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Matters

27th EDUCATION POLICY GUIDELINES & INSTRUCTIONS

EPGI 2009



POLICY & PLANNING DIVISION
MINISTRY OF EDUCATION
THIMPHU
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MINISTRY OF EDUCATION
ROYAL GOVERNMENT OF BHUTAN



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Royal Government of Bhutan

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January 19, 2009

“The future of our nation depends on the worth, capabilities and motivation of today’s youth. Therefore, I will not rest until I have given you the inspiration, knowledge and skills so that you will not only fulfill your aspirations but be of immense worth to the nation”

- Coronation Address of His Majesty, the Druk Gyalpo on 7th November, 2008

I. FOREWORD

Dear Dasho Dzongdags, DEOs/ADEOs/, Principals, Teachers and Colleagues,

As we begin the New Year, I would like to extend my best wishes for a happy and prosperous 2009 to you and your families. The year 2008 was a very special year for Bhutanese in many ways. It was a year when we celebrated 100 years of peace, prosperity and security under the wise and visionary leadership of our successive benevolent Monarchs. The Coronation of our 5th King, Druk Gyalpo Jigme Khesar Namgyel Wangchuck will live forever in our memories as a joyful occasion when all Bhutanese gathered as one to pay tribute and pledge our loyalty and re-dedicate ourselves to the service of the Tsa-Wa-Sum. The year also witnessed the adoption of the first written Constitution on 18th July 2008, heralding a smooth transition to a Democratic Constitutional Monarchy.

Amidst these historical developments, the Ministry of Education saw changes in the leadership as we bade farewell to Lyonpo Thinley Gyamtsho, Minister of Education, who in his career spanning over 30 years served in various capacities in the Government, the longest being in the Ministry of Education. Lyonpo Thinley Gyamtsho has made tremendous contribution to the Education Sector and will always be remembered by his colleagues as a man of integrity who served with dedication and commitment. On 11 April 2008, Lyonpo T.S Powdyel took over as the Education Minister under the new political system. We look forward to working with Lyonpo T.S Powdyel who brings with him 25 years of experience in the field of education.

I took over as the Education Secretary on 31st July 2007 from Dasho Pema Thinley, the Vice Chancellor, Royal University of Bhutan. I consider myself very fortunate to be given an opportunity to work in the education sector as together we can all make a difference in shaping the future of our country under the guidance of our Kings and Government.

The Departments of Youth and Sports (DYS) and Adult and Higher Education (DAHE) also welcomed new Directors with the appointment of Mr. Karma Yeshey as the Director of DAHE and Mr. Chencho Dorji as Director of DYS. We also welcomed new Chiefs of Divisions. Mr. Sonam Tshering took over as the Chief of Non Formal & Continuing Education Division (NFCED), Mr. Karma Dorji as Education Monitoring and Support Services Division (EMSSD), Ms. Maina Kharga for Tertiary Education Division (TED), Ms. Tashi Pelzom for Career Education and Counseling Division and Mr. Sonam Wangyel as the Chief of Human Resource Division.

With our spirits invigorated and our minds fresh after the celebrations, another school year begins. The New Year is a time to look forward and make plans for responding to the challenges and opportunities in the coming year. In the recent years, we have been under greater scrutiny than ever before and rightly so since education is an area which concerns everyone and has huge implications on the future. Our efforts must be focused on achieving the desired results at the school level, the Dzongkhag level and at the National level. To achieve our goals, we require the commitment and the participation of all our stakeholders and we need to translate this commitment into actions. Therefore let us work together to build a knowledge-based society that reflects the values that would take us closer to achieving our National Goal of Gross National Happiness.

The Education Policy Guidelines and Instructions (EPGI) document conveys policies, procedures and guidelines that support the delivery of educational services in our schools and will be available at the start of each academic year. The purpose of the document is to provide a single point of reference regarding the prevailing Education policy and guidelines to assist the Dzongkhags and schools in developing programs and services that enable students to meet the goals of education. It is intended primarily for the use of Dzongkhags and principals but may also be of interest to other professionals within the education system, our development partners, to parents, and members of the public.

As you all must be aware, we are half-way through the first year of the 10th Five Year Plan, which is by far the most ambitious Plan in terms of the scope and outlay. It is also different from the previous plans in the sense that Dzongkhags will receive annual grants to finance capital and current activities, based on a formula that will take into consideration the geographical size, population, and poverty of Dzongkhags. However, Education being a priority sector, the capital budget for the Dzongkhag Education Sector (DES) will be provided in the form of tied grants, i.e the budget for DES capital activities will be prepared in consultation with the Ministry of Education and will be separate from the annual grant. The rationale behind this arrangement is to ensure that DES capital activities are financed without Dzongkhags having to choose between education infrastructure and others sectors. The recurrent budget for the Dzongkhag Education Sector in the 10th FYP will be financed by the annual grant (Current) based on the Dzongkhags prioritization.

Furthermore, in keeping with the decentralization policy of the government there will be no change in the implementation strategy in the 10th FYP. All DES capital activities (except those taken up by SPBD under the World Bank project) will be implemented by the respective Dzongkhags Administration. The Ministry will continue to assist Dzongkhags in planning, monitoring and evaluation of the various plans and programs.

Amongst others, the two key objectives of the Sector during the 10th Plan are to increase access to school and improve quality of education. To a large extent, these objectives have been guided by the requirement of our constitution to provide universal basic education (up to end of Class X) and the future challenges including international commitments such as the Millennium Development Goals (MDGs), SAARC Development Goals (SDGs), EFA etc.

1. Increasing access to school

Our target in the 10th FYP is to achieve 100% net primary enrolment. The Net Enrolment Ratio as of 2008 is 88 % and this has been made possible through the construction of community and primary schools with-in an hour's walking distance from the communities. The Ministry will continue to support construction of community and primary schools during the 10th Plan to enroll the remaining 10-12 % of school age children into school. Where it is not feasible to establish CPS/PS, extended classrooms (ECRs) will be established. For cost effectiveness, extended classrooms will be housed as far as possible in the monasteries, NFE centres, community learning centres, ORCs, village houses, etc. Alternatively, where it is not feasible to provide extended classrooms, appropriate boarding arrangements will be made for the children in a nearby school. The Dzongkhag wise details for NER & GER can be found in *Annexure I*

In the 10th FYP, it is proposed to:

- ❖ Build 64 new community primary and primary schools
 - 47 CPS in rural and remote parts of the country
 - 17 PS in urban and semi-urban areas

- ❖ Establish 99 ECRs in places where it is not feasible to build CPS/PS
- ❖ Build 16 new secondary schools
 - 1 lower secondary school,
 - 11 middle secondary schools and
 - 4 higher secondary schools.

- ❖ Upgrade 18 CPS/PS to lower secondary schools
- ❖ Upgrade 8 CPS/PS to middle secondary schools.
- ❖ Upgrade 22 lower secondary schools to middle secondary schools and
- ❖ Upgrade 1 lower secondary schools to higher secondary schools, and
- ❖ Upgrade 12 middle secondary schools to higher secondary schools.

The existing CPS, PS and secondary schools will also be developed and expanded based on their physical condition and future admission pressures. Possibility of bussing service will also be explored especially in the urban centres having good road networks to transport children to schools.

To enhance access to education for all, the Government has re-opened the following schools in 2008, which were closed due to security reasons.

Sl.No	Dzongkhag	School	No. of Students	No. of Teachers
1	Samtse	Panbari CPS	135	5
2	Sarpang	Pangkay CPS	70	1
3	Sarpang	Lharing CPS	40	1
4	Tsirang	Phuentenchu CPS	42	1
5	Chukha	Pachu CPS	86	1

2. Improve Quality of Education

Quality of education still remains a major concern. There is a general perception that quality has been compromised for the sake of expansion. Therefore, we have stepped up efforts to improve the quality of education and make it more relevant and meaningful to learners through curriculum reforms, introduction of minimum standard facilities in schools and focused interventions in teacher deployment and remuneration.

The reform of the English Curriculum for classes PP-XII has been completed and is being implemented in all schools. The process of monitoring and supporting the reformed curriculum implementation has also begun, and will remain crucial to ensure effective translation of the reformed curriculum into classroom practices.

The reformed Dzongkha curriculum is being implemented in classes IV to XII, while the reformed Mathematics curriculum is being implemented in classes V to XII with the exception of classes VI and VIII which would be implemented in the academic year 2009. The PP to IV reformed curricula of Dzongkha and Mathematics and related curriculum materials are being developed and they will be implemented only in the academic year 2010. This decision was made during the 11th AEC held in January 2008. It is to provide adequate preparation time for CAPSD to ensure that books are in schools and teachers well trained before the curricula is implemented.

Capacity development of teachers is of crucial importance for implementing new curricula. The implementation of the reformed curricula was preceded by the training of trainer workshops at the national level, followed by cluster based workshops at Dzongkhag level. This practice will be continued for any curriculum reform in future to ensure effective implementation.

With the support from Canadian International Development Agency (CIDA), a team of consultants, Curriculum Officer and Education Monitoring Officers, have completed school visits to monitor and provide situation based support for teachers. The recommendations made by the team in their report provide comprehensive future directions for the CAPSD.

As outlined in the 10th Five Year Plan the major science curriculum reform is being initiated, with a Needs Assessment Study for Science Education in Bhutan completed under financial assistance from UNESCO, New Delhi. The study reveals pertinent issues with regard to efficacy of the science curriculum materials and teacher preparedness to teach science through child centered approach. Therefore, the report's recommendations would be vital as CAPSD starts to develop the science curriculum framework.

As quality education is gaining more and more attention, the Ministry of Education in partnership with UNICEF and other development partners is already piloting Child Friendly or Good School concept in seven Primary and Lower Secondary Schools. In as much as our schools were always child-friendly, School Self Assessment Tools are being introduced to enable schools on self-reflection, document best practices, identify weaknesses, plan strategies for improvement thereby working towards providing quality education for all.

While frameworks and dimensions for good schools have been developed, more preparedness in terms of capacity building of teachers to implement good school ideas is required, before scaling

up the program nation-wide. To that extent more support, both in terms of technical and material resources will be required, adding to our existing challenges.

International Convention

Bhutan is a signatory to international conventions like Conventions on the Rights of the Child (CRC) and Convention on Elimination of Discrimination against Women (CEDAW). With constitutional democracy in place, education post 2008 is perceived as a right of every child. But this is also a good opportunity to take stock of our past achievements and assess some of the inherent weakness, so that we can find new directions for the changing demands for education with changing situations. Otherwise we might continue to believe that what we have achieved so far is the best. This means enshrining principles of inclusiveness, gender equity; promoting parent's participation in their children's learning and promoting enabling learning environments for effective teaching-learning need to be integral part of educational planning, implementation, monitoring and evaluation.

Disaster Management

As we are aware, Bhutan is one of countries at high risk of natural disasters and calamities due to its location in the seismically active zone with rugged and fragile geo-physical environment. The most serious threat is posed by natural hazards such as earthquake, Glacier Lake Outburst Flood (GLOF), landslides, fire etc. Such disasters can be catastrophic, causing massive damage to life and property. Given the importance of strengthening disaster preparedness and response in schools, there is a need to educate students and teachers on various types of hazards including safety measures. In this respect, a module on disaster management will be developed in partnership with the Ministry of Home and Cultural Affairs and other relevant stakeholders and explore to integrate into the existing school curriculum.

Measures to address teacher shortages

The Ministry of Education has been adopting both short-term and long term strategies to address teacher shortages especially in the remote schools. In August 2008, the Ministry of Education appointed 216 temporary teachers from amongst the committed graduates and retired teachers to work on a teaching project called "*Light Druk Yul*" for a contract period of two years. Graduates will be paid a consolidated salary of Nu. 10,000 per month. After the contract period, based on their performance and interest, the candidate will be enrolled in the PGDE course and upon successful completion of the course, they will be appointed as regular teachers. The retired teachers will be appointed as per the provisions of BCSR 2006. Other measures adopted by the MoE are inviting teacher volunteers from overseas to teach in remote schools in Bhutan and expanding the intake capacity of the two colleges of education to address the teacher shortage in the long-run.

Continuing Education

With regard to Continuing Education (CE), besides the three general CE centres established in recent years, a Dzongkha Continuing Education centre has also been recently instituted at the Dzongkha Language Institute, Thimphu with 29 candidates enrolled for class XI and 36 for class IX. The main aim of initiating Dzongkha CE Programme is to provide equal opportunities for the interested groups to upgrade and enhance their proficiency in Dzongkha language. The Ministry intends to expand both the Dzongkha and General CE programme in other Dzongkhags as well in the near future.

Education Management information System (EMIS)

Towards improving the management of the education system and to support policy and decision making at all levels in the education sector, the Ministry of Education is developing an improved Education Management Information System (EMIS). Last year a pilot system was completed and information from 2005 was inputted. Currently the final system is being programmed. All stakeholders, including schools will be trained in using the system. Once in place, the EMIS will support decision making, planning, monitoring and overall management and will contribute to increased efficiency and transparency in the education sector.

Education Website

The IT unit, PPD is in the process of revamping the Front Page of the Education website to make it more dynamic and user-friendly. The objective of the website is to serve as an information resource for teachers, students, staff and the general public. The website will include the services offered by the Ministry, the workflows and the contacts for the services. Development of this kind of information service will be a step wise process and we hope that we will be able to improve our services over time with feedback and suggestions from the users and improved technological possibilities.

Studies currently being undertaken

With the rapid development and expansion of education system in the country, the RGOB has had to formulate policies to support coherent and coordinated development across levels and Dzongkhags and improve quality of education. There is also a need to review and update old policies and recommend new policies to meet the changing needs and priorities. To this end, the Ministry is currently undertaking the following studies:

1. Policy on Tertiary/Higher Education in Bhutan

The Ministry is currently in the process of developing a policy on Tertiary/Higher Education in Bhutan based on a framework developed by a team of international consultants. It is anticipated that the policy would be endorsed by the government in early 2009.

2. Development of a comprehensive Policy for School Education in Bhutan

With the rapid expansion of the education system in the country and the institution of parliamentary form of Government, it was felt that a comprehensive School Education Policy Document is necessary to guide the Education Ministry and various stakeholders. The study is expected to be completed by December 2008.

3. Study on Enrolment and Retention Strategy in Bhutan

The purpose of the study is to review the current policies and strategies on enrolment and retention and identify where the unreached populations are and what kind of needs they have in order to achieve the national goal of universal primary education including Education for All and Millennium Development Goals. This may entail the proposal for innovative and enhanced supply-side and demand side intervention for enhancing access to education. The study is expected to be completed by April 2009.

4. Research on the girls' participation in education at higher secondary level (XI-XII)


The rationale for undertaking this study is to investigate the reasons for low participation of girls at higher secondary level in terms of enrolment and retention and come up with appropriate measures to promote girls participation at higher secondary. This study is also

commissioned as a follow up to the National Plan of Action for Gender. The study is expected to be completed by the end of March/April 2009.

Challenges aside, the Ministry of Education has a mandate to fulfill the aspirations of all Bhutanese as envisioned by our Monarchs in the philosophy of Gross National Happiness (GNH). His Majesty the Druk Gyalpo repeatedly said - "I have always believed that a nation's future is mirrored in the quality of her youth and that it is the Government's sacred duty to provide good education and conducive environment for young people to become strong, capable leaders for the future." Therefore, all stakeholders involved in education have great responsibilities towards the children of this country as they have towards themselves. Let's shoulder these sacred responsibilities as a team so that our children grow up to be productive and responsible citizens of Bhutan.

Finally, I take this opportunity to congratulate all of you for the successful completion of the academic year 2008 and wish you well with your school this year with our earnest request to continuously strive for excellence in education.

Tashi Delek!



(Sangay Zam)
Secretary

To
All DASHO DZONGDAGS
All Directors (DSE, DYS, DAHE), MoE
All Chiefs of Division, MoE
All DEOs/ADEOs
All Heads of School/Institutes
All Teachers

II. OVERVIEW OF THE STATUS OF EDUCATION

1. Education Coverage

The goal of the Royal Government of Bhutan, as stated in the constitution, is to provide a minimum of 11 years of free, quality basic education to all children in Bhutan. Within the 10th FYP, the objectives are to enroll near 100% of all the children in primary schools (PP-VI), to enroll 90% of all the children in basic education (PP-X), enhance quality of education, increase girls' enrolment in tertiary education and to increase literacy.

The enrolment in 2008 at all levels of formal education has risen to 157,112 students in PP-XII (public and private schools). This is an increase of 4,918 from 2007 enrolment. In 2008, 14 Community Primary Schools, 2 Primary Schools (1 as a result of bifurcation), 1 Lower Secondary School and 4 Middle Secondary Schools have been established. In addition, 8 Schools were upgraded to Lower Secondary level, 6 to Middle Secondary and 2 to Higher Secondary level.

The Gross Primary Enrolment Ratio (GER) has increased to approximately 112% and the Net Primary Enrolment Ratio (NER) to approximately 88%. At the basic education level (PP-X) the GER is approximately 96% and the NER is about 85%.

Overall the total number of students and learners in the schools, the institutions, non formal centres and studying abroad as of 2008 is 180,238. This does not include the monks and nuns studying under monastic system.

In 2008, the enrolment in Non-Formal Education was reported as 13,829, with 736 instructors and 747 centres.

The general overview of schools, institutes, teachers and students in 2008 are shown in table 1.

Table 1: General Education Statistics 2008

Levels of Schools, Centres & Institutes	Schools/Institutes	Teachers	Students
Community Primary Schools	261	1,000	29,702
Primary Schools	81	799	22,813
Lower Secondary Schools	89	1,627	48,706
Middle Secondary Schools	44	1,177	32,292
Higher Secondary Schools	24	754	16,155
Private Schools	24	388	7,444
Bhutanese students abroad	-	-	259
<i>Subtotal</i>	523	5,745	157,371
Vocational Institutes	7	105	1,284
Special Institutes	2	14	68
Tertiary Institutes under RUB	10	695	4,190
Tertiary Students Abroad	-	-	3,202
<i>Subtotal</i>	19	814	8,744
Non-Formal Centres	747	736	13,829
Day Care Centres	10	26	294
<i>Subtotal</i>	757	762	14,124
Grand Total	1,299	7,321	1,802,389

1.1 Private schools

In 2008, no new private schools were opened. Two private primary schools were upgraded to lower secondary schools and one private primary school was upgraded to higher secondary level. This results in thirteen private primary schools, three private lower secondary schools and eight private higher secondary schools. In addition to this ten private day care centers are operating.

2. Examinations

2.1 Bhutan Certificate of Secondary Education (BCSE) Class X December 2007 Examination Results

A total of 7924 candidates sat the Bhutan Certificate of Secondary Education Examination in December 2007. The overall pass % was 95.57 %. Equal number of boys and girls passed the examination. Chumey MSS, Sherubling HSS, Trashigang MSS and Ugyen Academy secured 100% pass result. The highest mean mark was in Dzongkha (62.72%) and lowest in Science (51.55%).

51.7% of the candidates were the children of the farmers and they had the lowest pass percentage compared to the children of the businessmen, government servants and other occupations. The cut off point for admission to class XI in government schools was a total mark of 291 (58.2%).

A total of 3169 of 7924 got admission to Class XI; remaining 4755 students had to look else where for admission. Except in English, the boys performed better than girls in both pass % and mean marks. This has been the trend every year. There are fluctuations in the pass % during the last 7 years.

Table 2. A summary result of the BCSE (Class X) examination

Number Appeared			Number Passed			Number Failed			Number Absent			National
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Pass%
4170	3754	7924	3996	3577	7573	74	92	166	100	85	185	95.57

2.2 Bhutan Higher Secondary Education Certificate (BHSEC) Class XII December 2007 Examination Results

A total of 5027 candidates sat for Bhutan Higher Secondary Education Certificate Examination conducted in December 2007 by the BBE. The nationwide pass % was 84.80 %, 9.35 % lower than the 2006 pass % of 94.15 %.

Stream-wise pass %: Science 93.64% (N=1337), Commerce 84.29% (N=1910), Arts 78.71% (N=1780). Continuing Education candidates pass %: 86.46%, N=96 (M=53, F=43). Teacher candidates pass %: 68.65%, N=319 (M=148, F=171). Rangjung, Gyelposhing, Mongar, Bajothang, Nangkhor, Chukha, Samtse, Bayling, Gelephu and Phuyum HSS had 100% pass %.

Subject-wise pass %: Physics 95.73%, Business mathematics 69.06%. Subject-wise mean: Geography 66.69, Business mathematics 43.23. 1660 candidates were selected for undergraduate

courses in various disciplines. 151/307 passed students from YHS was selected for UG studies under DAHE and RUB selections. 115/164 passed students from Jigme Sherubling was selected for UG studies under DAHE and RUB selections.

Table 3. A summary result of the BHSEC examination Class XII December 2006 Examination Results

Stream	Number Appeared			Number Passed			Number Failed			Number Absent			Pass % Stream Wise
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
Science	917	420	1337	853	399	1252	34	10	44	30	11	41	93.64
Commerce	1061	849	1910	838	772	1610	160	63	223	63	14	77	84.29
Arts	927	853	1780	711	690	1401	136	111	247	80	52	132	78.71
Total	2905	2122	5027	2402	1861	4263	330	184	514	173	77	250	84.80

Table 4. Colleges and Scholarship availed in 2007 (Courtesy: DAHE and RUB)

Rank	Schools	S/ship	SCE	SC	PCE	GCBA	RIHS	CNR	JNP	RIM	CST	NITM	ILCS	Total
1	YHS	22	6	45	7	25	1		16	13	16			151
2	J/Sherubling HSS	19	13	24	15	11	2	6	10	6	9			115
3	Bayling HSS	11	11	29	6	13	6	7	7	11	9			110
4	Motithang HSS	17	3	23	3	14	1	4	10	6	4			85
5	Zhemgang HSS	3	13	14	1	3	5	11	5	5	6		30	96
6	Drugyel HSS	16	2	14	2	27	3	1	4	9	10			88
7	Ugyen Academy	1	6	23	12	29	3	5	1	12	2		1	95
8	Nangkhaor HSS	5	9	20	30	15	4	8	4	9	4			108
9	Rangjung HSS	4	13	22	10	9	2	2	5	11	3			81
10	Kelki HSS		1	11	3	25				22				62
11	Gyelposhing HSS	3	7	8	10	3	5	10	3	2	2		1	54
12	Bajothing HSS	1	4	10	2	7		7	4	5	3		2	45
13	Nima HSS		7	14	3	13				3				40
14	Damphu HSS	4	1	6	0	6	4	6	10	5	2			44

Rank	Schools	S/ship	SCE	SC	PCE	GCBA	RIHS	CNR	JNP	RIM	CST	NITM	ILCS	Total
15	Mongar HSS	3	3	8	8	1	5	3	9	6	3			49
16	Kuenga HSS		7	14	14	7				5				47
17	Punakha HSS		3	15	2	5	3	2	3	3	1			37
18	Chukha HSS	1	2	10	1	5	2	1	10	3				35
19	P/ling HSS	5	3	2	2	4	1		12	4	6			39
20	Phuyum HSS	1	5	5	3	4	1	5	6	5	3			38
21	Jakar HSS		4	6	2	11	2			10	1			36
22	Samtse HSS		2	8	16	1	2	2	5	6	2			44
23	ILCS			2	0							6	25	33
24	Sherubling	1	1	3	1		3	3	9	3	3			27
25	Ugyen Dorji HSS		1	8	1			2	1	3	2		1	19
26	Rinchen HSS		6	1	26	1				4				38
27	Gelephu HSS			3	7				4	1	1			16
28	Sonam Kuenphen HSS		1	2	10	3				3				19
29	Reldri HSS		1		4	1				3				9
	Total	117	135	350	201	243	55	85	138	178	92	6	60	1660
	Seats available	113	135	335	190	240	50	77	125	167	95	6	30	1563

Legend

S/ship	Scholarship Abroad	CNR	College of Natural Resources
SCE	Samtse College of Education	JNP	Jigme Namgyel Polytechnic
SC	Sherubtse College	RIM	Royal Institute of management
PCE	Paro College of Education	CST	College of Science and Technology
GCBA	Gedu College of Business Administration	NITM	National Institute of Traditional Medicine
RIHS	Royal Institute of Health Sciences	ILCS	Institute of Language and Culture Studies

On record the national pass percentages of Class XII examinations for the past years are as follows:

Table 5: National Pass Percentages

Year	National Pass %
1997	99.21%
1998	83.78%
1999	94.45%
2000	88.65%
March 2001	91.26%
December 2001	94.01%
December 2002	91.50%
December 2003	90.28%
December 2004	91.61%
December 2005	89.03%
December 2006	94.15%
December 2007	84.80%

2.3 The Institute for Language and Cultural Studies (ILCS), Semtokha Rigzhung (New curriculum) and Teacher candidates (Old curriculum) December 2007 Examination Results

Overall pass percentage of Class XII new curriculum regular candidates was 78.23%. Overall pass percentage of Class XII new curriculum private candidates was 100%. And the overall pass percentage of Class XII old curriculum teacher candidates was 91.46%.

Table 6. Overall Passed Percentage details (New Curriculum)

Type	Boys	Girls	Total	Boys%	Girls%	Total%
Regular	71	53	124	76.06	81.13	78.23
Private	35	15	50	100	100	100%

Table 7. Overall Passed Percentage details (Old Curriculum)

Type	Male	Female	Total	Male%	Female%	Total%
Teacher Candidates	69	13	82	89.85	100	91.46

3 Teachers

3.1 Deployment of Teachers

In keeping with the resolution of 9th AEC where deployment of teacher graduates to schools were fully decentralized to the Dzongkhags, accordingly MoE has already started sending teachers in groups to Dzongkhags as per their teacher requisition for the last two years. Further, Dzongkhags have also been directed to deploy adequate number of teachers especially in the remote and rural schools. All teachers are required to work for a minimum period of 3 years in a remote school during one's service period. Guidelines for processing transfer of teachers, principals and DEOs/ADEOs are attached as *Annexure II*

As per the 11th AEC resolution, HRD jointly with Department of School Education carried out teacher deployment exercise and the findings of this exercise were presented in the 12th AEC.

