



37th Education Policy Guidelines and Instructions

2023

**Policy and Planning Division
Ministry of Education and Skills Development
Royal Government of Bhutan
Thimphu**

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Policy and Planning Division
Ministry of Education and Skills Development
Royal Government of Bhutan

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Foreword

Education in Bhutan dawns on a new era, drawing from the challenges and lessons of the recent pandemic and strengthened by the major reform initiatives in the 2022-23 fiscal year. The erstwhile Ministry of Education has become the Ministry of Education and Skills Development (MoESD) as per the provisions of Civil Service Reform Act of Bhutan 2022. The Ministry now operates with three departments, one authority and revised secretariat services.

Higher Education and its affairs become more organized with the formation of the Bhutan Qualifications and Professionals Certification Authority (BQPCA) and the dissolution of the Department of Adult and Higher Education. Technical and Vocational Education and Training (TVET) will be further advanced as the erstwhile Department of Technical Education becomes a critical part of the Ministry as the Department of Workforce Planning and Skills Development. Assessment will also be streamlined and more coordinated as the Bhutan Council for School Examinations and Assessment (BCSEA) joins MoESD. The National Commission for Women and Children also becomes part of the Department of Education Programmes and thus will concert its efforts with the Ministry towards enhanced protection and empowerment of women and children.

In terms of Access to Quality Education, the Gross Enrollment Rate in Early Childhood Care and Development (ECCD) has risen to 45.6% as compared to 31.81% in 2021. In addition, the launch of a new Model Inclusive ECCD at Changangkha paves the way for a more inclusive and quality ECCD for all children. Almost all school going aged children are availing formal education as shown by the Total Net Enrollment Rate (5-11 years) standing at 93.5%. The Gross Enrollment Rate in Tertiary Education within and outside Bhutan stands at 24.1% as of 2022.

On the ICT front, the Ministry has taken tremendous steps towards digitization and connectivity. With the completion of the iSherig 2 ICT masterplan which is a flagship program of the 12th Five Year Plan (FYP), the schools have been supplied with adequate computers and ICT labs achieving an average Student: Computer ratio of 9:1 in 2022. The percentage of schools with internet connectivity has risen from 64.8% in 2021 to 89.8% in 2022. The Education Management Information System (EMIS) V3 has also been successfully developed and implemented, exhibiting one of the most innovative and powerful set of features in the South Asia Region.

The 12th FYP draws to an end and the Ministry has achieved more than 70% of its indicators. The efforts of the Ministry and its partners in taking forward education showed great progress and considerable achievements towards the Sustainable Development Goals as well (SDG 4: Equitable access to quality, inclusive education and lifelong learning opportunities for all). Taking forward these achievements, the Ministry continues to learn from past lessons and integrate it into the upcoming 13th Five Year Plans in order to impart 21st century knowledge, skills and abilities to all learners in line with Royal Kasho on Education Reformation.

In face of all the challenges and developments taking fast pace, the PPD team is pleased to share the 37th EPGI with aspirations that it will provide a single point of reference on all education policies, guidelines and circulars that have been issued to our Dzongkhags/Thromdes, schools, ECCDs and NFE Centres and other stakeholders.

Finally, the Ministry would like to sincerely convey our deepest appreciation to colleagues in the field for your continued hard work, commitment and dedication to serve Tsa-wa-sum. success in your continuous efforts to take Bhutan's education system to greater heights through the provision of quality and inclusive education to all our children.



(Dochu)

Chief Planning Officer

VISION

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

Mission

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

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Introduction

The Ministry of Education publishes the Education Policy Guidelines and Instructions (EPGI) to provide a single point of reference on all education policies, guidelines and circulars that have been issued since the previous publication. The EPGI is to ensure that there are no gaps between policy and implementation. In the 37th edition, the Ministry presents policy guidelines and instructions from July 2022 to June 2023 related to the operation and management of schools, curriculum and assessment, and education programmes.

While EPGI is intended primarily for use by Dzongkhags, Thromdes and schools, and other educational institutions it can also be of interest to other educational professionals, development partners and the general public.

A. School Education

I. Additional Budget and Textbooks by Dzongkhags

The Dzongkhags and Thromdes could not apportion sufficient funds for the procurement of textbooks which are essential for the teaching-learning process. On appraisal to the Officiating Secretary, the Department of School Education facilitated additional budget for the supply on approval of the Ministry of Finance.

II. Consolidation, Upgradation and Closure of schools

As in previous years, the ministry issued various orders on the consolidation, upgradation and closure of various schools based on relevant assessments and in collaboration with the Dzongkhags and Thromdes. The annexures on these matters can be found on **Annexure III-XII**.

III. TVET Courses in the 7 TVET Schools

The Ministry informed the Dzongkhag Education Sectors regarding the TVET subjects and courses that are to be undertaken and taken as optional for the 7 new TVET schools as per **Annexure XIII**

IV. National Innovation Challenge

The Ministry invited ASE focals, Principals, and DEOs to participate in the National Innovation Challenge which focused on equipping young people with 21st century skills, transferable skills and other high-level thinking skills. From 65 schools and 10 youth centers that had participated, 12 ideas were selected for pitching their ideas. **Refer Annexure XV**.

V. Disaster Management

The Ministry issued a notification regarding the observation of the National Earthquake Mock Drill Day and instructed all Dzongkhags and Thromdes to create awareness and capacity in various areas (**Annexure XVI**).

As part of preparatory measures to mitigate the risk associated with disasters and enhance better response mechanisms in times of disaster, the School Disaster Management Unit collected the revised Disaster Management Contingency Plan from all schools, ECCDs and Non-Formal Education Centers. **(Annexure XVII).**

In July 2023, the Ministry issued a cautionary notice due to heavy rains, floods, flashfloods, mudslides, and other related disasters to the Dzongkhag Education Sectors and Schools. The Prime Minister's Officer then announced the deferment of school reopening from the mid-term break by one week. **(Annexure XVIII).**

VI. Examination and Break Timeline

The Department of School Education issued a notification with a revised calendar of major events in schools across the country for the academic year 2023 which had been worked out to accommodate a minimum of 90 instructional days on each term. **(Annexure XIX).**

B. Teacher Development Division

I. Enforcement of Instructional Leadership

The Teacher Development Division issued a notification to all principals of all schools regarding the production of an implementation guideline for instructional leadership 2023 and requesting their continued support in the implementation of Instructional Leadership.

C. Bhutan Council for Secondary Examinations and Assessment

I. Approval for use of Scientific Calculator in Business and Entrepreneurship

BCSEA issued two notifications regarding the approval for the use of scientific calculators in Business and Entrepreneurship; and in Biology for BHSEC and BCSE examinations in reference to letter number MoE-DCPDISTEM/PBL(03)/2021-2022/2703 from the Director, Department of Curriculum and Professional Development.

II. Setting of 2023 Question Papers for Trial Examinations

BCSEA notified all schools in the country appearing for the 2023 BCSE (X) examinations are to comply with new directives where BCSEA will be setting the trial question papers in collaboration with relevant curriculum developers to develop the test items and model answer scripts, with the relevant marking schemes.

D. Career Education and Counselling Division

I. Development of SOP for Anti-Bullying and School Wellbeing Teams

CECD issued a notification reminding the schools of follow-up actions after the one-day virtual training on the institution of Anti-bullying mechanism and implementation of Screening for Wellbeing to the

principals, counsellors and psychosocial focal teachers. It included the development of an SOP, the formation of a school wellbeing team and others.

II. Career Education Implementation

The Ministry issued a notification on the revision of the existing Career Education and Guidance Resources and materials for schools with a set of resources and new approaches to Career Education and guidance. **Annexure II** contains the details of the resources developed to support all secondary schools to plan and implement Career Education and TVET advocacy activities.

III. Concern regarding uploading of childrens' pictures and videos

The ministry issued a notification to all Dzongkhags and Thromdes regarding the uploading of children's pictures and videos on online platforms and social media without the consent of their parents or guardians as it contravenes the Child Care Protection Act of Bhutan, 2011; the Penal Code of Bhutan and the UN Convention on the Rights of Children.

IV. Implementation of Revised School Discipline Guidelines

MoESD in consultation with relevant stakeholders and experts revised the School Discipline Guidelines and issued a letter to all Dzongkhags/Thromdes soliciting support to ensure the effective implementation of the revised School Discipline Guidelines.

V. Short-term strategies to enhance health and wellbeing of students

The CECD Division on behalf of MoESD had designed several strategies to be implemented to provide students with the support they need aimed towards reducing substance abuse, behavioral and mental health issues leading to self-harm and suicide.

VI. Student Resilience Development Program (SRDP) Implemnetation

After the successful training of schools guidance counsellors on the SRDP, the Ministry issued a notification to all CDEOs and CTEOs soliciting support to ensure the effective implementation of the SRDP throughout the academic year with Universal and Targeted Interventions.

VII. Sherig e-Counselling and Consultation Services

MoESD issued a Press Release regarding the launch of the e-Counselling and Consultation Services which is an innovative platform designed to provide assessable and convenient mental health support and guidance to individuals navigating life's challenges. Details can be found in **Annexure VII**.

E. Department of Workforce Planning and Skills Development

I. Summer and Winter Vacation Breaks for IZCs and TTIs.

This notification outlined the observance of timings for summer and winter vacation breaks for Technical Training Institutes and Institutes of *Zorig Chusum* as developed by the Training Management and Coordination Division.

II. Re-streamlining the Roles and Mandates of Divisions

This notification from the Department of Workforce Planning and Skills Development outlined the confirmed and clarified roles and responsibilities of its divisions as streamlined during the fortnight meeting of the divisions held on 23/05/2023 for strict compliance.

F. School Curriculum Division

I. Implementation of the Revised Assessment Structure 2023



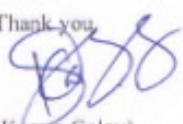
The Department of School Education made changes to the few clauses in the Assessment Structure 2023, aimed at streamlining the assessment practices by aligning it to the National School Curriculum. **Annexure I** outlines these amended changes.

II. Implementation of the Amended CFA EMIS Module 2022

The erstwhile Department of Curriculum and Professional Development issued a notification on the implementation of amended CFA for class PP to II in the EMIS (Education Management Information System). It instructed all Primary schools to use the Academic Module on the EMIS to record student performance and to generate reports. **Annexure II** also contains the key CFA amendments in detail.

ANNEXURES

A: Department of School Education:**Annexure I: Request of additional Budget for Procurement of Textbooks by Dzongkhags**

	<p style="margin: 0;">དཔལ་ལྷན་འབྲུག་གཞུང་། ཤེས་རིག་ལྷན་ཁག།</p> <p style="margin: 0;">Royal Government of Bhutan</p> <p style="margin: 0;">Ministry of Education</p> <p style="margin: 0;">Department of School Education</p> <p style="margin: 0;"><i>School Planning and Coordination Division</i></p>	
Ref: DSE/SPCD /ADM(1.1)/2022/962		October 11, 2022
<p>The Secretary Ministry of Finance Thimphu</p>		
<p>Sub: Requesting for additional Budget for the procurement of Textbook</p>		
<p>Dasho,</p>		
<p>The Ministry of Education is in receipt of concerns stating the Dzongkhag could not apportion sufficient funds for the procurement of Textbooks. Textbooks are mandatory to schools for students to learn. Upon the consultation with the District Education Officers regarding the budget for the Textbooks, it was found that they could not secure sufficient budgets for the procurement of textbooks from Block Grant allocated to the Dzongkhags.</p>		
<p>Further, the suppliers not getting the required quantity of supply and immense concerns by the parents/public were also covered by the Kuensel article "Schools bearing the brunt of the cost-cutting measures" dated September 16th 2022. Since the issue of the textbooks has been featuring every year and in order to address occurrence of the such a problem the Department of School-Education, MoE would like to apprise the current pertinent concerns and seek MoF appropriate intervention as follows:</p>		
<ol style="list-style-type: none"> 1. The actual budget requirement compiled from 20 Dzongkhags and 4 Thromdes totals to Nu. 75.36 m, out of which Nu. 37.865 m was secured for textbook printing from the block grant allocated. There is a deficit of Nu. 37.495 m. 2. Upon reviewing and analyzing the budget allocated by Dzongkhags and Thromdes from block grants, it was found that only 50% of the budget was secured for printing of textbooks. 3. Four Dzongkhags namely Pemagatshel, Sarpang, Trashiyangtse and Tsirang were not allocated any budget for textbook printing in spite of actual requirement of Nu.12.879 m from block grant. 4. The MoE seeks support from MoF to provide additional fund requirements of Nu. 37.495 m to address the budget shortfall for printing of textbooks. 5. As a way forward, the MoE would like to request the MOF to allocate the separate budget under the mandatory category either with the Ministry or respective Dzongkhags & Thromdes for the coming Fiscal Year. 		
<p>Therefore, this is submitted for Dasho's kind consideration and immediate approval, please.</p>		
<p>Attached all the documents for your good reference.</p>		
<p>Thank you</p> <div style="text-align: center;">  </div>		
<p>(Karma Galay) Officiating Secretary</p>		
<p>Cc:</p> <ol style="list-style-type: none"> 1. His Excellency Sherigh Lyonpo, for His Excellency's kind information 2. The Director, DNB, for kind information 3. The Offtg Director, DoS, for kind information 4. The Chief Finance officer, MoE for kind information 		
<p style="font-size: small; margin: 0;">Post Box No. 112, Kawajangsa, Thimphu, Bhutan, Tel: PA: +975 2 325325, www.education.gov.bt</p>		

Annexure II: Printing of Textbooks

Ref: DSE/SPCD /ADM (1.1)/2023/ 024

6 January 2023

The Chief Dzongkhag Education Officers/Chief Thromde Education Officers
All Dzongkhags/Thromdes
Dzongkhag/Thromde Administration

Subject: Printing of Textbook for Academic Year 2023

Dear Sir/Madam,

The Department of School Education is in receipt of concerns from the suppliers of textbook stating except for a few Dzongkhags, most of the Dzongkhags and Thromdes did not place the supply order for textbook printing for the 2023 academic year. A letter from Officiating Director, vide letter no. MoE/PRO-1/2022-2023 (FY)-Textbooks/1819 dated 25 November 2022 was sent to CDEOs/TEOs requesting to place new supply orders for the printing of textbooks as the budget has been approved by Ministry of Finance. However, most of the Dzongkhags did not revise their supply orders and some did only at a marginal scale. To this effect, the suppliers are expressing their concern of running into loss, as the printing cost is solely derived on the quantity printed. At the outset, the suppliers are not getting the actual quantity of supply received from schools/Thromdes reasoning that Dzongkhags and Thromdes did not get the additional budget while placing the supply orders as per the initial order placed.

The Department of School Education, therefore, would like to remind all the DEOs/TEOs that MoF's approval of an additional budget amounting to Nu. 37.495 would resolve the issue of not having sufficient funds to place the order. In this regard, the Department would like to solicit kind support from the respective Dzongkhags and Thromdes to place the new supply orders (actual quantity) as per your annual requisition including the orders already placed during the month of September, 2022 to respective bidders by 15 January, 2023.

The respective CDEOs/CTEOSs will be held accountable should the school face shortages in textbook supply. Please regard this as urgent.

Looking forward to continued support and cooperation.

Yours Sincerely

(Karma Galay)
Director General

Cc:

1. Chief Finance officer, for kind information
2. Procurement officer, for kind information and necessary action
3. Office Copy.

Annexure III: Consolidation of Tali PS under Zhemgang District



དཔལ་ལྷན་འབྲུག་གཞུང་། ཤེས་རིག་ལྷན་ཁག།

Royal Government of Bhutan

Ministry of Education

Department of School Education

Rethinking Education



Ref: DSE/SPCD/SRP(4.3)/2022/ 004

28 December 2022

Dasho Dzongdag,
Dzongkhag Administration,
Zhemgang Dzongkhag.

Subject: Approval for the consolidation of Tali PS under Zhemgang District

Dear Dasho,

The Ministry of Education would like to approve the consolidation of Tali with effect from 2023 academic session vide approval Note Sheet no. Ref:DSE/SPCD/ADM(1.2)/2022/993, dated 28 December 2022. This is in accordance with the inconsiderable decrease in the enrollment, the consolidation of such schools to nearby parent schools would enhance proper resource allocation from the central agency and further rationalize the impending cost incurred in the daily administration of the schools.

To this effect, the Ministry would like to solicit kind support from the Dzongkhag administration to follow due procedures to redeploy the teachers to nearby schools based on the TRE and subject requirement. Moreover, the existing school structures need to be assessed and put to good use depending on the condition of the structures.

Looking forward to continued support and cooperation.

Yours sincerely,

(Karma Galay)
Director General

Cc:

1. The Director, DEP, for kind information
2. HODs, MoE, for kind information
3. CDEO, Zhemgang, for kind information and necessary action

Annexure IV: Consolidation of Kezari PS under Chhukha District



དཔལ་ལྷན་འབྲུག་གཞུང་། ཤེས་རིག་ལྷན་ཁག།

Royal Government of Bhutan

Ministry of Education

Department of School Education

Rethinking Education



Ref: DSE/SPCD/SRP(4.3)/2022/ 005

28 December 2022

Dasho Dzungdag,
Dzongkhag Administration,
Chhukha Dzongkhag.

Subject: Approval for the consolidation of Kezari PS under Chhukha District

Dear Dasho,

The Ministry of Education would like to approve the consolidation of Kezari PS with effect from 2023 academic session vide approval Note Sheet no. Ref:DSE/SPCD/ADM(1.2)/2022/993, dated 28 December 2022. This is in accordance with the inconsiderable decrease in the enrollment, the consolidation of such schools to nearby parent schools would enhance proper resource allocation from the central agency and further rationalize the impending cost incurred in the daily administration of the schools.

To this effect, the Ministry would like to solicit kind support from the Dzongkhag administration to follow due procedures to redeploy the teachers to nearby schools based on the TRE and subject requirement. Moreover, the existing school structures need to be assessed and put to good use depending on the condition of the structures.

Looking forward to continued support and cooperation.

Yours sincerely,

(Karma Galay)
Director General

- Cc:
1. The Director, DEP, for kind information
 2. HODs, MoE, for kind information
 3. CDEO, Chhukha, for kind information and necessary action

Annexure V: Consolidation of Yobinang ECR under Trashigang District



དཔལ་ལྷན་འབྲུག་གཞུང་། ཤེས་རིག་ལྷན་ཁག་།

Royal Government of Bhutan

Ministry of Education

Department of School Education

Rethinking Education



Ref: DSE/SPCD/SRP(4.3)/2022/ 006

28 December 2022

Dasho Dzongdag,
Dzongkhag Administration,
Trashigang Dzongkhag.

Subject: Approval for the consolidation of Yobinang ECR under Trashigang District

Dear Dasho,

The Ministry of Education would like to approve the consolidation of Yobinang ECR with effect from 2023 academic session vide approval Note Sheet no. Ref:DSE/SPCD/ADM(1.2)/2022/993, dated 28 December 2022. This is in accordance with the inconsiderable decrease in the enrollment, the consolidation of such schools to nearby parent schools would enhance proper resource allocation from the central agency and further rationalize the impending cost incurred in the daily administration of the schools.

To this effect, the Ministry would like to solicit kind support from the Dzongkhag administration to follow due procedures to redeploy the teachers to nearby schools based on the TRE and subject requirement. Moreover, the existing school structures need to be assessed and put to good use depending on the condition of the structures.

Looking forward to continued support and cooperation.

