



35th Education Policy Guidelines and Instructions

2021

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

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Policy and Planning Division
Ministry of Education
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Telephone : +975-2-327387/419
Fax : +975-2-325183
Website : www.education.gov.bt
Email : ppd@moe.gov.bt

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Policy and Planning Division
Ministry of Education
Royal Government of Bhutan

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Foreword

With education accorded one of the highest priorities since the beginning of planned socio-economic development in the 1960s, Bhutan has made commendable progress in terms of expanding access to education and strengthening its quality over the past six decades. Particularly, access to ECCD has improved with a Gross Enrollment Ratio of 24.19% in 2020 within a short span of time. And, almost all school going aged children are now enrolled in school with the Adjusted Net Enrolment Ratio (ANER) at 99.37% as of 2020, close to achieving universal primary education. Similarly, enrolment in tertiary education has improved with the Gross Enrolment Ratio (GER) within and outside Bhutan of 23.58% in 2020.

We are delighted that the overall plans and programmes of the Ministry envisaged in the 12th Five Year Plan (FYP) has been progressing well as outlined during the 12th FYP Mid-Year Review in April 2021. However, beginning March 18, 2020 the Covid-19 continues to pose challenges in assuring the immediate health and safety of the students, and risk of reversing the gain that that has been made over the last many decades, and widen inequalities. In order to address such risk, the Ministry with support from all education stakeholders, has put numerous immediate interventions such as creating awareness on preventive measure, scaling up of WASH facilities, development of safety protocols and checklist, adaptation of school curriculum, its delivery and teaching-learning and assessment modalities, and provision of psycho-social support. While the grades PP to VIII had to continue their education from home using adapted curriculum, the Ministry also made arrangements to relocate students from high-risk zones to safer dzongkhags to help students learn through contact teaching using prioritized curriculum. The academic year 2020 was difficult for education sector, but together we all managed to not only save the lives of children and reduced the risk of the pandemic to their parents, we could also maintain the continuity of education. Going forward, each one of us have greater roles and responsibilities to shoulder, than never before, in fighting this pandemic and in nation building.

Beginning year 2021, we are very blessed with His Majesty granting a historic Royal Kasho on Education Reform on the auspicious occasion of the 113th National Day in Punakha Dzong on 17th December 2020. The Royal Kasho also details and emphasizes on the contribution it made in nation building over the last many decades and also envisioning the future of education for Bhutan. As enshrined, Council for Education Reform will lead in carrying out deeper soul-searching analysis and clearly layout the future of education and strategies, the Ministry is in the process of carrying out internal assessment of the gaps, opportunities, and stakeholder aspirations. Along with, guided by the Royal Kasho, the Ministry with support from stakeholders continues to initiate reforms and developments in education administration, school systems, curriculum, and teacher development to keep abreast with the recent developments. Some of these includes development of a Bhutan Education Roadmap for 21st century, transitioning of Bhutan Baccalaureate at The Royal Academy at Pangbisa, Paro in schools, School Leader Development Programme at RIGSS, and resumed Saturday Classes.

In view of all the challenges and developments taking its fast pace, in the past one year, I am confident that this 35th EPGI will provide a single point of reference on all education policies, guidelines and circulars that have been issued for our schools, Dzongkhags/Thromdes, ECCDs and NFE Centres and other stakeholders.

Finally, on behalf of the Ministry, I 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. I wish you all success in your continuous efforts to take Bhutan's education system to greater heights through provisions of quality and inclusive education to our children.

(Karma Tshering)

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 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 is no gaps between policy and implementation. In this 35th edition, the Ministry presents policy guidelines and instructions from July 2020 to June 2021 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, it can also be of interest to other educational professionals, development partners and the general public.

1. School Education

1.1 Royal Kasho on Education

On the auspicious occasion of the 113th National Day in Punakha Dzong on 17th December 2020, The His Majesty issued a historic Royal Kasho on Education Reform. The Royal Kasho outlines and emphasizes on the contribution made by education in nation building over the last many decades and also envisioning the future of education for Bhutan. As enshrined, Council for Education Reform will lead in carrying out deeper soul-searching analysis and clearly layout the future of education and strategies, the Ministry is in the process of carrying out internal assessment of the gaps, opportunities, and stakeholder aspirations. For details, refer to **Annexure I**.

1.2 Implementation of the Bhutan Professional Standards for Teachers

The development of the Bhutan Professional Standards for Teachers (BPST) was initiated in 2017. The process involved extensive national validation with teachers, Principals, Colleges of Education, Dzongkhag/Thromde Education Officers followed by in-depth review and analysis. BPST was launched on May 2, 2019, coinciding with the National Teacher's Day celebration. BPST is envisaged to be a foundation of a system that nurtures and retains highly motivated teachers. As teachers are pivotal in influencing the quality of education, it is critical to ensure teacher quality through the development and implementation of professional standards for teachers.

BPST was initially planned to be implemented in 2020, however, disruptions in academic sessions due to the COVID-19 pandemic impeded the smooth implementation of the BPST. The Ministry of Education issued the Executive Order titled Implementation of the Bhutan Professional Standards for Teachers and BPST Implementation Guide for 2021 to implement the BPST from the academic year 2021. For details, refer to **Annexure II**.

1.3 Teaching and Learning in schools under Lockdown

Due to COVID-19 pandemic situations in the country, some of the Southern Dzongkhags have been placed under lockdown since the community infection of COVID-19. Children in the schools under these Dzongkhags and Thromdes are deprived of learning through regular classes. Drawing valuable lessons from the lock down situation in the past, the MoE notified all Dzongkhags/Thromdes to direct schools to strictly comply with instructions provided for the teaching and learning during the lockdown. For details, refer to **Annexure III**.

1.4 Recommencement of half working day

COVID-19 pandemic has severely affected smooth conduct of academic sessions in all the schools resulting in huge loss of instructional days since March 2020. Students of classes IX to XII managed to receive interrupted contact teaching while students from classes PP to VIII continued with the Education in Emergency (EiE). It has become necessary for the schools to resume normal classes on Saturdays to compensate for the learning losses. Thus, the Ministry notified Dzongkhags/Thromdes to direct the schools to implement the decision with immediate effect. For details, refer to **Annexure IV**.

1.5 Dzongkha Lopen¹ recruited from Zhung Dratshang²

The Ministry recruited a total of 74 Dzongkha Lopens with the completion of third cohort of recruitment from Zhung Dratshang starting from 2018. All recruited Lopens were provided short term transformative pedagogical training to enable them to take up teaching learning effectively. In this regard, Dzongkhags/Thromdes were notified to consider and include Lopens recruited from Zhung Dratshang same as regular Dzongkha Lopens in the school. For details, refer to **Annexure V**.

1.6 Health & Physical Education

1.6.1 Screening of students for glossitis

Owing to frequent cases of oral lesions mainly related to glossitis in the schools, a protocol for management of oral lesions and peripheral Neuropathy was developed and sensitized on how to report by the school management. Accordingly, the schools in the Dzongkhag/Thromde were notified to screen all the students for glossitis using the checklist present in the protocol. For details, refer to **Annexure VI**.

1.6.2 COVID-19 safety Guidelines and Checklist for reopening of schools/ECCD Centres/NFE and Community Learning Centres

Due to COVID-19 pandemic situation in the country, as a preventive measure towards safe reopening of schools/ECCD Centres/NFE and Community Learning Centres for 2021 academic session, the National COVID-19 task force and Ministry of Health reviewed SOP and checklist developed by the Ministry of Education. Accordingly, in line with the advisory note and safety measures, Dzongkhags/Thromdes were notified to adhere to revised guidelines for the safety of the students and learners. For details, refer to **Annexure VII**.

1.7 Bhutan Scouts Association National Award System (Service Award)

The Ministry developed guidelines for the National Award system for the Scouts to recognise the active service provided by registered individual adult members for the Bhutan Scout Association. It is to ensure that a person or a committee takes the responsibility of his/her designated role to the highest standard, promote teamwork and positive attitude among fellow adults in Scouting. The detailed Guidelines for service award can be found in **Annexure VIII**.

2. Curriculum, Assessment and Examinations

2.1 Assessment, Examination and Promotions

Since March 18, 2020, the COVID-19 pandemic severely affected the formal teaching learning in all schools and educational institutions across the country. The closure of schools for a prolonged duration

¹ Teacher

² Central monastic body of Bhutan

is detrimental to students' continual learning and education. In line with the EiE Implementation Guidelines, the Ministry in collaboration with, erstwhile Royal Education Council (REC) has adopted the *Prioritized Curriculum* for those schools which resumed the contact teaching, and the *Adapted Curriculum* for those schools that remained closed for academic year 2020.

The assessment, examination and promotion for the students' lesson delivered using prioritized curriculum from classes IX to XII were conducted regular assessment and examinations for promotion whereas lesson delivered using adapted curriculum from classes PP to VIII were based on assessment tasks provided through video lessons/radio lessons/Self-Instructional Materials or other social media platforms. For details, refer to **Annexure IX**.

2.2 Implementation of New Normal Curriculum Instructional Guide

With the changing time and the emerging diverse needs of the learners and society, the change in curriculum and the pedagogical process was imminent. In the current era of the 21st century, the conventional tradition of teaching “what” was observed short of empowering learners with necessary essential portable skills. This entailed the transformation of curriculum of learning of “how” by students with emphasis on open-source learning as opposed to textbook based learning. The Ministry in collaboration with erstwhile REC, developed the New Normal Curriculum Framework (NNCF) in all subjects which would guide the development of the New Normal Curriculum Instructional Guide (NNCIG) in respective subjects.

In this regard, considering the added educational values of the NNCIGs, the Ministry notified Dzongkhag/Thromde to inform all the schools to comply with teaching learning based on these curriculum materials from 2021 academic session. For detail, refer to **Annexure X**.

2.3 Implementation of Business and Entrepreneurship Curriculum

Based on the findings and recommendations of the 2016 National School Curriculum Conference, the erstwhile REC developed Curriculum Framework for the Commerce subject. The framework was validated and endorsed with the completion of writing textbook in the winter of 2020. The new curriculum includes contemporary business and entrepreneurship concepts, theories, and practices which are essential for learners to enhance their entrepreneurship mindset and competencies. The reform is also a part of the New Normal Curriculum.