In 2008, the Ministry of Education deployed 100 temporary graduate teachers and 325 apprentice teachers in the rural schools, yet the ministry was confronted with teachers' shortage. In order to fill up this gap, the MoE further recruited 194 university graduates as temporary teachers and reinstated 22 retired teachers on contract basis to address teacher shortage. The temporary teachers are recruited on a two year contract with a monthly salary of Nu. 10,000. At the end of the contract period, based on the performance and interest, they will be enrolled in the Post Graduate Diploma in Education.

3.2 Appointment of New Teachers

For the year 2007-2008, the Ministry of Education appointed a total of 475 new teachers at all levels of school including 56 expatriate teachers recruited from India. The following are the details of the new teachers who were appointed in 2008.

Table 8. Appointment of New Teacher for the year 2008

SI No.	Category	Total
1.	PGCE	42
2.	B.Ed (Sec)	116
3.	B.Ed (Pry)	261
4.	Expatriate Teachers	56
	Total	475

3.3 Admission of Teacher Trainees in two Colleges of Education, 2008

A total of 426 candidates with class XII passed certificate who served as an apprentice teachers for a year were admitted into the Bachelor of Education for both primary and secondary levels in the two Colleges of Education. A total of 86 degree students are undergoing PGCE training in Samtse College of Education and 19 degree students are undergoing PGCE Dzongkha in Paro College of Education.

Table 9. Admission of Teacher Trainees in Two Colleges of Education

Institute/Course	Students		Total
	Paro	Samtse	
PGCE, Samtse	-	86	86
B.Ed	256	170	426
PGCE Dzongkha	19	-	19
Total	275	256	531

3.4 Details of existing teachers

Table 10. Details of existing teachers

SI No.	Category	Total
1	Masters in Dzongkha	4
2	Masters in Arts (M.A)	88
3	B.A Dzo	35
4	PGCE	327
5	B.Ed Sec	662
6	B.Ed Pry	844
7	B.Ed Dzo	145
8	ZTC	621
9	PTC	1821
10	Expatriate	580
	Grand Total	5127

3.5 Pre-service Teacher Education

A total of 325 class XII passed teacher trainees were selected for the year 2008 and introduced to teaching through two weeks induction course. After the induction course they were posted in different Dzongkhags as apprentice teachers.

Table 11. Details of apprentice teacher's placement- Dzongkhag wise

Sl No.	Dzongkhag	Total
1	Bumthang	2
2	Chhukha	22
3	Dagana	26
4	Gasa	1
5	Haa	2
6	Lhuentse	28
7	Mongar	48
8	Paro	3
9	Pemagatshel	16
10	Punakha	1
11	S/jongkhar	19
12	Samtse	29
13	Sarpang	12
14	Thimphu	0
15	Trashigang	30
16	Trashiyangtse	30
17	Tsirang	3
18	Trongsa	18
19	Wangdue	13
20	Zhemgang	22
	Total	325

III. DIRECTIVES AND GUIDELINES

1. Curriculum Reforms:

1.1 Towards enhancing quality education, major curriculum reforms have been initiated in the three tool subjects of Dzongkha, English and Mathematics for all classes (PP-XII). The curriculum reform for English has been now completed and is being implemented from classes PP through Class XII. We have already implemented the new English Curriculum from PP to Class IV from 2008 academic year. The processes of monitoring and supporting for the reformed curriculum implementation have also begun. However, continuous monitoring and support will remain to be the crucial task to ensure effective translation of the reformed curriculum into the classrooms practices

1.2 The reformed Dzongkha curriculum is being implemented in classes IV to XII, while the reformed Mathematics curriculum is being implemented in classes V to XII with the exception of classes VI and VIII that would be implemented in the academic year 2009. The PP to Classes IV reformed curricula of Dzongkha and Mathematics and related curriculum materials are being developed and they will be implemented only in the academic year 2010.

1.3 As outlined in the 10th Five Year Plan the major science curriculum reform is being initiated, with Needs Assessment Study for Science Education in Bhutan completed. The study reveals pertinent issues with regards to efficacy of the science curriculum materials and teacher preparedness to teach science through child centered approach. Therefore, the report's recommendations would be vital as CAPSD starts to develop the science curriculum framework.

1.4 The curricular reforms in all the three tool subjects involve major shifts in approach focusing on understanding and development of skills. Those who teach the new curriculum would require orientation as well as strong support from the Heads of Schools as well the Dzongkhags.

1.5 Schools are encouraged to create mechanisms for professional exchange and support within the school and where possible even between schools.

1.6 Curriculum and Education Monitoring Officers will visit schools in the country to hold discussions as well as collect feedback and provide support in the implementation of new Dzongkha, English and mathematics curricula. They will be joined by local experts identified for the three subjects.

2 IT Education in Schools

2.1 Computer supply

2.1.1 Computer supply to the schools is being done while giving priority to the HSS and MSS especially the newly established and upgraded ones. Based on the school population, the long term target is to meet the computer-student ratio of 1:10 in HSS and MSS by 2012, and 1:20 in LSS and PS by 2020. This is done in-order to enable to offer Computer Application classes. Supply to the LSS and PS is made where the school has access to electricity which is ensured through the requisition lodged by the schools. The number of computers for the new supply to a school is determined by the existing number in a school which is then topped up.

2.1.2 It is imperative that the schools properly surrender the irreparable machines to the concerned agency and intimate the School IT Section, MoE, to update the record, so that the supply doesn't compromise on the required number of computer vis-à-vis the student strength.

2.1.3 We would like to reiterate that schools carry out proper checking of the computer specifications and the contents of the boxes as per the copy of the supply order sent to the schools along with the specification and distribution list upon receipt of the goods.

2.2 Computer Laboratory Assistants

2.2.1 With the aid from SDC/Helvetas, a project has been initiated to train the computer lab assistants in the schools with proper computer labs. The first cohort was trained in Jan 2008 and next batch is due in Dec.2008 – Jan 2009. The main objective of the training is to make the lab assistants competent in setting network in server environment and to handle maintenance of the equipments. This in turn is expected to ease the workload of the IT focal teacher which would then help the teacher to focus just on the IT lessons delivery.

2.2.2 Therefore schools are expected to make the computer lab assistants responsible for smooth functioning and the care of all IT infrastructures in school. As such this calls for making the individual identified as computer lab assistant available full time for IT activities.

2.3 IT literacy curriculum

2.3.1 As of now only a broad guideline has been distributed to schools for providing IT literacy to the students. However Department of School Education has signed an MOU with Microsoft which allows the schools to use their curriculum. The schools will be supplied with a copy of the instructor's manuals for six different modules of their curriculum and a copy of CDs of each module which contains lessons, exercises and test items.

2.3.2 Students can learn at their own pace with little guidance from the IT teacher and at the end of the academic session individual can be certified as per his/her competence in each modules by the school. Besides this, material could be used as a supplement to the IT course offered as an optional subject in classes IX-XII.

2.4 Classes XI and XII IT syllabus

2.4.1 Computer Science for classes 11 and 12 was replaced by Computer Studies since 2005. A small portion of C++ programming component which was retained in that syllabus was entirely removed and replaced by JavaScript language beginning from 2007 academic session. In this regard, all Higher Secondary Schools offering IT classes in 11 and 12 are asked to follow the new syllabus, which included JavaScript scripting language instead of C++ programming language.

3. Personal Development and Co-curricular Programme

3.1 School Based Parenting Education and Career fair

3.1.1 The School Based Parenting Education and Career fair is very useful programme since there is parent and community involvement to support educating the children. However more effort should be put into this program to effectively involve parents and community by the schools and Dzongkhags. The schools should also incorporate these activities in the school calendar. A one day meeting to take stock of DYS programs was held on 15th January 2008 with 21 DEOs in Thimphu. *The minutes of the meeting is attached as **Annexure III***

3.2 Scouts and Culture Education Division

3.2.1 The Scouts and Culture Education Division manages the 'Oversea Youth Exchange Programme' for the youth and escort teachers. The main aim of this programme is to broaden the understanding through exposure and built leadership quality amongst the youth and adults. During the meeting with the DEO and the Department of Youth and Sports on the 15th January 2008 and subsequent meeting at the Departmental level, it has been decided that, henceforth there will be no direct nomination of youth and escort teachers. All the selection will be based on open competitive interview at the district level. The district will be chosen by the Department of Youth and Sports based on the ratio of total number of youth in the districts and opportunity availed earlier. The preferences will be given to the district that had availed the least opportunity. This process of selection with criteria has been approved during the meeting at the Department of Youth and Sports on the 28th April 2008. All the districts are requested to follow the set criteria during the selection. Criteria for selection of Oversea Youth Exchange Programme is attached as ***Annexure IV***

3.3 Vocational Programme

3.3.1 Necessary support is required in enhancing the vocational program as this programmes not only impart skills, it also helps in the maintenance of the schools. Some of the challenges facing these programs are lack of skilled personnel and appropriate tools. The Ministry feels that the program needs to be implemented vibrantly especially in classes 9-10 in order to provide opportunities to students to get the feel of the vocational taste and ascertain the potential of children so that they could take in vocational line in their career by joining VTIs after basic education. This program is however taken only in the form of clubs in the schools.

4. Multi-Grade teaching situation

4.1 As per the EMSSD report April 2008, there are 157 Multi-Grade schools with 12,125 students. Out of the 409 teachers in the above schools, 50% of the teachers are not trained in Multi-Grade teaching. Even then with the support from those teachers who were trained, they are trying their best to cope with the new methods of teaching in these schools. However, in some cases, it is not possible for the teachers to adopt the system, since there are 27 one teacher schools with a minimum of 4 to 6 levels. In 2008 there is a marginal decrease in the number of MGT schools compared to 2007, since the students enrolment had increased and subsequently they have enough teachers. However, with the introduction of extended classroom in the 10th FYP, the need for multi-grade situation will further appreciate. There will be urgent need to work on the strategies and prepare our teachers accordingly. *Refer Annexure V for the number of schools, teachers and students in multi-grade schools.*

5. School Disaster Management Plan

5.1 The MoE had earlier circulated the disaster management planning guidelines and templates for school disaster management plan forwarded to us by the Ministry of Home and Cultural Affairs in March 2008. In this regard, schools are asked to draft the disaster management plan as per the guidelines. Given the importance of strengthening disaster preparedness and response in schools, it is crucial that all the schools take the exercise seriously.

6. INSET (In-Service Education for Teachers) Programs

6.1 Teachers are the schools' most important resources. Investment in the continuous professional development of teachers through in-service training contributes to raising the quality of students' learning and achievement.

Objectives of INSET programs are as follows:

1. Promote need based professional development of in-service teachers.
2. Develop professional competence and improve their understanding of the educational principles and modern techniques of teaching.
3. Provide opportunities for teachers to learn of and practice new methods of teaching.
4. Provide experience for teachers to widen/deepen their knowledge and skills.
5. Provide training in methods or subject matter developed after their original training.
6. Allow teachers to extend their personal education
7. Give qualification and help teachers to up date themselves in terms of day to day teaching and newer pedagogical skills.

The following programs are being carried out by the Ministry of Education under the broad INSET programs

A. In-country

1. Non Accredited INSET Programs. This is further bifurcated into the following programs:
 - a. National Based In-service Program (NBIPs)
 - b. Cluster Based In-service Program (CBIPs)
 - c. School Based In-service Program (SBIPs)
2. Accredited Courses INSET Programs

B. Ex- country

C. Ad hoc Programs

The general rules for In-country INSET Programs, general rules pertaining to Ex-country INSET Program (Long Term) and the general rules pertaining to Ex-country INSET Program (Ad hoc Programs) *are attached as Annexure VI.*

7. Cultivating the Grace of Our Mind

7.1 Three separate letters addressed to all Principals, DEOs/ADEOs and Dasho Dzongdags titled '*Cultivating the Grace of our Mind*' were sent from Hon'ble Lyonpo's office in June 2008. Refer these letters issued by Hon'ble Lyonpo *as Annexure VII, VIII & IX.*

8. Non-Formal and Continuing Education Programmes

8.1 The number of NFE centres has increased to 747 with 13,830 learners as of December 2007 with comparatively low enrolment for the Post Basic Literacy Programme raising some concerns for the Department. Since it is only after having completed the post basic literacy programme that the learners can become functionally literate, the heads of the parent schools, NFE Instructors and the local leaders are urged to put in extra efforts in mobilizing the graduates of the Basic Literacy Course in enrolling them for the post literacy programme as well. The course books for the post literacy course are based mostly on the livelihood skills so that the learners can enhance other essential skills besides normal literacy skills.

8.2 A total of 20 Senior NFE Instructors of 20 Dzongkhags have been trained on the agriculture based livelihood skills for 21 days at Rural Development Training Centre, Zhemgang, in June 2007. Similar trainings will be organized annually depending on the availability of funds. The main aim of organizing such training programme is to build the capacity of the NFE Instructors in promoting agriculture activities and to disseminate the acquired skills to the NFE learners.

8.3 Besides three general Continuing Education centres established in the recent years a Dzongkha Continuing Education centre has also been recently instituted at the Dzongkha Language Institute, Thimphu with 29 candidates enrolled for class XI and 36 for class IX. The main aim of initiating Dzongkha CE Programme is to provide equal opportunities for the

interested groups in enhancing and upgrading their proficiency in Dzongkha language. The Department intends to expand both the Dzongkha and General CE programme in other Dzongkhags as well in the near future.

8.4 As part of UNICEF sponsored programme a group of 8 members (7 senior NFE Instructors and 1 official from NFCED) have undergone a 5-day study visit to Philippines. This study programme provided a wider exposure on the NFE programmes in other countries to our senior NFE Instructors serving in remote centres. The Department intends to organize similar programmes on an annual basis subject to availability of funds.

8.5 Currently 2 Senior NFE instructors are undergoing a one-year souvenir making training at Changyual in Punakha sponsored by the Youth Development Fund representing second batch of NFE instructors to attend. The instructors trained in this particular field will be placed in the community learning centres across the country to promote similar training for the NFE learners.

8.6 Upon receiving the request from the RBA Head Quarters, about 38 clerical staff from different RBA wings was provided a 1 day orientation workshop on the general NFE policy and programmes. The identified army personnel (competent in Dzongkha) will be taking up the literacy classes for the Army staff who are illiterate using the NFE curriculum. They will be provided a full 10-day workshop to prepare them to become full-fledged NFE instructors. This collaboration with the Royal Bhutan Army has further enhanced the opportunity for the NFCED to extend its basic literacy programme in the country.

9. Tertiary Education Services

9.1 The Department of Adult and Higher Education provides support to the private scholarship students through local educational consultancy firms and facilitating the organization of Career Fairs by private firms. Such activities of the department facilitate students in enrolling into recognized/reputed institutions abroad.

9.2 The Department also disburses funds for the Bhutanese Students Associations (BSAs), which are mainly in India, so that Bhutanese students are able to come together and celebrate important Bhutanese national event such as His Majesty's birthday, National Day etc. providing opportunity for Bhutanese students to meet together and to foster good will and understanding as Bhutanese studying abroad.

10. National Undergraduate Scholarships Programme (NUGP)

10.1 The undergraduate scholarship responsibility was transferred from the RCSC to the Ministry of Education in August 2003 in accordance with the restructuring of the Governance System in 1998. Consequently, the erstwhile Scholarship & Placement Division (SPD) was instituted as one of the new Divisions under the Department of Adult and Higher Education, Ministry of Education.

10.2 The Division is responsible for administering all types of *UG Scholarships Programme* as an important basis for the long-term human resources development (HRD) of the country. Government scholarships are annually offered to eligible Class-12 passed students based on

merit who meet a set of selection criteria in various professional and technical disciplines including the arts and humanity subjects and they are given opportunities to pursue their undergraduate studies outside the country.

10.3 The Undergraduate Scholarship Programme is a planned national level human resource development activity, which caters to and cuts across all sectors, government, corporate and private. This scholarship programme provides avenues and opportunities for potential post-secondary students to pursue their higher education in various fields of science, engineering, law, medicine, education, information technology including the arts and humanity areas.

10.4 Eligible candidates are required to compete for the scholarship slots through a formal selection interview process. The Selection Committee comprise of the senior members representing the relevant ministries/sectors/agencies. Selection and award of various government-sponsored scholarships are purely based on academic merit and no partial funding or support is entertained for the students other than the government nominees selected through open selection criteria.

10.5 In the 10th Five Year Plan, the Division is expected to execute over 600 undergraduate scholarships in various areas of tertiary/higher education, which are not available in the country or for reasons of cross-fertilization and promoting excellence.

10.6 It will also provide 5-10 ex-country undergraduate scholarships to attract quality candidates in subject areas such as Mathematics, Sciences and English to build a critical mass of educational leaders in these subjects.

10.7 The Division will put concerted efforts to establish/expand linkages with key institutions/universities in India and the region in order to ensure and facilitate timely placement/admission of both government sponsored and private undergraduate Bhutanese students to the recognized and more reputed institutions and universities outside the country. The Division is also required to monitor the quality and standard of various study programs offered by the colleges and institutions. Benefits of developing such linkages through a government provision for institutional exchange visits can include the possibility of exploring certain amount of scholarships or cost sharing mechanisms with the host institutions/universities by negotiating on the institutional costs and fees.

Table 12. The current status of undergraduate students studying abroad as of May 2008

Fund	A/lia	Canada	Cuba	B/Desh	India	Nepal	Sri/L	Thai	USA	Total
GOI					247					247
RGOB	6	5	12	5	117	1	42		2	190
SDS	2	5							1	8
RGoB/Thai								19		19
WHO							5			5
AusAid	2									2
F/Bright									1	1
Grand Total	10	10	12	5	364	1	47	19	4	472

11. Examinations

11.1 Science Practical Activities at Classes IX & X

The 18th BBE Board meeting held on May 8, 2008 resolved that:

1. BBE, EMSSD and CAPSD together will develop a strategy and divide the schools to monitor science practical activities conducted in schools
2. Monitor some schools in 2008
3. Report to the 19th BBE Board meeting in 2009, and
4. CAPSD will send reminders to schools.

11.2 Private candidates for class VIII examination

As per the resolution of the 18th BBE Board meeting, the following categories of interested candidates are allowed to appear the class VIII examination as private candidates;

1. If a candidate has appeared class VIII but failed, he/she may be allowed to reappear class VIII from any school without attendance,
2. If a candidate has studied up to class VIII but dropped out before appearing the class VIII examination, he/she may be allowed to reappear class VIII from any school without attendance
3. Candidates who have completed class VII and is below 18 years of age should be allowed by studying in a school in class VIII as a regular student.

To this effect, a circular issued by the Director; Department of School Education to all the DEOs is attached as *Annexure X*.

11.3 Use of Admission cards during the examinations

The 18th BBE Board meeting resolved that;

1. All the schools should brief students to take utmost care of their admission cards and use them during the examinations
2. Only in genuine cases of misplacement, there should be a provision to identify the candidates by the school
3. During the conduct of Board examinations, the Inspecting Officers will check the admission card of each candidate

To this effect a circular has already been issued by BBE to all the principals. *Refer Annexure XI for details.*

11.4 Appointment of Assistant Supervising Examiners (ASEs)

11.4.1 In past, the BBE appointed the Assistant Supervising Examiners for the conduct of BCSE and BHSEC examinations. From 2008 examinations, the ASE will be selected from the suitable invigilators and appointed through the group consensus of the invigilators as per the resolution of the 18th BBE board meeting.

11.5 Merging of examination centers, double invigilators, BBE representative in each centre

The 18th BBE Board meeting resolved that;

1. The merging of centers with large number of candidates will be stopped from 2008 examinations.
2. Single invigilator in each examination room with a few additional invigilators to relieve and do the invigilation in rotation will be encouraged.
3. Appointment of a BBE representative in each center will be stopped.

11.6 Calendar of Major Activities for BCSE, BHSEC, CE and ILCS Examinations 2008

SL. NO.	ACTIVITY	DATE & MONTH
1	Dispatch of Registration Forms BCSE and BHSEC 2008	April 2008
2	Receipt of Registration forms from schools for Classes X and XII 2008 examinations (Regular Candidates)	31 May, 2008
3	Receipt of Registration forms from schools for Classes X and XII 2008 examinations (Failed and Supplementary Candidates)	15 June, 2008
4	Test Development Workshop Classes X and XII	3-13 July, 2008
5	Bi-Annual Examination Conveners' Conference	11-13 August, 2008
6	Invitation of Tender for confidential printing	21 August, 2008
7	Finalization of Confidential Printers	15 September, 2008
8	Award of Confidential Printing Work	25 September, 2008

SL. NO.	ACTIVITY	DATE & MONTH
9	Supervising Examiners Coordination Meeting	24-25 October, 2008
10	Receive and delivery of confidential documents for Class VI	2-6 November, 2008
11	Receive and delivery of confidential documents BHSEC (XII)	7-9 November, 2008
12	Receive and delivery of confidential documents for Classes VIII and BCSE (Class X) examinations	14-17 November, 2008
13	Conduct of Class XII (BHSEC) Geography Viva Examination	14 November, 2008
14	Conduct of Class XII (BHSEC) Practical Examinations	22-28 November, 2008
15	Conduct of Class XII (BHSEC) Theory Examinations	1-13 December, 2008
16	Conduct of Class X (BCSE) Computer Practical Examination	28 November, 2008
17	Conduct of Class X (BCSE) Theory Examinations	1-12 December, 2008
18	Conduct of Class VIII Examination by schools	1-8 December, 2008
19	Conduct of Class VI Examination by schools	1-6 December, 2008
20	Conduct of ILCS Class XII Examination	1-13 December, 2008
21	Marking of Class X II(BHSEC) Examination Answer Scripts	23 Dec. 08 - 16 Jan. 2009
22	Marking of Class X(BCSE) Examination Answer Scripts	6-30 January, 2009
23	Marking of ILCS Class XII Examination	23 Dec. 08 - 6 Jan. 2009
24	Declaration of Class XII (BHSEC) Results	29 January, 2009 (Thursday)
25	Declaration of ILCS Class XII Results	29 January, 2009 (Thursday)
26	Declaration of Class X (BCSE) Results	13 February, 2009 (Friday)
27	Re-check of BHSEC answer scripts	2 February - 2 March 2009
28	Re-check of ILCS answer scripts	2 February - 2 March 2009
29	Re-check of BCSE answer scripts	16 February - 16 March 2009

Further to facilitate the B.Ed candidates of the colleges of education to start their course in February, the 18th BBE Board meeting resolved that:

1. From 2008, the BBE will conduct the marking of BHSEC (Class XII) papers before BCSE (Class X).
2. Declare the results of BHSEC by the end of January.
3. Declare the results of BCSE by the mid of February.
4. Selection dates of DAHE and RUB be adjusted accordingly keeping in view the time required for the BBE to print results and deliver to schools and complete the clerical recheck of each examination.

12. Phasing out of WFP support

12.1 In view of WFP phasing out the feeding program for classes XI and XII in 2008 and for classes IX and X in 2009, starting 2008, every boarder would be paid Nu. 700.00 per month by

the government in lieu of withdrawal of WFP support. Further, Dzongkhags are requested to incorporate a stipend of Nu. 700.00 per boarder per month in the Dzongkhag's budget accordingly. To this effect, a letter issued by the Department of School Education to all the DEOs is attached as *Annexure XII*

13 Outsourcing of mess in HSS

13.1 Taking into consideration the phasing out of WFP feeding programs from the schools, the 11th AEC discussed a proposal for outsourcing of mess in higher secondary schools. Outsourcing would have many advantages, notably reduction in overhead cost, such as salary for cooks, expenditure on firewood and utensils, etc. in addition, outsourcing would also mean that school management no longer has to worry about appointment of mess in-charge and storekeeper, including purchase of supplies. It would also promote private sector development by creating new avenues for business opportunities for private entrepreneurs.

13.2 The 11th AEC resolved that outsourcing of mess be piloted in one higher secondary school and the findings be presented in the 12th AEC. In accordance with this resolution, the MoE has developed draft guidelines for implementing the above resolution from 2008-09 financial year.

13.3 The Dzongkhag administration, Wangdue is requested to initiate the implementation of the outsourcing of Bajo HSS school mess beginning 1st July 2008 as a pilot project. The draft guideline is enclosed as *Annexure XIII* for other schools to emulate in similar lines in future.

14. Supply of textbooks to schools

The textbooks for the 2009 academic session would be delivered to the respective identified delivery points by the three Regional Stores on or before 20th January 2009. All the 21 Dzongkhag Education Officers and Principals of all the schools are instructed to take full responsibility and accountability to ensure that transportations are arranged appropriately, textbooks picked up from the delivery points and reached to the schools well before the start of the academic session. Further, this is also to remind that all the Principals should duly verify all the challans/packing list as per the distribution lists and submit to the DEOs for compilation. The DEOs are directed to submit the verified challans along with the refund to the ECS, Phuntsholing before the end of March 2009 to avoid complications.

All DEOs and Principals are hereby instructed that they should make concerted efforts to coordinate and re-distribute school textbooks/reference books lying excess in stock in their schools to other nearby Dzongkhags/schools. The DEOs should also make arrangements to dispose obsolete books through public auction, dispose/damage within the authority of the Dzongkhag as per existing financial rules and regulations.

