

ANNUAL EDUCATION STATISTICS, 2009



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

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ACKNOWLEDGEMENT

The Annual Education Statistics provides basic information on Pre-school, Primary and Secondary education in Bhutan, and therefore is an important source of information for decision making. The Principals and teachers of the schools are the main contributors who supplied the required school data. The Dzongkhag Education Officers, in their respective domains, helped to ensure that the data provided are accurate and timely.

In academic year 2009, The AES report 2009 has more added features and information both in terms of contents and presentation as compared to the previous publication. Most of the information is presented in the graphic form as to make it more user-friendly and understandable. Most of these old tables have been replaced by maps, charts, pie-charts and graphs etc. We would like to thank Hon'ble Madam Secretary and the Management Committee of the MoE for their valuable inputs in improving the AES report.

The calculation of the enrollment ratio (NER and GER) and completion rate is based on revised figure of Population and Housing Census, 2005 and Dzongkhag Population Projection, 2006-2015, published by National Statistics Bureau. Our assumption is that the international migration is negligible. Some of the Dzongkhags boundaries were re-demarcated, this change in boundaries has affected the population of the affected Dzongkhags, Therefore NSB has revised the 2005 Dzongkhag figures as to accommodate with the changes made within the Dzongkhag boundaries.

The Policy and Planning Division, MoE is greatly indebted to the National Statistics Bureau, MoLHR, MoF, RUB, Dratshang Lhentshog and also the Departments and Divisions within the Ministry, for their support in bringing out this report. This support has enabled the publication of increasingly more relevant, accurate and timely information on education in Bhutan.

Lastly we hope that this report provides the policy makers, planners, development partners, and other stakeholders' valuable information for both macro and micro-level planning and program implementation. We also solicit our readers' valuable comments and suggestions that will help improve our AES in future.

Policy and Planning Division
Ministry of Education
Thimphu, Bhutan

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ACRONYMS, ABBREVIATIONS AND GLOSSARY

Acronyms

AES	Annual Education Statistics
AFD	Administrative and Finance Division
AIR	Apparent Intake Ratio
ASCF	Annual School Census Form
BBE	Bhutan Board of Examinations
BCSE	Bhutan Certificate for Secondary Education
B.Ed	Bachelor of Education
B.Ed (D)	Bachelor of Education (Dzongkha)
B.Ed (p)	Bachelor of Education (Primary)
BHSEC	Bhutan Higher Secondary Education Certificate
BLC	Basic Learning course
CAPSD	Curriculum and Professional Services Division
CE	Continuing Education
CECD	Counseling Division
CoE	College of Education
CPS	Community Primary School
DAHE	Department of Adult and Higher Education
DDA	Dzongkha Development Authority
DEO	Dzongkhag Education Officer
DPP	Dzongkhag Population Projection 2006-2015
DSE	Department of School Education
DYS	Department of Youth and Sports
ECCD	Early Childhood Development Division
ECR	Extended Classroom
EFA	Education For All
EM	Education Media
EMSSD	Education Monitoring & Support Service Division
FYP	Five Year Plan
GBER	Gross Basic Enrolment Rate
GER	Gross Enrolment Rate
GES	Geog Education Services
GoI	Government of India
GPER	Gross Primary Enrolment Rate
GPER	Gross Primary Enrolment Rate
GPI	Gender Parity Index
GSD	Games and Sports Division
HRD	Human Resource Division
HSS	Higher Secondary School

IA	Internal Auditor
ICSE	Indian Certificate for Secondary Education
ISE	Indian Secondary Examination Certificate
LSS	Lower Secondary School
MDG	Millennium Development Goal
M.Ed	Masters in Education
MoE	Ministry of Education
MoF	Ministry of Finance
MoLHR	Ministry of Labour and Human Resource
MSS	Middle Secondary School
NBER	Net Basic Enrolment Rate
NER	Net Enrolment Rate
NFCED	Non Formal and Continuing Education Division
NFE	Non-Formal Education
NGO	Non-governmental Organization
NID	National Institute for Disabled
NIZC	National Institute of Zorig Chusum
NIR	Net Enrolment Rate
NPER	Net Primary Enrolment Rate
NSB	National Statistics Bureau
NWAB	National Women's Association of Bhutan
PCR	Primary Completion Rate
PGCE	Post Graduate Certificate in Education
PGDE	Post Graduate Diploma in Education
PHCB	Population and Housing Census of Bhutan
PLC	Post Learning Course
PP	Pre-Primary
PPD	Policy and Planning Division
PS	Primary School
PTC	Primary Teaching Certificate
PTR	Pupil Teacher Ratio
RCS	Resource Centre Services
RGoB	Royal Government of Bhutan
RUB	Royal University of Bhutan
SCD	Scouts and Culture Division
SD	Scholarship Division
SDG	SAARC Development Goals
SLC	School Liaison and Coordination Unit
SLD	School Library Development
SPBD	School Planning and Building Division
SPS	School Procurement Services

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TIZC	Trashiyangtse Institute of Zorig Chusum
UPE	Universal Primary Education
VTI	Vocational Training Institute
WFP	World Food Programme
YC	Youth Center
YIC	Youth Information Centre
ZDS	Zhungkha Development Services
ZLT	Zhungkha Language Teachers
ZTC	Zhungkha Teaching Certificate

Abbreviation

Ave	Average
Bht	Bhutanese
Mgt	Management
N/Bht	Non-Bhutanese
Nu.	Ngultrum
Pvt	Private
Std	Student
T:P	Teacher Pupil Ratio
Voc.	Vocational

Glossary

Dzongkhag	District
Dratshang	Monk body
Lhakhang	Temple
Dungkhag	Sub-District
Dzongdag	Head of District Administration
Geog	Block

ANNUAL EDUCATION STATISTICS (AES)

The Annual Education Statistics (AES) is a collection of basic statistical information on schools in Bhutan. This report is prepared based on the data collected in March 2009. It focuses on Pre-School, Primary and Secondary education and includes information on students, staff, other school facilities, community participation and finance in their respective variables, characteristics and disaggregates. The Education Indicators section presents information on selected indicators of quantity, quality, efficiency, equity, etc that are commonly used in measuring developments in the education system.

Education Statistics and Indicators 2009, is primarily intended for use by Education administrators and managers at the school, Dzongkhag and Ministerial levels of the Ministry of Education. Professionals including teachers, educators and allied personnel in related institutions

and organizations including the community will find this book useful and informative. Researchers in education and associated fields may also find this book valuable as a primary source of administrative data on education in Bhutan. Overall the AES provides a sound basis for policy analysis and planning and also serves as a pointer to a whole spectrum of studies and surveys in the Bhutanese educational context.

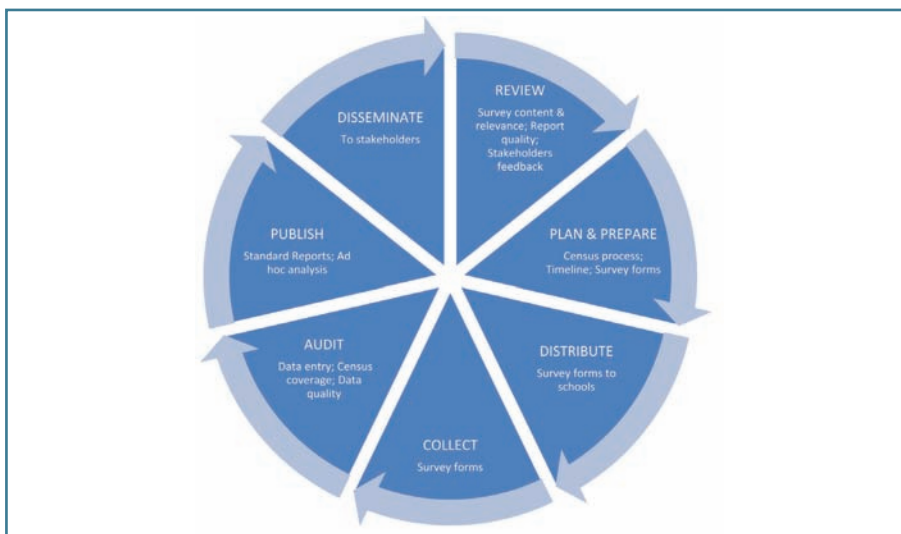
The Policy and Planning Division uses the “Annual School Census Forms” - (ASCF) - to collect the data for preparing this report. The forms are distributed to all the schools annually through the Dzongkhag Education Offices. The School Principals take the responsibility for filling the forms and the Dzongkhag Education Offices for collecting, checking and returning the forms to PPD.

The Annual School Census

The data compiled in this report has been captured through a national census of schools in Bhutan. The School Census Process, which incorporates aspects of data collection, data validation and auditing, data analysis and reporting to stakeholders, has been carried out according to the steps illustrated in the following diagram:

The process is repeated every year to ensure all

education sector stakeholders to have access to good quality information about the education sector, and sector programs can be monitored for impact and positive outcomes. The 2009 School Census has been highly successful data collection exercise, which produced a wealth of data for planning, policy making, budgeting, monitoring and evaluation.



Selection of Indicators

Within the context of planning, monitoring and evaluating the educational objectives and targets set by the Ministry, statistical indicators presented in the book are selected from the array of standard education indicators used internationally to measure the educational development. These indicators are also important in the global focus on the national monitoring, assessment and development of national Millenium Development Goals (MDG) and SAARC Development goals (SDG) relating to education.

Copies of the AES report are distributed to the Departments and Divisions under the Ministry and the Dzongkhag Education Offices (DEOs) in all Dzongkhags and to all the schools in the country for their planning, monitoring and evaluation purposes. Copies are also sent to the Government Ministries, Departments, development partners and other organizations including NGOs, media, etc. Further additional information is also disseminated to ministries, organizations and individuals as determined by the needs on a “selective” basis.

COMMON INDICATORS

Net Primary Enrolment Rate

Total enrolment in a specific level of education (PP-VI) of the official age-group (6-12years) expressed as a percentage of the corresponding population (6-12 years) in a given school year. In Bhutan Primary education extends from PP-VI corresponding to 6-12 years old.

Gross Primary Enrolment Rate

Total enrolment in a specific level of education (PP-VI), regardless of age, expressed as a percentage of the official school-age population (6-12 years) corresponding to the same level of education in a given school-year.

Apparent Intake rate

Total number of new entrants in the first grade of primary education, regardless of age, expressed as a percentage of the population at the official primary school-entrance age (6years)

Net Intake Rate

New entrants in the first grade of primary education who are of the official primary school-entrance age (6 years), expressed as a percentage of the population of the same age.

Transition Rate

The number of pupils (or students) admitted to the first grade of a higher level of education, in a given year, expressed as a percentage of the number of pupils (or students) enrolled in the final grade of the lower level of education in the previous year.

Repetition Rate by grade

The number of repeaters in the given grade in a given year, expressed as a percentage of the total enrolment in the same grade in the previous year.

Survival rates by Grade

Percentage of a cohort of pupils (or students), enrolled in the first grade of a given level or cycle of education in a given school-year, who are expected to reach successive grades.

Coefficient of Efficiency

The ideal (optimal) number of pupil-years required (i.e. in the absence of repetition and drop-out) to produce a number of graduates from a given school-cohort for a cycle or level of education expressed as a percentage of the actual number of pupil-years spent to produce the same number of graduates. Input-output ratio, which is the reciprocal of the coefficient of efficiency, is often used as an alternative. One school-year spent in a grade by a pupil is counted as one pupil-year.

Percentage of Repeaters in primary education

Number of repeaters, in the primary education in a given year, expressed as a percentage of the total enrolment at the same level, in the same year.

Teacher Pupil ratio

Average number of pupils per teacher at a specific level of education, in a given school-year. Teachers are defined as persons whose professional activity involves the transmitting of knowledge, attitudes and skills that are stipulated in a formal curriculum programme to students enrolled in a formal educational institution

Percentage of Private Enrolment

Enrolment in private educational institutions at a given level of education, expressed as a percentage of total enrolment at the same level. Here 'Private' means, all educational institutions not operated by a public authority, whether or not they receive financial support from such authorities.

Percentage of teaching Staff in Private Educational Institution

The number of teachers in private educational institutions at a given level of education, expressed as a percentage of the total teaching staff in all types of institutions at the same level of education. Here 'Private' means, all educational institutions not operated by a public authority, whether or not they receive financial support from such authorities.

1. EXECUTIVE SUMMARY

1.1. Introduction

The Annual Education Statistics report provides a quantitative overview of the current state of the education system, summarizing information on general school-based, monastic, non-formal, continuing, vocational, tertiary and monastic education within Bhutan and to some extent information on Bhutanese students studying outside Bhutan. In addition to information on the academic year 2009, some historical comparisons are included.

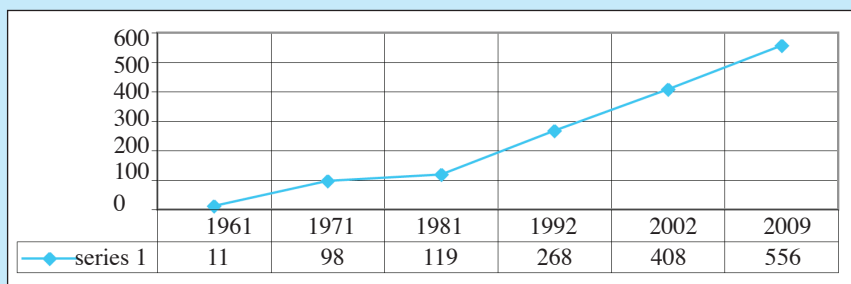
Chapter one provides a general background on the education system in Bhutan, while Chapter 2 contains an overview of the status of education in 2009. Chapters 3 to 8 present more detailed information on the elements of the education system that are under the jurisdiction of the Ministry of Education. The chapters focus, respectively, on enrolment, exam results, teachers, quality indicators, facilities in the schools and non-formal, continuing and special education. Chapter 9 presents some basic information on education outside the jurisdiction of the Ministry of Education, viz. monastic, vocational, tertiary, and students studying outside the country. Chapter 10 provides some financial information pertaining to the Education Sector. The chapter 11 contains all the Statistical tables. The appendices contain detailed information on enrolment, teachers and the school feeding programme.

1.2. Education Structure

The education system in Bhutan has three main elements: general education, monastic education and non-formal and continuing education. The first type of education is by far the biggest and is commonly seen as the only educational structure. Monastic education is the oldest form of education in Bhutan and was the only education available in the country until the introduction of formal school-based education in the late 1950's. Students enroll in monastic education at different stages in their life.

While monastic education continues to be an important part of the national culture, western education has been promoted and expanded since first Five Year Plan in 1961 to address the basic educational needs, and develop human resources required for the socio-economic development of the country. Within a period of four decades, the government has been able to expand the modern education system from about 11 schools prior to the first Five Year Plan in 1961 to 556 schools and institutes in 2009, spanning from community primary schools to tertiary institutes. Fig. 1.1 shows the progressive growth of the number of schools and institutes since the first Five year Plan.

Figure 1.1 Growth in the number of Schools and Institutes

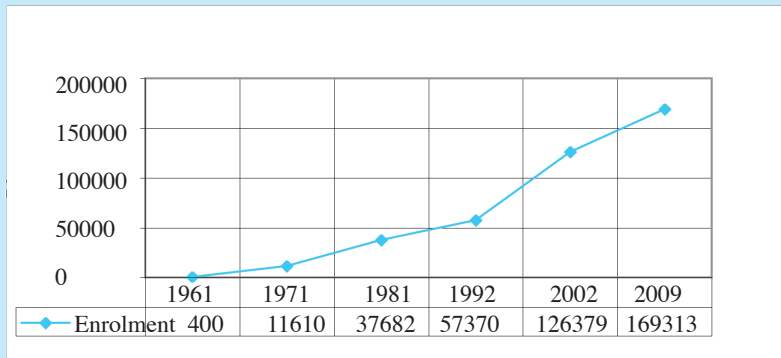


At the same time the expansion of education system has been accompanied by a rapid growth in the enrolment of students as a result of the government's commitment to education. From about 400 students in the early 60's (beginning of the first plan), total enrolment has increased in all levels of formal education and tertiary institutes in Bhutan to 1,69,313 as of March 2009, reflecting a growth of about 5% over the previous academic

year 2008. Among the factors responsible for the increasing enrolment are, increased awareness about the value of education among the parents and the government's policy of ensuring that all children be able to complete primary education within their geogs.

Fig. 1.2 shows the progressive increase in enrolment in schools and institutes since the 1st Five Year Plan

Figure 1.2 Growth in the number of enrolments in Schools and Institutes



For those who could not attend or complete general or monastic education, basic literacy courses are offered all over the country in non-formal education centers. Since 2006, the Ministry of Education in collaboration with private higher secondary schools, has initiated a continuing education programme, to allow school drop outs the opportunity to upgrade their qualifications.

1.2.1. General education structure

The school-based education structure in Bhutan starts with 11 years of free basic education from classes PP to X. The 11 years of basic education are divided into 7 years of primary education (PP-VI), which starts at the age of 6, and 4 years of Secondary Education (VII-X). At the end of the cycle (Class X) there is a national board examination, Bhutan Certificate for Secondary Education (BCSE).

Beyond class X, students continue their general education in classes XI and XII in Higher Secondary Schools either join the vocational training institutes

or enter the labour market based on the students' performance in the board examinations (BCSE). Students, who are not qualified for the government funded education attends private higher secondary schools in Bhutan or abroad and vocational courses organized by private training institutes. The duration of vocational training in both government and private institutes vary depending upon the type of course.

After completing class XII (public and private), graduates continue their studies in the tertiary level or either enroll in the VTI or enter job market. Some graduates from the Vocational Training Institutes are selected to continue education at the tertiary level. Students join one of the institutes under Royal University of Bhutan (RUB) for a diploma or a bachelor's degree or join an institute abroad. Selection for the RUB is based upon BHSEC results. A limited number of students are eligible for government scholarships for professional studies abroad, while others fund themselves to tertiary education institutes abroad.

Figure 1.3 gives a schematic overview of the general education structure in Bhutan.

General Education Structure in Bhutan								
Level	Age (in years)	Class	School/ Tertiary Education System			Voc. Edu. System	NFE	Labour Market
			Public	Private	Continuing Education			
			Tertiary Level	22 21 20 19	4 th yr 3 rd yr 2 nd yr 1 st yr			
Higher Sec.	18 17	XII XI						
Secondary Level	16 15 14 13	X IX VIII VII						
Primary Level	12 11 10 9 8 7 6	VI V IV III II I PP						
Pre -School (ECCD)	5 4 3 2 1 0	Day Care						

1.2.2. Schools in General Education

At the primary education level a school is either called a primary school or a community primary school. Both schools offer, in principle, seven years of education, from PP to VI.

At the secondary level, the classification of a school depends on the final class that is taught. Schools that have Class VIII as their final class, is called Lower Secondary, while schools that have Class X or XII as their terminal classes are called Middle Secondary and Higher Secondary Schools respectively.

1.3 General Education Curriculum

The objective of primary education in Bhutan is to impart basic literacy and numeracy skills, to provide knowledge of the country's history,

geography, culture and traditions and to teach the fundamentals of agriculture, health & hygiene, and population education. Moral and value education are given special attention. Activity-based learning is used uniformly across the country to teach these skills and knowledge.

Class IX students can choose between Economics, Commercial Studies and Computer Applications while in higher secondary education students have to choose between Arts, Commerce and Science

The Bhutan Board of Examinations (BBE) conducts the national examinations for Bhutanese schools at classes X and XII. The examinations for classes VI and VIII have been decentralized to the schools, although the questions, model answers and marking schemes are provided by the BBE.

Curriculum reforms of English, Dzongkha and

Mathematics were initiated in the 9th FYP and will continue in the 10th plan, especially for Dzongkha

and Mathematics. Figure 1.4 provides an overview of the curriculum up to Class XII.

Figure 1.4 General Education curriculum PP-XII

Area	Subjects	Primary Education						LSS		MSS		HSS		
		PP	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
Language	Dzongkha	■	■	■	■	■	■	■	■	■	■	■	■	■
	Rigzhung												■	■
	English	■	■	■	■	■	■	■	■	■	■	■	■	■
	English Literature												■	■
Mathematics	Mathematics	■	■	■	■	■	■	■	■	■	■	■	■	■
	Business Mathematics												■	■
Science and Technology	Science					■	■	■	■	■				
	Physics										■	■	■	■
	Chemistry										■	■	■	■
	Biology										■	■	■	■
	Computer application										■	■		
	Computer Science												■	■
Human Society and Environment	Environmental Studies	■	■	■	■									
	Social Studies					■	■	■						
	History								■	■	■	■	■	■
	Geography								■	■	■	■	■	■
	Commercial Studies										■	■		
	Commerce												■	■
	Accounting												■	■
	Economics									■	■	■	■	■
Creative & Practical Arts	Visual Arts and Craft	■	■	■	■	■	■	■	■	■	■	■	■	■
	Songs, Dances, Music	■	■	■	■	■	■	■	■	■	■	■	■	■
Health, Physical Edu. & Personal Development	Health and Population Studies				■	■	■	■	■	■	■	■	■	■
	Games and Sports	■	■	■	■	■	■	■	■	■	■	■	■	■
	Moral and Value Education	■	■	■	■	■	■	■	■	■	■	■	■	■
	Scouts		■	■	■	■	■	■	■	■	■	■	■	■
Socially useful & Productive Work	Agriculture and Social Forestry	■	■	■	■	■	■	■	■	■	■	■	■	■
	SUPW													
	Basic Vocational Skills								■	■	■	■	■	■



Learning areas with specific subjects and periods set in the time table



Learning areas addressed in co-curricular programmes, school organisation or integrated in the subjects areas

1.4 Education Administration

The responsibility for the administration of education in Bhutan is shared amongst the Ministry of Education (MoE), the Ministry of Labour and Human Resources (MoLHR), the Royal University of Bhutan (RUB), the Dzongkhags and the Geogs. Monastic education is the responsibility of the central monastic body and privately managed independent monasteries.

The MoE is responsible for policy planning, curriculum development and administration of Basic (Primary up to Middle secondary), Higher Secondary, Non Formal and Continuing Education. It is also responsible for ex-country tertiary level scholarships, and the design and implementation of Higher Education Policy. This includes liaising with institutions at that level, such as the RUB. The organizational structure of the MoE is presented in the appendices. (Annex 3.1)

The Dzongkhag Administration are entrusted with a range of responsibilities in the education sector, both formal and non formal education, school construction and maintenance, supply of teaching learning materials, deployment of teachers within the Dzongkhag and implementation of national policies. These responsibilities are carried out by Dzongkhag Education Officers (DEOs), and Assistant DEOs, all of whom report both to the Dzongdag and the Ministry of Education.

The MoLHR is responsible for vocational training after class X and the Royal University of Bhutan (RUB) is responsible for planning, curriculum development and administration of the eleven tertiary institutions responsible for the provision of public education after class XII.

Bhutan faces many challenges in achieving the MDG of which the most potent one is the decade long insurgency; it is difficult to determine the exact number of school aged children who have been denied access to schooling, especially in those very remote and difficult parts of the country and also those physically disadvantaged children. The recent establishments of Extended Classroom

(ECRs) are effort towards further improving access for every school going aged children ensuring that the schools are within an hour's walking distance. In places where it is not feasible to establish a CPS, the Ministry has started the establishment of extended classrooms (ECRs) to make education accessible to remote and scattered population.

The primary education level is now placing enormous pressure at the secondary schools, thus resulting in overcrowded classrooms. Therefore another key challenge will be to provide space at the secondary level for students moving up from the primary level

The other and the more critical concern is the **quality of education**. The critical role of education in a nation's development and progress, particularly in the context of a knowledge society, is universally accepted, and in recent times, the quality of education has increasingly become a subject of public discussion. It is felt that the quality of education has not kept pace with the both expansion of the education system or the times. Therefore, improving the quality of education is a critical challenge for the education sector in the 10th FYP.

To address the quality of education in the 10th FYP, the Ministry of Education will be focusing efforts to reform the curriculum, strengthen and improve both pre-service and in-service teacher education, encouraging in-service teachers to further specialize in specific subject areas and grade levels such as for early childhood and elementary system to monitor the quality education at classes X and XII, establish a programme of National Education Assessment to monitor the quality of education at the various levels of schooling and across subjects, enhance equitable distribution of experienced and qualified teachers across all schools in the country, strengthen and improve the education management system at all levels, with particular emphasis on the school level management and review and reform the monitoring and professional support services system making it more efficient and effective, inter alia, towards improving the quality of education.

SUMMARY OF EDUCATION STATISTICS 2009				
	Public	Private	Total	
A Early Childhood Development 1 Day Care Centres	-	11	11	
B School Education				
1 Community Primary Schools	268	1	269	
2 Primary Schools	85	11	96	
3 Lower Secondary School	89	2	91	
4 Middle Secondary School	45	1	46	
5 Higher Secondary School	27	12	39	
Sub-Total (B)	514	27	541	
C Special Institute*	4	-	4	
D Tertiary Institute under RUB	11	-	11	
E Vocational Institutes	8	-	8	
Total (Schools and Institutes) (A+B+C+D+E)	537	38	575	
F Monastic Education (Lobdra, Shredra, etc)	388	-	388	
G Non-Formal Centres*****	688	-	688	
GRAND TOTAL	1,613	38	1,651	

SUMMARY OF STUDENTS, LEARNERS, TRAINEES & NOVITIATES																				
		Government				Private				Total										
		Male	Female	Male	Female	Male	Female	Male	Female	Total	Total									
A	Early Childhood Development																			
1	Day Care Centres	0	0	195	168	195	168	195	168	195	168	363								
B	School Education																			
1	Community Primary Schools	15,753	15,337	41	23	15,794	15,360	15,794	15,360	31,154										
2	Primary Schools	11,802	11,763	796	803	12,598	12,566	12,598	12,566	25,164										
4	Lower Secondary Schools	23,837	24,316	338	321	24,175	24,637	24,175	24,637	48,812										
5	Middle Secondary Schools	17,241	16,650	198	165	17,439	16,815	17,439	16,815	34,254										
6	Higher Secondary Schools	9,783	9,097	3,005	2,993	12,788	12,090	12,788	12,090	24,878										
	Sub-Total	78,416	77,163	4,378	4,305	82,794	81,468	82,794	81,468	164,262										
B	Bhutanese students in India & abroad**			188	104	188	104	188	104	292										
	Sub-Total (B [i]+[ii])	78,416	77,163	4,566	4,409	82,982	81,572	82,982	81,572	164,554										
C	Special Institutes*	80	36			80	36	80	36	116										
D	Tertiary Education																			
1	Tertiary Institutes under RUB	3,296	1,755			3,296	1,755	3,296	1,755	5,051										
2	Tertiary Students in India****	78	23	1,844	1,392	1,922	1,415	1,922	1,415	3,337										
5	Tertiary Students abroad****	321	71	13	13	334	84	334	84	418										
	Sub-Total (D)	3,695	1,849	1,857	1,405	5,552	3,254	5,552	3,254	8,806										
E	Vocational institutes	825	397			825	397	825	397	1,222										
	Total (Schools and Institutes)	83,016	79,445	6,618	5,982	89,634	85,427	89,634	85,427	175,061										
F	Monastic Education (Lobdra, Shredra, etc)****	4,395	67	5,149	-	9,544	67	9,544	67	9,611										
G	Non-Formal Centres*****	3,999	9,161			3,999	9,161	3,999	9,161	13,160										
	GRAND TOTAL	91,410	88,673	11,767	5,982	103,177	94,655	103,177	94,655	197,832										

SUMMARY OF TEACHERS, LECTURERS, INSTRUCTORS, TRAINER & CAREGIVERS										
	Government				Private				Total	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
A	Early Childhood Development									
1	Day Care Centres	-	-	1	36	1	36			37
B	School Education									
1	Community Primary schools	991	290	5	2	996	292			1,288
2	Primary Schools	500	431	36	86	536	517			1,053
3	Lower Secondary Schools	904	881	18	32	922	913			1,835
4	Middle Secondary Schools	734	540	12	15	746	55			1,301
5	Higher Secondary Schools	598	314	202	77	800	391			1,191
	Sub-total (B)	3,727	2,456	273	212	4,000	2,668			6,668
C	Special Institutes*	17	20	-	-	17	20			37
D	Tertiary Institutes under RUB	625	168	-	-	625	168			793
E	Vocational Institutes	110	17			110	17			127
	Total (Schools and Institutes)									
G	Non-Formal Centres****	315	441			315	441			756
	GRAND TOTAL	4,794	3,102	274	248	5,068	3,350			8,418

* National institute for the Disabled, the Sanskrit Patshala and Drugyel LSS and Changangkha LSS are included under Special Institutes

** Bhutanese students in PP-XII studying in Darjeeling and Kalimpong

*** Students who are on RGOB Scholarship abroad have been listed under public students and other students studying abroad under private

**** The monastic enrolment reflected under public is from 2009, the enrolment reflected under private is from 2004

2. STATUS OF EDUCATION 2009

2.1. Enrolment, Schools and Teachers at the National Level

2.1.1. Enrolment

The total enrolment figures for Bhutan in March 2009 are presented in table 2.0. This includes enrolment in all Bhutanese educational institutes as well as Bhutanese students studying outside Bhutan. Although, the data on monastic enrolment

and students studying outside the country is not comprehensive, this gives a good indicative overview. In total there are about 198,000 students and learners.

Table 2.0 Enrolment per school level & type, March 2009

	Public	Private	Total
Day care centre Students	-	363	363
Primary Students(PP-VI)	106,056	2,786	108,842
Lower & Middle Secondary Students (VII-X)	43,339	266	43,605
Higher Secondary Students (XI-XII)	6,184	5,631	11,815
School Students Abroad *	-	292	292
Special Institute Students**	116	-	116
Tertiary Students	5,051	-	5,051
Tertiary Students Abroad ^	493	3,262	3,755
Vocational Students ^^	1,222	-	1,222
NFE learners~	13,160	-	13,160
Monastic Students ~~	4,462	5,149	9,611
Total	180,083	17,749	197,832

¹ * The information on the School students abroad is based upon information given by the Dzongkha Lopens in Darjeeling and Kalimpong. Since sizeable amount of students are enrolled in these places. We do not collect school children in other parts of India

** The special institutes are the Sanskrit Patshala and the National Institute for the Disabled. Students enrolled in the Deaf Unit in Drukgyel LSS and Changangkha LSS are reflected under the general students since these students participate in regular education

^The figures for tertiary students abroad are based upon administration information with the scholarship divisions, DAHE, for students on scholarship and tertiary Education Division for the tertiary students upon the membership of the Bhutanese Students Association in India and abroad. As the information on students studying abroad without government support is based on a secondary source of data. It is not comprehensive or complete

^^ Information on Vocational institutes and the Royal University is from the 2008/2009 academic year, which runs from July 08 to June 09

~ The information on the NFE learners has been collected by the NFE division of the MoE.

~~ Information about the Monastic education has been collected by the Central Monastic Body. The enrolment reflected under public is data collected in 2007. The enrolment reflected under private monasteries is from 2004

Table 2.1 below presents the key education indicators for access to education, Gross Primary Enrolment Ratio (GPER) and Net Primary Enrolment Ratio (NPER). These are calculated based on the Projection of Population and Housing

Census 2005. Both Gross and Net, are based on the number of pupils formally registered, usually surveyed at the date close to the beginning of the school year. In Bhutan we do not collect attendance information.

The following box 2.0¹ gives a brief analysis on the NER and GER as per the EFA Goal Monitoring Report 2003/4.

Box: 2.0 a closer look: analysis of Primary enrolment

No single statistics is adequate for the task of monitoring progress towards UPE. Historically the GER had been used since 1980 (the year of the Addis Ababa plan) as a leading indicator of progress. More recently, however, as countries progress towards UPE, more and more of them have GERs exceeding 100%, their values being inflated by the number of early and late entrants and repeaters in school.

The NER also has drawbacks. Thus, where the official entrance age is different from the usual entrance age, an underestimation of actual school participation results, by including only children of primary school age. The NER does not take into account other children who will eventually complete primary education. Thus, both indicators need to be examined in relation to each other and together with other parameters, such as percentage of overall pupils, the percentage of repeaters, and the survival and completion rates. Each of these tells important and complementary parts of the story

Table 2.1 Enrolment Ratios 2009, 2008, 2007 and 2006

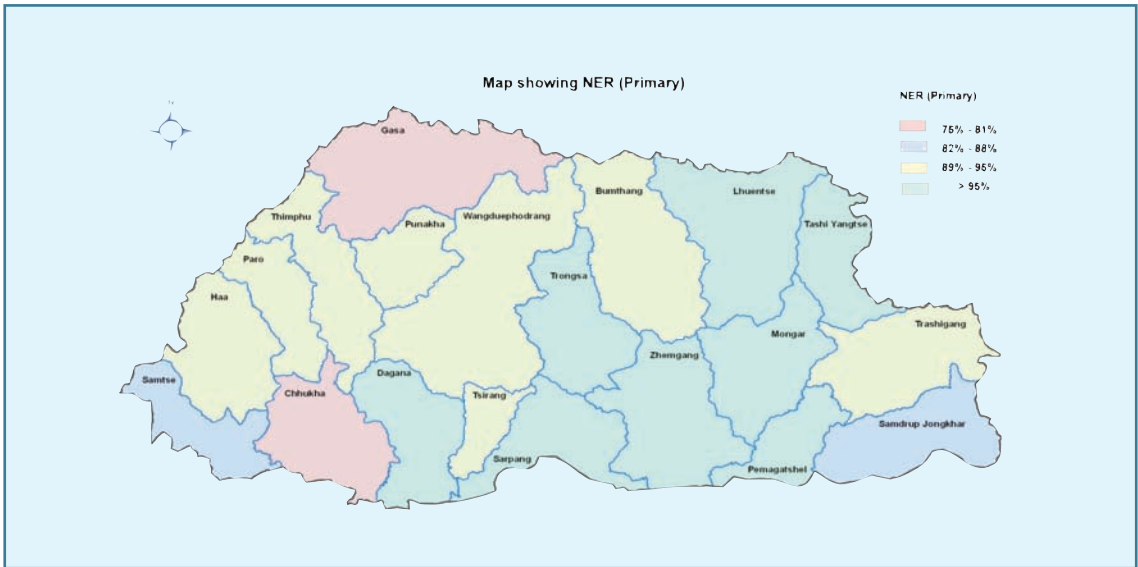
Indicator	2006	2007	2008	2009
NER primary education (PP-VI)	79%	84%	88.0%	91.82%
GER primary education (PP-VI)	102.0%	106.0%	112.0%	115.73%
NER Basic education (PP-X)	75.0%	78.0%	85.0%	88.36%
GER Basic education (PP-X)	85.0%	88.0%	96.0%	100.30%

The biggest increases are observed for the primary net enrolment ratios. The primary net enrolment ratios increased from 79 in 2006 to 91.8 percent in 2009; almost equal number of boys and girls are enrolled at the official school age.

