in an academic year in order to provide comprehensive, effective and interactive learning environment to our students. In the event of the non-school related events that affect the instructional time, the schools are reminded of the need to make necessary adjustments in order to recover the time used for taking up such activities. The notification issued by the Department of School in this regard is in **Annexure 7**.

#### **4.6 BCSE & BHSEC Examination**

There has been an increase in the number of students withdrawing from appearing BCSE & BHSEC Examinations in the recent years. This is a cause for concern because it leads to wastage of resources as the withdrawn candidates take one extra year to complete a given cycle of education. Further, the withdrawn candidates occupy seats, which otherwise would benefit the fresh candidates. In view of this, starting from this academic session (2011) no BCSE/ BHSEC candidate in government schools shall be allowed to withdraw from appearing the Board Examination with the exception to medical cases requiring hospitalization and supported by

documentary evidence signed by an authorized medical officer. For details, please refer the circular issued by the Department of School Education in **Annexure 8**.

## 5. Youth programmes

### 5.1 Games and Sports

The School Sports Program is intended to promote healthy lifestyle, inculcate positive values and skills in children through organized and regular practice of sports and physical activities. It also serves as an instrument to enhance the holistic growth and development of children (physically, mentally, socially and emotionally).

Although competitions and sports excellence are important, it should not be the sole purpose of the School Sports program. Mass participation must be ensured at all level of school regardless of age, gender and talent and should be progressive, continuous and sustainable. Therefore, the Games and Sports Division of the Department of Youth and Sports in its continuous endeavour to consolidate and strengthen the on-going school sports program has drawn up guidelines and strategies based on the discussion with the schools and Dzongkhags. For details, please refer **Annexure 9**.

### 5.2 Scouts and Culture Education

The Scouts and Culture Education Division of the Department of Youth and Sports (DYS) is responsible for managing the Youth Exchange Programme. The main aim of this programme is to broaden the understanding through exposure and to build leadership quality amongst the Scout/youth and adults.

Following a series of meetings with the DEOs, the Scouts and Culture Education Division has revised the guidelines and criteria for nomination for the various youth exchange programmes in order to ensure transparency and fairness. As a result, henceforth there will be no direct nomination of Scout/youth and escort teachers. All the selection will be based on an open interview at the Dzongkhag level. The Dzongkhag will be chosen by the Department of Youth and Sports based on the ratio of total number of youth in the districts and opportunity availed earlier. The preferences will be given to the Dzongkhag that had availed the least opportunity. For details, please refer **Annexure 10**.

### 5.3 Career Education and Counseling

The Career Education and Counseling Division (CECD) of the Department of

Youth and Sports is responsible for setting of policies, standards and the professional delivery of guidance and counseling services in partnership with schools, communities and relevant stakeholders. The CECD in its on-going efforts to institutionalize career education and counseling programmes in the schools initiates and supports activities in four areas as follows:

- Counseling programmes
- Career education
- Vocational education
- School-based parenting education and awareness programme (SPEA)

For details on each of the programme areas, please refer **Annexure 11**.

## **6. Tertiary Education**

### **6.1 Tertiary Education Policy**

The formulation and endorsement of Tertiary Education Policy (TEP) is a milestone in the Ministry of Education. The Tertiary Education Policy shall, henceforth, serve as the key document and precursor to the development of many successive programmes and activities, thereby, leading to the development and provision of dynamic tertiary education system in Bhutan. Please refer **Annexure 12** for further information.

## **7. School Supplies and Textbooks**

### **7.1 Instructions for supplies and book keeping in the schools**

The Administration and Finance Division (AFD) has compiled and drawn up guidelines on stock entry and inventory. The guidelines also spell out clear roles and responsibilities at every level to ensure accountability. Therefore, all schools and DEOs are asked to follow the guidelines while keeping inventory. For details, please refer **Annexure 13**.

### **7.2 Text books**

It is observed that schools have been facing difficulty while putting in requisition for the textbooks. In order to make the task easier for schools, the Department of Curriculum Research and Development has started providing the list of textbooks to schools by class from 2011. For the list of textbooks for the academic session 2012,

please log on either to the education website: **www.education.gov.bt** or curriculum website: **www.curriculum.bt** Schools without access to the internet should ask the DEO's office for the list.

## **8. Websites Launched**

### **8.1 Educating for GNH**

The Ministry of Education has established a website to create awareness and provide better access to information and resources on Educating for GNH. The website not only provides relevant information and creates better access but will also serve as a forum to discuss and share personal experience of Educating for GNH. For further information, please log onto the Educating for GNH website: **www.educatingforgnh.com**

### **8.2 Curriculum**

The curriculum website was launched in September 2010 to offer easy access to latest curriculum documents including frameworks, syllabi, prescribed books and recommended library books. It also provides instant access to changes and new developments in school curricula and provides for an online discussion forum to share teaching ideas and strategies, and to receive feedback and suggestions on school curricula. For further information, please visit the curriculum website: **www.curriculum.bt**

### **8.3 Bhutan Scouts**

The Bhutan Scouts Association has established a website to create awareness and provide better access on the scouting programme in Bhutan both at the national and global level. The website provides not only relevant information on scouting but also ensures better access to services through provisions of downloads and relevant announcements. For more information, please visit the Bhutan Scouts website: **www.bhutanscouts.bt**

### **8.4 Young Bhutan**

The website was launched by Her Majesty the Queen Mother Ashi Dorji Wangmo Wangchuck on the 21<sup>st</sup> February 2011 coinciding with the Birth Anniversary of His Majesty the King, which is also observed as National Education Day. The website

shares information on education, career, and job search skills. It also provides help and support via online counseling, which is completely confidential with sessions and issues answered by professional counselors and a discussion forum. For further information, please log on to the Young Bhutan website: **www.youngbhutan.bt**

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The website was launched by Her Majesty the Queen Mother Ashi Dorji Wangmo Wangchuck on the 21<sup>st</sup> February 2011 coinciding with the birth Anniversary of His Majesty the King, which is also observed as National Education Day. The website is developed to support the youth and provide them with relevant information and resources. It is managed by the Ministry of Education and the website is [www.youngbhutan.bt](http://www.youngbhutan.bt)





Annex 2: Review of the Ministry of Education

Vision

1. The Government of Guyana as the Ministry of Education, to ensure that all children and young people have access to quality education that will equip them with the skills and knowledge necessary to meet the challenges of the 21st century.

Minister

Secretary

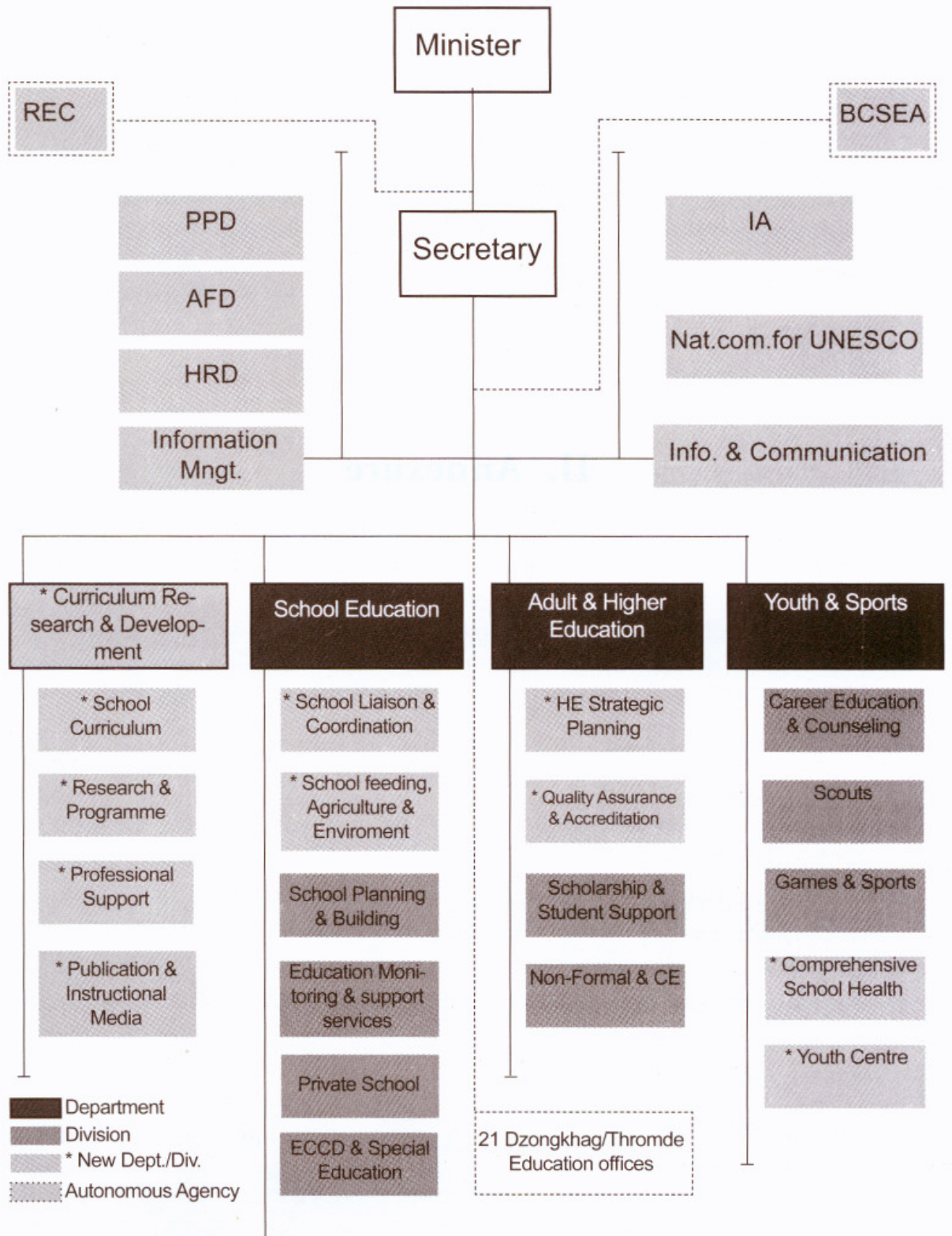
2. To ensure that all children and young people have access to quality education that will equip them with the skills and knowledge necessary to meet the challenges of the 21st century.