Further, as endorsed in the DEOs Conference of September 2008, the requisition for textbooks for 2010 academic year should reach the three Regional Stores by the end of April 2009 without fail. The approved list of text books for 2009 is enclosed as *Annexure XIV*

15. ESWS Loan Scheme

15.1 In keeping with the resolution of the Eleventh Annual Education Conference held on 7th - 12th January 2008, the following follow-up actions have been taken by MoE with regard to ESWS loan scheme;

1. *Semso* amount has been enhanced from February 2008 as follows;
 - a. The *semso* amount has been increased from Nu.15000 to Nu.20000 for the demise of legal spouse of a member.
 - b. The *semso* amount has been increased from Nu.10000 to Nu.15000 for the demise of the direct parents of a member.
 - c. The *semso* amount has been increased from Nu.20000 to Nu.30000 for the demise of a member
2. A full time manager has been appointed with effect from May 2008 for the overall management of ESWS Loan
3. Regarding loan disbursement to the ESWS member, it has been temporarily suspended as the member information is being uploaded in the software. The loans will be disbursed as soon as the member information is updated.

16. Annual Education Conference

16.1 The 12th Annual Education Conference was held in Phuntsholing HSS, Chukha from 1st - 4th January, 2009. A total of close to 160 participants comprising of selected heads of schools, senior teachers, heads of institutes, the Dzongkhag Education Officers and officials from the Ministry attended the 4 day long conference. The main conference was preceded by two days of pre-conference during which the participants deliberated extensively on agenda submitted by the Dzongkhags and various Departments and Divisions in the Education headquarter. The conference was presided over by Hon'ble Minister of Education, Lyonpo Thakur S. Powdyel. The Theme for the 12th AEC was '***Enhancing Professionalism in Education***'. The date and venue for the 13th Annual Education Conference will be intimated at a later date

IV. ANNEXURES

Annexure I

Indicative NER & GER Primary per Dzongkhag, 2007 & 2008

	NER						GER					
	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
	B	B	G	G	BG	BG	B	B	G	G	BG	BG
Bhutan	84%	87%	84%	89%	84%	88%	107%	112%	104%	112%	106%	112%
Bumthang	95%	89%	98%	96%	97%	92%	115%	110%	115%	116%	115%	113%
Chukha	79%	86%	80%	86%	79%	86%	101%	111%	96%	104%	98%	108%
Dagana	86%	82%	88%	92%	87%	87%	121%	118%	117%	122%	119%	120%
Gasa	71%	90%	51%	63%	61%	76%	92%	105%	73%	76%	82%	91%
Haa	88%	85%	88%	95%	88%	90%	110%	104%	105%	112%	107%	108%
Lhuentse	83%	89%	82%	88%	82%	89%	106%	114%	102%	114%	104%	114%
Mongar	84%	89%	83%	91%	83%	90%	105%	108%	100%	110%	103%	109%
Paro	88%	96%	87%	97%	87%	97%	108%	117%	107%	118%	107%	117%
P/Gatshel	94%	94%	95%	92%	94%	93%	120%	120%	117%	120%	118%	120%
Punakha	85%	90%	95%	96%	90%	93%	102%	110%	119%	120%	110%	115%
S/jongkhar	85%	85%	78%	80%	81%	82%	112%	113%	105%	109%	109%	111%
Samtse	72%	74%	72%	78%	72%	76%	98%	103%	93%	103%	96%	103%
Sarpang	73%	83%	74%	85%	73%	84%	98%	111%	96%	111%	97%	111%
Thimphu	91%	94%	93%	95%	92%	95%	109%	115%	108%	113%	109%	114%
Trashigang	87%	88%	81%	87%	84%	87%	108%	109%	100%	107%	104%	108%
Trashiyangtse	91%	98%	89%	98%	90%	98%	117%	126%	114%	125%	116%	126%
Trongsa	93%	92%	96%	96%	95%	94%	116%	115%	123%	120%	119%	118%
Tsirang	73%	78%	72%	79%	72%	78%	106%	115%	105%	113%	105%	114%
Wangdue	87%	87%	87%	91%	87%	89%	104%	106%	107%	114%	106%	110%
Zhemgang	91%	91%	91%	95%	91%	93%	121%	120%	116%	123%	119%	121%

GUIDELINES FOR PROCESSING TRANSFER OF TEACHERS

1. Transfer policy
 - a. Reduce cancellation of transfer order as far as possible
 - b. Try transferring teachers from urban to remote and vice-versa
 - c. Requirement of relevant documents to support transfer request
 - i. Transfer processing form duly recommended by heads/DEOs/ Dzongdags/ HROs
 - ii. Marriage Certificate for marital cases
 - iii. Medical certificate
2. Types of transfer
 - a. Transfer by Ministry
 - b. Due for transfer
 - c. Marital
 - d. Medical
 - e. Domestic
3. Priority
 - a. Transfer by the Ministry.
 - i. Heads who have been more than five years in the same school
 - ii. Teachers who have been more than ten years in the same school
 - iii. Disciplinary cases
 - iv. Give due recognition to those who volunteered to go to remote places at the initial placement (from remote to urban)
 - v. Consider remote transfer requests
 - b. Substitute for Apprentice Teachers
 - c. Substitutes for teachers who have left for training
 - d. Teachers who have worked more than five years in the same school
 - e. Teachers with marital cases
 - f. Teachers with genuine medical problems
 - g. Domestic problems
 - h. Genuine recommendations from heads and DEOs
4. Frequency of transfers to be reviewed
5. Check on the number of teachers transferred from each school-30% of the total staff
6. Check on the composition of teachers in terms of genders, national and non- Bhutanese
7. Earlier records of transfer cancellations to be checked
8. To differ request if preferred schools/Dzongkhags are not available

GUIDELINES FOR PROCESSING TRANSFER OF PRINCIPALS

9. Transfer Policy
 - a. Reduce cancellation of transfer order as far as possible
 - b. Try transferring Principals from urban to remote and vice-versa
 - c. Requirement of relevant documents to support transfer request
 - i. Transfer processing form duly recommended by heads/DEOs/Dzongdags/HROs
 - ii. Marriage Certificate for marital cases
 - iii. Medical certificate
10. Types of Transfer
 - a. Transfer by Ministry
 - b. Transfer Request from individuals on
 - i. Marital
 - ii. Medical
 - iii. Domestic
 - iv. Time for transfer
11. Priority
 - a. Transfer by the Ministry .
 - i. Principals who have been more than five years in the same school
 - ii. Principals who have been more than ten years in the same school
 - iii. Disciplinary cases
 - iv. Give priority to those who worked in remote places
 - b. Substitutes for Principals who have left for training
 - c. Principals who have worked more than five years in the same school
 - d. Principals with marital cases
 - e. Principals with genuine medical problems
 - f. Domestic problems
 - g. Genuine recommendations from heads and DEOs
12. Frequency of transfers to be reviewed
13. Earlier records of transfer cancellations to be checked

GUIDELINES FOR PROCESSING TRANSFER of DEOs/ADEOs

Transfer policy

1. DEOs and ADEOs are transferred back to schools as principals after serving for a maximum period of four years in the following manners;
 - a. DEOs are transferred back as principals preferably to Higher Secondary School
 - b. ADEOs with primary background are transferred to Lower Secondary School

Minutes of the Meeting between DYS and DEO's

Location : **Hotel Dragon Roots, Thimphu**
Date : **15th January 2008**

Introduction

On the 15th January 2008, the Department of Youth and Sports conducted a one day meeting with the 21 DEOs. The detailed minute of meeting has already been circulated to each Dzongkhag. However, it is felt that the brief summary of the minute needed to be further highlighted.

It was felt that the **School Based Parenting Education and Career fair** are very useful programme since there is parent and community involvement to support educating the children. However,

1. It was felt that the **School Based Parenting Education and Career fair** are very useful programme since there is parent and community involvement to support educating the children. However more effort should be put made to effectively involving the parents and community by the schools and districts. The schools should also incorporate these activities in the school calendar. The Department of Youth and Sports has been suggested to explore additional fund or corporate and increase in the Enrichment Budget. The concern on the delay in the receipt of budget has also been expressed.
2. On the **vocational programme**, it was felt that necessary support is needed in enhancing this program. These programmes not only impart skills, it also helps in the maintenance of the schools. Current problems pointed out were lack of skilled personnel and appropriate tools.
 - It was suggested that the programs need to be implemented vibrantly in classes 9-10 in order to prepare the students towards more skilled profession.
 - Appointment of multi-skilled teachers was pointed out to be necessary.
 - Where there were no multi-skilled teachers, they suggested that some of the non-teaching staff could be sent on some attachment training to the VTIs who would in turn help in the vocation clubs.
3. On the issue of **Scouts and Culture Education Division**, it was felt that the Choeshey Programme needed to be introduced with standardized guidelines. For uniformity, the requirement of a guideline as endorsed in the 11th AEC was pointed out. Possible conflict between Dratshang (district) and some other Rimpoches/Trulkus was also pointed out. This required clear directives from the centre. Choeshey to be incorporated along with Value Education.

4. Information on the program that are conducted annually and accordingly budgeted must be disseminated to the districts. The invitational offers/program was suggested to be distributed district wise. SCED to maintain a proper data for both the in-country and ex-country trainings and the selection of candidates for training should be done with proper criteria and transparency. It has been resolved that the commitment to be done within the schools and the commitment fund is not required. However, the materials such as scarf and badges need to be supplied in time to the district. The registration forms also needed to be revised and updated.
5. Serious concerns were raised on some of the undesirable activities related to scout songs and yells, since they contradict promotion of value and culture education. SCED was directed to review this and adapt the program to suit our local conditions, tradition and culture.
6. On the issue of **Games and Sports**, the current trend of having to conduct cluster level games was pointed out to hamper Class 8 academics as it calls for more movement. It was also mentioned that having to conduct cluster meets involves larger fund, besides the additional risks the students have to undergo while traveling.
7. Clarification on the circular from DYS was sought as to whether prior approval needs to be obtained concerning all sporting activities and coming of sport officials from other organization. It was pointed out that the circular to get DYS approval was issued to keep track and maintain linkages with the different Federations under BOC especially on the sports programmes and the movement of the Teachers and students.
8. On the issue of **comprehensive School Health Programme**, difficulties were expressed on the repair of toilets and water facilities due to the non availability of plan and budget, since the budgets are under Geogs and the principals and not invited during GYTS. The DEOs agreed to write to the gups requesting them to invite the heads duly signed by the Dasho Dzongdags. They also suggested that the schools should use the School management Board for the improvement of hygiene and sanitation facilities.
9. The DEOs were informed that the Dzongkhag Public Health Engineering Cell conducts training/workshops on maintenance of water supply regularly. The school caretakers could be included in this training as they would not only get skills but also get a tool box for the school.
10. Suggestions were also made for the School Health Coordinators to use the SPEA manual while conducting health education session as the topics were similar and relevant.
11. On the issue of **Youth Centre**, it was felt that the Youth Centres equipped with basic educational and recreational provision are important and useful for young boys and girls. The Department to explore possibilities in some more Districts eg. Trashigang and Pemagatshel where infrastructure facilities are available.
12. The biggest challenge with existing YCs is with human resources and management. Therefore, it is felt that the existing Youth Centres needed to be strengthened in terms of services and explore possibilities for handing over the management to the communities.

13. Finally, the Department of Youth and Sports:

- Informed that any correspondence and resources for the schools will be routed through the DEO. Therefore, the DEO's were requested to kindly follow the same procedure and also to kindly distribute the materials and resources to the schools under their Dzongkhag.
- The floor was informed that if YCs were set up, the centre itself should be self-sustaining in terms of management, as recruitment or employment of new staff would not be possible under the RGOB's policy of zero growth.
- Concerning the nomination of focal teachers, the DEOs were requested that stringent procedures and criteria be followed so that the best people are appointed as focal for the various programs. This was particularly important as the success of implementing the programs depended on the focal teachers.
- Following the discussion on nomination of teachers for trainings, it was requested that similar transparency with proper criteria in the selection is to be maintained for fairness at the district level.
- The DEOs were informed that an Impact Analysis of the DYS programs would be conducted in March and April this year, where their contribution and support was vital for the success of the study. They were requested to render their full support to the program.
- The DYS will also explore possibilities to attend the District level Education Conferences, since it is an opportunity to meet the Principals and further discuss on the DYS programmes.

Scouts and Culture Education Division

Criteria for selection of Oversea Youth Exchange Programme

1. Selection criteria for Adult Leader/Escort

Sl. No.	Criteria	Marks
1.	Contribution to scouting and actively running a troop	10
2.	Personality/confidence and communication skills	10
3.	General knowledge on scouting and related events (written test)	10
4.	Sports and Culture activities	5
5.	Service in remote school	5
	Total	40

2. Selection criteria for Cub/Scout/Rover (Scouts)

Sl. No.	Criteria	Marks
1.	Leadership in school	10
2.	Personality/confidence and communication skills	10
3.	General knowledge on scouting and related events (written test)	10
4.	Advancement level in scouting	5
5.	Sports and Culture Activities	5
	Total	40

3. Selection of (Escort teacher for General Youth Exchange Programme)

Sl. No.	Criteria	Marks
1.	Initiative and responsibility taken in the school	10
2.	Personality/confidence and communication skills	10
3.	General knowledge on related event (written test)	10
4.	Sports & Culture	5
5.	Service in remote schools	5
	Total	40

4. Selection criteria for general youth

Sl. No.	Criteria	Marks
1.	Leadership in school	10
2.	Personality/confidence and communication skill	10
3.	Sports & Culture Activities	10
4.	General knowledge on related events (written test)	10
	Total	40

5. General Criteria and Procedure

- 5.1 Gender ratio will be maintained for both youth and adults.
- 5.2 Age limits and criteria set by external sponsor/organizer will be applied.
- 5.3 Should not have availed any opportunity outside country earlier (youth) and three years earlier (adult).
- 5.4 There should not be any adverse record against the candidates.
- 5.5 The contesting candidate should not be related to any of the committee member **OR** the concerned committee member should not be in the selection committee.
- 5.6 There would be a minimum of 10 youths for 1-4 seats and 15 youths for 5-7 seats and 20 youths for 8-10 seats.
- 5.7 For the Adults, there should be a minimum of 5 adults for 1-2 seats and a minimum of 7 for 3-4 seats.
- 5.8 A five member committee comprising of DEO/ADEO as chairperson, one principal, two teachers/scoutmasters and a representative from SCED will be constituted for selection. The committee will also maintain gender ratio.
- 5.9 Since, it is an open and competitive selection, the Principals are instructed to send the best candidates.
- 6.0 The escort teacher/Scoutmaster will be fully responsible for the total care of students/scouts from the day he/she takes charge of the students.

Multi-Grade Schools as of 2008

As per the EMSSD report April 2008, there are 156 Multi-Grade schools with 12,135 students. Out of the 414 teachers in the above schools, 50% of the teachers are not trained in Multi-Grade teaching. Even then with the support from those teachers who were trained, they are trying their best to cope with the new methods of teaching in these schools. However, in some cases, it is not possible for the teachers to adopt the system, since there are 27 one teacher schools with a minimum of 4 to 6 levels. There is a marginal decrease in the number of MGT schools compared to 2007, since the students enrolment had increases and subsequently they have enough teachers. (Refer below for the no. of schools, teachers and students).

Sl. No.	Dzongkhag	Nos.	School	Total (Students)	Total (Teachers)
1	Bumthang	1	Chokortoe CPS	100	5
		2	Kharsat CPS	73	4
		3	Dhur CPS	95	2
		4	Jigmeling CPS	70	2
		5	Tangsibi CPS	68	4
		6	Shingkar CPS	36	2
		7	Shingnyer CPS	49	3
		8	Chungphel CPS	42	3
2	Chhukha	9	Baikunza CPS	127	3
		10	Chongaykha CPS	299	3
		11	Getana CPS	128	4
		12	Kesari CPS	60	2
		13	Ketokha CPS	86	2
		14	Lobnekha CPS	62	3
		15	Paga CPS	60	3
		16	Metakha CPS	96	2
		17	Rinchenling CPS	50	4
		18	Shemagangkha CPS	95	4
		19	Toktoghom CPS	22	1
3	Gasa	20	Laya CPS	99	6
		21	Lunana CPS	66	2
4	Haa	22	Rangtse CPS	51	1
		23	Mochu CPS	22	2

Sl. No.	Dzongkhag	Sl. No.	School	Total (Students)	Total (Teachers)
5	Lhuntse	24	Pangkhar CPS	29	1
		25	Gangla Khema CPS	87	2
		26	Dangling CPS	130	3
		27	Domkhar CPS	185	5
		28	Ladrong CPS	145	4
		29	Tshochen CPS	127	4
		30	Zhamling CPS	22	1
		31	Kupinyelsa CPS	101	3
		32	Thuenpen CPS	20	1
		33	Unggar CPS	65	1
		34	Shawa CPS	41	2
		35	Ney CPS	48	3
		6	Mongar	36	Zham CPS
37	Zunglen CPS			98	2
38	Baging CPS			118	4
39	Bagla CPS			11	1
40	Balam CPS			196	4
41	Banjar CPS			99	2
42	Broksar CPS			22	1
43	Chaskar Pam CPS			82	2
44	Ganglapong CPS			90	2
45	Jaibab CPS			27	1
46	Kalapang CPS			30	2
47	Konbar CPS			82	4
48	Lingkhar CPS			53	1
49	Muhung CPS			83	3
50	Panhang CPS			92	2
51	Resa CPS			52	1
52	Saling CPS			40	1
53	Ungor CPS			55	2
54	Sherubcholing CPS			45	2
55	Silambi CPS	51	2		
56	Soenakhar CPS	53	2		
57	Takhambi CPS	36	2		
58	Thridangbi CPS	75	1		
59	Udaric CPS	97	2		
60	Waichur CPS	62	2		
61	Wama CPS	42	1		
62	Yangbari CPS	107	2		
63	Yaragla CPS	33	1		

Sl. No.	Dzongkhag	Sl. No.	School	Total (Students)	Total (Teachers)
7	Paro	64	Nabesa CPS	29	2
		65	Gunitsawa PS	51	4
		66	Issuna CPS	81	3
8	P/Gatshel	67	Chimong CPS	62	3
		68	Chokorling CPS	77	4
		69	Dagor CPS	86	2
		70	Dungmin CPS	77	4
		71	Kerong CPS	58	2
		72	Khangma CPS	95	5
		73	Khengzor CPS	132	7
		74	Laniri CPS	61	3
		75	Norbugang CPS	140	3
		76	Nyaskar CPS	29	1
		77	Resinang CPS	35	1
		78	Rezemo CPS	56	1
		79	Thongsa CPS	84	5
9	Punakha	80	Woongchilo CPS	105	5
		81	Goenshari CPS	159	7
		82	Wolathang CPS	103	4
		83	Nobgang CPS	61	2
10	S/Jongkhar	84	Talhogang CPS	68	3
		85	Dungmanma CPS	91	2
		86	Monmola CPS	232	2
		87	Zangtey CPS	198	4
		88	Tshotsalo CPS	65	2
		89	Barzor CPS	107	2
		90	Yarphu CPS	190	3
		91	Sarjung CPS	118	2
11	Sarpang	92	Zamteri CPS	106	2
		93	Reti CPS	65	2
12	Thimphu	94	Dechen Pelri CPS	131	2
		95	Lingshi CPS	85	3

Sl. No.	Dzongkhag	Sl. No.	School	Total (Students)	Total (Teachers)
13	T/Yangtse	96	Melongkhar CPS	90	3
		97	Dukti CPS	30	2
		98	Yallang CPS	103	2
		99	Jangtsephu CPS	110	3
		100	Tsangphuchen CPS	167	3
		101	Shali CPS	74	3
		102	Pangtokha CPS	92	2
		103	Rabtey CPS	36	1
		104	Lichen CPS	48	1
		105	Dalikhhar CPS	46	2
		106	Womanang CPS	83	3
		107	Shingkhar CPS	59	2
		108	Shongring CPS	62	2
109	Tarphel CPS	92	3		
14	Trashigang	110	Yigom CPS	56	2
		111	Jangsheree CPS	43	3
		112	Saling CPS	119	6
		113	Retshangdung CPS	53	1
		114	Barshong CPS	86	4
		115	Jerilemi CPS	81	3
		116	Brekha CPS	106	5
		117	Pasaphu CPS	72	3
		118	Threphu CPS	29	2
		119	Zordung CPS	35	1
		120	Dungmanma CPS	74	2
		121	Thongrong CPS	77	3
		122	Yabrang CPS	136	5
		123	Tongling CPS	46	2
		124	Yobinang CPS	40	2
125	Rangshikhar CPS	52	2		
126	Samkhar CPS	33	2		
127	Joenkhar CPS	91	4		
128	Thrakthri CPS	19	1		
129	Berdungma CPS	60	1		
130	Thrimshing CPS	70	3		
131	Bepam CPS	91	3		
132	Jomtshang CPS	70	2		
133	Benshingmo CPS	130	4		

Sl. No.	Dzongkhag	Sl. No.	School	Total (Students)	Total (Teachers)
15	Trongsa	134	Chendebji CPS	90	6
		135	Tangsebji CPS	55	3
		136	Simphu CPS	38	2
		137	Bemji PS	71	4
		138	Jongthang CPS	23	1
		139	Karshong CPS	41	1
		140	Kella CPS	45	2
		141	Tongtongphy CPS	73	3
		142	Jangbi CPS	55	3
		143	Nimshong CPS	78	3
		144	Nabji CPS	91	2
		145	Korphu PS	90	5
		146	Karteygang CPS	42	1
16	Wangdi	147	Hebesa CPS	101	4
		148	Adhang CPS	141	3
		149	Jallha CPS	75	3
17	Zhemgang	150	Tali CPS.	67	3
		151	Tshanglajong CPS.	54	2
		152	Nimshong CPS.	31	2
		153	Tradijong CPS.	61	3
		154	Bardo CPS.	87	4
		155	Goling CPS.	77	3
		156	Tshaidang CPS.	106	5
	TOTAL	156		12,135	414

A. GENERAL RULES FOR IN-COUNTRY INSET PROGRAMS:

The following general rules shall apply to the entire in-country INSET Program of the Ministry of Education. It will also apply to the INSET Programs which are conducted for the teachers of the Ministry of Education by various Institutions in Bhutan (mainly under Royal University of Bhutan).

At the national level following rules shall apply, and at the Dzongkhag/ School level, DEO and Principals shall ensure that INSET Programs are conducted in general adherence to the same rules.

1. All INSET Programs, especially the NBIPs involving teachers, shall have to be endorsed by Human Resource Division, Ministry of Education.
2. INSET Programs related to curriculum change will be executed centrally.
3. Course Coordinator/Division/ Dzongkhag concerned shall ensure that fund has been secured for any planned INSET program.
4. INSET shall be considered as an opportunity to enhance one's knowledge and professionalism in areas of his/her work.
5. Nominations for any INSET programs shall be based on:
 - a. Relevance in relation to work.
 - b. Qualification and Competence
6. Course Coordinator/ Division concerned shall develop criteria for selection for any INSET Programs being coordinated.
7. Based on the criteria, HRD shall endorse participants and Resource Persons for INSET Programs.
8. Course Coordinators, DEO and Principals shall ensure that a teacher does not attend more than one INSET program in a year.
9. No INSET Program shall be carried out during the academic session. The cluster /regional based programs shall be carried out with minimum disturbance to instructional hours.
10. HRD shall ensure proper liaising with Institutions (mainly of Royal University of Bhutan) outside Ministry of Education for programs offered by them.
11. HRD shall announce (preferably in media) change in format/ procedure/ criteria for any in-country INSET program, especially, the accredited programs, on yearly basis, if necessary.
12. HRD shall ensure that information on any INSET Program is available to all the teachers. The annual 'Education Policy Guidelines and Instructions' shall be utilized to inform all the teachers and other concerned of the Ministry of Education.

Financial entitlement/ remuneration for In-country INSET Program:

1. AFD, Ministry of Education shall ensure proper disbursement of fund to course coordinators/ DEOs and participants as per the existing rules.
2. If the Institutions (mainly under Royal University of Bhutan) handle funds to be paid to the teacher participants, these rules shall apply.
3. Teachers and personnel of Ministry of Education participating in the in-country INSET Program shall be paid DSA of Nu. 500/- per day, if the duration is for one month or less, for the actual duration of the program **irrespective of the civil service grade**. Travel Allowance/ Daily Allowance and mileage shall be paid as per the entitlement of the claimant as per the financial rule, unless specified otherwise depending on the budgetary situation.
4. Participants shall be paid TA/DA and mileage, if entitled, from the budget of the Program concerned, unless specified otherwise. Thus, course coordinators and division concerned shall take account of this aspect while planning the budget for INSET program.
5. For any centrally organized INSET Programs involving teachers, AFD shall disburse fund to course coordinator/ division concerned only upon endorsement by HRD, MoE.