Yours sincerely,

(Karma Galay)

Director General

Cc:

1. The Director, DEP, for kind information
2. HODs, MoE, for kind information
3. CDEO, Trashigang, for kind information and necessary action

Annexure VI: Upgradation of Khar PS to MSS



དཔལ་ལྷན་འབྲུག་གཞུང་། ཤེས་རིག་ལྷན་ཁག།

Royal Government of Bhutan

Ministry of Education

Department of School Education

Rethinking Education



Ref: DSE/SPCD/SRP(4.3)/2022/

28 December 2022

Dasho Dzongdag,
Dzongkhag Administration,
PemaGatshel Dzongkhag.

Subject: Approval for the upgradation of Khar PS to MSS

Dear Dasho,

The Ministry of Education is pleased to convey the upgradation of Khar PS to MSS with effect from 2023 academic session vide approval Note Sheet no. Ref:DSE/SPCD/ADM(1.2)/2022/993, dated 28 December 2022.

The Dzongkhag Administration and the school is advised of the following to ensure quality of teaching and learning in the school:

1. Deployment of adequate teachers and support staff as per the staffing pattern
2. Procurement of science equipment, chemicals and textbooks from the Dzongkhag budget
3. Grade IX students should not be deprived of practical classes for all three sciences
4. Dzongkhag to prioritize putting in place some of the basic facilities (Hostels, Labs, Sanitation facilities, etc.) in the initial years of 13th FYP
5. The schools must affiliate with BCSEA as per the affiliation protocol of BCSEA

Looking forward to continued support and cooperation.

Yours sincerely,

(Karma Galay)
Director General

Annexure VII: Upgradation of Lhamoizingkha MSS to HSS



དཔལ་ལྷན་འབྲུག་གཞུང་། ཤེས་རིག་ལྷན་ཁག།

Royal Government of Bhutan

Ministry of Education

Department of School Education

Rethinking Education



Ref: DSE/SPCD/SRP(4.3)/2022/ ༠༡༠

28 December 2022

Dasho Dzongdag,
Dzongkhag Administration,
Dagana Dzongkhag.

Subject: Approval for the upgradation of Lhamoizingkha MSS to HSS

Dear Dasho,

The Ministry of Education is pleased to convey the upgradation of Lhamoizingkha MSS to HSS with effect from 2023 academic session vide approval Note Sheet no. Ref:DSE/SPCD/ADM(1.2)/2022/993, dated 28 December 2022.

The Dzongkhag Administration and the school is advised of the following to ensure quality of teaching and learning in the school:

1. Deployment of adequate teachers and support staff as per the staffing pattern
2. Procurement of science equipment, chemicals and textbooks from the Dzongkhag budget
3. Grade IX students should not be deprived of practical classes for all three sciences
4. Dzongkhag to prioritize putting in place some of the basic facilities (Hostels, Labs, Sanitation facilities, etc.) in the initial years of 13th FYP
5. The schools must affiliate with BCSEA as per the affiliation protocol of BCSEA

Looking forward to continued support and cooperation.

Yours sincerely,

(Karma Galay)
Director General

Annexure VIII: Upgradation of Phobjikha MSS to HSS



Ref: DSE/SPCD/SRP(4.3)/2022/ ༠༠༩

28 December 2022

Dasho Dzungdag,
Dzongkhag Administration,
Wangdiphodrang Dzongkhag.

Subject: Approval for the upgradation of Phobjikha MSS to HSS

Dear Dasho,

The Ministry of Education is pleased to convey the upgradation of Phobjikha MSS to HSS with effect from 2023 academic session vide approval Note Sheet no. Ref:DSE/SPCD/ADM(1.2)/2022/993, dated 28 December 2022.

The Dzongkhag Administration and the school is advised of the following to ensure quality of teaching and learning in the school:

1. Deployment of adequate teachers and support staff as per the staffing pattern
2. Procurement of science equipment, chemicals and textbooks from the Dzongkhag budget
3. Grade IX students should not be deprived of practical classes for all three sciences
4. Dzongkhag to prioritize putting in place some of the basic facilities (Hostels, Labs, Sanitation facilities, etc.) in the initial years of 13th FYP
5. The schools must affiliate with BCSEA as per the affiliation protocol of BCSEA

Looking forward to continued support and cooperation.

Yours sincerely,

(Karma Galay)
Director General

Annexure IX: Upgradation of Schools under Samtse Dzongkhag

དབལ་ལྷན་འབྲུག་གཞུང་། ཤེས་རིག་ལྷན་ཁག།

Royal Government of Bhutan

Ministry of Education

Department of School Education

Rethinking Education



Ref: DSE/SPCD/SRP(4.3)/2022/ ༠༠༩

28 December 2022

Dasho Dzongdag,
Dzongkhag Administration,
Samtse Dzongkhag.

Subject: Approval for the upgradation of Schools under Samtse Dzongkhag

Dear Dasho,

The Ministry of Education is pleased to convey the upgradation of following schools with effect from 2023 academic session vide approval Note Sheet no. Ref: DSE/SPCD/ADM(1.2)/2022/993, dated 28 December 2022.

Sl no.	Dzongkhag	Name of the school	School Level	start date	status
1	Samtse	Panbari PS	PS to MSS	2023	Approved
2	Samtse	Sengden LSS	LSS to MSS	2023	Approved
3	Samtse	Sherubgatsel LSS	LSS to MSS	2023	Approved
4	Samtse	Norbugang MSS	MSS to HSS	2023	Approved
5	Samtse	Yoeseltse MSS	MSS to HSS	2023	Approved

The Dzongkhag Administration and the school is advised of the following to ensure quality of teaching and learning in the school:

1. Deployment of adequate teachers and support staff as per the staffing pattern
2. Procurement of science equipment, chemicals and textbooks from the Dzongkhag budget
3. Grade IX students should not be deprived of practical classes for all three sciences
4. Dzongkhag to prioritize putting in place some of the basic facilities (Hostels, Labs, Sanitation facilities, etc.) in the initial years of 13th FYP
5. The schools must affiliate with BCSEA as per the affiliation protocol of BCSEA



དཔལ་ལྷན་འབྲུག་གཞུང་། ཤེས་རིག་ལྷན་ཁག།

Royal Government of Bhutan
Ministry of Education
Department of School Education
Rethinking Education



Looking forward to continued support and cooperation.

Yours sincerely,

(Karma Galay)
Director General

Cc:

1. The Director, DEP, for kind information
2. HODs, MoE, for kind information
3. CDEO, Samtse, for kind information and necessary action

Annexure X: Upgradation and Consolidation of Schools under Chhukha Dzongkhag

དཔལ་ལྷན་འབྲུག་གཞུང་། ཤེས་རིག་ལྷན་ཁག།

Royal Government of Bhutan
Ministry of Education
Department of School Education
Rethinking Education



Ref: DSE/SPCD/SRP(4.3)/2022/020

6 January 2022

Dasho Dzongdag,
Dzongkhag Administration,
Chhukha Dzongkhag.

Subject: Upgradation and Consolidation of Schools under Chhukha Dzongkhag

Dear Dasho,

The Ministry of Education is pleased to convey the upgradation of Dungna LSS to MSS with effect from 2023 academic session vide approval Note Sheet no. Ref:DSE/SPCD/ADM(1.2)/2022/993, dated 28 December 2022.

The Dzongkhag Administration and the school is advised of the following to ensure quality of teaching and learning in the school:

1. Deployment of adequate teachers and support staff as per the staffing pattern
2. Procurement of science equipment, chemicals and textbooks from the Dzongkhag budget
3. Grade IX students should not be deprived of practical classes for all three sciences
4. Dzongkhag to prioritize putting in place some of the basic facilities (Hostels, Labs, Sanitation facilities, etc.) in the initial years of 13th FYP
5. The schools must affiliate with BCSEA as per the affiliation protocol of BCSEA

In the similar manner, the Ministry of Education would like to accord the approval for the closure of Kezari PS with effect from 2023 academic session. The assessment done by the officials from the Ministry, Dzongkhag Education office, and the Dzongkhag Engineering sector on 22 December 2022 recommended relocating the school in other areas due to poor soil stability and subsidence in the area. Moreover, the present structure of the school was found to be severely damaged by the landslide and is not feasible to execute any retrofitting works.

In this regard, the Ministry would like to solicit kind support from the Dzongkhag administration to facilitate the relocation of School to nearby feeder schools along with redeployment of teachers as per the requirement.



དཔལ་ལྷན་འབྲུག་གཞུང་། ཤེས་རིག་ལྷན་ཁག།

Royal Government of Bhutan
Ministry of Education
Department of School Education
Rethinking Education



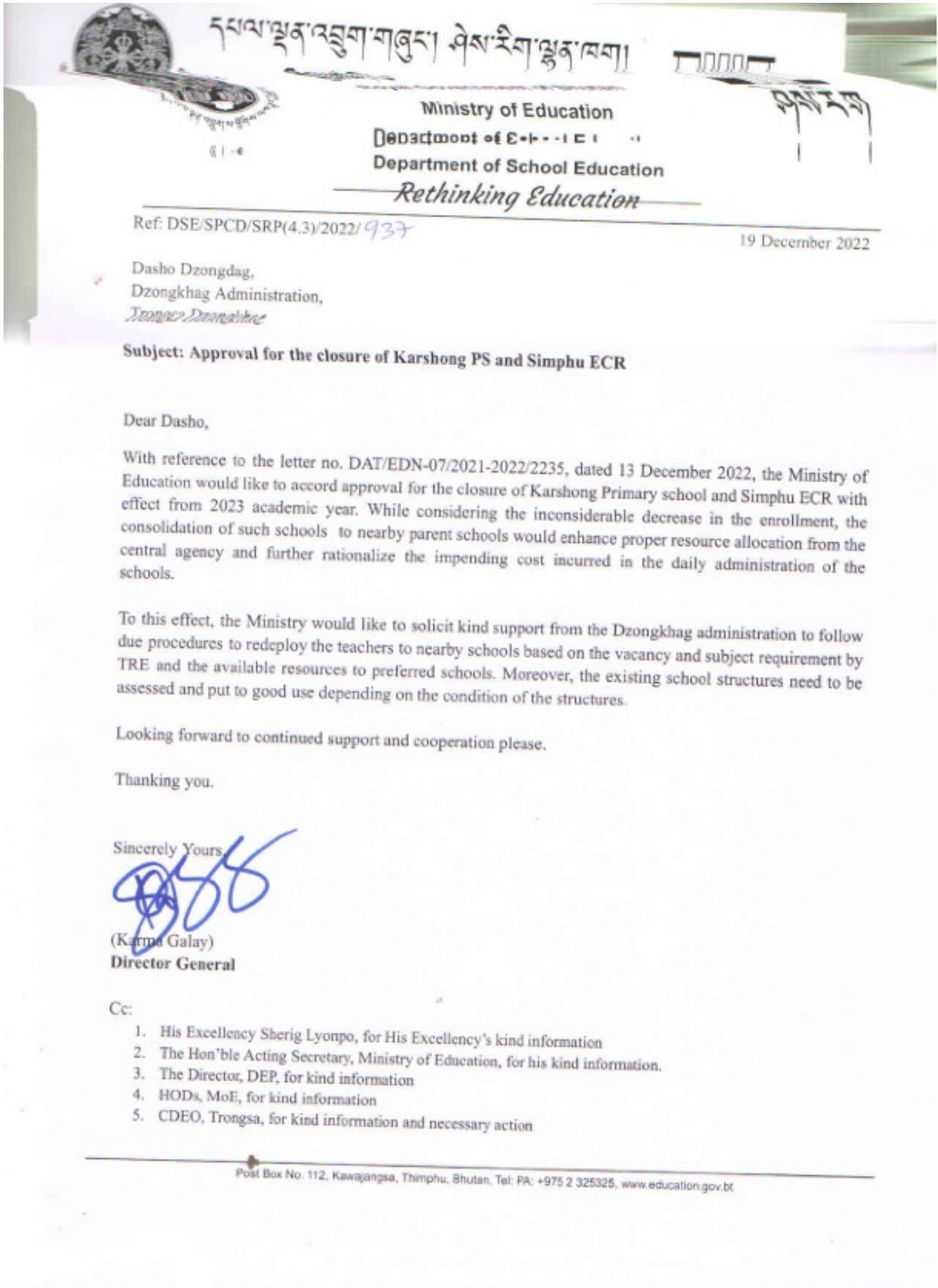
Looking forward to continued support and cooperation.

Yours sincerely,

(Karma Galay)
Director General

Cc:

1. His Excellency Hon'ble Education Minister, for kind information
2. The Director, DEP, for kind information
3. HODs, MoE, for kind information
4. CDEO, Chhukha, for kind information and necessary action
5. Office Copy

Annexure XI: Closure of Karshong PS and Simphu ECR

Annexure XII: Closure of Schools under Samdrup Jongkhar and Reopening of Samrang ECR

དཔལ་ལྷན་འབྲུག་གཞུང་། ཤེས་རིག་ལྷན་ཁག།

Royal Government of Bhutan
Ministry of Education
Department of School Education
Rethinking Education



Ref: DSE/SPCD/SRP(4.3)/2022/ ༠༠༧

28 December 2022

Dasho Dzongdag,
Dzongkhag Administration,
Samdrup Jongkhar Dzongkhag.

Subject: Approval for the Closure of Schools under Samdrup Jongkhar and Reinstitution of Samrang ECR

Dear Dasho,

The Ministry of Education would like to approve the consolidation of following schools with effect from 2023 academic session vide approval Note Sheet no. Ref:DSE/SPCD/ADM(1.2)/2022/993, dated 28 December 2022. This is in accordance with the inconsiderable decrease in the enrollment, the consolidation of such schools to nearby parent schools would enhance proper resource allocation from the central agency and further rationalize the impending cost incurred in the daily administration of the schools.

On the other hand, the Ministry would also like to approve the reconstitution of Samrang ECR beginning 2023 academic year to meet education needs of the soaring population in the area due to Gyalsung Project and Mega Farm activities.

To this effect, the Ministry would like to solicit kind support from the Dzongkhag administration to follow due procedures to redeploy the teachers to nearby schools based on the TRE and subject requirement. Moreover, the existing school structures need to be assessed and put to good use depending on the condition of the structures.

List of Consolidated Schools

Sl no.	Dzongkhag	School Name	Existing No of students	start date
1	Samdrup Jongkhar	Martang ECR	19	2023
2	Samdrup Jongkhar	Rishore ECR	19	2023
3	Samdrup Jongkhar	Philuma ECR	16	2023



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Royal Government of Bhutan
Ministry of Education
Department of School Education
Rethinking Education

ཤེས་རིག

Looking forward to continued support and cooperation.

Yours sincerely

A handwritten signature in blue ink, appearing to be 'Karma Galay'.

(Karma Galay)
Director General

Cc:

1. The Director, DEP, for kind information
2. HODs, MoE, for kind information
3. CDEO, Samdrup Jongkhar, for kind information and necessary action

Annexure XIII: TVET courses in the 7 TVET Schools

དཔལ་ལྷན་འབྲུག་གཞུང་། ཤེས་རིག་དང་རིག་ཚུལ་གོང་འཕེལ་ལྷན་ཁག།

Royal Government of Bhutan
Ministry of Education & Skills Development
Department of School Education



DSE/SLCD/Adm-1.1/2023/172

13 February 2023

The CDEOs/CTEOs,
Dzongkhag Education Sector,
Bhutan.

Subject: TVET courses in the 7 TVET schools

Dear Sir/Ma'am,

The Department of School Education would like to inform all the Dzongkhags and Thromde on the following matter concerning the TVET courses and students opting to study TVET as their optional subject:

1. Class X students with TVET as an optional subject need to be retained in the existing schools to continue TVET courses in classes XI and XII. The Dzongkhag Education Sector is requested not to displace them to other schools.
2. Class IX and XI students who opted TVET courses in the academic year 2022 need to continue in classes X and XII, since Economics is compulsory this year for classes IX and XI only.
3. TVET courses shall be offered as an optional subject as per the interest of the students. Therefore, schools should not stop offering TVET courses.
4. The Dzongkhag Education sector is requested to provide a detailed list of feeder schools in the periphery of 7 TVET schools by February 17, 2023. This is to collect a list of club equipment for delivery to these schools.

Therefore, the Department of School Education would like to solicit kind support from the respective Dzongkhag Education Sectors to kindly discharge the aforementioned information to the schools under your jurisdiction please.

Looking forward to continued support and cooperation.

Sincerely yours,

(Karma Galay)
Director General

CC:

1. CDEOs/CTEO, for kind information and necessary action
2. Office copy

Annexure XIV: Projection Placement for Class XI admission 2023

དཔལ་ལྷན་འབྲུག་གཞུང་། བེས་རིག་ལྷན་ཁག།

Royal Government of Bhutan

Ministry of Education

Department of School Education

School Planning and Coordination Division



Ref: DSE/SPCD/ADM (1.1)/2022/932

16 December 2022

The Dzongdag/Thrompon,
All Dzongkhags/Thromdes,
Dzongkhag/Thromde Administration.

Subject: Projection placement for class XI admission 2023

Dear Dasho,

As you are aware, the forthcoming class XI admission for the academic year 2023 is approaching soon with the commencement of board examination from 19 December 2022 and subsequent declaration of result within a month. To this effect, the placement of students in the respective government schools needs to be projected to ease the admission and administrative burden at the Dzongkhag level. Moreover, unlike the previous years, the ministry is anticipating 99 percent accuracy in projection stats since the system is more aligned to ICT based *EMISv3* and other sources of information required for the projection readily available.

The Ministry of Education would like to solicit kind support from the respective Dzongkhag and Thromde Administration to kindly instruct the Dzongkhag or Thromde Education sector to have a proper consultation meeting with the Principals of HSS and MSS and produce reasonable intake projection.

Hence, we would like to recommend the following to be implemented while projecting the placement.

1. In each Dzongkhag/Thromde, a committee consisting of the DEOs/TEOs and the Principals of Higher and Secondary School has to be formed. For smooth functioning, the DEOs/TEOs will chair and take the lead role in coordinating and conducting the projection/placement meetings
2. The admission projection should include the grade X students of Private schools and Supplementary candidates if any under the Dzongkhag/Thromde
3. While projecting the intake capacity for grade XI, the placement of grade VII and IX in HSS from the feeder Primary and Secondary schools needs to be considered
4. Assess the hostels and classroom capacity
5. Confirmation of Streams in the respective schools and the logistics available for the intake of students
6. Assess the existing numbers of teachers at the respective schools (attrition record)
7. The projected intake number of students for admission in class XI should be supported by justification
8. The final projection shall be updated in the *EMISv3* portal which will be opened for access from 25 to 31 December 2022.



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Royal Government of Bhutan
Ministry of Education
Department of School Education
School Planning and Coordination Division



Looking forward to continued support and cooperation.

Thanking you.

Sincerely yours,

(Karma Galay)
Director General

cc:

1. CDEOs/CTEOs, all Dzongkhags/ Thromdes for kind information and necessary action
2. Principal, all HSS for kind information and necessary action
3. Office copy

Annexure XV: National Innovation Challenge

དཔལ་ལྷན་འབྲུག་གཞུང་། ཤེས་རིག་དང་རིག་རྩལ་གོང་འཕེལ་ལྷན་ཁག།

Royal Government of Bhutan
Ministry of Education & Skills Development
Department of School Education



DSE/SLCD/SLCU/ 2.1/2023/401

24 March, 2023

The Dasho Dzongdag/ Thrompoen,
 Dzongkhag/ Thromde Administration,
 Thimphu Thromde, Mongar, Wangdue, Tsirang, Paro, Trongsa, Trashiyangtse, and Zhemgang Dzongkhag.