To ensure teachers are competent to teach the new curriculum, erstwhile REC in collaboration with the Ministry of Education and Ministry of Labour and Human Resources had also conducted entrepreneurship training and orientation on the new curriculum. In this regard, all schools with the Commerce Stream to teach new Business and Entrepreneurship Curriculum in place of Commerce subject starting from academic year 2021.

2.4 New Assessment Structure for Schools

To streamline the assessment system in the schools, introduced new assessment structure to bring fair and just mode to assess the actual learning of the students, and then accordingly promote them to the next level. The approved assessment structure directs that the minimum pass mark for each subject for key stage II-V (class IV-XII) shall be 40%. However, a student should pass in both Continuous Assessment (CA) and written examinations with a minimum of 40% each respectively. Thus, the ministry notified all schools are required to follow the new assessment structure with effect from the

academic year 2021. For details of the assessment structure with the program report templates for each key stage, refer to **Annexure XI**.

2.5 Merger of the Royal Education Council

In accordance with the letter of the Royal Civil Service Commission conveying decision of the 84th Session of the Lhengye Zhungtshog dated 9th February 2021, the Ministry issued Executive Order for the merger of the Royal Education Council as a Department of the School Curriculum and Professional Development under the Ministry of Education on 30th April, 2021. Henceforth, from the date of issuing the Executive Order, this Department shall function as per the direction and guidance of the Ministry of Education on all education matters. For detail, refer to **Annexure XII**.

3. 12th Five Year Plan Mid-Year Review

The 12th Plan Mid-Term Review (MTR) and Annual Performance Agreement (APA) 2021-2022 for the Ministry of Education was held on 25 April 2021 at Zhichenkhar, Thimphu. The meeting was chaired by Hon'ble Lyonchhen and participants included Cabinet Ministers, RCSC Commissioners, Cabinet Secretary, Ministry of Finance, the Prime Minister's Office, senior officials from respective agencies and GNHC. The Ministry of Education presented the Ministry's 12th FYP review broadly outlined under four themes i) Programme's key result areas and targets; ii) Revised 12th FYP of Ministry; iii) Physical & Financial Progress of Major 12th FYP Activities; and iv) Implementation challenges and way forward. The MTR took stock of the progress of the 12th Plan programs and activities over the last two and half years, incorporated new programs/activities and discussed implementation issues and constraints.

The MTR directed the ministry to continue to pursue the Key Performance Indicators rather than dropping or revising the targets. Considering the covid-19 pandemic, the ministry was also directed to prioritize covid-19 related interventions and programs and deprioritize activities such as training, seminars, workshops, DPR/studies, etc.

ANNEXURES

Annexure II: Implementation of the Bhutan Professional Standards for Teachers

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Royal Government of Bhutan
Ministry of Education



MINISTER

—Rethinking Education—

MoE/EO/2021/2639

09 February 2021

EXECUTIVE ORDER**IMPLEMENTATION OF THE BHUTAN PROFESSIONAL STANDARDS FOR TEACHERS****To:**

1. All Dzongdas, Dzongkhag Administration
2. All Thrompons, Thromde Administration

Teachers are pivotal in influencing the quality of education. However, until the development of the Bhutan Professional Standards for Teachers (BPST), there were no defined standards to benchmark teacher performance and measure teacher competencies. Therefore, to support and enhance the quality of teachers, BPST was developed.

The BPST sets expected standards of teachers' performance and assessment based on their career stages. The standards will be linked to recruitment, remuneration, career development, promotion, rewards and recognitions to nurture and retain competent and motivated teachers. After two years of wide consultations and in-depth review, the BPST was launched on May 2, 2019, coinciding with the National Teacher's Day celebration and implemented in the academic year 2020. However, disruptions in academic sessions due to the COVID-19 pandemic affected its smooth implementation.

With the commencement of the 2021 academic session, the Ministry of Education is pleased to issue this Executive Order to implement the BPST with renewed spirit and enthusiasm. Beginning academic session 2022, assessment of teacher competencies based on the BPST will be conducted to determine their career stages and incentives.

Since BPST is one of the major reform initiatives to fulfill the noble visions of His Majesty the King and the aspirations of the people, the Ministry seeks your support and cooperation in the its effective implementation.



Jai Bir Rai

Minister
 Ministry of Education
 Royal Government of Bhutan
 Thimphu - Bhutan

09/02/2021



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Royal Government of Bhutan
Ministry of Education



—Rethinking Education—

MINISTER

Copy for necessary action to:

1. All Dzongkhag/Thromde Education Officers, Dzongkhags/Thromdes, for monitoring and evaluation of the implementation of BPST at the Dzongkhag/Thromde level
2. All Principals, for the effective implementation of BPST at the school level.

Copy for kind information to:

1. His excellency the Prime Minister of Bhutan, Thimphu
2. Hon'ble Speaker, National Assembly of Bhutan, Gyalyong Tshogkhang, Thimphu
3. Hon'ble Chairman, National Council of Bhutan, Thimphu
4. Minister, All Ministries, Thimphu
5. Secretary to His Majesty the King, Royal Secretariat, Tashichhodzong, Thimphu
6. Heads of Constitutional Bodies (RCSC, OAG, ACC and RAA), Thimphu
7. Secretary, All Ministries, Thimphu
8. Vice Chancellor, Royal University of Bhutan, Thimphu
9. Heads of Commissions (DDC, GNHC, Dratshang Lhentshog, Thimphu
10. Director General, Royal Education Council
11. President, Samtse College of Education, Royal University of Bhutan
12. President, Paro College of Education, Royal University of Bhutan
13. Director, Bhutan Council for School Examinations and Assessment, Thimphu
14. Director, National Statistics Bureau, Thimphu
15. Director, Bhutan Standards Bureau, Thimphu
16. President, Khesar Gyalpo University of Medical Sciences of Bhutan, Thimphu
17. Secretary General, Private School Association of Bhutan, Thimphu

Post Box No. 112, Kawajangsa, Thimphu, Bhutan, Tel: PA: +975 2 325146, www.education.gov.bt


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BPST Implementation Guide

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Royal Government of Bhutan
Ministry of Education

Department of School Education
Teacher Professional Support Division

**BPST Implementation Guide for 2021****Section A: BPST**

1. Teachers will practice 25 Focus Areas/Indicators of Proficient Teacher prioritized for implementation in the 2021 academic year.
2. School leaders will practice all the Ten Competency Areas from Competency Based Framework for Principals (CBF) and Eight Prioritized Focus Areas/Indicators of Proficient Teacher.
3. In 2021, there will be no assessment to determine proficient career stage. However, observations as per the assessment cycle using the assessment tools at the school level must be carried out.
4. The assessment at the school level in 2021 is to institutionalize implementation of the BPST and prepare for career stage assessment in subsequent years.
5. Assessors should observe classes following the assessment cycle and assessment tools. The observations should be supplemented with feedback, mentoring and coaching.
6. Assessors are Principals and Vice Principals and a pool of senior and competent teachers who can support teachers understand the standards, self-evaluate their practices, and use feedback to improve practice.
7. The number of assessors must be adequate to meet the frequency of observations required as per the assessment cycle. Where and when possible, a classroom observation is recommended to be observed by at least two observers.

Section B: IWP

1. The annual appraisal for teachers and principals is based on BPST/CBF.
2. IWP for teachers are prepopulated with 25 Indicators and performance targets.
3. IWP for Principals and Vice Principals are prepopulated with eight Indicators from the BPST and 10 competency areas from the CBF.
4. Evaluation of IWP will be based on classroom observations and portfolio using the Means of Verification (MOV) and rubrics.
5. Evaluation of IWP will be as per the existing process: self-rating, supervisor rating, and moderation exercise. Any change in the evaluation modality will be communicated by the Ministry.

¹ <https://www.resc.gov.bt/wp-content/uploads/2019/06/Principal.pdf>





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Department of School Education
Teacher Professional Support Division



Section C: Tools, Forms and Resources

1. Schools must use the assessment forms and tools developed for BPST.

Assessment tools:

- a. Means of Verification and Performance Indicators
- b. Rubrics

Forms:

- a. Pre-Observation Form
- b. Observation Notes
- c. Rating Sheet
- d. Inter-observer Agreement Form
- e. Feedback Form
- f. Self-Assessment Tool (SAT)
- g. Individual Development Plan (IDP)
- h. Annotation Template

2. Means of Verification listed under each Focus Area/Indicator should be used as prescribed. However, for MOV listed as '*Others (Specify and provide annotations)*' the teachers/school may develop their own.

3. The following support resources are available:

Book (paper copy and electronic)

- a. Bhutan Professional Standards for Teachers
- b. BPST Implementation Manual
- c. Illustrations of Practice for BPST

Videos

- a. BPST Explainer Video
- b. BPST Standard Explainer Video (Volume I – VII)
- c. BPST Orientation Video (Volume I - III)
- d. Explainer video on Integration of BPST into MaX (IWP)





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Royal Government of Bhutan
Ministry of Education

Department of School Education
Teacher Professional Support Division



25 Prioritised Focus Areas for Teachers

- 1) 1.1 Language, cultural, religious, and socio-economic backgrounds
- 2) 1.3 Learners' gender, needs, interests and abilities
- 3) 2.1 Safe and protective learning environment
- 4) 2.3 Management of classroom setting and activities
- 5) 2.4 Support for learner participation
- 6) 2.6 Management of learner behaviour
- 7) 3.1 Content and pedagogical knowledge
- 8) 3.4 Literacy and numeracy strategies
- 9) 3.5 Higher order thinking skills
- 10) 3.6 Communication strategies
- 11) 3.7 Medium of instruction
- 12) 4.1 Learning outcomes aligned with learning competencies
- 13) 4.2 Teaching learning plans and processes
- 14) 4.3 Teaching learning resources including ICT
- 15) 4.4 Linking assessment to learning
- 16) 5.1 Design and utilization of classroom assessment strategies
- 17) 5.2 Monitoring and evaluation of learner progress and achievement
- 18) 5.3 Feedback to improve teaching and learning
- 19) 5.4 Design and utilization of a variety of testing strategies
- 20) 5.5 Use of assessment data to enhance teaching practice
- 21) 6.1 Philosophy of teaching
- 22) 6.5 Professional networks with colleagues
- 23) 7.1 Engagement of parents and community
- 24) 7.2 Professional ethics and conduct
- 25) 7.4 Bhutanese culture and values