Between 2006 and 2009, the primary NER increased from 79 to 91.8 percent. The primary NER of girls grew by 14 percentage points over the three-year period, compared to 11 percentage points for boys, indicating increased girls' enrolment. As a result, the gap between the male and female primary NER had dropped.

The recent statistics shows that fewer boys than girls enroll in school at the official school age.

¹ EFA Global Monitoring and Report 2003/4, UNESCO



2.2. Trends in Primary Education 2006-2009

Figure 2.0 Survival to the grade 5 and grade 10

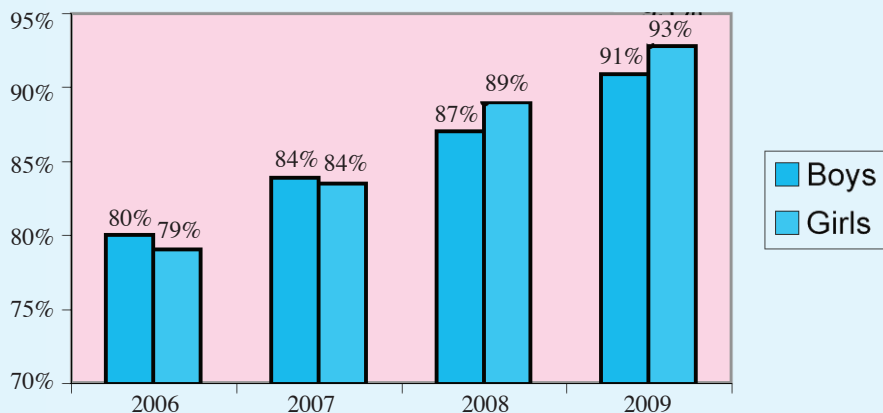


The survival rate to grade 5 and 10 showed the improvement between 2006 and 2009. For all children combined, this indicator grew from 89 and 68.1 to 93.6 and 77.6 percent. Compared to boys, girls have more probability of advancing to the fifth and tenth grade.

It is worth mentioning here that in terms of private participation and parental contribution to

the education system, private schools makes up 3 percent of the enrolment. The Net enrolment ratio has increased rapidly as a result of Royal Government's commitment to education. The Net Primary Enrolment (NPER) has jumped sharply within a very short period, from 53 % in 1998 to 91.8 % in 2009(excluding those children studying abroad and those enrolled in the monasteries).

Figure 2.1 Primary enrolment, NER



The increasing enrolment and primary school completion rates indicate that Bhutan is on the track to achieving the MDG goals. However the last mile will be hardest to achieve. Currently, it is estimated that 4-5% of the primary aged population are out of school. While a few of these are pursuing education in monasteries (2%) and abroad (1%), they also include children in remote and hard to reach areas, children of nomadic and migrant populations and children with learning disabilities whose special learning needs are currently not catered for. These children have different needs from the majority of the students,

and the key challenge is to put in place innovative and cost effective strategies to provide access and quality education.

According to the PHCB 2005, it has shown that about 1% of primary aged children are studying outside Bhutan, and about 2% are enrolled in the monasteries. Assuming that these ratios still holds true, then over 95.82% (91.82% NER, 1% abroad, and 2% in the Monasteries, 1% enrolled in Secondary level in 2009) of our Primary aged children access education. Chapter 3 provides a more thorough analysis.

Figure 2.2 Trend on survival to 5 and grade 10

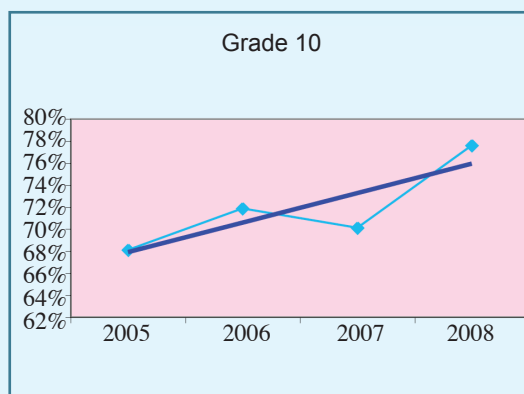
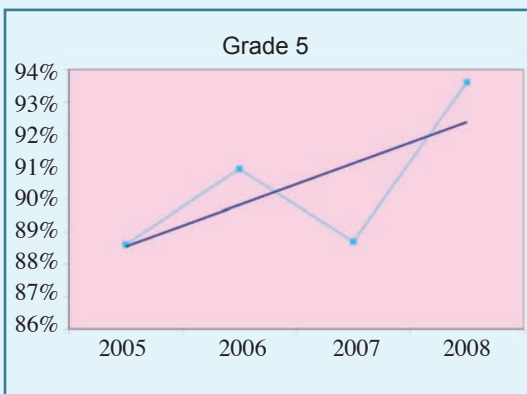
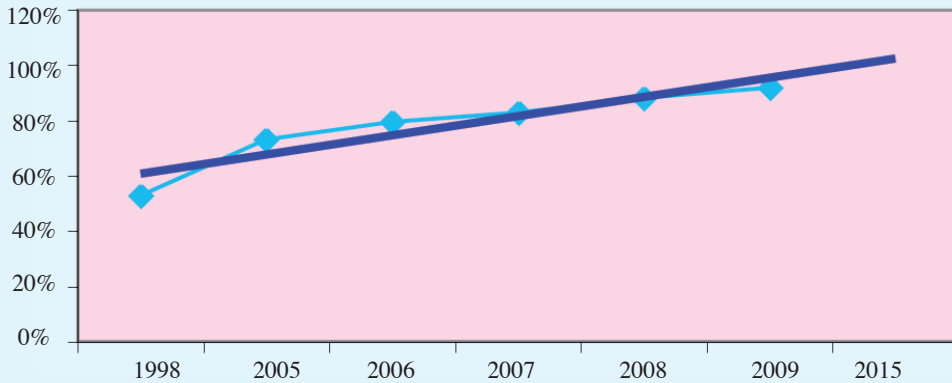


Figure 2.3 Net enrolment ratios since 1998

Given the recent progress of the Net Enrolment Ratio (NER) in Primary education, it seems likely that Bhutan will achieve the target of Universal Primary Education by 2015.

Overall the NER has increased from 53% in 1998 to 91.8% in 2009 according to our annual school census data. The improvement in the enrolment ratios for girls was much better than for the boys. In terms of enrolment, there are no gender disparities between boys and girls, with girls sometimes doing better than boys at the national level. However in Gasa and S/Jongkhar there are significantly more boys enrolled, and in Punakha and Wangdue, there are more girls enrolled

2.3. Schools and Institutes

At the moment the total number of schools under the general education system in Bhutan consists of 269 Community Primary Schools, 1 Private Community Primary School, 85 Primary Schools, 11 private Primary Schools, 89 Lower Secondary Schools, 2 private Lower Secondary Schools, 45 Middle Secondary Schools, 1 private Middle Secondary Schools, 27 Higher Secondary Schools, 12 Private Higher Secondary Schools and 11 private Day Care centers. The 4 special institutes are the National Institute for the Disabled, Deaf unit in Drugyel LSS, Changangkha LSS and the Sanskrit Patshala. There are 688 Non-Formal Education centers in the country.

The RUB has 11 colleges located across the country. Under the MoLHR there are 8 vocational training institutes. There are 391 monastic schools under the central monastic body. The number of private monasteries remains unaccounted for. That makes a total of 1737 educational institutions in the country.

In 2009, 13 Community Primary Schools, 1 Private Community Primary School, 1 Lower Secondary School, 1 Private Higher Secondary Schools and 34 Extended Classrooms were opened while 3 schools were upgraded to Lower Secondary, 1 to Middle Secondary and 1 to Higher Secondary. In addition, 1 private Lower Secondary School was upgraded to Middle secondary schools and 2 private primary school to higher secondary school.

In the appendices a detailed list of the new and upgraded schools in 2009 is presented (see annex 1)

2.3.1. Extended Classroom

The tenth five year plan emphasizes the universalization of Primary education to equip citizens with knowledge and skills to lead better life. The tenth five year plan envisages NER of 100% in primary, 90% in basic education, 70% in the 15+ age group. To achieve this target Ministry of education is committed to improving the efficiency of the education system, increasing access to primary and secondary education.

The recent establishments of Extended Classroom (ECRs) are effort towards further improving access for every school going aged children, especially from remote rural areas and those scattered villages where students had to walk a long distance to school. A significant number of these children are out of school.

Almost 1000 students are reported to have enrolled in ECR this year. Most of these students are from a very remote area.

These initiatives have enabled RGoB to improve the Net Primary Enrolment Ratio (NPER) from 79% in 2006 to 91.8% in 2009.

2.3.2. Early Childhood Care and Development

The Ministry of Education has approved the establishment of two day-care centres in Gomtu and Samtse, and is in the process of developing a national policy on Early Childhood care and Development (ECCD).

2.3.3 Community Primary Schools

Over the years, the Ministry of Education has been able to enhance access to education for population groups living in the rural and remote parts of the country through the establishment of community primary schools. A community primary school is a primary school that caters to a specific community, which can be a village or a cluster of defined villages. All the households in the community contribute labour towards the construction and maintenance of the school. The government provides support in the form of payment for skilled labour, and construction materials that are not locally available as well as textbooks, stationery and teachers.

The average enrolment in a Community Primary School (CPS) is 115 students. There are 270 such community primary schools. Over the years several CPSs have been upgraded to Lower Middle and Higher Secondary Schools.

2.4 Schools and Enrolment by Location

The Ministry of Education categorizes every school according to its location. This categorization is used for teacher appointments and other policies. At the moment the Ministry uses the following seven categories: Urban (grade 1 and grade 2), Semi-urban, Semi-remote, Remote, Very remote, Difficult². Table 2.2 gives the details for this year.

Around 64 percent of the total enrolment is concentrated in the urban and semi-urban areas, while only 36 percent of schools are in these areas. This can be attributed to the scattered nature of our population settlements in the rural and remote areas and explains the relatively high cost of providing education services.

It is also apparent from the table above that most of the CPSs are in remoter areas of the country, generally lacking communication and access facilities, while most Secondary Schools are in larger and better connected areas. Over 29% of primary school students are currently enrolled in CPSs - a little over 50% of these students – around 15,657 students - are enrolled in 163 schools classified as remote, very remote or difficult. These students would otherwise have had to either walk long distances or be enrolled in boarding schools to access education.

3 *The categorization of schools is planned to be changed. The new categorization was not yet finalized when this report was finished. The last time schools were officially categorized was in 2004.*

Table 2.2: Schools & Enrolment by Location, 2009

	Urban		Semi-Urban		Semi-Remote		Remote		Very Remote		Difficult		Total	
	No.	Enrol.	No.	Enrol.	No.	Enrol.	No.	Enrol.	No.	Enrol.	No.	Enrol.	No.	Enrol.
	CPS	4	931	27	4,580	75	9,986	101	9,517	59	5,910	3	230	269
	0.7%	0.6%	5.0%	2.8%	13.9%	6.1%	18.7%	5.8%	10.9%	3.6%	0.6%	0.1%	49.7%	19.0%
PS	21	10,667	12	3,398	21	4,299	18	2,918	24	3,882	-	-	96	25,164
	3.9%	6.5%	2.2%	2.1%	3.9%	2.6%	3.3%	1.8%	4.4%	2.4%	0.0%	0.0%	17.7%	15.3%
LSS	27	24,323	19	8,482	30	10,840	9	3,408	6	1,759	-	-	91	48,812
	5.0%	14.8%	3.5%	5.2%	5.5%	6.6%	1.7%	2.1%	1.1%	1.1%	0.0%	0.0%	16.8%	29.7%
MSS	19	16,212	17	12,184	7	4,125	3	1,733	-	-	-	-	46	34,254
	3.5%	9.9%	3.1%	7.4%	1.3%	2.5%	0.6%	1.1%	0.0%	0.0%	0.0%	0.0%	8.5%	20.9%
HSS	30	21,257	9	3,621	-	-	-	-	-	-	-	-	39	24,878
	5.5%	12.9%	1.7%	2.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	7.2%	15.1%
Total	101	73,390	84	32,265	133	29,250	131	17,576	89	11,551	3	230	541	164,262
	18.7%	44.7%	15.5%	19.6%	24.6%	17.8%	24.2%	10.7%	16.5%	7.0%	0.6%	0.1%	100.0%	100.0%

2.5. Non Formal Education

The number of NFE centres has increased tremendously from 6 in 1992 with 300 learners to 688 with 13,160 learners and 756 instructors in 2009, Recognizing the important role of the NFE instructors, and in a bid to boost this important sub-sector, the Royal Government has raised their salary from Nu.4500 to Nu.6000 per month. The number of centres and enrolment had decreased as compared to last year. Learners attend a basic literacy course followed by a post literacy course.

The Non-Formal Education (NFE) Programme has contributed greatly to increasing the literacy rate of our population. From a negligible adult literacy level in 1961, the Population and Housing Census of Bhutan (PHCB) 2005 report the adult literacy rate at 53%. While national baseline data on literacy is still lacking and will need to be developed, the PHCB 2005 nevertheless indicates that despite successes in this area, Bhutan still has a low level of literacy by both international and regional standards. Therefore the Royal Government has set an ambitious challenge of raising the adult literacy rate to 70% by 2013.

An impact study of the NFE programme was conducted in 2008 jointly with UNICEF. This is the first comprehensive study of the NFE sector since its inception almost two decades ago. The study highlighted a number of achievements and identified areas for improvement and change. The Ministry of Education has already started taking action on the recommendations, specifically

to incorporate English and Mathematics as additions.

2.6. Continuing Education Programme

The CE programme offers adults who could not complete their school education with the opportunity to upgrade their academic qualification. In order to provide more people with the same opportunity, beyond Thimphu, the programme was extended to Paro and Chukha Dzongkhags.

The number of people enrolled in the programme grew from around 300 in 2007 to over 860 in 2009. Possibilities are also being explored to further expand CE programme to other Dzongkhags through selected public schools for better outreach.

2.7. Teachers

There were 8418 teachers and Instructors excluding monastic teachers as of March 2009. This includes 350 teachers recruited under the Light Druk-Yul project and 53 expatriate teachers, in March 2009, who were sent to the Dzongkhags.

Table 2.3 shows the steady increase in the teaching cadre over the last six years for both public and private schools. The growth in teacher numbers across all levels of schools in 2009, shows the even spread of new establishments and upgrading across all levels.

Table 2.3 Changes in teacher cadre per school type 2002-2009

	CPS		PS		LSS		MSS		HSS		Total	
	Teachers	% gr	Teachers	% gr	Teachers	% gr	Teachers	% gr	Teachers	% gr	Teachers	% gr
2009	1835	84%	1301	41%	1191	-30%	6668	467%	37	-96%	11032	92%
2008	1000	12%	922	2%	1691	4%	1177	8%	955	12%	5745	7%
2007	892	5%	905	15%	1627	-1%	1093	46%	854	43%	5371	16%
2006	852	8%	790	3%	1643	11%	748	4%	596	8%	4629	8%
2005	786	11%	767	2%	1477	1%	721	-1%	551	25%	4302	5%
2004	707	19%	752	7%	1461	5%	729	17%	440	-6%	4089	9%
2003	592	12%	701	-7%	1388	20%	623	-7%	466	35%	3770	9%
2002	529		755		1153		670		346		3453	

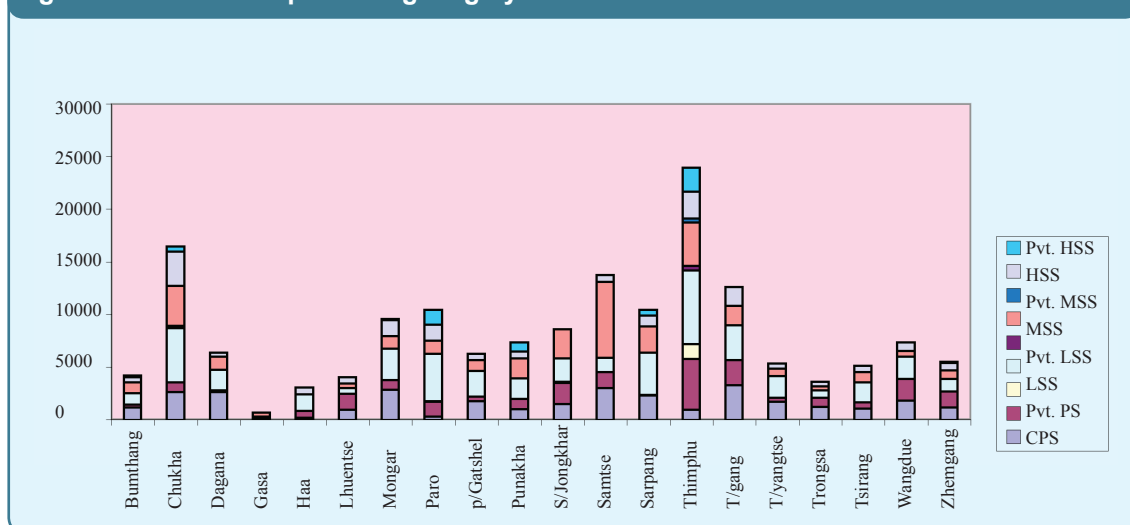
2.8 Education facilities, enrolment and teachers in the Dzongkhags

2.8.1. Provision of schools per Dzongkhag

Every Dzongkhag provides basic education for its children. At the secondary level, students who

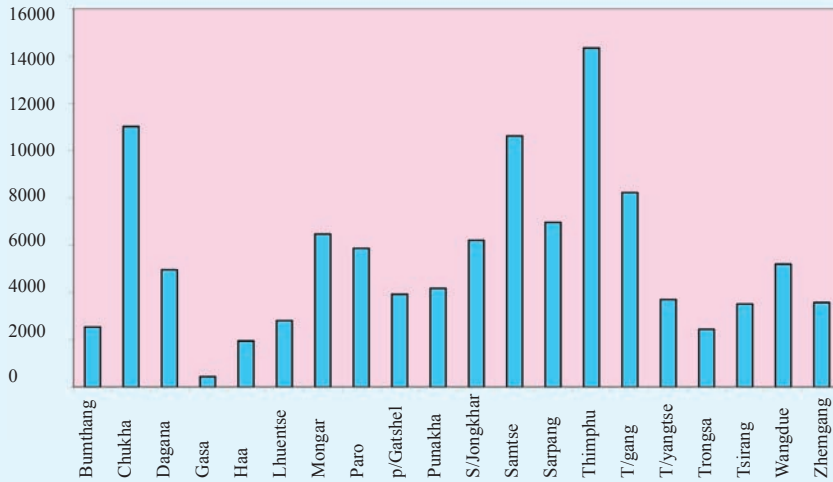
do not have access to schools within their own locality are boarded in the nearest boarding school. (Boarding is also offered in some selected primary schools).

Figure 2.4 Enrolment per Dzongkhag by level of school



Most Dzongkhags have middle and higher secondary schools with boarding facilities to provide education at these levels to students who do not have access to Secondary Schools within their own locality. However urban Dzongkhags/Dungkhags like Thimphu, Samtse and Phuentsholing do not have boarding schools at the higher secondary level.

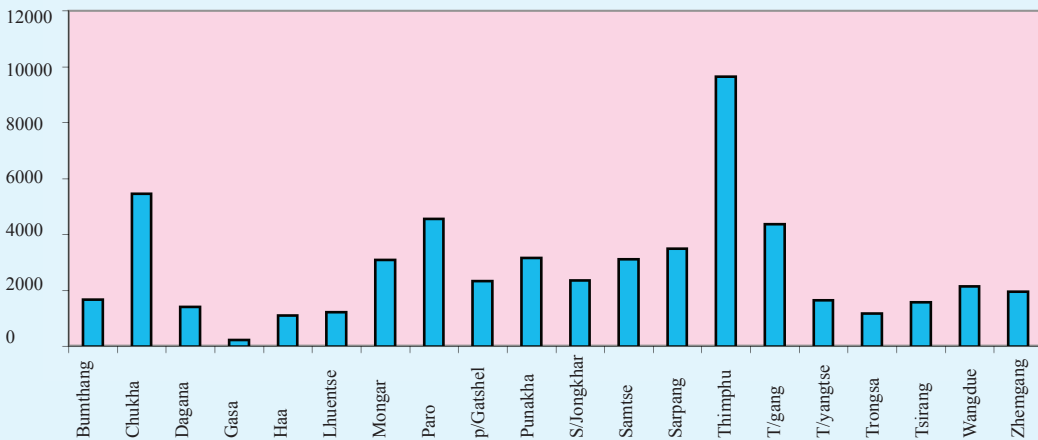
Figure 2.5 Primary enrolment (PP-VI) by Dzongkhag



The above figure gives an overview of enrolment in primary education (PP-VI) of each Dzongkhag. Thimphu has the highest, with 14,340 students enrolled in Class PP-VI- about 13% of total

primary enrolment, followed by Chukha and Samtse with 11,011 and 10,616 students enrolled in PP-VI respectively, making about 10% of the primary enrolment.

Figure 2.6 Secondary enrolment (Class VII –XII) by Dzongkhag



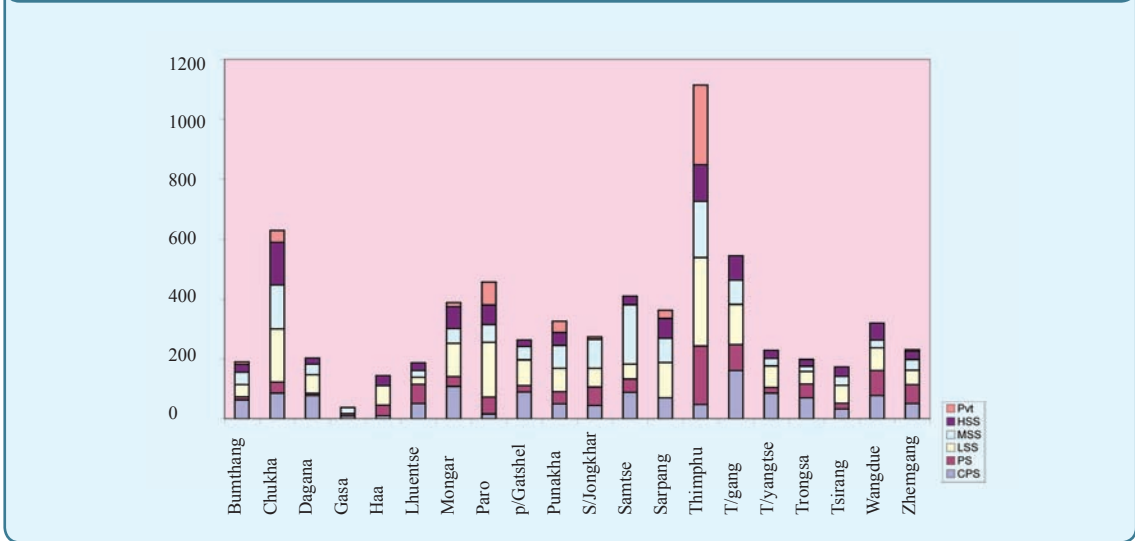
As can be seen from the figure above, Secondary enrolment by Dzongkhag, Thimphu has the highest

followed by the Chukha and Samtse as usual, by the fact that these are the most populous Dzongkhag.

2.8.2. Teachers in the Dzongkhags

The table below shows the teachers per school type per Dzongkhag in Bhutan. Details are discussed in the chapters about teachers and quality indicators.

Figure 2.7 Teachers per school type



2.9 School Feeding, WFP

The policy of the Ministry of Education and the regional agencies is to provide primary schooling within easy walking distance, in order to allow children to attend school near their homes. However, given the mountainous terrain, the dispersed settlement patterns of the population and resource constraints, some children have to enroll in primary schools more distant from their homes as day scholars, or as boarders.

This is made possible, largely due to the provision of meals through the school feeding program. Approximately 6,000 primary level students, who have to board, are provided with two meals a day through the World Food Program (WFP). These two meals for boarding students are supplemented

by a government stipend to cover the third meal. For a limited number of informal boarders in community and primary schools the third meal is provided by the family of the children. Moreover, for approximately 18,700 primary level day students, WFP provides two meals per day. This means that about 17% of the primary level students in Bhutan receive school feeding.

The WFP further provides 2 meals a day for all boarders in public secondary schools up to class X. The government supplements this with a stipend scheme which covers the cost of 1 meal per boarder. Around 20% of all class VII to class X students in Bhutan is entitled to this support. In addition, about 12% of day scholars in classes VII-X also receive 2 meals a day through the WFP school feeding programme.

Table 2.4 School feeding in 2009, WFP-support and Government stipend

	Primary Students Receiving WFP & Stipend		Primary Students Receiving WFP		Class VII-X Students receiving WFP and Stipend	
	No	%	No	%	No	%
Day Boarders	0	0.0%	14,904	14%	5,035	12%
	6,071	6%	3,859	4%	3,859	9%
	6,071	6%	18,763	17%	8,894	20%

In the appendix an overview of the WFP-supported schools per Dzongkhag is given. (Annex 5)

3. ENROLMENT IN THE GENERAL EDUCATION PROGRAM

3.0. Primary Education (Classes PP-VI)

The number of new entrants in primary education as of March 2009 was 16,250. About 7% increase from last year. Two important indicators to monitor the level of access to education in Bhutan are the Apparent (Gross) Intake Ratio (AIR) and the Net Intake Ratio (NIR)³.

The box 3.0 ⁴ gives the brief explanation on the two indicators (NIR and GIR)

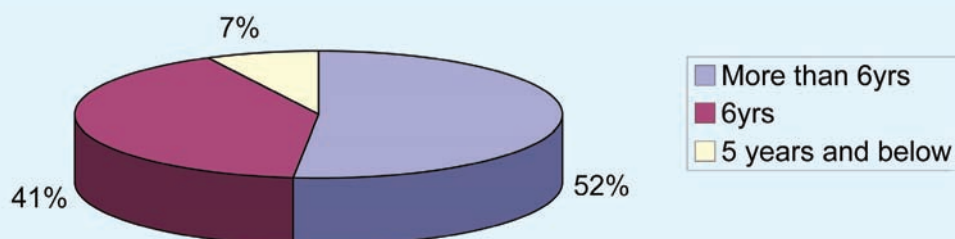
Box 3.0: Access to primary education

Universal enrolment of children in school cannot be achieved unless a first-grade intake approximates 100% of the starting age range. Accordingly gross and net intake rates provide useful indicators of one aspects of progress towards EFA

In many developing countries the official entrance age means little. The high proportion of late entrants in sub-Saharan Africa and Latin America and the Caribbean implies that the NIR often underestimates the actual access. For example in 1996 in Chile, where the official entrance age is 6, the NIR for 6 year olds was 38%, as against 60% for 7 year olds. In Lesotho (1996) the values were respectively 30% for official entrance age and 35% for one year older, in other countries the proportion of underage enrollees may be significant. On the other hand when there are many early or late entrants the GIR may be effectively, over estimates access. Thus the two indicators have to be interpreted with care.

Table 3.0 gives the AIR for the last 6 years. Both private and public students (excluding those 6-12 years old children enrolled in the monastery and abroad). As shown in the table, the AIR has exceeded 100% for the last 6 years and continues to increase.

Figure 3.0. Pre-primary enrolments by age



4 AIR = total number of new entrants/total population of correct age (6 years old)

NIR = total number of correct age entrants (6 years old)/total population of correct age (6 years old)

5 EFA Global Monitoring and Report 2003/4, UNESCO

The Net Intake Ratio for 2009 is estimated at around 53%. This is 2.7% higher than last year when it was estimated at 50%. In 2006 it was estimated at 44%. The estimate is based upon the assumption that all 6 year olds in PP are new entrants since the age of the repeaters is unknown. Since the Apparent Intake Ratio has been more than 100% over the last years and this year it is

around 120.5% showing, that a lot of children go to school for the first time when they are older than 6, almost 52% of the PP enrolment are more than 6 years old, 7% are 5 years and below. In 2009, it is estimated that around 41% of the new entrants are 6 years (right age). Since several children are younger than 6 in PP the NIR is an estimate.

Table 3.0 Gross or Apparent Intake Ratio (AIR) 2004-2009

Class	Year	Enrolment	Repeaters	New Entrants	Pop. 6 yrs old	AIR
PP	2009	17305	1055	16250	13485	120.5%
PP	2008	16434	1192	15242	13343	114.2%
PP	2007	16392	1127	15265	13347	114.4%
PP	2006	16842	1257	15585	13907	111.1%
PP	2005	15518	1507	14011	12887	108.1%
PP	2004	16636	1761	14875	14143	104.2%

Table 3.1 below shows the new admissions in PP for the last 8 years. The enrolment has increased over the years from only 13,491 in 2002 to 16,250 students in 2009, about 20% increase since 2002.

Table 3.1 New admissions in PP 2002-2008

Year	PP Enrolment			Growth	
	Boys	Girls	Total	#	% age
2009	8145	8105	16250	1008	6.6%
2008	7612	7630	15242	-23	-0.2%
2007	7751	7514	15265	-320	-2.1%
2006	7967	7618	15585	1574	11.2%
2005	7187	6824	14011	-864	-5.8%
2004	7565	7310	14875	891	6.4%
2003	7052	6932	13984	493	3.7%
2002	6967	6524	13491	614	4.8%
Average annual growth rate				3.1%	

Table 3.2 below shows that the total enrolment in primary education has increased by 2,742 students in 2009 almost twice the last year's primary enrolment growth. The enrolment growth rate had increase by about 1% from last year. There had been a notable increase in the primary enrolment with an average annual increase of 2.7% for the last 8 years.

Years	Students			Annual Growth	
	Boys	Girls	Total		%
2009	54705	54137	108842	2742	2.6%
2008	53571	52529	106100	1633	1.6%
2007	53260	51207	104467	2275	2.2%
2006	52187	50005	102192	2318	2.3%
2005	51218	48656	99874	2025	2.1%
2004	50443	47406	97849	3875	4.1%
2003	48921	45053	93974	3030	3.3%
2002	48006	42938	90944	2752	3.1%
Average annual growth rate					2.7%

This increase in primary enrolment has also been accompanied with the enrolment of many underage and overage children in the education system (see table 3.3 for details)

Class	Right age(in years)	Right age enrolment	Overage			underage
			within 6-12years	>12 years	T. overage	
PP	6	41.0%	50.9%	0.7%	51.6%	7.5%
I	7	31.7%	59.6%	1.1%	60.7%	7.6%
II	8	29.0%	59.8%	2.2%	62.0%	9.0%
III	9	25.8%	57.3%	8.1%	65.4%	8.8%
IV	10	21.5%	49.4%	20.8%	70.2%	8.3%
V	11	19.9%	27.8%	44.3%	72.1%	8.0%
VI	12	19.8%	0.0%	72.7%	72.7%	7.5%
Average		27.0%	43.5%	21.4%	64.9%	8.1%

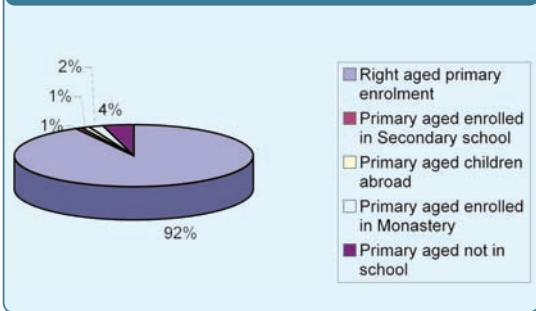
As can be seen from the above tables, there are also children who starts their schooling at the age more than 12 years.

Table 3.4 shows the Gross primary enrolment ratio and the Net primary enrolment ratio from 2005 to 2009.

6 As mentioned in footnote 8, chapter 2, the denominator for 2005 to 2007 ratios was based on the PHCB05 data with 0% international migration and 0% mortality for the concerned age group. The 2008 and 2009 ratios used the Dzongkhag population projection 2006-2015 published by NSB in June 2008.