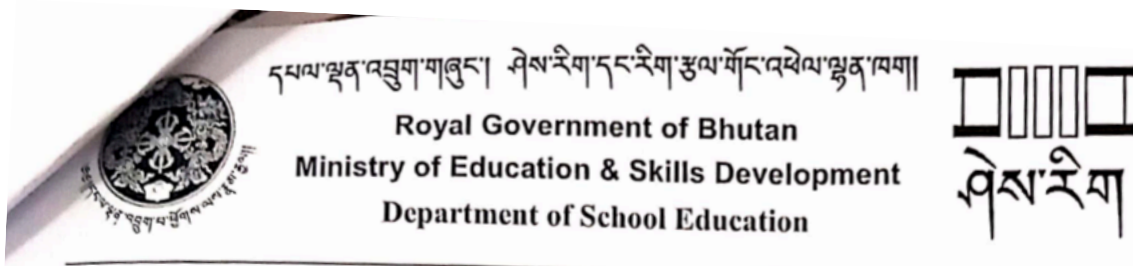
Subject: Invitation for ASE focal, Principals, and DEOs to participate in National Innovation Challenge

Dear Dasho,

To equip adolescents and young people with 21st century skills from an early age, the Adolescents Skills and Employability (ASE) Bhutan project was launched in 2022 under the Royal Patronage. The ASE project also known as UPSHIFT has been implemented across 65 schools and 10 youth centers in 2022 focusing on equipping young people with 21st century skills, transferable skills and other high level thinking skills such as problem solving skills, leadership, decision-making and so on. Funded by UNICEF, the pilot schools and youth centers have been implementing the project till now. As discussed in the initial phase of project, each schools after implementing their ideas has submitted it to UNISOLVE (digital platform) platform to review and check the progress report.

In line with the above, a team comprising of 7 members from the Ministry of Education and Skills Development and implementing partners from CSOs evaluated the ideas from 65 schools and 10 youth centers. The team selected 12 ideas (list attached) and is due for pitching their ideas on 31/03/2023 in Thimphu at RUB hall. In this regard, the focal teachers and students need to report to Thimphu on 29 March 2023. Similarly, Principals and DEOs from selected schools also need to report to Thimphu on 30/03/2023. The role of principals and DEOs in the program is critical considering the possible scenarios and prospects to further upscale the existing project.

In this regard, the Department of School Education, MoESD would like to solicit kind support from Dasho to kindly relieve the relevant officials to attend the important event. Kindly find the attached list of selected schools for your perusal.



Sincerely yours,

(Karma Galay)

Director General

Cc:

1. Chief DEOs/TEOs, Thimphu, Zhemgang, Mongar, Wangdue, and Tsirang, Paro, Trongsa, and Trashiyangtse Dzongkhag for kind information and necessary action
2. Office copy

Annexure XVI: National Earthquake Mock Drill Day Observation

དཔལ་ལྷན་འབྲུག་གཞུང་། ཤེས་རིག་ལྷན་ཁག།

Royal Government of Bhutan
Ministry of Education

Department of School Education



--Rethinking Education--

DSE/SPCD/ADM (1.1)2022/ 332

14 September 2022

DashoDzongdag/Thrompon,
Dzongkhag/Thromde Administration,
All Dzongkhag/Thromde.

Subject: National Earthquake Mock Drill Day Observation

Dasho,

After the major earthquake of 21 September 2009, every year 21 September is observed as a “National Earthquake Mock drill Day”. The earthquakes of 2009 and 2011 have caused extensive damage to school buildings. Similarly, Bhutan is located in a seismically active zone and is prone to earthquakes. As a preparedness plan, schools, ECCD and NFE centers carry out drills throughout the year.

In this regard, Ministry of Education would like to request Dasho to kindly instruct Chief Dzongkhag/Thromde Education Officers to inform schools and centers to observe 21 September 2022 as “**National Earthquake Mock Drill Day**” and create the following awareness:

1. Create awareness on National Earthquake Mock Drill Day to all staff, facilitators and students in schools, ECCD and NFE centers
2. Conduct Earthquake mock drill (DROP, COVER, HOLD) in schools and centers
3. Conduct night evacuation drill in all the boarding schools
4. Activate Incident Command System and School Disaster Management Teams
5. Schools/ centers to use School/Center Rapid Education Assessment tool (form Attached) after the debriefing and submit to Dzongkhag/Thromde Education Officers with a copy to Gewog Administration
6. All schools/centers to submit mock drill report to Dzongkhag/ Thromde Education office
7. Dzongkhag/Thromde Education Office to submit the compiled report and Rapid Education Assessment Form to Disaster Management Unit, School Planning and Coordination Division, MoE. For any clarification on mock drill, kindly contact Disaster Management Unit at dmu@moe.gov.bt/02-328937/77605250.

Sincerely yours,

(Karma Galay)
Offtg. Secretary

Annexure XVII: Disaster Management and Contingency Plan

དཔལ་ལྷན་འབྲུག་གཞུང་། ཤེས་རིག་དང་རིག་ཚུལ་གོང་འཕེལ་ལྷན་ཁག།

Royal Government of Bhutan
Ministry of Education & Skills Development
Department of School Education



DSE/SLCD/ADM (1.1)/2023/184

14 February 2023

Dasho Dzongdag/Thrompoen,
 All Dzongkhags and Thromdes.

Subject: Submission of Disaster Management and Contingency plan for Schools, (ECCD) and Non-Formal Education (NFE) Centers

Dear Dasho,

As part of preparatory measures to mitigate the risk associated with disaster and enhance better response mechanism in times of disaster, the School Disaster Management unit, School Liaison and Coordination Division under Department of School Education collects revised School Disaster Management and Contingency plan annually. The revised plan will ensure the immediate point of reference during disaster and strengthen better network of coordination to provide any relief measures during the time of disaster.

In this regard, DMU would like to solicit kind support from Dasho to instruct Dzongkhag Education Sector to collect and collate the revised plan from the respective schools and mail to dmu@moe.gov.bt on or before 15 March 2023. The revised template of the plan and other documents as may be required are available on Disaster Management Website which is available on Ministry's website (www.moe.gov.bt) under service dashboard.

Revised template for schools and centers (ECCD) are attached for reference.

Looking forward to continued support and cooperation.

Sincerely yours,

(Karma Galay)
Director General

Cc:

1. CDEOs/CTEOs, all Dzongkhags and Thromdes for kind information and necessary action
2. Office copy

Annexure XVIII: Cautionary Note on School Deferment due to rainfall

དབལ་ལྷན་འབྲུག་གཞུང་། ཤེས་རིག་ལྷན་ཁག།
 Royal Government of Bhutan
 Ministry of Education and Skills Development
Department of School Education



--Rethinking Education--

No: /DSE/SLCD(DMU)05/2022-2023/959

13/7/2023

Cautionary Notice

Due to heavy rainfall over the past few days, significant flooding has occurred in the southern regions of the country. A notification issued by the National Centre for Hydrology and Meteorology predicts that the weather condition will remain same for the next few days. Consequently, the likelihood of further riverine floods, flashfloods, mudslides, and other related disasters remains very high. Given these circumstances, we request the Dzongkhag Education Officers to advise the school children, who are mostly on summer break, to prioritize their safety and wellbeing. Furthermore, we urge the DEOs to promptly notify all school authorities to remain vigilant and report any unforeseen incidents that occur within their schools or that affect their staff and students.

Karma Galay
 Director General

Copy:

1. Hon'ble Sherig Lyonpo for kind information;
2. Hon'ble Acting Secretary, MoESD for kind information; and
3. Dasho Dzongdags for kinformation and necessary actions.

Annexure XIX: Examination and Break Timeline

དཔལ་ལྷན་འབྲུག་གཞུང་། ཤེས་རིག་དང་རིག་ཚུལ་གོང་འཕེལ་ལྷན་ཁག།

Royal Government of Bhutan
Ministry of Education & Skills Development
Department of School Education



DSE/SLCD/Adm(1.1-A)/2023/354

17 March 2023

Dzongdags/Thrompons
Dzongkhag/Thromde Administration
All Dzongkhags/Thromdes

Subject: **Mid-Term Exam, Mid-term and Winter Break, Home and Board Examination 2023**

Dasho

The Ministry of Education and Skills Development is pleased to notify all Dzongkhag and Thromde Administrations of the following revised calendar of major events in schools across the country for the academic year 2023 as below:

SI No	Activities	Dates
1	Start of Mid-Term Examination	15 June 2023
2	Mid – Term Holidays (15 Days)	01 – 15 July 2023
3	Resumption of Second Term	16 July 2023
4	Start of Home examinations for PP-V, VII, IX and XI	13 November 2023
5	Start of Board Examinations for VI, VIII, X and XII	29 Nov – 13 December 2023
6	Winter Vacation	19 December 2023 – 09 Feb 2024
7	Teachers report to School	10 February 2024
8	Students report to school (Class IV – XII)	15 February 2024
9	Students report to School (Class PP – III)	01 March 2024
10	Trial Examination for Class X and XII	23 October – 10 November 2023

It may be noted that the above calendar has been worked out to accommodate a minimum of 90 instructional days on each term.

Therefore, Dashos are hereby requested to instruct the Chief DEOs/Chief TEOs to inform all the schools under your jurisdiction for strict compliance.

Thanking you for your continued support.

Yours sincerely

(Karma Galay)

Director General

Copy to:

1. Acting Secretary, MoESD, Thimphu for kind information
2. All the HoDs, MoESD, Thimphu for kind information.
3. Officiating Director, BCSEA, Thimphu for kind information.
4. Chief DEOs/TEOs, Dzongkhag, and Thromde Administration for kind information and necessary action
5. Chiefs of all Divisions, MoESD, Thimphu for kind information.

B. Teacher Development Division

Annexure I: Enforcement of Instructional Leadership



དཔལ་ལྷན་འབྲུག་གཞུང་། ཤེས་རིག་ལྷན་ཁག།

Royal Government of Bhutan
Ministry of Education

Department of School Education



—Rethinking Education—

MoE/DSE-1/2022- 2023/ ༢༩།

8 March, 2023

To

The Chief Dzongkhags/Thromde Education Officers,
All Dzongkhags/Thromdes

Subject: Enforcement of Instructional Leadership with immediate effect at all schools.

Sirs/Madams,

This is in pursuant to the letter no. MoE/DSE-01/2021-2022/912 dated May 31, 2022, seeking the immediate enforcement of Instructional Leadership. In this regard, three days of instructional leadership training were provided to all DEOs, TEOs, Principals, and Vice Principals in January and February of 2023.

For your information, an implementation guideline for instructional leadership 2023 has been developed and is attached for your reference. We would like to request for your continuous support in helping schools institutionalize a strong instructional leadership practice that will ultimately improve the teaching and learning process and, as a result, our students' academic performance.

Thanking you.

Sincerely yours,

(Karma Galay)
Director General

Copy to:

1. To all principals of all school, all Dzongkhags/Thromdes.

Implementation Guidelines for Instructional Leadership 2023:**1. Frequency**

- a. Principals/Offtg.principals/VPs teaching more than 20 periods shall observe one lesson a week.
- b. Principals/Offtg. principals and VPs teaching 3 periods and 12 periods or more respectively shall observe a minimum of 2 lessons a week.
- c. Principals who are co-teaching shall observe a minimum of 4 lessons a week.
- d. In schools without VPs, Senior teachers/HoDs shall assist principals in observing the lessons.

2. Pre-observation

Principals/Offtg. principals/VPs shall ensure that they are fully aware and prepared on the:

- a. BPST indicators and other aspects of teaching.
- b. requirements of Competency-Based Curriculum and its focus.

3. During-observation

- a. Must observe the entire lesson/period.
- b. The suggestive observation form must serve as a guide for the lesson observation. However, the schools may adapt the observation form based on the need.
- c. Ensure proper alignment between lesson objectives, learning experience and assessment in all the lessons.

4. Post-observation

- a. The post-conference must be held as soon as possible.
- b. The observations should be supported by comprehensive descriptive/qualitative reports. These reports are expected to guide teachers in recognising their strengths and identifying areas for improvement.
- c. A proper plan must be developed to follow up on the feedback in the next observations.
- d. Where necessary, coaching and mentoring in the required areas must be carried out.
- e. The Principals/Offtg. Principals and Vice Principals shall upload the filled lesson observation forms to the Google Classroom that has been assigned in 2022 within the deadline.



5. Changes to the past practice.

- All lesson observations will be walk-in observations. All classroom observable indicators need to be observed and year-end IWP ratings will be based on rubrics in the BPST implementation manual 2020.
- Academic Heads/HoDs/Subject Coordinators shall continue to observe lessons and support professional development to strengthen performance and Professional Learning Community in schools. However, they must not use their role as a pretext to teach less than others.

A handwritten signature in blue ink, consisting of stylized, overlapping loops and lines, positioned in the center of the page.

C. Bhutan Council for Secondary Examinations and Assessment

Annexure I: Approval for use of Scientific Calculator in Business and Entrepreneurship



འབྲུག་གི་སློབ་ཁྲིམས་རྒྱུགས་དང་བརྟན་ཞིབ་ཚོགས་ལྷན་
Bhutan Council for School Examinations and Assessment
Royal Government of Bhutan



BCSEA(10)SED/BHSEC/2022/187

10th October, 2022

All the Principal
Presenting BHSEC (XII) examinations for 2022

Sub: Approval for the use of scientific calculator in Business and Entrepreneurship

Dear Sir/Madam,

The BCSEA management would like to inform all the schools that for the 2022 BHSEC (XII) examinations, the candidates are permitted to use scientific calculators henceforth in Business and Entrepreneurship.

This is in reference to letter no. MOE-DCPD/CDC/C&V-Com (09)/2022-2023/2795 dated 6th September, 2022 received from the Director, DCPD, Ministry of Education, Thimphu.

Thanking you.

Yours sincerely,

(Kesang Deki Tshering)
Controller of Examinations

Copy to:

1. The Director, BCSEA for kind information
2. The Director, DCPD, MoE, Thimphu for kind information
3. Asst. IT Officer, BCSEA to kindly upload in the BCSEA website
4. Office Copy

Post Box: 156
Phone: +975 2 322724/332546/325009
Fax: +975-2 325086

Email: bcsea@bcsea.bt
Website: www.bcsea.bt
Location: Bagesa Thimphu

Annexure II: Approval for use of Scientific Calculator in Biology for BCSE and BHSEC



འབྲུག་གི་སློབ་གྲི་ཚོས་རྒྱལ་ཁབ་དང་བརྟན་ཞིབ་ཚོགས་ལྷན་ཁག།
Bhutan Council for School Examinations and Assessment
Royal Government of Bhutan



Ref.No. BCSEA(01)SED/BHSEC/2022/...3.16

August 31, 2022

All the Principals
Presenting BHSEC (XII) and BCSE (X) examinations for 2022

Subject: Approval for the use of Scientific calculator in Biology for BCSE (X) and BHSEC (XII) Examinations

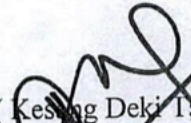
Sir(s) / Madam(s),

The BCSEA management would like to inform all the schools that for the 2022 BHSEC (XII) and BCSE (X) examinations, the candidates are permitted to use scientific calculator henceforth in Biology.

This is with reference to the letter No. MoE-DCPDISTEM/PBL(03)/2021-2022/2703 dated July 19, 2022 received from the Director, DCPD, Ministry of Education, Thimphu.

Thanking you.

Yours sincerely,

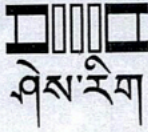

(Kesang Deki Tshering)
Controller of Examinations

Copy to:

1. The Director, BCSEA for kind information.
2. The Director, DCPD, MoE, Thimphu for kind information.
3. Asstt. IT Officer, BCSEA to kindly upload in our BCSEA website.
4. Office Copy.

Post Box: 156
Phone: +975 2 322724/332546/326559
Fax: +975-2 325086

Email: bcsea@bcsea.bt
Website: www.bcsea.bt
Location: Babesa Thimphu

Annexure III: Setting of 2023 Question Papers for Trial Examinations

ལྷན་ཁག་གི་སློབ་གྲྭའི་ཚོས་རྒྱལ་ཁབ་དང་བརྟན་ཞིབ་ཚོགས་ལྷན།
Bhutan Council for School Examinations and Assessment
 Ministry of Education and Skills Development
 Royal Government of Bhutan



Ref.No. BCSEA(01)SED/Misc./2023/ 0137

May 24, 2023

All the Principals
 Presenting BCSE (X) 2023 board examinations

Subject: Setting of 2023 Question Papers for Trial Examination

Sir(s) / Madam(s),

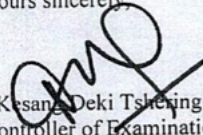
In continuation to our earlier letter No. BCSE(01)SED/BHSEC/2023/00113 dated May 17, 2023. This is to notify that all the schools in the country appearing for 2023 BCSE (X) Examination are required to comply with the followings:

1. Trial Examinations question papers for 2023 will be set by BCSEA in collaboration with the relevant curriculum developers to develop the test items and model answer scripts and marking scheme.
2. BCSEA will schedule the Time Table to conduct the Trial Examinations and send to school (please refer the earlier letter No. DSE/SLCD/Adm(1.1-A0/2023/354 dated 17 March 2023).
3. To ensure the confidentiality of the trial question papers, BCSEA will be sending a SoP at a later date.

This is as per the directives from the Director General, Department of School Education, MoESD, Thimphu vide letter No. DSE/SLCD/Adm(1.1)2023/571 dated 03 May 2023.

Thank you for your kind support as always.

Yours sincerely,


 (Kesang Deki Tshering)
 Controller of Examinations

Copy to:

1. The Acting Secretary, MoESD for kind information.
2. The Director General, DSE, MoESD for kind information.
3. Chief, SLCD, MoESD for kind information.
4. CDEO(s)/CTEO(s), for kind information.
5. EAOs and PEMOs, for kind information.
6. Office Copy

Post Box: 156
 Phone: +975 2 322724/332548/326559
 Fax: +975-2 325086

Email: bcsea@bcsea.bt
 Website: www.bcsea.bt
 Location: Peling Lam, Kawajangsa, Thimphu

Annexure IV: Setting of 2023 Question Papers for Trial Examination

འབྲུག་གི་སློབ་གྲིའི་ཚོས་རྒྱལ་ཁབ་དང་བརྟན་ཞིབ་ཚོགས་ལྷན།
Bhutan Council for School Examinations and Assessment
 Royal Government of Bhutan



Ref.No.BCSEA(01)SED/BHSEC/2023/00113

May 17, 2023

All the Principal
 Presenting BHSEC (XII) 2023 board examinations

Subject: Setting of 2023 Question Papers for Trail Examination

Sir(s) / Madam(s),

This is to notify that all the schools in the country appearing for 2023 BHSEC (XII) examination are required to comply with the followings:

1. Trail Examinations question papers for 2023 will be set by BCSEA in collaboration with the relevant curriculum developers to develop the test items and model answer scripts and marking scheme.
2. BCSEA will schedule the Time Table to conduct the Trail Examinations and send to school (*please refer the earlier letter No. DSE/SLCD/Adm(1.1-A0/2023/354 dated 17 March 2023)*).
3. To ensure the confidentiality of the trail question papers, BCSEA will be sending a SoP at a later date.

This is as per the directives from the Director General, Department of School Education, MoESD, Thimphu vide letter No. DSE/SLCD/Adm(1.1)2023/637 dated 16 May 2023.