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Prioritised Focus Areas for Principal and Vice Principal

- 1) 1.1 Language, cultural, religious, and socio-economic backgrounds
- 2) 3.1 Content and pedagogical knowledge
- 3) 3.5 Higher-order thinking skills
- 4) 4.2 Teaching-learning plans and processes
- 5) 4.3 Teaching learning resources including ICT
- 6) 5.2 Monitoring and evaluation of learner progress and achievement
- 7) 5.5 Use of assessment data to enhance teaching practice
- 8) 7.2 Professional ethics and conduct



Annexure III: Teaching and Learning in schools under Lockdown

དཔལ་ལྷན་འབྲུག་གཞུང་། ཤེས་རིག་ལྷན་ཁག།

Royal Government of Bhutan
Ministry of Education
Department of School Education



Rethinking Education

Ref: DSE/SPCD/ADM-1.1/2021/698

4th April 2021

Dasho Dzongdag/Executive Secretary
All Dzongkhag/ Thromde

Subject: Notification on Teaching and Learning in schools under Lock Down

Dear Dasho,

The Dzongkhags and Thromdey in the Southern Dzongkhags are placed under lockdown since the community infection of COVID 19 on 16th April 2021 in Phuntsholing. Owing to this, children in schools under these Dzongkhags and Thromdes are deprived of the learning through regular classes. Drawing valuable lessons from the lock down situation in the past, the Ministry of Education advises schools to comply with the following instruction so that learning in those affected areas are not paralyzed severely.

1. Respective schools with children in classes PP to III are instructed to revive the use of Self Instructional Materials (SIM). Social media is to be used as a medium for interaction among teachers, students and parents. This is cognizant of difficulty of children to use the New Normal Curriculum Instructional Guides.
2. Children from classes IV to XII shall continue using the New Normal Curriculum Instructional Guide (NNCIG) and teaching is carried out by using the Google Classroom platform. The same platform should be used as the medium of interaction among teachers, students and parents.
3. The NNC IG in all subjects are designed to facilitate teaching and learning anytime, anywhere. Children of classes IV to XII deprived of the digital connectivity and accessibility shall continue learning through the NNC IG by using the existing textbooks as reference.

All the NNC materials are available online on REC websites (www.rec.gov.bt); both teachers and students can access these materials online for teaching and learning. These materials are not printed for distribution to schools. However, Dzongkhags/Thromdes and schools should make necessary arrangements to provide the curriculum materials for those students without access to the Internet.

Therefore, all the concerned Dzongkhags and Thromdey Education Officers are instructed to inform all schools under your Dzongkhag/Thromde to comply with this instruction with immediate effect.

Yours sincerely

(Karma Galay)
Director General

Cc:

1. His Excellency Sherig Lyonpo, for His Excellency's kind information.
2. Hon'ble Secretary, MoE for kind information.
3. Director General, Royal Education Council, for information
4. Director, Bhutan Council for School Examination and Assessment, for information
5. All Chief DEOs/Chief TEOs, all Dzongkhag/the for necessary action.
6. All Schools for information and implementation.

Annexure IV: Recommencement of half working day

དཔལ་ལྷན་འབྲུག་གཞུང་། ཤེས་རིག་ལྷན་ཁག།

Royal Government of Bhutan

Ministry of Education

Department of School Education

School Planning and Coordination Division



--Rethinking Education--

Ref: DSE/SPCD/ADM(1.1-A)/2021/842

14th May, 2021

Notification

Subject: Half Working Day on Saturdays

The Ministry of Education would like to inform all the Schools to resume half working day on Saturdays. This is due to the fact that the COVID-19 pandemic that hit Bhutan in March 2020 has severely affected smooth conduct of academic sessions in all the schools resulting into huge loss of instructional days. Students of classes IX to XII managed to receive some interrupted contact teaching while students from classes PP to VIII continued with the EIE lessons and had to be promoted based on online learning records maintained by the teachers.

In line with the above cited facts, it has become necessary for the schools to resume normal classes on Saturdays which could be utilized to engage the students in the following activities:

1. Conduct bridging lessons to make up the learning loss incurred during the academic year 2020.
2. Compensate the lost instructional time during the academic year 2021.
3. Coordinate remedial lessons and accelerated learning initiatives to help those academically weaker students.
4. Class Teachers to organize mentor and mentee initiatives to support the psychosocial wellbeing and other learning needs of the students.
5. Schools to continue to conduct PD programme for the teachers.
6. Organize routine co-curricular and extra-curricular activities as may be appropriate.

All Dasho Dzungdags and Dasho Thrompons are requested to instruct the concerned Chief DEOs and Chief TEOs to further direct the schools to implement the decision with immediate effect. This is being issued with reference to approved Note Sheet no. DSE/SPCD/ADM(1.2-A)/840 dated 7th May, 2021.

(Karma Galay)

Director General

Copy to:

1. HE Sherig Lyonpo, Ministry of Education for kind information.
2. Hon'ble Secretary, Ministry of Education for kind information.
3. All the Dasho Dzungdags and Dasho Thrompons for kind information and necessary support.
4. All the Chief DEOs and Chief TEOs for kind information and necessary action.
5. All HoDs under MoE for kind information.
6. Chief PPD, MoE for kind information.

Annexure V: Dzongkha Lopen recruited from Zhung Dratshang



དཔལ་ལྷན་འགྲུག་གཞུང་། ཤེས་རིག་ལྷན་ཁག།

Royal Government of Bhutan
Ministry of Education

Rethinking Education



Secretary

MoE/Sect/2019/778

Date: 16th April, 2019

འགོ་སྟོན་ཚུལ་བཤད་དང་ཁྲིམ་དཔོན་ཡོངས་ལུ།
ཚོང་ཁག་དང་ ཁྲིམ་སྡེའི་བཤད་སྟོན་།

གནད་དོན་: སློབ་གྲྭ་ཁག་ལས་པར་ཚོས་བཤད་གནང་མི་ དགེ་འདུན་པའི་སློབ་དཔོན་གྱི་སྐོར།

ལུ་དོན་དེ་ཡང་ ཏུས་ནི་མི་འགྲུར་མི་ནམས་འགྲུར་བ་ཡིན། ཟེར་གསུངས་ཡོད་པ་བརྒྱུ་སྟེ་ དེར་སང་ཏུས་རབས་ ༩༡ པའི་ནང་ལུ་
མི་མཚོ་རིག་མ་ཅིག་པའི་གནད་ལས་བརྟེན་ རང་གི་རྒྱལ་ཁབ་ནང་ སྤར་པ་མེས་ཚུའི་རོ་བསྐྱར་ལས་ བ་བརྒྱད་བུ་བརྒྱད་འབད་ དང་
ལེན་འབད་དེ་ཡོད་པའི་ རྒྱན་མོང་མ་ཡིན་པའི་ཁྲུང་ཚོས་ ཕྱི་ལྷོ་ཏུ་སློབ་ལམ་ནམ་གཞག་དང་ རང་ལྷོ་ཏུ་ ལས་རྒྱ་འབྲས་དང་ ཐ་
དམ་ཚོག་གི་བརྩི་ཁྲུངས་ཚུ་ཉམས་ནིའི་ཉེན་ཁ་སློམ་འབད་ར་ཡོད་པའི་ཏུས་ཚོད་ཁར་ མངོན་པར་མཐོ་བའི་གསེར་ཁྲིམས་ རྩོན་མེད་
པའི་དགོངས་བཞེད་གྱི་ཐོག་ ཤེས་རིག་གི་སློབ་གྲྭ་ཁག་ལས་པར་ བསྐྱབ་སྟོན་དང་ཚོས་བཤད་གྱི་དོན་ལུ་ དགེ་འདུན་འདུས་པ་རྒྱ་
མཚོའི་ནང་ལས་ ཤེས་ཚད་དང་ སློམ་ཉམས་ལེན་ལུ་ཉམས་སྲུང་ཡོད་པའི་སློབ་དཔོན་བསྟོན་གྱིས་ འདས་པའི་སྤྱི་ལོ་ ༡༩༧༤ ལུ་
ཞལ་གྲངས་ ༩༩ དང་ ཏུས་ཅི་སྤྱི་ལོ་ ༡༩༧༧ ལུ་ཞལ་གྲངས་ ༩༦ བཅས་ ད་རྒྱུན་ཡོངས་བསྟོན་ཞལ་གྲངས་ ༥༠ བརྩམས་
གནང་སྟེ་ཡོད་པ་ལས་ ཤེས་རིག་ལྷན་ཁག་གི་རྟོངས་ལས་ མི་དབང་མངའ་ཞབས་དང་ གཞུང་གྲུབ་ཚོ་གི་ གཞུག་ལག་འདུས་ཚོགས་
ལུ་ ལྷག་བསམ་དང་གྲུས་དང་བཅས་པའི་བཀའ་འདོད་དུ་གནང་ཚེར་སྤུལ་ནི་དང་འབྲེལ་ཏེ་ ལྷ་འགོ་བུ་གིས་ཡང་ ལམ་ལུགས་འདི་ལུ་
རྒྱབ་སྐྱོར་གནང་བཞིན་ཏུ་ཡོད་མི་ལུ་བཀའ་འདོད་ཚེ་ཟེར་ལུ་ལོ་ལོ་ལོ་ལོ་།