II. Annexure

Area	Current State	Proposed Changes	Expected Outcomes
Curriculum	Outdated and not relevant to the 21st century.	Review and update curriculum to include digital literacy and critical thinking.	Students will be better prepared for the workforce.
Teaching Methods	Traditional rote learning.	Adopt more interactive and student-centered methods.	Increased student engagement and learning outcomes.
Infrastructure	Lack of modern facilities and resources.	Invest in modern infrastructure and digital resources.	Improved learning environment and access to technology.
Teacher Training	Insufficient training and professional development.	Enhance teacher training programs and provide ongoing support.	Higher quality teaching and improved student performance.
Assessment	Over-reliance on standardized tests.	Implement a more holistic assessment system.	More accurate measurement of student learning and skills.
Equity	Disparities in access to quality education.	Implement policies to ensure equitable access for all.	Reduced educational inequality and improved social mobility.

Annexure

## Annex 1: Organogram of the Ministry of Education



## Annex 2: Resolutions of the 14th Annual Education Conference

### Vision

1. The Conference adopted the following as the Vision of Education:  
“... ..an educated and enlightened society of gyalong gakid pelzom, at peace with itself, at peace with the world, built and sustained by the idealism and the creative spirit of our citizens.”

### National Education Day

2. 21<sup>st</sup> February, which is the Birth Anniversary of His Majesty the King, be observed as the National Education Day from 2011(**Action: Schools and Dzongkhags**).

### Examinations and Assessment

3. Strategy for putting in place an alternative assessment system for PP-III and training of all teachers in Continuous Formative Assessment be presented to the next AEC (**Action: DCRD in consultation with BBE and DSE**).

### School policies

4. School Development Fee structure be maintained status quo. However, schools and SMBs may waive off fees based on the merit of the case (needy students etc). At the same time, SMBs and schools have no authority to raise the fees (**Action: Schools/ Dzongkhags**).
5. Regular remedial and other additional support be provided to weaker students to reduce drop out and repetition rates and to improve performance (**Action: Schools/ Dzongkhags**).

### Curriculum and Supplies

6. Dzongkhags to only pay for actual supplies ordered and delivered to the schools, and schools to inform their Dzongkhag and the Ministry in writing if suppliers default on their delivery dates or make wrong or inadequate supplies (**Action: Schools/Dzongkhags**).
7. Dzongkhags to keep adequate budget provisions with inflation factored in

**(Action: Dzongkhags).**

8. To ensure quality of supplies are as per samples approved by the DCRD, approved sample copies, along with the names of suppliers, be provided to schools **(Action: AFD/MoE)**.
9. The list of item-wise suppliers and copies of the supply orders be disseminated to the schools **(Action: Dzongkhags)**.
10. Tendering of science consumables be centralized from 2011 as in the case of textbooks supply **(Action: AFD/Schools/Dzongkhags)**.
11. While the proposal to allocate adequate budget based on the school level, stream and enrolment is approved in principle, the figures be worked out based on actual costs **(Action: Dzongkhags/DSE)**.
12. All lab assistants be provided at least a basic training in lab management **(Action: DCRD)**.
13. To enhance the standards in science, all schools to carry out science practical without compromise as per the curriculum guidelines **(Action: DSE)**.

### **Chiphen Rigphel Project**

14. Dzongkhags to initiate the installation of internet connectivity in the secondary schools and propose the cost in their annual budget. Ministry of Education to take it up with Ministry of Finance during budget discussions **(Action: Dzongkhags/DSE)**.
15. Recognizing the importance of training more teachers (6600) instead of the previously planned target of 5000 teachers, only DSA be provided to training participants under the Chiphen Rigphel project **(Action: DSE)**.

### **School Constructions**

16. The topography, climate, location, etc. of the schools be considered while making new school designs and proposing construction materials **(Action: SPBD)**.
17. New school designs and constructions to integrate safety and disaster resistant features as well as child friendly and inclusive aspects **(Action: SPBD)**.

18. Primary level schools to be creative and try to provide space within existing facilities for a separate science room, and this provision be kept in mind while constructing new schools (**Action: Schools and Dzongkhags**).
19. Dzongkhags to establish ECRs, if included in the approved 10th Five Year Plan, upon fulfillment of the minimum criteria for establishment without waiting for approval of the Ministry. However, the Ministry be informed accordingly and immediately. For non-plan ECRs, Dzongkhags to seek approval of the Ministry for incorporation into the 10th Five Year Plan (**Action: Dzongkhags**).

### **Non-formal education**

20. English be introduced into the NFE programme by mid 2011 (**Action: NFCED/DAHE**).
21. Aggressive advocacy be mounted to enhance the NFE programme and ignite the enthusiasm for learning (**Action: Dzongkhags/NFCED**).
22. All stakeholders, including the local leaders, learners and the communities, be mobilized in order to garner support for, and ensure the quality of the NFE programme. DEOs to play the lead role in this regard (**Action: Dzongkhags**).
23. Strategic Plan for expansion of the NFE programme be disseminated immediately upon end endorsement by the next NFE Board meeting (**Action: NFCED/DAHE**)

### **Mid-term Review of 10<sup>th</sup> FYP**

24. All Dzongkhags to rationalize their plans and put up for endorsement during the mid-term review of the 10<sup>th</sup> FYP. Rationalization to be based on need, enrolment target and practical realities such as urgency, capacity to implement, and Dzongkhag education budget ceiling (**Action: Dzongkhags**).

### **Education Staff Welfare Scheme**

25. Semso payments to be claimed within 6 months. DEOs and Principals to process the timely payment of semso claims. Furthermore, Semso claims and payment procedures to be made as simple and easy as possible (**Action: Schools/ Dzongkhags**).
26. The loan repayment period be made flexible (6 months-3 years) depending on beneficiary's choice and need (**Action: ESWS Committee**).

27. ESWS loan disbursement be based on seniority. However, the seniority clause will not be used in case of medical emergencies (**Action: ESWS Committee**).

### **Green Schools for Green Bhutan: Dzongkhags Leading the Way**

28. In order to deliver on the pledges made in the Performance Compacts and to advance the overall aim of educating for gross national happiness through building Green Schools for Green Bhutan, the whole of the education system, from the headquarters to the Dzongkhags and schools, to channel all resources towards realizing the mandates of education by the end of the tenth five year plan. To this end, the education system to gear up towards Sherig 2013 as a crucial milestone to cross. In all these, the Dzongkhags to lead the way forward.

### Annex 3: A Guide to School Discipline Management

**Rationale:** Banning corporal punishment is a global initiative. Sweden became the first country in the world to ban all forms of corporal punishment to children. Soon most European countries followed the Swedish example. Further, launched in April 2001, the Global Initiative to End All Corporal Punishment of Children aims to speed the end of corporal punishment of children across the world. Here in our country, The Penal Code of Bhutan 2004 protects a child from violence of any form. We are signatory to the Convention on the Rights of the Child and have our own protection body called the National Commission for Women and Children. A bill for Child Care and Protection was drafted earlier this year and has now been endorsed by both house of Parliament in the Winter Session. Therefore, the issue now is not only about corporal punishment, it is about giving our children their inherent rights to education and general well-being at home, school and community. It is also about the upbringing the children by making them responsible for their action.

In consonance with the above protocols, the 13<sup>th</sup> Annual Education Conference (AEC) resolved that a national level school discipline management guide be developed and instituted in the schools, so that school discipline is managed professionally across all the schools. The intention of this guide is to cut down on discipline problems leaving our schools with fewer interruptions and disruptions. The guide is an attempt to empower our schools with powerful, respectful, and effective positive interventions. The guide is kept broad, so that the schools can draw general guidance from it in dealing with disciplinary issues and in drawing their school disciplinary policies, if they require a separate one.

**Aims and objectives:** The main aim of this guide is to ensure uniform and systematic approach to various disciplinary issues in schools through positive interventions. With the introduction of Educating for GNH in schools, it is even more important to streamline school discipline policy in line with its values and principles. It is natural for schools to have discipline problems and children with disruptive behavior. But the important thing is to handle these problems professionally in the best interest of the children. A consistent professional approach to discipline problems can lead to a happier school. Therefore, the objectives emanating from this aim are:

- To let schools draw a standard on school discipline management;
- To maintain equality, consistency, and fairness in addressing disciplinary issues;

- To involve staff, parents and children in facilitating both preventive and curative interventions;
- To use discipline incidences as opportunities to correct misbehavior and development in our children; and
- To reduce time spent on addressing disciplinary problems and focus more on school improvement.

**Positive Interventions to prevent causes of misbehavior:** The school discipline will be effectively managed first by having prevention strategies. Good school discipline plan will not only correct misbehavior but also teach appropriate behavior. Hence, the following are some (but not limited to) of the effective school discipline management strategies:

- Start the academic year with clear, realistic and acceptable discipline guidelines.
- Expect desirable behavior from the children. Begin each day by telling your expectations.
- Always strive to do what is in the children's best interests.
- Involve all staff and children while framing discipline rules.
- Involve children in framing sanctions of their crime.
- Act fairly and consistently. If justice is denied, our children may not be keen to follow the rules.
- Deal with disruptions immediately and privately but as far as possible outside class hours.
- Focus firmly on the desired behaviors by not being harsh on the problem behaviors.
- To single out the disruptive child in front of public (during assembly, prayer or meal time) is not desirable.
- If you are done with your lesson before time, touch on some topics or stories that promote values.
- Do not label the child. By doing this you will tend to treat the child differently from other children and situation will worsen.
- Always tackle the problem through positive intervention strategies.
- Always model positive actions.
- Be proactive.
- Maintain positive relationship with children.
- Be sensitive to children's strong emotions.
- Provide myriad choices.
- Understand children's developmental abilities.