Thank you for your kind support as always.

Yours sincerely,

(Kesang Deki Tshering)
 Controller of Examinations

Copy to:

1. The Acting Secretary, MoESD for kind information,
2. The Director General, DSE, MoESD for kind information,
3. Chief, SLCD, MoESD for kind information,
4. Chief CO, SCD, DSE for kind information,
5. CDEO(s)/CTEO(s), for kind information,
6. EAOs and PEMOs, BCSEA for kind information,
7. Office Copy.

Post Box: 156
 Phone: +975 2 322724/332546/326559
 Fax: +975-2 325085

Email: bcsea@bcsea.bt
 Website: www.bcsea.bt
 Location: Babesa Thimphu

D. Career Education and Counselling Division

Annexure I: Development of SOP for Anti-Bullying and Institution of School Wellbeing Teams



དཔལ་ལྷན་འབྲུག་གཞུང་། ཤེས་རིག་ལྷན་ཁག།

Royal Government of Bhutan
Ministry of Education and Skills Development
Department of Education Programmes
Career Education and Counselling Division



Rethinking Education

CECD-Adm-10/2022- 23/1145

6 March 2023

The Chief DEOs/TEOs
Dzongkhag Education Office
20 Dzongkhags and 4 Thromdes

Subject: Request to develop Standard Operating Procedures for Anti-bullying and institute School Wellbeing Team in schools

Dear sir/madam,

Thank you for your continued support.

The one-day virtual training on the institution of Anti-bullying mechanisms and implementation of Screening for Wellbeing to the principals, counsellors and psychosocial focal teachers was completed successfully on 1 March 2023.

As a follow-up of the training, respective schools are mandated to do the following:

1. Each school must form a school Wellbeing team
2. All schools must develop SOP based on the needs and situations of the schools that include prevention mechanisms as well as response services. Schools can also use the standard SOP in case it fits the needs of the school.
3. Schools without counsellors are advised to seek support from Principals and counsellors of the nearby schools.
4. A link to report bullying cases has been created which is currently under review. So, please encourage the students to use this link (<https://forms.gle/CuENSPHXawHH5QNG9->) to report any bullying incidents. We shall extend support based on cases reported through this link.



དཔལ་ལྷན་འབྲུག་གཞུང་། ཤེས་རིག་ལྷན་ཁག།

Royal Government of Bhutan
Ministry of Education and Skills Development
Department of Education Programmes
Career Education and Counselling Division



Rethinking Education

In view of the above, we would like to request respective principals to begin the implementation of anti-bullying by the end of **March 2023**. The prevention model for Anti-bullying covers holistic prevention, and if implemented well, will promptly serve to prevent numerous other issues.

The PEMA Secretariat and CECD will monitor the implementation of the same in all the schools at the national level.

Therefore, we would also like to request the CDEOs/CTEOs to kindly support the schools in the mobilization of counsellors to support schools without counsellors to meet the deadline of the implementation.


Kindly note that all the schools must initiate Anti-bullying Mechanisms in the schools by the end of **March 2023**.

(Reena Thapa)
Chief Counsellor


Copy to:

- 1. All principals**
- 2. Office copy**

Annexure II: Career Education Implementation



དཔལ་ལྷན་འབྲུག་གཞུང་། ཤེས་རིག་ལྷན་ཁག།
 Royal Government of Bhutan
 Ministry of Education and Skills Development
 Department of Education Programmes
 Career Education and Counselling Division
Rethinking Education



CECD/Adm-10/2022-2023/ 1456 Date: 24/04/2023

Chief Dzongkhag/Thromde Education Officer
Dzongkhag/Thromde Administration
All Dzongkags/Thromdes

Subject: Career Education Implementation Notification

Dear Sir/Madam,

We are pleased to inform you that the Ministry of Education and Skills Development has reviewed the Career Education Resources and distributed to the schools in 2022. In 2020, under the Skills Training and Education Pathways Upgradation Project (STEP-UP) supported by the Royal Government of Bhutan and the Asian Development Bank, the existing Career Education and Guidance Resources and Materials for schools were reviewed and revised with a set of resources and new approaches to Career Education and Guidance.

Following that, 22 school guidance counsellors were trained as ToT on the New Approaches to Career Education and TVET Advocacy in Schools to roll out to the rest of the counsellors. The rollout training was provided to all the focal teachers and school guidance counsellors on the implementation of the same.

The following resources were developed through this project to support all secondary schools to plan and implement Career Education and TVET advocacy activities in schools.

1. **A Trainer's Handbook on Career Guidance,**
2. **A Toolkit for Career Education Activities,**
3. **Student Career Workbook**
4. **Career Development Information and Dissemination Strategy for TVET in schools**

Post Box No. 587, Thimphu, Bhutan, Tel: PABX: +975 2 325177/332251, www.education.gov.bt/www.dys.gov.bt



དཔལ་ལྷན་འབྲུག་གཞུང་། ཤེས་རིག་ལྷན་ཁག།

Royal Government of Bhutan
Ministry of Education and Skills Development

Department of Education Programmes
Career Education and Counselling Division

Rethinking Education



Career education is an integral part of our students' education, hence, it is important that they are provided with the latest information and most effective resources to help them make informed career decisions.

Therefore, I request you to ensure that the schools are using these resources to plan and implement career planning and pathways that can explore further and help students manage transitions with informed choices and decision making abilities. With the new approaches on Career Education and Guidance in schools and the strategies that are worked out, we strongly believe that our students will be able to prepare themselves for a bright and fulfilling career paths and be able to independently navigate and negotiate through the 21st Century world of work.

Wishing everyone a successful implementation!

Sincerely,

(Tashi Namgyal)

Director

Cc:

1. Hon'ble Acting Secretary, MoESD, for kind information
2. Director General, DSE, MoESD, for kind information
3. Principals, all secondary schools, for necessary action
4. PA to Hon'ble Sherig Lyonpo, MoESD
5. Office copy

Annexure III: Uploading of Pictures and Videos of Children on Social Media



དཔལ་ལྷན་འབྲུག་གཞུང་། ཤེས་རིག་ལྷན་ཁག།

Royal Government of Bhutan
Ministry of Education and Skills Development
Department of Education Programmes
Career Education and Counselling Division



Rethinking Education

CECD/Adm-10/2022-2023/ 1457

Date: 24/04/2023

Chief Dzongkhag/Thromde Education Officer
Dzongkhag/Thromde Administration
All Dzongkags/Thromdes

Subject: Concerns Regarding Uploading Pictures and Videos of Children on Social Media

Dear Sirs/Madams,

In recent times, there have been children's pictures and videos uploaded on social media platforms without the consent of their parents or guardians.

Such actions not only contravene the Child Care and Protection Act of Bhutan, 2011, the Penal Code of Bhutan, 2004 and The United Nations Convention on the Rights of the Child but also put the children at great risk of being targeted.

Therefore, I request you to kindly inform the principals in your Dzongkhags/Thromdes to advise the teachers and visitors to refrain from uploading the pictures and videos of children on social media platforms especially, on commonly and mostly used platforms like Facebook, Instagram and Tik Tok without the consent of their parents or guardians.

I hope that this matter will be considered as a concern to ensure that children are protected and their privacy and safety are not compromised.

Thank you for your continued support and cooperation!

Sincerely,

(Tashi Namgyal)
Director

Cc:

1. Hon,ble Acting Secretary, for kind information
2. Director General, DSE, MoESD, for kind information
3. Principals, all secondary schools, for necessary action
4. Office copy

Annexure IV: Implementation of Revised School Discipline Guidelines

དཔལ་ལྷན་འབྲུག་གཞུང་།
ཤེས་རིག་དང་རིག་རྒྱལ་གོང་འཕེལ་ལྷན་ཁག།
Royal Government of Bhutan



Ministry of Education and Skills Development

Acting Secretary

CECD/Adm-10/2022-23/ 5059

Date: 5 May, 2023

Dasho Dzungdag/Thrompon
All Dzongkhags/Thromdes

Subject: Implementation of Revised School Discipline Guidelines

Dasho,

The Ministry of Education and Skills Development in consultation with the relevant stakeholders and experts has revised the School Discipline Guidelines considering the challenges facing our schools in the 21st century, particularly in regard to maintaining discipline and addressing youth issues. As you know, the implementation of the Revised School Discipline Guidelines is critical to addressing these challenges and ensuring that our students have access to a safe and supportive learning environment.

The purpose of these guidelines is to provide a framework for creating positive and respectful learning environments that promote the academic and personal growth of our students. In today's rapidly changing world, we are facing numerous challenges that are impacting the behavior and well-being of our young people, making discipline a major concern for schools.

The mounting youth issues such as drug abuse, cyberbullying, and mental health issues require a concerted effort and collaboration from all stakeholders, including Ministries, Dzongkhags, Thromdes, schools, teachers, parents, and communities. It is imperative that the guidelines be mandated to be implemented by all schools to ensure that students have consistent and fair disciplinary practices that respect their dignity and uphold their rights.

To facilitate the implementation of the guidelines, the Career Education and Counseling Division and Wellbeing Division shall coordinate interventions to address any issues that may arise. The Ministry has adopted a strategy on education, intervention, and correction of behavior, which requires us to understand and empathize with the psychological phases that students undergo in their growth and development, and respond accordingly.



དཔལ་ལྷན་འབྲུག་གཞུང་།
 ཤེས་རིག་དང་རིག་ཚུལ་གོང་འཕེལ་ལྷན་ཁག།
Royal Government of Bhutan
Ministry of Education and Skills Development



Acting Secretary

As adults, it is our responsibility to provide necessary support and guidance to our students to ensure that they can achieve their full potential.

Therefore, we request Dasho to take action under your jurisdiction to ensure the effective implementation of the Revised School Discipline Guidelines in all schools, to promote the well-being and success of our students with effect from 2023 academic year. The document shall be reviewed next year based on the lessons learnt in the first implementation phase.

The revised School Discipline Guidelines is attached for your reference and necessary action. Prior to the implementation of the Guidelines, a virtual orientation will be provided. The date of the orientation will be shared later.

Thank you for your attention to this important matter.

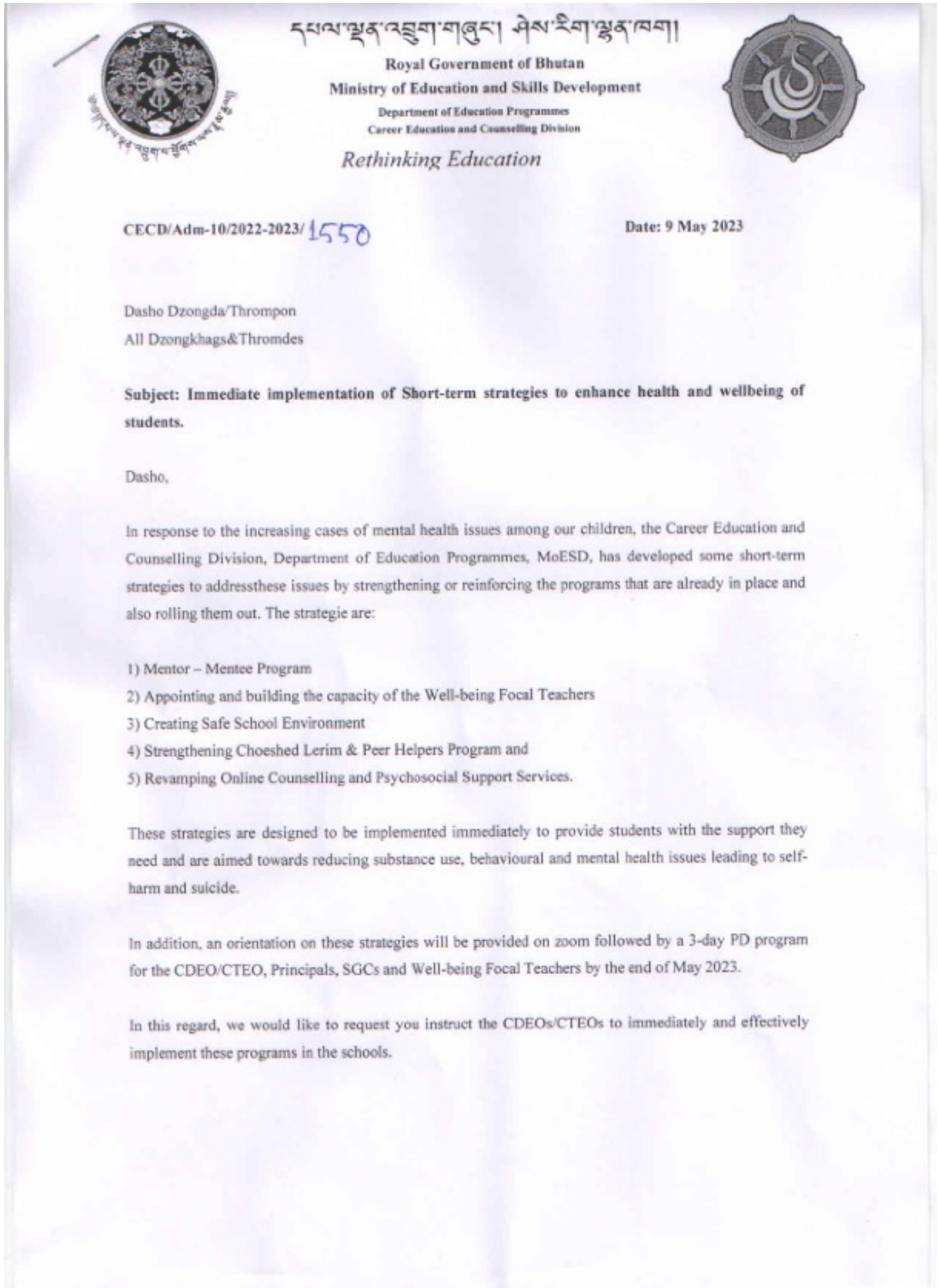
Sincerely,

(Tshewang Chopel Dorji)
 Acting Secretary

Cc:

1. Director General, Department of School Education, MoESD, for information
2. Director, Department of Education Programmes, MoESD, for information
3. Director, Department of WorkForce Planning and Skills Development, MoESD, for information
4. Director, Bhutan Qualification and Professional Certification Authority, MoESD, for information
5. Controller, BCSEA, MoESD, for information
6. All Specialists, MoESD, for information
7. All Chiefs, MoESD, for information
8. All Chief DEO/TEO, for information and necessary action
9. PA to Hon'ble Sherig Lyonpo, MoESD

Annexure V: Short-term strategies to enhance health and wellbeing of students





དཔལ་ལྷན་འགྲུག་གཞུང་། ཤེས་རིག་ལྷན་ཁག།

Royal Government of Bhutan
Ministry of Education and Skills Development

Department of Education Programmes
Career Education and Counselling Division



Rethinking Education

PFA the Guidelines for the programs.

Sincerely,

(Tashi Namgyal)

Director

Cc:

1. The Hon'ble Acting Secretary, MoESD for kind information
2. The Director General, DSE, MoESD for kind information
3. CDEOs/CTEOs for information and necessary action
4. Principals for information and necessary action
5. Office file

Annexure VI: Student Resilience Development Program Implementation (SRDP)



Annexure VII: Sherig e-Counselling and Consultation Services

དཔལ་ལྷན་འབྲུག་གཞུང་།
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 Royal Government of Bhutan



Ministry of Education and Skills Development

PRESS RELEASE**Sherig e-Counselling and Consultation Services**

Thimphu, June 30- The Career Education and Counselling Division (CECD), Department of Education Pogrammes, Ministry of Education and Skills Development is pleased to announce the launch of **e-Counselling and Consultation Services**. This innovative platform is designed to provide accessible and convenient mental health support and guidance to individuals navigating life's challenges.

In the face of unprecedented challenges, ranging from the global pandemic to increased stressors in our everyday lives, our society is in dire need of easily accessible and flexible solutions that cater to individual needs. Understanding this need, the CECD has developed an online platform that is dedicated to providing accessible psychosocial and mental health support services to individuals who may otherwise face difficulties in accessing in-person counselling services.

Our primary objective is to ensure that counselling becomes readily available to everyone. By leveraging technology, we aim to bridge the gap and make professional counselling services easily accessible to everyone.

The e-Counselling and Consultation Services offers clients convenience and choice. By using our secure and user-friendly platform, individuals can access professional counselling and consultation services across various disciplines without the limitations of traditional face-to-face interactions.

The e-Counselling and Consultation Services will offer a wide range of benefits to individuals seeking support that ensures strict confidentiality and provides a secure space for open and honest conversations with the counsellors.

Our platform is user-friendly to make it easy for individuals to navigate and access the help they need and users can engage with their chosen counsellor in a way that is comfortable for them. A user guideline is developed for easy access to our services.

The CECD believes that everyone deserves access to quality psychosocial support. Our e-Counselling and Consultation Services' ultimate goal is to create a society where seeking support and receiving counselling services is not only encouraged but made readily available to all.

Annexure VIII: Sherig e-Counselling and Consultation Services Guidelines



དཔལ་ལྷན་འབྲུག་གཞུང་། ཤེས་རིག་ལྷན་ཁག།
Royal Government of Bhutan
Ministry of Education and Skills Development
Department of Education Programmes



User Guidelines for Sherig e-Counselling and Consultation Services Facebook Page:

1. Visit the Sherig e-Counselling and Consultation Services Facebook page at <https://www.facebook.com/profile.php?id=100032191552154>.
2. Click on the "Message" button. You will receive an auto response with a link to the Client Registration Form.
3. Alternatively, you can click on the "Contact Us" button, which will also direct you to the Client Registration Form.
4. Fill out the Client Registration Form to provide essential information for the counsellor to offer appropriate interventions.
5. Once you submit the Client Registration Form, the designated Counsellor On Duty (COD) based on the selected location will respond and handle your case until its closure.

User Guidelines for Sherig e-Counselling and Consultation Services Website:

1. Go to the Ministry of Education and Skills Development website at <http://www.education.gov.bt/>.
2. Navigate to the "Services" section and click on the Sherig e-Counselling and Consultation Services button.
3. Fill out the Client Registration Form on the website, providing necessary information for the counsellor to offer appropriate interventions.
4. After submitting the Client Registration Form, the designated Counsellor On Duty (COD) based on the selected location will respond and handle your case until its closure.

E. Department of Workforce Planning and Skills Development**Annexure I: Summer and Winter Vacation Breaks for IZCs and TTIs**

འབྲུག་རྒྱལ་ཁབ་ཀྱི་རྒྱལ་པོ་ལྷན་ཁོངས་ཀྱི་འཕེལ་རྒྱུ་ལྟེན་འགྲུལ་ལུགས་ལཱ་ལུགས་ལྷན་ཁུངས་།
 Royal Government of Bhutan
 DEPARTMENT OF WORKFORCE PLANNING AND SKILLS DEVELOPMENT

DWPSD/TMCD/ (1) 2022-2023/2138

Date: 16/06/2023

To
 Principals
 TTIs and IZCs

Sub: Summer and Winter vacation break

The Department of Workforce Planning and Skills Development, MoESD, notifies all TTIs and IZCs to observe following timing for Summer and winter vacation break:

However, those TTIs and IZCs having to complete the ongoing courses should continue to remain functional as per monthly training plan of respective institute.

Sl, No	Activities	Date
1	Summer vacation for trainees (30 days)	1 st to 31 st July
2	Summer vacation for trainers (25 days)	1 st to 25 th July
3	Winter vacation for trainees (49 days)	17 th Dec, 5 th February
4	Winter vacation for trainers (41 days)	20 th Dec, to 1 st February
5	Reporting of trainers	1 st February
6	Reporting of trainees	5 th February

The principals and trainers who are involved in carrying out training activities and other important works during the vacation break should submit a note sheet articulating the strong reasons and justification for payment of leave compensation as per the rule.