རབཅས་ཤེས་རིག་གི་སྲིད་བྱས་ནང་ རྒྱལ་ཡོངས་སྐད་ཡིག་ཚོང་ཁའ་འདི་ སློབ་རིམ་སྟོ་གསར་ལས་ ༡༩ པ་རྒྱུན་ལུ་ ཚོང་ཁའི་སློབ་
སྟོན་གྱི་ཤེས་ཚད་ཡོད་པའི་ཚོང་སྟོབ་གྱིས་ར་སྟོན་དགོ་པའི་འགྲུར་བ་ལུ་བརྟེན་ སློབ་གྲྭ་ཁག་ལས་པར་ ཚོང་ཁའི་སློབ་དཔོན་མ་ལང་
པར་ཡོད་པའི་གནས་སྤངས་ནང་ ད་རེས་ དགེ་འདུན་པའི་སློབ་དཔོན་གྱི་མཐུན་ཚུན་ཐེབས་འབད་ཐོབ་སྟེ་ཡོད་མི་འདི་གིས་ སློབ་དཔོན་
མ་ལང་པའི་དཀའ་ངལ་མར་པབ་འབད་ནི་ལུ་སན་པ་སྟོན་འབད་ར་འགྲུང་ཚུགས་ནི་ཡིན་མ་ལས་ ད་ལས་པར་ དགེ་འདུན་པའི་སློབ་དཔོན་
ཚུ་ཡང་ ཚོང་ཁའི་སློབ་དཔོན་གཞུང་རྒྱུང་གི་གྲངས་སུ་བརྩི་ཐོག་ལས་ ཁོང་ལུ་ལྷན་ཁག་གི་རྟོངས་ལས་གནམ་བུར་གྱི་ངལ་གསོའི་སྐབས་
སློབ་སྟོན་གྱི་སྟོང་བཤད་གྱི་ནིའི་དཔའ་ཡང་བཅམ་དོ་ཟེར་ལུ་ནི།



དཔལ་ལྷན་འབྲུག་གཞུང་། ཤེས་རིག་ལྷན་ཁག།

Royal Government of Bhutan

Ministry of Education

Rethinking Education



Secretary

འདི་འབད་མ་ལས་ ལྷ་ཏོག་ལྷན་ཁག་གི་ ཤེས་རིག་འགོ་དཔོན་ཚུ་ལུ་བཀའ་སློབ་གནང་མེ་ དགོ་འདུན་པའི་སློབ་དཔོན་ཚུ་ དགོས་མཁོ་
དང་བརྟམ་ཏེ་ རབ་ཏུ་འབྱུང་ཚུགས་ན་ སློབ་རིམ་སློབ་གསུང་ལས་ ༡༩ ཚུན་ཡོད་པའི་ས་གནས་ཀྱི་སློབ་གྲྭ་ཅིག་ན་དང་ དེ་མིན་ རྫོང་
སློབ་གྲྭ་ས་ལང་པའི་སློབ་གྲྭ་ཅིག་ན་གཏན་འཇགས་ཀྱི་སློབ་དཔོན་འབད་བསྐོ་བཞག་གནང་ཞིན་ན་ དེ་ལམ་ ཉམས་ཚུང་ཡོད་པའི་
རྫོང་ལ་སློབ་དཔོན་ཚུ་གིས་ སློབ་ལྷོན་གྱི་གོམས་འདིས་སློབ་སློབ་ཀྱི་ལྷོན་ རྫོང་ལ་འོ་ཚུ་ཚུན་ལྷོན་བཅུག་ཅི་དང་ དེ་ལས་ སློབ་དུས་གྱི་
བར་གསེབ་ལས་ བདེ་བཅའ་བཏོན་ཏེ་ ཚུས་བཤད་གྱི་ལས་རིམ་ཚུ་ འགོ་འདེན་འཐབ་ཅི་འི་གཞུག་ཚུ་མཛུགས་གནང་ཟེར་བྱུ་ནི་ཨིན།
ཞེས་ས་མག་གྲུ་ ༩ པའི་ ཚུས་ ༡༩ ལུ་

ལུ།

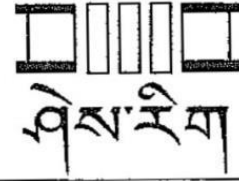
(གཞམ་ཡེ་ཤེས་)
ཤེས་རིག་ལྷན་ཁག་

- འདྲ་ ༡. གཞུང་གྲྭ་ཚང་གི་ གཞུག་ལག་སློབ་དཔོན་རིན་པོ་ཆེར། ལྷན་འབྲུག།
- ༢. མི་རྩེ་ཤེས་རིག་སློབ་པོ་རིན་པོ་ཆེར། ལྷན་འབྲུག།
- ༣. ཏོག་ལྷན་ལ་གཞིམ་མཚོག་ལཱ། ལྷན་འབྲུག།
- ༤. གཞུག་ལག་འདུས་ཚོགས་ཀྱི་དྲུང་ཆེན་མཚོག་ལཱ། ལྷན་འབྲུག།
- ༥. ཤེས་རིག་ལྷན་ཁག་ སློབ་གྲྭའི་ཤེས་ཡོན་ལས་ཁུངས་ཀྱི་ཡོངས་ཁྱབ་མདོ་ཆེན་མཚོག་ལཱ། ལྷན་ལྷ།
- ༦. ཤེས་རིག་ལྷན་ཁག་ ཞབས་ཏྲོག་ལས་ཁུངས་ཀྱི་མདོ་ཆེན་མཚོག་ལཱ། ལྷན་ལྷ།
- ༧. ཤེས་རིག་ལྷན་ཁག་གི་ མི་སྣོབས་གཙོ་འཛིན་འགོ་དཔོན་ལཱ། རོས་ལེན་ཆེད།
- ༨. རྫོང་ལག་དང་ལྷོ་མ་སྡེའི་ཤེས་རིག་འགོ་དཔོན་ཡོངས་ལཱ། དང་ལེན་ཆེད།

Annexure VI: Screening of students for glossitis



Royal Government of Bhutan
Ministry of Education
དཔལ་ལྷན་འབྲུག་གཞུང་། ཤེས་རིག་ལྷན་ཁག།
Department of School Education
School Health & Nutrition Division



MoE: DSE: SHND/SF/38/2021/ 167

18 February, 2021

Dzongdag/Thrompon
All Dzongkhag/Thromde Administration

Subject: Screening of students for glossitis

Dasho.

There has been frequent cases of oral lesions mainly related to glossitis in schools. After several discussions with officials from different department of Ministry of Health, the task force from Ministry of Education and Ministry of Health was formed.

The task force members developed a protocol for management of oral lesions and Peripheral Neuropathy. Following that, through a virtual meeting all the Dzongkhag/Thromde Education officers and school heads were sensitized how to go about with the reporting by the school management.

Therefore, we would like to request Dasho to kindly instruct chief DEO/TEO to inform all schools irrespective of boarding or day schooling to screen all students for glossitis using the checklist present in the protocol.

Protocol is attached below for your kind reference and information.

Yours Sincerely,

(Karma Galay)
Director General

Cc:
1. Office Copy

Annexure VII: COVID-19 safety Guidelines and Checklist for reopening of schools/ECCD Centres/NFE and Community Learning Centres



དཔལ་ལྷན་འབྲུག་གཞུང་། རྒྱལ་ཁབ་ལྷན་ཁབ།
 Royal Government of Bhutan
 Ministry of Education
 Department of School Education
 School Health and Nutrition Division



MoE/DSE/SHND/42/2021/ 2039

18th January, 2021

Dasho Dzongdags/Thrompons
 20 Dzongkhags & 4 Thromdes

Sub: COVID-19 safety Guidelines and Checklist for reopening of schools/NFE & ECCD Centres

Dear Dashos,

In the wake of COVID-19 pandemic, the Royal Government of Bhutan (RGoB), and Ministry of Education (MoE) is particularly concerned about safety of our students, ECCD children & NFE/CLC learners. The matter of fact is, schools and centres is one area where we are compelled to gather large number of staff, students and learners, despite which, under the benevolent wisdom and blessings of His Majesty, and timely intervention of RGoB and your farsightedness, we did not have serious cases up till now, and we pray for same blessings and support for the interrupted schooling in 2021 academic session.

Although, we had circulated COVID-19 safety protocols received from Ministry of Health (MoH) in the past to schools, also elaborated version developed by MoE. Considering the changing times and need of the hour, the team from MoE revisited the earlier SoPs, guidelines and documents, and came up with revised version incorporating the norms considering the situation of the hour.

Therefore, we would be really thankful if Dasho could help us to reach in every school, ECCD centres and Non-Formal Education/Community Learning Centres.

This is mainly done to supplement SoP circulated by MoH, and to check preparedness of our schools/centres after recent lockdown, also to prepare opening of schools for 2021 academic session.

With deep regards.

Yours sincerely

(Karma Galay)
 Director General

Ching Sir
 As recd.
 3/2/21

Copy:

1. Hon'ble Sherig Lyonpo, Ministry of Education, Thimphu for information, please.
2. Dasho Secretary, Ministry of Health, Thimphu for information, please.
3. Dasho Secretary, Ministry of Education, Thimphu for information, please.
4. Director General, DYS & DAHE, Ministry of Education, Thimphu for information, please.
5. Offtg. Director, DoS, Ministry of Education, Thimphu for information, please.
6. Chiefs of Division, Ministry of Education, Thimphu for information, please.
7. Office file



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Royal Government of Bhutan
 Ministry of Education
 Department of School Education
School Health and Nutrition Division



MoE/DSE/SHND/38/2020/ 32

29 January, 2021

Dasho Dzongdag/Thrompon
 20 Dzongkhags / 4 Thromdes

Subject: Standard Operating Procedures (SOP) & Checklist for re-opening of schools/ECCD Centres/NFE and Community Learning Centres

Dasho,

In continuation to our ongoing effort towards safe reopening of schools for 2021 academic session, the National COVID-19 task force and Ministry of Health has reviewed SoP and checklist developed by Ministry of Education recently. The revised guidelines now include some specific details.

In this regard, we would request your support to mandate all the schools/ECCD centres/ NFE & Community Learning Centres to follow as stated below :

1. Schools to strictly implement – the updated “**Guidelines and checklist for reopening of Schools, ECCD, NFE & Community Learning Centres**”, the School Heads/DEOs/TEOs and other monitoring officers to use the checklist given in same document before opening the schools, also when the school is in full momentum.
2. Respective class teachers to use - “**COVID-19 protocols in classroom**” and follow up as directed in the form.
3. Respective Health Coordinator/COVID-19 Focal to use – “**COVID-19 protocols in schools, ECCD Centre, ECCD Centre, NFE & CLC**” and follow up as stated.

This is for strict compliance for the safety of our students and learners.