- State facts rather than making demands.
- Use logical consequences sparingly with compassion.
- Do not force apologies.
- Understand children's unmet needs.
- Do not instill fear in children.
- Show empathy and respect to children.
- Avoid thinking violence is the only way to solve problems.
- Do not control and manipulate while disciplining.
- Learn conflict resolution and mediation skills.
- Apply disciplining techniques (prevention, alternatives, distraction, and substitution).
- Resolve problems together protecting everyone's dignity.
- Fair sanctions against misbehavior.
- Do not let children cooperate only because of fear.
- Recognize positive behaviors (encouraging and praising).
- Frame realistic rules and enforce consistently.
- Do not let children think hitting someone is ok.
- Violence and revenge should not be solutions to problems.
- Protect children's self-worth and self-respect.
- Accept differences.
- Talk and reason with children in age-appropriate ways.
- Allow children's autonomy (thinking, monitoring and guiding themselves)
- Do not pressurize children.
- Be aware of children's personal, health and family problems.
- Maintain a log book for periodic attendance.
- Maintain a log book to highlight honest practices of children.
- Institute child award system in various fields.
- Acknowledge the awardees during assembly and PTM.
- Acknowledge parents' contribution to school.
- Initiate community service projects.
- Remind attendance status regularly.
- Keep close link with parents.
- Give responsibility to children.
- Invite guest speakers.
- Talk on police-youth partnership program and Penal Code of Bhutan.
- Inform career options and counseling services.
- Watch on pressured children by peers.
- Strengthen teacher-parent support group.
- Teach children to negotiate and accept failure.

- Frequently talk on values (cooperative and harmonious living, love, gratitude, gentleness, consideration, peace, honesty, respect for property, selflessness, interdependence, service to others, humaneness, patience, tolerance, time management, responsibility etc.).
- Teach how to differentiate between right and wrong.
- Talk on some of the negative effects brought about by encroachment of media culture.
- Talk about teenage pregnancy (dangerous to both parties).
- Communicate on dangers of prowling and trespassing.
- Discourage bringing costly items to school.
- Teach to apologize to the offended privately.
- Teach values like modesty and care to their own bodies (no tattoos or any sort of unethical piercing).
- No business practices in school including staff.
- Always be vigilant of children who are suspected of carrying harmful implements.
- Provide periodic eco-literacy education (no graffiti and dropping of litters).
- Instill in children a sense of civic responsibility (cleaning campaign, proper disposal of wastes etc).

**Discipline categories, offense, actions and remarks:** Depending on the severity of the violation, some common offenses and actions in schools have been classified into three categories:

### **Category 1: Minor disturbances preventing school order**

**Offenses:** Absenteeism (lateness, bunking from class and school activities, or general lack of punctuality), Repeated failure to bring learning materials, Cheating, Bullying, Teasing, Dressing inappropriately (hair, cosmetics, jewelries, tattoos, etc.), Possessing/using of electronic gadgets (mobile, camera, I-pod etc.) on school premises, graffiti, Dropping litter, Not completing assigned task on time, Discrimination (racial, performance, economic background etc.)

**Actions:** School can sanction one or more of the following (mostly executed by concerned teacher (s)): Concerned teacher-child conference, Verbal warning, Additional assignments, Peer separation, Social service Detention, Child-counselor conference Parent notification.

**For frequent and repeated violation of category 1 offense, Category 2 actions for could be applied.**

**Remarks:** Discipline category 1 is normally expected to handle by the class teacher with use of positive interventions. He/she must also document the offense and the interventions given in detail. A child can be allowed a certain time scale to improve.

**Category 2: General disrespect, defiance or frequent and repeated violation of category 1**

**Offenses:** Continual absenteeism, Anti-social activities (Fights, forming groups etc.), Possessing/reading unsuitable media, Prowling, Black mailing, Name calling, foul/indecent language, Defiance to authority, Business transaction, Use of verbal or physical threats

**Actions:** School can sanction one or more of the following: Concerned teacher-child Conference, Statement, Child-counselor conference, Child-principal conference, Parent – principal conference Discipline committee's intervention, Parent/guardian undertaking. **For frequent and repeated violation of category 2 offenses, Category 3 actions could be applied.**

**Category 3: Violation of school rules and national laws threatening peace and security (display of gross misbehavior) or Frequent and repeated violation of category 2**

**Offenses:** Gambling, Substance abuse, **forgery**, impersonation, **misuse of ID cards, vandalism** (destruction of school and others' property), theft, **possession of harmful implements and in the act of endangering the life of other** (bringing /possessing fire works, chains, knives etc.), formation of gang, **sexual harassment and molestation.**

**Actions:** School can sanction one or more of the following: Concerned teacher-child Conference, Statement, Child-counselor conference, Child-principal conference, Parent – principal conference, Student Support Service committee's intervention, Parent/guardian undertaking, Inter-school transfer (building school partnership) upon approval from District Education Office, Suspension (should be approved by District Education Office.)

Also for any help, please contact the following help lines in these two categories if

the discipline issue is beyond the school's tolerable limit:

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

**Note:**

1. Most of the activities under category 3 fall within the scope of Penal Code of Bhutan (Especially the bold ones in category 3). The offender is liable to imprisonment/pay fine as per the degree of crime and judgment of the court. The school may have to report such case to the nearest police station.
2. In other categories, schools have flexibility to apply the courses of actions from the list of actions as deem appropriate.
3. While dealing the disciplinary issues in category 2 and 3 (especially in 3), it is advisable to involve the student's parent.
4. Suggested Student Support Service Committee (Discipline Committee) may consist of Principal, vice Principal, class teacher concerned, warden/matron, house master, Parent Support Group (PSG) and student representatives.

**(For further inquiry, please contact DEO's office, EMSSD's office or log onto education website – [www.education.gov.bt](http://www.education.gov.bt))**

## **Annex 4: School Self-assessment (SSat) and School Improvement Plan (SIP) tool**

### **Rationale:**

- A good school assesses their students' progress and their overall development on an on-going basis. Teachers would be keen to know the effectiveness of their roles in the school. Such schools are usually keen to engage itself in self-assessment.
- The need to strengthen the assessment has become even more important with the infusion of Gross National Happiness (GNH) in the national education system.
- The premise of SSA is built on the fact that external support shall neither be sufficient and continuous nor sustainable and that the students, teachers and community are an abundant source of ideas, energy and resources.
- It is also believed that schools are keen in voluntarily initiating a culture of inquiry and reflections focused on continuous improvement.
- Furthermore, SSA is expected to support the Performance Management System (PMS) which will be launched from 2011 to identify schools that are performing well and recognize them and diagnose the support needed for those low performers.

### **Purposes:**

- The assessment tools will enable (a) the individual teachers to know the students' current level of attainment; (b) the school to know the effectiveness of the provisions in the school; and (c) the district to recognize the needs of the schools and provide appropriate support.
- The assessment tool will support the teachers in delivering the curriculum effectively. As they go along, they will modify teaching plan to consider students' diversity in learning. This form of planning is made more powerful when it is based on careful assessment of the learning need.
- The SSA is also useful to support PMS in the formulation of School Improvement Plan (SIP). Information generated from a meaningful assessment of (a) the appropriateness and effectiveness of actual teaching and classroom management; and (b) in creating enabling conditions for both the students and teachers can help the school to plan and manage the school

more effectively.

- The use of assessment will also position the school to provide convincing evidence of their success and challenges both for the school and for information to external agencies.

### **Key Areas for Assessment**

Six key areas for assessment:

1. Leadership practices;
2. Green school:
  - Physical ambience;
  - Psycho-social ambience;
3. Curriculum and classroom management practices;
4. Continuous and holistic assessment;
5. Co-curricular dimension;
6. Schools Community relationship.

### **Guidelines for the use of SSA tool:**

- The indicators should be filled by the school twice a year –First, in the beginning of the year to determine the school management aspirations based on the previous year’s experiences and then to set goals for the first half of the year. Next, after the midterm break to review the achievements of the first term and to set goals for the rest of the year.
- Some schools prefer to set goals for next year while reviewing the achievements in the second term. It is flexible as long as the SSA is carried out twice a year.
- It is important to set a date in a School Calendar for the bi-annual assessment and plan the exercise accordingly.
- The Principals must involve the teachers, teacher monitors, relevant students, office staff, and members of the School Management Board (SMB) in the self assessment process. A well organized general staff meeting giving sufficient time on it would bring more benefit.
- The schools are required to provide evidences of their ratings.
- The school level monitors could use SSA tools in the key areas of 3 and 4 for observing classroom teaching and follow the normal process of pre and

post-conferencing.

- As a follow-up of this exercise, it is important for schools to use the findings of SSA to support PMS in the preparation of SIP.
- The Principal will send School Profile, compiled score sheet and the SIP to the DEO. The DEO shall then compile, analyze and send report to EMSSD for PMS use.

(This is a summary on SSA and SIP. For more information on SSat and SIP forms, the schools are requested contact DEO's office, EMSSD office OR log onto Education website-www. education.gov.bt)

## **Annex 5: Press release on performance of schools in 2010(25.5.2011)**

### **2010 School Ranking**

The Performance Management System (PMS) was introduced in 2010 as a part of Performance Compact signed by the Ministry of Education with the Royal Government of Bhutan to improve performance of our schools in student learning outcomes, reducing repetition rates, promoting GNH education across all schools and enhancing teacher satisfaction. On the whole, PMS has been designed to help achieve Bhutan's goals of universal access and providing quality education.

The key principles of PMS are: a) to ensure **development focus** and support individuals, schools and Dzongkhags in improving performance; b) to create a **healthy competition and merit-based culture** amongst the schools; c) to **Propel action** through the use of indicators and help identify key areas of school improvement; d) **to build on and strengthen existing systems**; and e) to make it '**simple**' to use.

The PMS consists of three scorecards, viz. a) Academic learning; b) Enabling practices in teaching and learning; and c) achievements on GNH practices in the schools.

Based on these scorecards and evaluation guide, the DEOs and ADEOs in the twenty Dzongkhags and Thimphu Thromdey visited all the schools in the month of March and April 2011, participated in the school improvement plan and at the same time assessed and evaluated the performance of the schools.