Table 3.4 NPER and GPER 2005-2009

	Gross Primary Enrolment	Net Primary Enrolment
2009	115.73%	91.82%
2008	112%	88%
2007	106%	84%
2006	102%	79%
2005	97%	73%

Figure 3.1. Division of primary aged Children (6-12 yrs)

The number of out of school primary age children not in PP-VI is around 3,852 i.e. almost 4%. However, these children do not necessarily have to be out-of-school. Analyzing current data allows for the following assumptions and estimates of the whereabouts of these children to be made:

Box 3.1: assumption of the primary aged children not in school

- A large proportion of these children are 6 years old and not yet in school. Since the NIR is estimated to be around 52.7%, while the AIR is around 120.5%, more than 50% of the children entering school for the first time are older than 6 years old, while some (7% be younger, especially in the private schools. Based on the available data, around 19% of the primary enrolment are over the age of 12 and 7% of the primary enrolment are 5 years and below. This big difference between NIR and AIR has also occurred in previous years. It is estimated that around 5% of the 6-12 year old children are 6 years old and not yet enrolled. Given the limited spaces in urban areas and the difficult walking distances in remote areas, it is very likely that most of them will be enrolled next year or the year thereafter.
- A small group of these primary school age children who are not in the primary levels is actually enrolled in class VII or higher. The Net Primary Enrolment does not include these children. Based on the available data, around 1% of the children aged between 6 to 12 years old are enrolled in secondary education in Bhutan.
- Based on the PHCB results, an estimate of the number of primary age children staying/studying abroad and the number of primary age children studying/staying in monastic schools can be made. In 2005 around 1% of the 6-12 year old children were reported to be temporarily abroad. It is assumed that they were enrolled in school. In 2005 around 2% of the 6-12 years old children were assumed to be enrolled in traditional, monastic education. If we assume that the proportion of children abroad and in the monastery as a proportion of the total out-of-school population remains the same, it is estimated that around 1% of the 6-12 year old children are studying abroad and around 2% of the 6-12 year old are in the monastery.
- The last group are the children 7 years and older who are currently out of school. They will have dropped out or never gone to school. Looking at the current age of entrants in PP some might still enroll or return to school while some will not. Since the age of the drop-outs is unknown, it is not possible to estimate how many of these children have actually dropped out and how many never went to school.
- Some of the out of school children mentioned above would also include disabled children. In order to achieve universal primary education it would be necessary to make provisions also for the education of all disabled children and this includes also finding how many children in Bhutan are disabled, how many of these children are already in school and what kind of special needs these children have in order to receive quality education

3.2 Girls Enrolment

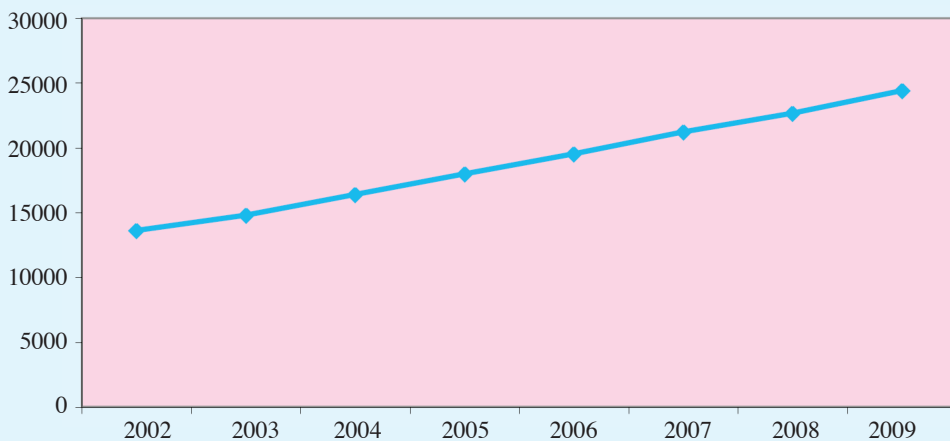
Girls' enrolment over the last 6 years shows a slow but steady increase. With the exception of higher secondary level, the girls' enrolment as a percentage of the total school enrolment is about 50%, at every level of general education. However, even at the higher secondary level, the enrolment of girls has been increasing steadily over the years. The girl's enrolment in the Secondary education had increased from 45 in 2002 to 49.6 percent in 2009 with the increase of 4.6% since 2002.

The box 3.2⁶ shows brief backgrounds on the importance of education girls published by UNICEF.

Box 3.2: Importance of educating girl.

It is extremely important that girls have access to an education. For every additional year girls go to school, they receive 20 percent higher wages and suffer 10 percent fewer child deaths. Women with some formal education are more likely to seek medical care, ensure their children are immunized, be better informed about their children's nutritional requirements, and adopt improved sanitation practices. As a result, their infants and children have higher survival rates and tend to be healthier and better nourished. According to The International Center for Research on Women, the education that a girl receives is the strongest predictor of the age she will marry and is a critical factor in reducing the prevalence of child marriage. The World Bank estimates that an additional year of schooling for 1,000 women helps prevent two maternal deaths. Also, each additional year of formal education that a mother completes translates to her children staying in school an additional one-third to one-half of a year.

Figure 3.2. Girls participation in the Secondary Education since 2002



In terms of private participation and contribution to the education system, Private Secondary enrolments make up 11 percent of the total enrolment compared to 8% in 2006.

In 2000, the international community committed to achieving Millennium Development Goals (MDGs) by the year 2015, two specifically related to education: MDG 2 focuses on universal primary education and MDG 3 aims to reduce the gender gap in education. Bhutan has achieved an impressive girl's Primary Net Enrolment Ratio of 92.55 to that of 89.94 percent for boys with the boys/girls ratio to be 99.8 boys to that of 100 girls (which means there are more girls enrolled than boys at the official age group) .

While notable progress has been made in the category of enrolment; much progress is still needed, especially in addressing quality of education that addresses socio-economic needs. Furthermore the Gross Enrolment Ratio has increased to 115.73% in 2009 with 99 boys for every 100 girls enrolled in Primary schools irrespective of age. The national survival rate of girls in primary school is 94.8 to that of 85.5% for boys.

Table 3.5 Percentage wise girls' enrolment per level and type of school, March 2009

Class	Pvt	CPS	PS	LSS	MSS	HSS	ALL
PP-VI	49.1%	49.3%	49.9%	50.2%	49.3%	51.9%	49.7%
VII-VIII	43.2%	0.0%	0.0%	51.4%	51.5%	51.7%	51.4%
IX-X	32.7%	0.0%	0.0%	0.0%	46.6%	51.8%	49.1%
XI-XII	50.3%	0.0%	0.0%	0.0%	0.0%	40.7%	45.3%
PP-XII	49.6%	49.3%	49.9%	50.5%	49.1%	48.2%	49.6%

From table 3.5 you can see clearly at the higher level education, girls' enrolment is lower than boys. In the upper secondary school, girls are seen to reduce in numbers as they proceed to higher classes especially after class X. About 86 girls to that of 100 boys enroll in class XI and XII, while 102 girls out of every 100 boys enrolled in XI and XII, are of right age (17-18years). This means that more girls are enrolled at the official age in the Higher Secondary School.

Table 3.7 gives a regional picture of the number and percentage of girls enrolled under the different categories of schools by Dzongkhag. This ratio is a crude indicator, since it does not take into account differences in overall population, which could make significant differences, especially in sparsely populated areas where a 50-50 gender division is not always realistic.

On average, girls make up 50% of the enrolment in Bhutanese schools and in several Dzongkhags it is above 50%. Since enrolment and population figures are so small, these are all indicative figures. It is difficult to draw valid conclusions without knowing the actual population in the Dzongkhags and regional categories.

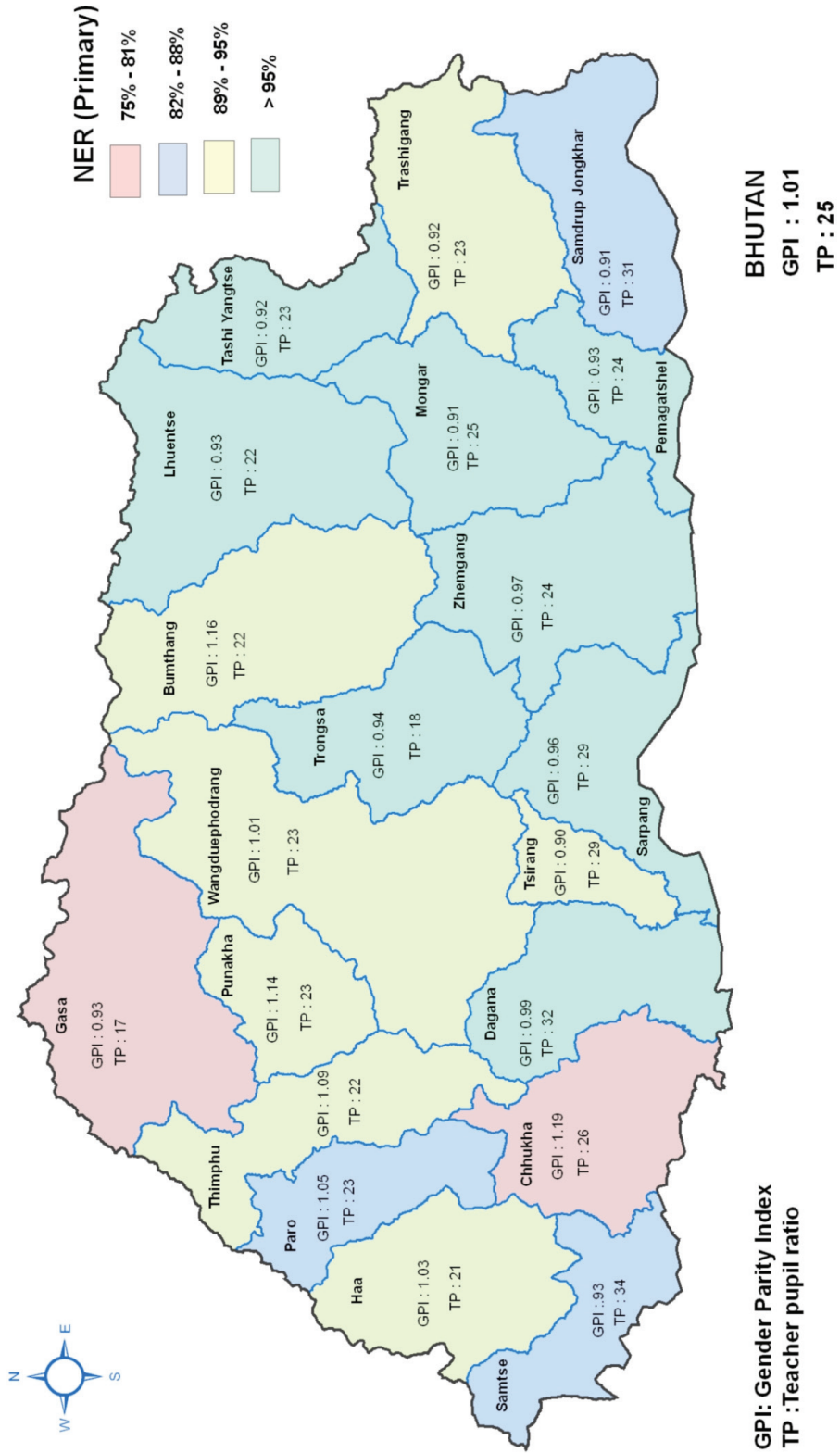
Table 3.6 Girls' enrolment by type/level of school, March 2009

Class	Private Schools		Com. Primary Schools		Primary Schools		Lower Sec. Schools		Middle Sec. Schools		Higher Sec. Schools		Total	
	G	T	G	T	G	T	G	T	G	T	G	T	G	T
PP	490	1,020	2,844	5,734	1,703	3,452	2,441	4,845	1,023	2,057	98	197	8,599	17,305
I	220	457	2,583	5,186	1,786	3,531	2,426	4,902	1,116	2,240	88	173	8,219	16,489
II	188	393	2,396	5,002	1,729	3,518	2,414	4,880	1,040	2,128	103	181	7,870	16,102
III	169	324	2,323	4,837	1,677	3,404	2,543	5,192	1,030	2,143	74	135	7,816	16,035
IV	127	261	1,980	4,028	1,679	3,433	2,548	5,192	1,071	2,280	66	128	7,471	15,322
V	81	174	1,778	3,482	1,659	3,261	2,679	5,101	1,188	2,344	75	177	7,460	14,539
VI	92	157	1,433	2,821	1,530	2,966	2,486	4,856	1,072	2,099	89	151	6,702	13,050
Sub-Total	1,367	2,786	15,337	31,090	11,763	23,565	17,537	34,968	7,540	15,291	593	1,142	54,137	108,842
VII	40	101	0	0	0	0	3,739	7,299	2,433	4,743	391	707	6,603	12,850
VIII	30	61	0	0	0	0	3,040	5,886	2,274	4,402	542	1,098	5,886	11,447
Sub-Total	70	162	0	0	0	0	6,779	13,185	4,707	9,145	933	1,805	12,489	24,297
IX	14	46	0	0	0	0	0	0	2,544	5,389	2,669	5,116	5,227	10,551
X	20	58	0	0	0	0	0	0	1,859	4,066	2,383	4,633	4,262	8,757
Sub-Total	34	104	0	0	0	0	0	0	4,403	9,455	5,052	9,749	9,489	19,308
XI	1356	2719	-	-	-	-	-	-	-	-	1,361	3,271	2,717	5,990
XII	1,478	2,912	-	-	-	-	-	-	-	-	1,158	2,913	2,636	5,825
Sub-Total	2,834	5,631	0	0	0	0	0	0	0	0	2,519	6,184	5,353	11,815
Total	4,305	8,683	15,337	31,090	11,763	23,565	24,316	48,153	16,650	33,891	9,097	18,880	81,468	164,262

Table 3.7 Girl's enrolment per location per Dzongkhag, March 2009

Dzongkhag	Urban		Semi-Urban		Semi-Remote		Remote		Very Remote		Difficult		Total	
	Enrol	%	Enrol	%	Enrol	%	Enrol	%	Enrol	%	Enrol	%	Enrol	%
Bhutan	36961	50%	15518	48%	14730	50%	8539	49%	5623	49%	97	42%	81468	50%
Bumthang	1165	51%	468	50%	447	52%	56	48%	0	0%	0	0%	2136	51%
Chukha	4643	50%	1351	50%	1048	49%	214	47%	926	48%	0	0%	8182	50%
Dagana	0	0%	1392	48%	973	48%	478	49%	222	51%	0	0%	3065	48%
Gasa	0	0%	0	0%	194	53%	61	56%	0	0%	64	38%	319	50%
Haa	681	52%	710	48%	0	0%	87	55%	47	55%	0	0%	1525	50%
Lhuentse	417	46%	443	50%	413	49%	532	48%	128	50%	0	0%	1933	48%
Mongar	1322	48%	1072	47%	458	48%	1108	50%	605	45%	0	0%	4565	48%
Paro	3639	51%	1021	50%	464	53%	124	51%	0	0%	0	0%	5248	51%
Pemagatshel	566	42%	514	48%	595	47%	789	48%	470	51%	0	0%	2934	47%
Punakha	1248	50%	465	52%	2038	55%	95	49%	0	0%	0	0%	3846	53%
Samtse	2106	50%	2743	48%	457	49%	586	47%	710	46%	0	0%	6602	48%
Sarpang	3134	51%	660	49%	1095	49%	290	49%	30	48%	0	0%	5209	50%
Thimphu	11321	52%	703	47%	308	52%	48	49%	0	0%	33	53%	12413	52%
Trashigang	1301	51%	1666	46%	1914	48%	585	47%	571	48%	0	0%	6037	48%
Trashiyangtse	660	49%	342	46%	965	50%	494	51%	149	49%	0	0%	2610	49%
Trongsa	679	47%	341	53%	478	50%	198	51%	68	46%	0	0%	1764	49%
Tsireang	935	47%	523	50%	331	49%	647	48%	0	0%	0	0%	2436	48%
Wangdue	1388	51%	167	51%	1656	54%	467	54%	177	56%	0	0%	3855	53%
Zhemgang	622	48%	611	45%	278	51%	195	47%	962	52%	0	0%	2668	49%

Map showing GPI (Primary) and Teacher Pupil Ratio by Dzongkhag by Net Primary Enrollment Rate, March 2009.



3.2.1. Girls' enrolment in HSS and Tertiary education

As mentioned earlier, the comparative enrolment of girls in public Higher Secondary Schools is lower than in the earlier stages of the general education system. In table 3.8 the girls' enrolment in class X and class XI is compared over the years.

level	X			XI public			XI private		
Year	G	T	% G	G	T	% G	G	T	% G
2009	4262	8757	49%	1361	3271	42%	1356	2719	50%
2008	3883	7909	49%	1116	2885	39%	1320	2541	52%
2007	3675	7691	48%	1096	2667	41%	942	1914	49%
2006	3275	6856	48%	944	2525	37%	865	1709	51%
2005	3038	6427	47%	770	1539	33%	851	1688	50%
2004	2842	6246	46%	656	2031	32%	774	1579	49%
2003	2361	5264	45%	571	1751	33%	613	1240	49%

In 2009 the relative percentage of girls' enrolment in class XI in Public Higher Secondary Schools had increased by 3% compared to last year. In the publicly financed tertiary education system, both in and ex-country enrolment of girls is still much lower than that of boys.

Only 37% of the students studying in the RUB Colleges and Institutes are girls, girls makes up about 19% of the students that receive scholarship to study abroad and about 3% of the students studying abroad without government's financial assistance.

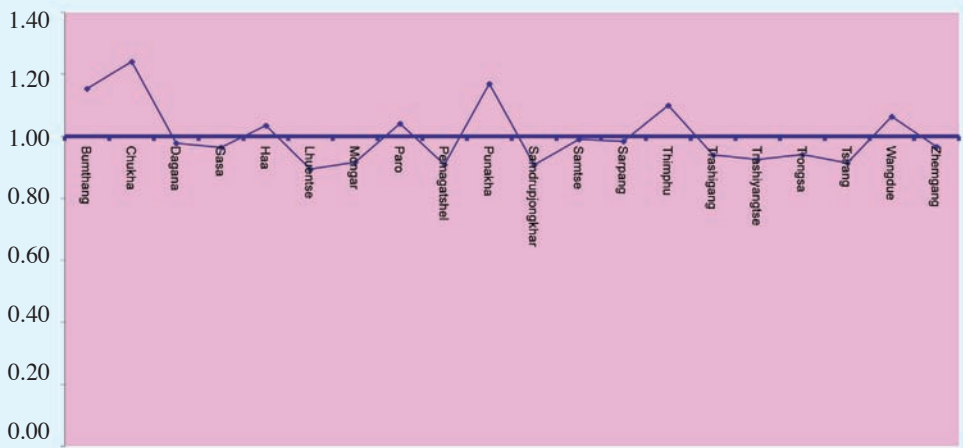
Overall enrolment of girls in the tertiary education is much lesser than that of boys with only 3 girls out every 5 boys enrolled in the tertiary level, while the "gender gap" in the primary education has narrowed over the years; the relative disadvantage still keeps girls from enrolment in secondary and tertiary education.

3.3. Gender Parity Index

The Gender Parity Index (GPI) is a socioeconomic index usually designed to measure the relative access to education of males and females. In its simplest form, it is calculated as the quotient of the number of females by the number of males enrolled in a given stage of education (primary, secondary, etc.). It is used by international organizations, particularly in measuring the progress of developing countries. The Institute for Statistics of UNESCO also uses a more general definition of GPI: for any development indicator one can define the GPI relative to this indicator by dividing its value for females by its value for males.

The following figures 3.3(a) shows the indicative Gender Parity Index (NER) in 2009. If this index is between 0.97 and 1.03, it is considered to be parity or equal representation of both sexes. A GPI of less than 1 indicates that there are fewer females, in proportion to the appropriate school-age population, than males in the formal education system however, if it is higher or lower, one of the two sexes is underrepresented.

Figure 3.3(a) Gender Parity Index by Dzongkhag (NPER)



Gender inequities continue to exist in society. In many cultures and traditions, girl children are discouraged from pursuing an education. Not only do girls experience barriers to accessing education, but girls attending school face certain barriers to education that are not shared by their male classmates.

In Bhutan, girls – by and large – don’t experience

discrimination with regards to access to education, as is commonly seen in some parts of the world.

This year, the national GPI is 1.02. This indicates that on the whole, the correct proportions of females in relation to males are enrolled in the education system. However the gender equity remains the biggest challenge in the Bhutanese education system.

1 EFA Global Monitoring and Report 2003/4, UNESCO

Box 3.3⁷ presents a difference between gender parity and gender equality.

Box 3.3: Parity and Equality

Gender parity and gender equality in education mean different things; the first is a purely numerical concept. Reaching gender parity in education implies that the same proportion of boys and girls – relative to their respective age groups – would enter the education system and participate in its different cycles.

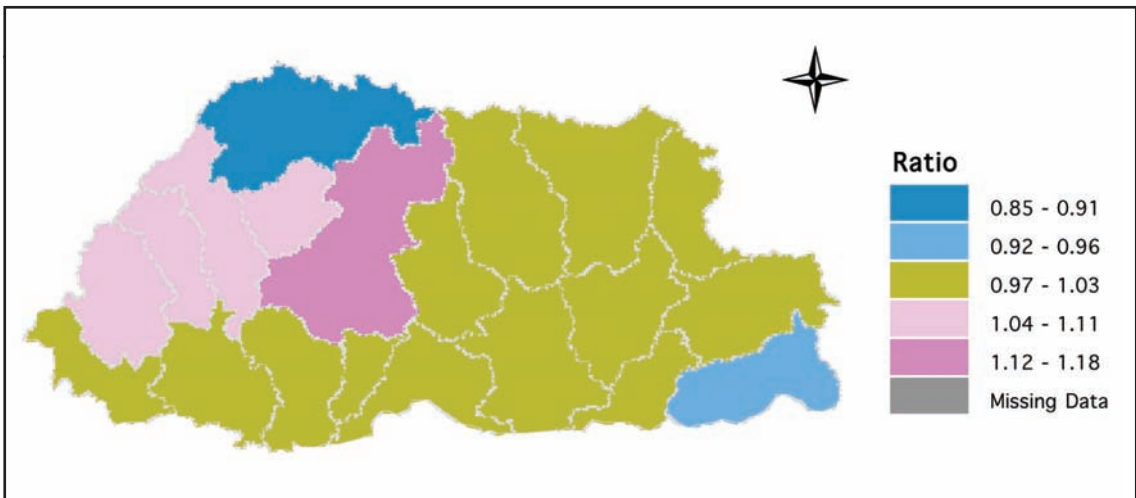
Gender equality, on the other hand, means that boys and girls would experience the same advantages or disadvantages in educational access, treatment and outcomes. In so far as it goes beyond questions of numerical balance, equality is more difficult to define and measure than parity.

The achievement of full gender equality in education would imply:

- Equality of opportunities, in the sense that girls and boys are offered the same chances to access school, i.e. parents, teachers and society at large have no gender-biased attitudes in this respect;
- Quality in learning process, i.e. girls and boys receive the same treatment and attention, follow the same curricula, enjoy teaching methods and teaching tools free of stereotypes and gender bias, are offered academic orientation and counseling not affected by gender biases, profit from the same quantity and quality of appropriate educational infrastructures;
- Equality of outcomes: i.e. learning achievements, length of school careers, academic qualifications and diplomas would not differ by gender;
- Equality of external results, i.e. job opportunities, the time needed to find a job after leaving full time education, the earning of men and women with similar qualification and experience, would all be equal

The enrolment ratios for 2009 are based upon PHCB 2005, which also account for the changes made in the boundaries of the Dzongkhags.

This year also the girls seem to have overtaken the boys in terms of correct age enrolment. However the difference is too small to draw any conclusions.



The Dzongkhag with the highest GPI is Chukha at 1.21 followed by Punakha, Bumthang and Thimphu at 1.20, 1.17 and 1.14 respectively and the lowest

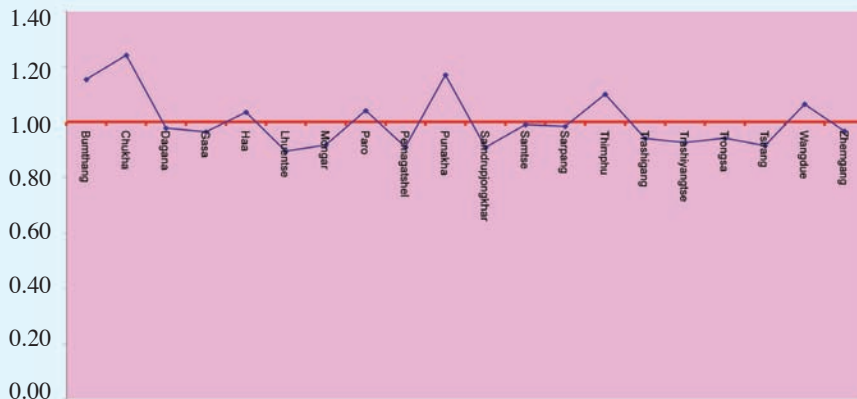
GPI is seen in Pemagatshel and Samdrupjongkhar at 0.88. The majority of the Dzongkhags showed a GPI of slightly under or over 1.00.

The highest improvement in GPI is seen in Chukha, with 1.21 from 0.99 since last year.

Generally there are more females participating at primary school level than males, This pattern shifts

at a secondary school level as there are more males than female learners at this phase. This indicates that fewer females than males are passing over from primary school phase into secondary school phase. It may also reflect that more females than

Figure 3.3(b) Gender Parity Index by Dzongkhag (GPER)



males are inclined to drop-out of secondary school as you can see in the figure 3.4(a), 3.4(b) and 3.4(c), the dropout rate for girls' remains lesser

than boys until class VIII. This pattern shifts when they reach class IX and X, after class VIII more girls are likely to repeat and drop out.

Figure 3.4(a-b) Repetition & Promotion rate by class by gender

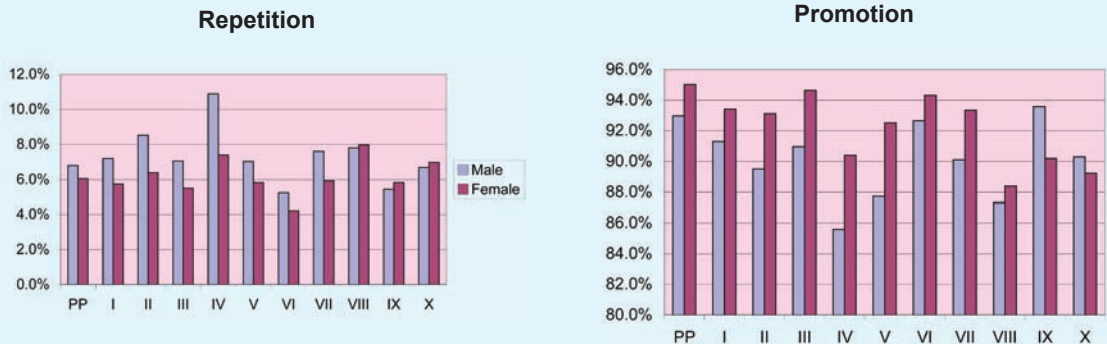
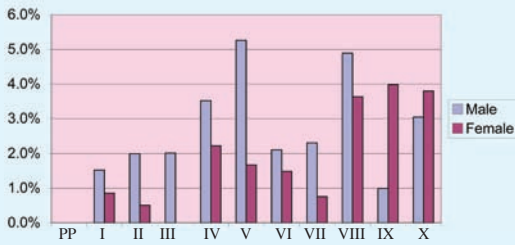


Figure 3.4(c) Dropout rate by class by gender



Although discrimination does not pose a huge problem for females in terms of access to school, it is important to bear in mind that girls participating in the schooling system may experience various forms of gender-based discrimination. We can't say anything since no comprehensive study has been done in this field.

The NER and GER by dzongkhag are calculated using the Dzongkhag Population Projection 2006-2015 published by NSB on June 2008, where they project the population of Bhutan by age gender and areas upto 2015. It has used the exponential growth model together with the ratio type methods. The age-sex distribution was estimated as the ratio of the population in each age group of national population. The adjustment of the data as per new administrative boundaries of the Dzongkhags was necessitated to ensure the comparability of population data over time. The population of Thimphu is projected to reach 116,012 in 2015, an increase of 25% from 2005 with an average growth of 2.2 percent, which is

the highest among the Dzongkhags. Pemagatshel has the least average growth rate of 1.2 percent and its population is projected at 25,180 in 2015 from 22,287 in 2005. Gasa is expected to have an additional population of about 600 persons by 2015 making its population of 3,692 persons, thus remaining the least populated Dzongkhag⁸.

As per the population projection from the PHCB 2005 by the NSB, Pema Gatsel, Sarpang and Trashiyangtse have 3,071, 5,360 and 2630, 6-12 years old children respectively. In 2009, 3,153, 5,417 and 2,875 students aged 6-12 years are enrolled in these Dzongkhag respectively.

Map showing NER, GER (Primary) and Distribution of Primary aged (6-12yrs) children out of School by Dzongkhag by NER (Primary).

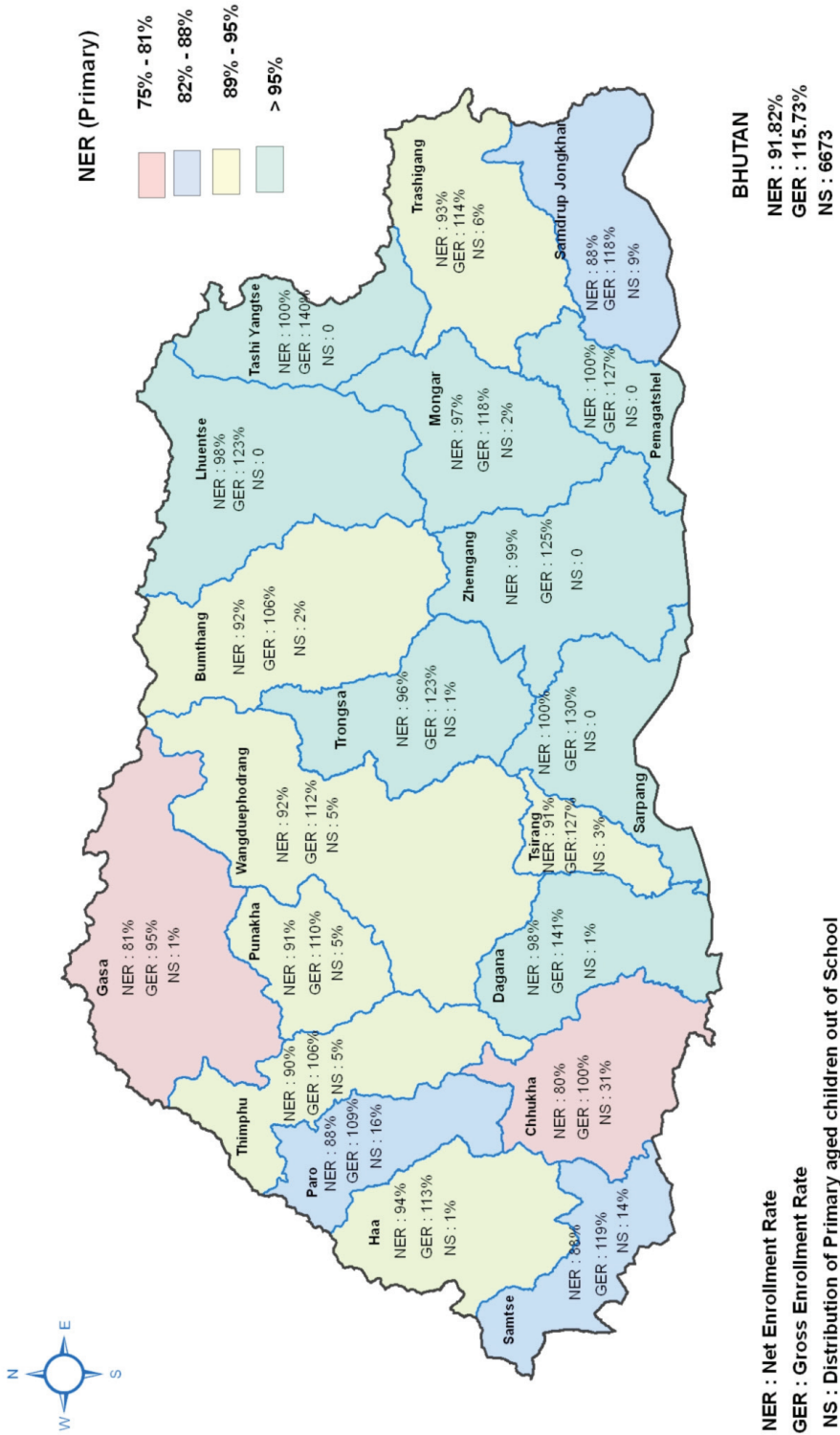


Table 3.9 shows an estimated distribution of out of school primary age children among the Dzongkhags. The biggest number of out of school primary aged children is in Chukha with 31%. A big proportion can also be found in the other populous Dzongkhags like Thimphu, Samtse and Samdrupjongkhar. For Thimphu Dzongkhag, it can be assumed that a significant number of the children not in PP-VI are either studying abroad or enrolled in the monastery.

As can be seen, the highest increase in drop out is found in Chukha from 13 in 2008 (See General Statistics 2008) to 31 percent this year.

A comparison of the changes in enrolment between 2009 and 2008 at the Dzongkhag level shows a general increase in both Net and Gross enrolment ratios. In the map, the Dzongkhags that have a change of more than 5% in the NPER since last year have been highlighted(See page 40).

The increase in NER has been accompanied by uneven progress among the Dzongkhag, The NER in the Chukha Dzongkhag is 20% lower than the highest Dzongkhag i.e. Trashiyangtse, Pemagatshel and Sarpang with 100% enrolment. Gasa has the lowest NER; however Gasa's Population is too small to draw any conclusion. The only Dzongkhag where the primary NER decreased significantly is Paro and Chukha. The primary enrolment aged 6-12 years in Chukha has increased only by 1% while the population aged 6-12years in Chukha has increased significantly by about 8.4% since last year.

The primary right aged enrolment in Paro has decreased and on other hand the population 6-12 years has increased remarkably by about 8% compared to last year according to the Dzongkhag Population Projection 2006-2015.

⁹The accuracy of any projection is conditional on the reliability of the base population estimates, the component data, and the degree to which the underlying assumptions correspond to the future trends. Projections are not predictions;

Table 3.9 Distribution (in %) by Dzongkhag of the 6-12 years old not in school, March 2009

Chukha	31%	Bumthang	2%
Thimphu	16%	Dagana	1%
Samtse	14%	Haa	2%
Samdrupjongkhar	9%	Gasa	1%
Paro	9%	Trongsa	1%
Trashigang	6%	Lhuentse	0%
Wangdue	5%	Zhemgang	0%
Punakha	5%	Pema Gatshel	0%
Tsirang	3%	Sarpang	0%
Mongar	2%	Trashiyangtse	0%

they instead an effort to create plausible scenarios based on assumptions regarding the components of population growth, which are themselves subject to uncertainty. Accordingly, it cannot be claimed that the value observed in the coming years will always remain within the range implied by the projection exercises.

Whether or not this will be a trend will be seen next year. Sarpang shows a remarkable increase in NER about 17% increase since last year followed by Tsirang, Samtse and Dagana with, 13% and 11% respectively, The population tends to have decreased for these dzongkhags compared to last year.