Thank you for the continued support.

Yours Sincerely

(Karma Galay)
Director General

Copy :

1. Dasho Secretary, Ministry of Health, Thimphu for your kind information, please.
2. Dasho Secretary, Ministry of Education, Thimphu for your kind information, please.
3. Chief Programme Officer, CDD, DoPH, MoH, Thimphu for kind information.
4. Office file.

Annexure VIII: Bhutan Scouts Association National Award System (Service Award)**Bhutan Scouts Association National Award System (Service Award)****Background**

The Long Service Award is a Recognition Award for active service provided by registered individual adult members for the Bhutan Scout Association who have given especially valuable service over a considerable period of time. To be considered for an award a person or a committee must take the responsibility of his/her designated role to the highest standard, promote teamwork and a positive attitude among fellow adults in Scouting. To achieve a higher award the person must contribute extensively to the Bhutan Scout Association through involvement in activities beyond the normally expected role. Recommendation may be initiated by the District commissioner/Institutional head and make submission to the District Scout Association and Bhutan Scouts Association annually.

Service Award Category		
Category	Medal	Tenure
I	Bronze	5 Years
II	Silver	10 Years
III	Gold	15 Years

Criteria for the selection**Bronze (5 Years and above)**

- A registered adult members for their **DEVOTED** services
- Should be a Wood Badge Certificate holder
- Should have run a troop
- Should have assisted at least 3 trainings/programs at Dzongkhag/Regional/National level
- Should have registered in scout.org and posted a minimum of 5 projects

Silver (10 Years and above)

- A registered Adult members for their **CONTINUED DEVOTED** services
- Should be a Assistant Leader Trainer (ALT) certificate holder
- Should have run a troop
- Should have assisted at least 5 trainings/programs at Dzongkhag/Regional/National level
- Should have registered in scout.org and posted a minimum of 10 projects

Gold (15 Years and above)

- A registered Adult member for their **CONTINUED & EXCEPTIONAL** services
- Should be a Leader Trainer (LT) certificate holder and should have a run troop
- Should have coordinated at least 5 trainings/programs at Dzongkhag/Regional/National level
- Should have registered in scout.org and posted a minimum of 15 projects.

Guidelines for the Award Nomination

- Service Awards are awarded to people who have given valuable service to the Bhutan Scouts Association over a time period. Such Awards are granted for substantial commitment to the Scout Association within an adult member's designated role and responsibilities.
- The award for the Leaders need to be based on the contributions made in the field of scouting movement besides terms of years served upon the recommendation made by the award committee at the School/DSA/TSA level.
- Nomination for the Service Award with the concession of a Certificate can be awarded after minimum period of Five years for Bronze, 10 years for Silver and 15 years for Gold.
- In the initial stages until the management of leader records is complete, leaders may apply, subject to verification, for the number of years' service concluded.
- The concerned Institutional Heads or other appointed Scout Commissioners may recommend the award of the appropriate service of the leader.
- The nominations received from Dzongkhags and Thromdes will be further verified and validated by the National Award Committee (NAC) at the BSA and accordingly rank based on score sheet.
- The National Award Committee will recommend the BSA for number of awards to be awarded under each category based on the evaluation report
- The Award Recipient shall apply for next level of similar Award only after Five years of cooling period.

Stages of submitting an Award

Stages	Institution/Agency	Deadline	Endorsement Authority
I	Head of School/ Institution/Agency make recommendations and submit nominations to Dzongkhag/Thromde Scouts association	April-June	Principal/ School Scout Commissioner President in College/Institute

II	Dzongkhag/Thromde Scouts Association Executive Committee verify and validate the nominations and select one best nominee in each category and submit to BSA	July- September	President of Dzongkhag /Thromde Scouts Association (Dasho Dzongdag/Thromde
III	National award committee re-validates the nominations and prepare ranking based on the criteria set by BSA for NAC. Make final decision for the awards	October- November	Chair, National Award Committee
IV	Endorsement of the Service Awards	December-January	Chief Commissioner, BSA

National Award Committee

- Director General, DYS (Chairperson)
- Chief Program Officer, SCED
- Chief program Officer, TPSD, DSE, MoE
- Chief HRO, MoE
- Chief EMO, MoE

Annexure IX: Assessment, Examination and Promotions

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Royal Government of Bhutan
Ministry of Education

Department of School Education

School and Coordination Division



--Rethinking Education--

Ref. No. DSE/SPCD/ EiE/2020/1773

17th September, 2020

Dasho Dzongkhags/Thrompons
All Dzongkhags and Thromdes

Subject: Circular on Assessment, Examination, and Promotions for the Academic Year 2020.

Dear Dashos,

Kindly find attached the circular pertaining to the above cited subject with request to further direct the Chief DEOs and Chief TEOs to inform the schools for compliance and implementation. This is especially concerning the mode of Assessment, Examination and Promotion modalities to be followed for the following categories of students this year due to disruption of regular academic session by the COVID-19 pandemic.

1. Classes PP to VIII – following online learning.
2. Classes IX and XI – appearing home examination.
3. Classes X and XII - appearing board examination.

Thanking you for the continued support.

Yours sincerely,

(Kinley Gyeltshen)
Offtg. Director General

1. His Excellency, Education Minister J.B.Rai for kind information
2. Hon'ble Secretary, Ministry of Education for kind information.
3. Director General, Royal Education Council, for kind information
4. Director, Bhutan Council for School Examinations and Assessment, for kind information
5. Director General, DYS, MoE for kind information.
6. Director General, DAHE, MoE for kind information.
7. Offtg. Director, DoS, MoE for kind information.
8. Madam Advisor, DSE, MoE for kind information.
9. Chief PPD, MoE for kind information.
10. Chief, EMD, MoE for kind information.
11. Chief Dzongkhag/Thromde Education Officers, for kind information and compliance
12. Principals of all schools for necessary compliance
13. Office File



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Royal Government of Bhutan
Ministry of Education



SECRETARY

— Rethinking Education —

Ref. No: DSE/SPCD/ADM(1.1-A)/2020/ 1769

5th November, 2020

CIRCULAR

Assessment, Examination, and Promotions for Academic Year 2020

The COVID-19 pandemic has severely affected the formal teaching and learning since March 2020. Underscoring the importance of high-stake examinations towards maintaining the progressive transition of class XII graduates for tertiary education institutes and in other pathways, classes X and XII successfully resumed their learning through contact teaching with rigorous health and safety measures put in place. At the same time, psychosocial wellbeing of children has also been considered priority and are supported.

In line with the EiE Implementation Guidelines, *Prioritized Curriculum* for those schools which resumed the contact teaching, and the *Adapted Curriculum* for those schools that remained closed were developed based on regular curriculum structure and implemented accordingly. As the end of the academic year 2020 draws closer, the Ministry would like to inform all the schools on the matters related to assessment, examinations and the promotion as under.

- a) Ministry of Education urges schools to refer the “*Guidelines for Re-opening of School / Centre, Implementation of Adapted and Prioritized Curriculum, and Examinations and Assessment and Checklist*” (MoE, June 2020, pp. 12 - 19). This document mandates that schools using the Prioritized Curriculum shall conduct regular assessment and examinations for promotion. Therefore, students shall sit for the class X (BCSE) and XII (BHSEC) national examinations based on the “*Rules and Regulations for the Conduct of Public Examinations.*” The classes IX and XI shall sit for the home examinations as per the usual practices. All assessment and examinations shall be conducted in strict compliance of health and safety protocols. While the Bhutan Council for School Examinations and Assessment declares the results for BCSE and BHSEC, respective schools shall declare the results for classes IX and XI.
- b) Due to the COVID 19 pandemic, classes PP to VIII remained closed until now, and hence the learning for the 2020 academic year has been mainly through the Adapted Curriculum, which were delivered through BBS, Google classroom, social media, radio and Self-Instructional Materials (SIM). Considering the nature of remote learning and the health and safety reasons, formal assessment and examinations for classes PP to VIII is not feasible. Therefore, promotion for class PP to VIII shall be based on the assessment protocol, elucidated in the “*Guidelines for Re-opening of School / Centre, Implementation of Adapted and Prioritized Curriculum, and Examinations and Assessment and Checklist*” (MoE, June 2020, pp.19). In essence, promotion for the cohort of these learners shall be based on the following:



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— *Rethinking Education* —

- i. Classes PP to VIII promotion of students shall be through the assessment tasks provided in video lessons / radio lessons / SIM or other social media platforms (WeChat, WhatsApp, Telegram, etc).
- ii. Promotions shall be based on short assignment / objective questions / conventional tests / video lesson questions / radio lesson questions assigned through Google Classroom / other social media or SIM questions assignments submitted by individual students.
- iii. This shall be as per the records maintained by teachers of their students' progress in learning.
- iv. Progress report for students for classes PP – VIII shall be issued by respective schools following the new 'STUDENT PROGRESS REPORT: Education in Emergency' (enclosed), as the normal Annual Progress Report forms may not be applicable.
- v. Issuance of Progress report for students for classes IX to XII shall follow the regular protocol as they used the Prioritized Curriculum and regular contact teaching.
- vi. Respective schools to promote all the students from classes PP to VIII and provide remedial and bridging lessons as appropriate in the coming academic year 2021.

This notification is issued for strict compliance to support students learning, their cognitive development, and consider promotion of every student during the Education in Emergency.

(Karma Tshering)

Copy to:

- 1) Hon'ble Education Minister, J B Rai, for His Excellency's kind information
- 2) All Dasho Dzongdag/Thrompon, for kind information
- 3) Director General, Royal Education Council, for kind information
- 4) Director, Bhutan Council for School Examinations and Assessment, for kind information
- 5) Officiating Director General, Department of School Education, MoE for kind information
- 6) Chief Dzongkhag/Thromde Education Officers, for kind information and compliance
- 7) Principals of all schools for necessary compliance
- 8) Office Copy

Annexure X: Implementation of New Normal Curriculum Instructional Guide

དཔལ་ལྷན་འབྲུག་གཞུང་། ཤེས་རིག་ལྷན་ཁག།

Royal Government of Bhutan
Ministry of Education
Department of School Education



Rethinking Education

Ref: DSE/SPCD/ADM-1.2/2021/696

4th April 2021

Dasho Dzongdag/Executive Secretary
All Dzongkhag/ Thromde

Subject: New Normal Curriculum Instructional Guide Implementation

Dear Dasho,

With the changing time and the emerging diverse needs of learners and society, needs for change in curriculum and the pedagogical process was imminent. In the current era of the 21st century, the conventional tradition of teaching of “what” was observed short of empowering learners with necessary essential portable skills. This entailed the transformation of curriculum to learning of “how” by students with emphasis on open source learning as opposed to textbook based teaching. The Ministry of Education in collaboration with, erstwhile Royal Education Council, developed the New Normal Curriculum Framework (NNCF) in all subjects which guides the development of the New Normal Curriculum Instructional Guide (NNC IG) in respective subjects.