The data were compiled and processed at the Education Monitoring and Support Services Division (EMSSD) to generate school ranking for three categories of schools i.e top ten from Primary, Middle Secondary and Higher Secondary levels respectively. With this ranking, it is possible to know precisely the performance of each level of schools across the country.

The practice of ranking schools was started in 2010 based on academic performance in 2009.

The current rankings are based on the performance of schools in the academic year 2010 in all the above scorecards. The Ministry of Education intends to make this regular intervention till such time as the monitoring and performance review become a normal feature of the schools and their overall performance reaches a re-



spectable level of integrity.

The following were the higher performing schools in the year 2010 (arranged in alphabetical order):

Primary (Performance up to 6)	Middle Secondary (Performance up to 10)	Higher Secondary (Performance up to 12)
Baging CPS	Gedu HSS	Chukha HSS
Bartsham PS	Gelephu HSS	Drukgyel HSS
Dr.Tobgyal School	Gyelpozhing HSS	Gelephu HSS
Druk LSS	Jakar HSS	Gyelpozhing HSS
Early Learning Centre	Khangkhu MSS	Jakar HSS
Gangrithang PS	Mongar HSS	Mongar HSS
Kanglung PS	Nangkhor HSS	Motithang HSS
Namchalla LSS	Punakha HSS	Nangkhor HSS
Ngatshang CPS	Ugyen Academy HSS	Punakha HSS
Sunshine PS	Ura MSS	Ugyen Academy HSS

The following are some of the striking features of the high performing schools:

- The schools have a very conducive atmosphere for learning especially the physical ambience. The schools have children's park, rock orchid garden, flower gardens, trees, hedges, banana plantation, and bamboo plantation all around the campus. The schools have proper disposal pits segregating biodegradable and non-biodegradable with sign boards.
- Professional Development (PD) for teachers is considered as one of the highest priorities in schools. There is constant PD for teachers so that teachers can discuss their problem related to their subject content and pedagogies. Senior teachers always guide junior teachers.
- Supervised coaching and remedial classes for low performing students are given priority by the schools. Remedial classes are conducted from the beginning of the academic year. The school conducts diagnostic test especially for the students coming from other schools and give remedial classes accordingly. The teachers discuss on effective strategies and contents which are suitable to learners.
- The students who excel are given due recognition by schools with awards and certificates. Such practice has encouraged students to strive for excellence.

Subject teachers encourage subject toppers by awarding prizes. These schools are strong in academics.

- Schools have clear records of students' performance which is analysed and used to enhance performance.
- Integrating ICT in teaching and learning process is popular amongst the schools.
- Schools encourage buddy reading where senior students are paired up with younger ones.
- Schools have a culture of keeping track of the performance of their graduates.
- Schools have instituted a culture of empowering students in decision making process which encourages students' participation in governing the school and promoting good democracy.
- School Council Meetings discuss pertinent issues related to students' welfare and school as a whole. Student Support Services are headed by a kidu focal teacher of the school. Each student in the campus is given proper care and those who come from poor background are provided especial support.
- Mind training is practised regularly and it is effective in making the teachers and students mindful at all times. Teachers give talk on mindfulness and other related topics in the morning assembly.
- Recitation of pledge during the assembly is one of the unique cultures of schools. This pledge makes the students and the teachers more mindful and committed.
- The schools compose their own songs to be sung during special occasions.
- Aerobic is made part of school activity in some schools with the objective of making body and mind healthy.
- There is mass participation in games and sports and encourage 100% participation in every activity.
- The schools instil sense of volunteerism in students and teachers. The school adopts and maintains nearby parking areas and streams.
- As a part of community service and integrating local wisdom, the school invites local people frequently.
- Every Saturday, most of the schools observe no vehicle day. All staff and students are encouraged not to drive to school on this day. Plastic free policy is implemented seriously.

While most of these good practices are observed in almost all the schools, the higher performing schools have been very consistent in implementation, monitoring, and has formed as part of their school culture.

**While rolling out PMS in all the twenty Districts and Thromdeys, the followings were some of the challenges encountered:**

- Transfer and movement of teachers, Principals and DEOs in February and March hampered effective school planning and evaluation.
- Lack of consistency and objectivity in PMS ratings by the DEOs and ADEOs may have affected quality of school ranking.
- Some schools were not ready with School Self-Assessment (SSA) tool and School Improvement Plan (SIP)
- DEOs/ADEOs had difficulty in visiting the schools in February and March due events like:
  - Budget meeting for the fiscal year 2011-2012 delayed many DEOs/ADEOs from visiting schools.
  - Returning Officers Training organized by ECB in March pulled many of DEOs and ADEOs away from their offices.
  - Educational workshops for DEOs and ADEOs held in March further took away a minimum of one week time from the school visits.
  - Moenlam Chhenmo in some Dzongkhags affected the visit of DEOs/ADEOs to the schools.
- Involvement of some DEOs/ADEOs as Returning Officer prevented some of them from effectively rating the schools as they had to cut short school visits.

**Strategies to overcome the challenges and way forward:**

- Organizing workshops for DEOs and ADEOs to collect feedback, discuss issues and constraints encountered in implementing PMS and also to build the capacity of the DEOs and ADEOs to carry out PMS.
- Organise study tour for the DEOs, ADEOs and EMOs to some of the good schools in the neighbouring countries.

- Recommend to the Ministry of Education to complete all transfers of by November.
- Recommend to the Ministry of Education to stop conducting NBIPs and meetings in the month of February, March and April.
- The highest in academic learning scorecard to be increased to 80%.
- Dropout rate to be included as one of the indicators in PMS.
- EMSSD to ensure that Principals of parent schools visit the ECRs.
- Parameters in PMS to be reviewed and updated regularly to respond to the need of the schools.
- Schools to be awarded if the performance is consistent for three years.
- The State of Education report of the EMSSD to be based on PMS and made more comprehensive.
- EMSSD along with the DEOs/ADEOs to identify schools that are in D, E and F grade, study the cause for their low performance and coordinate support accordingly.
- Conduct workshops related to EPS and GNH parameters for low performing schools.

(Please contact the DEO's office to find out your school ranking. You can also call EMSSD office – 02322252, 02325436, 023333017, 02-333018)

## Annex 6: Notification on Science Practical



MINISTRY OF EDUCATION  
DEPARTMENT OF SCHOOL EDUCATION  
*Education Monitoring & Support Services Division*  
Thimphu : Bhutan



Ref. No: EMSSD(13)Edn/11/754/8250

Date: 25<sup>th</sup>

March 2011

To

The DEO

Dear Sir/Madam,

### **Subject: Enriching of science learning through practical**

I take this opportunity to remind ourselves on the importance of science practical in learning of science as per the resolution No.16 and 20 of the 14th AEC passed for the need to give lot of emphasis on science practical. I do appreciate that most of our science teachers are taking initiatives and working extra hard to make science learning more effective and fun through practical lessons. Even as our schools are confronted with numerous challenges such as lack of resources, inadequate facilities, shortage of time to cover the syllabus and large number of students in a class, our science teachers are finding the means and the creativity to overcome these constraints.

While acknowledging the hard work, I also would like to make a few observations that there is more room for improvement in the conduct of science practical. There is a need to engage students at every level of classes to enable holistic learning of the science. There are instances of science equipments stored and kept unused. Where there is shortage of science laboratories, the teachers and the schools could explore improvised science learning situations. It is only through learning science with practical, our students would acquire scientific temperament - a value that we seek to inculcate in our students.

It has been brought to our notice that the brightest of our students who pursue

further studies abroad especially in United World College are not able to cope up in Science practical with their fellow mates. This indicates that we need to bring up the standard of our students in Science practical at par with the international standard.

I urge our science teachers to continue in their endeavor to improvise, innovate and create learning resources, situations and settings to make science learning more based on practical. I would like to request you to kindly take up with the Principals. This can also be an important area of support during your school visit.

Yours sincerely,



(Tshewang Tandin)

**Director General**

Cc:

1. Honourable Secretary, Ministry of Education, Thimphu.
2. The Secretary, Bhutan Board of Examinations, Thimphu.
3. The Director, Curriculum and Professional Support Service Department, Paro.
4. The Chief, Education Monitoring and Support Services Division, Thimphu.
5. The Chief, PPD, MoE.
6. Office copy

## Annex 7: Notification on Instructional Time



ROYAL GOVERNMENT OF BHUTAN  
MINISTRY OF EDUCATION  
Thimphu : Bhutan



REF.No.DSE/MoE/SLCD/Misc/2011/8366  
11.04.2011

All Dasho Dzongdas  
Dzongkhag Administration.

Sirs,

### **Sub: 180 days of Instructional Hours**

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

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

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

As such, the Ministry of Education would like to request that due to unavoidable

circumstances if the schools have to use as venue for the non school related events, then the adjustments will have to be made to cover the lost instructional hours. Dasho Dzungdas kind cooperation and consideration on the above is highly solicited.

Yours sincerely,



Sangay Zam  
Secretary

Cc:

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



## Annex 8: Circular on BCSE & BHSEC Examination



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



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

25<sup>th</sup> March 2011

### CIRCULAR

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

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

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

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

Tshewang Tandin  
**Director General**

Cc:

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

## **Annex 9: Games and Sports**

### **School Sports Program**

The aim of School Sports Program is to promote healthy lifestyle, inculcate positive values and skills in children through organized and regular practice of sports and physical activities. Sports and physical activities contribute greatly to the individual and society at large. Children in particular benefit from the opportunities sports offers. Sports have several values and characters that go beyond actual practice of the sports itself. Sports harmonize the body movements, help improve life skills, infuse team-spirit and values, build self-confidence, self-discipline and many more. Sports improve health and well-being, extends life expectancy and reduces the likelihood of non-communicable diseases. Taking part in sports promotes personal contacts and reinforces community spirit. Sports are not only of interest to children but also good way to keep children meaningfully engaged.

It is therefore, the endeavor of the GSD to use sports and physical activities as an instrument to enhance the holistic growth and development of children (physically, mentally, socially and emotionally). Although competitions and sports excellence are important it should not dominate the whole purpose of the School Sports Program. Mass participation must be ensured at all level of school regardless of age, gender and talent and should be progressive, continuous and sustainable.