The over all primary NER has increased by about 4%. The continued improvement and increase in enrolment is very encouraging. Figures indicates that increasing the Net Intake Ratio to ensure that more and more children enroll at the age of 6 and strategies focused on increasing enrolment in highly populous Dzongkhags like Samtse, Chukha, Paro Samdrupjongkhar and Samtse are required for achieving universal primary enrolment.

3.4. Secondary Education

3.4.1 Lower and Middle Secondary Education (VII-X)

Table 3.10 gives the enrolment for the classes VII to X since 2002. Since private schools hardly offer these levels there is no distinction made between private and public students. The annual growth at this level has been high since 1995, especially compared with the growth in primary education.

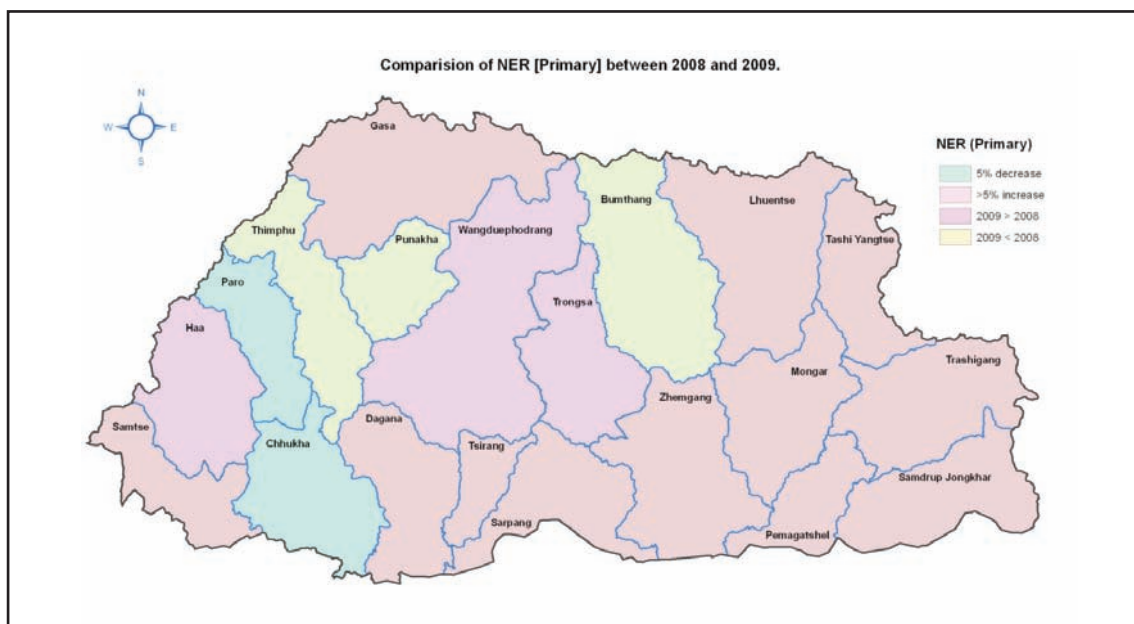


Table 3.10 Enrolment in Class VII-X 2002-2009

Year	Enrolment in Class VII-X			Annual Growth	
2009	21627	21978	43605	2750	6.7%
2008	20353	20502	40855	1944	5.0%
2007	19664	19247	38911	2714	6.5%
2006	18315	17882	36197	2367	7.0%
2005	17258	16572	33830	2382	7.6%
2004	16256	15192	31448	2565	8.9%
2003	15131	13752	28883	1472	5.4%
2002	14647	12764	27411	1544	6.0%
Average annual growth rate				6.6%	

The girls have overtaken boys in terms of correct age enrolment both in Primary and secondary education. However, the participation of girls are much lower in the secondary school, with GPI of only 0.91 in Higher education(XI-XII) i.e. only 6

girls out of every 7 boys continue with their Higher Education.

There is a remarkable increase in the secondary enrolment with the annual increase of 6.6% for the

past 8 years, though the rate is low in terms of correct age enrolment i.e. 45.8% NER (VII-X), with again more girls enrolled at the correct age, but the overall gross enrolment ratio (VII-X) stands at 75.2%.

As of recent statistics, Transition Rate from primary to secondary education is 85.8%, the percentage

of children enrolled in the last grade of primary school who continue their education at the secondary level is known as the transition rate from primary to secondary education. 86% of children in the last grade of primary school go on to attend secondary school.

The following box 3.4 a brief definitions and purpose of the Transition Rates

Box 3.4 Purpose of Transition Rate

This indicator conveys information on the degree of access or transition from one cycle or level of education to a higher one. Viewed from the lower cycle or level of education, it is considered as an output indicator, viewed from the higher educational cycle or level, it constitutes an indicator of access. It can also help in assessing the relative selectivity of an education system, which can be due to pedagogical or financial requirements

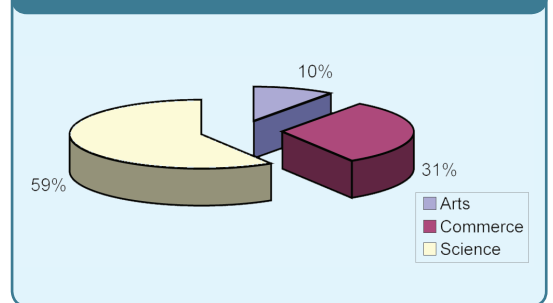
The difference between male and female transition rates is negligible, girls are more likely to transfer to secondary school; the transition rate is 86.6% for girls and 85.1 % for boys. More girls are being transferred to the secondary level. Not only do they have very high primary school enrollment ratios, they are also more likely to continue their education at the secondary level.

3.4.2. Higher Secondary Education (XI –XII)

The top 40% of Students who graduate from Class X are admitted in public Higher Secondary Schools based on their performance in the BCSE. Those students, who do not qualify, continue their education in Private Higher Secondary schools or either join VTI or enter the labour force.

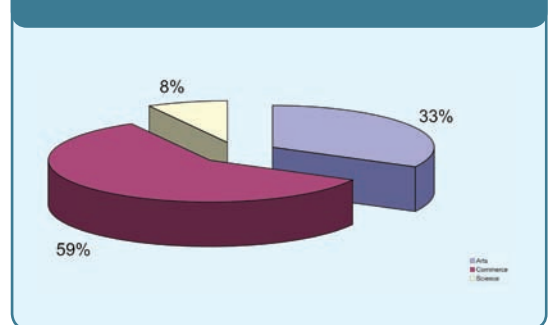
Students choose among three different streams, Science, Arts and Commerce. figure 3.5(a) and 3.5(b) shows the distribution of enrolment among the streams by public and private schools. Only a few private schools offer Science. The majority of the students in government schools opt for Science. The main reason for the increase in Science enrolment this year could be attributed to the in-

Figure 3.5(a) Divisions of streams in the Public Higher Secondary School



crease in number of Science seats in government schools. Commerce appears to be the most popular stream among the private school students.

Figure 3.5(b) Divisions of streams in the Private Higher Secondary School



On the whole, the number of higher secondary students this year has grown at a higher rate than in the last two years, mainly because 3, private primary school has upgraded to higher secondary level. This indicates the importance of Private HSS role in the general education system.

From 2002 onwards, the enrolment in both private and public schools is shown. Overall, the enrolment has increased tremendously in the last 12

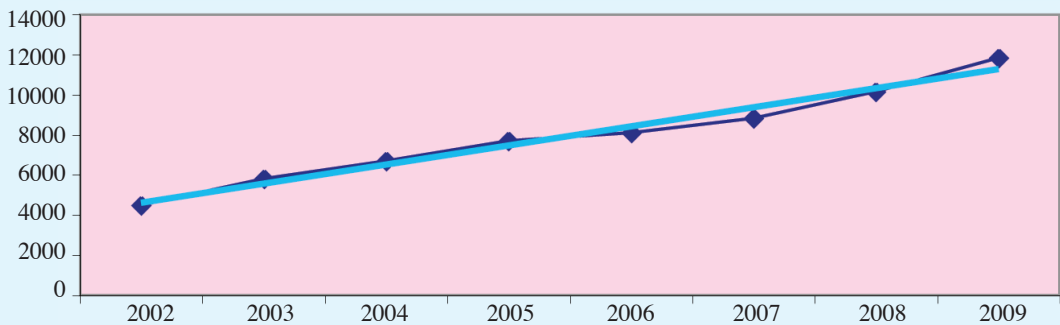
years, with an annual increase of about 21%. With the government policy of enrolling

Approximately 40% of class X graduates in government HSSs, this growth will continue for quite some time. The NER in the higher education is only 14%, while the enrolment are less in terms of correct age, The overall enrolment in class XI and

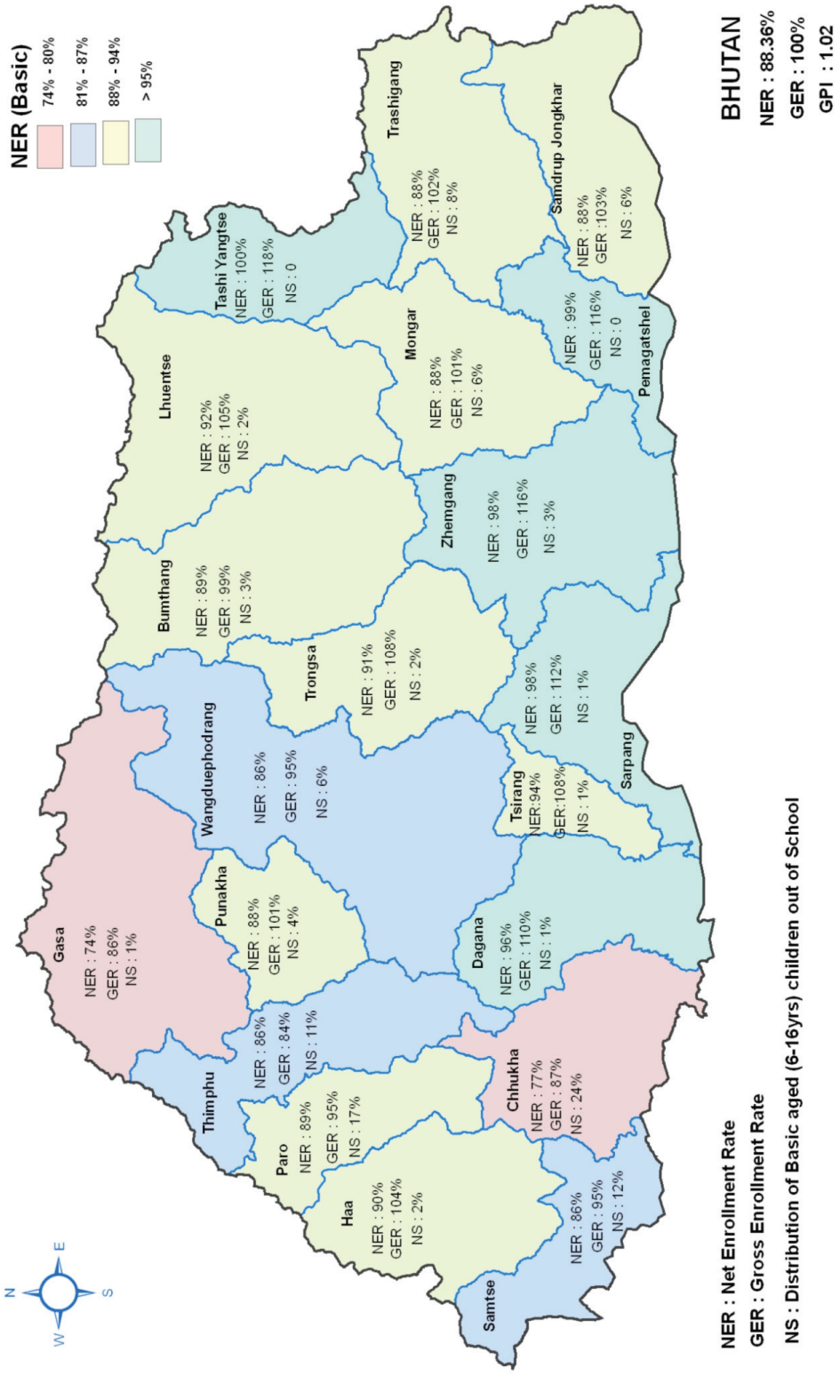
XII is 36%(GER) i.e. 1 out of every 3 population are enrolled in Class XI and XII irrespective of their age.

The national GPI of 1.02 in the primary level, having more girls than boys in the primary education, but the gender gap widens at the Secondary level with only 47% of girls and 54% of boys in school.

Figure 3.6 Enrolment trend in class XI and XII since 2002



Map showing NER, GER (Basic) and Distribution of basic aged (6-16yrs) children out of School by Dzongkhag by NER (Basic).



4. EXAMINATION RESULTS

4.1.1. Class X Examinations

The national level examinations at the end of Primary Education were instituted in 1972 with the aim of ensuring uniformity in the standard of education among the different schools across the country. It was also used as a touchstone for screening the candidates for entry into the next level of general education. With the upgrading of the basic education level to class X, the class X examinations have now replaced the end of primary education examinations as the major touchstone.

For many students the class X examinations marks the end of their general education. Students who fail are only allowed to re-appear the examinations as private candidates and cannot attend regular classes in the government schools. However, these conditions may not apply to cases where students were sick or have valid reasons for not sitting the examinations. The figures below reflect only the results of the regular candidates.

The annual increase in the number of students appearing for exams has been very steady. In

Figure 4.0 Class X passed trend since 2002



2008 more than 1,000 students appeared. Given the increased enrolment in primary and secondary education, the annual number of Class X graduates is likely to keep increasing.

4.1.2. Class XII Examination

In 2006 the Bhutan Board of Examinations took over the conduct of the class XII exams from the

CISCE. With regard to repetition and examinations in class XII, the same rules apply as in class X.

The number of students appearing for the class XII examinations has slightly increased compared to last year. The pass percentage was very low, with one reason cited as the new curriculum in English and Business Mathematics.

Figure 4.1 Class XII passed trend since 2002

4.1.3. Class VI and Class VIII Examinations

The Class VI examinations were decentralized in 1999 and the Class VIII examinations in 2006. The decentralization of examinations gives schools the responsibility for administration and marking of the examinations. However, for purposes of uniformity in standards, the papers for both examinations are still set by the Bhutan Board of Examinations (BBE).

4.2 Efficiency indicators

4.2.1. Promotees, Repeaters and Drop-outs

The efficiency of the Education System can be monitored by indicators such as repetition rate, dropout rate, promotion rate and survival rate at various levels of education. These are known as Efficiency Indicators. The lower the repetition and dropout rates, and the higher the number of promotees and the survival rate, the better the system is said to be doing. The Net and Gross enrolment (NER and GER) and intake ratios (AIR) indicate access to education. The efficiency indicators and the access indicators together give quantitative information on the quality of the system. If children come to school, remain in school and do not repeat

too much, it gives an indication of the accessibility and the efficiency of the system.

The box 4.0 talks about the effect of repetition

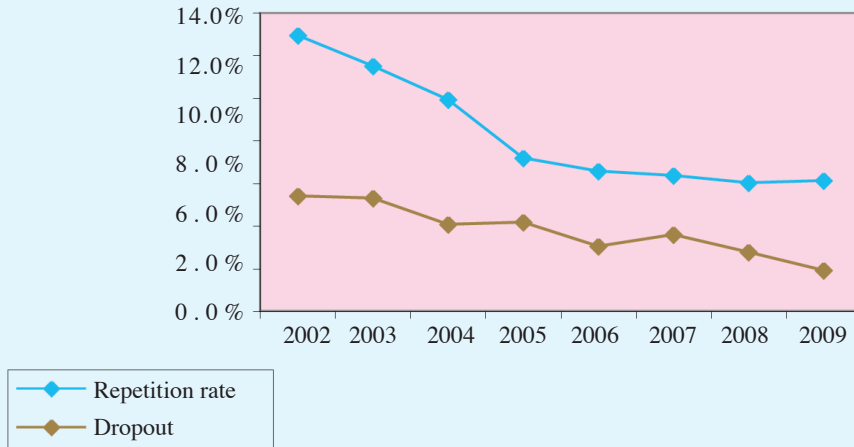
Box 4.0: Repetition in Primary education

High levels of access and enrolment do not themselves guarantee that the achievement of goal 2 is at hand. In order for “all children” to have “access to and complete free and compulsory primary education of good quality...” it is necessary that people proceed through the educational ladder as smoothly and efficiently as possible. All countries particularly those with very low levels of primary participation, are concerned that their limited resource are well utilized. While time spent by pupils repeating grade is not necessarily wasted. It is undeniable that the efforts to reduce rates of repetition and drop outs are crucial parts of any UPE strategy.

In countries where resources are limited, school places occupied by repeaters may keep others out of school.

The figures show that the repetition rate has gone down considerably. From 2006 onwards the Class X school leavers who do not continue onto class XI are no longer defined as drop-outs therefore the drop-out rate is lower after 2005.

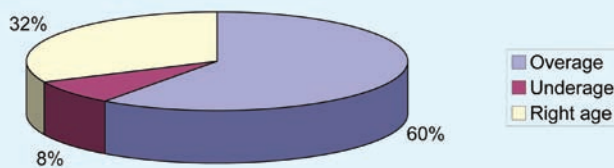
Figure 4.2 Repetition and dropout rate for class PP-X since 2002



The internal efficiency of the education system needs to be enhanced by reducing the repetition and dropout rates. Particularly grade IV. There are many over age and underage children in primary schools, Most of the underage children who should be in early childhood development centers are in grade 1 i.e. almost 1%. The main reason for low promotion rate in grade IV may include those un-

derage (8%) and overage (60%) children in class PP-III (see figure 4.3), high repetition rate, and frequent drop outs, since many student start school as late as 12 years and above and as young as 5 years old and below, these students are likely to repeat and drop out. These are just an assumption; a comprehensive study in this field in future may bridge this assumption.

Figure 4.3 Primary enrolments (PP-III)



The box 4.1 shows the study done in Senegal on the effects of repetitions on dropout

Box 4.1: Study in Senegal on Repetition

The study done in Senegal revealed that such widespread practice of repetition is very expensive, since all the costs of schooling increase with schooling duration, and each repeating child needs to be enrolled one more year to achieve a given grade.

They also found that Grade repetition has an impact on the schooling decisions.

First, grade repetition modifies the acquisition of knowledge at a given date, and the parent's beliefs about the future acquisition of knowledge may be a determinant of dropouts. In fact, when a child repeats a grade, he may consolidate the skills corresponding to his grade. However, it is unclear whether it compensates for the fact that he does not acquire the skills corresponding to the next grade. That is why the net effect of grade repetition on the acquisition of knowledge is ambiguous.

Second, grade repetition acts for the parents as a signal for ability. If the parents observe their child's ability noisily, then grade repetition decreases their beliefs on ability. As a result, grade Repetition possibly causes school dropouts.

Finally, grade repetition may increase the cost of schooling. It increases the time needed to reach a given grade. For a given last grade attended, the opportunity costs increase by one year when a child has to repeat once, and the job market benefits of schooling are postponed by one year. Then, grade repetition would cause school dropouts because it increases the costs of schooling. Overall, the sign of the effect of these three mechanisms is ambiguous.

Table 4.0 Details on drop-outs and repeaters 2008-2009

Class	Enrolement		Repeaters	Promotees	Dropouts	Percentage		
	2008	2009	2009	Imputed	Imputed	Promotees	Repeaters	Dropouts
PP	16,434	17,305	1,055	15,446	0	94.0%	6.4%	0.0%
I	16,097	16,489	1,043	14,862	192	92.3%	6.5%	1.2%
II	16,542	16,102	1,240	15,091	211	91.2%	7.5%	1.3%
III	14,996	16,035	944	13,906	146	92.7%	6.3%	1.0%
IV	15,512	15,322	1,416	13,652	444	88.0%	9.1%	2.9%
V	13,815	14,539	887	12,451	477	90.1%	6.4%	3.5%
VI	12,704	13,050	599	11,878	227	93.5%	4.7%	1.8%
Sub-Total	106,100	108,842	7,184	97,286	1,630	91.7%	6.8%	1.5%
VII	12,328	12,850	972	10,832	524	87.9%	7.9%	4.3%
VIII	10,919	11,447	615	10,031	273	91.9%	5.6%	2.5%
Sub-Total	23,247	24,297	1,587	20,863	797	89.7%	6.8%	3.4%
IX	9,699	10,551	520	8,705	474	89.8%	5.4%	4.9%
X*	7,909	8,757	52	5,923	0	74.9%	0.7%	0.0%
Sub-Total	17,608	19,308	572	14,628	474	83.1%	3.2%	2.7%
Total	146,955	152,447	9,343	132,777	2,901	90.4%	6.4%	2.0%

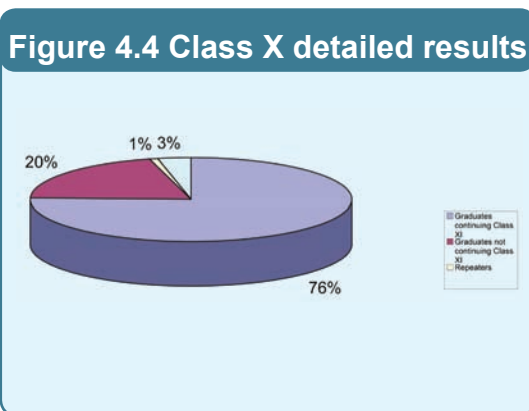
* The students who leave school after Class X are Graduates and school leavers and not drop-outs

The above table gives the details per level of repeaters, promotees and drop-outs for 2008-2009. The drop-out rate in PP was 1.3 last year, however this year the dropout rate is 0 showing zero drop-out in PP.

The repetition rate in grade IV remains the highest, and the highest drop out in grade VII, indicating that the primary students may have difficulties in coping with the increased learning demand placed on them by the expanded/changed curriculum, further compounded by the change in schools. After completing their primary schooling, many students continue their education in LSS nearby or sometime even far away from home as boarders. This may be a factor contributing to the increased repetition and drop out rates. However a comprehensive study may bridge the knowledge gap in this area.

The figures for Class X require some extra explanation. Every student who passed Class X is a Class X graduate. In 2008, 7,526 students passed their class X exams. Of those who failed or did not appear in the exam, 53 are repeaters and the rest are school leavers without a certificate. These school leavers might decide to do the exam again as private candidates. The graduates who cannot continue in class XI may choose to join a vocational training institute, attend a school abroad, or enter the job market.

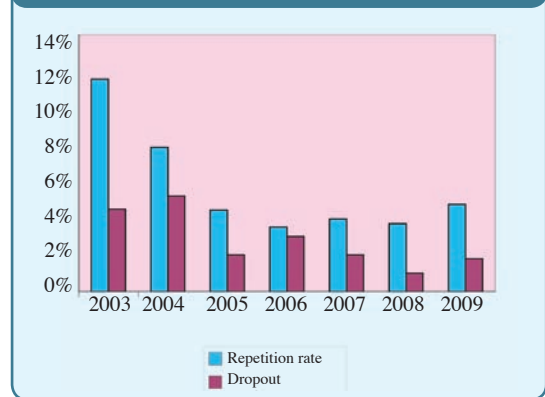
Figure 4.4 gives a more detailed overview of what happens with the class X students of 2008 in 2009.



This year the drop-out rate in class IX decreased. Class IX and Class VII show a high drop-out rate,

though it is much lower compared to last year. It is interesting to note that the drop out rate in Class VII and IX has dropped compared to last year for about 2 to 3% decrease in both the level. The number of drop-outs in PP had also dropped. While this may be a statistical error, it is quite impressive to see 100% retention in PP. The total number of drop-outs is lower than last year.

Figure 4.5 Repetition and drop out rates since 2003



A drop out rate of 0% until class IV is essential in order to achieve the goal of 100% NER. Moreover, it is also known at a minimum of 5 years of education is required to ensure literacy and numeracy. It is estimated that within the 9th FYP period, around 10,000 children have left the education system as illiterates. Of course they might have enrolled again, either in monasteries or abroad.

Compared to 2003 the repetition rate has gone down significantly, although it has remained stable for the last 3 to 4 years.

It is interesting to note is that once again grade IV has the highest repetition rate this year. Grade VII has over the years, has had one of the highest repetition and drop-out rates. This is not surprising, given the change students undergo when they progress from primary to secondary education.

4.2.2 Completion rate and internal efficiency measures.

The completion rate for either primary or basic

education indicates how many children actually complete education. The Gross Intake Ratio for the last grade of the education cycle is used. Table 4.3 gives the completion rates for 2006 to 2009 for primary and basic education. Compared to last year for both cycles the completion rate has

gone up significantly. The number of new entrants has increased (enrolment went up), and most importantly the number of 12 and 16 years old has decreased (denominator went down). According to the NSB projection there are almost 300, 12 and 16 year old less in Bhutan than last year.

Figure 4.6(a) Primary completion rates since 2006

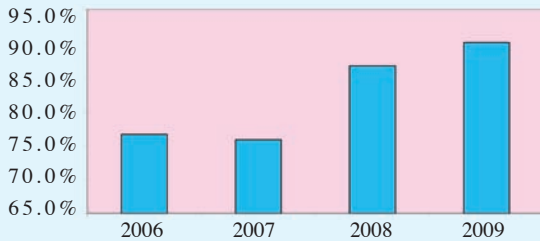
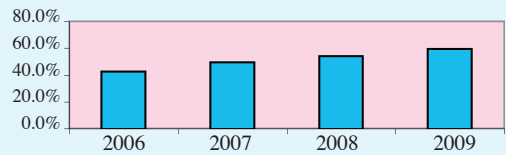


Figure 4.6(b) Basic completion rates since 2006



The current statistics shows that almost about 90% of children complete the primary education. i.e. 8 out of every 9 children enrolled completes the primary education. And about 3 out of every 5 complete the basic education (PP-X).

track of achieving the MDG and to achieve 100% enrolment by 2015 will just be a linear progression. However it is very difficult to determine the exact number of school aged children who have been denied access to schooling, especially in the very remote areas, and those disadvantaged children.

By looking at the current trend, Bhutan is on the

Box 4.2 gives the overview of the factors affecting the PCR

Box 4.2: Factors affecting the Primary Completion Rate

Education creates choices and opportunities for people, helps to reduce poverty and gender bias, lowers birth rates, and stimulates a better understanding of diseases. For countries, it creates a more dynamic workforce and well-informed citizens able to compete and cooperate globally - opening doors to economic and social prosperity. Universal primary education (measured through primary completion rate) is the second MDG. Information provided on actual completion captures one of the most critical issues in the education sector.

Various factors may lead to poor performance on the PCR indicator, including low quality of schooling, discouragement resulting from poor performance, the direct and indirect costs of schooling, and the demands of farm work which keep children out of school for extended periods. Students' progress to higher grades may also be limited by the availability of teachers, classrooms, and educational materials. However, this indicator is the most direct measure of national progress toward universal primary education and it captures the final outcome of the primary education system. But these factors take some time to change. Therefore, improvements (or declines) in response to policy change will only register slowly

However, UNESCO and others note that the primary completion rate has limitations as an indicator of quality of an education system. It does not capture any measure of actual student learning, or estimate how many graduating students master a minimum set of cognitive skills

The coefficient of internal efficiency for Basic education shows the internal efficiency of the Bhutanese education system. The coefficient has increased by about 8% since 2004.

Both boys and girls drop out significantly more in the secondary education grades. Class IX is the only level where the drop-out rate of girls is higher than that of boys.

The survival rate to the last grade of primary school is an official indicator to track progress toward the second UN Millennium Development Goal (MDG), which calls for universal primary education by the year 2015. The survival rate to the last grade is the percentage of a cohort of students who enter the first grade of primary education and who are expected to reach the last grade, regardless of repetition

Table 4.1 compares the indicator 'survivors to the grade' for the last 4 years. Since 2005 gender de-segregated data is available. Unlike in 2006, the girls performed much better than the boys in 2007. On average 2005 was a weak year, and it is fair to say that for the last 4 years, 65 to 73% of all

the children starting PP will eventually graduate. Some more years of gender disaggregated data is required to analyze the gender differences. Since Bhutan has such a small education system individual incidences have a great impact, while quite often they are not indicators of a trend.

Although 90% of children enrolled in grade 1 has reached grade 6 in 2009, a 4% jump since 2004, A significant number of children continue to drop out of school before completing the primary education cycle, there are no major gender disparities between boys and girls, with sometimes girls doing better than boys in terms of enrolment. In fact girls have been doing much better than boys for the past 5 years. Although there is room to improve the data quality for this indicator, the general trend in the last five years is that more children who start primary are reaching grade 6.

The recent statistics shows a remarkable increase in the basic graduate at 72%, an increase of about 5% since last year. Indicating that 72% of children, who enter the school system finally completes the basic education. (Class X graduates)

Table 4.1 Survivors to the grade 2004-2008 (both sexes, boys, girls)

	PP	1	2	3	4	5	6	7	8	9	10	Graduates
Both Sexes												
Survivors to the grade 2008	1000	1000	987	974	964	933	899	882	841	819	777	721
Survivors to the grade 2007	1,000	986	967	943	924	887	854	839	787	757	701	670
Survivors to the grade 2006	1,000	997	988	962	954	911	874	856	808	786	720	673
Survivors to the grade 2005	1,000	1,000	980	947	932	886	844	815	750	720	682	631
Survivors to the grade 2004	1,000	997	985	960	942	898	859	845	793	775	718	671
Boys												
Survivors to the grade 2008	1,000	997	981	960	939	902	851	832	788	780	753	721
Survivors to the grade 2007	1,000	979	950	919	882	831	790	767	717	684	645	618
Survivors to the grade 2006	1,000	1,000	988	959	948	894	844	815	781	762	713	682
Survivors to the grade 2005	1,000	999	979	937	913	862	811	775	710	681	657	617
Girls												
Survivors to the grade 2008	1,000	1,000	991	986	986	962	945	930	894	856	797	715
Survivors to the grade 2007	1,000	993	985	968	968	946	922	916	861	837	760	724
Survivors to the grade 2006	1,000	982	976	953	948	918	895	887	824	800	717	652
Survivors to the grade 2005	1,000	1,000	980	957	950	911	877	857	793	763	707	643

5. TEACHERS

5.1 Teacher strength

The total number of teachers as of March 2009 is 8418. This includes all government schools, private schools, institutes and Non Formal Centers. The

number of teachers in regular government schools is 6705. Table 5.0 shows the Teacher strength in Bhutan at the moment.

Table 5.0 Teacher strength March 2009

		Public		Private		Total		
A	Early Childhood	Male	Female	Male	Female	Male	Female	Total
1	Day Care Centres	-	-	1	36	1	36	37
B	School Education							
1	Community Primary Schools	991	290	5	2	996	292	1,288
2	Primary Schools	500	431	36	86	536	517	1,053
4	Lower Secondary Schools	904	881	18	32	922	913	1,835
5	Middle Secondary Schools	734	540	12	15	746	555	1,301
6	Higher Secondary Schools	598	314	202	77	800	391	1,191
	Sub-Total	3,727	2,456	731	212	4,000	2,668	6,668
C	Tertiary Education							
1	Tertiary Institutes	625	168	0	0	625	168	793
D	Vocational institutes	110	17	0	0	110	17	127
E	Special Institutes	17	20	0	0	17	20	37
	Total (Schools and Institutes)	4,479	2,661	274	248	4,752	2,906	7,662
G	Non-Formal Centres	315	441	0	0	315	441	756
	GRAND TOTAL	4,801	3,75	274	248	5,068	3,350	8,418

In table 5.1 the number of teachers for 2007, 2008 and 2009 per type of school and gender are reported.

In remote areas and CPS, the number of male teachers is much higher than that of female teachers. The proportion of female teachers in the public Higher Secondary Schools is around 34%, a bit less than the proportion of girls in these schools.

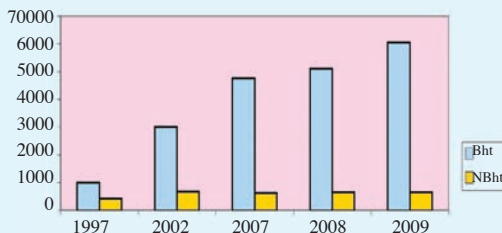
Table 5.1 Teacher strength 2007-2009

Type of School	2006			2007			2008			2009		
	M	F	Tot	M	F	Tot	M	F	Tot	M	F	Tot
Community Primary	665	187	852	703	193	896	775	225	1,000	991	290	1,281
Pvt Community Primary School	0	0	0	0	0	0	0	0	0	5	2	7
Primary Schools	427	363	790	416	335	751	425	374	799	500	431	931
Pvt Primary Schools	52	112	164	46	107	153	39	84	123	36	86	122
Lower Secondary Schools	857	786	1,643	860	744	1,604	836	791	1,627	904	881	1,785
Pvt Lower Secondary Schools	0	0	0	12	11	23	27	37	64	18	32	50
Middle Secondary Schools	440	308	748	622	471	1,093	697	480	1,177	734	540	1,274
Pvt Middle Secondary School	0	0	0	0	0	0	0	0	0	12	15	27
Higher Secondary Schools	413	183	596	467	216	683	523	231	754	598	314	912
Pvt Higher Secondary schools	136	34	170	131	38	169	154	47	201	202	77	279
Total	2,990	1,973	4,963	3,257	2,115	5,372	3,476	2,269	5,745	4,000	2,668	6,668

5.1.1 Proportion of Non-Bhutanese Teachers

From an almost total dependence on expatriate teachers in the 1960s, the Bhutanese education system has moved towards self-sufficiency. However, dependence on expatriate teachers continues at the secondary levels and private schools recruit a comparatively large number of ex-pat teachers. At present around 10% of the total teaching force is expatriate. A comparison between 1997 and 2009 shows an impressively high increase in the proportion and absolute number of Bhutanese teachers over the years.

Figure 5.0 Proportion of Bhutanese and non Bhutanese teachers (1997-2009)



Approximately 10 percent of the teachers in the School system are expatriates, with the majority teaching in the higher secondary and middle secondary levels. At the higher secondary level, 27 percent of the teachers are expatriates and at the middle secondary level, 14 percent are expatriates. 27 percent of private school teachers are expatriates, with the majority being employed in the private higher secondary levels.