The new normal curriculum materials are designed emphasizing on the learning of fundamental concepts, principles and laws in respective subjects and to facilitate contextualized and experiential learning through open source information. This is to help build the competency of learner. Hence, textbooks are perceived as one of the resources along with online and hard copy resources in school library. All these curriculum materials are available online on REC websites (www.rec.gov.bt); both teachers and students can access these materials online for teaching and learning. However, these materials are not printed for distribution to schools.

Considering the added educational values of the New Normal Curriculum Instructional Guides, from the 2021 academic session, all schools are advised that teaching and learning shall be based on these curriculum materials. Accordingly, assessment and examinations shall be based on the New Normal Curriculum Framework and the New Normal Curriculum Instructional Guide. Schools shall be informed on the protocols for assessment and examination at the earliest. Meanwhile, schools shall continue using the existing Continuous Formative Assessment.

Therefore, all Dzongkhags and Thromdey Education Officers are instructed to inform schools under your Dzongkhag to comply with this instruction with immediate effect.

Wishing you all an enriching teaching and learning with the NNC.

Yours sincerely

(Karma Galay)

Director General

Cc:

1. His Excellency Sherig Lyonpo, for His Excellency's kind information.
2. Hon'ble Secretary, MoE for kind information.
3. Director General, Royal Education Council, for information
4. Director, Bhutan Council for School Examination and Assessment, for information
5. All Chief DEOs/Chief TEOs, all Dzongkhag/the for necessary action.
6. All Schools for information and implementation.

Annexure XI: New Assessment Structure for Schools

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Royal Government of Bhutan

Ministry of Education

Department of School Education

School Planning and Coordination Division



--Rethinking Education--

DSE/SPCD/ADM(1.1-A)/2021/ 1150

10th June, 2021

Notification

Subject: Approved Assessment Structure for Schools

This is to notify all the schools across the nation that the Ministry of Education has approved a new Assessment Structure for Schools. The approved Assessment Structure directs that, ***“The minimum pass mark for each subject for key stage II-V (Class IV-XII) shall be 40%. However, a student should pass in both CA and written examinations with a minimum of 40% each respectively.”*** This was arrived at a tripartite meeting of BCSEA, DSE, and REC officials held on 27 May 2021. The REC submitted the proposed assessment structure to His Excellency Sherig Lyonpo and Hon’ble Secretary vide letter no. REC/CDC/Adm-Mins/Memo (35)/2020-2021/1517 dated 1st June 2021. This notification is being issued with reference to approval of this submission by HE Sherig Lyonpo and hon. Secretary, MOE. All schools are required to follow the new assessment structure with effect from the academic year 2021.

Please find attached the details of the Assessment Structure with the Progress Report templates for each key stage.

This change is being introduced to streamline the assessment system to bring about fair and just mode to assess the actual learning of the students and then accordingly promote them to the next level.

(Karma Galay)

Director General

Copy to:

1. His Excellency, Sherig Lyonpo, Ministry of Education for kind information.
2. Hon’ble Secretary, Ministry of Education for kind information.
3. Dasho Dzongdags and Dasho Thrompons, All Dzongkhags and Thromdes for kind information.
4. Director General, REC, Paro for kind information.
5. Director BCSEA, Thimphu for kind information.
6. Dean, REC, Paro for kind information.
7. Chief PSD, DSE, MoE for kind information and necessary follow up with all the private schools.
8. Chief DEOs and Chief TEOs, all Dzongkhags and Thromdes for kind information and necessary action.
9. Principals of all ECRS, PS, LSS, MSS and HSS for kind information and necessary compliance.

Assessment Structure for Schools

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. In some subjects, CA also includes practical and project works.
6. 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 high stakes examination classes (X & XII). However, the year-end practical examination for TVET shall be assessed externally.
7. Weightings for CA and written examinations are specified in the respective subject frameworks and or Instructional Guides.
8. Term and year-end examinations for all, EXCEPT Classes X and XII, shall be termed as “home examinations” and be conducted and evaluated by respective schools. However, high-stakes examinations (written) for Classes X and XII termed as “Bhutan Certificate for Secondary Education (BCSE)” and “Bhutan Higher Secondary Education Certificate (BHSEC)”; and “Language and Cultural Studies Certificate (LCSC)” shall be conducted and evaluated externally.
9. Both the home and high-stakes examination question items shall be based on the competencies stated in the respective subject frameworks. Question patterns shall be dictated by the nature of respective subjects.

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

Assessment Structure

Subject	Key Stage	Assessment Breakup		Remarks
		CA	Term examinations	
English	I	CFA	CFA	
	II	60	40	
	III	40	60	
	IV	30	70	
	V	20	80	
Dzongkha	I	CFA	CFA	
	II	60	40	
	III	40	60	
	IV	30	70	
	V	20	80	
Maths	I	CFA	CFA	
	II	60	40	
	III	40	60	
	IV	30	70	
	V	20	80	
ICT	I	CFA	CFA	
	II	80	20	
	III	70	30	
	IV	60	40	
	V	50	50	
Science	II	70	30	
	III	60	40	
	IV	40	60	
	V	30	70	
Social Studies	II	70	30	
Geography	III	60	40	
	IV	40	60	
	V	30	70	

Subject	Key Stage	Assessment Breakup		Remarks
		CA	Term examinations	
History	III	60	40	
	IV	40	60	
	V	30	70	
Agriculture and Food Security	IV	60	40	
	V	50	50	
Environmental Science	IV	40	60	
	V	30	70	
Economics	IV	40	60	
	V	30	70	
Commercial Studies	IV	40	60	
Business and Entrepreneurship	V	40	60	
Accountancy	V	20	80	
Media Studies	V	40	60	
Rigzhung Elective	V	20	80	
TVET	IV	20	80*	*Practical examinations
	V	20	80*	
TVET for Deaf	III	20	80*	*Practical examinations
	IV	20	80*	
	V	20	80*	
SEN	As per the respective subjects			
HPE	100% CFA			
Arts Education	100% CFA			
Values Education	100% CFA			
Language and Culture Studies (Rigzhung Stream)				
Rigzhung	IV	30	70	
	V	20	80	

11. The detailed breakdown of the CA and Term Examination marks is given in *Annexure I*.

12. 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. *In the current practice, the pass mark is 40% from class IV to VIII and classes XI and XII. The change concerns only with classes IX and X in order to make the pass mark uniform across all key stages.*
- ii. *The CA distribution across subjects and across key stages is different because of the nature of the subjects. A student should obtain 40% of the marks allotted to CA by combining the CA scores for both the terms. He/She should also obtain 40% of the marks allotted to Term I and Term II by combining the marks obtained in the two terms.*
- iii. *Refer to Sl. No. 14 below for key stage IV Science and Social Sciences for pass mark for grouped subjects.*
- iv. *Refer respective subject curriculum frameworks in regard to segregation of paper into Paper 1 and 2.*

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

Key Stage	Should pass in	Remarks
I (PP-III)	Dzongkha, English, Mathematics & ICT	Assessment done through CFA
II (IV-VI)	Dzongkha, English, ICT plus two subjects among Mathematics, Science and Social Studies	Having to pass in ICT is subject to readiness of ICT infrastructure and resources in all schools.
III (VII -VIII)	Dzongkha, English, ICT plus any three among Mathematics, Science, History and Geography	Having to pass in ICT is subject to readiness of ICT infrastructure and resources in all schools.
IV (IX- X)	Dzongkha, English, ICT plus any three among Mathematics, Science, History & Geography or optional subject opted	<p>Optional subjects are Economics, Environmental Science, Commercial Studies, AgFS & TVET</p> <p>Having to pass in ICT is subject to readiness of ICT infrastructure and resources in all schools.</p> <p>Science - Physics, Chemistry and Biology combined to form one subject.</p> <p>HCG – History, Civics and Geography combined to form one subject.</p> <p>Marksheet to reflect individual marks for three science subjects and History & Geography along with the average marks.</p> <p>The marksheet will reflect the both CA and written examination marks (To be integrated into BCSEA’s new Result Processing System (RPS) and implementable from 2022).</p>