The following few measures are recommended to further enhance and sustain the sports and physical activities.

### **Formation of Dzongkhag School Sports Committee**

Every Dzongkhag/Thmdey must constitute a Dzongkhag/Thomdey School Sports Committee (DSSC or TSSC). The committee headed by the DEO may have a few principals, teachers and school sport instructors as members. The main function of the committee would be to plan, coordinate, budget and to ensure effective implementation of school sports programs. It should also be the responsibility of the Dzongkhag School Sports Committee to coordinate the Dzongkhag School Sports Meets (DSSM). The committee could also to the fund allocation for the DSSM and the schools to carry out the planned sport and physical activities. In addition, the Committee could function as procurement committee for tendering and purchase of sports/athletic equipment/items.

## **Dzongkhag School Sports Calendar**

In order to carry out school sports programs effectively in a planned manner within the school and at the Dzongkhag level, it is crucial to prepare Dzongkhag School Sports Calendar in the beginning of the academic year wherein schools in the Dzongkhag are aware of when and where different sports will be held in the year and accordingly prepare towards the event. This will also help the schools to plan other programs and activities in an academic year. The calendar can be prepared by the Dzongkhag School Sports Committee and finalized it in the 2<sup>nd</sup> round of the Principals' conference (September/October) so that it could be incorporated in the school calendar in beginning of the next academic session.

### **Sport is more than competition**

Sports are not only about trophies and medals rather sports can greatly contribute to growth and development of individual and society in general. *Pope Pius XII, states that "Sports properly directed, develops character, makes a person courageous, a generous loser and gracious victor; it refines the senses, gives intellectual penetration and steels the will to endurance"*. We would like to urge the Dzongkhags and schools to pay greater emphasis on the educational values and skills development rather than just conducting competitions. Mass participation must be encouraged at all levels for the greater benefits of sports to be derived for the children engaged in it.

### **Budget for "Promotion of School Sports and Physical Activities at Dzongkhag Level"**

In order to streamline the budgeting process and also for better utilization of the fund, the Games and Sports Division would like to inform that Dzongkhags/Thomdey/Schools to kindly refer the Department's letter No. DYS/GSD (05) 2011/1666 dated January 18, 2011 for compliance.

### **Each Dzongkhag will continue to budget for the "Promotion of School Sports and Physical Activities at Dzongkhag Level".**

To ensure realistic budget proposal, the Dzongkhag/Thomdey will have to apply the earlier proposed formula circulated by the GSD in 2011 (refer annexure – I) which is based on the students strength in school and per capita. In the 1<sup>st</sup> step the concerned school should prepare the budget as per the formula and then submit to the Dzongkhag. The Dzongkhag in turn needs to compile all proposals and prepare an overall budget for "Promotion of Sports and Physical Activities at Dzongkhag

Level” (Object Code: 17.08).

### **Budget Utilization (Promotion of Sports and Physical activities at Dzongkhag Level)**

This budget is entirely for the promotion of sports and physical activities for children in schools/Dzongkhag levels. It is proposed that a certain amount of this budget (based on the estimate) be kept aside to conduct the Dzongkhag School Sports Meet (DSSM). Then, the remaining budget should be allocated to all schools in the Dzongkhag/Thomdey depending on student strength in school or on rational basis to carry out sports activities within the school. In other words, all schools must benefit from this budget to conduct some form of sports and physical activities such as house competition and school sport day. However effort must be put to sustain the program in the years to come by way of instituting rolling trophies, seeking sponsors/donors, minimizing expenses on chadi and others.

### **Budget for ‘Procurement of Sports Equipment/items’**

Presently, the budgets for stationeries and sports equipment are clubbed together and are approved under same **budget code 14.07 with the budget title ‘Procurement of Stationery and Sports items’**. This has not only resulted in unrealistic budgeting but also imbalance utilization of the budget either for stationeries or sport items.

As consented by the Department of the National Budget, MoF, we advised that the budget for the stationeries and sports equipment to be proposed separately beginning 2011/2012 financial years. This would not only help to put up realistic budget but also help to manage the budget meaningfully and efficiently.

### **Budgeting for ‘Procurement for Sports Equipment/items’ (Budget code 14.07)**

The budget for sport equipment/items should be proposed under Budget code 14.07 with the sub title ‘Procurement of Sports equipment/items’. The budget should be proposed based on the formula and the checklists issued earlier which is based on the strength and level of school. Also refer annexure - II. This information is also accessible in Education website.

## **Budget utilization the Procurement of Sports Equipment/items**

This budget should be fairly allocated to all schools to procure any sports equipment/items including sport attires based on the need of school. This budget should not be used for capital works such as construction or repair of sports facilities. For construction or repair of new or existing sports facilities the budget should be proposed separately during the annual budget call with good justifications, technical design and budget estimate drawn by the technical section.

### **The National School Games:**

Although there are many advantages in conducting the National School Games, concerns were expressed on the safety of students traveling in large number during winter. To this, the Department wrote to 21 Dzongkhags/Thomdey seeking their views/opinions on the conduct of the National School Games.

Based on the analysis of the feedbacks/responses, the majority (71%) of the responders was in favour to continue the National School Games and accordingly the 13<sup>th</sup> Education GNH Committee endorsed the same as it provided avenues for students to showcase their talent at the highest level, also provided wider exposure and opportunity to see different parts of the country.

Therefore, the Games and Sports Division would like to inform all Dzongkhags/Thomdey/schools that the National School Games will be continued as an annual event. However, to facilitate better coordination/management and also to reduce the risk of transporting large number of students during winters, the Division proposes to conduct the National Level Sports Meet in four phases as follows:

- i) National Level School Athletic Meet (proposed to be conducted during summer holidays and will be implemented from 2012 academic year).
- ii) National School Games (excluding athletic & football) proposed to be conducted in the last week of December.
- iii) National Level School Football Tournament (proposed to be conducted in 1<sup>st</sup> week of January).
- iv) National Level Traditional Archery Tournament for HSS (proposed to be conducted in the 1<sup>st</sup> week of January).

For further information and details, the Dzongkhags/Thomdey/schools may refer to the **School Sports Programme, Guidelines for School Sports Administrator, 2011** which is circulated to all Dzongkhags, secondary schools and also accessible on the Education website.

**Formula for proposing Budget for the Promotion of Sports and Physical Activities at Dzongkhag Level:**

Number of Students	Per capita
School with 1- 50 students	Nu. 120 per child per year
School with 51- 100 students	Nu. 110 per child per year
School with 101- 200 students	Nu. 100 per child per year
School with 201- 500 students	Nu. 90 per child per year
School with 501- 800 students	Nu. 80 per child per year
School with 801- 1000 students	Nu. 70 per child per year
School with 1001 and more students	Nu. 60 per child per year

**Example:**

1. School with 43 students, budget proposal should be  $43 \times \text{Nu. } 120 = 5,160.00$
2. School with 850 students, budget proposal should be  $850 \times \text{Nu. } 70 = 59,500.00$

**Note:**

*It may kindly be reminded that this budget once approved should be exclusively used for promotion/development of children's sports and physical activities at the Dzongkhag/school levels including conduct of Dzongkhag Level Sports Meets. The fund should benefit children at all levels of schools by way of organizing meaningful and sustainable activities.*

**Formula to be applied for budgeting sport equipment/items including checklist. (See next page)**

**COMMUNITY PRIMARY SCHOOL (CLASSES PP – III)****A. Proposed list of equipment/gears**

Sl	Description	Quantity	Remarks
1	Football No. 3	1 ball for every 15 children per year	
2	Volleyball No. 3	1 ball for every 15 children per year	
3	Jump rope (cotton)	1 no. for every 15 children per year	
4	Frisbee	1 no. for every 20 children per year	
5	Tenniquoit (PCV ring)	1 no. for every 20 children per year	
6	Hula Hoop (PCV)	1 for every 10 students	
7	Tennis ball	1no. for every 20 children per year	
8	PCV exercise ball	5/10 numbers	
9	PCV cone/marker	1set of 30 pieces per year	

**B. Budgeting Formula****Number of Students**

- School with 1 - 100 students
- School with 101 – 200 students
- School with 201 and above

**Per capita**

- Nu. 100 per child per year
- Nu. 90 per child per year
- Nu. 80per child per year

**COMMUNITY PRIMARY SCHOOL/PRIMARY SCHOOL (CLASSES IV - VI)****A. Proposed list of equipment/gears**

Sl	Description	Quantity	Remarks
1	Football No. 3/4	1 ball for every 15 children per year	
2	Volleyball No. 3/4	1 ball for every 15 children per year	
3	Futsal ball	5 balls per school per year	
4	Jump rope (cotton)	1 no. for every 15 children per year	
5	Frisbee	1 no. for every 20 children per year	
6	Tenniquoit (PCV ring)	1 no. for every 20 children per year	

Sl	Description	Quantity	Remarks
7	Hula Hoop (PCV)	1 for every 10 students	
8	Tennis ball	1no. for every 20 children per year	
9	PCV cone/marker	1set of 30 pieces per year	
10	Badminton racket	1 pair for every 20 children per year	
11	Badminton net	3 per school	
12	Shuttle cock	20 barrels per school per year	
13	Chess set	5/10 sets per school depending on school size	
14	Carom board	2/3 for every school depending on school size	
15	Football goal net	2 pair per school per year	
16	Volleyball net	2 pairs per school per year	
17	Whistle	5 nos per school per year	
18	Stop watches	5 nos. per school for 3 years	
19	Measuring tape (50m)	2 nos. per school for 3 years	
20	Kid athletic equipment	1 set per school for 5 years	
21	Football field (small)	1 no.	
22	Volleyball court	1 no.	