Thank you

(Norbu Wangchuk)
 Director

Copy to:

1. Acting Secretary, Ministry of Education and Skills Development, Thimphu for kind information;
2. DG, Directors and Offitg, Director MoESD for kind information;
3. Dasho Dzongdags and Thrompons, Thimphu, Punakha, Wangdue Pghodrang, Bumthang, Trashigang, Sarpang, Zhemgang and Trashiyangste for kind information;
4. Chiefs of all Divisions, MoESD, for kind information.

Annexure II: Re-streamlining the Roles and Mandates of the Divisions

འབྲུག་རྒྱལ་ཁབ་རྒྱུག་གཞུང་། ལས་མི་འཆར་གཞི་དང་རིག་སྐུལ་གོང་འཕེལ་ལས་ཁུངས།
 Royal Government of Bhutan
 DEPARTMENT OF WORKFORCE PLANNING AND SKILLS DEVELOPMENT

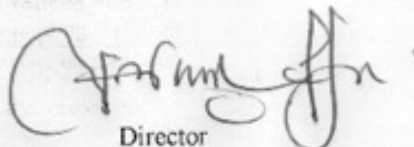
DWPSD/ADMIN/ (1) 2022-2023/ 2650

24th May 2023**Memo**

To : Division heads
From : Director, DWPSD
Sub : Re-streamlining the Roles and Mandates of the Divisions
Date : 24/05/2023

To improve efficiency of the Divisions and TTIs, IZCs under the Department of Workforce Planning and Skills Development (DWPSD), MoESD, the following roles and responsibilities are streamlined during the fortnight meeting of the division held on 23/5/2023 and notified to all concerns for strict compliances with immediate effect.

1. The Master Trainers (Local/International) recruitment and administrative process will be coordinated by TTTRC and subsequently the contract extension, salary increase and any budgetary related proposal should be routed through TTTRC for verification and recommendations for approval. Logistics arrangement including visa process, air ticket, transportation, apartment/rooms, work permit, Health checkup and Bank Accounts etc.... will be done by Adm. Asst. of DWPSD in consultation with TTTRC and SPLD.
2. The real time information and statistics of the TTIs and IZCs will be provided by the Workforce Planning and Information Division (WPID) based on information available on the TVET-MIS. The TTIs, IZCs, TTTRC and SPLD are instructed to make use of the TVET-MIS to record up-to-date TVET related data and information on training, TOT, and Trainers. Any data recorded outside the TVET-MIS will be further streamlined to ensure data accuracy and update;
3. The WPID will further take the responsibility of developing Annual Report for the Department recording all activities implemented by the Department.
4. Mr. Ugyen Namgay (APA focal of the Department) will coordinate APA activities of the Department including compiling of information for reporting purposes. However, respective Divisions will be responsible for identifying their APA targets, progress and ensuring implementation.
5. The monthly departmental meeting and fortnight virtual meeting of the TTIs & IZCs to be continued as usual. Additionally, the fortnight divisional meeting to be coordinated by the TRCD as proposed during the first meeting of the division held on 23/5/2023.


 Director

F. School Curriculum Division

Annexure I: Implementation of the Revised Assessment Structure 2023



དཔལ་ལྷན་འབྲུག་གཞུང་། ཤེས་རིག་དང་རིག་ཚུལ་གོང་འཕེལ་ལྷན་ཁག།

Royal Government of Bhutan
Ministry of Education & Skills Development
Department of School Education



DSE/SLCD/Adm(1.1-A)/2023/350

16 March 2023

Dzongda/Thrompon
All Dzongkhags and Thromdes

Subject: Implementation of the Revised Assessment Structure 2023

Dear Dasho,

This is to inform you that we have made changes to a few clauses in the Assessment Structure 2023, which was communicated to you on March 14, 2023, via letter no. MoESD-SCD/Lang-En(7)/2022-2023/3040. To reiterated, the revised Assessment Structure is aimed to streamline the assessment practices by aligning it to the National School Curriculum. The following are the key amended changes.

1. Mathematics is a mandatory subject for passing in class IX commencing in 2023, and this will be followed in class X beginning in the 2024 academic session.
2. Subject combinations for classes XI and XII have been standardized to enable a seamless transition to tertiary education. To ensure a smooth transition, the new subject combinations will be implemented in class XI this year, followed by class XII from 2024.
3. The assessment breakups (PP-XII) will be implemented in all the classes across all subjects starting the 2023 academic session.
4. The three optional subjects, Media Studies, AgFS, and Environmental Science are phased out from 2023 academic year. However, students opting these subjects in classes X and XII this year (2023) will continue as the last cohort.
5. ICT will be assessed in all classes from PP- X including common and high-stake examinations.
6. For classes XI and XII, students will study ICT, however, there will be no written examination.

Aside from the aforementioned key changes, the guidelines have been also updated and revised wherever necessary. As a result, we would like to request that Dasho to instruct the Education Sector to share the amended revised Assessment Structure 2023 and notify schools to implement it immediately.

Thanking you,

Sincerely,

(Karma Galay)
Director General

Copy to:

1. Chief DEOs/TEOs for information and necessary follow-up
2. Director, BCSEA for information
3. Office file

Annexure II: Implementation of the Amended CFA EMIS Module 2022

དཔལ་ལྷན་འབྲུག་གཞུང་། བེས་རིག་ལྷན་ཁག།
Department of Curriculum & Professional Development
Ministry of Education



— Rethinking Education —

MOE-DCPD/Lang-En(7)/2021-2022/ 2 6 6 1

November 14, 2022

The Principal,
All the Primary Schools

Subject: Implementation of Amended CFA EMIS Academic Module 2022

Dear Sirs/Madams,

Pursuant to the CFA amendment notification sent to schools earlier this year, the recording and result processing for classes PP to III in the EMIS have been amended and incorporated in accordance with the revised CFA protocols. All the primary schools are required to use the Academic Module on the EMIS to record student performance and generate reports.

Students' achievement levels for terms one and two, as well as their personal characteristics and portrait, should be entered into the EMIS using the guidelines and steps outlined in the attachment.

The revised CFA practice aims to enhance learning and teaching while also making it easier for teachers and schools to record and produce students reports.

If you have any questions, please call or email Sangay Tshering, Curriculum Developer, at 17600853 or sangaytshering.dcpd@moe.gov.bt

For any technical support and enquiries, please contact the ICTD, MoE or email at ictd@moe.gov.bt

Thanking you.

Yours sincerely,

Tashi Namgyal
Director

Copy to:

1. Acting Secretary, MoE for kind information
2. Chief DEOs/TEOs, Dzongkhag/Thromde Administration for information and support
3. Chief, ICTD, MoE for information and necessary support
4. Office file



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Department of Curriculum & Professional Development
Ministry of Education



— Rethinking Education —

Key CFA amendments

In continuation to the notification sent earlier this year regarding the amendments in CFA practices, the following are the key revisions of CFA, which are incorporated in the EMIS.

1. Though CFA is carried out continuously as an essential component of every-day classroom teaching and learning process, compilation and reporting of individual student's progress is to be done twice a year, i.e., for mid-term and annual instead of quarterly.
2. There are FIVE levels of student achievement i.e., **Beginning, Approaching, Meeting, Advancing & Exceeding**. Hence, students' performance should be assessed using these five levels. In the revised Instructional Guides, all the recommended assessment tools have been updated to include the five levels accordingly. The five levels are:

Exceeding (མེད་ལྷོད།)	The student demonstrates competencies that exceed the expectations and targets.
Advancing (ཡར་སྐྱོད།)	The student demonstrates competencies that are above the expectations and targets.
Meeting (རེ་མཐུན།)	The student demonstrates competencies that meet the expectations and targets.
Approaching (ཉེ་འཕྲོད།)	The student demonstrates competencies that are towards the expectations and targets.
Beginning (གཞི་འཇགས།)	The student demonstrates competencies that are below expectations and targets.

3. Every student's performance should be documented throughout the year, as required by the CFA protocol, by keeping learning and performance records and evidences.
4. To begin processing the recording of students' performance on the EMIS, prepare the consolidated results for declaration at the end of term one and share the students' report with parents and other relevant stakeholders. The school assessment committee should review students' performance and implement appropriate interventions to help students who are performing below the "**Meeting**" level. (The goal of CFA is to assist children in performing and demonstrating expected competencies.)
5. Second, complete the term two consolidated sheet by entering the students' achievement levels at the end of the term. Following that, prepare brief but comprehensive narratives for each subject and each student, which should be entered in the sections "**Comments**," "**Area of Strength**," and "**Area of Growth**". These sections comprise the "**Student's Portrait**", a one-page overview of each subject. Similarly, the personal characteristics of the students should be recorded in the section provided.
6. Third, the first and second terms' consolidated results will be transferred to the **Final Consolidated Sheet**. According to the School Assessment Committee's endorsement and recommendations, the subject teacher/class teacher should decide and grade students' performance within the five levels for progression and promotion purposes.



དཔལ་ལྷན་འབྲུག་གཞུང་། ཤེས་རིག་ལྷན་ཁག།
 Department of Curriculum & Professional Development
Ministry of Education



— *Rethinking Education* —

7. Fourth, write a brief description of the student's awards, responsibilities and others under the section "**Special Awards/Responsibilities/Others.**"
8. Finally, the information from the **Final Consolidated Result** will be transferred to the individual **Student's Progress Report**, which, together with the "**Student's Portrait**", will form the complete package for reporting at the end of the academic year.

All of the preceding steps are now part of the EMIS, and schools are advised to record and prepare system reports. Because CFA strives to ensure that all students demonstrate desired competencies as a result of ongoing support, students should be decided and graded based on their performance and assessment records. Students who do not achieve the desired level of achievement/competencies should be supported, and appropriate interventions should be implemented.

Annexure III & IV: Revised Curriculum and EMIS CFA Guidelines:



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Department of Curriculum & Professional Development
Ministry of Education



— Rethinking Education —

MOE-DCPD/Lang-En(7)/2021-2022/ 2961

November 14, 2022

The Principal,
All the Primary Schools

Subject: Implementation of Amended CFA EMIS Academic Module 2022

Dear Sirs/Madams,

Pursuant to the CFA amendment notification sent to schools earlier this year, the recording and result processing for classes PP to III in the EMIS have been amended and incorporated in accordance with the revised CFA protocols. All the primary schools are required to use the Academic Module on the EMIS to record student performance and generate reports.

Students' achievement levels for terms one and two, as well as their personal characteristics and portrait, should be entered into the EMIS using the guidelines and steps outlined in the attachment.

The revised CFA practice aims to enhance learning and teaching while also making it easier for teachers and schools to record and produce students reports.

If you have any questions, please call or email Sangay Tshering, Curriculum Developer, at 17600853 or sangaytshering.dcpd@moe.gov.bt

For any technical support and enquiries, please contact the ICTD, MoE or email at ictd@moe.gov.bt

Thanking you.

Yours sincerely,

Tashi Namgyal
Director

Copy to:

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2. Chief DEOs/TEOs, Dzongkhag/Thromde Administration for information and support
3. Chief, ICTD, MoE for information and necessary support
4. Office file



Key CFA amendments

In continuation to the notification sent earlier this year regarding the amendments in CFA practices, the following are the key revisions of CFA, which are incorporated in the EMIS.

1. Though CFA is carried out continuously as an essential component of every-day classroom teaching and learning process, compilation and reporting of individual student's progress is to be done twice a year, i.e., for mid-term and annual instead of quarterly.
2. There are FIVE levels of student achievement i.e., **Beginning, Approaching, Meeting, Advancing & Exceeding**. Hence, students' performance should be assessed using these five levels. In the revised Instructional Guides, all the recommended assessment tools have been updated to include the five levels accordingly. The five levels are:

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Beginning (གཞི་འཛུགས།)	The student demonstrates competencies that are below expectations and targets.

3. Every student's performance should be documented throughout the year, as required by the CFA protocol, by keeping learning and performance records and evidences.
4. To begin processing the recording of students' performance on the EMIS, prepare the consolidated results for declaration at the end of term one and share the students' report with parents and other relevant stakeholders. The school assessment committee should review students' performance and implement appropriate interventions to help students who are performing below the "**Meeting**" level. (The goal of CFA is to assist children in performing and demonstrating expected competencies.)
5. Second, complete the term two consolidated sheet by entering the students' achievement levels at the end of the term. Following that, prepare brief but comprehensive narratives for each subject and each student, which should be entered in the sections "**Comments,**" "**Area of Strength,**" and "**Area of Growth**". These sections comprise the "**Student's Portrait**", a one-page overview of each subject. Similarly, the personal characteristics of the students should be recorded in the section provided.
6. Third, the first and second terms' consolidated results will be transferred to the **Final Consolidated Sheet**. According to the School Assessment Committee's endorsement and recommendations, the subject teacher/class teacher should decide and grade students' performance within the five levels for progression and promotion purposes.



7. Fourth, write a brief description of the student's awards, responsibilities and others under the section "**Special Awards/Responsibilities/Others.**"
8. Finally, the information from the **Final Consolidated Result** will be transferred to the individual **Student's Progress Report**, which, together with the "**Student's Portrait**", will form the complete package for reporting at the end of the academic year.

All of the preceding steps are now part of the EMIS, and schools are advised to record and prepare system reports. Because CFA strives to ensure that all students demonstrate desired competencies as a result of ongoing support, students should be decided and graded based on their performance and assessment records. Students who do not achieve the desired level of achievement/competencies should be supported, and appropriate interventions should be implemented.

Term I
CFA EMIS Guidelines

1. Prerequisites:

The academics module is dependent on other modules for its functionality. Therefore, there are certain prerequisites that must be fulfilled before using the academic module.

Sl No	Modules	Steps to Check
1	Subject offered:	
	All the subjects offered in the school or class must be defined.	<ul style="list-style-type: none"> ● Click on Organization Module. ● Click on the Subject Offered in the Menu. ● Select one of the classes and select the subject that is offered in your school
2	Students:	
	All students must be registered and in the correct class, stream and section.	<ul style="list-style-type: none"> ● Click on Student Module ● Click on Student List menu ● Select the classes and check the students
	Students must be assigned to respective optional subjects.	<ul style="list-style-type: none"> ● Login as a Class Teacher ● Click on Academic Module ● Click on Academic Sub Menu ● Click on Student optional Subject ● Select the students based on the optional subject defined in your organization.
	Roll no must be assigned	<ul style="list-style-type: none"> ● Click on student Module ● Click on Assign Roll number menu ● Assign the roll number.
	Student attendance must be checked	<ul style="list-style-type: none"> ● Login as a class Teacher ● Click on Academic Module ● Click on Academic Sub Menu ● Click on Attendance Screen Menu.
3	Principal:	
	All Principals, Officiating Principal and ECR-in charges must be mapped to the correct working agency.	<ul style="list-style-type: none"> ❖ Login with one's own credentials ❖ Click on the picture icon to the right side ❖ Click on profile ❖ Check if the organization is mapped correctly.

	All the Principals, Offtg Principal, and ECR in charge should be assigned the role as Principal, Offtg Principal and ECR in charge respectively.	<ul style="list-style-type: none"> ❖ Click on SA card ❖ Click on User Management ❖ Edit the role based on the Position Title. <p><i>If the Principal, Officiating Principal and ECR incharge teaches certain classes then, make sure you have provided them the role of teacher along with the role of Principal, Offt. Principal and ECR incharge from the SA card.</i></p>
4	Teachers:	
	All teachers must be mapped to the correct working agency.	<ul style="list-style-type: none"> ❖ Login with one's own credentials ❖ Click on the picture icon to the right side ❖ Click on profile ❖ Check if the organization is mapped correctly
	The teachers must be mapped as class teachers to enable the class teacher to verify the results and as subject-teachers to enable them to enter the continuous and term assessment of the students	<ul style="list-style-type: none"> ❖ Click on Academic Module ❖ Click on Academic Menu ❖ Click on Class Teacher mapping and assign the class to a particular teacher. ❖ Click on Subject Teacher Mapping screen menu and assign to a particular teacher <p><i>Notes: A teacher must be given a role Teacher from the SA card.</i></p>

2. Process:

Slide	CFA Term Result: Term 1
Speak	Kuzu Zangpo Welcome to the tutorial on EMIS Version 3.
Slides	In this tutorial you will learn the steps involved to process the CFA for TERM 1
Slides	<ol style="list-style-type: none"> 1. Continuous Formative Assessment (CFA) applies to Classes PP-III 2. The CFA has three parts <ol style="list-style-type: none"> a. Progress Report which has to be entered for both the terms b. Student Portrait which has to be entered only for Term II c. Personal Characteristics which have to be entered only for Term II

	<ol style="list-style-type: none"> 3. The Progress report assesses the students’ progress for each subject against five levels of rating - Beginning, approaching, meeting, exceeding and advancing 4. The student Portrait assesses the students’ Area of Strength, Area of Growth and Comments. 5. The Personal Characteristics assesses the students’ personal traits against four ratings - Outstanding, Very Good, Good and Need Improvement.
Slides	<ol style="list-style-type: none"> 1. To process the CFA there are slightly different steps to be followed for TERM 1 and TERM 2 which will be explained later. 2. If the Term 1 result is not approved by the Principal, the Subject teacher cannot proceed to Term II. So, schools are requested to process the TERM 1 CFA before moving to TERM 2.
Slides	<p>CFA PROCESS FOR TERM 1</p> <p>The following steps must be completed to process the CFA results for TERM 1:</p> <p>Step 1: SET STRANDS: Subject teacher has to set the strands for TERM 1 for their respective subjects according to the strands taught in TERM 1.</p> <p>Step 2: ENTER SUBJECT LEVEL RATINGS OF STUDENTS: Subject teacher has to rate the student on their respective subjects. After entering the level rating for each student for their respective subjects, the subject teacher has to submit the level rating to the class teacher.</p> <p>Step 3: VIEW SUBMISSION OF LEVEL RATINGS: Class teachers can view and monitor the submission of level ratings by the subject teachers.</p> <p>Step 4: FINALISE AND SUBMIT CONSOLIDATED RESULTS: Class teacher has to finalize and submit the consolidated results of students to the Principal.</p> <p>Step 5: APPROVE/PUBLISH RESULTS: Principal has to review and approve/publish the results.</p> <p>Step 6: GENERATE AND PRINT PROGRESS REPORT OF STUDENT: After approval, the progress report of students can be generated by the class teachers to be distributed to students.</p>
Slides	Step 1: SET STRANDS
Slides	<ol style="list-style-type: none"> 1. The subject teachers need to select the subject strands from the list of strands set by DCPD as per the curriculum taught in their respective classes.