Key Stage	Should pass in	Remarks
V (XI-XII)	Science: 1. 5 subjects – Dzongkha, English and plus any two (among Physics, Chemistry, Biology or Mathematics or other optional subjects) 2. 6 subjects - Dzongkha, English plus any two (among Physics, Chemistry, Biology and Mathematics)	If students fail in Physics and Chemistry, options for further studies in the field of science will be limited. Optional Subjects: Environmental Science & AgFS and TVET ICT will be made mandatory for students to pass once the ICT infrastructure and resources are ready.
	Commerce: 5 subjects - Dzongkha and English plus any other two subjects (among Business Mathematics, Economics, Accountancy, Business and Entrepreneurship, AgFS and TVET) 6 subjects - Dzongkha and English plus any other two subjects (among Business Mathematics, Economics, Accountancy, Business and Entrepreneurship, AgFS and TVET)	ICT will be made mandatory for students to pass once the ICT infrastructure and resources are ready.
	Arts: 5 subjects: Dzongkha and English plus any other two subjects Business Mathematics, History, Geography, Economics, AgFS, Media Studies, Rigzhung, Environmental Science and TVET 6 subjects: Dzongkha and English plus any other two subjects Business Mathematics, History, Geography, Economics, AgFS, Media Studies, Rigzhung, Environmental Science and TVET,	ICT will be made mandatory for students to pass once the ICT infrastructure and resources are ready.
Language and Culture Studies (Rigzhung Stream)		
Key stage IV	Class IX (Taktse) Dzongkha and English plus any other 3 subjects ལེགས་བཤད་ལྷན་དབང་། བཀ་སྐྱོན། རྒྱ་དང་ཤིང་གི་བསྟན་བཅོས། གནམ་ལའི་ཚོས་ཚན། རྩོམ་ཆ། ཟླ་རིམ། མདོན་བརྗོད།	ICT will be made mandatory for students to pass once the ICT infrastructure and resources are ready.
	Class X (Taktse) Dzongkha and English plus any other 3 subjects སུམ་རྟགས་སྟུང་སྟོན། བཀ་སྐྱོན། ལྷན་བཀ། གནམ་ལའི་ཚོས་ཚན། རྩོམ་ཆ། ཟླ་རིམ། མདོན་བརྗོད།	ICT will be made mandatory for students to pass once the ICT infrastructure and resources are ready.
Key stage V	Class XI (Taktse) Dzongkha and English plus any other 2 subjects རྩོད་འཇུག། ལྷན་བཀ། བཀ་སྐྱོན་སུམ་རྟགས། གནམ་ལའི་ཚོས་ཚན། རྩོམ་ཆ། ཟླ་རིམ། མདོན་བརྗོད།	ICT will be made mandatory for students to pass once the ICT infrastructure and resources are ready.
	Class XII (Taktse) Dzongkha and English plus any other 2 subjects རྩོད་འཇུག། ལྷན་བཀ། བཀ་སྐྱོན་དང་རྟགས་ཀྱི་འཇུག་པ། གནམ་ལའི་ཚོས་ཚན། རྩོམ་ཆ། ཟླ་རིམ། མདོན་བརྗོད།	ICT will be made mandatory for students to pass once the ICT infrastructure and resources are ready.

14. 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 a pass mark in Social Science.
15. Subject teachers shall use the assessment data to infer problems and challenges of the learners, and accordingly adjust instructions to facilitate improvement in learning.
16. School shall institute an assessment committee to audit and analyze assessment records on a regular basis to track progress of the student learning in different subjects and to ensure that assessment is carried out as intended.
17. Regular mentoring and support services for assessment, including assessment auditing, shall be provided by curriculum and BCSEA professionals.
18. The recording of the assessment shall be as per the requirement given in the respective curriculum framework and Instructional Guides.
19. 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. (*Annexure II*)
20. The Department of School Education shall review the existing criteria for admission into different streams in class XI, from time to time, based on emerging trends and needs.

Detailed Assessment Matrix

Annexure I

Subject	Keystage	Assessment						Continuous Assessment (CA) Weighting and Breakup for Each Term
		Term I			Term II			
		CA	Mid Term Examination	Total	CA	Annual Examination	Total	
English	I	CFA			CFA			
	II	30	20	50	30	20	50	Term I : Reading Portfolio (5), Writing Portfolio (10) & Listening and Speaking (15) Term II : Reading Portfolio (5), Writing Portfolio (10) & Listening and Speaking (15)
	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)

Subject	Keystage	Assessment						Continuous Assessment (CA) Weighting and Breakup for Each Term
		Term I			Term II			
		CA	Mid Term Examination	Total	CA	Annual Examination	Total	
Dzongkha	I	CFA			CFA			
	II	30	20	50	30	20	50	Term I : Reading Portfolio (10), Writing Portfolio (10) & Listening and Speaking (6), Over all Behaviour(4) Term II : Reading Portfolio (10), Writing Portfolio (10) & Listening and Speaking (6), 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	Keystage	Assessment						Continuous Assessment (CA) Weighting and Breakup for Each Term
		Term I			Term II			
		CA	Mid Term Examination	Total	CA	Annual Examination	Total	
Mathematics	I	CFA			CFA			
	II	30	10	40	30	30	60	For both Term I and Term II , assess each competency through appropriate performance tasks and assessment tools. Performance Tasks: quiz, question and answer, presentation, making models, small projects, etc. Assessment Tools: checklist, rating scale or rubrics. Assessment Areas : Formulating situations mathematically, Applying concepts, facts and procedures, and Interpreting mathematical results Obtain CA marks using the relation given in the curriculum framework and the Instructional Guides.
	III	20	25	45	20	35	55	
	IV	15	35	50	15	35	50	
	V	10	40	50	10	40	50	
ICT	I	CFA			CFA			
ICT	II	30	10	40	50	10	60	Term I CA breakup: Class Activity= 5, Home Activity= 5, Digital Artefacts =20 Term II CA breakup: Class Activity= 5, Home Activity= 5, Digital Artefacts =40
	III	30	10	40	40	20	60	Term I CA breakup: Class Activity= 5, Home Activity= 5, Digital Artefacts =20 Term II CA breakup: Class Activity= 5, Home Activity= 5, Digital Artefacts =30
	IV	20	20	40	40	20	60	Term I CA breakup: Class Activity= 5, Home Activity= 5, Digital Artefacts =10 Term II CA breakup: Class Activity= 5, Home Activity= 5, Digital Artefacts =30
	V	20	20	40	30	30	60	Term I CA breakup: Class Activity= 5, Home Activity= 5, Digital Artefacts =10 Term II CA breakup: Class Activity= 5, Home Activity= 5, Digital Artefacts =20

Subject	Keystage	Assessment						Continuous Assessment (CA) Weighting and Breakup for Each Term
		Term I			Term II			
		CA	Mid Term Examination	Total	CA	Annual Examination	Total	
Science	II	35	15	50	35	15	50	Term I: CA breakup: Assignment = 8, Class Activity=13, Test=4, Project =6, Scrap=4 Term II: CA breakup: Assignment = 8, Class Activity=13, Test=4, Project =6, Scrap=4
	III	30	20	50	30	20	50	Term I: CA breakup: Assignment = 8, Class Activity=12, Test=2, Project =4, Journal=4 Term II: CA breakup: Assignment = 8, Class Activity=12, Test=2, Project =4, Journal=4
	IV	20	30	50	20	30	50	Term I: CA breakup: Assignment = 6, Class Activity=8, Test=2, Project =4 Term II: CA breakup: Assignment = 6, Class Activity=8, Test=2, Project =4
	V	15	35	50	15	35	50	Term I: CA breakup: Assignment = 4, Class Activity=5, Project =3, Practical=3 Term II: CA breakup: Assignment = 4, Class Activity=5, Project =3, Practical=3
Social Studies	II	35	15	50	35	15	50	Term I: My World(20: Class Activity(10), Project Work(10)), History, Civics & Culture(15: Class Activity(5), Project Work(10)) Term II: Human Wellbeing & the Environment(20: Class Activity(10), Project Work(10)), Economy & Living(15: Class Activity(5), Project Work(10))
History	III	25	15	40	35	25	60	Term I: Research Project(5), Historical Memoir(10), Class Activity(5), Home Activity(5) Term II: Research Project(5), History Museum(10), Class Activity(10), Home Activity(10)
	IV	20	25	45	20	35	55	Term I: Research Project (5), Historical Memoir (5), Class Activity(5), Home Activity(5) Term II: Research Project(5), History Museum(5), Class Activity(10), Home Activity(10)
	V	15	30	45	15	40	55	Term I: Research Project (5), Historical Memoir (3), Class Activity(4), Home Activity(3) Term II: Research Project (5), History Museum (5), Class Activity(3), Home Activity(2)

Subject	Keystage	Assessment						Continuous Assessment (CA) Weighting and Breakup for Each Term
		Term I			Term II			
		CA	Mid Term Examination	Total	CA	Annual Examination	Total	
TVET	IV	10	30	40	10	50	60	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
	V	10	30	40	10	50	60	
TVET for Deaf	III	10	30	40	10	50	60	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	30	40	10	50	60	
	V	10	30	40	10	50	60	
SEN		Follow the 'Guidelines on Assessment, Examination, Promotion and Transition of students with Disabilities, 2018'						
HPE		CFA			CFA			
Arts Education		CFA			CFA			
Values Education		CFA			CFA			

Inside Face for Keystage II (Classes IV-VI)							
SUBJECT WISE ACADEMIC TRANSCRIPT							
Subject	TERM I			TERM II			GRAND TOTAL (Total I + Total II)
	CA	Mid Term Examination	Total I	CA	Annual Examination	Total II	
Dzongkha							
English							
ICT							
General Science							
Social Studies							
Mathematics							
	Percentage			Percentage			
	Position			Position			
	Attendance			Attendance			
	Total no. of students			Total no. of students			
Signature of Parent/Guardian :				Signature of Parent/Guardian :			
Signature of Class Teacher :				Signature of Class Teacher :			
The detailed criteria for the continuous assessment (CA) and the examinations for each subject should be based on the guidelines provided in the syllabus/guidebook for each subject.							

Inside Face for Keystage III (Classes VII-VIII)							
SUBJECT WISE ACADEMIC TRANSCRIPT							
Subject	TERM I			TERM II			GRAND TOTAL (Total I + Total II)
	CA	Mid Term Examination	Total I	CA	Annual Examination	Total II	
Dzongkha							
English							
ICT							
Mathematics							
General Science							
History							
Geography							
	Percentage			Percentage			
	Position			Position			
	Attendance			Attendance			
	Total no. of students			Total no. of students			
Signature of Parent/Guardian :				Signature of Parent/Guardian :			
Signature of Class Teacher :				Signature of Class Teacher :			
The detailed criteria for the continuous assessment (CA) and the examinations for each subject should be based on the guidelines provided in the syllabus/guidebook for each subject.							

Inside Face for Keystage IV (Classes IX-X)							
SUBJECT WISE ACADEMIC TRANSCRIPT							
Subject	TERM I			TERM II			GRAND TOTAL (Total I + Total II)
	CA	Mid Term Examination	Total I	CA	Annual Examination	Total II	
Dzongkha							
English							
ICT							
Mathematics							
Physics							
Chemistry							
Biology							
History							
Geography							
Eco/TVET/MS/ES/AgFS/Rigzhung							
	Percentage			Percentage			
	Position			Position			
	Attendance			Attendance			
	Total no. of students			Total no. of students			
Signature of Parent/Guardian :				Signature of Parent/Guardian :			
Signature of Class Teacher :				Signature of Class Teacher :			
The detailed criteria for the continuous assessment (CA) and the examinations for each subject should be based on the guidelines provided in the syllabus/guidebook for each subject.							