### B. Budgeting Formula

#### Number of Students

- School with 1 - 100 students
- School with 101 – 200 students
- School with 201 and above

#### Per capita

- Nu. 100 per child per year
- Nu. 90 per child per year
- Nu. 80per child per year

## 3. LOWER SECONDARY SCHOOLS (CLASSES VII - VIII)

### A. Proposed list of equipment/gears

Sl	Description	Quantity	Remarks
1	Football No. 4/5	1 ball for every 20 children per year	
2	Volleyball No. 4/5	1 ball for every 25 children per year	
3	Futsal ball	5/10 balls per school per year	
4	Basketball No. 5/6	1 ball for every 30 children per year	
5	Jump rope (cotton)	1 no. for every 30 children per year	



Sl	Description	Quantity	Remarks
6	Frisbee	1 no. for every 30 children per year	
7	Tenniquoit (PCV ring)	1 no. for every 30 children per year	
8	Hula Hoop (PCV)	1 for every 30 students	
9	PCV cone/marker	1 set of 30 pieces per year	
10	Badminton racket	1 pair for every 40 children per year	
11	Badminton net	3 per school	
12	Shuttle cock	20 barrels per school per year	
13	Chess set	5/10 sets per school depending on school size	
14	Carom board	2/3 for every school depending on school size	
15	Football goalnet	2 pair per school per year	
16	Volleyball net	2 pairs per school per year	
17	Whistle	5 nos per school per year	
18	Stop watches	5 nos. per school for 3 years	
19	Measuring tape (50m)	2 nos. per school for 3 years	
20	TT board	1 per school for 3 years	
21	TT ball	10 dozen per year	
22	TT racket (bat)	4 pairs per school per year	
23	Football net	2 set per school per year	(boys & girls)
24	Athletic equipment	1 set per school for 5 years	Javelin, shot put, discus & High jump , stop watch, measuring tape etc.
25	Football field (small)	1 no.	
26	Volleyball court	1 no.	
27	Uniform for each team events	1 set per sport discipline for 3 years	
28	Jump pit	1 no.	
29	Basketball court	1	
30	Basketball nets	2 pairs per year	
31	Football boots	2 sets per year	

## B. Budgeting Formula

### Number of Students

- School with 1 - 100 students
- School with 101 – 200 students
- School with 201 – 500 students

### Per capita

Nu. 110 per child per year  
 Nu. 100 per child per year  
 Nu. 90 per child per year

- School with 501 – 800 students                      Nu. 80 per child per year
- School with 801 – 1000 students                      Nu. 70 per child per year
- School with 1001 and above students                      Nu. 65 per child per year

#### **4. MIDDLE AND HIGHER SECONDARY SCHOOLS (CLASSES IX - XII)**

##### **A. Proposed list of equipment/gears**

<b>Sl</b>	<b>Description</b>	<b>Quantity</b>	<b>Remarks</b>
1	Football No. 5	1 ball for every 30 children per year	
2	Volleyball No. 6/7	1 ball for every 30 children per year	
3	Futsal ball	10/15 balls per school per year	
4	Basketball No. 5/6	1 ball for every 30 children per year	
5	Jump rope (cotton)	1 no. for every 30 children per year	
6	Frisbee	1 no. for every 30 children per year	
7	Tenniquoit (PCV ring)	1 no. for every 50 children per year	
8	Hula Hoop (PCV)	1 for every 50 students	
9	PCV cone/marker	1set of 30 pieces per year	
10	Badminton racket	1 pair for every 40 children per year	
11	Badminton net	3 per school	
12	Shuttle cock	30 barrels per school per year	
13	Chess set	5/10 sets per school depending on school size	
14	Carom board	2/3 for every school depending on school size	
15	Football goal net	4 pair per school per year	
16	Volleyball net	4 pairs per school per year	
17	Whistle	5 nos per school per year	
18	Stop watches	5 nos. per school for 3 years	
19	Measuring tape (50m)	2 nos. per school for 3 years	

Sl	Description	Quantity	Remarks
20	Athletic equipment set	1 set per school for 5 years	Javelin, shot put, discus & High jump , stop watch, measuring tape etc.
21	Basketball net	4 pairs per year	
22	Table tennis board	2 set per school for two years	
23	TT ball	10 dozen per year	
24	TT racket (bat)	4 pairs per school per year	
25	Football field	1 or 2 nos.	
26	Basketball court	2 nos.	
27	Multipurpose hall	1 no.	
28	Volleyball court	1 no.	
29	Uniform for each team events	1 set per sport discipline for 3 years	
30	Football boot (boys & girls)	2 sets per year	(boys & girls)
31	Jump pit	1 no.	

## B. Budgeting Formula

### Number of Students

- School with 1 - 100 students
- School with 101 – 200 students
- School with 201 – 500 students
- School with 501 – 800 students
- School with 801 – 1000 students
- School with 1001 and above students

### Per capita

Nu. 110 per child per year  
 Nu. 100 per child per year  
 Nu. 90 per child per year  
 Nu. 80 per child per year  
 Nu. 70 per child per year  
 Nu. 65 per child per year

## **Annex 10: Guidelines and Selection Criteria for Over Sea Programmes**

The Scouts and Culture Education Division, Department of Youth and Sports, MoE manages the Youth Exchange Programme. The main aim of this programme is to broaden the understanding through exposure and build leadership quality amongst the Scout/youth and adults. During the meeting with the DEOs and the Department of Youth and Sports on the 15<sup>th</sup> January 2008 and subsequent meeting at the Departmental level, it has been decided that, henceforth there will be **no direct nomination** of Scout/youth and escort teachers. All the **selection** will be based **on an open interview** at the Dzongkhag level. The Dzongkhag will be chosen by the Department of Youth and Sports based on the ratio of total number of youth in the districts and opportunity availed earlier. The preferences will be given to the Dzongkhag that had availed the least opportunity. This process of selection with criteria has been approved during the meeting at the Department of Youth and Sports on the 28<sup>th</sup> April 2008. All the Dzongkhags are requested to follow the set criteria during the selection.

### **1. General Criteria and Procedure**

- 1.1 Gender ratio will be maintained for both youth and adults.
- 1.2 Age limits and criteria set by external sponsor/organizer will be applied.
- 1.3 Should not have availed any opportunity outside country earlier (youth) and three years earlier (adult).
- 1.4 There should not be any adverse record against the candidates.
- 1.5 The contesting candidate should not be related to any of the committee member OR the concerned committee member should not be in the selection committee.
- 1.6 There would be a minimum of 10 youths for 1-4 seats and 15 youths for 5-7 seats and 20 youths for 8-10 seats.
- 1.7 For the Adults, there should be a minimum of 5 adults for 1-2 seats and a minimum of 7 for 3-4 seats.
- 1.8 A five member committee comprising of DEO/ADEO as chairperson, one principal, two teachers/scoutmasters and a representative from SCED will be constituted for selection. The committee will also maintain gender ratio.

1.9 Since, it is an open and competitive selection, the Principals are instructed to send the best candidates.

1.10 The escort teacher/Scoutmaster will be fully responsible for the total care of students/scouts from the day; he/she takes charge of the students.

## 2. Specific Criteria

### 2.1 Selection criteria (Scoutmaster/Escort)

Sl. No.	Criteria	Marks
	Contribution to scouting	
	School (actively running a troop)	20
	Dzongkhag (Role in DSA)	20
	Personality/confidence	10
	Communication skill (VIVA)	10
	Knowledge on scouting and related events (written test)	30
	Knowledge on Culture and Tradition	10
	<b>Total</b>	<b>100</b>

### 2.2 Selection criteria (Cub/Scout/Rover)

Sl. No.	Criteria	Marks
	Leadership in school (Troop Leader/Patrol Leader)	10
	Personality and confidence	10
	Communication Skills (VIVA)	10
	Knowledge on scouting and related events (written test)	30
	Advancement level in scouting	10
	Participation in cultural activities	10
	Contribution (participation in community service, advocacy programme, cleaning campaign)	20
	<b>Total</b>	<b>100</b>

### 2.3 Selection Criteria (Escort teacher for General Youth Exchange Programme)

Sl. No.	Criteria	Marks
	Initiative and responsibility taken in the school	20
	Personality and confidence	20
	Communication Skills (VIVA)	10
	Knowledge on Culture and Tradition	20
	Knowledge on related event (written test)	30
	<b>Total</b>	<b>100</b>

### 2.4 Selection criteria (general youth)

Sl. No.	Criteria	Marks
	Leadership (Good Discipline)	20
	Personality and confidence	10
	Communication Skills (VIVA)	10
	Knowledge on related events (written test)	30
	Participation in cultural activities	10
	Contribution (Participation in community service, advocacy programme, cleaning campaign)	20
	<b>Total</b>	<b>100</b>

### 2.5. New recruitment of Scouts and other associated procedures:

The Scouts and Culture Education Division would like to inform all our scout leaders in the schools to note the following:

Activities	When	Responsible person
Recruitment of new scout members	Feb-March	Concerned Scout Leaders in the School and Dzongkhag Scouts Association (DSA) to follow up

Activities	When	Responsible person
Submission of Registration and membership fees	March-April	Registration and membership fees to be submitted by concerned schools to Dzongkhag Scouts Association (DSA) Office.
	March-April	Dzongkhag Scouts Association(DSA) to compile and submit the registration and membership fees to Scouts and Culture Education Division, DYS, MoE
Supply of membership scarves and badges to Dzongkhag Scouts Association (DSA) as per the submission of registration and membership fees).	April	Bhutan Scouts Association (BSA) to supply and DSA to collect the materials.
Commitment Ceremony (awarding of Scarf)	April/May/June	Concerned Schools/Scout leaders to conduct Commitment Ceremony and DSA to follow up.
Achievement Test for membership badge	August/Sept	Concerned Schools/Scout leaders to conduct Achievement Test based on the advancement test brochure. DSA to follow up.
Achievement Test (Kuengao for Scouts and Karma for Cubs)	Sep/Oct/Nov	Concerned Schools/Scout leaders to conduct Advancement & Testing based on the advancement test brochure. DSA to follow up.