B. GENERAL RULES PERTAINING TO EX-COUNTRY INSET PROGRAM (LONG TERM):

In order to ensure selection of quality candidates through fair, transparent, and equitable system, the Ministry of Education shall adopt the following rules to select teachers for any planned long term professional development program funded by the government:

1. After finalization of the annual HR Plan, HRD shall write to all the DEOs asking for Nomination based on availability of slots during a particular fiscal/academic year and based on the set criteria.
2. HRD shall set criteria and put into place Procedures for selection
3. The DEO shall write to all the eligible candidates and assess them as per the criteria. The DEOs shall then send a list of most promising candidates against available slots to HRD for competitive assessment among the candidates from other Dzongkhags.
4. HRD shall accept any number of eligible candidates for any subject/s for competitive assessment.
5. Deadline shall be set by HRD for submission of the list.
6. HRD, MoE, after receiving the lists from all the Dzongkhags, shall conduct nation wide competitive assessment. Candidates will be selected on merit.
7. On approval, the selected candidates shall then be accordingly contacted for processing their pre- departure formalities (RCSC approval, Visa, Passport, IELTS etc...)
8. HRD shall communicate all the decisions and basis of decisions to the Dzongkhags. Thus, DEOs shall be fully answerable to the teachers in their Dzongkhags
9. The list of unselected candidates shall be maintained for future assessment
10. The entire procedure shall be repeated for the following year's selection to get the most recent information on the candidates.

11. HRD shall provide specific instructional guidelines to the DEO to carry our assessment in their Dzongkhags.
12. The rule shall not apply to personnel working in the head quarter
13. This rule shall not apply to the opportunities obtained through competitive scholarships (RCSC announced scholarships and others, unless Ministry has financial responsibilities, either partial or full)
14. The BCSR and other related national policies shall be adhered to in general

Financial entitlement/ remuneration for Ex-country INSET Program (Long Term):

1. While the government shall provide fund for entire scholarship, the in-country travel expense in accordance to the financial rule shall be borne by the nominating Dzongkhag
2. DSA, Stipend and all other entitlement shall be paid in accordance to the government rules

C. GENERAL RULES PERTAINING TO EX-COUNTRY INSET PROGRAM (AD HOC PROGRAMS):

Ad hoc Programs are general fellowship offers from outside the country which are unplanned. It includes long term programs, short term programs, attachment and seminars, and other partial scholarships offers. The following general rules shall apply for executing this program:

1. HRD shall review the relevance and criteria of the course offered vis-à-vis the mandates of the Divisions and sectors of the Ministry of Education in advance
2. Nomination shall be invited from division/ sector/ Dzongkhag for whom the course is most relevant
3. HRD shall seek the approval of the concerned authority.
4. If it is certain that the deadline of the offer cannot be met, HRD shall not execute the program offered.
5. HRD shall get the endorsement of the competent authority, if the nature of the offer necessitates deviating from the rules laid herein while executing the program.

Financial entitlement/ remuneration for Ex-country INSET Program (Ad Hoc):

1. While the offering agency/s shall fund the entire Program, the in-country travel expense from school to the head quarters and back shall be borne by the nominating Dzongkhag/ Division as per the existing financial rules.
2. DSA, Stipend and all other entitlement shall be paid in accordance with the government rules.

Ref. No. MoE (PS)-4/2008/

June 11, 2008

CULTIVATING THE GRACE OF OUR MIND

To
All Principals, Teachers and Students
CPS, PS, LSS, MSS, HSS

My dear Colleagues and Students

I had wanted to write to you long ago to let you know what joy it has been for me to join our big family of education. But I have now decided that it is not much use trying to wait for the perfect moment. I treasure this hour that has given me a little space to connect with you. You must forgive me my making do with this letter what is very dear to me – our relationship as fellow-pilgrims in the journey to the future of our beautiful country.

I cannot emphasize enough how precious each one of you - in your capacity as principal, vice principal, teacher and learner - is in discovering and celebrating the light of learning. And we have never had a more exciting and significant time to bring out the best that all of us have to serve our dear country. I can never tell you enough about the critical mission we are all engaged in as providers and receivers of the blessings of the great ideas hidden away in the different disciplines that we encounter each day.

That is the reason why we cannot afford to miss the grace of great things that literature and language, science and mathematics, social studies and fine art promise to us. There is more to our school-life than mere completion of the prescribed syllabus and obtaining a certificate at the end of the year. Education, I believe, is a process of gently turning the human mind to look for and to love what is true and good and useful. I would like to propose, therefore, that from now on our mission for all of us could be: *Cultivating the Grace of Our Mind*.

Anything less than this could not qualify to be education. This mission should redeem us from the perceived repetitiveness and mundane chore that we often say our work is because we do not see the goodness in what we do. We must invest every moment of our precious life in everything positive, productive and pure. We all love our life. We all care for our parents and near and dear ones. Above all, we all love our country. I have every reason to believe that we will all be part of the pride of our nation. We have a great future ahead. We must be a part of that greatness.

I know that not everything is perfect, and all of you often have to work in difficult circumstances. But if there is a problem, we can still be part of the solution instead of being part of the problem itself. We certainly have great blessings. We need to discover them.

I look forward to meeting you sometime soon. Till then, I would like to offer to each one of you in the school my good wishes and prayers for your personal good health as well as joy and fulfillment in your work. May the Triple Gem always bless you and guide you.

With high anticipations

A handwritten signature in black ink, appearing to read 'Thakur S Powdyel', with a stylized flourish at the end.

Thakur S Powdyel

Annexure VIII

Ref. No. MoE (PS)-4/2008

June 18, 2008

Cultivating the Grace of Our Mind

To
Dzongkhag Education Officers
Dzongkhag Administration

Dear Lopen _____

I meant to write to you much earlier but I could not keep pace with the rapidity of events taking place around. All the same, I treasure this opportunity that allows me to touch base and to let you know what joy it has been for me to join all of you, my colleagues, in our big education family. While I have no illusions about the enormity of the task ahead of us, I also know that you and I are fellow-pilgrims on this special journey to the future of our beautiful country.

I dearly value and honour the special contributions you and your colleagues have been making to the advancement of learning in our country. I know that you often have to work in very trying circumstances, but you continue to bring the light of learning to hundreds of thousands of our young men and women who will be the leaders of our country tomorrow. What you are doing today is ever so precious in our bid to raise a generation of enlightened citizens to take our country forward.

Each child is precious for Bhutan and it is our responsibility to ensure that every child in our country is in school and that he or she receives the best education that we can provide. We must remove all barriers that prevent our children from enjoying the blessings of education. To this end, we have to adopt a more sensitive and positive attitude and look outward to the children and bring them to us, instead of waiting for the children to come to us or not to come to us.

I am sure you are already doing your best to ensure that your dzongkhag is the first to achieve 100% enrolment and literacy within the Tenth Five Year Plan in keeping with the goal of our government. One major strategy we have to adopt is that of Extended Classrooms and these could be our NFE centres, ORCs, or even village temples or rented homes, apart from building new schools and renovating and using old ones.

I shall appreciate your kindly sending to me your new visions and plans for the educational future of your dzongkhag. Nothing is more urgent today than ensuring a generation of young Bhutanese who believe not only in the sharpening of their brains and skills, but also in building faith and character.

Do kindly let me know too how we can build a cadre of truly educated teachers who can provide the quality of education that our children deserve. We have waited far too long and the cost has been very dear. We can wait no longer. Education is too precious not to deserve the best that we are capable of.

Kindly accept my good wishes and prayers for your personal as well as professional success and fulfillment even as I look forward eagerly to meeting you soon. Please give my greetings to your colleagues as well.

With warm regards and Tashi Delek

Yours sincerely,



Thakur S Powdyel

Ref. No. MoE(PS)-4/2008/

June 11, 2008

CULTIVATING THE GRACE OF OUR MIND

Dasho Dzongdags
Dzongkhag Administrations
Ministry of Home and Cultural Affairs
Royal Government of Bhutan

Dear Dasho,

This letter should have reached your end of our relationship long ago, but it just could not be and I am solely to blame for this. However, I treasure this hour since it allows me a precious moment to connect with you. It is my hope that this is the beginning of a renewed covenant as we embark on this journey to the future of our country.

With all my imperfections, I am glad to be able to join the education family with which I have spent all my working life spanning some 25 years. I have no illusions about the enormity of the responsibility that education entails. But with inspired leaders like you, I am confident that we will be able to fulfill our commitment to the young men and women of our country.

I greatly value the critical inputs you have made to the development of educational services in your Dzongkhag. You have helped bring the light of learning to the lives of hundreds of our young boys and girls. We have more to do. As you would know, with all the progress that we have made in education over the past many decades, we are still far from achieving the national goal of *Education for All*. Significant numbers of our children are still not in school. This is an unacceptable situation in a country in which we value our young people as the leaders of tomorrow.

In our Tenth Five Year Plan, therefore, the Royal Government is committed to ensuring 100% enrolment. We have to use every possible strategy to achieve this goal. Among others, we have to reintroduce the concept of Extended Classrooms affiliated to the nearest Primary or Community Primary School. The Extended Classroom could be a Non-formal Education Centre, an ORC, or a local temple. We will also open new schools in areas which have the most urgent needs.

As the monsoon starts, we go through the nightmare of anxiety resulting from the compulsion of many of our children having to walk long hours through difficult paths, often through the jungle, crossing swollen streams, and encountering wild animals.

As a first initiative to ensure that no child has to walk more than an hour to school, we would like to request you to kindly advise our Dzongkhag education officer to start the practice of

Extended Classrooms in the most deserving area of your Dzongkhag at the earliest possible opportunity.

Quality of education is the talk of the town these days. We have to enhance teacher capacity and build integrity in the system. Our children deserve better services to grow to their full potential and be an asset to the country. We expect our Dzongkhag Education Officers to provide regular academic and administrative leadership to the schools in their area. We need to save our children from the consequences of substance abuse, ill-health, ill-treatment and rejection. The stakes are extremely high in education.

It is my belief and conviction that with your vision and leadership, your Dzongkhag could be the flagship of education coverage and quality in the country. We will do all we can to support you in your bid to bring the light of learning to the children of your Dzongkhag.

I appreciate the challenges you have to work with, but there has never been a better time to do our best to the cause of nation-building. I shall be grateful for a prompt feedback on the steps your administration will have taken on the requests made above.

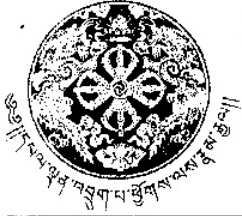
Kindly accept my greetings of good wishes for your personal and professional success and fulfillment, even as I look forward eagerly to working with you.

With warm regards

Yours sincerely,



Thakur S Powdyel



ROYAL GOVERNMENT OF BHUTAN
MINISTRY OF EDUCATION
DEPARTMENT OF SCHOOL EDUCATION
Thimphu : Bhutan



Ref. No. MoE/DSE-2/2008/ 4769

16th April 2008

CIRCULAR

To
The DEOs
All Dzongkhags

Bhutan Board of Examination has been getting request from class VIII dropouts or failed candidates for re-sitting the class VIII Examinations. The Proposal was discussed at the 11th Annual Education Conference (7-12 January, 2008).

As the opportunity to sit the Class VIII Examination in our schools without attendance would allow adult school drop outs to complete the basic education (Class X).

The 11th Education Conference resolved that above category of candidates would be allowed to sit the class VIII Examinations as private candidates (with out attendance).

After passing the class VIII, the private candidates could pursue Class IX and X through the continuing education channel. It may be reminded that, as other years the fresh class VIII failures would be allowed to repeat the year as a regular student in the same status.

Yours Sincerely,

(Tshewang Tandin)
DIRECTOR

CC:-

1. Secretary, Ministry of Education, Thimphu
2. Secretary, BBE, MoE.
3. Chief PPD, MoE.
4. School Liaison & Coordinator, SLCS, DSE.



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BHUTAN BOARD OF EXAMINATIONS
Ministry of Education
Thimphu: Bhutan



Tel: +975-02-322724, 326559, 326558 Fax: 325086 E-Mail: bbc@druknet.bt

MOE/BBE/(Adm-6)/2008/1110802

June 6, 2008

CIRCULAR

To
Principals
Middle and Higher Secondary Schools

As per the resolution of the 18th BBE Board Meeting held on May 8, 2008, Thimphu, the following are being conveyed to all the middle and higher secondary schools concerned for immediate compliance.

1. Use of admission cards during the examinations

- a. All the schools should brief students to take utmost care of their admission cards and use them during the examinations.
- b. Only in genuine cases of misplacement, there should be a provision to identify the candidates by the school.
- c. During the conduct of the Board examinations, the Inspecting Officers will check the admission card of each candidate.

2. Merging of examination centers, double invigilators, BBE representative in each centre

- a. The merging of centers with large number of candidates will be stopped from 2008 examinations.
- b. Single invigilator will be used in each examination room with a few additional invigilators to relieve and do the invigilation in rotation.
- c. Appointing of BBE representative in each center will be stopped.

Secretary of Examinations

1. The Secretary, MOE, Thimphu
2. Directors, DDA, DSE, DAME DA, MOE, Thimphu
3. Chief, HRD, AFD, PPD, and UNESCO, MOE, Thimphu
4. Mr. Sangay Tenzin, Controller of Examinations BBE, Thimphu
5. Subject Specialists concerned
6. Notice Board
7. O/c
8. Chrono



འབྲུག་ཚེས་རྒྱུག་མ་བཞོན་ཚོགས་པ།

BHUTAN BOARD OF EXAMINATIONS

Ministry of Education; Thimphu Bhutan

Tel: +975-02-322724, 326559, 326558 Fax: 325086 E-Mail: bbe@druknet.bt



MOE/BBE(Acct-5)2008-2009/ 11056

28 May, 2008

To,
All Principals
Middle and Higher Secondary Schools

CIRCULAR

It is being notified to all the schools concerned that the fees charged by the Bhutan Board of Examinations on the issuance of the following documents have been revised as detailed below:

Particulars	Existing Fees	Revised Fees
Issuance of duplicate Admission Card	50	100
Issuance of duplicate Statement of Marks	100	200
Issuance of duplicate Pass Certificates	100	200
Recheck of Answer Script per subject/paper	200	300
Issuance of English Language Proficiency Certificate (In-service candidates)	300	400
Issuance of English Language Proficiency Certificate (Students)	100	200

These revised rates will come into effect from 1st July, 2008.

Therefore, all principals of the schools are requested to kindly notify your staff and students regarding the matter.

This is as per the government approval conveyed vide note sheet No. MOE/BBE(Adm-13)2008-2009/79017 dated 24 April, 2008 of the Ministry of Education.


Controller of Examinations

Copy to:

- 1 The Hon'ble Minister, Ministry of Education for kind information
- 2 The Secretary, Ministry of Education for kind information
- 3 The Director, Department of School Education, MoE for information
- 4 The Director, DAHE, MoE for information
- 5 The Director Youth and Sports, MoE for information
- 6 The Chief Administrative Officer, AFD, MoE for information
- 7 The Chief Planning Officer, PPD, MoE for information
- 8 All Dzongkhag Education Officers for information
- 9 Notice Board, BBE
- 10 Office copy
- 11 Chrono



Telephone No. 321710, 321729, 325325, 326307

Gram : EDUCATION, THIMPHU

Fax : 321794

MINISTRY OF EDUCATION
Department of School Education

EDN/WFP/CIR/2008/2852

8-May-08

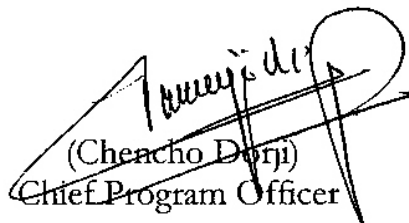
To,

All the DEOs

We were informed by the Cabinet Secretary vide letter no. COM/04/07/772 dated 22nd Jan'07 that the WFP support to Middle Secondary Schools will be phased out beginning 2009 academic session and the RGOB will take over the responsibilities.

Hence, you are requested to incorporate a stipend of Nu.700 per boarder per month for the boarding Middle Secondary Schools (Classes IX & X) in the Dzongkhag's 2008-2009 budget for a period of five months (Feb-June'09).




(Chencho Dorji)
Chief Program Officer



ROYAL GOVERNMENT OF BHUTAN
ཞེས་རིག་ལྷན་ཁག།
MINISTRY OF EDUCATION
Programmes Division
Department of School Education
Thimphu

Ref.no: MOE/DSE-(36)/2008/ 8548

5 June 2008

Dasho Dzungdag
Dzongkhag Administration
Wangdiphodrang

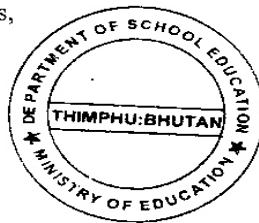
Sir,

In accordance with the resolution no. 11 of the 11th Annual Education Conference 2007 wherein the school mess will be outsourced to private parties. Accordingly, the MOE has developed a draft guideline for implementing the above resolution from 2008 -09 Financial year.

The Dzongkhag Administration, Wangdue is requested to initiate the implementation of the outsourcing of Bajo HSS school mess beginning 1st July '08 as a pilot project.

The above mentioned guideline is enclosed for Dasho's kind information and initiation.

With kind regards,



Yours sincerely,


Tshewang Tandin
DIRECTOR

CC:

1. The Hon'ble Secretary, MOE, Thimphu
2. The Chief Planning Officer, MOE Thimphu
3. The Director, Public Accounts, MOF, Thimphu
4. The Auditor General, Thimphu
5. The DEO, Wangdue

POLICY FOR SUPPLY OF TEXTBOOKS
CAPSD, Department of School Education, Ministry of Education

Category	Expected life of a book		Issue criteria	Remarks
	Primary PP - VI	Secondary VII - XII		
Textbook (TB)	2 years	3 years	1 copy per student	* Not allowed to take home for classes PP-III (to be kept in the classroom or Subject Departments) * Allowed to take home for classes IV - XII * Students have to return at the end of the academic year
Teacher's Guide (TG)	5 years or till further revisions		* 1 copy per subject teacher	Teachers do not have to return until change of subjects/classes or transferred
Workbook (WB)	1 year		1 copy per student	* Strictly for use in the classroom work * To be kept in the classroom * Students do not have to return
Reader (R)	3 years		* 1 copy between 2 students * Big book (BB): 1 copy per section	* To be kept in the classroom or Language Departments * Not allowed to take home
Supplementary Reader (SR)	3 years		* 3 copies per school below 5 sections * 5 copies per school above 5 sections	* To be kept in the classroom or Language Departments * Not allowed to take home
Reference (RF)	5 years		* 3 copies per school below 5 sections * 5 copies per school above 5 sections	To be kept in the library
Dictionary (D)	5 years		5 copies per section	To be kept in the classroom or Language Departments
Atlas (AT)	5 years		5 copies per section	To be kept in the classroom or SS/ Geo. Departments
Topo Sheet (TS)	As per requirement		5 sheets per section	To be kept in the classroom or Geography Department
Syllabus (S)	5 years or till further revisions		* 3 copies per school below 5 sections * 5 copies per school above 5 sections	To be kept in the library
Audio Material (A)	As per requirement		CAPSD will provide complete recorded audio materials	To be kept in the library
Chart/ Poster (C)			1 set per section	To be kept in the classroom
Globe (G)	As per requirement		1 per school	To be kept in the classroom or SS/ Geo. Departments
Wall Map (WM)	As per requirement		1 per school	To be kept in the classroom
Outline Map (OM)	1 year		* 3 nos. per student IV - VIII (Others) * 5 nos. per student IV - VIII (Bhutan maps)	
Prayer Book (PB)			1 copy per student (Classes V - XII)	* To be issued once only * Students do not have to return
National Flag (NF)	1 year		2 sets per school	To be hoisted during school hours and important national events only
Student Progress Report (SPR)	1 year		1 per student (Classes PP - XII)	Students receive at the end of the academic year
School Leaving Certificate (SLC)	1 year		1 per student (Classes VI, VIII, X, XII)	Students leaving schools

TOTAL NUMBER OF TITLES

Subjects	CAPSD Publications (No. of Titles)	OUTSIDE Publications (No. of Titles)	Total No. of Titles	Page Nos.
Dzongkha	62	110	172	
English	90	162	252	
Mathematics	26	7	33	
Science	13	12	25	
Physics		17	17	
Chemistry		17	17	
Biology	2	16	18	
Thakhor Lobjong (EVS)	10	4	14	
Social Studies	5	6	11	
History and Civics	10	14	24	
Geography	6	14	20	
Economics	4	5	9	
Commerce	2	9	11	
Accounts		9	9	
Information Technology (IT)		9	9	
Arts Education		11	11	
Health and Physical Education	8		8	
Values Education	9	1	10	
General	7		7	
Syllabus	5		5	
GRAND TOTAL	249	423	672	
Maps (Geography)				
National Flag of Bhutan				
Jamyang Soeldep, National Anthem & Ka Thriet (Audio)				
Certificates (5 types)				

Revised 2008

Due to the "curriculum reforms" taking place there will be changes on the book list particularly for Dzongkha, English and Mathematics until completion of the projects. CAPSD will update the list accordingly. Please feel free to contact the Chief Curriculum Officer, CAPSD or Curriculum Officers (Subject related) for any clarifications.

A LIST OF SCHOOL TEXTBOOKS FOR CLASSES PP - XII (for academic session 2009)
DZONGKHA, Classes PP - XII

Sl. No.	Title of books	Class	Category	ISBN	Author	Publisher	Year of Pub. & Revisions	Printing Cost (Nu)	Remarks
CAPSD Publications									
1	Losar Lopdeb	PP	TB	99936-0-000-8	CAPSD	Ministry of Education	1979, 1984, 1990, 2001	15.25	2009 only
2	Losar Loprim Lopengi Lagdeb	PP	TG	99936-0-051-2	CAPSD	Ministry of Education	1994, 2004	229.00	2009 only
3	Losar Loprim Jongdeb Ka	PP	WB	99936-0-056-3	CAPSD	Ministry of Education	1994, 2001	12.00	2009 only
4	Losar Loprim Jongdeb Kha	PP	WB	99936-1-0-057-1	CAPSD	Ministry of Education	1994	12.00	2009 only
* 5	Alui Trolu	PP-III	RF	99936-0-055-5	CAPSD	Ministry of Education	1994	15.34	2009 only
I									
6	Lopdeb Dangpa	I	TB	99936-0-001-6	CAPSD	Ministry of Education	1979, 1984, 1990, 2001	14.00	2009 only
7	Loprim Dangpa Lopengi Lagdeb	I	TG	99936-0-058-X	CAPSD	Ministry of Education	1994, 2004	132.20	2009 only
8	Loprim Dangpai Jongdeb Ka	I	WB	99936-0-066-0	CAPSD	Ministry of Education	1994	12.00	2009 only
9	Loprim Dangpai Jongdeb Kha	I	WB	99936-0-067-9	CAPSD	Ministry of Education	1994	12.00	2009 only
II									
10	Lopdeb Nyepa	II	TB	99936-0-068-7	CAPSD	Ministry of Education	1979, 1984, 1990, 2001	14.00	2009 only
11	Loprim Nyepai Lopengi Lagdeb	II	TG	99936-0-069-5	CAPSD	Ministry of Education	1994, 2004	254.00	2009 only
12	Nima Dang Dawa	II	R	99936-0-053-9	CAPSD	Ministry of Education	1994	10.80	2009 only
13	Kuenzang Dang Dechen	II	R	99936-0-052-0	CAPSD	Ministry of Education	1994	11.42	2009 only
14	Chhimla Metog Tshoeme	II	R	99936-0-054-7	CAPSD	Ministry of Education	1994	12.51	2009 only
15	Achu Dakar	II	R	99936-0-059-8	CAPSD	Ministry of Education	1994	10.73	2009 only
16	Ap Yangku Tashi	II	R	99936-0-061-X	CAPSD	Ministry of Education	1994	10.73	2009 only
17	Kakur Dang Totshang Tshu	II	R	99936-0-060-1	CAPSD	Ministry of Education	1994	9.58	2009 only
III									
18	Lopdeb Sumpa	III	TB	99936-0-078-4	CAPSD	Ministry of Education	1979, 1984, 1990, 2001	14.25	2009 only
19	Loprim Sumpa Lopengi Lagdeb	III	TG	99936-0-079-2	CAPSD	Ministry of Education	1994, 2004	277.07	2009 only
20	Ap Tag Dang Amchum Jili	III	R	99936-0-070-9	CAPSD	Ministry of Education	1994	9.95	2009 only
21	Totshang Nga Dang Migoe	III	R	99936-0-071-7	CAPSD	Ministry of Education	1994	23.50	2009 only
22	Goye Dilbu Ting Ting	III	R	99936-0-072-5	CAPSD	Ministry of Education	1994	10.95	2009 only
23	Chogtheb Tshoeme	III	R	99936-0-080-6	CAPSD	Ministry of Education	1994	11.38	2009 only
25	Wangmo Dang Chharo tshu	III	R	99936-0-081-4	CAPSD	Ministry of Education	1994	11.59	2009 only
IV									
26	Tsomrig Dang Keyig Loprim Zhipa	IV	TB	99936-0-	CAPSD	Ministry of Education	2007	19.50	
27	Lopengi Lamtoen Loprim Zhipa	IV	TG	99936-0-	CAPSD	Ministry of Education	2007	74.76	