Similarly, approximately 12 percent of the lecturers in the institutes under the Royal University of Bhutan are expatriates, with the maximum in Sherubtse College, where 28 percent of the teaching staff are expatriates.

However, the vocational institutes under the Ministry of Labour and Human Resources (MoLHR), and the special institutes and day care centers under the Ministry of Education are fully staffed by Bhutanese nationals.

5.2 Teacher education

5.2.1 Pre-service training

Pre-service teacher education is provided at the Colleges of Education (CoE) in Samtse and Paro, the former established in 1968 and the latter in 1975. There are two pre-service programs offered, a Bachelor of Education (B.Ed) and a Post Graduate Certificate in Education (PGCE). The four-year B.Ed. programme caters for both primary and secondary teaching and is provided in both the CoEs, whereas the one year PGCE programme caters for secondary teaching and is provided in the institute at Samtse only.

Entry into the PGCE programme requires a 1st degree, while the B.Ed programme requires a class XII or equivalent certificate. Currently, the B.Ed degree includes 1 year of field attachment as apprentice teachers at the beginning of the programme. In 2008, 325 students were sent as apprentice teachers.

From 2009 onwards the apprenticeship programme at the beginning will be discontinued and students will undergo the apprenticeship during the 3rd year of the programme.

The B.Ed programme, which used to be only in English, has now been expanded to include Dzongkha.

The enrolment in the 2 teacher colleges has increased to about 2028 students i.e 60% increase since last year. The proportion of girls choosing to become teachers is hovering around 36%. This is not surprising given the lower proportion of girls enrolled in higher secondary schools. The proportion of girls enrolled in the teacher colleges has been declining since 2004. Considering the overall enrolment in the RUB-colleges, the proportion of girls studying in the teacher colleges is higher than the average.

5.2.2 In-Service training

Although many factors combine to make a suc-

cessful school, therefore a successful education system, many people agree that quality teachers are among the most important requirements for success, especially when success of school is defined by an ability of the school to raise the achievement of its students. Teachers are crucial given their daily contact with students in the classroom. Teachers are regularly updated on new developments in curriculum and other educational issues through in-service training and workshops organized at national, Dzongkhag and school level as well as through fellowships outside the country. The table below shows the number of in-service workshops organized at the national level from 2002 - 2008.

Table 5.2 In-service Workshops

Year	National Level	
	Courses	Participants
2002	31	2,033
2003	27	1,358
2004	22	851
2005	10	560
2006	20	2,345
2007	16	1,800
Total	126	8,947

Since 1995, the Ministry has provided opportunities for in-service teachers to upgrade their qualifications by sitting for the national level examinations as private candidates. In December 2008, 150 will avail this opportunity.

Table 5.3 Distance education 2003-2008

Year of graduation	B.Ed (P)	M.Ed
2003	45	-
2004	32	-
2005	44	17
2006	44	17
2007(2007-2008)	40	23
2008(2008-2009)	41	20
Total	246	77

Since 2000, in-service teachers have had the opportunity to upgrade themselves to Bachelors of Education (B.Ed) in primary education via a distance education programme. In 2002, a Masters of Education programme was also started at the Paro College of Education using the same mode. Table 5.4 shows the number of graduates so far.

Table 5.4 Number of trained teachers by degree, March 2008

Academic degree	Trained as teacher		not trained as teacher		Total Teachers	
	#	%	#	%	#	%
Masters Degree	390	6%	109	2%	499	8%
Bachelors Degree	2,809	42%	510	8%	3,319	50%
Higher Secondary/ Under Matriculation	1,611	24%	151	2%	1,762	27%
ZLTS	865	13%	191	3%	1,056	16%
Total	5,686	86%	964	15%	6,650	100%

This programme is in great demand, especially after a first degree became an official requirement for advancing in one's career. The Distance B.Ed is being facilitated from Samtse College of Education, and the Distance M.Ed from Paro College of Education. Teachers participating are offered classes during winter break and offered remote education during the academic year. In that sense, both programmes are mixed mode degrees rather than distance education.

5.3 Academic profile of teachers

Out of a total of 6650 teachers, 86% are trained in the teaching profession. Around 84% of our teachers have at least a Class X certificate. In addition, about 16% of the teachers are Zhungkha Language Teachers (ZLTs). Less than 0.2% of the teachers do not have a class X certificate.

A comparatively low percentage of the teachers with a Masters and Bachelors Degree, most of whom are expatriate teachers, do not have a teaching certificate.

6. QUALITY INDICATORS

Some of the major quality indicators that the Ministry of Education uses are the teacher-pupil ratio, or the number of teachers per school and the class size. This chapter focuses on these indicators.

6.1 Teacher-pupil ratio

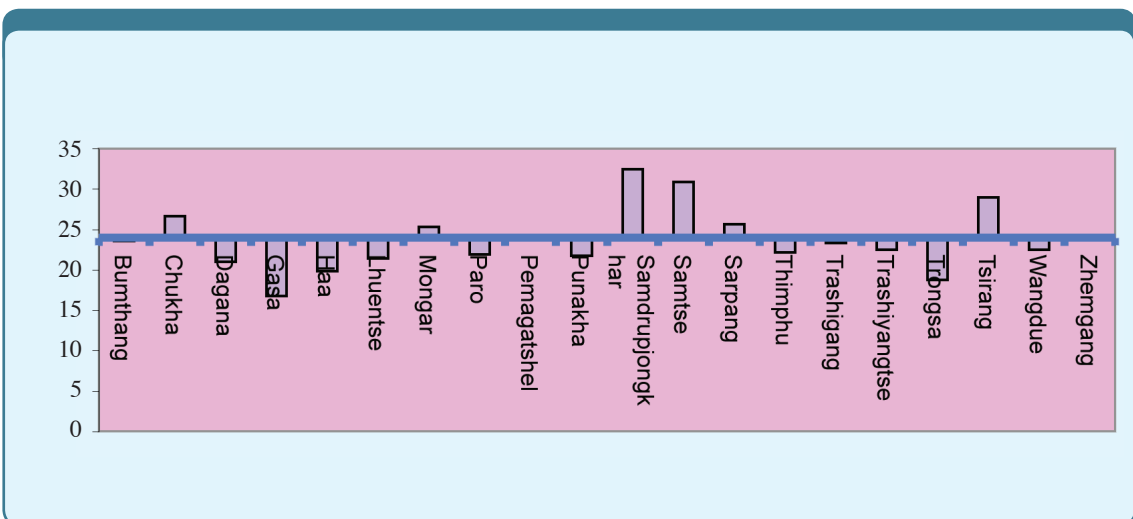
The student/teacher ratio measures the number of students per teacher. It reflects teacher workload and the availability of teachers' services to their students. The lower the student/teacher ratio, the higher the availability of teacher services to students. The student/teacher ratio has implications not only for the cost of education, but also for the quality. The student/teacher ratio is not the same

as class size, however. The relationship between these two measures of teacher workload is affected by a variety of factors, including the number of classes for which a teacher is responsible and the number of classes taken by students.

Table 6.0 gives the teacher-pupil ratio for different school levels by location. It shows that, on average, the highest ratios are found in the remote and very remote schools. The table includes private schools which are mainly in the urban category. It is interesting to note that the ratio in the CPSs has dropped since last year. That is because so many teachers were deployed to the remote areas, and most of CPSs are in the remote areas

Table 6.0 Teacher-pupil ratio in schools per location March 2009

Level of Schools	Urban	Semi-Urban	Semi-Remote	Remote	Very Remote	Difficult	Total
Community primary	23	25	25	23	25	16	24
Primary	26	23	24	26	28	0	25
Lower Secondary	27	26	26	33	28	0	27
Middle Secondary	25	28	27	37	0	0	27
Higher Secondary	21	20	0	0	0	0	21
Total	25	26	25	26	26	16	25



Nationwide, the teacher pupil ratio is now 25 students per teacher on average. The decrease in teacher pupil ratio has been accompanied by uneven progress among the category of school and Dzongkhags, with a standard deviation 4.362 and mean 24 at the Dzongkhag level. On average the ratio has improved in all Dzongkhag. Also averages of more than 50 for a certain type of school in a Dzongkhag no longer occurs as was the case in previous years. The figure 6.0 shows the ratios by Dzongkhag.

Standard deviation is a measure of the variability

or dispersion of a population, a data set, or a probability distribution. A low standard deviation indicates that the data points tend to be very close to the same value (the mean), i.e. evenly or uniformly distributed, while a high standard deviation indicates that the data are “spread out” over a large range of values (data is not evenly distributed).

Though the national teacher pupil ratio is low and impressive, but it has been accompanied by uneven distribution among the schools, regions and Dzongkhags with some having very high ratios and some very low.

Figure 6.1 Teacher pupil ratios with mean and standard deviation.

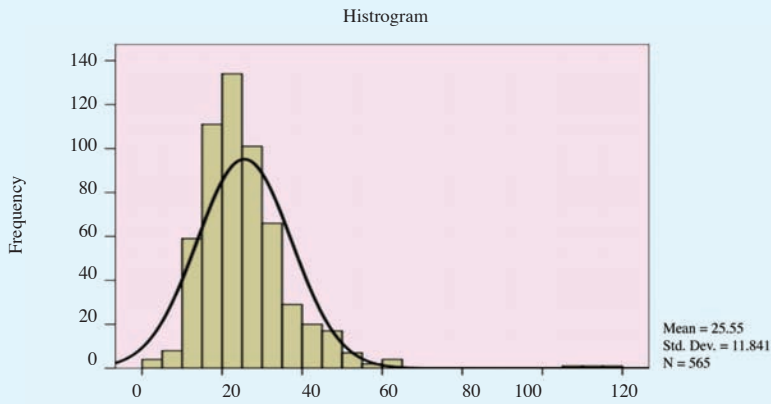
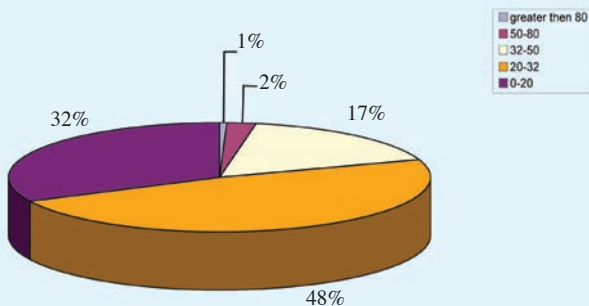


Figure 6.2 Division of teacher pupil ratio



The teacher pupil ratio in Trongsa is 19 (apart from Gasa, Lowest ratio) while it is 32 (highest ratio) in Samdrup Jongkhar, The variation is very high at the school level. We focus on school rather than Dzongkhag because the latter would miss the potentially large differences among schools within Dzongkhag in terms of teacher distribution. The standard deviation among the school is 11.841 typically ranging from 5 to 106; which means that some remote schools have ratios as less as 5 while some has as high as 106.

About 48% of the schools have a pupil-teacher ratio between 20 and 32. A significant number of CPSs also have a low ratio. This is also understandable since CPSs fo

cus on small communities, with multi grade situations. If we leave out the CPSs, 50 public schools have a pupil-teacher ratio of less than 20, while more than 150 have a pupil-teacher ratio of over 30, and 17 schools i.e. 1% have a pupil-teacher ratio of more than 50.

Table 6.1 shows the number of schools per Dzongkhag that have a Teacher: Pupil ratio lower than or equal to 32 and schools that have a Teacher: Pupil ratio higher than 32. In Bumthang, Gasa, Haa

and Trongsa all schools have a Teacher: Pupil in line with the government target, while Lhuentse, Paro, Punakha, Thimphu, and Trashi Yangtse are getting there. Trashigang has the highest number of schools that have reached the target. Dagana, Samdrup Jongkhar, Sarpang and Samtse have comparatively high number of school that still has to reach the target. In terms of absolute numbers Samdrup Jongkhar, Chukha and Mongar have the highest number of schools that still have to reach the target.

Table 6.1 Target T: P ratio reached

Dzongkhag	T.P<32	T.P>32	%TP<32
Bumthang	19	0	100%
Chukhaa	26	13	67%
Dagana	12	11	52%
Gasa	5	0	100%
Haa	11	0	100%
Lhuentse	25	2	93%
Mongar	37	13	74%
Paro	20	2	91%
P/Gatshel	33	4	89%
Punakha	20	1	95%
s/jongkhar	12	16	43%
Samtse	15	10	60%
Sarpang	13	9	59%
Thimphu	39	2	95%
Trashigang	58	8	88%
T/Yangtse	27	3	90%
Trongsa	24	0	100%
tsirang	8	6	57%
Wangdue	24	5	83%
Zhemgang	27	5	84%

In March 2009, 21 schools and 11 Extended Classroom reported they had only 1 teacher. Of these, 9 schools and 11 Extended Classroom reported to have an enrolment of more than 25 students. The policy is to have a maximum of 25 students in a MG situation. 4 schools and 11 Extended Classroom each with 1 teacher and an enrolment of more than 25 opened this year.

The figure 6.3 gives the changes in teacher-pupil ratio over the years. It shows a steady decline in the (community) primary and lower secondary schools, with the rate of decrease slowing down the last 3 to 4 years. The ratio in the middle & higher secondary schools has been stable over the last few years.

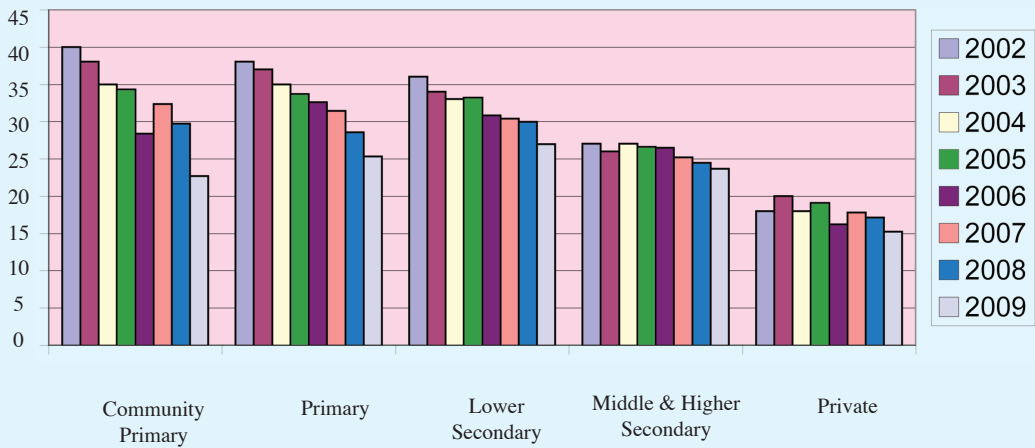
6.2 Class size

Next to number of students per teacher another indicator that can be used is the number of students per class or student: section ratio. Teacher pupil ratio and class size are not same (see box 2.1) this assumes that every section in a school is a different class. Table 6.2 shows the class size per section per school. It shows that in urban and semi-urban areas the classes are crowded. It also shows that the classes in the Lower Secondary, Middle Secondary and Higher Secondary Schools are more crowded than in the Primary and Community Primary Schools. The CPSs have on average the smallest class sizes, and in these schools multi-grade is more common.

Box 6.0: Difference between Class Size and Teacher Pupil Ratio

Class Size – The number of students for whom a teacher is primarily responsible
During a school year

Pupil-Teacher Ratio (PTR) – is the number of students in a school or Dzongkhag compared to the number of teaching professionals. In some venues all educators are included, including counselors, dance teachers, etc.

Figure 6.3 Teacher pupil ratio since 2002 by level of school

The assumption in standard classroom construction is that the maximum number of students in a classroom is 40. Therefore on average our classes have less than 40 students.

Table 6.2 Class size per location per school, March 2009

Category	Urban	Semi-Urban	Semi-Remote	Remote	Very-Remote	Difficult	Average
CPS	30	26	20	17	16	9	20
PS	33	27	25	23	23		27
LSS	37	34	32	33	30		33
MSS	34	37	37	39			37
HSS	36	35					35
Average	34	32	29	28	23	9	26

The differences between the regions and school types are considerable. The Dzongkhag with large class sizes last year have all improved a bit, despite increases in enrolment. The average class size in all Dzongkhags is 40 or less. The average class size for Bhutan has reduced to 26 indicating that the school system has been able to accommodate the increasing enrolment.

But, as the school improvement ideas go, reducing class sizes is costlier than many others and more complicated than it appears on first blush.

With many communities already facing shortages of qualified teachers, one concern is that the press for quantity will come at the expense of quality, forcing schools and Dzongkhag to hire under qualified or unprepared teachers.

The table 6.3 shows by Dzongkhag, how many schools have a class size that is smaller than or equal to 40, and how many schools have more than 40 per class. In most Dzongkhags a majority of the schools have been able to keep the average

class size below 40. The exception is Sarpang, where the class rooms are overcrowded in about 41% of the schools.

The box 6.1 presents some of the research findings on the benefits of smaller classrooms

Box 6.1: Research findings on benefits of smaller class

Research, for the most part, tends to support the belief in the benefits of small classes. Compelling evidence demonstrates that reducing class size, particularly for younger children, has a positive effect on student achievement overall and an especially significant impact on the education of disadvantaged children.

Large gains in both math and reading stem from more effective teaching and more focused learning. More teacher-student interaction allows teachers to recognize the needs of individual students and customize instruction and assignments. Teachers know the students better and can recognize problems and special needs early. For their part, students are more likely to be on task and less likely to talk amongst themselves. They create fewer discipline problems and engage in more pro-social behavior, allowing teachers to devote more time to instruction and less to controlling the class. Smaller classrooms are more pleasant and have fewer distractions.

Researchers have found long-term effects of small classes in the early years. Students with two or more years of small classes in elementary school score higher on tests in middle and high school

Table 6.3 Class size Maximum per Dzongkhag, March 2009

Dzongkhag	Class ≤ 40		Class > 40		% Class ≤ 40	
	2008	2009	2008	2009	2008	2009
Bhutan	413	528	52	48	89%	92%
Bumthang	15	18	1	1	94%	95%
Chhukha	29	34	5	6	85%	85%
Dagana	12	19	7	7	63%	73%
Gasa	2	5	0	0	100%	100%
Haa	7	11	0	0	100%	100%
Lhuentse	23	27	0	0	100%	100%
Mongar	44	49	2	1	96%	98%
Paro	16	19	4	3	80%	86%
Pema Gatshel	27	36	1	1	96%	97%
Punakha	16	21	2	0	89%	100%
Samdrupjongkhar	19	24	4	4	83%	86%
Samtse	5	24	9	8	36%	75%
Sarpang	8	13	6	9	57%	59%
Thimphu	34	39	2	2	94%	95%
Trashigang	57	66	1	0	98%	100%
Trashiyangtse	27	30	0	0	100%	100%
Trongsa	20	24	0	0	100%	100%
Tsirang	5	10	3	4	63%	71%
Wangduephodrang	21	28	4	1	84%	97%
Zhemgang	26	31	1	1	96%	97%

7. EDUCATION FACILITIES

To provide quality education it is important that facilities in the school are up to date. In this chapter the status of some of these facilities viz. water provision, electricity, telephone connection, laboratories, computers and classrooms, as reported

by the schools is reflected. A study in Tennessee has found a statistically significant relationship between school facilities and the Student behaviours and performance (see box 7.0).

The chapter ends with an overview of the accessibility of the schools.

Box 7.0: Correlation between school facility and student behaviors and performance

There is growing evidence of a correlation between the adequacy of a school facility and student behavior and performance. The study done in Tennessee, have found a statistically significant relationship between the condition of a school, or classroom, and student achievement. In general, students attending school in newer, better facilities score five to seventeen points higher on standardized tests than those attending in substandard buildings

Building a school infrastructure is different from building an office infrastructure. The school infrastructure not only has to be functional and economical, it has to give a sense of self-worth to the student. It has to show the community's commitment to education. Indeed, schools send an important message: we value our children. The building can either say to students: "Tough it out and get by—we're not completely committed to your education;" or it can say: "You are a vital part of our community. We want you to feel safe, comfortable, challenged, inspired, and proud—we believe in you and your future." The message that the school building sends is not lost on teachers, students, or the community at large.

School facilities also seem to symbolize something to the community. An attractive school is a source of pride and generates good will for public education. For students, it inspires good conduct, increases academic achievement, and reduces vandalism

7.1 The Water Situation in Schools

Based on the reports of the schools as to the number of tap stands in a school and the sufficiency of water supply, an analysis has been made of the water situation in our schools as shown by table 7.0.

Table 7.0 Water situation in the schools, March 2009

Status	No tapstand		1 or more Tapstands		No Information
	Sufficient Water supply	Insufficient Water Supply	Sufficient Water supply	Insufficient Water Supply	
Public Day	11	40	189	155	27
Public	2	13	54	54	0
Private	0	0	18	0	0
Total	13	53	261	209	27

About 51% of the schools reported to have sufficient water supply, the same percentage for day school and

46% as for boarding schools. Around 67 boarding schools reported to have insufficient water supply, while 13 of these boarding schools have no tap stands for their students.

When analyzing the water supply situation for day schools without tap stands, it was found that around half of them have a source or stream, especially the remote schools.

The table 7.1 shows the average number of tap stands available for students by Dzongkhag.

Table 7.1: Student-tap stand ratio by Dzongkhag for schools with tap stands, March 2009

Dzongkhag	No Tapstand	Schools with tapstand	
		No. of school	Student: Tapstand ratio
Bumthang	1	13	211
Chukhaa	8	26	434
Dagana	3	22	226
Gasa	2	2	236
Haa	1	8	283
Lhuentse	5	21	116
Mongar	4	40	215
Paro	0	18	454
P/Gatsel	3	27	213
Punakha	4	15	315
s/jongkhar	1	22	264
Samtse	9	9	694
Sarpang	4	14	682
Thimphu	5	29	582
Trashigang	6	53	214
T/Yangtse	0	27	167
Trongsa	3	17	148
Tsirang	3	9	302
Wangdue	1	23	256
Zhemgang	4	22	157

As shown earlier, around 46% of the boarding schools state they have sufficient water supply. Some of these still choose to make a remark with regard to their water supply, therefore 48% is shown as having sufficient water supply. Most of the water problems in schools are to do with their source.

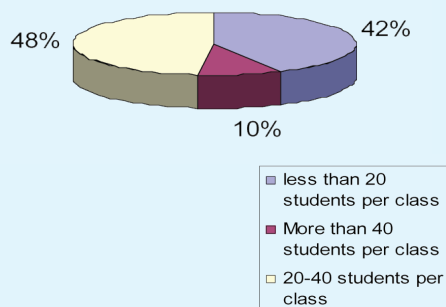
7.2 Provision of classrooms, laboratories and computers in schools

The number of classrooms available in a school is another facility that influences the quality of education. Some schools face shortage of classrooms and have to introduce shift system.

Figure 7.0 shows the class room situation. Collecting information on classrooms was more difficult than collecting information on enrolment. A significant amount of schools did not give adequate information on their classrooms. It is also unknown whether the classrooms reported in the statistics forms are permanent classrooms or temporary structures.

Analysis of the information, as in figure 7.0, indicates that most of the schools that gave information have enough classrooms. Only 10% of schools reported to have more than 40 students per class.

Figure 7.0 Total Student per class



7.2.1. Laboratories in schools

Another facility that is required in the schools is laboratories. Classes VII and VIII require a general science laboratory, while classes IX and above require separate laboratories for physics, chemistry, and biology. A computer laboratory is also required for class IX and above.

Table 7.2 shows the current provision of laboratories

in the schools. A word of caution is required with regard to data-collection. It is unclear what the using existing classrooms in the absence of dedicated laboratories, reported. The 3rd column refers to schools that have all 5 laboratories. In case a school has a General Science Laboratory and a Chemistry Laboratory, but does not have any other laboratories it is calculated under the 2nd column.

Table 7.2 Laboratory by level of school, public schools, March 2008

	No Laboratory	General Science Laboratory	General Science with other Laboratory*	No information
CPS	246	23	0	0
PS	70	23	0	3
LSS	36	52	3	0
MSS	3	31	11	1
HSS	4	29	6	0

*Chemistry, Biology, Physics and computer laboratory

From the above we can see only 6 higher secondary schools have fully equipped general science laboratories as well as physics, chemistry, biology and computer laboratories. 29 schools still have to construct 3 laboratories. Four Higher Secondary School and three Middle secondary schools do not have a laboratory at all as they have only recently been upgraded. The same is true for the lower secondary schools. Due to admission pressure so many schools were upgraded before putting in adequate facilities. This is one of the main challenges for the 10th FYP.

7.2.2. Computers in schools

One of the goals of the 9th FYP was to equip all Higher and most of the Middle Secondary Schools with computers. IT literacy is seen as an invaluable asset for a future career. Therefore Computer

Science and Computer Applications are offered, IT teachers continue to be trained, and schools are provided with computer laboratories and computer laboratory assistants, along with both hardware and software for IT education. Table 7.3 shows the results of this project.

All Higher Secondary Schools have computers, with an average of 21 per school. Of the 46 Middle Secondary Schools, 39 have computers, with an average of 19 computers per school.

At the (C) PS and LSS level the number of computers is less. On average, the schools that have computers, have just a few and these are probably used by the office staff. Quite a surprising number of Community Primary Schools have computers, given the fact that a lot of them are in remote places, and some do not have access to electricity.

Table 7.3 Computers in the schools, March 2009

Level	With Computer			Without computer	No information	
	No. school	No of computers	Average Computer per school			
Public	CPS	122	340	3	141	5
	PS	55	197	4	28	2
	LSS	72	343	5	11	6
	MSS	38	555	15	3	4
	HSS	26	538	21	0	1
	Total	313	1973	6	183	18
Private	CPS	0	0	0	0	1
	PS	9	47	5	1	1
	LSS	2	34	17	0	0
	MSS	1	23	23	0	0
	HSS	10	289	29	0	2
	Total	22	393	18	1	4
Grand Total	335	2366	24	184	22	

7.3 Electricity, telephone and internet connectivity

The priority after the provision of basic facilities like water and classrooms is to ensure that schools have access to electricity, a working telephone-line and a working internet connection. This paragraph describes the current situation with regard to these facilities.

For the schools at level VII and higher being connected is very important and computers and laboratories need electricity.

Almost 50% of the CPSs have electricity. While it is not clear whether the question of access to electricity may have been interpreted as including access to solar power, the data shows that a lot of areas in Bhutan are not yet electrified.

Telephone access is another important facility which is necessary for ensuring communication between parents and the school, between the school and the Dzongkhag and central administration etc. This can also benefit the larger community in case of remote schools.

Table 7.4: Electricity connectivity, per level, March 2009

Level		Schools with electricity connectivity				Total
		Yes	No	% Yes	No	
Public	CPS	121	134	48%	13	268
	PS	54	27	67%	4	85
	LSS	66	14	83%	8	88
	MSS	37	5	88%	3	45
	HSS	26	0	100%	1	27
	Total	304	180	63%	29	514
Private	CPS	0	0	0%	1	1
	PS	9	1	90%	1	11
	LSS	2	0	100%	0	2
	MSS	1	0	100%	0	1
	HSS	11	0	100%	1	12
	Total	23	1	96%	3	27
Grand Total		327	181	64%	32	541

72% of the public schools in Bhutan report that they have a working landline phone. Even in the more remote areas around 60% of the schools can be contacted via the telephone.

Internet facilities are now increasingly being introduced in our schools. Most schools with internet are connected via dial-up. However, this is not ad-

equate for schools and a few Middle and Higher Secondary Schools are now moving from dial-up to lease-lines.

Further IT facilities in schools are being enhanced with training of IT laboratory assistants in setting up and maintenance of Local Area Networks (LAN).

Table 7.5: Schools with working landline phone, per category, March 2009

Category		Working Landline Phone				Total
		Yes	No	% Yes	No Information	
Public	Urban	75	6	93%	5	86
	Semi-Urban	63	11	85%	2	76
	remote	66	58	53%	5	129
	Semi-remote	94	34	73%	6	134
	very remote	52	27	66%	6	85
	difficult	3	1	75%		4
	Total	353	137	72%	24	514
Private	Urban	17	0	100%	1	18
	Semi-Urban	7	0	100%	2	9
	Total	24	0	100%	3	27

Table 7.6: Internet connectivity per level, March 2009

Level		Working Internet Connection				Total
		Yes	No	% Yes	No Information	
Public	CPS	21	231	8%	16	268
	PS	20	60	25%	6	86
	LSS	38	43	47%	7	88
	MSS	20	21	49%	4	45
	HSS	21	5	81%	2	28
	Total	120	360	25%	35	514
Private	CPS	0	0	0%	1	1
	PS	8	1	89%	2	11
	LSS	2	0	100%	0	2
	MSS	1	0	100%	0	1
	HSS	9	2	82%	1	12
	Total	20	3	87%	4	27

From the above table we could see that 87% of private schools are connected to the internet while only 25% of the public schools have that access. However 81% of Public HSS have access to internet while only 8 to 25% of C (PS) has the access

7.4 Road accessibility

Accessibility by road is another very important indicator. While it has less to do with the quality of education, it enables supply of goods and materials and facilitates the movement of teachers and students. About 56% of our schools have access to road.

Road access per Dzongkhag is reflected in table 7.9. 89% of schools in Thimphu have road access, followed by Bumthang with 88%. 3 out of every 5 schools in Mongar and 3 out of every 7 schools in Pemagatshel have road access.

Table 7.8 shows the distance of school from the nearest road head by level of school. We see that most of our schools are located near the road head, most of them within the walking distance of less than 20 minutes. Almost all the HSS are less than 20 minutes walking distance from the road. While many of the remoter CPS's are far away from the road, a walking distance as far as more than three days from the road head.

Table 7.7 Accessibility by road for public schools by Dzongkhag, March 2009

Ownership		Road accessibility			
		Yes	No	% Yes	No Information
Public	Bumthang	15	2	88%	2
	Chukhaa	20	17	54%	2
	Dagana	11	12	48%	
	Gasa	1	3	25%	
	Haa	6	4	60%	
	Lhuentse	13	14	48%	
	Mongar	17	29	37%	4
	Paro	15	3	83%	4
	P/Gatshel	10	24	29%	3
	Punakha	17	3	85%	1
	s/jongkhar	11	14	44%	1
	Samtse	11	8	58%	
	Sarpang	12	8	60%	1
	Thimphu	24	3	89%	
	Trashigang	33	30	52%	
	T/Yangtse	11	19	37%	
	Trongsa	14	9	61%	
	tsirang	6	7	46%	
	Wangdue	19	8	70%	
	Zhemgang	8	21	28%	
Private	Bumthang	1		100%	
	Chukhaa	1		100%	
	Mongar	1		100%	
	Paro	4		100%	
	Punakha	1		100%	
	s/jongkhar	1		100%	
	Sarpang	2		100%	
	Thimphu	12		100%	
	Zhemgang	1		100%	

Table 7.8 shows the distance of school from the nearest road head by level of school. We see that most of our schools are located near the road head, most of them within the walking distance of less than 20 minutes. Almost all the HSS are less than

20 minutes walking distance from the road. While many of the remoter CPS's are far away from the road, a walking distance as far as more than three days from the road head.

Table 7.8 Distance of school from the nearest road head by level of school										
Ownership	Distance to school from nearest road head									
	Less than 20 minutes	<1 hr	< 2hr	< 3hr	< one day	< two days	< three days	> three days	No Information	
Public	CPS	82	16	12	23	29	35	18	20	32
	PS	40	0	1	6	9	8	8	4	10
	LSS	57	3	2	4	5	7	0	2	8
	MSS	38	1	0	0	0	1	0	0	5
	HSS	24	0	1	0	0	0	0	0	3
	Total	242	22	17	37	44	55	27	105	
Private	CPS	0	0							1
	PS	10	0						0	1
	LSS	2	0						0	
	MSS	1	0						0	
	HSS	7	3						1	1
	Total	20	3						1	

8. NON-FORMAL, CONTINUING AND SPECIAL EDUCATION

8.1 Non Formal Education

The joint efforts of the Dzongkha Development Authority (DDA) and the National Women's Association of Bhutan (NWAB) gave birth to the Non-Formal Education (NFE) in 1992. The Ministry of Education formally took over NFE programme in 1994, now called the Non-Formal and Continuing Education Division (NFCED).

There has been a tremendous growth in the number of NFE centers from 6 in 1992 with 300 learners to 688 centers with 13160 learners and 737 instructors in 2009. Learners can attend a basic literacy course followed by a post literacy course. There are fewer instructors than centers since courses in some centers are taught by regular teachers who are not reflected in this table.

It is interesting to note that participation of women in the NFE programme is high, both as instructors and learners. Participation in Samtse is the highest in absolute numbers while participation in Dagana is comparatively high.

In 2008 and 2009 the programme expanded to more schools in Paro, Bumthang, Sarpang and Chhukha. The programme has been found to be very popular, especially at classes XI and XII. This enrolment is not yet counted in the summary table since the CE programme is still in its pilot phase.

8.3 Special Education

The National Institute for the Disabled (NID) in Khaling caters to visually impaired children. As of 2009, there are 48 students and 13 teachers in the institute. Two other schools also cater to special needs education, contributing toward the 'Educa-

8.2 Continuing Education

In 2006 the Ministry of Education started a pilot Continuing Education Programme at Kelki Private HSS, to offer adults who had to leave school before finishing their secondary education the opportunity to upgrade their qualifications. Presently the programme offers 2 year courses for completion of classes X and XII. Since most of the participants are in-service people, the classes are conducted in the evenings and on the weekends.

Table 8.0 Enrolment in Continuing Education since 2006

	Male	Female	Total
2009	391	475	866
2008	266	311	577
2007	177	216	393
2006	78	70	148

tion for All' goals. Drukgyel LSS in Paro has a deaf education resource unit, while Changangkha LSS in Thimphu has facilities to teach both physically and mentally challenged children. These two schools are part of the RGoB's effort to make schools as inclusive as possible and integrate special education into mainstream education.

Table 8.1: Enrolment and Teaching Strength in NID 2002-2008

	Students			Teachers		
	B	G	BG	M	F	MF
2009	30	18	48	10	3	13
2008	30	20	50	13	0	13
2007	34	15	49	11	1	12
2006	23	18	41	11	1	12
2005	33	9	42	9	1	10
2004	27	11	38	9	1	10
2003	26	9	35	7	1	8
2002	28	9	37	7	1	8

The enrolment in the NID has decreased this year, though it has showed a slow increase over the last few years, especially compared to the spectacular enrolment increase in the regular education. One of the challenges for the education sector is to ensure that all children with special needs receive suitable education so they can become full members of society.