	<ol style="list-style-type: none"> 2. The strands for TERM 1 may differ from TERM 2 so please note that strands must be set for both TERM 1 and TERM 2. 3. The class teacher and the Principal will have the rights to view the strands set by the subject teachers against each subject and class.
DEMO	<p>Let's us login with the credential of subject teacher to add the strands for the particular term</p> <ol style="list-style-type: none"> 1. Click on "Configuration" in the main menu and then click on the 'Academic Configuration' sub-menu. You will then be directed to the 'Academic Configuration' page. 2. Click on the "Class Subject Assessment Area" screen menu. You will be redirected to a page which will provide you various select options. 3. Select the class and term for which you wish to define the strands that are to be taught for the term. 4. The list of strands defined by DCPD for a particular term will be given to you. Select the stands that you will be assessing for the term. 5. Click Save button
Slides	Step 2: ENTER SUBJECT LEVEL RATINGS OF STUDENTS:
Slides	<ol style="list-style-type: none"> 1. The subject teacher has to enter the students' level rating for each subject that they teach. 2. Class teachers can be subject teachers. If class teachers are also subject teachers, they can follow the same process as subject teachers to enter the level ratings of the subjects that they teach. 3. Once the subject teachers finalises and submits the level ratings to the class teachers, they cannot edit the level rating. 4. If there is an error in the level rating, Subject teacher must request class teachers to undo finalisation.
DEMO	<p>Let's us login with the credential of teacher to add the level ratings for the students</p> <ol style="list-style-type: none"> 1. Click on "Academic" in the main menu and then click on the 'Academic' sub-menu. You will then be directed to the 'Academic' page. You will be provided with different screen menus related to the academic module. 2. Click on the "Term Result" screen menu. You will be redirected to a page which will provide you various select options.

	<ol style="list-style-type: none"> 3. Based on the subject teacher mapping, you will see the list of classes that is assigned to you. 4. Select the class and the term. You will then be provided with the list of subjects for the class selected. 5. To add the level ratings for the class, click on “Add” under the actions column. You will be redirected to the “Class, Term and Subjects” page and the list of the students for the class will be provided in the data table. 6. Enter the level ratings for the students. 7. Click on the “save” button to save the details. The save option will save the level ratings of the students. This option will also allow you to edit the level ratings. 8. If the level ratings are finalized and there will be no more changes, you can choose the “Finalise and Submit” option. <p>To Edit the level ratings,</p> <ol style="list-style-type: none"> 1. Select the class and the term. You will then be provided with the list of subjects for the class selected. 2. To edit the level ratings for the class, click on “Edit” under the actions column. You will be redirected to the “Class, Term and Subjects” page. 3. Edit the details. Click on the “save” button to save the details. The save option will save the level ratings of the students. This option will also allow you to edit the level ratings. 4. If the level ratings are finalise and there will be no more changes, you can choose the “Finalise and Submit to Class Teacher” option
Slide	Step 3: VIEW SUBMISSION OF LEVEL RATINGS:
Slides	<ol style="list-style-type: none"> 1. Once the subject teacher finalises and submits the level ratings of the subjects to the class teachers, the class teachers can view and monitor which subject teachers have submitted the level ratings. 2. The class teachers can only consolidate and finalise the results if all the subject teachers have submitted the level ratings of the class. 3. Till the class teacher finalises and submits the consolidated results he/she can undo finalise which can allow the subject teachers to edit and re-submit the level ratings to the class teachers.
DEMO	To view the list of subject level ratings that were submitted by the subject teachers, login with the credentials of the class teacher.

	<p>Click on “Academic” in the main menu and then click on the ‘Academic’ sub-menu. You will then be directed to the ‘Academic’ page. You will be provided with different screen menus related to the academic module.</p> <ol style="list-style-type: none"> 1. Click on the “Term Result” screen menu. You will be redirected to a page which will provide you various select options. Based on the class teacher mapping, you will see the list of classes that is assigned to you. 2. Select the class and the term. You will then be able to view the list of subjects that have been submitted by the respective subject teachers for the class selected. <p>Against the subjects you will see three buttons. The functionality of the button are as follows:</p> <ol style="list-style-type: none"> a. “Add” option: If you have been assigned as a subject teacher, you will see the “Add” options under the actions column. b. “Undo Finalise” option: This option will allow the class teacher to undo the finalised level rating for the subject to allow the subject teacher to edit the level ratings. Please note that once the subject teachers have submitted the level ratings to the class teacher, the subject teacher cannot edit the level ratings. The class teacher must undo finalisation to allow the subject teachers to rectify the level ratings. Again, the same process of submission by subject teachers must be followed. c. “View” Option: Allows you to view the level ratings of the students
Slide	Step 4: FINALISE AND SUBMIT CONSOLIDATED RESULTS
DEMO	<p>To finalise and submit the consolidated results, login with the credentials of the class teacher.</p> <ol style="list-style-type: none"> 1. Click on “Academic” in the main menu and then click on the ‘Academic’ sub-menu. You will then be directed to the ‘Academic’ page. You will be provided with different screen menus related to the academic module. 2. Click on the “Consolidate” screen menu. You will be redirected to a page which will provide you an option to select the class. 3. Based on the class teacher mapping, you will see the list of classes that is assigned to you. Select the class. You will then be provided with a list that will show the terms and the result status. 4. Under the action column, Click on “Edit” option: This option is provided if the results have not been “Finalised”. You will be able to enter the remarks for a particular student. Click on “save” button to save the details. The save

	<p>option will save the remarks of the students. This option will also allow you to edit the remarks. If the level ratings are finalised and there will be no more changes, you can choose the “Finalise and Submit for Approval” option.</p> <p>There are two more buttons with the following functionalities:</p> <ol style="list-style-type: none"> 1. “View” Option: Allows you to view the level ratings of the students. 2. “Undo Finalise” option: This option is provided if only you have finalized the consolidated result. This option will allow the class teacher to unlock the term result and allow the subject teacher to edit the level ratings. The “Edit” option will then be available.
Slide	Step 5: APPROVE/PUBLISH RESULTS:
Slide	<p>Header: Approve or publish Results</p> <ol style="list-style-type: none"> 1. Once the class teachers finalise and submits the consolidated results, the principal will be able to view and edit the consolidated results. 2. The principal will be allowed to edit the level ratings that are submitted by the Class Teacher. The edition of the level ratings will be done only after the completion of the Examination Committee Meeting. 3. The Principal will approve/publish the results. After the results are approved, the class teacher will be able to view the progress report of the students. 4. After approval, the Principal can Publish the results to allow the students to see their results through the EMIS Portal. 5. If the Term 1 result is not approved by the Principal, the Subject teacher can’t proceed for Term II assessment. 6. Once the principal approves the results, the level ratings cannot be altered by anyone.
DEMO	Log in as Principal

	<ol style="list-style-type: none"> 1. Click on “Academic” in the main menu and then click on the ‘Academic’ sub-menu. You will then be directed to the ‘Academic’ page. You will be provided with different screen menus related to the academic module. 2. Click on the “Approve & Publish Result” screen menu. You will be redirected to a page which will provide you an option to select the term. Only those terms whose results have been finalised will be shown. 3. Select the term for which you would like to approve and publish. You will then be provided with a data table that will list the class and result status. Under the actions column, you will be provided with “Approve and View” button. <ol style="list-style-type: none"> a. “Approve” option: This option will allow you to approve the level ratings for the class. After approval instead of “approve” button you will see the “Publish” Button. b. “View” Option: Allows you to view the level ratings of the students.
Slides	Step 6: GENERATE AND PRINT PROGRESS REPORT OF STUDENT
	1. After the principals approve the consolidated results, the class teachers will be able to generate and print the progress report of the students.
DEMO	<p>Class Teacher Login as class teacher:</p> <ol style="list-style-type: none"> 1. Click on “Academic” in the main menu and then click on the ‘Academic’ sub-menu. You will then be directed to the ‘Academic’ page. You will be provided with different screen menus related to the academic module. 2. Click on the “Student Progress Report” screen menu. You will be redirected to a page which will provide you an option to select the class. 3. Select the “View/Print Progress Report” button under the action column for the term. 4. You will see the list of students and click on ‘View/Print Progress Report’ option to view the result of each student.
	TASHI DELEK!

Term I
CFA EMIS Guidelines

1. Prerequisites:

The academics module is dependent on other modules for its functionality. Therefore, there are certain prerequisites that must be fulfilled before using the academic module.

Sl No	Modules	Steps to Check
1	Subject offered:	
	All the subjects offered in the school or class must be defined.	<ul style="list-style-type: none"> ● Click on Organization Module. ● Click on the Subject Offered in the Menu. ● Select one of the classes and select the subject that is offered in your school
2	Students:	
	All students must be registered and in the correct class, stream and section.	<ul style="list-style-type: none"> ● Click on Student Module ● Click on Student List menu ● Select the classes and check the students
	Students must be assigned to respective optional subjects.	<ul style="list-style-type: none"> ● Login as a Class Teacher ● Click on Academic Module ● Click on Academic Sub Menu ● Click on Student optional Subject ● Select the students based on the optional subject defined in your organization.
	Roll no must be assigned	<ul style="list-style-type: none"> ● Click on student Module ● Click on Assign Roll number menu ● Assign the roll number.
	Student attendance must be checked	<ul style="list-style-type: none"> ● Login as a class Teacher ● Click on Academic Module ● Click on Academic Sub Menu ● Click on Attendance Screen Menu.
3	Principal:	
	All Principals, Officiating Principal and ECR-in charges must be mapped to the correct working agency.	<ul style="list-style-type: none"> ❖ Login with one's own credentials ❖ Click on the picture icon to the right side ❖ Click on profile ❖ Check if the organization is mapped correctly.

	All the Principals, Offtg Principal, and ECR in charge should be assigned the role as Principal, Offtg Principal and ECR in charge respectively.	<ul style="list-style-type: none"> ❖ Click on SA card ❖ Click on User Management ❖ Edit the role based on the Position Title. <p><i>If the Principal, Officiating Principal and ECR incharge teaches certain classes then, make sure you have provided them the role of teacher along with the role of Principal, Offt. Principal and ECR incharge from the SA card.</i></p>
4	Teachers:	
	All teachers must be mapped to the correct working agency.	<ul style="list-style-type: none"> ❖ Login with one's own credentials ❖ Click on the picture icon to the right side ❖ Click on profile ❖ Check if the organization is mapped correctly
	The teachers must be mapped as class teachers to enable the class teacher to verify the results and as subject-teachers to enable them to enter the continuous and term assessment of the students	<ul style="list-style-type: none"> ❖ Click on Academic Module ❖ Click on Academic Menu ❖ Click on Class Teacher mapping and assign the class to a particular teacher. ❖ Click on Subject Teacher Mapping screen menu and assign to a particular teacher <p><i>Notes: A teacher must be given a role Teacher from the SA card.</i></p>

Slide	CFA Term Result: Term II
Speak	Kuzu Zangpo Welcome to the tutorial on EMIS Version 3.
Slides	In this tutorial you will learn about CFA and the process involved to process the CFA for term 2
Slides	<ol style="list-style-type: none"> 1. Continuous Formative Assessment(CFA) applies to Classes PP-III 2. The CFA has three parts <ol style="list-style-type: none"> a. Progress Report which has to be entered for two terms <ol style="list-style-type: none"> i. Term 1 which is Mid term ii. Term 2 which is Final Term b. Student Portrait which has to be entered only in Final Term

	<p>c. Personal Characteristics which has to be entered only in Final Term</p> <ol style="list-style-type: none"> 3. The Progress report assesses the students' progress for each subject against five levels of rating - Beginning, approaching, meeting, exceeding and advancing 4. The student Portrait assesses the students' Area of Strength, Area of Growth and General Comments. 5. The Personal Characteristics assesses the students' personal traits four ratings - Outstanding, Very Good, Good and Need Improvement.
	<p>CFA PROCESS FOR TERM 2</p> <p>Step 1 : SET STRANDS: Subject teachers have to set the strands for their respective subjects for TERM 2.</p> <p>Step 2: ENTER SUBJECT LEVEL RATINGS AND PORTRAIT OF STUDENTS: Subject teacher has to rate the students on their respective subjects, enter the remarks for the student portrait in the term result and submit to the class teacher.</p> <p>Step 3: ENTER PERSONAL CHARACTERISTICS: Class teachers have to enter the personal traits of the students and save.</p> <p>Step 4: FINALISE AND SUBMIT THE FINAL CONSOLIDATED RESULTS: The class teacher has to finalise and submit the final consolidated results of each student to the Principal. However, if there are changes to the final results the class Teacher can make changes in the Final Consolidated Result if the Class Teacher and Subject Teacher agrees the student has potential to do well in the next class. Only Level Rating below "Meeting" can be changed.</p> <p>Step 5: APPROVE/PUBLISH RESULTS: Principal has to review and approve/publish the results. After the principal approves the results, any changes to the progress report will not be accepted.</p> <p>Step 6: GENERATE AND PRINT PROGRESS REPORT OF STUDENT: After approval, the progress report and student portrait can be generated by the class teachers to be distributed to students or alternatively to enable the student to view the results through the EMIS portal, the Principal must publish the result.</p>
Slides	Step 1: SET STRANDS
Slides	<ol style="list-style-type: none"> 1. The subject teachers need to select the subject strands from the list of strands set by DCPD as per the curriculum taught in their respective classes. 2. The strands for TERM 1 may differ from TERM 2 so please note that strands must be set for both TERM 1 and TERM 2.

	<ol style="list-style-type: none"> The class teacher and the Principal will have the rights to view the strands set by the subject teachers against each subject and class.
DEMO	<p>Lets us login with the credential of subject teacher to add the strands for the particular term</p> <ol style="list-style-type: none"> Click on “Configuration” in the main menu and then click on the ‘Academic Configuration’ sub-menu. You will then be directed to the ‘Academic Configuration’ page. Click on the “Class Subject Assessment Area” screen menu. You will be redirected to a page which will provide you various select options. Select the class and term for which you wish to define the strands that are to be taught for the term. The list of strands defined by DCPD for a particular term will be given to you. Select the stands that you will be assessing for the term. Click Save button
Slides	<p>Step 2: ENTER SUBJECT LEVEL RATINGS AND PORTRAIT OF STUDENTS</p>
Slides	<ol style="list-style-type: none"> The subject teacher has to enter the students level rating for each subject that they teach Class teachers can be subject teachers. If class teachers are also subject teachers, they can follow the same process as subject teachers to enter the level ratings of the subjects that they teach Once the subject teachers finalises and submits the level ratings to the class teachers, they cannot edit the level rating. If there is an error in the level rating, Subject teacher must request class teachers to undo finalisation.
DEMO	<p>Lets us login with the credential of teacher to add the level ratings for the students</p> <ol style="list-style-type: none"> Click on “Academic” in the main menu and then click on the ‘Academic’ sub-menu. You will then be directed to the ‘Academic’ page. You will be provided with different screen menus related to the academics module. Click on the “Term Result” screen menu. You will be redirected to a page which will provide you various select options. Based on the subject teacher mapping, you will see the list of classes that is assigned to you.

	<ol style="list-style-type: none"> 4. Select the class and the term. You will then be provided with the list of subjects for the class selected. 5. To add the level ratings for the class, click on “Add” under the actions column. You will be redirected to the “Class, Term and Subjects” page and the list of the students for the class will be provided in the datatable. 6. Enter the level ratings for the students. 7. Click on the “save” button to save the details. The save option will save the level ratings of the students. This option will also allow you to edit the level ratings. 8. If the level ratings are finalized and there will be no more changes, you can choose the “Finalise and Submit” option. <p>To Edit the level ratings,</p> <ol style="list-style-type: none"> 1. Select the class and the term. You will then be provided with the list of subjects for the class selected. 2. To edit the level ratings for the class, click on “Edit” under the actions column. You will be redirected to the “Class, Term and Subjects” page. 3. Edit the details. Click on the “save” button to save the details. The save option will save the level ratings of the students. This option will also allow you to edit the level ratings. 4. If the level ratings are finalise and there will be no more changes, you can choose the “Finalise and Submit to Class Teacher” option
Slide	<p>Step 3: ENTER PERSONAL CHARACTERISTICS:</p> <p>The class teacher will only have an option to enter the level ratings of personal characteristics for each student.</p> <p>The strands for personal characteristics need to be defined from the configuration like the strands you have defined for the subject.</p>
DEMO	<p>Let’s us login with the credential of class teacher to add the level ratings for the students</p> <ol style="list-style-type: none"> 1. Click on “Academic” in the main menu and then click on the ‘Academic’ sub-menu. You will then be directed to the ‘Academic’ page. You will be provided with different screen menus related to the academic module. 2. Click on the “Term Result” screen menu. You will be redirected to a page which will provide you various select options. 3. Select the class and the term. You will then be provided with the personal characteristics.

	<ol style="list-style-type: none"> 4. To add the level ratings for the class, click on “Add” under the actions column. You will be redirected to the “Class, Term and Subjects” page and the list of the students for the class will be provided in the data table. 5. Enter the level ratings for the students. 6. Click on the “save” button to save the details. The save option will save the level ratings of the students. This option will also allow you to edit the level ratings. 7. If the level ratings are finalized and there will be no more changes, you can choose the “Finalise and Submit” option.
Slide	Step 4: FINALISE AND SUBMIT THE FINAL CONSOLIDATED RESULTS:
Slide	<ul style="list-style-type: none"> ● Based on the information from Terms I and II, the system will generate the final consolidated result. ● The class teacher/subject teacher will present the results to the school assessment committee for consideration and recommendations, particularly for students performing below the "Meeting" level. ● Following the committee's decision, the respective class teacher will decide and grade students for promotion purposes based on the records and evidence. ● To do this, the final consolidated sheet is editable for inputs. Upon finalization, the information from the final consolidated sheet will be transferred to the progress report.
Demo	<p>To view the list of level ratings that were submitted by the subject teachers, login with the credentials of the class teacher.</p> <p>Click on “Academic” in the main menu and then click on the ‘Academic’ sub-menu. You will then be directed to the ‘Academic’ page. You will be provided with different screen menus related to the academic module.</p> <ol style="list-style-type: none"> 1. Click on the “Final Consolidate Result” screen menu. You will be redirected to a page which will provide you an option to select the class. 2. Based on the class teacher mapping, you will see the list of classes that is assigned to you. Select the class. You will then be provided with a list that will show the final result status. 3. Under the action column, you will be provided with the following options: <ul style="list-style-type: none"> ● “Edit” option: This option is provided if the results have not been “Finalised”. You will be able to make the changes if and only if the ‘Result’ is ‘Below Meeting’ for a particular student. Click on “Save Changes” button to save the details or the “Finalize & Submit for

	<p>Approval” button if the level ratings are finalized and there will be no more changes. You have to click on ‘Edit’ button for each student and click the “Finalize & Submit for Approval” button.</p> <ul style="list-style-type: none"> ● “View” Option: Allows you to view the level ratings of the students.
Slide	Step 5: APPROVE/PUBLISH RESULTS:
Slide	<p>Header: Approve or publish Results</p> <ol style="list-style-type: none"> 1. Once the class teachers finalises and submits the consolidated results, the principal will be able to view and edit the consolidated results. 2. The principal will be allowed to edit the level ratings that are submitted by the Class Teacher. The edition of the level ratings will be done only after the completion of the Examination Committee Meeting. 3. The Principal will approve/publish the results. After the results are approved, the class teacher will be able to view the progress report of the students. 4. After approval, the Principal can Publish the results to allow the students to see their results through the EMIS Portal. 5. If the Term 1 result is not approved by the Principal, the Subject teacher can’t proceed for Term II assessment. 6. Once the principal approves the results, the level ratings cannot be altered by anyone.
DEMO	<p>Log in as Principal</p> <ol style="list-style-type: none"> 1. Click on “Academic” in the main menu and then click on the ‘Academic’ sub-menu. You will then be directed to the ‘Academic’ page. You will be provided with different screen menus related to the academic module. 2. Click on the “Approve & Publish Result” screen menu. You will be redirected to a page which will provide you an option to select the term. Only those terms whose results have been finalised will be shown. 3. Select the term for which you would like to approve and publish. You will then be provided with a data table that will list the class and result status. Under the actions column, you will be provided with “Approve, View and Edit” <ol style="list-style-type: none"> a. “Edit” option: You will be provided with the list of students and their consolidated level ratings. Select the student and click on edit to edit the level ratings. You will then be provided with a dropdown

	<p>list and you can choose the subject for which you want to edit the level ratings. Change the level ratings or ratings and click on save.</p> <p>b. “Approve” option: This option will allow you to approve the level ratings for the class. After approval instead of “approve” button you will see the “Publish” Button.</p> <p>c. “View” Option: Allows you to view the level ratings of the students.</p>
Slides	Step 6: GENERATE AND PRINT PROGRESS REPORT OF STUDENT
	1. After the principals approve the consolidated results, the class teachers will be able to generate and print the progress report of the students.
DEMO	<p>Class Teacher</p> <p>Login as class teacher:</p> <ol style="list-style-type: none"> 1. Click on “Academic” in the main menu and then click on the ‘Academic’ sub-menu. You will then be directed to the ‘Academic’ page. You will be provided with different screen menus related to the academic module. 2. Click on the “Student Progress Report” screen menu. You will be redirected to a page which will provide you an option to select the class. 3. Select the “View/Print Progress Report” button under the action column for the term. 4. You will see the list of students and click on ‘View/Print Progress Report’ option to view the result of each student.
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Student's Portrait

School:

Year:

Teacher's Name:

Student's Name:

Gender:

Age:

Class:

Student code:

Subject: English

Comments (*Competencies targeted during the year/major learning activities carried out along with their purposes*)

Example: Instructional time throughout the year focused on building on students' prior skills in listening and speaking while integrating writing skills where relevant and appropriate. Students learning experiences were contextualized through role-plays. A routine for delivering short speeches in turns, also being practiced. Students have been encouraged to prepare and deliver speeches on the topic of their interest. However, they can take suggestions from teachers, friends and seniors. The four competencies were the focus of the year.