28	Tsomrig Dang Keyig Loprim Ngapa	V	TB	99936-0-	CAPSD	Ministry of Education	2007	20.25	
29	Lopengi Lamtoen Loprim Ngapa	V	TG	99936-0-	CAPSD	Ministry of Education	2007	81.09	
30	Tsomrig Dang Keyig Loprim Drukpa	VI	TB	99936-0-	CAPSD	Ministry of Education	2007	21.75	
31	Lopengi Lamtoen Loprim Drukpa	VI	TG	99936-0-	CAPSD	Ministry of Education	2007	81.09	
32	Daw Butshu Dang Rochhi Kongzen	VI	R	99936-0-093-8	CAPSD	Ministry of Education	1999	9.00	
33	Tsomrig Dang Keyig Loprim Duenpa	VII	TB	99936-0-	CAPSD	Ministry of Education	2007	29.10	
34	Lopengi Lamtoen Loprim Duenpa	VII	TG	99936-0-	CAPSD	Ministry of Education	2007		
35	Tsorig Dang Keyig Loprim Gaypa	VIII	TB	99936-0-	CAPSD	Ministry of Education	2007	36.00	
36	Lopengi Lamtoen Loprim Gaypa	VIII	TG	99936-0-	CAPSD	Ministry of Education	2007		
37	Lhag-rig Dang Tsom-rig, Loprim Gupa	IX	TB	99936-0-244-2	CAPSD	Ministry of Education	2006	24.00	
38	Ke-yig Dang Yigu Jorwa, Loprim Gupa	IX	TB	99936-0-245-0	CAPSD	Ministry of Education	2006	14.32	
39	Lopengi Lamtoen, Loprim Gupa	IX	TG	99936-0-246-9	CAPSD	Ministry of Education	2006	770.00	
40	Lhag-rig Dang Tsom-rig, Loprim Chupa	X	TB	99936-0-247-7	CAPSD	Ministry of Education	2007	29.85	
41	Ke-yig Dang Yigu Jorwa, Loprim Chupa	X	TB	99936-0-248-5	CAPSD	Ministry of Education	2007	16.35	
42	Lopengi Lamtoen, Loprim Chupa	X	TG	99936-0-249-3	CAPSD	Ministry of Education	2007	189.00	
43	Lhag-rig Dang Tsom-rig, Loprim Chu Chipa	XI	TB	99936-0-250-7	CAPSD	Ministry of Education	2006		
44	Ke-yig Dang Yigu Jorwa, Loprim Chu Chipa	XI	TB	99936-0-251-5	CAPSD	Ministry of Education	2007		
45	Lopengi Lamtoen, Loprim Chu Chipa	XI	TG	99936-0-252-3	CAPSD	Ministry of Education	2007		
46	Lhag-rig Dang Tsom-rig, Loprim Chu Nyipa	XII	TB	99936-0-253-1	CAPSD	Ministry of Education	2007	28.95	
47	Ke-yig Dang Yigu Jorwa, Loprim Chu Nyipa	XII	TB	99936-0-254-X	CAPSD	Ministry of Education	2007		
48	Lopengi Lamtoen, Loprim Chu Nyipa	XII	TG	99936-0-255-8	CAPSD	Ministry of Education	2007		
49	Dzongkhai Tsa-zhung Koeri, Losar-ley Loprim Chu-nyepa Tshuen	PP-XII	RF	99936-0-243-4	CAPSD	Ministry of Education	2006		
50	Zhungdrel Dechhen Nyel Soi Namshed	PP-XII	RF	NA	Dasho Sangay Dorj (DDA)	DDA	1999	36.00	
51	Gyelse Laglen	IX&X	RF	99936-0-007-5	CAPSD	Ministry of Education	1974	29.00	

52	Legshed Langdor Shenjed	IX&X	RF	99936-0-009-1	CAPSD	Ministry of Education	1976	15.50	
53	Dzongkha Dazhung Sarpa	IX&X	RF	NA	DDA	DDA	1990	35.20	
54	Sumchupai Namshed Dzongkha Nang	IX-XII	RF	NA	Jampa Chhogyel, DDA	Ministry of Education	1999	24.20	
55	Shetring Tsadrel	XI-XII	RF	99936-0-011-3	CAPSD	Ministry of Education	1974	37.15	
56	Chhu Dang Shingi Tenchoe	XI&XII	RF	99936-0-012-1	CAPSD	Ministry of Education	1984	41.95	
57	Rangdrel Dang Yangdren	IX-XII	RF	99936-0-214-0	DDA	DDA	2002	295.00	
58	Dzongkhai Lozey, Dzongkhai Nyentsig Gi Zhiten	IX-XII	RF	99936-10-73-9	Dasho Sangay Dorji (DDA)	DDA	1999	45.55	
59	Chogyel Norzang Namthar (Duepa)	XI&XII	RF	99936-0-214-0	CAPSD	Ministry of Education	2004	15.60	
60	Dzongkha English Dictionary	PP-XII	D	99936-15-00-5	DDA	DDA	2002, 2005	1300.00	
61	English Dzongkha Dictionary (HB)	PP-XII	D		DDA	DDA	2002, 2005		
62	Dzongkhai Tshigzoed (HB)	PP-XII	D	NA	DDA	DDA	1993, 2005		
	LOCAL Publications							RRP (Nu.)	
1	Dhi Gachi Ina?	PP	R	99936-607-3-6	Pema's Graphics	Galing Printing & Pub.	2001	58.50	2009 only
2	Yigzo Jongdep (Ka)	PP	WB			Galing Printing & Pub.	2005	33.75	2009 only
3	Yigzo Jongdep (Kha)	I	WB			Galing Printing & Pub.	2005	33.75	2009 only
4	Yigzo Jongdep (Ga)	II	WB			Galing Printing & Pub.	2005	33.75	2009 only
5	Yigzo Jongdep (Nga)	III	WB			Galing Printing & Pub.	2005	38.25	2009 only
6	Nye Joedtshig Pedep (Nyepa)	PP	R	99936-10-23-2	Kuenzang Thinley	KMT Publisher	2002	49.50	2009 only
* 7	Nyi Seljed Pedeb	PP-III	RF	99936-10-27-5	Kuenzang Thinley	KMT Publisher	1999	35.00	2009 only
* 8	Nyi Tsek Dhog Pedeb	PP-III	RF	99936-10-09-7	Kuenzang Thinley	KMT Punlisher	1999	45.00	2009 only
* 9	Seljoed Sumchu (9 per set)	PP-III	C			Galing Printing & Pub.	2005	199.50	2009 only
* 10	Gochen Dokchen (10 per set)	PP-III	C			Galing Printing & Pub.	2005	199.50	2009 only
11	Nye MingTshig	I	R	99936-607-0-1	Pema's Graphics	Galing Printing & Pub.	2001	58.50	2009 only
12	Gatey Dhug	I	R	99936-607-2-8	Pema's Graphics	Galing Printing & Pub.	2001	57.00	2009 only
13	Rochhi Dang Jiliye Chharog	I	R	NA	Ugyen Nima	Megah Enterprise	2003	85.00	2009 only
14	Nye Joedtshig Pedep (Sumpa)	I	R	99936-10-24-0	Kuenzang Thinley	KMT Publisher	2002	60.00	2009 only
15	Nye Joetshig Pedep (Zhipa)	II	R	99936-10-25-9	Kuenzang Thinley	KMT Publisher	2002	45.95	2009 only

16	Nye Joetshig Pedep (Ngapa)	III	R	99936-10-26-7	Kuenzang Thinley	KMT Publisher	2002	34.50	2009 only
17	Jili Norbu dang Charog Tshu	IV	R	99936-26-03 -X	Phama	Phama Publishers	2007	60.00	
18	Kasha Apa Mepai Lojoed	IV	R	99936-26-17-1	Phama	Phama Publishers	2007	65.00	
19	Chagi Nyekap	IV	R		Galing	Galing Printing & Pub.	2007	30.00	
20	Sengi Dang Wadom	IV	R		Galing	Galing Printing & Pub.	2006	30.00	
21	Dhamja Chu Gu Zo Nye	IV	R		Galing	Galing Printing & Pub.	2007	30.00	
22	Sergi Bumpa	IV	R	99936-24-01-3	Lhazeen	Lhazeen	2007	42.00	
23	Cha Dang Wadom	IV	R	99936-24-02-0	Lhazeen	Lhazeen		42.00	
24	Jogmo Dang Baab Shem	IV	R	99936-26-04-X	Phama	Phama Publisher	2007	60.00	
25	Semchen gi Par Sung	IV	R		Kuensel	Kuensel	2006	47.00	
26	Nya Dang Belpai Tashel	IV	R		Phama	Phama Publisher	2007	45.00	
27	Tshangmo Na Due	IV-VIII	SR		Kuensel	Kuensel	2006	45.00	
28	Dri Tsom Na Tshog	IV-VIII	SR		Kuenley Dorji	Megah Enterprise	2006	36.00	
29	Ribong Chel Drog	V	R		Dorji Wangchuk	Galing Printing & Pub.	2007	33.75	
30	Phaw Dang Raa Gi Chugu	V	R		Dorji Wangchuk	Galing Printing & Pub.	2007	30.00	
31	Bu-tsu Lorig Chen	V	R	99936-26-05-7	Phama	Phama Publisher	2007	60.00	
32	Dolom Dang A-Mai Ga thuen	V	R	99936-26-10-4	Phama Printer	Phama Publisher	2007	45.00	
33	Nya Gi Sog	V	R		Dorji Wangchuk	Galing Printing & Pub.	2006	30.00	
34	Ribong Dang Charog	V	R	99936-26-08-2	Phama	Phama Publisher	2007	50.00	
35	Dechen	V	R	99936-12-11-1	Sangay Dendup	DSB	2007	58.00	
36	Cha Marp Dang Chepda Samdoen Mi Dup	V	R		Wangchuk	Galing Printing & Pub.	2007	41.25	
37	Wam Dang Ola gi Lo Jue	V	R		Phama	Phama Publication	2007	60.00	
38	Lug Tsho mi	V	R		Dorji Wangchuk	Galing Printing & Pub.	2006	33.75	
39	Nga Che Rai Chim Dang Laa Besa	VI	R	99936-26-06-6	Phama	Phama Publication	2007	60.00	
40	Kaw Chegop	VI	R	99936-26-01-5	Phama	Phama Publication	2007	65.00	
41	Mendrel Gang	VI	R		Kuenley Dorji	Megah Enterprise	2006	54.00	
42	Ser bjam Zhenchung Nyi	VI	R	99936-26-07-4	Phama	Phama Publisher	2007	65.00	
43	Zugtob ley Nyingtob Drab	VI	R	99936-26-13-9	Phama	Phama Publisher	2007	65.00	
44	Rigpa Yee Mi Lu Dra Mang	VI	R	99936-26-12-0	Phama	Phama Publisher	2007	54.00	
45	Depa Chen Gi Phogyem	VI	R	99936-26-24-4	Phama	Phama Publisher	2007	65.00	
46	Gatshor Semkhar Zha-go	VI	R		Phurpa Tenzin	Megah Enterprise	2006	49.90	
47	Tag Gi Chuku Dang Laa Chum	VI	R		Tshezin	Galing Printing & Pub.	2007	30.00	

76	Ngachey Tsem-mo Gi Thog Ley Lhabgay	IV-VIII	RF		Kelzang Wangchuk		2004		
77	Zhen-nu Zumpai Tamzoed	VII-VIII	RF		Namgay Wangchuk	Megah Enterprise	2007	95.00	
78	Dzongkhai Joedra	IV-VIII	RF		Kuenley Gyeltshen	Kuenley Gyeltshen, NIE Paro	2006	161.50	
79	Aumsu Chogdub-chen	IX-X	SR		Chogkuen Dondup	KMT Publisher	2006	145.00	
80	Dzongkhai Da Troed Jipa Losar Gedpai Demig	IX-XII	RF		Dasho Khandro	Dasho Khandro	2005		
81	Zhungdrel Chi Den	IX-XII	RF		Kuenley Gyeltshen	Kuenley Gyeltshen, NIE Paro	2006	114.00	
82	Serzam Gang	IX-XII	RF		Sonam Kuenga	Lhazeen	2006		
83	Dzongkhai Yikur Namzhak	IX-XII	RF	99936-10-07-0	Kuenzang Thinley	KMT Publisher	1995	118.00	
84	Toenpai Zepa Dhor Dhu Kuenphen Lam Zang	IX&X	RF	99936-10-06-2	Kuenzang Thinley	KMT Publisher	1999	150.00	
85	Nyer Khoi Namshed Nawa Sarpa	IX-XII	RF	99936-10-08-9	Kuenzang Thinley	KMT Publisher	2001	109.00	
86	Langdor Sheja	IX-XII	RF	99936-10-	Kuenzang Thinley	KMT Publisher	2003	175.75	
87	Loptoen Selwai Melong Lopengi Lagdeb	PP-VIII	RF	99936-10-	Dorji Wangchuk	KMT Publisher	1999	156.75	
88	Dzongkhai Tsig Zoed Chenmo (HB)	VII-XII	D		Kuenzang Thinley	KMT Publisher	2005	841.00	
89	Dzongkhai Dha Dhoen Juendrel	PP-VIII	RF	99936-621-0-0	Kelzang Wangchuk	KMT Publisher	2002	171.00	
90	Jipai Legshed Dang Lapja	VII-XII	RF	99936-612-1-X	Dasho Sherab Thai	Sherub Lham Press	1986, 1987, 2001	65.00	
91	Dzongkha Da-zhung Losar Lamtoen	IX&X	RF		Kinley Namgyel		2006	95.00	
92	Da-zhung Ka-nyel Sel-thab	IX&X	RF		Tenzin	Galing Printing & Pub.	2005	150.00	
93	Dzongkha Jey-dra	IX&X	RF		Kinley Gyeltshen		2006		
94	Jangchub Choed-tshel Nyingpor Drelwa	IX&X	RF		Karma Dorji				
95	Choedpai Buyi Thrab-sung	IX&X	RF		Tshering Gyeltshen	Pekhang Pub.	2006		
96	Chhogyel Norzang Namthar (Gepa)	XI&XII	RF		Yonten Phuntsho	KMT Publisher	2006	147.25	
97	Druk-gi Lozey	IX-XII	RF		Dasho Sherub Thai	Sherub Lham Press	2001	320.00	

98	Gelong Sumdar Tashi	IX-XII	RF		Genpo Tenzin		1996		
99	Jipai Leg-shoed Dang Tsangmo	IX-XII	RF		Dasho Sherub Thai	Sherub Lham Press	2005	39.40	
100	Tsangmo Na-zhoen Gawai Lu-yang	IX-XII	RF		Karma Wangdi	KMT Publisher			
101	Dzongkhai Tsangmo Pechung	IX-XII	RF		Dasho Sherub Thai	Sherub Lham Press	1999		
102	Shar Lhoi Tam-jued	IX-XII	RF		Dorji	Pekhang Pub.	2006		
103	Dey-gar Mig-gi Gatoen	IX-XII	RF			Kuensel			
104	Dzongkha Petam	IX-XII	RF		Dasho Sherub Thai	Sherub Lham Press			
105	Ludep Losar Lamtoen	IX-XII	RF		Kuenzang Thinley	KMT Publisher	2003	332.50	
106	Nyerkhai Kangdrang Muensel Nawa Gen	IX-XII	RF		Lodey Yoezer		2005		
107	Legshoed Joenwang-gi Delpa	XI&XII	RF	99936-22-10-9	Ngawang Chador	KMT Publisher	2005	70.00	
108	Chenjug Chendrel	XI&XII	TB		Ngawang Chador	KMT Publisher		242.25	<i>Elective</i>
109	Nyen-nga Lewbarpai Chudoen	XI&XII	TB		Ngawang Chador	KMT Publisher			<i>Elective</i>
110	Nyoenjoed Jamtshoi Chhu Thig	XI-XII	TB		Norbu Draduel, Tshering Namgyel			295.00	<i>Elective</i>

* *Same book used for multiple grades*

TB (Textbook), TG (Teacher's Guide), WB (Workbook), R (Reader), SR (Supplementary Reader), RF (Reference), D (Dictionary)

ENGLISH, Classes PP - XII

Sl. No.	Title of books	Class	Category	ISBN	Author	Publisher	Year of Pub. & Revisions	Printing Cost (Nu)	Remarks
	CAPSD Publications								
1	Anthology of Songs, Rhymes and Poems	PP	TB	99936-0-296-4	CAPSD	Ministry of Education	2006		
2	English Curriculum Guide for Teachers, Class PP	PP	TG	99936-0-	CAPSD	Ministry of Education	2006		
3	Workbook A	PP	WB	99936-0-292-2	CAPSD	Ministry of Education	2007		
4	Workbook B	PP	WB	99936-0-	CAPSD	Ministry of Education	2007		
5	English printing book	PP	WB	99936-0-292-2	CAPSD	Ministry of Education	2007		
6	School Book-1	PP	R	99936-0-288-4	CAPSD	Ministry of Education	2007	3.80	
7	I Like-Book-2	PP	R	99936-0-289-2	CAPSD	Ministry of Education	2007	6.94	
8	Father Book-3A	PP	R	99936-0-290-6	CAPSD	Ministry of Education	2007		
9	Mother Book-3B	PP	R	99936-0-291-4	CAPSD	Ministry of Education	2007	4.18	
10	The Dog and the Cat Book-4	PP	R	99936-0-110-1	CAPSD	Ministry of Education	1991, 1992	9.50	<i>new 2009</i>
11	Where is Dechen? Book-5	PP	R	99936-0-112-8	CAPSD	Ministry of Education	1991, 1992	9.55	<i>new 2009</i>
12	I can count Book-6	PP	R	99936-0-116-0	CAPSD	Ministry of Education	1991, 1992	3.80	<i>new 2009</i>
13	Momo The Monkey Book-7	PP	R	99936-0-113-6	CAPSD	Ministry of Education	1991, 1992	4.50	<i>new 2009</i>
14	Is This a Takin? Book-8	PP	R	99936-0-293-0	CAPSD	Ministry of Education	2007	4.50	
15	Momo and the Elephant Book-9	PP	R	99936-0-114-4	CAPSD	Ministry of Education	1991, 1992	9.55	<i>new 2009</i>
16	The Little Yellow Chick Book-10	PP	R	99936-0-294-9	CAPSD	Ministry of Education	2007	4.18	
17	Dechen and Dorji (Big Book-1)	PP	BB	99936-0-014-8	CAPSD	Ministry of Education	1991, 1992	93.75	
18	Who Took It? (Bog Book-2)	PP	BB	99936-0-397-3	CAPSD	Ministry of Education	2007		
19	Dechen and Dorji's Father (Big Book-3)	PP	BB	99936-0-015-6	CAPSD	Ministry of Education	1991, 1992	93.75	
20	Dechen's Cat and Dorji's Dog	PP	SR	99936-0-111-X	CAPSD	Ministry of Education	1991, 1992	4.80	
21	Anthology of Songs, Rhymes and Poems	I	TB	99936-0-305-8	CAPSD	Ministry of Education	2007	5.70	
22	English Curriculum Guide for Teachers, Class I	I	TG	9936-0-308-2	CAPSD	Ministry of Education	2007		
23	Workbook A	I	WB	99936-0-	CAPSD	Ministry of Education	2007		
24	Workbook B	I	WB	99936-0-	CAPSD	Ministry of Education	2007		
25	The School Book-1	I	R	99936-0-120-9	CAPSD	Ministry of Education	1991, 1992	9.75	<i>new 2009</i>
26	What Time Is It Momo? Book-2	I	R	99936-0-300-7	CAPSD	Ministry of Education	2007		<i>new 2009</i>
27	Momo and the Bananas Book-3	I	R	99936-0-121-7	CAPSD	Ministry of Education	1991, 1992	4.18	<i>new 2009</i>
28	Occupation Book-5	I	R	99936-0-301-5	CAPSD	Ministry of Education	2007	3.04	
29	Twelve Animals of Bhutan Book-6	I	R	99936-0-125-X	CAPSD	Ministry of Education	1991, 1992	5.32	<i>new 2009</i>
30	The Elephant's Trunk Book-7	I	R	99936-0-302-3	CAPSD	Ministry of Education	2007		<i>new 2009</i>
31	At The Market Book-8	I	R	99936-0-303-1	CPSD	Ministry of Education	2007	4.94	
32	What am I? Book-9	I	R	99936-0-304-X	CPSD	Ministry of Education	2007		
33	Water Book-10	I	R	99936-0-123-3	CAPSD	Ministry of Education	1991, 1992	9.64	<i>new 2009</i>
34	Momo and the Leopards Book-11	I	R	99926-0-128-4	CAPSD	Ministry of Education	1991, 1992	8.88	<i>new 2009</i>
35	Look for me (Big Book)	I	BB	99936-0-017-2	CAPSD	Ministry of Education			

36	Cats	I	SR	99936-0-124-1	CAPSD	Ministry of Education	1991	3.60	<i>new 2009</i>
37	Anthology of Songs, Rhymes and Poems	II	TB	99936-0-313-9	CAPSD	Ministry of Education	2007		
38	English Curriculum Guide for Teachers, Class II	II	TG	99936-0-308-2	CAPSD	Ministry of Education	2007		
39	Workbook	II	WB	99936-0-310-4	CAPSD	Ministry of Education	2007		
40	The Good Monkey Book-1	II	R	99936-0-130-6	CAPSD	Ministry of Education	1991, 1992	4.18	
41	Blessed Rainy Day Book-2	II	R	99936-0-134-9	CAPSD	Ministry of Education	1991, 1992	9.55	
42	Dechen remembers her lesson Book-3	II	R	99936-0-137-3	CAPSD	Ministry of Education	1991, 1992	4.18	
43	Signs Book-4	II	R	99936-0-312-0	CAPSD	Ministry of Education	2007		
44	Snow White and the Seven Dwarfs, Book-5	II	R	99936-0-139-X	CAPSD	Ministry of Education	1991, 1992	9.55	
45	The Body Book ,Book -6	II	R	99936-0-132-2	CAPSD	Ministry of Education	1991, 1992		
46	Weather Book-7	II	R	99936-0-133-0	CAPSD	Ministry of Education	1991, 1992	9.55	
47	Momo and the Mirror Book-8	II	R	99936-0-135-7	CAPSD	Ministry of Education	1991, 1992	6.35	
48	Yaks Book-9	II	R	99936-0-138-1	CAPSD	Ministry of Education	1991, 1992	5.32	
49	People and Places Book-10	II	R	99936-0-311-2	CAPSD	Ministry of Education	2007	4.60	
50	Guided Meditation for Primary Students	II	SR			Buddha Dharma Education Association, Inc.		5.62	<i>printed by MOE</i>
51	The Adventures of Leo Rahula Leads The Way	II	SR	9810039638	S.Dhammika & Susan Harmer	Budhha Dhama Mandala Society	1992		<i>printed by MOE</i>
52	An Upside Down World	II	SR		Gambhiro Bikkhu	Buddha Dharma Education Association, Inc.Sydney Australia		6.46	<i>printed by MOE</i>
53	In The Dead of Night	II	SR	957984132	Gambhiro Bikkhu	Buddha Dharma Education Association, Inc.Sydney Australia	1999	10.12	<i>printed by MOE</i>
54	Love your Children the Right Way	II	SR	9748591808	Panyananda Bikkhu	Buddha Dharma Education Association, Inc.	2000		<i>printed by MOE</i>
55	Budhhism Key Stage One	II	SR	953692809	Jing Yin Ken Hudson	Budhhist Education Foundation (UK)	2000		<i>printed by MOE</i>
56	Story of the Buddha A Colouring Book	II	SR			Buddha Dharma Education Association, Inc.		15.60	<i>printed by MOE</i>
57	Anthology of Songs, Rhymes and Poems	III	TB	99936-0-315-5	CAPSD	Ministry of Education	2007	9.50	
58	English Curriculum Guide for Teachers, Class III	III	TG	99936-0-316-3	CAPSD	Ministry of Education	2007		
59	The True Son Book-1	III	R	99936-0-141-1	CAPSD	Ministry of Education	1992	4.50	
60	The Punakha Domchhoe Book-2	III	R	99936-0-150-0	CAPSD	Ministry of Education	1992	23.00	

61	Some Birds of Bhutan Book-3	III	R	99936-0-148-9	CAPSD	Ministry of Education	1992	22.00	
62	Druk Air Book-4	III	R	99936-0-147-0	CAPSD	Ministry of Education	1992	4.94	
63	How do Plants Provide Food?	III	R	99936-0-309-0	CAPSD	Ministry of Education	2007	4.56	
64	The Lion and the Hare	III	R	99936-0-336-8	CAPSD	Ministry of Education	2007		
65	English Reading & Literature, Class IV	IV	TB	99936-0-318-X	CAPSD	Ministry of Education	2007	52.00	
66	English Curriculum Guide for Teachers, Class IV	IV	TG	99936-0-	CAPSD	Ministry of Education	2007		
67	Story of the Buddha	IV	SR			Buddha Dharma Education Association, Inc. Sydney Australia		18.20	printed by MOE
68	Buddhism Key Stage Two	IV	SR	953692808	Jing Yin W.Y Ho	Budhhist Education Foundation (UK)	2002	16.34	printed by MOE
69	Who's The Boss?	IV	SR		Gambhiro Bikkhu	Buddha Dharma Education Association, Inc.			printed by MOE
70	Budhha's Tales for Young and Old: Volume 2- Illustrated	IV	SR	964176823	Interpreted by Ven.Kurunegoda Piyatissa Stories told by Todd Anderson	Buddha Dharma Education Association, Inc.		36.86	printed by MOE
71	English Reading & Literature, Class V	V	TB	99936-0-257-4	CAPSD	Ministry of Education	2006	54.20	
72	English Curriculum Guide for Teachers, Class V	V	TG	99936-0-258-2	CAPSD	Ministry of Education	2006	597.00	
73	English Reading & Literature, Class VI	VI	TB	99936-0-259-0	CAPSD	Ministry of Education	2006	58.00	
74	English Curriculum Guide for Teachers, Class VI	VI	TG	99936-0-260-6	CAPSD	Ministry of Education	2006		
75	English Reading & Literature, Class VII	VII	TB	99936-0-261-5	CAPSD	Ministry of Education	2006	46.80	
76	English Curriculum Guide for Teachers, Class VII	VII	TG	99936-0-262-0	CAPSD	Ministry of Education	2006		
77	English Reading & Literature, Class VIII	VIII	TB	99936-0-263-9	CAPSD	Ministry of Education	2006		
78	English Curriculum Guide for Teachers, Class VIII	VIII	TG	99936-0-264-7	CAPSD	Ministry of Education	2006		
79	English Reading & Literature, Class IX	IX	TB	99936-0-265-5	CAPSD	Ministry of Education	2005	33.60	
80	English Curriculum Guide for Teachers, Class IX	IX	TG	99936-0-234-5	CAPSD	Ministry of Education	2005	52.10	
81	English Reading & Literature, Class X	X	TB	99936-0-267-1	CAPSD	Ministry of Education	2005	35.00	
82	English Curriculum Guide for Teachers, Class X	X	TG	99936-0-235-3	CAPSD	Ministry of Education	2005	187.00	
83	English Reading & Literature, Class XI	XI	TB	99936-0-224-8	CAPSD	Ministry of Education	2005	45.70	
84	English Curriculum Guide for Teachers, Class XI	XI	TG	99936-0-217-5	CAPSD	Ministry of Education	2005	68.50	
85	English Reading & Literature, Class XII	XII	TB	99936-0-236-1	CAPSD	Ministry of Education	2005	47.00	