8.4 Sanskrit Pathshalas

There is presently 1 school in Sarpang catering to the study of Sanskrit for young children. There are 18 children in this school.

9. TERTIARY, VOCATIONAL, INTERNATIONAL AND MONASTIC EDUCATION

9.1 Tertiary education

All publicly financed tertiary education in Bhutan is under the umbrella of the Royal University of Bhutan. At the moment 11 different institutes con-

stitute the Royal University of Bhutan. For more specific details the RUB can be consulted. The girl's enrolment is seen to be lesser than boys in the RUB, with male female ratio of 65:35.

Table 9.0 Staff and Students in the Royal University of Bhutan academic year 2008

Sl.	Level of schools	Students			Teachers			Others		
		B	G	BG	Bht	N/Bht	Tot	Bht	N/Bht	Tot
	Institutions:									
1	College of Natural Resources, Lobesa	121	26	147	70	2	72	15	0	15
2	College of Science and Technology, Rinchhending	213	79	292	66	15	81	19	0	19
3	Institute of Language and Culture Studies, Semtokha	215	124	339	46	1	47	10	0	10
4	Jigme Namgyel Polytechnic, Dewathang	268	77	345	59	2	61	13	0	13
5	National Institute of Traditional Medicine, Thimphu	31	9	40	15	-	15	3	0	3
6	Paro College of Education, Paro	719	343	1,062	82	1	83	17	0	17
7	Royal Institute of Health Sciences, Thimphu	131	126	257	41	-	41	9	0	9
8	Royal Institute of Management, Semtokha	193	143	336	76	3	79	31	0	31
9	Samtse College of Education, Samtse	580	386	966	81	8	89	23	0	23
10	Sherubtse College, Kanglung	510	262	772	112	44	156	21	0	21
11	Gaeddug College of	315	180	495	52	17	69	16	0	16
	Total	3,296	1,755	5,051	700	93	793	177	0	177

9.2 Vocational education

Provision of vocational education is the responsibility of the Ministry of Labour and Human

Resources. At the moment there are 8 Vocational Training institutes. For more specific details the Ministry of Labour and Human Resources can be contacted.

Table 9.1 Staff and students in Vocational Training Institutes academic year 2008

Dzong-khag	Name of the institute	Students			Teaching			Non-Teaching		
		Male	Female	Total	male	female	Total	Male	female	Total
Bumthang	Chumey VTI	147	91	238	15	6	21	5	2	7
Punakha	Khuruthang VTI	116	50	166	10	5	15	10	5	15
Sarpang	Serzhong VTI	79	54	133	10	1	11	3	1	4
Thimphu	National Institute for Zorig Chusum	216	125	341	26	3	29	6	6	12
Thimphu	Institute of automobile	21	4	25	9	1	10	1	1	2
Tashigang	Rangjung VTI	109	48	157	16	1	17	10	1	11
Tashiyangtse	Tashiyangtse Institute of Zorig Chusum	42	15	57	12	0	12	5	0	5
Wangdue	Samthang	95	10	105	12	0	12	6	0	6
Total		825	397	1222	110	17	127	46	16	62

9.3 Students Abroad

Primary and secondary education

A significant number of Bhutanese children are studying in primary and secondary schools abroad. Many Parents also send their children to schools in towns like Kalimpong, Darjeeling and Chennai in India. These children are funded privately.

Tertiary education

Every year, the RGoB provides scholarships for class XII graduates to study various professions abroad. These slots are limited and merit based. Several other funding agencies like the Government of India also provide undergraduate scholarships. Table 9.2 gives the number of undergraduate

Table 9.2 Bhutanese Undergraduate students abroad with RGOB Scholarships, 2008

Year of passing out	India, RGOB			India, GOI			Other, RGOB			India, MoA			Total		
	M	F	MF	M	F	MF	M	F	MF	M	F	MF	M	F	MF
2009	38	9	47	32	5	37	15	2	17	0	0	0	85	16	101
2010	11	3	14	49	6	55	10	2	11	4	4	8	74	15	88
2011	23	11	34	38	10	48	16	8	23	13	4	17	90	33	122
2012	6	0	6	50	5	55	12	3	14	11	5	16	79	13	91
2013	0	0	0	9	0	9	15	9	24	0	0	0	24	9	33
2014	0	0	0	4	0	4	17	3	20	0	0	0	21	3	24
2015	0	0	0	0	0	0	26	5	31	0	0	0	26	5	31
Total	78	23	101	182	26	208	111	32	140	28	13	41	399	94	490

students with scholarships abroad. A significant number of students also study abroad through private funding. Table 9.3 gives the students studying privately in India and in other countries.

Table 9.3 Bhutanese privately funded Tertiary Education students abroad, 2008

Country	Male	Female	Total
India	1844	1392	3236
Thailand	4	3	7
Nepal	1	0	1
Phillipines	4	3	7
USA	0	2	2
Bangladesh	4	5	9
Total	1857	1405	3262

Table 9.4 Enrolment in monastic schools administered by the central monastic body, 2008

Dzongkhag	Monastic schools	Male	Female	Total
Bhutan	388	4395	67	4642
Chhukha	25	119		119
Dagana	11	122		122
Gasa	9	83		83
Haa	18	112		112
Lhuentse	10	177		177
Mongar	27	202		202
Paro	43	243	30	273
Pemagatshel	5	96	17	113
Punakha/Thimphu	71	1890	20	2090
Samdrup Jongkhar	2	86		86
Samtse	9	181		181
Trashiyangtse	6	103		103
Trashigang	30	171		171
Trongsa/Bumthang	70	288		288
Tsirang	5	83		83
Wangdiphodrang	30	205		205
Zhemgang	8	129		129
Sarpang	9	105		105

The private student numbers are based upon the membership figures of the Bhutanese Student Associations in the different towns and countries.

The number of girls receiving scholarships and those under private funding is much lower than the number of boys. i.e. only 19 and 43 percent respectively.. It remains one of the challenges to ensure that participation of girls stay at the same level as in Class X.

9.4 Monastic Education

Monastic education is the oldest form of education in Bhutan. Today it continues to play an important role in the Bhutanese Education system. Most monastic schools are administered by the Central Monastic Body. For these schools enrolment data has been collected. Table 9.4 gives an overview of

the enrolment in these schools. The Monastic body has reported that there are 4642 students in 388 monastic schools and 3 nunneries over Bhutan. This enrolment is significantly lower than the one reported for 2006 and 2007, which was 9287 and 7005.

Information on monasteries not administered by the central monastic body is not available in detail. The central monastic body has reported that in 2004, there were 5,149 learners enrolled in these monasteries. It is obvious that more boys than girls are enrolled in these schools.

10. FINANCING OF EDUCATION

10.1 Free services and sharing of costs

The Bhutanese education system is built upon the concept of free services from primary to tertiary level. Students are not only given free tuition but also provided with many facilities viz. stationary, textbooks, sports-items and boarding facilities and

food based on need. The policy trend during the last few years is, however, to work towards cost-sharing with parents, especially amongst those populations that are in a position to do so. Accordingly students studying in the urban areas have had to buy their own stationeries since 1993.

In general, all students are required to contribute to a School Development Fund at the following rates:

- | | |
|---|--------------------------------|
| ➤ Community Primary and Primary Schools | Nu 30/- per student per annum |
| ➤ Lower Secondary Schools | Nu 100/- per student per annum |
| ➤ Middle and Higher Secondary Schools | Nu 200/- per student per annum |

10.2 Annual budget

The total budget provision for financial year 2007-2008 amounts to over Nu.3700 million, with more than half the provision for the programmes administered by the Dzongkhags.

Table 10.1 Annual Budget Education Sectors 2008 -2009 (in Million Nu.)

SI.No.	Itmes	Current	Capital	Total
1	National direction and educational Services	198.41	964.41	1,162.81
2	NID, Khaling	5.26	11.30	16.56
3	Non Formal Education Centres*	0.00	0.00	0.00
4	Community Primary and Primary Schools	599.48	324.22	923.70
5	Lower, Middle & Higher Secondary Schools	1,159.40	356.65	1,516.04
6	School Procurement Services	134.20	0.00	134.20
7	Resource Centre Services	0.90	0.33	1.23
8	Gewog Education Services	0.00	1.23	1.23
	Total	2,97.65	1,658.13	3,755.77
Institutes & Colleges under RUB				
1	ILCS, Semtokha	26.91	85.14	112.05
2	Paro College of Education	50.24	10.98	61.22
3	Samtse College of Education	40.27	30.04	70.31
4	College of National Resource, Lobesa	25.26	9.16	34.42
5	College of Science & Technology, Richending	27.73	49.39	77.12
6	Jigme Namgyel Polytechnic, Dewathang	23.68	17.53	41.21
7	Sherubtse College, Kanglung	56.54	26.81	83.35
8	Gedu College of Business Studies	30.50	11.90	42.40
9	National Institute of Traditional Medicine	6.24	8.58	14.82
10	Royal Institute of Health Sciences	18.39	12.73	31.12
	Total	305.75	262.26	568.00
Institutes under the MOLHR				
1	Institute for Zorig Chusum, Tashiyangtse	8.73	4.85	13.58
2	National Institute for Zorig Chusum, Thimphu	18.50	3.87	22.37
3	Vocational Training Institute - Khuruthang	11.00	8.41	19.41
4	Vocational Training Institute - Samthang	9.76	2.31	12.08
5	Vocational Training Institute - Sarpang	8.17	5.98	14.16
6	Vocational Training Institute - Chumey	8.92	2.34	11.25
7	Vocational Training Institute - Rangjung	10.48	19.07	29.55
8	Vocational Training Institute - Thimphu	7.967	0.69	8.66
9	Institute of Automobile Engineering, Thimphu	4.15	0.18	4.33
	Total	87.67	47.70	138.37

*Budget for NFEC clubbed under Primary Education Services

Table 10.2(a) Education Revised Budget & Expenditure (FY 07-08) by Dzongkhag (Nu. In Million)

Sl. No	Dzongkhag	Primary			Secondary			SLD			SPS			RCS			DEO's Office			TOTAL				
		Cur.	Cap.	Tot.	Cur.	Cap.	Tot.	Cur.	Cap.	Tot.	Cur.	Cap.	Tot.	Cur.	Cap.	Tot.	Cur.	Cap.	Tot.	Cur.	Cap.	Tot.		
1	Bumthang	Bud.	16.45	4.73	21.18	30.80	11.29	42.01	1.10	-	1.10	4.07	-	4.07	0.07	-	0.07	-	-	-	-	52.49	16.03	68.52
		Expe.	15.65	4.61	20.26	27.63	10.36	37.98	0.96	-	0.96	4.05	-	4.05	0.01	-	0.01	-	-	-	-	48.30	14.97	63.27
		%	95%	97%	96%	90%	92%	90%	88%	100%	88%	100%	100%	13%	13%	13%	13%	13%	13%	13%	13%	92%	93%	92%
2	Chukha	Bud.	32.35	11.76	44.11	101.38	23.24	124.62	4.21	-	4.21	14.02	-	14.02	0.12	-	0.12	-	-	-	-	152.07	35.00	187.07
		Expe.	15.11	5.71	20.82	46.74	18.22	64.96	4.02	-	4.02	12.87	-	12.87	0.09	-	0.09	-	-	-	-	78.82	23.93	102.75
		%	47%	49%	47%	46%	78%	52%	95%	0%	95%	92%	0%	92%	75%	0%	75%	0%	0%	0%	0%	52%	68%	55%
3	Dagana	Bud.	21.36	6.42	27.79	19.26	4.12	23.38	1.20	-	1.20	4	-	4	0.07	-	0.07	-	-	-	-	45.89	10.55	56.44
		Expe.	20.81	4.90	25.71	20.41	4.20	24.61	1.24	-	1.24	4.00	-	4.00	0.08	-	0.08	-	-	-	-	46.53	9.10	55.63
		%	197%	103%	129%	106%	102%	105%	103%	103%	103%	100%	100%	100%	109%	109%	109%	109%	109%	109%	109%	101%	86%	99%
4	Gasa	Bud.	6.37	1.09	7.45	9.33	20.41	29.74	0.15	-	0.15	2.50	-	2.50	0.02	0.34	0.36	-	-	-	-	15.86	21.84	37.70
		Expe.	5.55	1.05	6.61	7.33	13.09	20.43	0.13	-	0.13	2.50	-	2.50	0.02	0.27	0.29	-	-	-	-	13.03	14.41	27.45
		%	87%	97%	89%	79%	64%	69%	87%	87%	87%	79%	87%	79%	92%	79%	79%	79%	79%	79%	79%	82%	66%	73%
5	Haa	Bud.	11.94	2.54	14.48	24.13	0.87	25.00	0.75	-	0.75	2.50	-	2.50	0.02	-	0.02	-	-	-	-	39.32	3.41	42.73
		Expe.	10.98	1.95	12.92	23.15	0.85	24.00	0.63	-	0.63	2.50	-	2.50	0.02	-	0.02	-	-	-	-	37.25	2.80	40.05
		%	92%	77%	89%	96%	98%	96%	83%	83%	83%	100%	100%	100%	47%	47%	47%	47%	47%	47%	47%	95%	82%	94%
6	Lhuntshe	Bud.	24.44	4.85	29.29	19.27	4.05	23.33	1.10	-	1.10	6.29	-	6.29	0.02	-	0.02	-	-	-	-	51.12	8.90	60.02
		Expe.	24.24	4.74	28.98	19.39	4.05	23.44	1.01	-	1.01	6.29	-	6.29	0.01	-	0.01	-	-	-	-	51.02	8.79	59.81
		%	99%	98%	99%	101%	100%	101%	100%	100%	100%	100%	100%	47%	47%	47%	47%	47%	47%	47%	47%	100%	99%	100%
7	Mongar	Bud.	44.76	12.22	56.98	49.45	3.12	52.57	2.55	-	2.55	9.39	-	9.39	0.03	-	0.03	-	-	-	-	106.18	15.33	121.52
		Expe.	44.60	9.84	54.45	49.18	3.07	52.25	2.39	-	2.39	9.39	-	9.39	0.03	-	0.03	-	-	-	-	105.58	12.91	118.50
		%	100%	81%	96%	99%	99%	99%	94%	94%	94%	100%	100%	93%	93%	93%	93%	93%	93%	93%	93%	99%	84%	98%
8	Paro	Bud.	16.63	2.56	19.19	78.39	5.86	84.25	2.30	-	2.30	6.06	-	6.06	-	-	-	-	-	-	-	103.38	8.42	111.80
		Expe.	14.10	2.56	16.66	74.39	5.01	79.40	1.62	-	1.62	5.02	-	5.02	-	-	-	-	-	-	-	95.13	7.57	102.70
		%	85%	100%	87%	95%	86%	94%	71%	71%	71%	83%	83%	83%	83%	83%	83%	83%	83%	83%	83%	92%	90%	92%

Sl. No	Dzongkhag	Primary			Secondary			SLD			SPS			RCS			DEO's Office			TOTAL			
		Cur.	Cap.	Tot.	Cur.	Cap.	Tot.	Cur.	Cap.	Tot.	Cur.	Cap.	Tot.	Cur.	Cap.	Tot.	Cur.	Cap.	Tot.	Cur.	Cap.	Tot.	
9	P/Gatsel	Bud.	24.34	5.55	29.89	55.12	25.65	80.77	0.75	-	0.75	0.03	-	0.03	-	0.03	80.24	31.20	111.44				
		Expe.	23.59	3.86	27.45	52.08	24.09	76.17	0.75	-	0.75	0.20	-	0.20	-	0.20	76.62	27.95	104.58				
		%	97%	70%	92%	95%	94%	94%	100%	100%	100%	667%		667%		667%	96%	90%	94%				
10	Punakha	Bud.	17.77	1.66	19.43	43.44	49.47	92.91	1.28	0	1.28	0.05	-	0.05	-	0.05	62.54	51.13	113.67				
		Expe.	18.33	1.70	20.03	41.31	46.14	87.45	1.28	-	1.28	0.05	-	0.05	-	0.05	60.97	47.84	108.81				
		%	103%	102%	103%	95%	93%	94%	100%	100%	100%	100%		100%		100%	98%	94%	96%				
11	S/Jongkhar	Bud.	20.13	19.94	40.07	41.78	100.06	141.85	0.87	-	0.87	8.41	-	8.41	-	8.41	71.23	120.00	191.24				
		Expe.	19.07	17.75	36.81	40.36	41.42	81.78	0.87	-	0.87	8.50	-	8.50	-	8.50	68.83	59.16	127.99				
		%	95%	89%	92%	97%	41%	58%	100%	100%	100%	101%		101%		95%	97%	49%	67%				
12	Samtse	Bud.	32.68	7.35	40.03	48.87	11.19	60.06	1.36	-	1.36	8.81	-	8.81	-	8.81	91.76	18.54	110.30				
		Expe.	31.54	3.49	35.03	48.04	9.16	57.20	1.35	-	1.35	8.81	-	8.81	-	8.81	89.78	12.65	102.43				
		%	97%	143%	187%	98%	82%	95%	99%	99%	99%	100%		100%		100%	98%	68%	93%				
13	Sarpang	Bud.	25.81	3.90	29.71	36.82	1.10	37.92	2.07	-	2.07	4.87	-	4.87	-	4.87	69.62	5.00	74.62				
		Expe.	26.18	3.15	29.32	37.08	0.78	37.86	1.37	-	1.37	3.65	-	3.65	-	3.65	68.28	3.93	72.21				
		%	101%	81%	99%	101%	70%	100%	66%	66%	66%	75%		75%		26%	98%	79%	97%				
14	Thimphu	Bud.	48.16	8.03	56.19	130.64	40.28	170.92	4.66	-	4.66						199.00	48.31	247.31				
		Expe.	36.22	4.69	40.91	92.62	28.48	121.01	4.21	-	4.21						148.56	33.17	181.72				
		%	75%	58%	73%	108%	71%	107%	90%	0%	90%					16%	75%	69%	74%				
15	Trashigang	Bud.	61.25	15.91	77.16	84.35	13.12	97.07	3.43	-	3.43	9.15	-	9.15	-	9.15	158.23	29.04	186.87				
		Expe.	54.52	14.07	68.58	82.23	11.40	93.28	3.02	-	3.02	9.15	-	9.15	-	9.15	148.97	25.46	174.09				
		%	89%	88%	89%	183%	87%	96%	88%	0%	88%	100%	0%	100%		98%	88%	93%					

ANNUAL EDUCATION STATISTICS

Sl. No	Dzongkhag	Primary			Secondary			SLD			SPS			RCS			DEO's Office			TOTAL			
		Bud.	Cur.	Cap.	Tot.	Cur.	Cap.	Tot.	Cur.	Cap.	Tot.	Cur.	Cap.	Tot.	Cur.	Cap.	Tot.	Cur.	Cap.	Tot.	Cur.	Cap.	Tot.
16	T/Yangtse	20.44	8.00	28.44	35.36	3.51	38.88	1.42	1.42	3.10	3.10	0.05	0.05	0.05	0.05	0.05	0.05	60.37	11.51	71.88	60.37	11.51	71.88
		19.73	7.62	27.35	32.04	3.44	35.48	1.36	1.36	2.32	2.32	0.01	0.01	0.01	0.01	0.01	0.01	55.46	11.05	66.51	55.46	11.05	66.51
	%	97%	95%	96%	91%	98%	91%	95%	75%	75%	31%	31%	31%	31%	31%	31%	92%	96%	93%	92%	96%	93%	
17	Trongsa	20.01	4.18	24.19	24.35	10.97	35.32	0.30	0.30	8.37	8.37	0.07	0.07	0.07	0.07	0.07	0.07	53.01	15.15	68.25	53.01	15.15	68.25
		19.91	3.94	23.85	23.98	7.63	31.61	1.03	1.03	8.37	8.37	0.06	0.06	0.06	0.06	0.06	0.06	53.35	11.57	64.92	53.35	11.57	64.92
	%	100%	94%	99%	99%	70%	90%	348%	348%	100%	100%	81%	81%	81%	81%	81%	101%	76%	95%	101%	76%	95%	
18	Tsirang	10.81	6.68	17.48	28.53	3.70	32.23	0.57	0.57	3.77	3.77	0.04	0.04	0.04	0.04	0.04	0.04	43.72	10.38	54.10	43.72	10.38	54.10
		9.05	0.69	9.74	12.82	2.17	15.00	0.57	0.57	3.33	3.33	0.03	0.03	0.03	0.03	0.03	0.03	25.81	2.86	28.67	25.81	2.86	28.67
	%	84%	10%	56%	45%	59%	47%	100%	0%	88%	67%	67%	67%	67%	67%	67%	59%	28%	53%	59%	28%	53%	
19	W/Pho-drang	27.81	2.36	30.17	41.28	19.70	60.98	1.84	1.84	10.42	10.42	0.01	0.01	0.01	0.01	0.01	0.01	81.37	22.06	103.43	81.37	22.06	103.43
		28.29	0.65	28.94	55.22	12.07	67.29	1.61	1.61	9.32	9.32	0.00	0.00	0.00	0.00	0.00	0.00	94.45	12.72	107.17	94.45	12.72	107.17
	%	102%	28%	96%	134%	61%	110%	88%	88%	89%	13%	13%	13%	13%	13%	13%	116%	58%	104%	116%	58%	104%	
20	Zhemgang	34.71	14.22	48.93	32.00	1.63	33.63	1.28	1.28	1.28	1.28	0.00	0.00	0.00	0.00	0.00	0.00	67.99	15.85	83.84	67.99	15.85	83.84
		34.62	7.32	41.94	31.94	0.70	32.64	1.21	1.21	1.21	1.21	0.00	0.00	0.00	0.00	0.00	0.00	67.77	8.02	75.78	67.77	8.02	75.78
	%	100%	52%	86%	100%	43%	97%	94%	94%	94%	0%	0%	0%	0%	0%	0%	100%	51%	90%	100%	51%	90%	

Table 10.2 b Top Utilizer of Budget

Sl. No	Dzongkhag	TOTAL			
			Cur.	Cap.	Tot.
1	W/Phodrang	Bud.	81.37	22.06	103.43
		Expe.	94.45	12.72	107.17
		%	116%	58%	104%
2	Lhuntshe	Bud.	51.12	8.90	60.02
		Expe.	51.02	8.79	59.81
		%	100%	99%	100%
3	Dagana	Bud.	45.89	10.55	56.44
		Expe.	46.53	9.10	55.63
		%	101%	86%	99%
4	Mongar	Bud.	106.18	15.33	121.52
		Expe.	105.58	12.91	118.50
		%	99%	84%	98%
5	Sarpang	Bud.	69.62	5.00	74.62
		Expe.	68.28	3.93	72.21
		%	98%	79%	97%

Table 10.2c Top five under utilizer of budget

Sl. No	Dzongkhag	TOTAL			
			Cur.	Cap.	Tot.
1	Tsirang	Bud.	43.72	10.38	54.10
		Expe.	25.81	2.86	28.67
		%	59%	28%	53%
2	Chukha	Bud.	152.07	35.00	187.07
		Expe.	78.82	23.93	102.75
		%	52%	68%	55%
3	S/Jongkhar	Bud.	71.23	120.00	191.24
		Expe.	68.83	59.16	127.99
		%	97%	49%	67%
4	Gasa	Bud.	15.86	21.84	37.70
		Expe.	13.03	14.41	27.45
		%	82%	66%	73%
5	Thimphu Thromdey	Bud.	199.00	48.31	247.31
		Expe.	148.56	33.17	181.72
		%	75%	69%	74%

10.3 Per head costs

The estimated per head cost by school levels as given in table 10.3

Table 10.3 Estimated cost per student, May 2008	
Schools & Institute under the Ministry of Education	Cost per student per annum (in Nu)
Primary Schools*	8,623
a) Day Scholars	8,305
b) Boarders	12,929
Lower Secondary Schools	11,768
a) Day Scholars	10,410
b) Boarders	14,947
Middle Secondary Schools*	13,970
a) Day Scholars	11,910
b) Boarders	16,447
Higher Secondary Schools*	16,566
a) Day Scholars	15,120
b) Boarders	19,567
National Institute for the Disabled*	104,356
Institute & College under Royal University of Bhutan**	57,082
ILCS, Semtokha	48,546
Paro College of Education, Paro	41,697
Samtse College of Education, Samtse	42,447
College of Natural Resources, Lobesa	147,284
College of Science & Technology, Rinchending	74,875
Jigme Namgyel Polytechnic, Dewathang	60,908
Sherubtse College, Kangkung	65,965
Jigme Singye Wangchuck college of Business Studies	no student in 2007
Institute under Ministry of Labour and Human Resources**	69,845
Institute for Zoring Chusum, Tashiyangtse	120,982
National Institute for Zoring Chusum, Thimphu	82,906
Vocational Training Institute - Khuruthang	54,524
Vocational Training Institute - Samthang	66,549
Vocational Training Institute - Rangjung	63,798
Construction TrainingCenter - Thimphu	45,859
Vocational Training Institute - Sarpang	44,008
Vocational Training Institute - Chumey	34,571

* This is based on 2006 - 07 expenditure

** This is based on 2007 - 08 expenditure

STATISTICAL TABLES

Table 1.1 Enrolment of students per Dzongkhag per type of School 2009

Dzongkhag	CPS		PS		Pvt. PS		LSS		Pvt. LSS		MSS		Pvt. MSS		HSS		Pvt. HSS		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Bumthang	1117	3.6%	319	1.4%	0	0.0%	1059	2.2%	0	0.0%	1043	3.1%	0	0.0%	450	2.4%	202	3.4%	4190	2.6%
Chukha	2582	8.3%	932	4.0%	0	0.0%	5168	10.7%	229	34.7%	3806	11.2%	0	0.0%	3206	17.0%	529	8.8%	16452	10.0%
Dagana	2609	8.4%	134	0.6%	0	0.0%	1971	4.1%	0	0.0%	1235	3.6%	0	0.0%	412	2.2%	0	0.0%	6361	3.9%
Gasa	168	0.5%	109	0.5%	0	0.0%	0	0.0%	0	0.0%	364	1.1%	0	0.0%	0	0.0%	0	0.0%	641	0.4%
Haa	168	0.5%	670	2.8%	0	0.0%	1524	3.2%	0	0.0%	0	0.0%	0	0.0%	684	3.6%	0	0.0%	3046	1.9%
Lhuentse	908	2.9%	1522	6.5%	0	0.0%	543	1.1%	0	0.0%	456	1.3%	0	0.0%	575	3.1%	0	0.0%	4004	2.4%
Mongar	2803	9.0%	920	3.9%	0	0.0%	2999	6.2%	0	0.0%	1180	3.5%	0	0.0%	1522	8.1%	111	1.9%	9535	5.8%
Paro	246	0.8%	1419	6.0%	60	3.8%	4535	9.4%	0	0.0%	1207	3.6%	0	0.0%	1555	8.2%	1380	23.0%	10402	6.3%
Pemagatshel	1712	5.5%	455	1.9%	0	0.0%	2424	5.0%	0	0.0%	1036	3.1%	0	0.0%	615	3.3%	0	0.0%	6242	3.8%
Punakha	983	3.2%	986	4.2%	0	0.0%	1911	4.0%	0	0.0%	1899	5.6%	0	0.0%	666	3.5%	869	14.5%	7314	4.5%
Samdrupjongkhar	1459	4.7%	2015	8.6%	120	7.5%	2216	4.6%	0	0.0%	2742	8.1%	0	0.0%	0	0.0%	0	0.0%	8552	5.2%
Samtse	2993	9.6%	1498	6.4%	0	0.0%	1390	2.9%	0	0.0%	7189	21.2%	0	0.0%	658	3.5%	0	0.0%	13728	8.4%
Sarpang	2301	7.4%	0	0.0%	31	1.9%	4033	8.4%	0	0.0%	2459	7.3%	0	0.0%	1060	5.6%	552	9.2%	10436	6.4%
Thimphu	913	2.9%	4855	20.6%	1388	86.8%	6999	14.5%	430	65.3%	4121	12.2%	363	100.0%	2601	13.8%	2237	37.3%	23544	14.3%
Trashigang	3265	10.5%	2362	10.0%	0	0.0%	3346	6.9%	0	0.0%	1828	5.4%	0	0.0%	1775	9.4%	0	0.0%	12576	7.7%
Trashiyangtse	1705	5.5%	340	1.4%	0	0.0%	2094	4.3%	0	0.0%	674	2.0%	0	0.0%	504	2.7%	0	0.0%	5317	3.2%
Trongsa	1194	3.8%	844	3.6%	0	0.0%	703	1.5%	0	0.0%	379	1.1%	0	0.0%	468	2.5%	0	0.0%	3588	2.2%
Tsirang	1037	3.3%	599	2.5%	0	0.0%	1904	4.0%	0	0.0%	958	2.8%	0	0.0%	580	3.1%	0	0.0%	5078	3.1%
Wangdue	1769	5.7%	2102	8.9%	0	0.0%	2117	4.4%	0	0.0%	515	1.5%	0	0.0%	830	4.4%	0	0.0%	7333	4.5%
Zhemgang	1158	3.7%	1484	6.3%	0	0.0%	1217	2.5%	0	0.0%	800	2.4%	0	0.0%	719	3.8%	118	2.0%	5496	3.3%
Total	31090	100.0%	23565	100%	1599	100%	48153	100%	659	100%	33891	100%	363	100%	18880	100%	5998	100%	164262	100%

Table 1.2 Public and Private Schools per Dzongkhag 2009

Dzongkhag	ECR		CPS		PS		LSS		Pvt. LSS		MSS		Pvt. MSS		HSS		Pvt. HSS		Total			
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%		
Bumthang	0	0.0%	12	4.5%	1	1.2%	0	0.0%	2	2.2%	0	0.0%	2	4.4%	0	0.0%	1	3.7%	1	8.3%	19	3.3%
Chukha	1	2.9%	19	7.1%	4	4.7%	0	0.0%	7	7.9%	1	50.0%	4	8.9%	0	0.0%	3	11.1%	1	8.3%	40	7.0%
Dagana	3	8.8%	14	5.2%	1	1.2%	0	0.0%	5	5.6%	0	0.0%	2	4.4%	0	0.0%	1	3.7%	0	0.0%	26	4.5%
Gasa	1	2.9%	2	0.7%	1	1.2%	0	0.0%	0	0.0%	0	0.0%	1	2.2%	0	0.0%	0	0.0%	0	0.0%	5	0.9%
Haa	1	2.9%	3	1.1%	3	3.5%	0	0.0%	3	3.4%	0	0.0%	0	0.0%	0	0.0%	1	3.7%	0	0.0%	11	1.9%
Lhuentse	0	0.0%	14	5.2%	9	10.5%	0	0.0%	2	2.2%	0	0.0%	1	2.2%	0	0.0%	1	3.7%	0	0.0%	27	4.7%
Mongar	0	0.0%	31	11.5%	6	7.0%	0	0.0%	8	9.0%	0	0.0%	2	4.4%	0	0.0%	2	7.4%	1	8.3%	50	8.7%
Paro	0	0.0%	3	1.1%	3	3.5%	1		8	9.0%	0	0.0%	2	4.4%	0	0.0%	2	7.4%	3	25.0%	22	3.8%
Pema gatshel	6	17.6%	18	6.7%	4	4.7%	0	0.0%	6	6.7%	0	0.0%	2	4.4%	0	0.0%	1	3.7%	0	0.0%	37	6.4%
Punakha	0	0.0%	9	3.3%	3	3.5%	0	0.0%	4	4.5%	0	0.0%	3	6.7%	0	0.0%	1	3.7%	1	8.3%	21	3.7%
Samdrup jongkhar	2	5.9%	10	3.7%	5	5.8%	1		5	5.6%	0	0.0%	5	11.1%	0	0.0%	0	0.0%	0	0.0%	28	4.9%
Samtse	12	35.3%	9	3.3%	3	3.5%	0	0.0%	1	1.1%	0	0.0%	5	11.1%	0	0.0%	1	3.7%	0	0.0%	31	5.4%
Sarpang	1	2.9%	11	4.1%	0	0.0%	1		4	4.5%	0	0.0%	2	4.4%	0	0.0%	2	7.4%	1	8.3%	22	3.8%
Thimphu	1	2.9%	7	2.6%	6	7.0%	7		9	10.1%	1	50.0%	4	8.9%	1	100.0%	2	7.4%	3	25.0%	41	7.1%
Trashi-	3	8.8%	35	13.0%	12	14.0%	0	0.0%	9	10.1%	0	0.0%	4	8.9%	0	0.0%	3	11.1%	0	0.0%	66	11.5%
Trashi- yangtse	0	0.0%	20	7.4%	3	3.5%	0	0.0%	5	5.6%	0	0.0%	1	2.2%	0	0.0%	1	3.7%	0	0.0%	30	5.2%
Trongsa	0	0.0%	15	5.6%	4	4.7%	0	0.0%	3	3.4%	0	0.0%	1	2.2%	0	0.0%	1	3.7%	0	0.0%	24	4.2%
Tsirang	1	2.9%	7	2.6%	2	2.3%	0	0.0%	2	2.2%	0	0.0%	1	2.2%	0	0.0%	1	3.7%	0	0.0%	14	2.4%
Wangdue	2	5.9%	15	5.6%	6	7.0%	0	0.0%	3	3.4%	0	0.0%	1	2.2%	0	0.0%	2	7.4%	0	0.0%	29	5.0%
Zhemgang	0	0.0%	15	5.6%	10	11.6%	0	0.0%	3	3.4%	0	0.0%	2	4.4%	0	0.0%	1	3.7%	1	8.3%	32	5.6%
Total	34	100.0%	269		86	100%	10	100%	89	100%	2	100%	45	100%	1	100.0%	27	100%	12	100%	575	100%