Note:

- i. To earn Kuengao/Karma advancement badge, a Cub/Scout should have earned at least one proficiency badge. Therefore, Concerned Scout Leaders may conduct proficiency badge test before the award of the advancement badge.
- ii. DSA to collect the material as per the new recruitment in the Dzongkhag materials

## **Annex 11: Career Education and Counselling**

### **Mandate**

To institutionalize Career Education and Counselling Programmes in the schools

### **VISION**

A nation where youth is an asset, well supported and contributing to the harmony of society

### **MISSION STATEMENT**

CECD is a dynamic government body which ensures young people realize their full potential in the areas of educational, career, personal and socio-emotional development leading to informed and responsible choices in their lives through the setting of policies, standards and the professional delivery of guidance and counseling services in partnership with schools, communities and relevant stakeholders.

### **Objectives**

- To provide counselling services to students through the establishment of a systematic guidance and counseling program in all schools as an integral part of pastoral care.
- To assist students to explore their potential, limitations, aptitudes, skills and achievements to help them understand themselves better and thereby develop positive self-concept towards their life.
- Create awareness and promote social recognition for technical-vocational skill amongst students and develop elementary technical –vocational skills amongst students through vocational club activities.
- To create awareness in students on higher studies, career options and assist students in conducting career research by providing information on high school career options, course selection at plus two level, further studies, scholarships and other selection procedures.

### **Four areas:**

In order to institutionalize Career Guidance and Counseling Programmes in the



schools, Career Education and Counselling Division initiates activities in four areas:

### **Counselling Programmes:**

1. All Secondary Schools will have one male and one female trained Counsellor to deal with the emotional and behavioural needs of the pupils as an integral part of pastoral care.
2. The School Guidance Programme will institute a whole school approach with the School Guidance Counsellors (Fulltime Counsellors) spearheading the Guidance programme packages for schools under the common goal 'Educating for GNH', designed based on the yearly need assessment carried out in the beginning of the year.
3. School Guidance Counsellors (SGCs) will contribute to student support center/programmes and community programmes but will not undertake any task such as TOD or roles that require administration of control and monitoring of students or staff.
4. Each school will establish a clear understanding of the purpose of school guidance counselling, its codes of practice and role within the school. All counselors shall abide by the counselor's Code of Ethics
5. Schools to follow Referral protocol attached in the annexure.
6. School Guidance Counsellors will be guided by the Ethical standards in all counseling activities and will not accede to lower ethical standards asked of them by others.
7. Schools must provide genuine professional development opportunities for their counsellors, and that include allocating sufficient time and providing adequate resources for them through creation of a counseling room with suitable facilities.
8. One period a week for each class to be allotted to Guidance Classes along with one session for Group counselling on Saturdays for selected group of students with similar needs.
9. The counsellor would be responsible for fostering positive relationship with service providers in the local area, for example with the youth centre, em-

ployers, police, hospitals, other health care providers and sports clubs. They could as well develop relationship with the Royal University of Bhutan, the Ministry of Labour and Human Resources, the Vocational Training Institutes and other relevant agencies and training centres, so as to liaison between the student and the different important agencies.

10. School Guidance Counsellors to be allocated 10 periods, maximum per week for Guidance Class till Friday and one session to be allocated for Group counseling on Saturdays for selected group of students with similar needs.
11. Teacher counsellors to be allotted maximum 15 – 18 periods of teaching mainstream academic subjects in a week and some periods for Guidance and counselling planning and implementation.
12. The name of the Discipline Committee should be changed to '**Student Support Programme/Department**'
13. Principals to have direct administrative supervisory authority over the School Guidance Counsellors as they are a part of the school team. Further, SGCs will not be monitored or be supervised by any other administrators except for the Principals. This neutral positioning is suggested as the SGCs will also be offering consultation services to all the staff in the school. The clinical supervision will be supported by CECD, DYS till the field system for clinical supervision is in place

### **Career education**

14. All Schools with School Guidance Counsellors and Teacher Counsellors must integrate 'exit transition programs for classes 10 and 12' in order to orient them and prepare them for the options on further studies (in-country and ex-country), scholarships, job options and in-country training opportunities available to them.
15. All subject teachers, even in primary level, to be mandated to orient students on the career options and job opportunities related to that particular subject. This task will not be solely undertaken by the SGCs or the teacher counselors.
16. Career guidance shall become an integral part of the mainstream education

provided by qualified counselor. Career Education and counselling programme will be delivered by teachers/ schools/master counsellor in each school.

### **Vocational Education**

17. A School-based Vocational Education (SBVE) Programme involving Vocational clubs will be established in secondary schools. A variety of skills training will be introduced in the vocational clubs to enhance the awareness of wide range of jobs.
18. Technicians (VTI graduates) and Vocational Club In-charges will follow their job description.
19. The schools to maintain proper record of the vocational tools and activities carried out.

## Annex 12: Tertiary Education Policy

### Introduction

The formulation and endorsement of Tertiary Education Policy (TEP) by the Tertiary Education Division is yet another milestone in the Ministry of Education. It heralds the institution of its well - planned programmes for the development of tertiary education in Bhutan.

Bhutan is globally acknowledged for its environmental practices and policies. The Ministry of Education, therefore, shall undertake to develop practices and systems examining the most forward-looking ideas in the world in such a way as to prepare our future generations, in the creation and development of a knowledge-based society.

The Tertiary Education Policy shall henceforth, serve as the key document and precursor to the development of many successive programmes and activities, thereby, leading to the development and provision of dynamic tertiary education system in Bhutan.

### Launch of Tertiary Education Policy

The *Tertiary Education Policy of the Kingdom of Bhutan, 2010* is result of extensive collaboration and efforts of the various stakeholders in the Kingdom. With the launch of the Tertiary Education Policy and establishment of other provisions, the Ministry of Education and its stakeholders aspires to consciously and actively pursue the holistic growth of the tertiary education system in Bhutan.

Through the institution of the Board and other affiliated bodies, tertiary education institutions shall be characterized by a continuous process of re-creation, renovation and innovation of tertiary education needs and aspirations.

The Policy document contains among others, a comprehensive insight and direction towards the development of tertiary education system in Bhutan. The following are some of the desired changes and foreseeable impact expected in the arena of tertiary education:

- i. Based on our present and future contexts it captures our overall national aspirations and strategies and desires to promote and guide tertiary education in the said manner
- ii. It highlights a change in the system of governance and structures of the existing tertiary education institutions by guaranteeing desired autonomy to facilitate greater academic excellence, focus on research and improvement on overall management system
- iii. It also includes formation of the Tertiary Education Board (TEB) which shall be the apex and empowered Board for all tertiary education affairs
- iv. It also includes formation of other professional bodies such as Bhutan Accreditation Council (BAC) and other allied bodies and committees with relevant stake holders to develop quality assurance system in the country.
- v. Specifically it also highlights new and progressive funding mechanism for both institutions and individual students access educational provisions and also to nurture the growth of tertiary education system in the right direction
- vi. It creates platform for individual entrepreneur, the coming of new players both from national and international which shall benefit the nation both in the short term and long term needs.

**The key initiatives that are taken by the Tertiary Education Division are:**

1. Establish Tertiary Education Board, Bhutan Accreditation Council and Quality Assurance and Accreditation Division including strengthening Department of Adult and Higher Education(secretariat) and other affiliated bodies
2. Develop rules and regulations for establishment of private tertiary education institutions that would cater to academic/technical courses and promote 2-3 international as well as local players to Bhutan
3. Institute a quality assurance system/accreditation mechanism for all tertiary institutions (public and private) on all programmes.

4. Define and develop a working document on funding mechanisms for public Tertiary Institutions and students including income contingent loans etc.
5. Make tertiary education accessible to Lateral Entrants, over and above the graduates of secondary schools.

For more details of the Tertiary Education Policy, log on to the website of the Ministry of Education.

## **Annex 13: Instructions for supplies and book keeping in the schools**

### **Introduction**

The Administration and Finance Division (AFD) has compiled and drawn up guidelines to guide the schools on how to maintain stock entry and inventory. The guidelines also spell out clear roles and responsibilities at every level to ensure accountability. Therefore, all schools and DEOs are asked to comply with the following guidelines while keeping inventory.

### **Contents:**

1. Schedule for the supply of Curriculum/ Books for the academic year 2012
  2. Books supply Policy. ( CAPSD, DSE)
  3. Roles and responsible at every level.
  4. Property Management Manual (PMM -1) Bin Card No/ LF and GIN No
  5. Property Management Manual (PMM-2) Fixed Assets Register
  6. Property Management Manual (PMM-3). Report on Obsolete, surplus Properties.
  7. Property Management Manual (PMM-4) Property Transfer note.
- NB: All the above guidelines and contents were sent to all the schools and DEOs except Sl. No. 3 which is for compliance by all the concerned stake holders.
  - For further information and clarification, please visit [www.mof.gov.bt](http://www.mof.gov.bt) and browse Property Management Manual, RGOB, Ministry of Finance.