86	English Curriculum Guide for Teachers, Class XII	XII	TG	99936-0-237-X	CAPSD	Ministry of Education	2005	65.70	
87	English Curriculum Framework, Cl. PP-XII	PP-XII	RF	99936-0-218-3	CAPSD	Ministry of Education	2004	25.42	
88	Language Aloud...Allowed	PP-XII	RF		Gwen Mowbray				printed by MOE, new
89	Reading Techniques, Supplementary Reading Programme	PP-XII	RF	9936-0-256-6	CAPSD	Ministry of Education	2004		
Outside Publications								RRP (Nu.)	
1	Where's the Cat?	PP	SR	0-521-75115-2	Wendy Blaxland	Cambridge University Press	2002		
2	Fruit Salad	PP	SR	0521-75133-0	Christine Hayes	Cambridge University Press	2002		
3	Five Cockatoos	PP	SR	0-521-75127-6	Fivia Motti	Cambridge University Press	2002		
4	Podlet & Spike	PP	SR	0-521-751314-4	Andrew Plant	Cambridge University Press	2002		
5	Looking for Mum	PP	SR	0-521-75129-2	Andrew Plant	Cambridge University Press	2002		
6	Watch Out	PP	SR	0-521-75132-2	Andrew Plant	Cambridge University Press	2002		
7	Can you do this?	PP	SR	0-19-272418-5	Brian Wildsmith	Oxford University Press	2002		
8	All about Me	PP	SR	81-259-0748-3	Ayesha Das	Dikas Publishing house	2001		
9	Five Little Monkeys	PP	SR	81-7596-114-7	Kate Rattle	Foundation Book	2004		
10	Going to School	PP	SR	81-7596-125-2	Grace Halworth	Foundation Book	2004		
11	The Raven & the Fox	PP	SR	81-7496-120-1	Helen Depress	Foundation Book	2003		
12	Rosiel's Walk	PP	SR	0-02-0437-50-1	Pat Hutchins	Aladdin Paper Book	2003		
13	Two Babies (Big Book)	PP	SR	0-521-63572-1	Bill Gillham	Cambridge University Press	2000		
14	What's in a Box	PP	SR	0-521-63574-8	Bill Gillham	Cambridge University Press	1999		
15	Walking the Jungle	PP	SR	0-521-63457-1	Rechard Brown & Kate Ruttle	Cambridge University Press	2000		
16	Five Green Monster	PP	SR	0-521-63460-1	Juliet Partridge	Cambridge University Press	1999		
17	Alphabet chart	PP	C						
18	What for? (Big Book)	I	R						?
19	School Holidays	I	SR	0-521-75145-4	Jeanne Wells	Press Syndicate (University of Cambridge)	2002		

20	My Dad came to school	I	SR	0-521-75381-3	Peter Hayes	Press Syndicate (University of Cambridge)	2002		
21	A special dress	I	SR	0-521-75425-9	Kdel Wignell	Cambridge University Press	2002		
22	Hide & Seek	I	SR	0-521-75130-6	Andrew Plant	Cambridge University Press	2002		
23	Nobody quite like me	I	SR	0-521-75432-1	Remela Rushby	Cambridge University Press	2002		
24	The little red hen	I	SR	0-14-037817-0	Harriet Ziefert	Penguin Group	2995		
25	The Lion and the Mouse	I	SR	81-7596-119-8	Gerald Rose	Foundation Book	2000		
26	Bear in pod	I	SR	81-7596-129-4	Kete Ruttle	Foundation Book	2004		
27	Jerry-The Taxi diver	I	SR	0-521-75386-4	Muriel Osborne	Cambridge University Press	2002		
28	Picture Dictionary	I-III	SR	81-8327-024-7		Viva Books Pvt Ltd			
29	Animal Wrestlers	II	R	81-7596-144-9	Pourquoi	Foundation Book			
30	A Friend for Little Bear	II	R	0-7445-6874-10	Harry House	Walker Book			
31	Coyote Girl	II	R	81-7596-146-5	Rosalind Kerven	Foundation Book			
32	Going Home in the Rain	II	R		Nancy Strickland	CCO			
33	The River That Ran Away	II	R	99936-634-2-6	Louise Dorji	Tarayana Foundation			
34	Nado and Zangmo	II	SR		Jigme Lodgy	UNICEF Bhutan			
35	The Relatives Come	II	SR	0-689-71738-5	Cynthia Rolland	Aladdin Paper Back			
36	The Bear's Lunch	II	SR	0-14-56241-9	Pemela Allen	Penguin Group			
37	Sleeping Beauty	II	SR		Laby Bird Books	Laby Bird Books			
38	Beauty and the Beast	II	SR			Laby Bird Books			
39	Billy Goats Gruff	II	SR			Laby Bird Books			
40	Wild Weather	II	SR	0-7696-3178-10		Mc Graw Hill Children Publishing			
41	Dinosaur	II	SR	81-7596-116-3	Meredith Hooper	Foundation Book			
42	Bubbles	II	SR	81-7596-122-8	Phill Gates	Foundation Book			
43	How Bear Lost His Tail	II	SR	0-7608-8897-4	Catherine Dell	Sundance Publisher			
44	Knock, Knock	II	SR	0-19-272416-9	Brian Wildsmith	Oxford University Press		\$	4.24
45	Forest Bright Forest Night	II	SR	978-1-58469-089-		Dawn Publications		\$	7.95
46	The Big Shrink	III	R	81-7596-130-9	Rosemary Hayes	Foundation Book			
47	The Most Beautiful Child	III	R	81-7596-149-X	Debjani Chatterjee	Foundation Book			
48	Animal Senses	III	R	81-7596-137-6	Phil Gates	Foundation Book			
49	The Peace Ring	III	R	81-7596-134-1	Rosemary Hayes	Foundation Book			
50	Read a Rhyme, Write a Rhyme	III	R	81-7596-134-1	Jack Prelutsky	Foundation Book			

51	Zed's Bread	III	R	0-7445-6877-3	Mick Manning	Walker Book Ltd.			
52	Hiawatha's Kind heart	III	R	0-553-05592-5	Walt Disney	Bantam Book, Inc.	1986		
53	Bringing Rain to Kapatl Plain	III	R	0-590-42870-5	Verna Ardema	Scholastic Inc.	1981		
54	The Weather Drum	III	R	81-7596-151-1	Rosalind Kerven	Foundation Book			
55	Camouflage (Big Book)	III	SR	0-521-57694-6	Phil Gates	Foundation Book			
56	A Shoot of Corn	III	SR	81-7596-147-3	Richard Brown	Foundation Book			
57	Why do Sunflower face the Sun?	III	SR	0-590-24594	Terry Martin	Scholastic Canada Ltd.			
58	Why Zebras Black and White?	III	SR	0-590-24946-0	Terry Martin	Scholastic Canada Ltd.			
59	Four Seasons for Toby	III	SR	0-590-70927-5	Dorothy Jpan Harris	Scholastic Publication Ltd. London			
60	The Tomb of Nebamum	III	SR	0-521-63475-X	Meredith Hooper	Cambridge University Press			
61	The Slippery Planet	III	SR	81-7596-148-1	Rosemary Hayes	Cambridge University Press			
62	Eaglets World	III	SR	0-8075-1760-7	Evelyn Minshull	Albert Whitman and Company			
63	Nonsense (Big Book)	III	SR	0-521-63473-3	Richard Brown & Kate Ruttle	Canbridge University Press			
64	Raven	III	SR	0-590-48250-5	Gerald McDermot	Harcourt Brace Publishers			
65	Five Creepy Creatures	III	SR	0-590-92154-1	Judith Bauer Stamper	Scholastic Inc.			
66	Hope for the flowers	III	SR		Trina Paulus	Paulist Press	1865		
67	Grammer Builder 1	IV	TB		A.Amin etal	Cambridge University Press		120.00	
68	Grammer Builder 2	V	TB	0-521-54860-8	A.Amin etal	Cambridge University Press	2004, 2005	140.00	
69	Grammer Builder 3	VI	TB	0-521-54861-6	A.Amin etal	Cambridge University Press	2004, 2005	140.00	
70	Grammer Builder 4	VII	TB	0-521-54862-4	A.Amin etal	Cambridge University Press	2004, 2005	140.00	
71	Grammer Builder 5	VIII	TB	0-521-54863-2	A.Amin etal	Cambridge University Press	2004, 2005	140.00	
72	Oxford Practice Grammar	IX&X	TB	0-19-565472-2	Eastwood, John	Oxford University Press	1999, 2000, 2003	153.00	T/B 2006
73	Dawa, The Story of Stray Dog in Bhutan	IX	TB	99936-644-0-5	Kunzang Choden	Kunzang Choden (distribution by KMT)	2004	90.00	New 2006
74	The Giver	X	TB	0-395-64566-2	Lois Lowry	Houghton Mifflin Company, Boston (distribution by Viva Books Pvt Ltd, India)	1993	161.50	
75	Pride and Prejudice	XI	TB		Jane Austen	UBSPD		53.60	Elective

76	The Importance of Being Earnest	XI	TB		Oscar Wilde	Oxford University Press		32.40	<i>Elective</i>
77	Exploring Grammar in Context: Grammar reference and practice upper-intermediate and advanced	XI&XII	TB	0-521-56844-7	Ronald Carter, Rebecca Hughes and Michael MacCarthy	Cambridge University Press	2000	325.00	<i>New 2006</i>
78	Nineteen Twentieth Century Verse	XI&XII	TB		Chris Wood Head	Oxford University Press		138.70	<i>Elective</i>
79	Tess of the D'Urbervilles	XII	TB		Thomas Hardy	UBSPD		53.60	<i>Elective</i>
80	The Crucible	XII	TB		Arthur Miller	Penguin		235.50	<i>Elective</i>
81	Kindergarten Teacher's resource book	PP-III	RF	0-17-618662-X	Healy, Lynne, Hemming and et.al	Carol Stokes	2000		
82	Grades 1-2 Teacher's Resource book	PP-III	RF	0-17-620190-4	Healy, Lynne, Hemming and et.al	Carol Stokes	2004		
83	perfect poems With Strategies for Building Fluency (Grades 1-2)	PP-III	RF	0-439-43830-6S		Scholastic Inc.	2004		
84	The Art of Teaching writing	PP-III	RF	0-435-08246-9	Lucy McCormick Calkins	Heinemann	1986		
85	Writing Development Continuum	PP-III	RF	0-435-07249-8	Glenda Raison, education Department of Western Australia	Addison WesleyLongman Australia	1994		
86	Word Games (Grade 1-2)	PP-III	RF	0-88724-955-8	Janie Schimidt	Carson-Dellosa Publishing Company, Inc.	2003		
87	Word Games (Grade 3-4)	PP-III	RF	0-88724-956-6	Mary Newmaster	Carson-Dellosa Publishing Company, Inc.	2003		
88	Spelling: Sharing the Secrets	PP-III	RF	0-7715-1780-7	Ruth Scottt	Gage Education Publishing Company	1993		
89	Word Matters	PP-III	RF	0-325-00051-4	Gay Su Pinnell and Irene C. Fountas	Heinemann, Portsmouth, NH	1998		
90	Portfolio Assessment	PP-III	RF	0-590-49183-0	Allan.A. De. Fina	Scholastic Inc.	1993		
91	Portfolios in the Classroom: A teacher's Sourcebook	PP-III	RF	0-590-49273-X	J.Clemmons, L. Laase, D. Cooper, N. Areglado, M. Dill	Scholastic Inc.	1993		
92	Working with Young Children	PP-III	RF	1-56637-824-9	Judy Herr	The Goodheart-Willcox Company, Inc.	2002		
93	More Phonics Through Poetry	PP-III	RF	0-673-36346-5	babs Bell Hajdusiewiez	Good Year Book	1999		
94	The Grammar Handbook 1	PP-III	RF		Sara Wernham and Sue Lloyd	Jolly Learning	2000		
95	Learning to Teach....not just for beginners	PP-III	RF	0-439-5678-9	Linda Shalaway	Scholastic Inc.	2005		

96	Quick Practice, Writing Skills	PP-III	RF	81-7655-353-0	Marcia Miller and martin Lee	Scholastic India Pvt. Ltd..	2004		
97	30 Wonderful Word Family Games	PP-III	RF	0-439-20153-5	Joan Novelli	Scholastic India Pvt. Ltd.	2003		
98	40 Rubrics and Checklists to assess Reading and Writing	PP-III	RF	0-590-01787-X	Adele Fiderer	Scholastic Inc.	1999		
99	Literacy Place for early the early years, planning giude, Grade k-3	PP-III	RF	0-7791-5315-4	Anne Brailsford,Tony Stead	Scholastic Canada Ltd.	2006		
100	Literacy Place for early years, Reading Guide, Grade 1	PP-III	RF	0-7791-5354-5	Anne Brailsford,Tony Stead	Scholastic Canada Ltd.	2006		
101	Literacy Place for early years, Grade 1	PP-III	RF	0-7791-5355-3	Anne Brailsford,Tony Stead	Scholastic Canada Ltd.	2006		
102	Literacy Place for early years, Grade 1	PP-III	RF	0-7791-5356-1	Anne Brailsford,Tony Stead	Schilastic Canada Ltd.	2006		
103	Word Sense, Level C	PP-I	RF	0-7747-0292-3	David Booth, Jack Booth, Jophenix, Doreen Scoot-Dunne	Meadow Book Press, A division of Brace & Company,Canada	1994		
104	Games for Children	PP-III	RF	0-19-437224-4	Gordon Lewis with Gunther Bedson	Oxford University Press	2003		
105	The Phonics Handbook	PP-III	RF	1-870946-081	Sue Lloyd	Jolly Learning	2004		
106	Literary Techniques: For building Successful readers and Writers	II & III	RF	1-55138-078-1	David Booth,	Pembroke Publishers Ltd. Ontario, Canada.	1996		
107	Literary for the 21st Century: A Balanced Approach(4th edition)	II & III	RF	0-13-119076-8	Gail E. Tompkins	Pearson Education, Inc. New Jersey	2006		
108	Teachings Phonics and word Study in Intermediate Grades	II & III	RF	0-439-16352-8	Wiley Blevins	Scholastic Inc. USA	2001		
109	Living Literature:Using Children's Literature to Support Reading and Language Arts	II & III	RF	0-13-398199-1	Wendy C. Kasten, Janice V. Kristo, Amy A. McClure	Pearson Education, Inc. New Jersey	2005		
110	Language Arts:Grades 1-2 Teacher's Resource Book.	II & III	RF	0-17-6202190-4	Miriam P.Trehearne	Nelson	2004		
111	Learning Phonics and spelling in a Whole Language Classroom	II & III	RF	0-59-49148-2	Debbie Powell and David Hornby	Scholastic Inc, 730 Broadway, New York	1993		
112	The Literacy Center	II & III	RF	1-57110-3503	Lesley Mandel Morrow	Stenhouse Publishers	2002		
113	Cambridge Reading, Teacher,s Guide	II & III	RF	81-7596-158-9	Richard Brown, Peta Cato, Frances James and Kate Ruttle	Foundation Books, New Delhi	2001		
114	Sing A Song Of Popcorn	II & III	RF	0-590-43974-X	Selected by Beatrice Schenk de Regnires Eva Moore, Mary Michaels White, Jan Carr.	Scholastic Inc. New York	1998		

115	Read A Rhyme, Write Write A rhyme.	II & III	RF	0-375-82286-0	Selected by Jack Prelutsky	Alfred A. Knopf	2005		
116	Perfect Poems	II & III	RF	0-439-43830-6	Meish Goldish et.al	Scholastic Inc.	2001		
117	Literacy: Helping Children Construct Meaning, 6th edition	PP-XII	RF	0-618-47393-9	J.David Cooper	Houghton Mifflin Co., MA, USA	2006		New 2007
118	Portfolio Assessment for your Whole Language Classroom	PP-XII	RF	1-55734-145-1	Julia Jasmine	Teacher Ceated Materials, Inc., USA	1992		New 2007
119	An Introduction to Using Portfolios in the Classroom	PP-XII	RF	0-87120-290-5	Charlotte Danielson, Leslye Abrutyn	Supervision and Curriculum Development, USA	1997	USD 10.95	New 2007
120	Portfolio Assessment	PP-XII	RF	0-590-49183-0	Allan A. De Fina	Scholastic Professional Books, USA (distribution by Scholastic India Pvt. Ltd)	1992	Rs. 175	New 2007
121	A Teacher's Guide to Creating Portfolios: For Success in School, Work and Life	PP-XII	RF	0-915793-74-1	Martin Kimeldorf	Free Sprit Publishing Inc. USA	1994	USD 14.95	New 2007
122	Rubrics: A Handbook for Construction and Use	PP-XII	RF	1-56676-652-4, 81-309-0500-0 (India)	Edited by Germaine L. Taggart and others (Viva Books Pvt Ltd, India)	The Rowman & Littlefield Pub Group Inc (distribution by Viva Books Pvt Ltd, India)	2007	32.95	New 2007
123	Designing Rubrics for K 6 Classroom Assessment	PP-XII	RF	0-926842-86-2	Debbie Rickards, Earl Cheek, Jr.	Christopher Gordan Publishers, Inc., MA, USA	1999		New 2007
124	Scoring Rubrics in the Classroom	PP-XII	RF	978-81-7829-774-3	Judith Arter, Jay McTighe	Corwin Press, Inc. (distribution by Sage Pub India Pvt Ltd)	2001		New 2007
125	Student Generated Rubrics	PP-XII	RF	81-317-0991-4	Larry Ainsworth, Jan Christinson	Dorling Kindersley (India) Pvt Ltd	1998, 2007	USD 23.93	New 2007
126	Graded Spell-Well Wordbooks 2	II	RF	NA	Aggarwala N.K	Goyal Bros. Prakashan	2003	24.00	
127	Simple Parts of Speech	II-III	RF	NA	Aggarwala N.K	Goyal Bros. Prakashan	2003	38.00	
128	Graded Spell-Well Wordbooks 3	III	RF	NA	Aggarwala N.K	Goyal Bros. Prakashan	2003	24.00	
129	Graded Spell-Well Wordbooks 4	IV	RF	NA	Aggarwala N.K	Goyal Bros. Prakashan	2003	22.00	
130	The Grammar Tree 1	I	RF	0-19-565624-5	Indranath Guha	Oxford University Press	2001	35.00	
131	The Grammar Tree 2	II	RF	0-19-565625-3	Indranath Guha	Oxford University Press	2001	39.00	
132	The Grammar Tree 3	III	RF	0-19-565626-1	Indranath Guha	Oxford University Press	2001	43.00	
133	The Grammar Tree 4	IV	RF	0-19-565627-X	Indranath Guha	Oxford University Press	2001	46.00	
134	Oxford Reading Circle (Primer)	PP	RF	0-19-566161-3	Nicholas Horsburgh	Oxford University Press	2003	30.00	

135	Oxford Reading Circle Book 1	I	RF	0-19-566162-1	Nicholas Horsburgh	Oxford University Press	2003	44.00	
136	Oxford Reading Circle Book 2	II	RF	0-19-566163-X	Nicholas Horsburgh	Oxford University Press	2003	46.00	
137	Oxford Reading Circle Book 3	III	RF	0-19-566164-8	Nicholas Horsburgh	Oxford University Press	2003	50.00	
138	Oxford Reading Circle Book 4	IV	RF	0-19-566165-6	Nicholas Horsburgh	Oxford University Press	2003	52.00	
139	Language in Use - Beginner (Classroom Book)	IV	RF	81-7596-211-0	Adrian Doff and etal	Cambridge University Press	2004	195.00	
140	Language in Use - Beginner (Self Study with Answer Key)	IV	RF	81-7596-211-9	Adrian Doff and etal	Cambridge University Press	2004	125.00	
141	Language in Use - Beginner (Teacher's Book)	IV	RF	0-521627044	Adrian Doff and etal	Cambridge University Press	2004	190.40	
142	Language in Use-Pre - Intermediate (Classroom Book)	V-VI	RF	81-7596-219-4	Adrian Doff and etal	Cambridge University Press	2001	150.00	
143	Language in Use-Pre - Intermediate (Self Study Workbook)	V-VI	RF	81-7596-220-8	Adrian Doff and etal	Cambridge University Press	2001	125.00	

144	Language in Use-Pre - Intermediate (Teacher's Book)	V-VI	RF	0-521774047	Adrian Doff and etal	Cambridge University Press	2001	695.00	
145	Language in Use - Intermediate (Classroom Book)	VII-VIII	RF	81-7596-221-6	Adrian Doff and etal	Cambridge University Press	2001	195.00	
146	Language in Use - Intermediate (Self Study Workbook)	VII-VIII	RF	81-7596-222-4	Adrian Doff and etal	Cambridge University Press	2001	97.50	
147	Language in Use - Intermediate (Teacher's Book)	VII-VIII	RF	0-521435536	Adrian Doff and etal	Cambridge University Press	2001	535.00	
148	Meaning into words, Intermediate Student's book (with Cassette)	IX-X	RF	81-7596-007-8	A.Doff,C Jones &K Mitchell	Cambridge University Press	1997	65.00	
149	Meaning into words, Intermediate Test book (with Drills Cassette)	IX-X	RF	81-7596-010-8	A.Doff,C Jones &K Mitchell	Cambridge University Press	2002	65.00	
150	Meaning into words, Intermediate Work book	IX-X	RF	81-7596-009-4	A.Doff,C Jones &K Mitchell	Cambridge University Press	2002	30.50	
151	Meaning into words, Intermediate Teacher's book	IX-X	RF	81-7596-008-6	A.Doff,C Jones &K Mitchell	Cambridge University Press	2002	103.00	
152	Mastering English Literary Terms	IX-XII	RF	0-33-336108-4	Richard Gill	Macmillan India Ltd.	1994	65.00	
153	Practical English Usage	IX-XII	RF	0-1943892-6	Michael Swan	Oxford University Press	1980, 1995, 2002	164.00	
154	Cambridge International Dictionary of Phrasal Verbs	IX-XII	RF	0-521-63453-9		Cambridge University Press	1997	155.00	
155	A Practical English Grammar	IX-XII	RF	0-19-562053-4	A.J.Thomson & A.V.Martinet	Oxford University Press	1960, 1969, 1980, 1986, 2003	99.63	
156	Reading & Study Strategies	IX-XII	RF	0-19-564289-9	Nirmala Ballara	Oxford University Press	1998, 2002	92.82	
157	Punctuations	IX-XII	RF	0-19-860439-4	Robert Allen	Oxford University Press	2002	109.50	
158	Spelling	IX-XII	RF	0-19-566998-3	Robert Allen	Oxford University Press	2002	127.75	
159	Intermediate English Grammar	XI-XII	RF	81-85618-51-8	Raymond Murphy	Cambridge University Press	1992, 1994	81.00	
160	Language and Linguistics: An Introduction	IX-XII	RF	0-521-54088-7	John Lyons	Cambridge University	1981	202.50	<i>New 2006</i>
161	Oxford Elementary Learner's Dictionary	IV-VI	D	0-19-564047-0	Angela Crawley	Oxford University Press	1994	105.00	
162	Oxford Student Learner's Dictionary	VII-XII	D	0-19-4315401	Miranda Steel	Oxford University Press	2000	160.00	
163	Cambridge Advanced Learner's Dictionary	PP-XII	D	0-521-68683-0		Cambridge University Press	1995		
164	International Dictionary of Idioms	VII-XII	D	0-521-68598-2		Cambridge University Press	1998	200.00	<i>New 2007</i>

*** Same book used for multiple grades**

TB (Textbook), TG (Teacher's Guide), WB (Workbook), R (Reader), BB (Big Book), SR (Supplementary Reader), RF (Reference), D (Dictionary)