Table 1.3 Enrolment of students per Dzongkhag by level 2007-2009

Dzongkhag	PP- VI			VII-VIII			IX-X			XI-XII		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Bumthang	2613	2583	2523	676	677	682	589	592	593	316	367	392
Chukha	10510	10890	11011	2146	2324	2454	1,882	1,909	1898	860	947	1089
Dagana	3978	4709	4961	518	743	833	424	427	512	0	0	55
Gasa	405	407	439	87	105	97	32	80	105	0	0	0
Haa	1878	1854	1946	493	527	500	464	410	450	112	110	150
Lhuentse	2834	2836	2803	525	552	636	394	391	416	131	144	149
Mongar	6245	6399	6467	1375	1389	1346	1,014	994	1143	350	423	579
Paro	5678	5836	5864	1556	1481	1514	1,151	1,186	1401	829	1216	1623
Pemagatshel	4123	3993	3913	980	1069	1100	1,108	977	901	312	323	328
Punakha	3093	4101	4170	682	1048	1072	699	971	912	891	1055	1160
Samdrupjongkhar	6036	6073	6200	1277	1327	1401	276	590	951	0	0	0
Samtse	9093	9418	10616	1386	1532	1801	772	941	1168	124	143	143
Sarpang	6609	6462	6961	1354	1448	1497	980	1,053	1168	110	400	810
Thimphu	14602	13893	14340	3566	3233	3405	2,827	2,711	2961	2996	3172	3265
Trashigang	8502	8398	8216	1922	1928	1910	1,489	1,573	1693	580	660	757
Trashiyangtse	3575	3653	3695	655	702	770	489	538	536	310	309	316
Trongsa	2584	2473	2439	504	591	577	376	365	437	128	121	135
Tsirang	3070	3190	3517	578	701	741	432	486	563	270	263	257
Wangdue	5361	5250	5194	1057	1031	1058	784	786	824	216	246	257
Zhemgang	3678	3682	3567	767	839	903	625	628	676	281	258	350
Total	104467	106100	108842	22104	23247	24297	16,807	17,608	19308	8816	10157	11815

Table 1.4 Teachers in Bhutan in 2009 per school type per Dzongkhag

Dzongkhag	CPS		PS		LSS		MSS		HSS		T:P Public schools		Pvt		Total		T:P All schools
	Teachers		Teachers		Teachers		Teachers		Teachers		Teachers		Teachers		Teachers	%	
Bumthang	63	10	40	42	26	22.0	9	190	3%	22.1							
Chukha	85	37	178	147	141	26.7	41	629	9%	26.2							
Dagana	77	7	63	35	20	31.5	0	202	3%	31.5							
Gasa	9	8	0	20	0	17.3	0	37	1%	17.3							
Haa	10	35	65	0	34	21.2	0	144	2%	21.2							
Lhuentse	50	64	24	22	26	21.5	0	186	3%	21.5							
Mongar	108	32	112	49	73	25.2	13	387	6%	24.6							
Paro	16	56	183	59	65	23.6	77	456	7%	22.8							
Pemagatsel	89	21	87	44	22	23.7	0	263	4%	23.7							
Punakha	49	41	78	77	42	22.5	38	325	5%	22.5							
S/Jonkhar	44	62	62	97	0	31.8	8	273	4%	31.3							
Samtse	87	46	49	198	29	33.6	0	409	6%	33.6							
Sarpang	70	0	117	81	67	29.4	27	362	5%	28.8							
Thimphu	47	196	295	187	123	23.0	266	1114	17%	21.5							
T'gang	160	87	135	80	81	23.2	0	543	8%	23.2							
T/yangtse	85	19	72	25	27	23.3	0	228	3%	23.3							
Tongsa	70	46	41	18	23	18.1	0	198	3%	18.1							
Tsirang	33	19	59	31	31	29.4	0	173	3%	29.4							
Wangdue	78	83	76	26	56	23.0	0	319	5%	23.0							
Zhengang	51	62	49	36	26	24.0	6	230	3%	23.9							
Total	1281	931	1785	1274	912	25.2	485	6668		24.6							

Table 1.5 Summary of Enrolment and Teaching Staff in Schools, Institutes, NFE centres and Day Care Centres, 2009									
Sl. No.	Levels/Types of Schools, Centres & Institutes	No.s	Sec.s	Enrolment		Total	Teachers		Total
				Male	Female		Bht	N/Bht	
A	Early Childhood Care (Day Care Centres)	11		195	168	363	37	-	37
B	School Education								
1	Community Primary Schools	268	1,659	15,753	15,337	31,090	1,278	3	1,281
2	Pvt Community Primary school	1	4	41	23	64	7	0	7
3	Primary Schools	85	819	11802	11763	23,565	924	7	931
4	Pvt. Primary Schools	11	92	796	803	1,599	109	13	122
5	Lower Secondary Schools	89	1,381	23,837	24,316	48,153	1,696	89	1,785
6	Pvt. Lower Secondary Schools	2	30	338	321	659	40	10	50
7	Middle Secondary Schools	45	951	17,241	16,650	33,891	1,096	178	1,274
8	Pvt Middle Secondary School	1	15	198	165	363	22	5	27
9	Higher Secondary Schools	27	516	9,783	9,097	18,880	666	246	912
10	Pvt. Higher Secondary Schools	12	312	3,005	2,993	5,998	177	102	279
	Sub-Total	541	5,779	82,794	81,468		6,015	653	6,668
C	Tertiary Education Insitutes (RUB)								
1	College of Natural Resources, Lobesa	1		121	26	147	70	2	72
2	College of Science and Technology, Rinchending	1		213	79	292	66	15	81
3	Institutes of Language and Culture Studies,	1		215	124	339	46	1	47
4	Jigme Namgyel Polytechnic, Dewathang	1		268	77	345	59	2	61
5	National Institute of Traditional medicine, Thimphu	1		31	9	40	15	-	15
6	Paro College of Education, Paro	1		719	343	1062	82	1	83
7	Royal Institute for Health Sciences, Thimphu	1		131	126	257	41	-	41
8	Royal Institute of Management, Semtokha	1		193	143	336	76	3	79
9	Samtse College of Education, Samtse	1		580	386	966	81	8	89

10	Sherubise College , Kanglung	1	510	262	772	112	44	156
11	Geddu College of Business Studies	1	315	180	495	52	17	69
	Sub-Total	11	3,296	1,755	5,051	700	93	793
D	Vocational Institutes							0
1	Vocational Training Institute, Chumey	1	147	91	238	21	-	21
2	Vocational Training Institute, Khuruthang	1	116	50	166	15	-	15
3	Vocational Training Institute, Shershong,Sarpang	1	79	54	133	11	-	11
4	National Institute for Zorig Chusum, Thimphu	1	216	125	341	29	-	29
5	Institute of Automobile Engineering, Thimphu	1	21	4	25	10	-	10
6	Vocational Training Institute, Rangjung	1	109	48	157	17	-	17
7	Trashiyangtse Institute ofr Zorig Chusum	1	42	15	57	12	-	12
8	Vocational Training Institute, Samthang	1	95	10	105	12	-	12
	Sub-Total	8	825	397	1,222	127	0	127
E	Special Institutes							0
1	National Institute of Disabled	1	30	18	48	13	-	13
2	Jigmecholing Sanskrit Pathshala	1	18	-	18	1	-	1
	Sub-Total	2	48	18	66	14	0	14
F	Non-Formal Education Programme	688	0	0	0	756	-	756
	Total	1,261	86,963	83,638	170,601	8,900	746	9,646

Table 1.6 NER & GER Primary and the Gender Parity Index per Dzongkhag, 2009

	NER				GER			
	B	G	BG	GPI	B	G	BG	GPI
Bhutan	91%	93%	91.82%	1.02	115%	116%	116%	1.01
Bumthang	86%	99%	92%	1.15	98%	114%	106%	1.16
Chukha	72%	90%	80%	1.24	92%	110%	100%	1.19
Dagana	99%	97%	98%	0.98	142%	140%	141%	0.99
Gasa	83%	80%	81%	0.96	99%	92%	95%	0.93
Haa	92%	95%	94%	1.03	112%	115%	113%	1.03
Lhuentse	104%	93%	98%	0.89	128%	119%	123%	0.93
Mongar	101%	93%	97%	0.92	124%	112%	118%	0.91
Paro	86%	90%	88%	1.04	106%	112%	109%	1.05
Pemagatshel	108%	98%	103%	0.91	132%	123%	127%	0.93
Punakha	86%	100%	91%	1.17	104%	118%	111%	1.14
Samdrupjongkhar	92%	84%	88%	0.91	124%	112%	118%	0.91
Samtse	89%	88%	89%	0.99	124%	115%	119%	0.93
Sarpang	102%	100%	101%	0.98	133%	127%	130%	0.96
Thimphu	86%	94%	90%	1.01	102%	111%	106%	1.09
Trashigang	96%	90%	93%	0.94	119%	110%	114%	0.92
Trashiyangtse	114%	105%	109%	0.92	147%	135%	141%	0.92
Trongsa	99%	93%	96%	0.94	127%	119%	123%	0.94
Tsirang	96%	88%	92%	0.91	134%	121%	127%	0.90
Wangdue	90%	95%	93%	1.06	108%	117%	112%	1.09
Zhemgang	101%	97%	99%	0.97	132%	127%	129%	0.97

Table 1.7 Indicative NER and GER Primary per Dzongkhag, 2008-2009

	NER						GER					
	2008		2009		2008		2009		2008		2009	
	B	B	G	G	BG	BG	B	B	G	G	BG	BG
Bhutan	87%	91%	89%	93%	88%	91.82%	112%	115%	112%	116%	106%	116%
Bumthang	89%	86%	96%	99%	92%	92.1%	110%	98%	116%	114%	115%	106%
Chukha	86%	72%	86%	90%	86%	80.0%	111%	92%	104%	110%	99%	100%
Dagana	82%	99%	92%	97%	87%	98.3%	118%	142%	122%	140%	119%	141%
Gasa	90%	83%	63%	80%	76%	81.3%	105%	99%	76%	92%	82%	95%
Haa	85%	92%	95%	95%	90%	93.7%	104%	112%	112%	115%	108%	113%
Lhuentse	89%	104%	88%	93%	89%	98.1%	114%	128%	114%	119%	104%	123%
Mongar	90%	101%	91%	93%	90%	96.6%	108%	124%	110%	112%	103%	118%
Paro	96%	86%	97%	90%	97%	87.9%	117%	106%	118%	112%	107%	109%
P/Gatshel	94%	108%	92%	98%	93%	102.7%	120%	132%	120%	123%	118%	127%
Punakha	90%	86%	96%	100%	93%	90.8%	110%	104%	120%	118%	110%	111%
S/jongkhar	85%	92%	80%	84%	82%	87.9%	113%	124%	109%	112%	109%	118%
Samtse	74%	89%	78%	88%	76%	88.5%	103%	124%	103%	115%	96%	119%
Sarpang	83%	102%	85%	100%	84%	101.1%	111%	133%	111%	127%	97%	130%
Thimphu	94%	86%	95%	94%	95%	89.9%	115%	102%	113%	111%	109%	106%
Trashigang	88%	96%	87%	90%	88%	93.0%	109%	119%	107%	110%	104%	114%
Trashiyangtse	98%	114%	98%	105%	98%	109.3%	126%	147%	125%	135%	116%	141%
Trongsa	92%	99%	96%	93%	94%	96.2%	115%	127%	120%	119%	119%	123%
Tsirang	78%	96%	79%	88%	79%	91.5%	115%	134%	113%	121%	105%	127%
Wangdue	87%	90%	91%	95%	89%	92.5%	106%	108%	114%	117%	106%	112%
Zhemgang	91%	101%	95%	97%	93%	98.9%	120%	132%	123%	127%	119%	129%

Table 1.8: Enrolment in Class XI and XII per stream, March 2009

		Public Schools		Private Schools		Total	
		#	%	#	%	#	%
Class XI	Arts	304	9%	888	33%	1192	20%
	Commerce	1028	31%	1667	61%	2695	45%
	Science	1939	59%	164	6%	2103	35%
	Sub-total	3271	100%	2719	100%	5990	100%
Class XII	Arts	311	11%	961	33%	1272	22%
	Commerce	895	31%	1669	57%	2564	44%
	Science	1707	59%	282	10%	1989	34%
	Sub-total	2913	100%	2912	100%	5825	100%

Table 1.9 Enrolment in public and private higher secondary schools since 2002

Year	Public			Private			Total			Annual growth	
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total		%age
2009	3665	2519	6184	2797	2834	5631	6462	5353	11815	1658	16.3%
2008	3326	2181	5507	2277	2373	4650	5603	4554	10157	1341	15.2%
2007	3142	2023	5165	1845	1806	3651	4987	3829	8816	714	8.8%
2006	3069	1695	4764	1665	1673	3338	4734	3368	8102	418	5.4%
2005	2900	1432	4332	1698	1654	3352	4598	3086	7684	993	14.8%
2004	2546	1213	3759	1514	1418	2932	4060	2631	6691	887	15.3%
2003	2261	1092	3353	1255	1196	2451	3516	2288	5804	1327	29.6%
2002	1795	844	2639	982	856	1838	2777	1700	4477	1673	59.7%
Average annual growth rate										20.7%	

Table 2.0 Class X results, 1997-2008

Year	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
No. of students appeared	1,476	1,796	2,389	3,159	4,596	4,791	5,298	6,057	6,392	6,893	7,924	7,982
No. of students passed	1,285	1,379	2,114	2,519	4,215	4,411	5,110	5,822	5,945	6,338	7,573	7,526
No. of students failed	191	417	275	640	381	380	188	235	447	555	351	456
Pass %	87%	77%	89%	80%	92%	92%	97%	96%	93%	92%	96%	94%

*Regular Candidates

Table 2.1 Class XII results 1997-2008

Year	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
No. of students appeared	252	444	469	529	1206	1703	2997	3170	3871	3969	5027	5510
No. of students passed	250	372	443	469	1115	1582	2688	2904	3494	3737	4263	4768
No. of students failed	2	72	26	60	91	121	309	266	377	232	764	533
Pass %	99%	84%	95%	89%	93%	93%	90%	92%	90%	94%	85%	87%

*Regular Candidates

Table 2.2 Enrolments, Repetition Rate & Dropout Rate (PP-X) 2002-2009

	2002	2003	2004	2005	2006	2007	2008	2009
Enrolment	118,355	122,857	128,771	133,288	138,422	143,378	146,955	152,447
Promotees	92,883	98,218	105,384	113,948	118,262	134,545	127,606	132,777
Repeaters	14,767	13,604	12,206	9,266	8,743	8,833	8,833	9,343
Rep. Rate	12.9%	11.5%	9.9%	7.2%	6.6%	6.4%	6.0%	6.1%
Dropouts	6,421	6,533	5,267	5,557	4,055	4,989	4,064	2,901
Dropout Rate	5.4%	5.3%	4.1%	4.2%	3.0%	3.6%	2.8%	1.9%

Table 2.3 Drop-out rate and numbers 2002-2009

Class	2002-2003		2003-2004		2004-2005		2005-2006		2006-2007		2007-2008		2008-2009		Total	Ave %
	Dropouts #	Dropouts %	Dropouts #	Dropouts %	Dropouts #	Dropouts %	Dropouts #	Dropouts %	Dropouts #	Dropouts %	Dropouts #	Dropouts %				
PP	-62	-0%	44	0%	33	0%	-5	0%	21	0%	216	1%	-67	-0%	-36	0%
I	381	3%	275	2%	168	1%	302	2%	127	1%	310	2%	192	1%	1445	2%
II	526	4%	267	2%	355	2%	481	3%	389	2%	361	2%	211	1%	2229	2%
III	420	3%	314	2%	234	2%	223	2%	118	1%	239	2%	146	1%	1455	2%
IV	754	6%	492	4%	584	4%	611	4%	600	4%	530	4%	444	3%	3485	4%
V	554	5%	566	5%	49	4%	570	5%	479	4%	457	3%	477	4%	2695	4%
VI	423	5%	532	5%	154	2%	366	3%	242	2%	178	2%	227	2%	1944	3%
VII	789	9%	822	9%	565	6%	766	7%	581	5%	673	6%	524	4%	4047	7%
VIII	470	7%	164	2%	169	2%	343	4%	237	3%	409	4%	273	3%	1656	3%
IX	518	8%	169	2%	507	7%	388	5%	257	3%	691	8%	474	5%	2313	5%

After class X school leaver continue in class XI or in vocational training or join the labor market

Class	2002-2003		2003-2004		2004-2005		2005-2006		2006-2007		2007-2008		2008-2009		Ave %
	Repeaters		Repeaters		Repeaters		Repeaters		Repeaters		Repeaters		Repeaters		
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
PP	1,993	13%	1,761	11%	1,507	9%	1,257	8%	1131	7%	1,192	7%	1,055	6.4%	8.8%
I	1,896	13%	1,739	11%	1,359	9%	1,280	8%	1173	8%	1,113	7%	1,043	6.5%	8.7%
II	1,762	12%	1,526	11%	1,235	8%	1,236	8%	1299	8%	1,100	7%	1,240	7.5%	8.8%
III	1,378	11%	1,223	9%	924	7%	856	6%	961	7%	920	6%	944	6.3%	7.3%
IV	1,790	14%	1,726	13%	1,265	9%	1,255	9%	1208	8%	1,285	9%	1,416	9.1%	10.3%
V	1,223	12%	1,035	9%	679	6%	734	6%	665	5%	731	5%	887	6.4%	7.1%
VI	1,096	12%	805	8%	465	4%	389	4%	464	4%	442	4%	599	4.7%	5.7%
VII	1,189	13%	1,100	12%	828	8%	917	9%	873	8%	1,010	9%	972	7.9%	9.5%
VIII	304	4%	344	5%	318	4%	275	3%	457	5%	715	7%	615	5.6%	4.8%
IX	886	13%	867	12%	636	8%	516	7%	542	6%	606	7%	520	5.4%	8.4%
X	87	2%	80	2%	50	1%	28	0%	72	0%	90	1%	52	0.7%	0.9%

	New Entrants		Correct Age		Completion rate	
	VI	X	12	16	Primary	Basic
2009	12,451	8,705	13,798	14,274	90.2%	61.0%
2008	12,246	7,870	14,127	14,577	86.7%	54.0%
2007	11,474	7,619	15,131	15,404	75.8%	49.5%
2006	11,331	6,828	14,789	16,039	76.6%	42.6%

Table 2.6 Measures of Internal Efficiency 2008 (Both Sexes)

Both Sexes												
	PP	1	2	3	4	5	6	7	8	9	10	Graduates
Promotion rate	94.0%	92.3%	91.2%	92.7%	88.0%	90.1%	93.5%	87.9%	91.9%	89.8%	92.2%	
Repetition rate	6.4%	6.5%	7.5%	6.3%	9.1%	6.4%	4.7%	7.9%	5.6%	5.4%	0.7%	
Dropout rate	-0.4%	1.2%	1.3%	1.0%	2.9%	3.5%	1.8%	4.3%	2.5%	4.9%	7.2%	
Adjusted promotion rate	93.6%	92.3%	91.2%	92.7%	88.0%	90.1%	93.5%	87.9%	91.9%	89.8%	92.2%	
Survivors to the Grade	1000.0	1000.0	987.2	973.6	963.5	933.2	898.7	881.9	841.2	818.9	776.6	720.6
Average study time at Grade	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.0	11.7
Pupil-years invested per Graduate												14.9
Coefficient of Internal Efficiency												73.8%
Boys												
	PP	1	2	3	4	5	6	7	8	9	10	Graduates
Promotion rate	93.0%	91.3%	89.5%	90.9%	85.6%	87.7%	92.7%	87.3%	93.6%	91.6%	95.0%	
Repetition rate	6.8%	7.2%	8.5%	7.0%	10.9%	7.0%	5.2%	7.8%	5.4%	5.1%	0.8%	
Dropout rate	0.2%	1.5%	2.0%	2.0%	3.5%	5.3%	2.1%	4.9%	1.0%	3.3%	4.2%	
Adjusted promotion rate	93.0%	91.3%	89.5%	90.9%	85.6%	87.7%	92.7%	87.3%	93.6%	91.6%	95.0%	
Survivors to the Grade	1000.0	997.4	981.1	959.7	938.9	901.9	850.9	832.0	787.9	779.6	752.6	720.5
Average study time at Grade	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.0	11.8
Pupil-years invested per Graduate												14.6
Coefficient of Internal Efficiency												75.6%
Girls												
	PP	1	2	3	4	5	6	7	8	9	10	Graduates
Promotion rate	95.0%	93.4%	93.1%	94.6%	90.4%	92.5%	94.3%	88.4%	90.2%	87.9%	89.3%	
Repetition rate	6.0%	5.7%	6.4%	5.5%	7.4%	5.8%	4.2%	8.0%	5.8%	5.6%	0.5%	
Dropout rate	-1.1%	0.9%	0.5%	-0.1%	2.2%	1.7%	1.5%	3.6%	4.0%	6.5%	10.2%	
Adjusted promotion rate	94.0%	93.4%	93.1%	94.5%	90.4%	92.5%	94.3%	88.4%	90.2%	87.9%	89.3%	
Survivors to the Grade	1000.0	1000.0	991.0	985.7	985.7	962.1	945.0	930.4	893.6	855.8	796.8	714.9
Average study time at Grade	1.1	1.1	1.1	1.1	1.1	1.1	1.0	1.1	1.1	1.1	1.0	11.7
Pupil-years invested per Graduate												15.3
Coefficient of Internal Efficiency												71.7%

Table 2.7 Proportion of Non-Bhutanese teachers 1997-2009

	1997			2002			2007			2008			2009		
	Bht	N/Bt	Tot.	Bht	N/Bt	Tot.	Bht	N/Bt	Tot.	Bht	N/Bt	Tot.	Bht	N/Bt	Tot.
CPS	246	3	249	527	2	529	889	3	892	998	2	1,000	1278	3	1281
PS	110	212	322	724	31	755	745	6	751	792	7	799	924	7	931
LSS	368	105	473	948	205	1,153	1,501	103	1,604	1,537	90	1,627	1696	89	1785
M & HSS	208	108	316	657	359	1,016	1,365	411	1,776	1,492	439	1,931	1762	424	2186
Pvt. S	66	5	71	144	71	215	257	91	348	279	109	388	355	130	485
NID	8		8	7	1	8	11	1	12	13	0	13	13	0	13
Total	1,006	433	1,439	3,007	669	3,676	4,757	614	5,371	5,111	647	5,758	6028	653	6681
%	70%	30%		82%	18%		89%	11%		89%	11%		90%	10%	

Table 2.8 Teacher graduates from pre-service training 2002-2008

	2002	2003	2004	2005	2006	2007	2008	Total
PGCE	49	48	46	48	62	43	106	402
B.Ed	101	136	177	371	429	377	375	1966
PTC*	150	170	0	0	0	0	0	320
ZTC*	37	32	37	0	0	0	0	106
	337	386	260	419	491	420	481	2794

These programmes have been phased out. PTC had its last graduates in 2003, ZTC in 2004

Table 2.9 Enrolment in the Colleges of Education 2003-2009

Year	CoE, Samtse			COE, Paro			Grand Total			% F
	M	F	Total	M	F	Total	M	F	Total	
2003	224	120	344	337	319	656	561	439	1,000	44%
2004	327	162	489	355	282	637	682	444	1,126	39%
2005	321	166	487	462	317	779	783	483	1,266	38%
2006	320	163	483	419	325	744	739	488	1,227	40%
2007	359	187	546	428	275	703	787	462	1,249	37%
2008	352	188	540	430	294	724	782	482	1,264	38%
2009	580	386	966	719	343	1,062	1,299	729	2,028	36%
Diff. Between 2009 & 2003	356	266	196	382	24	68	738	290	1,028	39%
	159%	222%	57%	113%	8%	10%	132%	66%	103%	

Table 3.0 Number of teachers who have upgraded their qualifications

Year	ISC	ILCS	ICSE	Total	Remarks
2009	110	40	0	150	Enrolled for examination
2008	330	116	1	447	Enrolled for examination
2007	203	40	1	244	Appeared for examination
2006	267	36		303	Enrolled for examination
2005	190	54	1	225	Enrolled for examination
2004	91	10	1	102	Appeared for examination
2003	103	14	2	119	Appeared for examination

Table 3.1 Teachers' academic qualification by nationality & type of school, March 2009

Academic Qualification	Public			Private			Total				
	Bht	Non-Bht	All	Bht	Non-Bht	All	Bht	% Bht	Non-Bht	% Non-Bht	All
Masters Degree	141	253	394	21	84	105	162	33%	337	68%	499
Bachelors Degree	2,881	258	3,139	144	36	180	3,025	91%	294	9%	3,319
Higher Secondary/ Matriculation	1,637	10	1,647	106	9	115	1,743	99%	19	1%	1,762
Under Matriculation	13	0	13	1	0	1	14	100%	0	0%	14
ZLTS	979	0	979	77	0	77	1,056	100%	0	0%	1,056
Total	5,651	521	6,172	349	129	478	6,000	90%	650	10%	6,650

*Dance teachers not included

Table 3.2 Teacher-Pupil ratio per Dzongkhag per type of school March 2009												
	CPS	PS	LSS	MSS	HSS	Ave	Pvt	Pvt.	Pvt.	Pvt	Pvt.	Total
Bhutan	23	25	27	27	21	25	9	11	13	13	22	25
Bumthang	18	32	27	25	17	24					22	22
Chukha	30	25	29	26	23	27			11		25	26
Dagana	0	19	31	35	21	21						31
Gasa	19	14		18		17						17
Haa	17	19	23		20	20						21
Lhuentse	18	24	23	21	22	22						22
Mongar	26	29	27	24	21	25					9	25
Paro	15	25	25	21	24	22		9			20	23
Pemagatshel	19	22	28	24	28	24						24
Punakha	20	24	25	25	16	22					23	23
Samdrupjongkhar	33	33	36	28		32		15				31
Samtse	34	33	28	36	23	31						34
Sarpang	22		35	30	16	26		10			23	29
Thimphu	19	25	24	22	21	22	9	13	14	13	23	22
Trashigang	20	27	25	23	22	23						23
Trashiyangtse	20	18	29	27	19	23						23
Trongsa	17	18	17	21	20	19						18
Tsirang	31	32	32	31	19	29						29
Wangdue	23	25	30	20	15	23						23
Zhemgang	23	24	25	22	28	24					20	25

Table 3.3: Teacher Pupil ratio in Schools per Dzongkhag per type of school 2007-2009

	CPS			PS			LSS			MSS			HSS			Public		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Bhutan	32	30	23	31	29	25	30	30	27	27	27	27	22	21	21	29	28	25
Bumthang	25	22	18				26	25	27	23	27	25	21	20	17	24	24	24
Chukha	32	30	30	28	30	25	33	34	29	30	25	26	23	22	23	30	28	27
Dagana	54	49	0	33	50	19	43	42	31	23	26	35				40	39	21
Gasa	21	19	19		9	14	12			16	18	18				15	15	17
Haa	24	21	17	26	21	19	24	23	23				23	23	20	24	22	20
Lhuentse	31	27	18	32	34	24	26	24	23	23	27	21	20	21	22	28	27	22
Mongar	31	32	26	37	37	29	31	33	27	27	27	24	23	22	21	29	30	25
Paro	26	22	15	29	25	25	26	26	25	23	21	21	22	22	24	25	23	22
Pemagatshel	27	27	19	22	23	22	30	33	28	30	28	24	26	26	28	28	29	24
Punakha	22	20	20	28	25	24	25	26	25	29	24	25	21	17	16	25	22	22
Samdrupjongkhar	46	42	33	52	40	33	41	41	36	26	28	28				37	37	32
Samtse	55	47	34	56	42	33	38	30	28	38	41	36	19	17	23	40	37	31
Sarpang	42	36	22	33			42	39	35	28	37	30	20	21	16	36	33	26
Thimphu	28	19	19	30	27	25	28	26	24	24	21	22	22	21	21	26	23	22
Trashigang	27	24	20	30	26	27	28	28	25	23	27	23	24	24	22	27	26	23
Trashiyangtse	33	30	20	27	26	18	31	34	29	24	25	27	22	22	19	29	28	23
Trongsa	26	24	17	24	24	18	23	21	17	18	23	21	19	23	20	23	23	19
Tsirang	49	44	31	43	40	32	33	33	32	36	37	31	26	21	19	35	33	29
Wangdue	30	26	23	32	27	25	30	31	30	21	23	20	15	17	15	27	26	23
Zhemgang	62	28	23	27	26	24	34	30	25	23	22	22	28	28	28	36	27	24

Table 3.4 Teacher-pupil ratio per school, divided by ratio 2009

Level	CPS		PS		LSS		MSS		HSS		ECR	Total
	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private	Public	
greater than 80	1						1				1	3
50-80	8		2		2				1			13
32-50	54		15		17		5				5	96
20-32	96		41	1	63		35		17	8	10	271
0-20	109	1	28	9	7	2	4	1	10	3	8	182
	268	1	86	10	89	2	45	1	28	11	24	565

Table 3.5 Teacher-Pupil ratio 1999-2009

Level	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Community Primary	50	47	43	40	38	35	34	28	32	30	23
Primary	43	44	42	38	37	35	34	33	31	29	25
Lower Secondary	41	39	40	36	34	33	33	31	30	30	27
Middle & Higher Secondary	27	28	28	27	26	27	27	27	25	24	24
Private	22	23	19	18	20	18	19	16	18	17	15

Table 3.6 Classroom student ratio by Dzongkhag

	Class:student ratio			
	less than 20	20-40	More than 40	
Chukhaa		14	19	7
Dagana		4	20	2
Gasa		4	1	0
Haa		3	7	1
Lhuentse		13	12	2
Mongar		27	19	3
Paro		5	14	2
P/Gatshel		22	12	3
Punakha		9	11	1
s/jongkhar		6	15	6
Samtse		9	11	9
Sarpang		3	14	5
Thimphu		12	24	5
Trashigang		36	25	4
T/Yangtse		15	12	3
Trongsa		15	9	0
tsirang		2	12	0
Wangdue		9	17	1
Zhemgang		20	11	1
		239	272	56

Table 3.7 Class Size per school type per Dzongkhag 2008 and 2009

Dzongkhag	CPS		PS		LSS		MSS		HSS		Pvt CPS		Pvt PS		Pvt LSS		Pvt MSS		Pvt HSS		Total		
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	
	Bhutan	19	0	30	29	35	35	37	36	36	36	16	19	17	22	22	24	36	34	30	34	30	29
Bumthang	17	15		46	31	30	32	31	31	32							32	34	24	34	24	24	
Chukha	21	21	31	28	40	39	38	31	42	39			25	21			38	35	34	35	34	36	
Dagana	35	34	32	19	44	37	36	41		38											37	36	
Gasa	11	11	16	16			25	28													17	18	
Haa	16	15	23	23	31	31			33	31											28	27	
Lhuentse	13	12	25	25	28	27	33	33	31	38											21	22	
Mongar	16	15	22	22	33	33	34	34	38	39											22	24	24
Paro	13	12	31	34	36	32	35	34	38	39		19	10			44	33	34	34	33	34	32	
Pemagatse	16	13	16	18	36	32	35	35	39	38											25	22	
Punakha	18	18	33	29	32	31	38	36	38	37						33	35	31	35	31	30	30	
S/Jonkhar	23	22	40	42	36	35	39	38				15	17								34	33	
Samtse	38	36	37	33	45	39	46	42	29	35											42	39	
Sarpang	35	32			43	43	39	40	35	34			27	10			27	33	38	33	38	37	
Thimphu	21	21	37	37	38	39	33	33	36	38	16	19	18	22	23	24	37	37	33	37	33	33	
T/gang	16	15	25	25	33	31	37	33	39	38											25	24	
T/yangtse	16	14	18	16	26	32	33	32	37	36											22	22	
Tongsa	14	13	26	22	15	23	30	27	33	31											19	19	
Tsirang	37	37	46	37	45	43	39	37	31	32											40	39	
Wangdue	19	19	33	31	40	15	35	30	32	32											30	28	
Zhemgang	16	15	19	21	35	30	34	36	40	34											30	25	23

Table 3.8 NFE- centers, teachers, and learners (BLC, PLC) per Dzongkhag

Dzongkhag	Centres	Instructors			BLC learner			PLC Learners			BLC+PLC		
		M	F	MF	M	F	MF	M	F	MF	M	F	MF
Bhutan	688	315	441	756	2,882	6,439	9,321	1,117	2,722	3,839	3,999	9,161	13,160
Bumthang	18	8	14	22	0	65	65	8	121	129	8	186	194
Chukha	36	24	19	43	193	492	685	16	177	193	209	669	878
Dagana	84	23	35	58	344	407	751	218	307	525	562	714	1,276
Gasa	2	1	1	2	9	10	19	12	11	23	21	21	42
Haa	11	2	14	16	49	87	136	18	46	64	67	133	200
Lhuentse	37	18	19	37	75	225	300	139	355	494	214	580	794
Mongar	61	32	38	70	239	537	776	78	165	243	317	702	1,019
Paro	15	6	9	15	43	236	279	11	23	34	54	259	313
Pemagatshel	37	21	23	44	76	442	518	35	163	198	111	605	716
Punakha	24	9	16	25	38	59	97	36	158	194	74	217	291
S/Jongkhar	30	21	17	38	115	294	409	41	105	146	156	399	555
Samtse	61	30	45	75	753	861	1,614	106	161	267	859	1,022	1,881
Sarpang	37	14	27	41	164	392	556	126	260	386	290	652	942
Thimphu	38	23	42	65	32	503	535	9	124	133	41	627	668
T/Gang	66	22	46	68	337	801	1,138	94	198	292	431	999	1,430
T/Yangtse	17	10	13	23	46	139	185	35	73	108	81	212	293
Trongsa	22	5	15	20	52	124	176	53	73	126	105	197	302
Tsirang	39	16	15	31	123	257	380	40	34	74	163	291	454
Wangdue	35	17	24	41	95	292	387	39	142	181	134	434	568
Zhemgang	18	13	9	22	99	216	315	3	26	29	102	242	344