Inside Face for Keystage V (Classes XI-XII) (Science)							
SUBJECT WISE ACADEMIC TRANSCRIPT							
Subject	TERM I			TERM II			GRAND TOTAL (Total I + Total II)
	CA	Mid Term Examination	Total I	CA	Annual Examination	Total II	
Dzongkha							
English							
ICT							
Mathematics							
Physics							
Chemistry							
Biology/Environmental Science/ Agriculture for Food Security							
	Percentage			Percentage			
	Position			Position			
	Attendance			Attendance			
	Total no. of students			Total no. of students			
Signature of Parent/Guardian :				Signature of Parent/Guardian :			
Signature of Class Teacher :				Signature of Class Teacher :			
The detailed criteria for the continuous assessment (CA) and the examinations for each subject should be based on the guidelines provided in the syllabus/guidebook for each subject.							

Inside Face for Keystage V (Classes XI-XII) (Commerce)							
SUBJECT WISE ACADEMIC TRANSCRIPT							
Subject	TERM I			TERM II			GRAND TOTAL (Total I + Total II)
	CA	Mid Term Examination	Total I	CA	Annual Examination	Total II	
Dzongkha							
English							
ICT							
Business Mathematics							
Business and Entrepreneurship							
Economics							
Accountancy							
Agriculture for Food Security							
	Percentage			Percentage			
	Position			Position			
	Attendance			Attendance			
	Total no. of students			Total no. of students			
Signature of Parent/Guardian :				Signature of Parent/Guardian :			
Signature of Class Teacher :				Signature of Class Teacher :			
The detailed criteria for the continuous assessment (CA) and the examinations for each subject should be based on the guidelines provided in the syllabus/guidebook for each subject.							

Inside Face for Keystage V (Classes XI-XII) (Arts)							
SUBJECT WISE ACADEMIC TRANSCRIPT							
Subject	TERM I			TERM II			GRAND TOTAL (Total I + Total II)
	CA	Mid Term Examination	Total I	CA	Annual Examination	Total II	
Dzongkha							
English							
ICT							
Business Mathematics							
Economics							
History							
Geography							
Rigzhung/Agriculture for Food Security							
	Percentage			Percentage			
	Position			Position			
	Attendance			Attendance			
	Total no. of students			Total no. of students			
Signature of Parent/Guardian :				Signature of Parent/Guardian :			
Signature of Class Teacher :				Signature of Class Teacher :			
The detailed criteria for the continuous assessment (CA) and the examinations for each subject should be based on the guidelines provided in the syllabus/guidebook for each subject.							

Inside Face for Keystage V (Classes IX-X) (Rigzhung Stream)							
ཚོས་ཚན་ སློབ་རིག་ སྐྱགས་ཤོ།							
ཚོས་ཚན།	ལོ་ཕྱེད།			ལོ་འཁོར།			ཡོངས་བསྡོམས།
	བུས་རྒྱན་དེའི་ཞིབ།	ལོ་ཕྱེད་ཚོས་རྒྱགས།	བསྡོམས།	བུས་རྒྱན་དེའི་ཞིབ།	ལོ་འཁོར་ཚོས་རྒྱགས།	བསྡོམས།	
རྫོང་ལ།							
ཨིང་ཡི།							
སློབ་རིག།							
སྐད་རྒྱ་སྐད་སྡེ།							
སྐད་རྒྱ།							
དག་སློབ།							
རྒྱལ་རབས།/སྐད་ཆ།/ཚེས།/ལྷ་རིས།							
	སྐྱགས་བརྒྱ་ཚ།			སྐྱགས་བརྒྱ་ཚ།			
	ཨང་རིམ			ཨང་རིམ			
	ཉིན་ཐོ།			ཉིན་ཐོ།			
	སློབ་ཕྱག་ཡོངས་བསྡོམས།			སློབ་ཕྱག་ཡོངས་བསྡོམས།			
ཕམ/བདག་འཛིན་པ་ ཕྱག་རྒྱགས། :				ཕམ/བདག་འཛིན་པ་ ཕྱག་རྒྱགས། :			
སློབ་ཁང་སློབ་དཔོན་གྱི་ ཕྱག་རྒྱགས། :				སློབ་ཁང་སློབ་དཔོན་གྱི་ ཕྱག་རྒྱགས། :			
བུས་རྒྱན་དེའི་ཞིབ་དང་ རྒྱུ་རྒྱགས་དེའི་ཞིབ་གཉིས་ཀྱི་ཚད་གཞི་ ལ་གསལ་འདི་ ཚ་གཞུང་བཀོད་རིས་དང་འཁྲིལ་ཏེ་འབད་དགོཔ་ཨིན།							

Inside Face for Keystage V (Classes IX-X) (Rigzhung Stream)							
ཚོས་ཚན་ སློབ་རིག་ སྐྱགས་ཤོ།							
ཚོས་ཚན།	ལོ་ཕྱེད།			ལོ་འཁོར།			ཡོངས་བསྡོམས།
	བུས་རྒྱན་དེའི་ཞིབ།	ལོ་ཕྱེད་ཚོས་རྒྱགས།	བསྡོམས།	བུས་རྒྱན་དེའི་ཞིབ།	ལོ་འཁོར་ཚོས་རྒྱགས།	བསྡོམས།	
རྫོང་ལ།							
ཨིང་ཡི།							
སློབ་རིག།							
སློབ་འཇུག།							
སྐད་རྒྱ།							
དག་སློབ་དང་རྒྱགས་ཀྱི་འཇུག་པ།							
རྒྱག་ལམ།/སྐད་ཆ།/ཚེས།/ལྷ་རིས།/འབྲུང་རབས།							
	སྐྱགས་བརྒྱ་ཚ།			སྐྱགས་བརྒྱ་ཚ།			
	ཨང་རིམ			ཨང་རིམ			
	ཉིན་ཐོ།			ཉིན་ཐོ།			
	སློབ་ཕྱག་ཡོངས་བསྡོམས།			སློབ་ཕྱག་ཡོངས་བསྡོམས།			
ཕམ/བདག་འཛིན་པ་ ཕྱག་རྒྱགས། :				ཕམ/བདག་འཛིན་པ་ ཕྱག་རྒྱགས། :			
སློབ་ཁང་སློབ་དཔོན་གྱི་ ཕྱག་རྒྱགས། :				སློབ་ཁང་སློབ་དཔོན་གྱི་ ཕྱག་རྒྱགས། :			
བུས་རྒྱན་དེའི་ཞིབ་དང་ རྒྱུ་རྒྱགས་དེའི་ཞིབ་གཉིས་ཀྱི་ཚད་གཞི་ ལ་གསལ་འདི་ ཚ་གཞུང་བཀོད་རིས་དང་འཁྲིལ་ཏེ་འབད་དགོཔ་ཨིན།							

Annexure XII: Merger of the Royal Education Council

དཔལ་ལྷན་འབྲུག་གཞུང་། ཤེས་རིག་ལྷན་ཁག།

**Royal Government of Bhutan
Ministry of Education**



— *Rethinking Education* —

MINISTER

MoE/Executive Order/2021/ 4148

30th April 2021

EXECUTIVE ORDER

In accordance with the letter No. RCSC/PPPD/02(01)/2020-21/2678 dated 4th March 2021 of the Royal Civil Service Commission conveying decision of the 84th Session of the Lhengye Zhungtshog dated 9th February 2021, the Ministry of Education hereby issues this Executive Order for merger of the Royal Education Council as a Department of School Curriculum and Professional Development under the Ministry of Education.

This Department shall function as per the direction and guidance of the Ministry of Education from the date of issuing this Executive Order on all education matters.

This Executive Order shall be effective from the 19th Day of the Third Month of the Iron Ox Year of the Bhutanese Calendar coinciding with 30th of April 2021.

Jai Bir Rai

MINISTER

Copy:

1. Hon'ble Prime Minister of Bhutan, Gyalyong Tshogkhang, Thimphu for kind information.
2. Hon'ble Chief Justice of Bhutan, Supreme Court, Thimphu for kind information.
3. Hon'ble Chairperson, National Council of Bhutan, Thimphu for kind information.
4. Hon'ble Speaker, National Assembly of Bhutan, Thimphu for kind information.
5. Hon'ble Ministers of 10 Ministries, Thimphu for kind information.
6. Hon'ble Opposition Leader for kind information.
7. Hon'ble Chairperson, Royal Civil Service Commission, Thimphu for kind information.



དབལ་ལྷན་འབྲུག་གཞུང་། ཤེས་རིག་ལྷན་ཁག།

Royal Government of Bhutan
Ministry of Education



— *Rethinking Education* —

MINISTER

8. Secretary, Cabinet Secretariat, Thimphu for kind information.
9. Secretaries of 10 Ministries, Thimphu for kind information.
10. Zimpon, Office of the Gyalpoi Zimpon, Thimphu for kind information.
11. Head of the Constitutional Bodies - ECB, ACC, RAA, Thimphu for kind information.
12. Commissioners, Royal Civil Service Commission, Thimphu for kind information.
13. Head of the Autonomous Agencies for their kind information.
14. Secretary, His Majesty's Secretariat of the Fourth Druk Gyaplo for kind information.
15. Dasho Dzongdas of 20 Dzongkhags for kind information.
16. Dasho Thrompons/Executive Secretary of four Thromdes for kind information.
17. Director General, RCSC, Thimphu for kind information.
18. Head of Departments under MoE - DSE, DYS, DAHE, DSCPD, DoS for kind information.
19. Director, Cabinet Secretariat, Thimphu for kind information.
20. Resident Representatives of UN Agencies, Thimphu for kind information.
21. Chief Executive Officer – RICBL and NPPF, Thimphu for kind information.
22. Chiefs of Divisions under the Secretariat and Departments, MoE for kind information.
23. Chief DEOs/TEOs of 20 Dzongkhags and four Thromdes for kind information.
24. Chief Finance Officer, FD, DoS, MoE, Thimphu for kind information.
25. Office copy.