MATHEMATICS, Classes PP - XII

Sl. No.	Title of books	Class	Category	ISBN	Author	Publisher	Year of Pub. & Revisions	Printing Cost (Nu)	Remarks
	CAPSD Publications								
1	Mathematics Teachers' Manual for Class PP	PP	TG	99936-0-157-8	CAPSD	Ministry of Education	1985, 1987, 1988, 1991, 1997	1304.83	
2	Mathematics Teachers' Manual for Class I	I	TG	99936-0-158-6	CAPSD	Ministry of Education	1985, 1987, 1990, 1992, 1997	294.00	
3	Mathematics Teachers' Manual for Class II	II	TG	99936-0-159-4	CAPSD	Ministry of Education	1985, 1987, 1988, 1991, 1997	392.00	
4	Mathematics Teachers' Manual for Class III	III	TG	99936-0-160-8	CAPSD	Ministry of Education	1985, 1987, 1988, 1991, 1997	392.00	
5	Mathematics Handbook for Class IV	IV	TG	99936-0-161-6	CAPSD	Ministry of Education	1997	21.80	
6	Understanding Mathematics Textbook for Class IV	IV	TB	99936-0-	CAPSD	Ministry of Education	2008		<i>new 2009</i>
6	Teacher's Guide to Understanding Mathematics Textbook for Class IV	IV	TG	99936-0-	CAPSD	Ministry of Education	2007		<i>new 2009</i>
7	Understanding Mathematics Textbook for Class-V	V	TB	99936-0-320-1	CAPSD	Ministry of Education	2007		
8	Mathematics Handbook for Class V	V	TG	99936-0-162-4	CAPSD	Ministry of Education	1997	19.95	
9	Teacher's Guide to Understanding Mathematics Textbook for Class-V	V	TG	99936-0-325-2	CAPSD	Ministry of Education	2007		
10	Understanding Mathematics Textbook for Class VI	VI	TB	99936-0-	CAPSD	Ministry of Education	2008		<i>new 2009</i>
11	Teacher's Guide to Understanding Mathematics Textbook for Class VI	VI	TG	99936-0-	CAPSD	Ministry of Education	2007		<i>new 2009</i>
12	Mathematics Handbook for Class VI	VI	TG	99936-0-163-2	CAPSD	Ministry of Education	1997	57.88	

13	Understanding Mathematics Textbook for Class-VII	VII	TB	99936-0-322-8	CAPSD	Ministry of Education	2007		
14	Teacher's Guide to Understanding Mathematics Textbook for Class-VII	VII	TG	99936-0-327-9	CAPSD	Ministry of Education	2007		
15	Mathematics Handbook for Class -VII	VII	TG	99936-0-164-0	CAPSD	Ministry of Education	1996	29.14	
16	Understanding Mathematics Textbook for Class VIII	VIII	TB	99936-0-	CAPSD	Ministry of Education	2008	52.00	<i>new 2009</i>
17	Teacher's Guide to Understanding Mathematics Textbook for Class VIII	VIII	TG	99936-0-	CAPSD	Ministry of Education	2007	345.00	<i>new 2009</i>
18	Mathematics Handbook for Class VIII	VIII	TG	99936-0-165-9	CAPSD	Ministry of Education	1996	34.55	
19	Mathematics Curriculum Framework, Cl. PP-XII	PP-XII	RF	99936-0-271-X	CAPSD	Ministry of Education	2005	90.00	
20	Understanding Mathematics, Textbook for Class IX	IX	TB	99936-0-272-8	CAPSD	Ministry of Education	2006	60.80	
21	Teacher's Guide to Understanding Mathematics Textbook for Class IX	IX	TG	99936-0-273-6	CAPSD	Ministry of Education	2006	400.00	
22	Understanding Mathematics, Textbook for Class X	X	TB	99936-0-274-4	CAPSD	Ministry of Education	2006	60.00	
23	Teacher's Guide to Understanding Mathematics Textbook for Class X	X	TG	99936-0-275-2	CAPSD	Ministry of Education	2006	306.00	
24	BHSEC Mathematics Curriculum Guide for Teachers, class XI	XI	TG	99936-0-276-0	CAPSD	Ministry of Education	2005	650.00	
25	BHSEC Mathematics Curriculum Guide for Teachers, class XII	XII	TG	99936-0-277-9	CAPSD	Ministry of Education	2005	1277.00	

	Outside Publications							RRP (Nu.)	
1	Systematic Mathematics 2	II	TB	99936-0-159-4	S.K. Malhotra, Y.P Verma	Sultan Chand & Sons (P) Ltd	1995, 2001	59.40	
2	Systematic Mathematics 3	III	TB	NA	S.K. Malhotra, Y.P Verma	Sultan Chand & Sons (P) Ltd	1995, 2001	59.50	
3	ISC Mathematics Book I for class XI	XI	TB	81-219-0521-4	O.P.Malhotra, S.K Gupta	S. Chand & Company Ltd.	1991, 2001	237.00	
4	ISC Mathematics, Book II for class XII	XII	TB	81-219-0556-7	O.P.Malhotra S.K Gupta	S. Chand & Company Ltd.	1991, 2001	348.50	
5	ISC Business Mathematics, Class XI	XI	TB	81-7663-897-8	N.K. Nag	Kalyani Publishers	1996, 1998, 2001, 2006	239.00	
6	ISC Business Mathematics, Class XII	XII	TB	81-272-0693-8	N.K. Nag	Kalyani Publishers	2001, 2006	252.00	
* 7	Scientific Calculator FX 82-100	IX-XII	CL						<i>Rural schools only (Issue criteria as that of stationery items)</i>

*** Same book used for multiple grades**

TB (Textbook), TG (Teacher's Guide), RF (Reference), CL (Calculator)

SCIENCE, Classes IV - VIII

Sl. No.	Title of books	Class	Category	ISBN	Author	Publisher	Year of Pub. & Revisions	Printing Cost (Nu)	Remarks
	CAPSD Publications								
1	Science Class Four	IV	TB	99936-0-166-7	CAPSD	Ministry of Education	1991, 1992, 2007	33.50	
2	Primary Science, Class IV, An Activity Guide for Teachers	IV	TG	99936-0-027-X	CAPSD	Ministry of Education	1991, 1992, 1993, 2007	28.63	
* 3	Teaching Primary Science, A Teacher Guide, Classes IV - VI	IV-VI	TG	99936-0-167-5	CAPSD	Ministry of Education	1993, 2007	50.18	
* 4	Science Laboratory Management, A Guidebook for Schools, Classes PP-X	PP-X	RF	99936-0-182-9	CAPSD	Ministry of Education	1999, 2004	84.03	
5	Science Class Five	V	TB	99936-0-028-8	CAPSD	Ministry of Education	1992, 2007	31.50	
6	Primary Science, Class V, An Activity Guide for Teachers	V	TG	99936-0-029-6	CAPSD	Ministry of Education	1992, 2007	27.60	
7	Science Class Six	VI	TB	99936-0-030-X	CAPSD	Ministry of Education	1991, 1992, 2007	26.50	
8	Primary Science, Class VI, An Activity Guide for Teachers	VI	TG	99936-0-031-8	CAPSD	Ministry of Education	1992, 2007	30.00	
9	Science for Class VII Learning Science Through Environment	VII	TB	99936-0-178-0	CAPSD	Ministry of Education	1999, 2007	24.50	
10	Science for Class VII Teachers' Manual & Syllabus	VII	TG	99936-0-179-9	CAPSD	Ministry of Education	1999, 2007	58.50	
11	Science for Class VIII Learning Science Through Environment	VIII	TB	99936-0-180-2	CAPSD	Ministry of Education	2000, 2007	31.50	
12	Science for Class VIII Teachers' Manual & Syllabus	VIII	TG	99936-0-181-0	CAPSD	Ministry of Education	2000, 2007	48.82	
* 13	Outdoor Education, A guidebook for teachers	PP-XII	TG	99936-0-199-3	CAPSD	Ministry of Education	2000	35.30	
	Outside Publications							RRP (Nu.)	
* 1	Excellence in Science (Vol. 3)	IV-VI	RF	NA	Dr. Krishan Chand	Prachi India Pvt. Ltd.	2003	57.00	
* 2	Excellence in Science (Vol. 4)	IV-VI	RF	NA	Dr. Krishan Chand	Prachi India Pvt. Ltd.	2003	62.00	
* 3	Excellence in Science (Vol. 5)	IV-VI	RF	NA	Dr. Krishan Chand	Prachi India Pvt. Ltd.	2003	70.00	
* 4	New Horizons, Science Resource Book for Children	IV-VIII	RF	05-21397-928	Chris Brown	Cambridge University Press	2000	144.00	
* 5	Essential Science	IV-VIII	RF	NA	Philippa Wingate, Cline Gifford	Goyal Brothers Prakashan	1992	85.00	
* 6	Learning Elementary Science and Technology for cl.8 (CD)	IV-VIII	RF	NA	V.K.Sally, A.K.Aggarwal	Goyal Brothers Prakashan	2002	122.90	

*7	Learning Elementary Science and Technology for cl.6 (CD)	IV-VIII	RF		V.K.Sally, A.K.Aggarwal	Goyal Brothers Prakashan	2002	106.30	
* 8	Learning Elementary Science and Technology for cl.7 (CD)	IV-VIII	RF		V.K.Sally, A.K.Aggarwal	Goyal Brothers Prakashan	2002	114.50	
* 9	Basic Concepts of Science and Technology (for Middle Schools) Vol-I	IV-VIII	RF	81-7289-300-0	A. Aggarwal & J. Aggarwal	Ambar Parkashan	2003	137.60	
* 10	Basic Concepts of Science and Technology (for Middle Schools) Vol-II	VI-VIII	RF	81-7289-301-9	A. Aggarwal & J. Aggarwal	Ambar Parkashan	2003	156.00	
* 11	Basic Concepts of Science and Technology (for Middle Schools) Vol-III	IV-VIII	RF	81-7289-302-7	A. Aggarwal & J. Aggarwal	Ambar Parkashan	2003	156.00	
* 12	Oxford Consice Science Dictionary	IV-VIII	RF	0-19-566991-6		Oxford University Press	1996	245.00	

*** Same book used for multiple grades**

TB (Textbook), TG (Teacger's Guide), RF (Reference)

SCIENCE (Physics), Classes IX - XII

Sl. No.	Title of books	Class	Category	ISBN	Author	Publisher	Year of Pub. & Revisions	RRP (Nu.)	Remarks
	Outside Publications								
1	ICSE Innovative Physics for class IX	IX	TB	NA	R.C. Sethi	Good Luck Publishers Ltd.	2003	127.00	
2	Concise Practical Physics for Class IX	IX	RF	NA	R.P.Goyal, Archana Goyal	Selina Publishers	2003	53.00	
3	ICSE Innovative Physics for class X	X	TB	NA	R.C. Sethi	Good Luck Publishers Ltd.	2003	127.90	
4	Concise Practical Physics for Class X	X	RF	NA	R.P.Gopal, Archana Goyal	Selina Publishers	2003	61.00	
* 5	Coordinated Science Physics	IX&X	RF	81-7596-057-4	Mary Jones	Cambridge University Press	1999	195.00	
6	ISC Practical Physics (Vol 1) for cl.XI	XI	TB	81-209-0680-2	K.K. Mohindroo	Pitambar Publishing Co.	1983, 1992, 1994, 1998, 2003	106.00	
7	ISC Physics for Class XI	XI	TB	81-272-0732-2	K.N. Sharma	Kalyani Publishers	1993, 1995, 1999, 2003	313.00	
8	Numerical Problems in Physics, Part I, Class XI	XI	RF	81-272-1405-1	K.N. Sharma, M.K.Chanana	Kalyani Publishers	2001, 2004	160.00	
9	ISC Practical Physics (Vol 2) for cl.XII	XII	TB	81-209-0216-5	K.K. Mohindroo	Pitambar Publishing Co.	1983, 1992, 1994, 1998	106.00	
10	ISC Physics (for class XII)	XII	TB	81-7663-102-7	K.N. Sharma	Kalyani Publishers	1993, 1995, 1999, 2000, 2004	313.00	
* 11	Physics	IX-XII	RF	81-7663-954-0	Gilbert Rowell	Cambridge University Press	1987	1012.00	
* 12	Advanced Physics	XI&XII	RF	0-7195-8605-4	Tom Duncan	John Murray Publishers Ltd. (UK), Cambridge University Press, Foundation Books, India	1973, 1994	1190.00	
* 13	The Elements of physics	XI&XII	RF	0-19-566327-6	I.S. Grant, W.R. Phillips	Oxford University Press	2001, 2002	395.00	
* 14	Oxford Dictionary of Physics	IX&XII	RF	0-19-566924-X	Alan Isaacs	Oxford University Press	1985, 1990, 1996, 2000	182.50	
15	Numerical Problems in Physics, Part II, Class XII	XII	RF	81-272-1406-X	K. N. Sharma, M. K. Chanana	Kalayani Publishers	2001, 2004	143.00	
16	Physics for class XI	XI	RF			NCERT		350.00	
17	Physics for class XII	XII	RF			NCERT		350.00	

* **Same book used for multiple grades**

TB (Textbook), RF (Reference)

SCIENCE (Chemistry), Classes IX - XII

Sl. No.	Title of books	Class	Category	ISBN	Author	Publisher	Year of Pub. & Revisions	RRP (Nu.)	Remarks
	Outside Publications								
1	ICSE Chemistry Vol. I for Class IX	IX	TB	81272-0714-4	K.L. Chugh	Kalyani Publishers	2000, 2003	114.00	
2	ICSE Concise Chemistry Practical Part I	IX	RF		Dr. S.P. Singh	Selina Publishers	2003	61.45	
3	ICSE Chemisrty 9	IX	RF	81-7633-010-8	Anita Prasad	General Printers & Publishers	1995, 2002	170.00	
4	ICSE Chemistry Vol. II for Class X	X	TB	81-272-1955-X	K.L. Chugh	Kalyani Publishers	2001, 2004, 2005	144.00	
5	ICSE Concise Chemistry Practical Part II	X	RF		Dr. S.P. Singh	Selina Publishers	2003	61.00	
6	ICSE Chemistry 10	X	RF		Anita Prasad	General Printers & Publishers	1995	165.00	
* 7	New Edition Chemistry	IX&X	RF	81-7596-157-0	Richard Harwood	Cambridge University Press	2002, 2003	284.00	
* 8	Coordinated Science Chemisrty	IX&X	RF	81-7596-056-6	Mary Jones, Geoff Jones, David Acaster	Cambridge University Press	1999	195.00	
9	ISC Chemistry Book I for class XI	XI	TB	81-219-0802-7	R.D. Madan, B.S. Bisht	S.Chand & Company Ltd	1991, 2003	265.00	
10	ISC Practical Chemistry Vol I	XI	TB	81-209-0720-5	Dr. Vikas C. Garg	Pitamber Pub. Com (p) Ltd	1983, 1985, 1989, 1992, 1993	81.00	
11	ISC Chemistry Book II for Class XII	XII	TB	81-219-1543-0	R.D. Madan, B.S. Bisht	S.Chand & Company Ltd	1992, 1999	352.00	
12	ISC Practical Chemistry Vol II	XII	TB	81-209-0217-3	Dr. Vikas C. Garg	Pitamber Pub. Com (p) Ltd	1983, 2000	90.00	
* 13	Oxford Dictionary of Chemistry	IX&XII	RF	0-19-566995-9	Edited by: John Daintith	Oxford University Press	1985, 1990, 1996, 2000	185.00	
* 14	Chemistry, IGCSE	IX-XII	RF		B. Earl, L.B.R. Wilford	Cambridge University Press		990.00	
* 15	Advanced Chemistry, Physical and Industrial	XI&XII	RF	81-7596-156-2	Philip Mathews	Cambridge University Press	2003	801.00	
16	Chemistry for class XI	XI	RF			NCERT		350.00	
17	Chemistry for class XII	XII	RF	81-7450-190-8		NCERT		350.00	

* **Same book used for multiple grades**

TB (Textbook), RF (Reference)

SCIENCE (Biology), Classes IX - XII

Sl. No.	Title of books	Class	Category	ISBN	Author	Publisher	Year of Pub. & Revisions	Printing Cost (Nu)	Remarks
CAPSD Publications									
1	Natural Resources of Bhutan and their conservation, Supplementary Text for Biology, class XI	XI	TB	99936-0-209-4	CAPSD	Ministry of Education	2004	164.00	
2	Tissue Culture Practices in Bhutan, A Supplementary Text for Biology, Cl. XII	XII	TB	99936-0-223-X	CAPSD	Ministry of Education	2005	71.98	New 2006
								RRP (Nu.)	
Outside Publications									
1	ICSE Concise Biology Part I, Class IX	IX	TB	NA	Dr.H.S. Vishnoi, Mrs. Rekha Kumar	Selina Publishers	2003	122.00	
2	Concise Practical Biology for Class IX	IX	RF	NA	Dr. H.S.Vishnoi, Susobhan Mukherjee	Selina Publishers	2003	65.45	
3	A textbook of ICSE Biology, Class IX	IX	RF	NA	Anita Prasad	General Printers & Publishers	1993, 2000	167.00	
4	ICSE Concise Biology Part II, Class X	X	TB	NA	Dr.H.S.Vishnoi, Mrs. Rekha Kumar	Selina Publishers	2003	140.00	
5	Concise Practical Biology for Class X	X	RF	NA	Dr. H.S.Vishnoi	Selina Publishers	2002	65.00	
6	A textbook of ICSE Biology, Class X	X	RF	81-7633-007-8	Anita Prasad	General Printers & Publishers	1993, 2000	184.00	
* 7	Coordinated Science, Biology	IX-X	RF	81-7596-055-8	Mary Jones, Geoft Jones	Cambridge University Press	1998,	195.00	
8	A complete course in ISC Biology Vol I	XI	TB	81-209-0822-8	Dr (Mrs.) V.B.Rastogi	Pitamber Pub. Co. (P) Ltd.	1993, 2003	449.00	
9	ISC Practical Biology Vol. I for Class XI	XI	TB	81-209-0913-5	Dr (Mrs.) V.B. Rastogi	Pitamber Pub. Co. (P) Ltd.	1993, 1997, 1999, 2000, 2001	106.45	
10	ISC Practical Biology Vol. II for Class XII	XII	TB	81-209-0920-8	Dr (Mrs.) V.B. Rastogi	Pitamber Pub. Co. (P) Ltd.	1993, 1997, 1999, 2000, 2001	106.00	
11	A complete course in ISC Biology Vol II	XII	TB	81-209-0823-6	Dr (Mrs.) V.B. Rastogi, B. Kishore	Pitamber Pub. Co. (P) Ltd.	1993, 1996, 1999	450.00	
* 12	Oxford Dictionary of Biology	IX-XII	RF	0-19-566993-2	OUP	Oxford University Press	1985, 1990, 1996, 2000	182.00	
* 13	Biological Science, 3rd edition	XI-XII	RF	05-521-63923-9	D.J.Taylor, N.P.O. Green, G.W. Stout	Cambridge University Press	1984, 1990, 1997	450.00	
* 14	Advanced Biology Principles & Application	XI-XII	RF	0-7195-8604-6	C.J.Clegg, D.G.Mackean	John Murray Pub. Ltd. (UK), Cambridge University Press	1994, 2000	1048.00	
15	Biology for class XI	XI	RF			NCERT		161.00	
16	Biology for class XII	XII	RF	81-7454-181-1		NCERT		150.00	

* Same book used for multiple grades

TB (Textbook), RF (Reference)

THAKHOR LOBJONG (EVS), Classes PP - III

Sl. No.	Title of books	Class	Category	ISBN	Author	Publisher	Year of Pub. & Revisions	Printing Cost (Nu)	Remarks
	CAPSD Publications								
1	Thakhor Lobjong Losar Jongdep	PP	WB	99936-0-211-6	CAPSD	Ministry of Education	2004	15.30	
2	Thakhor Lobjong Losar Lopengi Lagdep	PP	TG	99936-0-043-1	CAPSD	Ministry of Education	1994, 1995	120.00	
3	Thakhor Lobjong Loprim Dangpa Lopengi Lagdep	I	TG	99936-0-044-X	CAPSD	Ministry of Education	1997, 2002	128.30	
4	Thakhor Lobjong Loprim Nyipa Lopengi Lagdep	II	TG	99936-0-045-8	CAPSD	Ministry of Education	1998, 2002	133.50	
5	Thakhor Lobjong Loprim Sumpa Lopengi Lagdep	III	TG	99936-0-046-6	CAPSD	Ministry of Education	1999, 2002	160.00	
* 6	Dzongkha Thakhor Lobjong Pari Tshigzoed	PP-III	RF	99936-0-198-5	CAPSD	Ministry of Education	2000	78.40	
7	Thakhor Lobjong Mingdep, Losar Loprim	PP	RF	99936-0-094-6	CAPSD	Ministry of Education	1999	25.00	
8	Thakhor Lobjong Mingdep, Loprim Dangpa	I	RF	99936-0-189-6	CAPSD	Ministry of Education	1999	21.66	
9	Thakhor Lobjong Mingdep, Loprim Nyipa	II	RF	99936-0-190-X	CAPSD	Ministry of Education	1999	19.00	
10	Thakhor Lobjong Mingdep, Loprim Sumpa	III	RF	99936-0-191-8	CAPSD	Ministry of Education	1999	27.26	
	LOCAL Publications							RRP (Nu.)	
* 1	Thakhor Lobjong Losar Lhagdep	PP	RF	99936-10-02-X	Kuenzang Thinley	KMT Publisher	2000	38.47	
* 2	Thakhor Lobjong Lhagdep Dangpa	I	RF	99936-10-03-8	Kuenzang Thinley	KMT Publisher	2000	57.00	
* 3	Thakhor Lobjong Lhagdep Nyipa	II	RF	99936-10-04-6	Kuenzang Thinley	KMT Publisher	2000	66.50	
* 4	Thakhor Lobjong Lhagdep Sumpa	III	RF	99936-10-05-4	Kuenzang Thinley	KMT Publisher	2000	76.00	

* *Same book used for multiple grades*

WB (Workbook), TG (Teacher's Guide), RF (Reference)

SOCIAL STUDIES, Classes IV - VI

Sl. No.	Title of books	Class	Category	ISBN	Author	Publisher	Year of Pub. & Revisions	Printing Cost (Nu.)	Remarks
	CAPSD Publications								
1	Social Studies Class Four Student Book	IV	TB	99936-0-183-7	CAPSD	Ministry of Education	1992, 2002, 2006	29.00	
2	Social Studies Class Four Teachers' Manual	IV	TG	99936-0-184-5	CAPSD	Ministry of Education	1991, 2003, 2005	482.04	
3	Social Studies Class Five Student Book	V	TB	99936-0-032-6	CAPSD	Ministry of Education	1992	29.00	
4	Social Studies Class Five Teachers' Manual	V	TG	99936-0-033-4	CAPSD	Ministry of Education	1992	140.40	
5	Social Studies Class Six Student Book	VI	TB	99936-0-205-1	CAPSD	Ministry of Education	2003	27.30	
	Outside Publications							RRP (Nu.)	
* 1	Aspect of World History Bk-1	IV-VI	RF	81-209-0594-5	J. Fuste	Pitambar Publisher	1976, 1999	61.00	
**	Oxford School Atlas	IV-VI	AT	0-19-566033-1		Oxford University Press	1995, 2000	82.08	
* 2	Geography for cl. 6	IV-VI	RF	81-7709-320-7	K.K.Maltiar, S.R. Maltiar	Bharati Bhawan	1998, 2000	52.50	
* 3	Exploring Geography Book I	IV-VI	RF	81-209-0267-X	J.K.Bhatnagar	Pitambar Publisher	1989, 1990, 1991, 1994, 2002	80.00	
* 4	Understanding Geography for the Middle School	IV-VI	RF	0-19-566288-1	Manosi Lariri	Oxford University Press	1986, 1989, 1993, 2003	85.14	
* 5	Discover Geography Class 6	IV-VI	RF	81-250-2143-4	J. Balagopal	Orient Longman Pvt. Ltd.	2002	93.06	
* 6	A Text Book of Geography 6	IV-VI	RF	NA	Rita Rajen	General Printers and Publishers	1996	100.00	

*** Same book used for multiple grades**

TB (Textbook), TG (Teacher's Guide), RF (Reference), AT (Atlas)

HISTORY AND CIVICS, Classes VII - XII

Sl. No.	Title of books	Class	Category	ISBN	Author	Publisher	Year of Pub. & Revisions	Printing Cost (Nu)	Remarks
CAPSD Publications									
1	Drukgi Jungrab Loprim Duenpai Pedep	VII	TB	99936-0-037-7	CAPSD	Ministry of Education	1990, 1992, 1998, 2005	25.50	<i>BH VII in Dzongkha 2006</i>
3	A History of Bhutan (15th-19th Century), Course book for Class VII	VII	TB	99936-0-037-7	CAPSD	Ministry of Education	1990, 1992, 1998		Printing withheld
4	Drukgi Jungrab Loprim Gyepa Pedep	VIII	TB	99936-0-039-3	CAPSD	Ministry of Education	1991, 1992, 1998, 2006	33.00	<i>BH VIII in Dzongkha 2007</i>
5	A History of Bhutan (19th-20th Century), Course book for Class VIII	VIII	TB	99936-0-039-3	CAPSD	Ministry of Education	1991, 1992, 1998		Printing withheld
6	A History of Bhutan, Course Book for Class IX	IX	TB	99936-0-187-X	CAPSD	Ministry of Education	1994	28.00	
7	A History of Bhutan, Course Book for Class X	X	TB	99936-0-188-8	CAPSD	Ministry of Education	1996	24.30	
* 8	Bhutan Civics, Course Book for Classes IX & X	IX&X	TB	99936-0-040-7	CAPSD	Ministry of Education	1999	40.00	<i>revised ed. 2009?</i>
9	A History of Bhutan, A Supplementary Text for class XI	XI	TB	99936-0-206-X	CAPSD	Ministry of Education	2004	126.45	
10	A History of Bhutan, A Supplementary Text for class XII	XII	TB	99936-0-222-1	CAPSD	Ministry of Education	2005	122.70	<i>New 2006</i>
Outside Publications								RRP (Nu.)	
1	Aspects of World History Book II for Class VII	VII	TB	81-209-0595-4	J. Fuste, I.R. Mehta	Pitamber Publishing Co. (P) Ltd.	1976, 1997, 1999	55.00	
2	Aspects of World History Book III for Class VIII	VIII	TB	81-209-0380-3	J.Fuste , B.N. Ahuja	Pitamber Publishing Co. (P) Ltd.	1976, 1995, 1998	55.00	
* 3	Indian History & World Development since 1945, Classes IX & X	IX&X	TB	0-19-56-5690-3	Manjistha Bose	Oxford University Press	2000, 2001	63.75	
4	History & Civics ICSE 9	IX	RF	0-19-566628-3	Manjistha Bose	Oxford University Press	2000, 2004	122.98	
5	A textbook of History & Civics 9	IX	RF	81-7659-004-5	Perin Bagli	General Printers & Pub.	1999, 2001	195.00	
6	History & Civics ICSE 10	X	RF	0-19-566629-1	Manjistha Bose	Oxford University Press	2000, 2004	124.00	