1. Use newly acquired vocabularies in different contexts to show an understanding of form and meaning.
2. Participate in conversation about familiar situations with friends and teachers to build on inter-personal communication skills.
3. Retell short stories and recite simple poems to improve comprehension and expression.
4. Use the conventions of speech to deliver short speeches on topics of their choice.

Area of strength (*Specific observation on acquired competencies and literacy growth*)

Example: Tshering has so far demonstrated to be an eager learner. He/she does not hesitate to ask questions and seek clarifications. While Tshering used to show signs of doubts or confusions in the beginning, he/she is now able to understand instructions and explanations without asking for repetitions.

Area of growth (*Specific observation on where or what the learner needs to work on for further growth*)

Example: While Tshering is quick to understand the meanings of new vocabulary, his/her challenge is in correctly using those vocabulary in a new context. I would like him/her to be able to read more fluently and write better.

Signature of teacher

School seal



དཔལ་ལྷན་འབྲུག་གཞུང་། ཤེས་རིག་དང་རིག་ཚུལ་གོང་འཕེལ་ལྷན་ཁག།
Royal Government of Bhutan
Ministry of Education & Skills Development
Department of School Education



DSE/SLCD/Adm(1.1-A)/2023/350

16 March 2023

Dzongda/Thrompon
All Dzongkhags and Thromdes

Subject: Implementation of the Revised Assessment Structure 2023

Dear Dasho,

This is to inform you that we have made changes to a few clauses in the Assessment Structure 2023, which was communicated to you on March 14, 2023, via letter no. MoESD-SCD/Lang-En(7)/2022-2023/3040. To reiterated, the revised Assessment Structure is aimed to streamline the assessment practices by aligning it to the National School Curriculum. The following are the key amended changes.

1. Mathematics is a mandatory subject for passing in class IX commencing in 2023, and this will be followed in class X beginning in the 2024 academic session.
2. Subject combinations for classes XI and XII have been standardized to enable a seamless transition to tertiary education. To ensure a smooth transition, the new subject combinations will be implemented in class XI this year, followed by class XII from 2024.
3. The assessment breakups (PP-XII) will be implemented in all the classes across all subjects starting the 2023 academic session.
4. The three optional subjects, Media Studies, AgFS, and Environmental Science are phased out from 2023 academic year. However, students opting these subjects in classes X and XII this year (2023) will continue as the last cohort.
5. ICT will be assessed in all classes from PP- X including common and high-stake examinations.
6. For classes XI and XII, students will study ICT, however, there will be no written examination.

Aside from the aforementioned key changes, the guidelines have been also updated and revised wherever necessary. As a result, we would like to request that Dasho to instruct the Education Sector to share the amended revised Assessment Structure 2023 and notify schools to implement it immediately.

Thanking you,

Sincerely,

(Karma Galay)
Director General

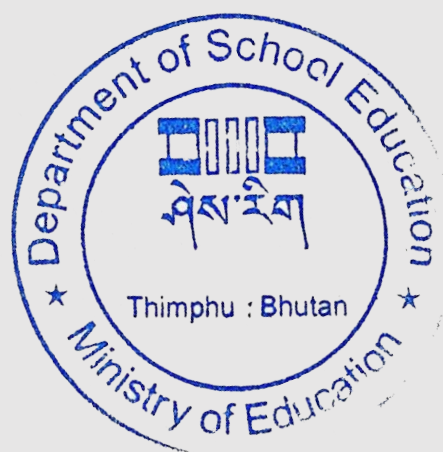
Copy to:

1. Chief DEOs/TEOs for information and necessary follow-up
2. Director, BCSEA for information
3. Office file

Classes PP-XII

ASSESSMENT STRUCTURE

Implementing starting 2023



School Curriculum Division
Department of School Education
Ministry of Education and Skills Development

Guidelines for Assessment of Competency-based Learning

1. Assessment shall be competency based.
2. The assessment shall be based on the competencies stated in the respective subject framework.
3. Assessment in key stage I (PP-III) shall be solely continuous formative assessment (CFA).
4. Assessment in key stages II to V shall follow a blend of continuous assessment (CA), which is a mix of CFA and CSA (continuous summative assessment) and the summative assessment (SA) consisting of term and year-end examinations.
5. For CA, the assessment areas depending on the subject include such as project works, assignments, practical, portfolios, classwork, homework.
6. Since marks for different assessment areas are allotted specifically to achieve the required competencies, it is crucial to assess students' performance in the specified areas and award appropriate marks. As a result, the scores of written exams, monthly and weekly tests should not be computed and added to the CA, or vice versa.
7. All CAs, including practical and project works, shall be school-based, conducted and assessed by schools on a continuous basis as per the requirements of the respective subject. This condition also applies to common examination (Classes VI and VIII) and high-stake examination (Classes X and XII). However, the year-end practical examination for TVET shall be assessed externally.
8. The details of assessment areas and weightings for CA and written examinations are specified in the respective subject frameworks and Instructional Guides.
9. The written exam question items for home, common and high-stake examination shall be based on the competencies stated in the respective subject frameworks. The question patterns shall be dictated by the nature of respective subject.
10. The written exam question papers for the home, common, and high-stake examinations must be set out of the total marks specified in the respective subjects and converted to add the CA marks for computation.
11. For high-stakes exam (class X & XII), the scores of midterm and trial written examinations will not contribute to the final result. Similarly, classes VI and VIII midterm examinations scores will also not contribute to common exam result. However, the CA marks will be added for final result computation.
12. The written examination duration in each key stage shall be based on the requirements of respective subject.
13. Term and year-end examinations for all, EXCEPT Classes VI, VIII, X and XII, shall be named as "home examinations" and will be conducted and evaluated by respective schools. However, common and high-stake examinations (written) for classes VI, VIII, X and XII termed as "Common Examination", "Bhutan Certificate for Secondary Education (BCSE)", "Bhutan Higher Secondary Education Certificate (BHSEC)", and "Language and Culture Studies Certificate (LCSC)" respectively shall be conducted and evaluated externally.

14. Classes X and XII will have midterm, trial exam, and high-stakes examinations. Classes VI and VIII, on the other hand, will only have midterm and common examinations.
15. BCSEA shall administer and conduct the high-stake and common examinations.
16. In key stage V, a student can choose between five or six subject combinations as shown in tables below. However, in order to ensure a smooth transition, the new subject combinations will be implemented in class XI this year, followed by class XII in 2024.

A. General Subject Combinations:

Science	Commerce	Arts (without Maths)	Arts (with Maths)
English	English	English	English
Dzongkha	Dzongkha	Dzongkha	Dzongkha
Physics	Accountancy	Geography	Business Mathematics/Mathematics
Chemistry	Business and Entrepreneurship	History	Economics
Optional: Mathematic and Biology	Business Mathematics	Economics	Geography
	Optional: Economics		History
<i>Student will study ICT, however, there will be no written examination.</i>			

Science stream:

- i. **5 subjects I:** English, Dzongkha, Physics, Chemistry and Biology
- ii. **5 subjects II:** English, Dzongkha, Physics, Chemistry and Mathematics
- iii. **6 subjects:** English, Dzongkha, Physics, Chemistry, Biology, and Mathematics

Commerce stream:

- i. **5 subjects:** Dzongkha, English, Business Mathematics, Accountancy, Business and Entrepreneurship
- ii. **6 subjects:** Dzongkha, English, Business Mathematics, Accountancy, Business and Entrepreneurship and Economics

Arts stream:

- i. **5 subjects (without Maths):** English, Dzongkha, Geography, History and Economics
- ii. **6 subjects (with Maths):** English, Dzongkha, Geography, History, Business Mathematics /Maths and Economics

B. TVET subject combinations:

Science	Commerce	Arts (without Maths)	Arts (with Maths)
English	English	English	English
Dzongkha	Dzongkha	Dzongkha	Dzongkha
Physics	Accountancy	Geography	Business Mathematics/Mathematics
Chemistry	Business and Entrepreneurship	Economics	Economics
TVET	Business Mathematics	TVET	TVET
Optional: Mathematic and Biology	TVET	Optional: History	Optional: Geography/History

Student will study ICT, however, there will be no written examination.

Science stream:

- i. **5 subjects I:** English, Dzongkha, Physics, Chemistry and TVET
- ii. **6 subjects:** English, Dzongkha, Physics, Chemistry, TVET and Biology/Mathematics

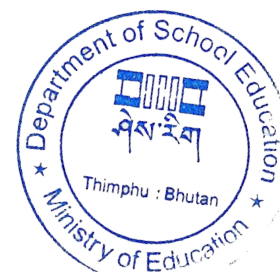
Commerce stream:

6 subjects: Dzongkha, English, Business Mathematics, Accountancy, Business and Entrepreneurship and TVET

Arts stream:

- i. **5 subjects (without Maths):** English, Dzongkha, Geography, Economics and TVET
- ii. **6 subjects (without Maths):** English, Dzongkha, Geography, Economics, History and TVET
- iii. **5 subjects (with Maths):** English, Dzongkha, Business Mathematics /Maths, Economics and TVET
- iv. **6 subjects (with Maths):** English, Dzongkha, Business Mathematics /Maths, Economics, TVET and Geography/History

Note: To ensure a smooth transition, the new subject combinations will be implemented in class XI this year, followed by class XII in 2024.



C. Rigzhung Subject combinations:

Arts (without Maths)	Arts (with Maths)
English	English
Dzongkha	Dzongkha
Geography	Business Mathematics/Mathematics
History	History
Rigzhung	Rigzhung
Optional: Economics	Optional: Geography/Economics
<i>Student will study ICT, however, there will be no written examination.</i>	

Arts stream:

- i. **5 subjects (without Maths):** English, Dzongkha, Rigzhung, History and Geography/Economics
- ii. **6 subjects (without Maths):** English, Dzongkha, Rigzhung, History, Geography and Economics
- iii. **5 subjects (with Maths):** English, Dzongkha, Rigzhung, Business Mathematics /Maths and History
- iv. **6 subjects (with Maths):** English, Dzongkha, Rigzhung, Business Mathematics /Maths, History and Geography/Economics

Note:

- Rigzhung is optional subject for Arts stream only.
- TVET is optional subject for school offering TVET.
- To ensure a smooth transition, the new subject combinations will be implemented in class XI this year, followed by class XII in 2024.



17. The assessment in each subject and key stage shall follow the structure provided below:

Subject	Key Stage	Assessment Breakup					
		Term I			Term II		
		CA	Exam	Total	CA	Exam	Total
Dzongkha	I	100% CFA					
	II	25	25	50	25	25	50
	III	20	30	50	20	30	50
	IV	15	35	50	15	35	50
	V	10	40	50	10	40	50
English	I	CFA					
	II	25	25	50	25	25	50
	III	20	30	50	20	30	50
	IV	15	35	50	15	35	50
	V	10	40	50	10	40	50
Maths	I	100% CFA					
	II	25	25	50	25	25	50
	III	20	30	50	20	30	50
	IV	15	35	50	15	35	50
	V	10	40	50	10	40	50
ICT	I	100% CFA					
	II	25	25	50	25	25	50
	III	20	30	50	20	30	50
	IV	15	35	50	15	35	50
	V	10	40	50	10	40	50
Science	II	25	25	50	25	25	50
	III	20	30	50	20	30	50
	IV	15	35	50	15	35	50
	V	10	40	50	10	40	50
Social Studies	II	25	25	50	25	25	50
History	III	20	30	50	20	30	50
	IV	15	35	50	15	35	50
	V	10	40	50	10	40	50
Geography	III	20	30	50	20	30	50
	IV	15	35	50	15	35	50
	V	10	40	50	10	40	50
Economics	IV	15	35	50	15	35	50
	V	10	40	50	10	40	50
Business and Entrepreneurship	V	10	40	50	10	40	50
Accountancy	V	10	40	50	10	40	50
Rigzhung	V	10	40	50	10	40	50
TVET	IV	10	40	50	10	40	50
	V	10	40	50	10	40	50
TVET for Deaf	III	10	40	50	10	40	50
	IV	10	40	50	10	40	50
	V	10	40	50	10	40	50
SEN	As per the respective subjects						
HPE	100% CFA						
Arts Education	100% CFA						
Values Education	100% CFA						

Note: The above assessment break ups will be implemented in all the classes across all subjects starting 2023 academic session. The three optional subjects, Media Studies, AgFS and Environmental Science are phased out from 2023 academic year. However, students opting these subjects in classes X and XII will continue as last cohort. The CA and written exam weighting in class X and XII for these three subjects are given in the Annexure.

Language and Culture Studies (Rigzhung Stream)

Key Stage	Subject	Assessment Breakup					
		Term I			Term II		
		CA	Exam	Total	CA	Exam	Total
IV (Class IX)	Dzongkha	15	35	50	15	35	50
	English	15	35	50	15	35	50
	ལེགས་བཤད་ལྗོན་དབང་།	15	35	50	15	35	50
	ངག་སྒྲིན།	15	35	50	15	35	50
	རྒྱ་དང་ཤིང་གི་བསྟན་བཅོས།	15	35	50	15	35	50
	མདོན་བརྗོད།	15	35	50	15	35	50
	རྩིས།	15	35	50	15	35	50
	སྐད་བྱངས་ལམ་འཁྲིད།	25	25	50	25	25	50
	རི་མོའི་སློབ་སྦྱང་ལམ་འཁྲིད།	25	25	50	25	25	50
	ICT	15	35	50	15	35	50
IV (Class X)	Dzongkha	15	35	50	15	35	50
	English	15	35	50	15	35	50
	སྐུམ་རྟགས་བསྟུན་བསྟོན་ལམ།	15	35	50	15	35	50
	ངག་སྒྲིན།	15	35	50	15	35	50
	སྟན་ངག།	15	35	50	15	35	50
	འབྲུང་རབས།	15	35	50	15	35	50
	རྩིས།	15	35	50	15	35	50
	རི་མོའི་སློབ་སྦྱང་ལམ་འཁྲིད།	25	25	50	25	25	50
	སྐད་བྱངས་ལམ་འཁྲིད།	25	25	50	25	25	50
	ICT	15	35	50	15	35	50
V (XI-XII)	Dzongkha	10	40	50	10	40	50
	English	10	40	50	10	40	50
	སློབ་འཇུག།	10	40	50	10	40	50
	སྟན་ངག།	10	40	50	10	40	50
	ངག་སྒྲིན་སྐུམ་རྟགས་ལམ།	10	40	50	10	40	50
	རྩིས།	10	40	50	10	40	50
	འབྲུང་རབས།	10	40	50	10	40	50
	སྐྱིག་ལམ།	25	25	50	25	25	50
	སྐད་བྱངས་ལམ་འཁྲིད།	25	25	50	25	25	50
	རི་མོའི་སློབ་སྦྱང་ལམ་འཁྲིད།	25	25	50	25	25	50
	<i>ICT will be assessed in classes XI and XII, but there will be no written examination.</i>						

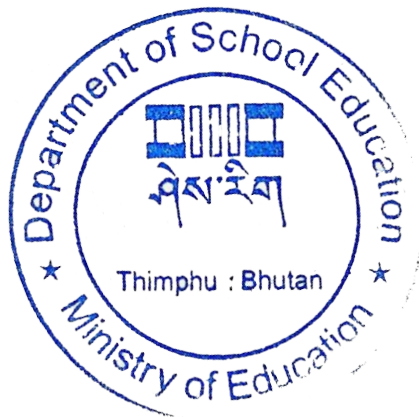


18. The areas of assessments and the detailed breakdown of the CA and Term Examination marks are given in respective subject frameworks and Instructional Guides (Refer Annexure 1).

19. The minimum pass mark for each subject for key stage II-V (Class IV-XII) is 40%. However, a student should pass in both CA and written examinations with a minimum of 40% each respectively.

Note:

- i. The CA distribution across subjects and across key stages is different because of the nature of the subjects.
- ii. For the final result at the end of the academic year, a student should obtain 40% of the marks allotted to CA and written examinations by combining the scores of both the terms. Similarly, a student should obtain 40% of the marks allotted to written examinations by combining the scores of both the terms.
- iii. For high-stakes and common examinations, the total CA scores obtained will contribute to final results.
- iv. Refer respective subject curriculum frameworks in regard to segregation of paper into Paper 1 and 2.
- v. Refer Sl. No 21 below pass mark for grouped subjects (Science and Social Sciences) in key stage IV.