## 1. Schedule of Supplies for curriculum /Books for the academic year 2012

Date	Activities	Responsible Agencies	Remarks
29 <sup>th</sup> March 2011	Received of teaching learning materials list from Department of Curriculum Research and Development, Paro.	Offt. Director, Department Curriculum and Research, Paro.	
30 <sup>th</sup> March to 5 <sup>th</sup> April 2011	Distribution of list to all the DEOs for further distribution to Schools.	Procurement section MOE, Thimphu.	
6 <sup>th</sup> April to 15 <sup>th</sup> April 2011	DEOs Distribute list of books and others to Schools.	DEOs and TEO	
15 <sup>th</sup> April to 30 <sup>th</sup> April 2011	Schools work out their requisition and submit to DEOs.	Principals of all the schools.	
30 <sup>th</sup> April to 15 <sup>th</sup> May/1 2011	DEOs compile the school Requisition	DEOs.	
20 <sup>th</sup> May to 25 May 2011	DEOs send compiled requisition of the Dzongkhag to AFD, MOE.	DEOs	Not Individual Schools. Only compiled Dz. Requisition. (total)
26 <sup>th</sup> May to 30 <sup>th</sup> May 2011	Nationwide compilation at HQ	Procurement section. AFD, MOE.	
1 <sup>st</sup> June to 7 <sup>th</sup> June 2011	Preparation of Tender Documents, advertisement and distribution list for Education stores.	Procurement section. AFD, MOE.	
10 <sup>th</sup> June to 10 <sup>th</sup> July 2011	Sale of Tender	Procurement Unit.	
10 <sup>th</sup> July 2011	Open Tender	Procurement Unit.	
11 <sup>th</sup> July to 20 <sup>th</sup> July 2011	Evaluation of Tender	Procurement unit.	
20 <sup>th</sup> July 2011	Award of Tender for purchases and printings.	Procurement unit.	Suppliers obtain CRC from DCRD, Paro



Date	Activities	Responsible Agencies	Remarks
20 <sup>th</sup> July to 25 <sup>th</sup> July 2011.	Inform DEOs of the award of tenders to identified suppliers.	Procurement unit.	Fax copies, Website side. Confirm through Phones.
26 <sup>th</sup> July to 15 <sup>th</sup> August 2011	Place supply order with distribution list: 1. To the suppliers. 2. Education Stores. With copies to Procurement, AFD, MOE.	DEOs/ TEOs	Through the most reliable communication available. Supply order should not be later than 20 <sup>th</sup> August 2011.
16 <sup>th</sup> August to 30 <sup>th</sup> August 2011	<ul style="list-style-type: none"> <li>25 nos. each for every title of samples to be approved by DCRD for Printing and purchases.</li> <li>Supply period for suppliers</li> </ul>	DCRD, Principals, DEOs, Suppliers	One sample copy each for DEOs and 1 each for AFD and DCRD. DEOs pay for their copies.
1 <sup>st</sup> September 10 <sup>th</sup> December 2011.	<ul style="list-style-type: none"> <li>Supply time for suppliers to schools.</li> </ul>	Principals, DEOs/TEO, Suppliers	10 <sup>th</sup> December as the last date of supply. Penalty imposed for late supplies.
10 <sup>th</sup> December 2011	All the supplies reach Schools by the suppliers. Sign Challans and bills by Schools.	All suppliers, Principals, DEOs.	Books counted and challans/bills signed by the receivers.
16 <sup>th</sup> December on wards submission of bills	Process for payments at the Dzongkhag. Payments to be made within 30days after the submission of complete documents	DEOs, Accounts and suppliers.	DEOs report on supplies for 2012, to Hon'ble Secretary, MOE. At the end of December 2011.

NB:- DEOs/ TEOs will be responsible for quality and quantity supplies as per their supply orders. DEOs/ TEOs should order for one sample copy each for all the titles and pay from the same budget. DCRD will sign on all the sample copies and handed over to suppliers who in turn will carry to Dzongkhag along with the supplies.

## 2. POLICY FOR SUPPLY OF TEXTBOOKS

Department of Curriculum Research and Development

Category	Expected life of a book		Issue criteria	Remarks
Textbook (TB)	Primary PP - VI	Secondary VII - XII	1 copy per student	* Not allowed to take home for classes PP-III (to be kept in the classroom or Subject Departments) * Allowed to take home for classes IV - XII
	2 years	3 years		
Teacher's Guide (TG)	5 years or till further revisions		* 1 copy per subject teacher	Teachers do not have to return until change of subjects/classes or transferred
Workbook (WB)	1 year		1 copy per student	* Strictly for use in the classroom work
			* To be kept in the classroom	
			* Students do not have to return	
Reader (R)	3 years		* 1 copy between 2 students	* To be kept in the classroom or Language Departments
			* Big book (BB): 1 copy per section	* Not allowed to take home

Category	Expected life of a book	Issue criteria	Remarks
Supplementary Reader (SR)	3 years	* 3 copies per school below 5 sections	* To be kept in the classroom or Language Departments
Reference (RF)	5 years	* 5 copies per school above 5 sections * 3 copies per school below 5 sections	* Not allowed to take home To be kept in the library
Dictionary (D)	5 years	* 5 copies per school above 5 sections 5 copies per section	To be kept in the classroom or Language Departments
Atlas (AT)	5 years	5 copies per section	To be kept in the classroom or SS/ Geo. Departments
Topo Sheet (TS)	As per requirement	5 sheets per section	To be kept in the classroom or Geography Department
Syllabus (S)	5 years or till further revisions * 5 copies per school above 5 sections	* 3 copies per school below 5 sections	To be kept in the library
Audio Material (A)	As per requirement	CAPSD will provide complete recorded audio materials	To be kept in the library
Chart/ Poster (C)		1 set per section	To be kept in the classroom
Glove (G)	As per requirement	1 per school	To be kept in the classroom or SS/ Geo. Departments
Wall Map (WM)	As per requirement	1 per school	To be kept in the classroom

# Annexure

Category	Expected life of a book	Issue criteria	Remarks
Outline Map (OM)	1 year	* 3 nos. per student IV - VIII (Others) * 5 nos. per student IV - VIII (Bhutan maps)	
Prayer Book (PB)		1 copy per student (Classes V - XII)	* To be issued once only * Students do not have to return
National Flag (NF)	1 year	2 sets per school	To be hoisted during school hours and important national events only
Student Progress Report (SPR)	1 year	1 per student (Classes PP - XII)	Students receive at the end of the academic year
School Leaving Certificate (SLC)	1 year	1 per student (Classes VI, VIII, X, XII)	Students leaving schools

Revised 2008

### **3. Roles and responsibilities at every level**

#### **1. School level :**

- Since the end user and beneficiaries are Schools, the responsibilities of maintaining the life of the properties lies with the schools.
- Responsible persons are students, teachers, Store In-charge and principals.
- Work out Stock balance and put up requisition biased on issue policy and nos. of students.
- Maintain Stock Registers ( PMM-1,2,3,4)

#### **2. Dzongkhag:**

- If any lapses occurred in the schools the .DEOs will be held responsible as they being the immediate supervisor.
- DEOs should Check for issue policy with requisition
- Supervise the stock entries of the schools.
- Issue Supply Order to the suppliers.
- Monitor the Supplies for timely supplies.
- Prepare budget for Text books, Science Equipment, stationeries and equipments for schools.
- Pay the suppliers in time.
- Prepare final report on supplies to the Ministry as per the schedule.

#### **3. AFD:**

- Compilation of requisitions received from the Dzongkhag.
- Complete formal tendering process.
- Handout the list of suppliers with price list to the DEOs.

#### **4. DCRD:**

- Confirm curriculum list.
- Frame and update issue policy.
- Maintain Quality of teaching learning materials.
- Collection of samples.

#### **5. EMSSD :**

- While on visit to the schools to Monitor stocks and the entries.
- Inspect the condition of text books physically in the class room.
- Provide feed backs to DEOs.

**4. PMM-1**

**Royal Government of Bhutan**

Name of Office  
**FIXED ASSETS REGISTER**

**Property Management Manual**

Name of Office  
**PROPERTY REQUISITION FORM**

Property Requisition on:.....

No  
Date

Requisition					Details of Issue				
Sl.No	Name of description of Item	Unit	Quantity	Name of work	Quantity issued	Bin Card/ L.F	GIN No.	Date	Remarks Initials

Please raise debit note for adjustment against our Intra-Agency Settlement Advance A/C. on acceptance.

Item are required for office use

Requisition Approved

Royal Government of Bhutan

Signature  
Date, Name and Designation  
Property Management Manual

PMM-2

Signature  
Date, Name and Designation

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Version: July 2001

5. PMM-2

Royal Government of Bhutan

Management Manual Property

PMM-2

Base Cost Nu \_\_\_\_\_

Other expenses Nu \_\_\_\_\_

Total cost of acquisition Nu \_\_\_\_\_

Number: \_\_\_\_\_

Cost sheet Ref/No \_\_\_\_\_

Vr.Ref.No. \_\_\_\_\_

Rate of Depreciation: \_\_\_\_\_

Date of commissioning \_\_\_\_\_

Manufacturer/Contractors Name and Address \_\_\_\_\_

Description:  
Specification:  
Identification

LOCATION

1

2

3

CATEGORY: BUILDING/MOTOR VEHICLE/OFFICE EQUIPMENT/OTHERS

Financial Year	Cost of Acquisition Nu	ADDITION		Date of Disposal Transfer	DISPOSAL/TRANSFER		Depreciation	Net Book Value Nu	Initials of Property Officer	Remarks
		Ref. No.	Cost Nu		Disposed to/ Transferred to	Ref.No. Nu				




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Version: July 2001

## 6.PMM-3

Royal Government of Bhutan

Property Management Manual

### Instructions for Report of Surplus, Obsolete & Unserviceable Properties (PMM-3)

1. Sl.No : Serial number of the entry
2. Name of the Property : Self-explanatory
3. Folio No. : Page number of the Register or Ledger
4. Unit : Unit of measurement
5. Quantity : Quantity of the Property to be declared as surplus, obsolete or unserviceable
6. Original Value : Original value of procurement of the item
7. Date of acquisition : Of the item being reported
8. Condition : Physical condition of the item
9. Depreciated value : Depreciated value at the prescribed rate of depreciation in respect of unserviceable items only.
10. Recommendations : To be recorded by the Inspection Committee.

- This report shall be submitted to the Head of Department/Agency.
- Columns 1 to 9 shall be filled in by the Reporting Officer (Verification Officer or the Property Officer/Head of Office in case the latter sends the report)
- Column 10 shall be filled in by the Inspection Committee after inspection of the properties reported as surplus, obsolete or unserviceable.

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## 7. PMM-4

Royal Government of Bhutan

Property Management Manual

### Name of Office - Transferor PROPERTY TRANSFER NOTE

Transfer to:

Authorisation No and Date:

No.:

Mode of transfer:

Name & Address of transporter:

Vehicle No:

L.R.No. & Other ref.No.:

Date:

Sl.No.	Code No.	Description	Folio	Qty	Rate Nu.	Value Nu.	Remarks

Acceptance certificate: Certified that the goods specified above have been received in good condition and entered in the Stock Ledger / fixed assets register

Store in charge / Property Officer  
(Transferee)

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Policy and Planning Division  
Ministry of Education  
Thimphu : Bhutan  
Website : [www.education.gov.bt](http://www.education.gov.bt)

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