7	A textbook of History & Civics 10	X	RF	81-7659-005-3	Perin Bagli	General Printers & Pub.	2000	176.00	
8	ISC History, Part I	XI	TB	81-271-0671-7	Sachhida Nanda Banerjee	Kalayani Publishers	2001, 2003	119.00	
9	ISC History, Part II	XII	TB	81-271-1256-3	Sachhida Nanda Banerjee	Kalayani Publishers	2001, 2004	108.00	
* 10	A new textbook of History of India (Part 2)	XI-XII	RF	NA	D.N. Kundra	Navdeep Publications		100.00	
11	Contemporary World History, A Textbook for class XII	XI	RF		Mohammed Anwar-ul Haque, Himansu S. Pataik	NCERT			
12	Contemporary World History, A History Textbook for class XII, Part II	XII	RF		Arjun Dev	NCERT			
13	Medieval India, A History Textbook for class XI	XI	RF		Meenakshi Jain	NCERT		120.00	
14	Modern India, A History Textbook for class XII	XII	RF		Satish Chandra Mittal	NCERT		220.00	

* **Same book used for multiple grades**

TB (Textbook), RF (Reference)

GEOGRAPHY, Classes VII - XII

Sl. No.	Title of books	Class	Category	ISBN	Author	Publisher	Year of Pub. & Revisions	Printing Cost (Nu)	Remarks
CAPSD Publications									
1	A Geography of Bhutan-Our Natural Environment, Course Book for Class VII	VII	TB	99936-0-036-9	CAPSD	Ministry of Education	1990, 1992, 1998	29.40	
2	A Geography of Bhutan-Our Man-made Environment, Course Book for Class VIII	VIII	TB	99936-0-038-5	CAPSD	Ministry of Education	1991, 1998	22.70	
3	Introducing to Map Reading, Basic Skills, Class VIII	VIII	TB	99936-0-201-9	CAPSD	Ministry of Education	1992	14.40	
* 4	A Geography for Bhutan, Course Book for Classes IX&X	IX&X	TB	99936-0-186-1	CAPSD	Ministry of Education	1994, 2006	45.00	<i>Revised ed. 2007</i>
5	Geography, A Supplementary Text for class XI	XI	TB	99936-0-207-8	CAPSD	Ministry of Education	2004	245.00	
6	Geography, A Supplementary Text for class XII	XII	TB	99936-0-220-5	CAPSD	Ministry of Education	2005	82.92	New 2006
Outside Publications								RRP (Nu.)	
1	Exploring geography Book II	VII	TB	81-209-0268-8	J.K. Bhatnagar	Pitambar Publishing Co. (P) Ltd.	1989, 1990, 1991, 1994, 2002	90.00	
2	Frank World Geography Book II for Class VII	VII	RF	81-7176-058-6	N. Anantapadmanabhan	Frank Bros & Co.	1992, 1993, 1994, 1998,	61.50	
3	Understanding Geography for the Middle School Bk. 2	VII	RF	0-19-566289-X	Manosi Lahiri	Oxford University Press	1986, 2003	75.00	
* 4	Oxford School Atlas	VII-XII	AT	0-19-566033-1		Oxford University Press	1915, 2000	82.00	
5	Exploring Geography Book III	VIII	TB	81-209-0269-6	J. Fustle	Pitambar Publishing Co. (P) Ltd.	1989, 1990, 1991, 1994, 2002	93.00	
6	Moden Geography Book III	VIII	RF	81-209-0122-3	J. Fustle	Pitambar Publishing Co. (P) Ltd.	1976, 1978, 1979, 1986, 1991	82.00	
* 7	Principles of General Geography, Book I	IX&X	TB		Charles Farro	General Printers & Publishers	1977	206.40	
* 8	A text book of Geography 10	IX&X	RF	81-7659-002-9	Rita Rajan	General Publishers & Publishers	1998	213.28	
* 9	Map reading	IX-X	RF	81-209-0612-8	Alexander S. Job	Pitambar Publishing Co. (P) Ltd.	1982, 1984, 1986, 1992	45.00	
10	ISC Geography Class XI	XI	TB	81-272-0752-7	D R Khullar	Kalyani Publishers	2002, 2003	152.00	
11	Principles of Physical Geography	XI	RF	81-219-0258-4	A Das Gupta, A N Kapoor	S. Chand & Company Ltd.	1955, 1991, 1997, 1999	86.00	
12	ISC Geography Class XII	XII	TB	81-272-1267-9	D R Khullar	Kalyani Publishers	2003, 2004	139.00	
* 13	Elements of Practical Geography	XI&XII	RF	81-7098-910-7	R L Singh, RPB Singh	Kalyani Publishers	1991	143.00	
* 14	Human and Economic Geography	XI&XII	RF	0-19-582816-X	Goh Cheng Leong, Gillian C. Morgan	Oxford University Press	1973, 1982,	650.00	

1	Glove (Physical)	PP-XII	G	No.	Medium size			116.00	
2	Glove (Political)	PP-XII	G	No.	Medium size			82.00	
3	Map of Africa (Physical)	IV-VIII	WM (Wall map)	No.	20x30 inches, 4C, 220 gsm W/F, M/F art card, lamination			27.40	
4	Map of Africa (Political)	IV-VIII	WM	No.	"			22.40	
5	Map of Asia (Physical)	IV-VIII	WM	No.	"			22.40	
6	Map of Asia (Political)	IV-VIII	WM	No.	"			22.40	
7	Map of Australia (Physical)	IV-VIII	WM	No.	"			22.40	
8	Map of Australia (Political)	IV-VIII	WM	No.	"			22.40	
9	map of Europe (Physical)	IV-VIII	WM	No.	"			22.40	
10	Map of Europe (Political)	IV-VIII	WM	No.	"			22.40	
11	Map of N. America (Physical)	IV-VIII	WM	No.	"			22.40	
12	Map of N. America (Political)	IV-VIII	WM	No.	"			22.40	
13	Map of S. America (Physical)	IV-VIII	WM	No.	"			22.40	
14	Map of S. America (Political)	IV-VIII	WM	No.	"			22.40	
15	Map of India (Physical)	IV-VIII	WM	No.	"			22.40	
16	Map of India (Political)	IV-VIII	WM	No.	"			22.40	
17	Map of Bhutan (Physical)	IV-VIII	WM	No.	"	Dept. of Survey and Land Records			
18	Map of Bhutan (Political)	IV-VIII	WM	No.	"	Dept. of Survey and Land Records			
19	Map of World (Physical)	IV-VIII	WM	No.				22.40	
20	Map of World (Political)	IV-VIII	WM	No.				22.40	
21	Outline map of India	IV-VIII	OM	Packet	70 gsm Offset paper, A4, 1/0 in black (100 sheets per packet)			0.28	
23	Outline map of Asia	IV-VIII	OM	Packet	"				
24	Outline map of Australia	IV-VIII	OM	Packet	"			0.28	
25	Outline map of Europe	IV-VIII	OM	Packet	"			0.28	
26	Outline map of N. America	IV-VIII	OM	Packet	"			0.28	
27	Outline map of S. America	IV-VIII	OM	Packet	"			0.28	
28	Outline map of World	IV-VIII	OM	Packet	"			0.28	
29	Outline map of Bhutan	IV-VIII	OM	Packet	"	Dept. of Survey and Land Records			
30	Topographic map (Urban)	IX-XII	Topo sheet (TS)	Sheet	78E/11 (Full), Urban, 60x80 cm, 4C, Scale, 1:50,000	Dept. of Survey and Land Records	1991	85.00	
31	Topographic map (Rural)	IX-XII	Topo sheet (TS)	Sheet	78M/11 (Full), Rural, 60x80 cm, 4C, Scale, 1:50,000	Dept. of Survey and Land Records	1998	85.00	

* Same book used for multiple grades

TB (Textbook), RF (Reference), AT (Atlas), G (Glove), WM (Wall map), TS (Topo sheet)

ECONOMICS, Classes IX - XII

Sl. No.	Title of books	Class	Category	ISBN	Author	Publisher	Year of Pub. & Revisions	Printing Cost (Nu)	Remarks
	CAPSD Publications								
1	Introductory Economics, A Course book for class IX	IX	TB	99936-0-041-5	CAPSD	Ministry of Education	1996, 2006	33.09	
2	Introductory Economics, A Course book for class X	X	TB	99936-0-042-3	CAPSD	Ministry of Education	1998, 2006	40.00	
3	Bhutan Economics, A Supplementary Text for class XI	XI	TB	99936-0-2-5-1	CAPSD	Ministry of Education	2004	77.35	
4	Bhutan Economics, A Supplementary Text for class XII	XII	TB	99936-0-219-1	CAPSD	Ministry of Education	2005	45.40	New 2006
	Outside Publications							RRP (Nu.)	
* 1	ICSE Economics, Class IX	IX-X	RF	81-7764-145-X	Sampat Mukerjee	Allied Publisher Pvt. Ltd.	2001	85.00	
2	Frank ISC Economics, Class XI	XI	TB	81-7170-443-3	D.K. Sethi, U. Andrews	Frank Bros. & Co. (Publishers) Ltd.	1998, 2000, 2003	163.00	
3	ISC Economics for Class XI	XI	RF	81-272-1272-3	R.K.Lekhi	Kalyani Publishers	1997, 1998, 2000, 2003, 2004	209.25	
4	Frank ISC Economics, Class XII	XII	TB	81-7170-466-2	D K Sethi, U Andrews	Frank Bros. & Co. (Publishers) Ltd.	1999, 2000, 2001, 2003	180.00	
5	ISC Economics for Class XII	XII	RF	81-271-1261-X	R.K. Lekhi	Kalyani Publishers	1997, 1998, 2000, 2004	195.75	

* **Same book used for multiple grades**

TB (Textbook), RF (Reference)

COMMERCE, Classes IX - XII

Sl. No.	Title of books	Class	Category	ISBN	Author	Publisher	Year of Pub. & Revision	Printing Cost (Nu)	Remarks
	CAPSD Publications								
1	Commerce, Supplementary Text, class XI	XI	TB	99936-0-208-6	CAPSD	Ministry of Education	2004	47.10	
2	Commerce, Supplementary Text, class XII	XII	TB	99936-0-221-3	CAPSD	Ministry of Education	2005	33.10	<i>New 2006</i>
	Outside Publications							RRP (Nu.)	
1	Frank Certificate Commercial Studies Part 1	IX	TB	81-7170-567-7	G.K. Varshney	Frank Bros. & Co. (Publishers) Ltd.	2001	61.42	
2	ICSE Tulsian's Commercial Studies and Application for Class IX	IX	RF	81-7070-735-8	P.C.Tulsian, S.D Tulsian	Ratna Sagar P. Ltd.	2002, 2003	161.40	
3	Frank Certificate Commercial Studies Part II	X	TB	81-7170-621-5	G.K. Varshney	Frank Bros. & Co. (Publishers) Ltd.	2002	92.58	
4	ICSE Commercial Studies for Class X	X	RF	81-7070-653-X	P.C.Tulsian, S.D Tulsian	Ratna Sagar P, Ltd.	2002	159.90	
* 5	Elementary statistics (for classes XI & XII)	XI&XII	TB	N.A	H.C. Saxena	Sultan Chand & Sons (P) Ltd.	1962, 2002	80.00	
6	A complete course in ISC Commerce Vol. I for Class XI	XI	TB	81-209-0447-8	R.P. Maheshwari	Pitambar Publishing Co. Pvt. Ltd.	1992, 1997, 1999, 2001, 2003	130.00	
7	ISC Tulsian's Commerce for Class XI	XI	RF	81-7070-720-X	P.C.Tulsian, S.D Tulsian	Ratna Sagar P. Ltd.	2001, 2003	175.50	
8	A complete course in ISC Commerce Vol. II for Class XII	XII	TB	81-209-0643-8	R.P. Maheshwari	Pitambar Publishing Co. Pvt. Ltd	1992, 1997, 1999, 2001, 2004	139.00	
9	ISC Tulsian's Commerce for class XII	XII	RF	81-7070-927-X	P.C.Tulsian, S.D Tulsian	Ratna Sagar P. Ltd.	2002, 2004	179.10	

* **Same book used for multiple grades**

TB (Textbook), RF (Reference)

ACCOUNTS, Classes IX - XII

Sl. No.	Title of books	Class	Category	ISBN	Author	Publisher	Year of Pub. & Revision	RRP (Nu.)	Remarks
	Outside Publications								
1	A Textbook of ICSE Accounts	IX	RF		A.Ghosh, S.C. Mittal	Oswal Printers & Publishers Pvt. Ltd.	1999	89.00	
2	A textbook of ICSE Accounts	X	RF		A. Ghosh, S.C. Mittal	Oswal Printers & Publishers Pvt. Ltd.	2000	107.00	
3	Double Entry Book keeping, Class XI	XI	TB		T.S. Grewal	Sultan Chand & Sons (P) Ltd.	2002, 2003	157.00	
4	ISC Accountancy for Class XI	XI	RF	81-272-0747-0	C.M. Juneja	Kalyani Publishers	1996, 1998, 1999, 2000, 2003	245.00	
5	Tulsian's Accountancy for Class XI (CBSE)	XI	RF	81-7070-934-2	P.C. Tulsian	Ratna Sagar	2002, 2004	256.40	
6	ISC Accountancy for Class XII	XII	TB	81-272-892-3	C.M. Juneja	Kalyani Publishers	2004	280.00	
7	ISC Tulsian Accountancy for Class XII	XII	RF	81-7070-899-0	P.C. Tulsian, SD Tulsian	Ratna Sagar	2002, 2004	332.40	
8	Tulsian's Accountancy for Class XII (CBSE)	XII	RF	81-7070-892-3	P.C. Tulsain	Ratna Sagar	2002, 2004	218.40	
* 9	Advanced Accounts Complete Vol. I, II & III	XI&XII	RF	81-219-0278-9	Shukla MS,T.S. Grewal, S.C. Gupta	S. Chand & Company Ltd.	1960, 2002	284.63	

*** Same book used for multiple grades**

TB (Textbook), RF (Reference)

INFORMATION TECHNOLOGY (IT), Classes IX - XII

Sl. No.	Title of books	Class	Category	ISBN	Author	Publisher	Year of Pub. & Revisions	RRP (Nu.)	Remarks
	Outside Publications								
1	Computer Application for class IX	IX	TB	0-19-566942-8	Sangeeta Panchal, Alka Sabharbal	Oxford University Press	2004	176.40	
2	Introductory Information Technology, The Complete Textbook for Class IX	IX	RF	81-7656-629-2	Satish Jain, Shashank Jain	BPB Publications	2002	99.00	
3	Computer Application for class X	X	TB	0-19-566943-6	Sangeeta Panchal, Alka Sabharbal	Oxford University Press	2004	183.60	
4	Introductory Information technology, The complete textbook for Class X	X-XII	RF	81-7656-620-9	Satish Jain, Shashank Jain	BPB Publications	2002	76.25	
5	Excellence in Computer Education, Computer System & Application Software: MS Office	XI	TB		C.K. Seth, Shashi Seth	Prachi India Pvt. Ltd.	2002, 2003	116.69	
6	Excellence in Computer Education, Internet, Website Designing & MS Access	XII	TB		C.K. Seth, Shashi Seth	Prachi India Pvt. Ltd.	2002, 2003	127.60	
7	ICSE Computer Application for class IX	X	RF	81-7764-996-5	Dr Gautam Roy	Allied Publishers Pvt. Ltd.	2006	140.00	<i>updated 2007</i>
8	Sams Teach Yourself JavaScript in 24 Hours (4th Ed)	XII	TB	81-317-0455-6	Michael Moncur	Pearson Education	2007	182.50	<i>updated 2007</i>
9	Learning Web Design	XII	RF	81-8404-090-3	Jennifer Niederst	Shroff Publishers & Distributers Pvt. Ltd.	2006	375.00	<i>updated 2007</i>

TB (Textbook), RF (Reference)

ARTS EDUCATION, Classes PP - VIII

Sl. No.	Title of books	Class	Category	ISBN	Author	Publisher	Year of Pub. & Revisions	RRP (Nu.)	Remarks
	Outside Publications								
* 1	Art & Craft (Book 1)	PP-VIII	RF	0-19-566052-8	Nicholas Horsburgh	Oxford University Press	1998	47.20	
* 2	Art & Craft (Book 2)	PP-VIII	RF	0-19-566053-6	Nicholas Horsburgh	Oxford University Press	1998	47.20	
* 3	Art & Craft (Book 3)	PP-VIII	RF	0-19-566053-6	Nicholas Horsburgh	Oxford University Press	1998	47.20	
* 4	Art & Craft (Book 4)	PP-VIII	RF	0-19-566054-4	Nicholas Horsburgh	Oxford University Press	1998	47.20	
* 5	Art & Craft (Book 5)	PP-VIII	RF	0-19-566055-2	Nicholas Horsburgh	Oxford University Press	1998	47.20	
* 6	Expressions in Craft (Book 1)	PP-VIII	RF	NA	Kavita Bhatia	Navdeep Publications		37.80	
* 7	Expressions in Craft (Book 2)	PP-VIII	RF	NA	Kavita Bhatia	Navdeep Publications		37.80	
* 8	Expressions in Craft (Book 3)	PP-VIII	RF	NA	Kavita Bhatia	Navdeep Publications		37.80	
* 9	Expressions in Craft (Book 4)	PP-VIII	RF	NA	Kavita Bhatia	Navdeep Publications		37.80	
* 10	Expressions in Craft (Book 5)	PP-VIII	RF	NA	Kavita Bhatia	Navdeep Publications		37.80	
* 11	Expressions in Craft (Book 6)	PP-VIII	RF	NA	Kavita Bhatia	Navdeep Publications		37.80	

* *Same book used for multiple grades*

RF (Reference)

HEALTH & PHYSICAL EDUCATION, Classes PP - VI

Sl. No.	Title of books	Class	Category	ISBN	Author	Publisher	Year of Pub. & Revisions	Printing Cost (Nu)	Remarks
1	Health and Physical Education Curriculum Framework, Classes PP - VI	PP-VI	RF	99936-0-	CAPSD	Ministry of Education	2008		<i>new 2009</i>
2	Health and Physical Education: Activity Book, Class PP	PP	TG	99936-0-	CAPSD	Ministry of Education	2008		<i>new 2009</i>
3	Health and Physical Education: Activity Book, Class I	I	TG	99936-0-	CAPSD	Ministry of Education	2008		<i>new 2009</i>
4	Health and Physical Education: Activity Book, Class II	II	TG	99936-0-	CAPSD	Ministry of Education	2008		<i>new 2009</i>
5	Health and Physical Education: Activity Book, Class III	III	TG	99936-0-	CAPSD	Ministry of Education	2008		<i>new 2009</i>
6	Health and Physical Education: Activity Book, Class IV	IV	TG	99936-0-	CAPSD	Ministry of Education	2008		<i>new 2009</i>
7	Health and Physical Education: Activity Book, Class V	V	TG	99936-0-	CAPSD	Ministry of Education	2008		<i>new 2009</i>
8	Health and Physical Education: Activity Book, Class VI	VI	TG	99936-0-	CAPSD	Ministry of Education	2008		<i>new 2009</i>

RF (Reference), TG (Teacher's Guide)

OTHERS, Classes PP - XII

Sl. No.	Title of books	Class	Category	ISBN	Author	Publisher	Year of Pub. & Revisions	Printing Cost (Nu)	Remarks
SPECIAL EDUCATION									
1	Basic English for Deaf in Bhutan, Cl. PP	PP	TB	99936-0-215-9	CAPSD	Ministry of Education	2005	45.50	<i>New 2006</i>
2	Basic English for Deaf in Bhutan, Cl. I	I	TB	99936-0-216-7	CAPSD	Ministry of Education	2005	48.20	<i>New 2006</i>
VALUES EDUCATION									
1	Value Education Frame Work for Classes PP-XII	PP-XII	RF		CAPSD	Ministry of Education	2007	8.40	
* 2	Teaching Learning To be, A Curriculum Guideline for Classes PP – XII, Part I-II	PP-XII	RF	99936-0-194-0	CAPSD	Ministry of Education	1999	25.62	
* 3	Teaching Learning To Be, Suggested Values Education Lessons, Section I (PP-VIII)	PP-VIII	RF	99936-0-195-0	CAPSD	Ministry of Education	2001	27.79	
* 4	Teaching Learning To Be, Suggested Values Education Lessons, Section II (IX-XII)	IX-XII	RF	99936-0-196-9	CAPSD	Ministry of Education	2001	25.62	
* 5	Mie-tshey Solwai Doenmoed (Dzongkha Version)	IV-XII	RF	99936-0-050-4	CAPSD	Ministry of Education	2001		<i>One time supply (new schools only)</i>
* 6	The Light of My Life (English Version)	IV-XII	RF	99936-0-050-4	CAPSD	Ministry of Education	2001		<i>One time supply (new schools only)</i>
* 7	National Flag of Bhutan	PP-XII	NF		CAPSD	Ministry of Education	2001	1100.00	
* 8	Jamyang Soeldep & National Anthem	PP-XII	A	Sony TDK, 30 min.	CAPSD	Ministry of Education	2004	80.00	<i>As per requirement</i>
* 9	Kezang Yidki Ga-toen	IX-XII	RF	99936-0-230-2	H.H. Yangpai Lopen Chhimey, NYC	Ministry of Education	2006	37.97	
* 10	Thuengi Rimpa Dang Choejoegi Rig	PP-XII	RF		Lam Kuenzang Wangdi	KMT Publishers		65.00 (RRP)	
* 11	Choeshay Ngakden Gi Rimpa Lag Chogtu Koedpa	V-XII	PB		Lam Kuenzang Wangdi	KMT Publishers	2004	85.00 (RRP)	<i>One time supply (Cl. V only)</i>

* 12	Ka Thriet (6 cassettes)	PP-XII	A		H.H. Tilku Jigme Choeda, 70th Je Khenpo	Choythin Tshogpa	2003	300.00 (RRP)	<i>One time supply (new schools only)</i>
REFERENCE									
1	The Purpose of School Education in Bhutan, A Curriculum Handbook for Schools (PP-XII)	PP-XII	RF	99936-0-202-7	CAPSD	Ministry of Education	2003	56.40	<i>revised ed. 2009?</i>
* 2	Continuous Assessment, Teachers' Guide (Eng. Version)	VI-X	TG	99936-0-192-6	CAPSD	Ministry of Education	1999	29.59	
* 3	Duenguen Ezhib Lopengi Lagdep (Dz. Version)	VI-X	TG	99936-0-193-4	CAPSD	Ministry of Education	1999	51.46	
* 4	A Guide to Continuous Assessment, With Particular Emphasis on Formative Assessment	PP-VI	TG	99936-0-200-0	CAPSD	Ministry of Education	2000	25.60	
* 5	Idea Folder, Learning Materials for Primary Schools	PP-VI	RF		CAPSD	Ministry of Education	2000	40.50	
* 6	Running The School Library, Teacher-Librarian's Guide	PP-XII	RF	99936-0-197-7	CAPSD	Ministry of Education	1990, 1992, 2000	41.25	
* 7	Career Portfolio Workbook, Classes IX&XI	IX&XI	WB		DYCS	Ministry of Education	2004	8.40	
SYLLABUS									
* 1	Syllabus for Classes PP-III (All Subjects)	PP-III	S	99936-0-202-7	CAPSD	Ministry of Education	2002	43.55	
* 2	Syllabus for Classes IV to VI (All Subjects)	IV-VI	S	99936-0-203-5	CAPSD	Ministry of Education	1989, 1996, 2002, 2006	30.00	
* 3	Syllabus for Classes VII&VIII (All Subjects)	VII&VIII	S	99936-0-204-3	CAPSD	Ministry of Education	1989, 1996, 2002, 2006	60.00	
* 4	Syllabus fo Classes IX & X, Bhutan Certificate of Secondary Education (BCSE)	IX&X	S	99936-0-204-3	CAPSD, BBE	Ministry of Education	2001, 2003, 2006	372.31	
* 5	Rules and Regulations and Syllabus for Classes XI & XII, Bhutan Higher Secondary Education Certificate (BHSEC)	XI&XII	S	99936-0-210-8	CAPSD, BBE	Ministry of Education	2004, 2006	364.99	<i>New 2006</i>
CERTIFICATES									
1	Student Progress Report	PP-VI	C		CAPSD	Ministry of Education	2004	0.49	
2	Student Progress Report	VII&VIII	C		CAPSD	Ministry of Education	2004	0.49	
3	Student Progress Report	IX&X	C		CAPSD	Ministry of Education	2004	0.49	
4	Student Progress Report	XI&XII	C		CAPSD	Ministry of Education	2004		
5	School Leaving Certificate	PP-XII	C		CAPSD	Ministry of Education	2003	0.95	

** Same book used for multiple grades*

TB (Textbook), TG (Teacher's Guide), RF (Reference), WB (Workbook), NF (National Flag), A (Audio), PB (Prayer Book), S (Syllabus), C (Certificate)