20. For a student to be considered pass, he/she should pass in the subjects as given below:

Key Stage	Should pass in
I (PP-III)	Dzongkha, English, Maths and ICT
II (IV-VI)	Dzongkha, English and Mathematics plus any ONE subjects among Science, Social Studies and ICT
III (VII-VIII)	Dzongkha, English and Mathematics plus any TWO subjects among Science, History, Geography and ICT
IV (IX-X)	Dzongkha, English and Mathematics plus any TWO among Science, HCG, Economics, ICT and TVET* <i>*Applies to school offering TVET A student can opt TVET in place of Economics</i>
V (XI-XII)	Science: Dzongkha and English plus any TWO among Physics, Chemistry, Mathematics, Biology and TVET* Commerce: Dzongkha and English plus any TWO subjects among Business Mathematics, Accountancy, Business and Entrepreneurship, Economics and TVET* Arts: Dzongkha and English plus any TWO subjects among Business Mathematics, Geography, Economics, History, Rigzhung and TVET* <i>*Applies to school offering TVET</i>
Language and Culture Studies (Rigzhung Stream)	
IV (IX-X)	Class IX: Dzongkha and English plus any THREE subjects among ལེགས་བཤད་ཚོན་དབང་། དག་སྒྲིན། རྒྱ་དང་ཤིང་གི་བསྟན་བཅོས། གདམ་ཁའི་ཚོས་ཚན། རྒྱ་དབྱེད་ལམ་འཁྲིད། ཟིལ། ། མངོན་བཟོན། རི་མོའི་སློབ་སྦྱང་ལམ་འཁྲིད། ། Class X: Dzongkha and English plus any THREE subjects among སུམ་རྟགས་བསྟན་བཅོས་ལམ། དག་སྒྲིན། ལྷན་དག། གདམ་ཁའི་ཚོས་ཚན། རྒྱ་དབྱེད་ལམ། རྒྱ་དབྱེད་ལམ་འཁྲིད། ཟིལ། རི་མོའི་སློབ་སྦྱང་ལམ་འཁྲིད། །
V (XI-XII)	Class XI: Dzongkha and English plus any TWO subjects among རྒྱུད་འཇུག། ལྷན་དག། དག་སྒྲིན་སུམ་རྟགས། གདམ་ཁའི་ཚོས་ཚན། རྒྱ་དབྱེད་ལམ། ཟིལ། རྒྱ་དབྱེད་ལམ་འཁྲིད། རྒྱུག་ལམ། ལྷ་རིས། ། Class XII: Dzongkha and English plus any TWO subjects among རྒྱུད་འཇུག། ལྷན་དག། དག་སྒྲིན་དང་རྟགས་ཀྱི་འཇུག་པ། གདམ་ཁའི་ཚོས་ཚན། རྒྱ་དབྱེད་ལམ། ཟིལ། རྒྱ་དབྱེད་ལམ་འཁྲིད། རྒྱུག་ལམ། རི་མོའི་སློབ་སྦྱང་ལམ་འཁྲིད། །

21. In key stage IV (IX and X), for both CA and written examination, a minimum average score of 40% obtained by combining Physics, Chemistry and Biology is considered pass mark in Science. Similarly, a minimum average score of 40% obtained by combining History, Civics and Geography is considered pass in Social Sciences.



22. In key stage I (PP-III), for promotion, students need to secure minimum of “Meeting” level in all strands/subjects and fulfil other specified conditions. However, for greater flexibility and professional judgment, the subject teacher shall decide the progress of the students based on the performance records and evidences.
23. Subject teachers shall use the assessment data to infer problems and challenges of the learners, and accordingly adjust instructions to facilitate improvement in learning.
24. School shall institute an assessment committee to audit and analyze assessment records and results on a regular basis to track progress of the student learning in different subjects and to ensure that assessment is carried out as intended.
25. Regular mentoring and support services for assessment, including assessment auditing, shall be provided by curriculum developers and other relevant professionals.
26. The recording of the assessment shall be as per the requirement given in the respective curriculum framework and Instructional Guides.
27. All the schools shall use centrally managed digital platform (currently EMIS) for recording and reporting students’ performance and results.
28. The progress report for all classes shall be revised from time to time based on the changes in requirements of the different subject curriculum frameworks.
29. Based on emerging trends and needs, the Department of School Education shall periodically review the existing criteria for admission into different streams in class XI.
30. The following are the criteria for computing the percentage and position/rank.

Key Stage	Should Pass in	Percentage & Position/Rank
I (PP-III)	All subjects	Minimum of “Meeting” level
II (IV-VI)	Dzongkha, English, Maths plus any other ONE subject	Dzongkha, English, Maths plus best ONE
III (VII-VIII)	Dzongkha, English, Maths plus any other TWO subjects	Dzongkha, English, Maths plus best TWO
IV (IX-X)	Dzongkha, English, Maths plus any other TWO subjects	English plus best FOUR
V (XI-XII)	Dzongkha, English, plus any other TWO subjects	English plus best THREE
Language and Culture Studies (Rigzhung Stream)		
IV (IX-X)	Dzongkha, English, plus any other THREE subjects	Dzongkha plus best FOUR
V (XI-XII)	Dzongkha, English, plus any other TWO subjects	Dzongkha plus best THREE



Annexure 1

Subject	Key Stage	Assessment						Continuous Assessment (CA) Weighting and Breakup for Each Term
		Term I			Term II			
		CA	Mid Term	Total	CA	Annual Exam	Total	
English	I	100% CFA			100% CFA			
	II	25	25	50	25	25	50	Term I : Reading Portfolio (5), Writing Portfolio (10), Listening and Speaking (10) Term II : Reading Portfolio (5), Writing Portfolio (10), Listening and Speaking (10)
	III	20	30	50	20	30	50	Term I : Reading Portfolio (5), Writing Portfolio (5), Listening and Speaking (10) Term II : Reading Portfolio (5), Writing Portfolio (5), Listening and Speaking (10)
	IV	15	35	50	15	35	50	Term I : Paper I (Writing and Language): Listening and Speaking (15) Paper II (Reading & Literature): Reading Portfolio (7.5), Writing Portfolio (7.5) Term II : Paper I (Writing and Language): Listening and Speaking (15) Paper II (Reading & Literature): Reading Portfolio (7.5), Writing Portfolio (7.5)
	V	10	40	50	10	40	50	Term I : Paper I (Writing and Language): Listening and Speaking (10) Paper II (Reading & Literature): Reading Portfolio (5), Writing Portfolio (5) Term II : Paper I (Writing and Language): Listening and Speaking (10) Paper II (Reading & Literature): Reading Portfolio (5), Writing Portfolio (5)
Dzongkha	I	100% CFA			100% CFA			
	II	25	25	50	25	25	50	Term I : Reading Portfolio (7), Writing Portfolio (7) & Listening and Speaking (7), Over all Behaviour (4) Term II : Reading Portfolio (7), Writing Portfolio (7) & Listening and Speaking (7), Over all Behaviour (4)
	III	20	30	50	20	30	50	Term I : Paper I (Writing and Language): Listening and Speaking (4), Over all Behaviour(4) Paper II (Reading & Literature): Reading Portfolio (6), Writing Portfolio (6) Term II : Paper I (Writing and Language): Listening and Speaking (4), Over all Behaviour(4) Paper II (Reading & Literature): Reading Portfolio (6), Writing Portfolio (6)
	IV	15	35	50	15	35	50	Term I : Paper I (Writing and Language): Listening and Speaking (8), Over all Behaviour(7) Paper II (Reading & Literature): Reading Portfolio (7.5) Writing Portfolio (7.5) Term II : Paper I (Writing and Language): Listening and Speaking (8), Over all Behaviour(7) Paper II (Reading & Literature): Reading Portfolio (7.5), Writing Portfolio (7.5)
	V	10	40	50	10	40	50	Term I : Paper I (Writing and Language): Listening and Speaking (6), Over all Behaviour(4) Paper II (Reading & Literature): Reading Portfolio (5) Writing Portfolio (5) Term II : Paper I (Writing and Language): Listening and Speaking (6), Over all Behaviour(4) Paper II (Reading & Literature): Reading Portfolio (5), Writing Portfolio (5)

Subject	Key Stage	Assessment						Continuous Assessment (CA) Weighting and Breakup for Each Term
		Term I			Term II			
		CA	Mid Term	Total	CA	Annual Exam	Total	
Mathematics	I	100% CFA			100% CFA			
	II	25	25	50	25	25	50	Term I: Assignment (10), Class Activity (10), Project (5) Term II: Assignment (10), Class Activity (10), Project (5)
	III	20	30	50	20	30	50	Term I: Assignment (8), Class Activity (8), Project (4) Term II: Assignment (8), Class Activity (8), Project (4)
	IV	15	35	50	15	35	50	Term I: Assignment (6), Class Activity (6), Project (3) Term II: Assignment (6), Class Activity (6), Project (3)
	V	10	40	50	10	40	50	Term I: Assignment (4), Class Activity (4), Project (2) Term II: Assignment (4), Class Activity (4), Project (2)
ICT	I	100% CFA			100% CFA			
	II	25	25	50	25	25	50	Term I: Digital Artefacts (11), Practical test/exam (6), Class Activities (4), Home Activities (4) Term II: Digital Artefacts (11), Practical test/exam (6), Class Activities (4), Home Activities (4)
	III	20	30	50	20	30	50	Term I: Digital Artefacts (9), Practical test/exam (5), Class Activities (3), Home Activities (3) Term II: Digital Artefacts (9), Practical test/exam (5), Class Activities (3), Home Activities (3)
	IV	15	35	50	15	35	50	Term I: Digital Artefacts (7), Practical test/exam (4), Class Activities (2), Home Activities (2) Term II: Digital Artefacts (7), Practical test/exam (4), Class Activities (2), Home Activities (2)
	V	10	40	50	10	40	50	Term I: Digital Artefacts (4), Practical test/exam (3), Class Activities (1.5), Home Activities (1.5) Term II: Digital Artefacts (4), Practical test/exam (3), Class Activities (1.5), Home Activities (1.5)
Science	II	25	25	50	25	25	50	Term I: Assignment (7), Class Activity (11), Project (4), Scrap (3) Term II: Assignment (7), Class Activity (11), Project (4), Scrap (3)
	III	20	30	50	20	30	50	Term I: Assignment (6), Class Activity (9), Project (3), Journal (2) Term II: Assignment (6), Class Activity (9), Project (3), Journal (2)
	IV	15	35	50	15	35	50	Term I: Assignment (4), Class Activity (5), Project (6) Term II: Assignment (4), Class Activity (5), Project (6)
	V	10	40	50	10	40	50	Term I: Assignment (2), Class Activity (2), Project (3), Practical (3) Term II: Assignment (2), Class Activity (2), Project (3), Practical (3)
Social Studies	II	25	25	50	25	25	50	Term I: My World: Class Activity (2.5), Project Work (10) History, Civics & Culture: Class Activity (2.5), Project Work (10) Term II: Human Wellbeing & the Environment: Class Activity (2.5), Project Work (10) Economy & Living: Class Activity (2.5), Project Work (10)



History	III	20	30	50	20	30	50	Term I: Research Project (7.5), Historical Memoir (7.5), Class Activity (2.5), Home Activity (2.5) Term II: Research Project (7.5), History Museum (7.5), Class Activity(2.5), Home Activity(2.5)
	IV	15	35	50	15	35	50	Term I: Research Project (5), Historical Memoir (5), Class Activity (2.5), Home Activity (2.5) Term II: Research Project (5), History Museum (5), Class Activity (2.5), Home Activity (2.5)
	V	10	40	50	10	40	50	Term I: Research Project (3), Historical Memoir (3), Class Activity (2), Home Activity (2) Term II: Research Project (3), History Museum (3), Class Activity (2), Home Activity (2)
Geography	III	20	30	50	20	30	50	Term I: Project work (7), Assignment (3), Presentation (3) and Model Making (7) Term II: Project work (7), Assignment (3), Presentation (3) and Model Making (7)
	IV	15	35	50	15	35	50	Term I: Project Work (5), Assignment (2.5), Presentation (2.5) and Model Making (5) Term I: Project Work (5), Assignment (2.5), Presentation (2.5) and Model Making (5)
	V	10	40	50	10	40	50	Term I: Presentation (2), Assignment (2), Project work (3) and Practical (3) Term II: Presentation (2), Assignment (2), Project work (3) and Practical (3)
Economics	IV	15	35	50	15	35	50	Term I: Class Activity (5), Project work (10) Term II: Class Activity (5), Project work (10)
	V	10	40	50	10	40	50	Term I: Class Activity (5), Project work (5) Term II: Class Activity (5), Project work (5)
Business and Entrepreneurship	V	10	40	50	10	40	50	Term I: Class Activity (2.5), Assignment (5), Presentation (2.5) Term II: Class Activity (2.5), Project Work (5), Presentation (2.5)
Accountancy	V	10	40	50	10	40	50	Term I: Class Activity (2.5), Assignment (5), Presentation (2.5) Term II: Class Activity (2.5), Project Work (5), Presentation (2.5)
Rigzhung	V	10	40	50	10	40	50	Term I: Class Activity (4), Project work (6) Term II: Class Activity (4), Project work (6)
TVET	IV	10	40	50	10	40	50	CA consists of Class Work (3), Home Work (3) and Project Work (4) (Note: Class Work and Home Work can be mostly theoretical while project work can be practical) Term I: Written Exam 5 and Practical Exam 25: Total 30 Term II: Written Exam 5 and practical exam 45: Total 50 For classes X and XII, BCSEA will conduct Practical Examinations out of 65, Theory out of 15 and schools will contribute CA out of 20
	V	10	40	50	10	40	50	
TVET for Deaf	III	10	40	50	10	40	50	CA consists of Class Work (3), Home Work (3) and Project Work (4) (Note: Class Work and Home Work can be mostly theoretical while project work can be practical) Term I: written exam 5 and practical exam 25: Total 30 Term II: written exam 5 and practical exam 45: Total 50
	IV	10	40	50	10	40	50	
	V	10	40	50	10	40	50	
SEN	Follow the 'Guidelines on Assessment, Examination, Promotion and Transition of Students with Disabilities, 2018'							
HPE	CFA			CFA				
Arts Education	CFA			CFA			Must be graded in alphabetical orders (A,B,C,D,E)	
Values Education	CFA			CFA				

Language and Culture Studies (Rigzhung Stream)

འུམ་རྒྱུན་དབྱེ་ཞིབ་དང་ཚོས་རྒྱགས་ཀྱི་སྐྱུགས་ཀྱི་ལྷིང་ཚད་རེའུ་མིག།

སློབ་ཤིང་ ༠༩-༡༠ ལ།										
འུམ་རྒྱུན་དབྱེ་ཞིབ།			སློབ་འུམ་དང་ལ།		འུམ་རྒྱུན་དབྱེ་ཞིབ།			སློབ་འུམ་གཉིས་ལ།		ཡོངས་སློབ།
མནོ་རིག།	རིག་ཚུལ།	བསམ་སྤྱོད།	ཚོས་རྒྱགས།	བསྐྱོམས།	མནོ་རིག།	རིག་ཚུལ།	བསམ་སྤྱོད།	ཚོས་རྒྱགས།	བསྐྱོམས།	
༥	༥	༥	༡༥	༤༠	༥	༥	༥	༤༥	༦༠	༡༠༠
ཁྱིམ་ལྷ། སློབ་ཁང་གི་ལྷ། ལས་འགུལ། རིག་ཚུལ་བཞི།	སྤྱན་ལྷ། ཚོད་སྤྱར།	སློབ་གསུམ་བྱ་ སྤྱོད།			ཁྱིམ་ལྷ། • སློབ་ཁང་གི་ ལྷ། • ལས་འགུལ། • རིག་ཚུལ་ བཞི།	• སྤྱན་ལྷ། • ཚོད་སྤྱར།	• སློབ་གསུམ་བྱ་ སྤྱོད།	ལས་འགུལ་ཚར་གཅིག།		
༡	༡༠	༡	༡༥	༥༠	༡	༡༠	༡	༡༥	༥༠	༡༠༠
ཁྱིམ་ལྷ། སློབ་ཁང་གི་ལྷ། ལས་འགུལ། རིག་ཚུལ་བཞི།	སྤྱན་ལྷ། ཚོད་སྤྱར། ལུས་སྤྱོད། དཔེ་སྟོན།	སློབ་གསུམ་བྱ་ སྤྱོད།			ཁྱིམ་ལྷ། སློབ་ཁང་གི་ལྷ། ལས་འགུལ། རིག་ཚུལ་བཞི།	སྤྱན་ལྷ། ཚོད་སྤྱར། ལུས་སྤྱོད། དཔེ་སྟོན།	སློབ་གསུམ་བྱ་ སྤྱོད།	སྤྱིག་ལམ། ལྷ་དབྱུངས་ལམ་འཁྲིད། རི་མོའི་སློབ་སྤྱོད་ལམ་འཁྲིད།		

འུམ་རྒྱུན་དབྱེ་ཞིབ་དང་ཚོས་རྒྱགས་ཀྱི་སྐྱུགས་ཀྱི་ལྷིང་ཚད་རེའུ་མིག།

སློབ་ཤིང་ ༡༡-༡༢ ལ།										
འུམ་རྒྱུན་དབྱེ་ཞིབ།			སློབ་འུམ་དང་ལ།		འུམ་རྒྱུན་དབྱེ་ཞིབ།			སློབ་འུམ་གཉིས་ལ།		ཡོངས་སློབ།
མནོ་རིག།	རིག་ཚུལ།	བསམ་སྤྱོད།	ཚོས་རྒྱགས།	བསྐྱོམས།	མནོ་རིག།	རིག་ཚུལ།	བསམ་སྤྱོད།	ཚོས་རྒྱགས།	བསྐྱོམས།	
༤	༡	༡	༡༥	༤༠	༤	༡	༡	༤༥	༦༠	༡༠༠
ཁྱིམ་ལྷ། སློབ་ཁང་གི་ལྷ། ལས་འགུལ། རིག་ཚུལ་བཞི།	སྤྱན་ལྷ། ཚོད་སྤྱར།	སློབ་གསུམ་བྱ་ སྤྱོད།			• ཁྱིམ་ལྷ། • སློབ་ཁང་གི་ ལྷ། • ལས་འགུལ། • རིག་ཚུལ་ བཞི།	• སྤྱན་ལྷ། • ཚོད་སྤྱར།	• སློབ་གསུམ་བྱ་ སྤྱོད།	ལས་འགུལ་ཚར་གཅིག།		
༡	༡༠	༡	༡༥	༥༠	༡	༡༠	༡	༡༥	༥༠	༡༠༠
ཁྱིམ་ལྷ། སློབ་ཁང་གི་ལྷ། ལས་འགུལ། རིག་ཚུལ་བཞི།	སྤྱན་ལྷ། ཚོད་སྤྱར། ལུས་སྤྱོད། དཔེ་སྟོན།	སློབ་གསུམ་བྱ་ སྤྱོད།			ཁྱིམ་ལྷ། སློབ་ཁང་གི་ལྷ། ལས་འགུལ། རིག་ཚུལ་བཞི།	སྤྱན་ལྷ། ཚོད་སྤྱར། ལུས་སྤྱོད། དཔེ་སྟོན།	སློབ་གསུམ་བྱ་ སྤྱོད།	སྤྱིག་ལམ། ལྷ་དབྱུངས་ལམ་འཁྲིད། རི་མོའི་སློབ་སྤྱོད་ལམ་འཁྲིད།		

CA and Written examination weighting for Media Studies, AgFS and Environmental Science (This is only for 2023 classes X and XII batch)

Assessment								
Subject	Class	Term I			Term II			Continuous Assessment (CA) Weighting and Breakup for Each Term
		CA	Mid Term	Total	CA	Annual Exam	Total	
Environmental Science	X	15	35	50	15	35	50	Term I: Assignment (3), Class Activity (6), Project Work (3), Environmental Profile (3) Term II: Assignment (3), Class Activity (6), Project Work (3), Environmental Profile (3)
	XII	10	40	50	10	40	50	Term I: Assignment (2), Class Activity (4), Project Work (2), Environmental Profile (2) Term II: Assignment (2), Class Activity (4), Project Work (2), Environmental Profile (2)
Media Studies	XII	10	40	50	10	40	50	Term I: Class Activity (5), Project work (5) Term II: Class Activity (5), Project work (5)
Agriculture and Food Security	X	30	20	50	30	20	50	Term I: Assignment (3), Class Activity (7), Practical Work/Field Exercise (10), Project Work (10) Term II: Assignment (3), Class Activity (7), Practical Work/Field Exercise (10), Project Work (10)
	XII	25	25	50	25	25	50	Term I: Assignment (3), Class Activity (7), Practical Work/Field Exercise (10), Project Work (5) Term II: Assignment (3), Class Activity (7), Practical Work/Field Exercise (10), Project Work (5)