Table 3.9 Remarks on water supply by status of schools, March 2009

Status	scarce- city of source	poor quality connetc-	insuf- ficient	Share with public	spring source	no water supply	tempo- rary connetc-	suffi- cient	no re- server tank	No com- ments	needs to be reno- vated	under process	dries up during winter	insuf- ficient budget	Newly con- struced	need to be re-	No in- forma- tion
Day	52	13	16	25	2	20	4	201	15	16	4	8	7	1	2	1	27
Boarder	31	6	3	6	1	4	1	59	3	4	0	0	3	1	0	1	0

Table 4.0: Electricity, Landline and Internet per Dzongkhag, March 2009

Dzongkhag	Electricity			Working Landline Phone			Working Internet Connection		
	Yes	% Yes	No Information	Yes	Yes %	No information	Yes	Yes %	No information
Bumthang	8	50%	3	12	71%	2	3	19%	3
Chukhaa	29	76%	1	26	68%	1	13	34%	1
Dagana	7	30%		14	61%		3	13%	
Gasa	3	75%		2	67%	1	1	33%	1
Haa	8	89%	1	6	67%	1	5	56%	1
Lhuentse	13	50%	1	13	50%	1	1	4%	1
Mongar	25	53%	3	30	63%	2	12	25%	2
Paro	21	100%	1	17	81%	1	12	57%	1
P/Gatshel	18	60%	1	22	76%	2	7	24%	2
Punakha	20	95%		15	75%	1	8	40%	1
s/jongkhar	14	58%	2	16	67%	2	6	25%	2
Samtse	12	63%		16	84%		4	21%	
Sarpang	15	83%	3	18	95%	2	6	35%	4
Thimphu	35	95%	3	34	92%	3	24	65%	3
Trashigang	48	80%	3	48	79%	2	15	25%	4
T/Yangtse	21	70%		21	70%		7	23%	
Trongsa	6	29%	3	18	86%	3	3	14%	3
tsirang	4	31%		9	69%		2	15%	
Wangdue	15	58%	1	20	77%	1	5	19%	1
Zhemgang	7	24%	3	20	71%	4	3	11%	4
Total	329	64%	29	377	73%	29	140	28%	34

Ownership		Distance from the nearest road head										Total	
		less than 20 mins	<1 hr	<2hr	<4hr	<one day	<two days	<three days	>three days				
Public	Bumthang	12	0	2	0	0	0	0	0	0	1	3	18
	Chukhaa	17	3	3	0	1	4	3	8	39			
	Dagana	10	0	1	1	4	5	0	5	26			
	Gasa	1	0	0	0	0	1	1	2	5			
	Haa	6	1	0	0	0	0	0	4	11			
	Lhuentse	12	2	2	1	6	2	0	2	27			
	Mongar	15	2	0	7	3	6	3	13	49			
	Paro	14	1	0	0	1	0	0	2	18			
	P/Gatshel	8	1	1	2	6	6	5	8	37			
	Punakha	13	2	0	1	0	0	0	4	20			
	s/jongkhar	11	0	1	0	4	4	0	7	27			
	Samtse	11	0	0	3	2	2	2	10	30			
	Sarpang	12	0	0	0	2	2	1	3	20			
	Thimphu	24	1	0	0	0	0	0	3	28			
	Trashigang	28	4	2	10	5	6	2	9	66			
	T/Yangtse	11	0	1	7	2	7	0	2	30			
	Trongsa	12	1	1	1	2	4	0	3	24			
	tsirang	6	2	1	1	1	2	0	1	14			
	Wangdue	12	2	0	2	4	2	0	7	29			
	Zhengang	7	0	2	1	1	2	9	9	31			
Bumthang	0	0						1	1				
Chukhaa	1	0						0	1				
Mongar	1	0						0	1				
Paro	2	2						0	4				
Punakha	1	0						0	1				
s/jongkhar	1	0						0	1				
Sarpang	2	0						0	2				
Thimphu	12	0						0	13				
Zhengang	0	1						0	1				
Private													

Table 4.2: Distance of school from the nearest road head by Class

	Class size	Distance from the nearest road head								Total
		less than 20	<1 hr	<2hr	<4hr	<one day	<two days	<three days	>three days	
Public	less than 20	54	12	5	23	19	32	16	61	222
	20-40	146	9	10	13	20	19	9	37	263
	40-60	37	1	2	0	5	1	0	5	51
	60-120	1	0	0	0	0	2	1	1	5
Private		238	22	17	36	44	54	26	104	541
	less than 20	14	1						1	16
	20-40	6	2						1	9

Table 4.3 Division of number of 6-16 years old not in PP-X, 2009

Chukha	24%	Lhuentse	2%
Thimphu	17%	Haa	2%
Samtse	12%	Trongsa	2%
Trashigang	8%	Zhemgang	1%
Mongar	6%	Sarpang	1%
Wangdue	6%	Tsirang	1%
Samdrupjongkhar	6%	Gasa	1%
Paro	5%	Dagana	1%
Punakha	4%	Trashiyangtse	-0%
Bumthang	3%	Pema Gatshel	0%

Table 4.4 NER & GER basic and the Gender Parity Index per Dzongkhag, 2009

	NER				GER			
	B	G	BG	GPI	B	G	BG	GPI
Bhutan	86%	90%	88.36%	1.05	99%	102%	100%	1.02
Bumthang	83%	95%	89%	1.15	91%	107%	99%	1.17
Chukha	69%	86%	77%	1.24	79%	96%	87%	1.21
Dagana	96%	96%	96%	1.00	112%	108%	110%	0.96
Gasa	72%	75%	74%	1.04	85%	87%	86%	1.02
Haa	86%	94%	90%	1.09	99%	111%	104%	1.12
Lhuentse	95%	90%	92%	0.95	110%	100%	105%	0.91
Mongar	92%	84%	88%	0.92	107%	95%	101%	0.89
Paro	83%	94%	89%	1.13	96%	106%	101%	1.11
Pemagatshel	104%	95%	99%	0.91	123%	109%	116%	0.88
Punakha	80%	100%	88%	1.25	92%	110%	101%	1.20
Samdrupjongkhar	92%	85%	88%	0.92	110%	97%	103%	0.88
Samtse	87%	84%	86%	0.96	98%	91%	95%	0.93
Sarpang	98%	97%	98%	0.99	114%	110%	112%	0.96
Thimphu	80%	92%	86%	1.16	89%	101%	95%	1.14
Trashigang	91%	85%	88%	0.94	105%	98%	102%	0.93
Trashiyangtse	106%	98%	102%	0.93	122%	114%	118%	0.93
Trongsa	93%	90%	91%	0.97	109%	106%	108%	0.97
Tsirang	96%	92%	94%	0.96	113%	104%	108%	0.92
Wangdue	80%	91%	86%	1.14	89%	100%	95%	1.12
Zhemgang	99%	97%	98%	0.98	120%	112%	116%	0.94

Table 4.5 Class X detailed results 2008-2009

	%	Number
Graduates continuing Class XI	76%	5,923
Graduates not continuing Class XI	20%	1,603
Repeaters	1%	53
School-leavers without certificate	3%	264
Total		7,843

ANNEXURE

Annex 1. New and Upgraded schools in Bhutan in 2009

Schools established in 2009					
SL.No	Dzongkhag		School/location	Level	Remarks
1	Chukha	1	Tashilakha	CPS	Dayschool
		2	Pachu*	CPS	Dayschool
2	Dagana	3	Karmaling	CPS	Dayschool
		4	Gumla	CPS	Dayschool
3	Lhuentse	5	Chagzam	CPS	Dayschool
4	Samtse	7	Panabari*	CPS	Dayschool
		8	Phuensum	CPS	Dayschool
5	Sarpang	9	Lharing*-	CPS	Dayschool
		10	Pangkhey*	CPS	Dayschool
		11	Maugaon**	CPS	Dayschool
		12	Gong**	CPS	Dayschool
6	Trashigang	14	Dungtse	MSS	Boarding
		15	Bartsham	MSS	Boarding
7	Trongsa	16	Samcholing	LSS	Dayschool
8	Tsirang	17	Phuentenchu*	CPS	Dayschool
		18	Tsholingkhar	CPS	Dayschool
9	Zhemgang	19	Sonamthang	MSS	Boarding
Private Schools					
1	Mongar	6	Sherub Reldri	HSS	Boarding
2	Thimphu	13	Yum Thuje Charity School	CPS	Dayschool

Schools Upgraded in 2009					
Sl. No	Dzongkhag		School/location	From	To
1	Chukha	1	Gedu	MSS	HSS
2	Dagana	2	Daga	MSS	HSS
		3	Dagapela	LSS	MSS
		4	Daga	PS	LSS
		5	Namchalla	CPS	LSS
3	Wangdue	6	Gaselo	MSS	HSS
		7	Tshangkha	CPS	LSS
Private Schools					
1	Paro	1	Yoezerling	PS	HSS
		2	Tenzin	PS	HSS
2	Thimphu	3	Druk	LSS	MSS

Extended Classroom established in 2009					
SL.No	Dzongkhag		Name	Level	Parent School
1	Chukha	1	Agaon	ECR	Tashilakha CPS
2	Dagana	2	Bichgoan	ECR	Lhamoizingkha LSS
		3	Devitar	ECR	Lhamoizingkha LSS
		4	Pangserpo	ECR	Pangna CPS
3	Gasa	5	Lungo	ECR	Laya CPS
4	Haa	6	Sektena	ECR	Jyengkha PS
5	Pema Gatshel	7	Yoomzore	ECR	Chonshing CPS
		8	Kheri	ECR	Khenzore CPS
		9	Pangthang	ECR	Yelchen CPS
		10	Ngangshing(Mann)	ECR	Resinang CPS
		11		ECR	Gonpasingma LSS
		12	Gashari	ECR	Norbugang CPS
6	Samdrup Jongkhar	13	Philuma	ECR	Orong LSS
		14	Nainatal	ECR	Pemathang LSS
7	Samtse	15	Dzongsar	ECR	Tendu MSS
		16	Dumshidara	ECR	Gomtu MSS
		17	Malbasey	ECR	Samtse LSS
		18	Nangladang	ECR	Chengmari PS
		19	Jaringay	ECR	Mindruling CPS
		20	Baseni	ECR	Denchhukha PS
		21	Pungta	ECR	Denchhukha PS
		22	Kirney	ECR	Chengmari PS
		23	Lamitar	ECR	Ghunauney MSS
		24	Sanglung	ECR	Sengdhyen PS
		25	Garigaon	ECR	Taba Dramtoe CPS
		26	Tading	ECR	Taba Dramtoe CPS
8	Sarpang	27	Kharpaney	ECR	Lharing CPS
9	Thimphu	28	Soe	ECR	Lingzhi CPS
10	Trashigang	29	Durung	ECR	Gongthung CPS
		30	Muktangkhar	ECR	Bartsham PS
		31	Kheri	ECR	Wamrong LSS
11	Tsirang	32	Nimazor	ECR	Mendrelgang MSS
12	Wangdue	33	Matalungchu	ECR	Wangdi LSS
		34	Gogona	ECR	Phobjikha PS

Annex 2. Comparative enrolment

Comparative Enrolment in Different Levels of Schools 08-09													
Class	Private Schools				Com. Primary Schools				Primary Schools				
	2008	2009	+or-	%*	2008	2009	+or-	%*	2008	2009	+or-	%*	
PP	946	1,020	74	7.8%	5,111	5,734	623	12.2%	3,339	3,452	113	3.4%	
I	488	457	(31)	-6.4%	5,130	5,186	56	1.1%	3,366	3,531	165	4.9%	
II	399	393	(6)	-1.5%	5,152	5,002	(150)	-2.9%	3,498	3,518	20	0.6%	
III	286	324	38	13.3%	4,180	4,837	657	15.7%	3,279	3,404	125	3.8%	
IV	205	261	56	27.3%	4,035	4,028	(7)	-0.2%	3,438	3,433	(5)	-0.1%	
V	171	174	3	1.8%	3,323	3,482	159	4.8%	3,163	3,261	98	3.1%	
VI	155	157	2	1.3%	2,771	2,821	50	1.8%	2,730	2,966	236	8.6%	
Sub-Total	2,650	2,786	136	5.1%	29,702	31,090	1,388	4.7%	22,813	23,565	752	3.3%	
VII	52	101	49	94.2%									
VIII	29	61	32										
Sub-Total	81	162	81										
IX	19	46	27	142.1%									
X	29	58	29	100.0%									
Sub-Total	48	104	56	116.7%	-	0	0		-	0	0	0	
XI	2,541	2,719	178	7.0%									
XII	2,109	2,912	803	38.1%									
Sub-Total	4,650	5,631	981	21.1%	-	0	0		-	0	0	0	
Total	7,429	8,683	1,254	16.9%	29,702	31,090	1,388	4.7%	22,813	23,565	752	0	

Lower & Middle Sec. Schools				Higher Secondary Schools				Total			
2008	2009	+or-	%*	2008	2009	+or-	%*	2008	2009	+or-	%*
7,019	6,902	(117)	-1.7%		197			16,415	17108	693	4.2%
7,115	7,142	27	0.4%		173			16,099	16,316	217	1.3%
7,497	7,008	(489)	-6.5%		181			16,546	15,921	(625)	-3.8%
7,249	7,335	86	1.2%		135			14,994	15,900	906	6.0%
7,789	7,472	(317)	-4.1%		128			15,467	15,194	(273)	-1.8%
7,136	7,445	309	4.3%		177			13,793	14,362	569	4.1%
7,029	6,955	(74)	-1.1%		151			12,685	12,899	214	1.7%
50,834	50,259	(575)	-1.1%	-	1,142	0	0	105,999	107,700	1,701	1.6%
11,669	12,042	373	3.2%	584	707	123	21.1%	12,305	12,850	545	4.4%
9,843	10,288	445	4.5%	1,047	1,098	51	4.9%	10,919	11,447	528	4.8%
21,512	22,330	818	3.8%	1,631	1,805	174	10.7%	23,224	24,297	1,073	4.6%
5,125	5,389	264	5.2%	4,612	5,116	504	10.9%	9,756	10,551	795	8.1%
3,527	4,066	539	15.3%	4,405	4,633	228	5.2%	7,961	8,757	796	10.0%
8,652	9,455	803	9.3%	9,017	9,749	732	8.1%	17,717	19,308	1,591	9.0%
				2,885	3,271	386	13.4%	5,426	5,990	564	10.4%
				2,622	2,913	291	11.1%	4,731	5,825	1,094	23.1%
-	0			5,507	6,184	677	12.3%	10,157	11,815	1,658	16.3%
80,998	82,044	1,046	1.3%	16,155	18,880	1,583	9.8%	157,112	164,262	6,023	3.8%

Annex 3. Comparative dropouts and repeaters

Details on dropouts and repeaters by gender by class 2008-2009																								
Class	Enrolment				Repeaters				Promotees Imputed				Dropouts imputed				Percentage							
	2008		2009		2009		2009		Male		Fe-		Male		Fe-		Male		Female		Male		Female	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
PP	8,260	8,174	8,706	8,599	561	494	7,679	7,767	20	-87	93.0%	95.0%	6.8%	6.0%	0.2%	-1.1%								
I	8,217	7,880	8,270	8,219	591	452	7,501	7,361	125	67	91.3%	92.4%	7.2%	5.7%	1.5%	0.9%								
II	8,578	7,964	8,232	7,870	731	509	7,676	7,415	171	40	89.5%	93.1%	8.5%	6.4%	2.0%	0.5%								
III	7,710	7,286	8,219	7,816	543	401	7,012	6,894	155	-9	90.9%	94.6%	7.0%	5.5%	2.0%	-0.1%								
IV	7,707	7,805	7,851	7,471	839	577	6,597	7,055	271	173	85.6%	90.4%	10.9%	7.4%	3.5%	2.2v								
V	6,864	6,951	7,079	7,460	482	405	6,012	6,430	361	116	87.7%	92.5%	7.0%	5.8%	5.3%	1.7%								
VI	6,235	6,469	6,348	6,702	327	272	5,777	6,101	131	96	92.7%	94.3%	5.2%	4.2%	2.1%	1.5%								
Sub-Total	53,571	52,529	54,705	54,137	4,074	3,110	48,263	49,023	1,234	396	90.1%	93.3%	7.6%	5.9%	2.3%	0.8%								
VII	6,031	6,297	6,247	6,603	470	502	5,266	5,566	295	229	87.3%	88.4%	7.8%	8.0%	4.9%	3.6%								
VIII	5,425	5,494	5,561	5,886	295	320	5,076	4,955	54	219	93.6%	90.2%	5.4%	5.8%	1.0%	4.0%								
Sub-Total	11,456	11,791	11,808	12,489	765	822	10,342	10,521	349	448	90.3%	89.2%	6.7%	7.0%	3.0%	3.8%								
IX	4,871	4,828	5,324	5,227	248	272	4,463	4,242	160	314	91.6%	87.9%	5.1%	5.6%	3.3%	6.5%								
X	4,026	3,883	4,495	4,262	32	20	3,233	2,704	761	1,159	80.3%	69.6%	0.8%	0.5%	18.9%	29.8%								
Sub-Total	8,897	8,711	9,819	9,489	280	292	7,696	6,946	921	1,473	86.5%	79.7%	3.1%	3.4%	10.4%	16.9%								
Total	146,955	146,955	146,955	146,955	5,119	4,224	66,301	66,490	2,504	2,317	45.1%	45.2%	3.5%	2.9%	1.7%	1.6%								

*The students who leave after Class X are Graduates and school leavers and not drop-outs

Annex 4. Organization of the MoE Headquarters

The National Assembly elects the Minister for a term of 5 years. The Minister is supported by the Ministry Secretariat, which is headed by a Secretary. The Secretariat is organized into the Policy and Planning Division (PPD), which also includes the IT-unit, the Administrative and Finance Division (AFD) and Human Resource Division (HRD). The Bhutan Board of Examinations (BBE) and the National Commission for UNESCO are also a part of the Secretariat, and are directly accountable to the Secretary. The Internal Audit Unit (IA) headed by a Chief Internal Auditor reports directly to the Minister.

There are three Departments under the Ministry of Education; the Department of School Education (DSE), the Department of Adult and Higher Education (DAHE) and the Department of Youth and Sports (DYS). Each Department is headed by a Director, who is responsible for the implementation of the plans and policies of the department. Each Director is supported by Chief Programme Officers who head the various divisions under the department.

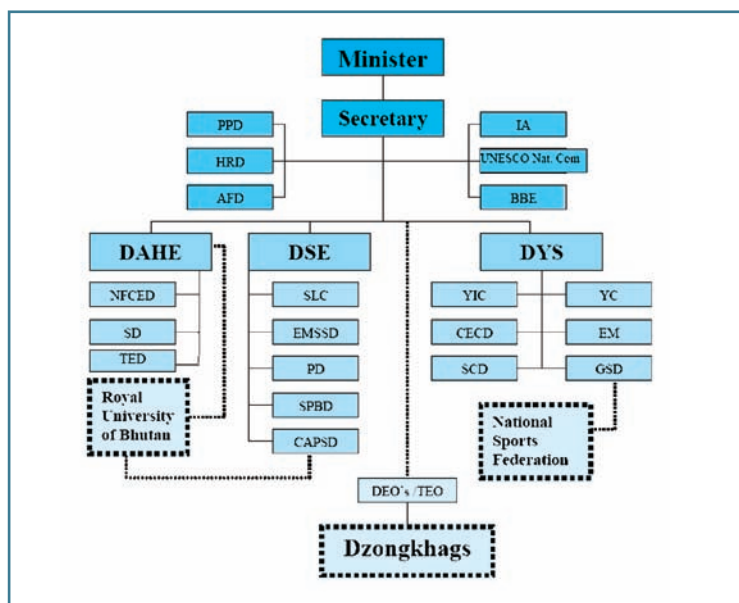
The Department of School Education is organized into 4 Divisions and the School Liaison and Coordination Unit (SLC) which supports the Department. The 4 divisions are the Curriculum and Professional Services Division (CAPSD), the Education Monitoring & Support Service Division (EMSSD), the Programme Division (PD) and the School Planning and Building Division (SPBD). The Programme Division administers the following programmes: School Information Technology (IT), Special Education (SE), Early Childhood and Care Development (ECCD), School Agriculture, School Nutrition and Feeding and Private Schools development. CAPSD has a very close relation with the Paro College of Education (CoE). CAPSD-officers teach at the College in order to keep close contact with the teaching practice. The CoE is part of the Royal University of Bhutan.

The Department of Adult and Higher Education is organized into the Scholarship Division (SD), the Tertiary Division and the Non Formal and Continuing Education Division (NFECED). This department is also responsible for liaison with the Royal University of Bhutan.

The Department of Youth, Sports and Culture is organized into the Career Education and Counseling Division (CECD), Games and Sports Division (GSD), Scouts and Culture Division (SCD) and Education Media (EM). The Games and Sports Division also has the support of the National Sports Federations. The Department is further supported by the Youth Information Centre (YIC) for advocacy of information related to youth and the Youth Centre for organizing youth programmes.

The next page shows the organizational structure of the ministry.

Annex 4.1 Organizational Structure, Ministry of Education



The following figure gives the number of staff working for the ministry of education

	Office	Officers			Support			Pool Staff (Drivers, Messen-			Total		
		M	F	MF	M	F	MF	M	F	MF	M	F	MF
1.00	Office of the Minister												
	Sub-total				1	1		3			4	1	5
2.00	Secretariat												
2.01	Office of the Secretary		1	1	1		1	1	1	2	2	2	4
2.02	Internal Audit	2		2			0			0	2	0	2
2.03	Policy and Planning Division	7	4	11	1	2	3	1		1	9	6	15
2.04	Administration and Finance Division	3	3	6	4	7	11	4	2	6	11	12	23
2.05	Bhutan Board of Examinations	5	3	8	3	3	6	1		1	9	6	15
2.06	Human Resource Management Division	4	3	7	2	6	8	3	1	4	9	10	19
2.07	National Commission of Unesco	1	1	2		1	1	1		1	2	2	4
	Sub-total	22	15	37	11	19	30	11	4	15	44	38	82
3.00	Directorates												
3.01	Department of School Education	46	8	54	12	9	21	12	4	16	70	21	91
3.02	Departement of Adult & Higher Education	7	1	8	2	7	9	2	2	4	11	10	21
3.03	Dpartment of Youth & Sports	16	8	24	8	7	15	5	3	8	29	18	47
	Sub-total	69	17	86	22	23	45	19	9	28	110	49	159
	Grand total	91	32	123	34	43	75	33	13	43	158	88	246

Annex 5. WFP-support

2009 WFP Beneficiaries										
School Name		2009 WFP BENEFICIARIES			Total WFP Beneficiaries					
					WFP Day Students			WFP Boarders		
		Day	Boarders	Total	Girls	Boys	Total	Girls	Boys	Total
1	BUMTHANG									
1	CHHUMEY MSS	0	114	114	0	0	0	61	53	114
2	TANG LSS	0	81	81	0	0	0	41	40	81
3	URA MSS	0	74	74	0	0	0	34	40	74
	SUB TOTAL	0	269	269	0	0	0	136	133	269
2	CHHUKHA									
1	CHAPCHA MSS	7	121	128	3	4	7	62	59	121
2	RINCHENLING CPS	45	0	45	21	24	45	0	0	0
3	CHHUKHA HSS	0	308	308	0	0	0	133	175	308
4	GETANA CPS	105	0	105	43	62	105	0	0	0
5	BAIKUNZA CPS	115	0	115	46	69	115	0	0	0
6	BONGO PS	27	48	75	14	13	27	24	24	48
7	CHUNGKHA LSS	86	314	400	44	42	86	140	174	314
8	KETOKHA CPS	76	0	76	36	40	76	0	0	0
9	KAMJI LSS	44	443	487	13	31	44	208	235	443
10	DUNGNA LSS	65	260	325	28	37	65	119	141	260
11	METAKHA CPS	106	0	106	58	48	106	0	0	0
12	SINCHULA PS	328	0	328	144	184	328	0	0	0
13	CHONGAYKHA CPS	293	0	293	153	140	293	0	0	0
14	CHIMUNA PS	235	0	235	110	125	235	0	0	0
15	LOKCHINA LSS	304	0	304	132	172	304	0	0	0
16	KEZARI CPS	97	0	97	62	35	97	0	0	0
	SUB TOTAL	1933	1494	3427	907	1026	1933	686	808	1494
3	DAGANA									
1	DAGA MSS	0	111	111	0	0	0	60	51	111
2	SAMEY CPS	125	9	134	68	57	125	2	7	9
3	PHEKOMA CPS	215	0	215	103	112	215	0	0	0
4	DRUJEYGANG MSS	0	231	231	0	0	0	113	118	231
5	PHUENSUMGANG CPS	155	0	155	86	69	155	0	0	0
6	GESARLING LSS	96	275	371	55	41	96	117	158	275
7	ZINCHELA CPS	159	0	159	81	78	159	0	0	0
8	NIMTOLA CPS	183	0	183	87	96	183	0	0	0
9	LUNGTENGANG CPS	122	0	122	62	60	122	0	0	0
10	TSHANGKHA LSS	282	0	282	133	149	282	0	0	0
	SUB TOTAL	1337	626	1963	675	662	1337	292	334	626

ANNEXURE

School Name		2009 WFP BENEFICIARIES			Total WFP Beneficiaries					
					WFP Day Students			WFP Boarders		
		Day	Boarders	Total	Girls	Boys	Total	Girls	Boys	Total
4	GASA									
1	BJISHONG MSS	87	167	254	45	42	87	93	74	167
2	GASA PS	111	0	111	62	49	111	0	0	0
3	LAYA CPS	27	75	102	16	11	27	19	56	75
4	LUNANA CPS	0	71	71	0	0	0	18	53	71
	SUB TOTAL	225	313	538	123	102	225	130	183	313
5	HAA									
1	JYENSA PS	205	0	205	102	103	205	0	0	0
2	JYENKHANA PS	0	261	261	0	0	0	138	123	261
3	UGYEN DORJI HSS	0	78	78	0	0	0	36	42	78
4	SOMBEKHA PS	75	0	75	37	38	75	0	0	0
5	RANGTSE CPS	98	0	98	55	43	98	0	0	0
	SUB TOTAL	378	339	717	194	184	378	174	165	339
6	LHUNTSE									
1	NEY CPS	39	0	39	16	23	39	0	0	0
2	PHUYUM HSS	0	120	120	0	0	0	58	62	120
3	THIMYUL LSS	249	0	249	122	127	249	0	0	0
4	KHOMA LSS	70	205	275	32	38	70	103	102	205
5	TSHOCHHEN CPS	120	0	120	52	68	120	0	0	0
6	WAMBUR CPS	71	58	129	37	34	71	25	33	58
7	TANGMACHHU MSS	0	231	231	0	0	0	114	117	231
8	LADRONG CPS	125	0	125	70	55	125	0	0	0
9	ZANGKHAR CPS	26	108	134	15	11	26	46	62	108
10	GORTSUM CPS	183	0	183	88	95	183	0	0	0
11	DUNGKAR PS	85	101	186	42	43	85	52	49	101
12	ZHAM CPS	61	0	61	32	29	61	0	0	0
	SUB TOTAL	1029	823	1852	506	523	1029	398	425	823
7	MONGAR									
1	GYELPOZHING HSS	0	515	515	0	0	0	246	269	515
2	TSAKALING PS	98	32	130	45	53	98	17	15	32
3	TSAMANG PS	8	132	140	6	2	8	66	66	132
4	YADI MSS	0	112	112	0	0	0	51	61	112
5	THANGRONG PS	85	123	208	45	40	85	62	61	123
6	BALAM CPS	217	0	217	109	108	217	0	0	0
7	DRAMETSE MSS	0	123	123	0	0	0	50	73	123
8	KENGGHAR LSS	169	145	314	69	100	169	53	92	145

School Name		2009 WFP BENEFICIARIES			Total WFP Beneficiaries					
					WFP Day Students			WFP Boarders		
		Day	Boarders	Total	Girls	Boys	Total	Girls	Boys	Total
9	UDARIC CPS	105	0	105	49	56	105	0	0	0
10	NAGOR LSS	146	112	258	65	81	146	46	66	112
11	PANGTHANG CPS	70	0	70	35	35	70	0	0	0
12	SILAMBI CPS	61	0	61	29	32	61	0	0	0
13	WAMA CPS	41	0	41	25	16	41	0	0	0
14	DAKSA CPS	108	0	108	50	58	108	0	0	0
15	YANGBARI CPS	86	0	86	41	45	86	0	0	0
16	JURMEY PS	229	0	229	116	113	229	0	0	0
17	SERZONG LSS	123	114	237	65	58	123	54	60	114
18	ZUNGLN PS	81	0	81	41	40	81	0	0	0
19	LINGKAR CPS	68	0	68	32	36	68	0	0	0
20	YARAGLA CPS	43	0	43	21	22	43	0	0	0
21	WAICHUR CPS	85	0	85	37	48	85	0	0	0
22	NARANG CPS	192	0	192	89	103	192	0	0	0
	SUB TOTAL	2015	1408	3423	969	1046	2015	645	763	1408
8	PARO									
1	DRUKGYEL HSS	0	444	444	0	0	0	230	214	444
2	DAWAKHA LSS	0	180	180	0	0	0	87	93	180
3	BITEKHA LSS	0	165	165	0	0	0	79	86	165
4	GONEYTSAWA CPS	26	69	95	12	14	26	38	31	69
	SUB TOTAL	26	858	884	12	14	26	434	424	858
9	PEMAGATSHL									
1	TSEBAR LSS	131	141	272	61	70	131	74	67	141
2	GONPASHINGMA LSS	136	199	335	67	69	136	90	109	199
3	YURUNG LSS	103	187	290	57	46	103	83	104	187
4	DUNGMIN CPS	21	41	62	12	9	21	21	20	41
5	MIKURI CPS	78	58	136	47	31	78	25	33	58
6	CHIMONG PS	59	26	85	23	36	59	15	11	26
7	DECHHELING LSS	262	112	374	135	127	262	55	57	112
8	NGANGLAM LSS	0	117	117	0	0	0	59	58	117
9	NGANGLAM MSS	0	202	202	0	0	0	86	116	202
10	NORBUGANG CPS	144	0	144	55	89	144	0	0	0
11	TSHATSI PS	83	86	169	43	40	83	39	47	86
12	KHANGMA CPS	87	0	87	44	43	87	0	0	0
13	REZIMO CPS	72	0	72	42	30	72	0	0	0
14	DAGOR CPS	52	0	52	22	30	52	0	0	0

ANNEXURE

School Name		2009 WFP BENEFICIARIES			Total WFP Beneficiaries					
					WFP Day Students			WFP Boarders		
		Day	Boarders	Total	Girls	Boys	Total	Girls	Boys	Total
15	THONGSA CPS	80	0	80	32	48	80	0	0	0
16	WOONGCHILO CPS	103	0	103	47	56	103	0	0	0
17	KERONG CPS	43	0	43	20	23	43	0	0	0
18	CHOEKHORLING CPS	70	0	70	33	37	70	0	0	0
	SUB TOTAL	1524	1169	2693	740	784	1524	547	622	1169
10	PUNAKHA									
1	TASHIDINGKHA MSS	0	268	268	0	0	0	142	126	268
2	PUNAKHA HSS	0	185	185	0	0	0	100	85	185
3	THINLEYGANG PS	0	142	142	0	0	0	74	68	142
4	THINLEYGANG MSS	0	150	150	0	0	0	88	62	150
5	GOEN SHARI CPS	138	0	138	69	69	138	0	0	0
	SUB TOTAL	138	745	883	69	69	138	404	341	745
11	S/JONGKHAR									
1	GOMDAR LSS	165	193	358	75	90	165	88	105	193
2	LAURI PS	156	194	350	86	70	156	84	110	194
3	MARTSHALA MSS	38	109	147	17	21	38	38	71	109
4	MARTSHALA PS	87	242	329	34	53	87	118	124	242
5	MINJIWOONG LSS	106	203	309	49	57	106	110	93	203
6	ORONG LSS	124	248	372	75	49	124	112	136	248
7	YARPHU CPS	150	0	150	73	77	150	0	0	0
8	ZAMTARI CPS	121	0	121	63	58	121	0	0	0
9	BARZOR CPS	144	0	144	60	84	144	0	0	0
10	SARJUNG CPS	140	0	140	56	84	140	0	0	0
11	TSHOTSALO CPS	65	0	65	30	35	65	0	0	0
12	DUNGMANBA CPS	106	0	106	48	58	106	0	0	0
13	ZANGTEY CPS	156	0	156	99	57	156	0	0	0
	SUB TOTAL	1558	1189	2747	765	793	1558	550	639	1189
12	SAMTSE									
	DOROKHA MSS	0	280	280	0	0	0	115	165	280
	SENGDHYEN CPS	105	312	417	42	63	105	131	181	312
	DENCHHUKHA CPS	335	0	335	158	177	335	0	0	0
	MINDULING CPS	297	0	297	142	155	297	0	0	0
	TABA DAMTOE PS	284	0	284	128	156	284	0	0	0
	BARA CPS	496	0	496	248	248	496	0	0	0
	NAMGAYCHOLING	370	0	370	175	195	370	0	0	0
	SUB TOTAL	1887	592	2479	893	994	1887	246	346	592

School Name	2009 WFP BENEFICIARIES			Total WFP Beneficiaries						
				WFP Day Students			WFP Boarders			
	Day	Boarders	Total	Girls	Boys	Total	Girls	Boys	Total	
13 SARPANG										
1 UMLING CPS	353	0	353	162	191	353	0	0	0	
2 SARPANG HSS	0	202	202	0	0	0	99	103	202	
3 NORBULING MSS	0	175	175	0	0	0	80	95	175	
SUB TOTAL	353	377	730	162	191	353	179	198	377	
14 THIMPHU										
1 GENEKHA LSS	132	168	300	72	60	132	84	84	168	
2 LINGZHI CPS	0	69	69	0	0	0	33	36	69	
3 CHAMGANG LSS	287	0	287	151	136	287	0	0	0	
SUB TOTAL	419	237	656	223	196	419	117	120	237	
15 TRASHIGANG										
1 THONGRONG CPS	85	0	85	39	46	85	0	0	0	
2 TOKSHINGMANG CPS	0	162	162	0	0	0	66	96	162	
3 KANGPARA LSS	99	188	287	43	56	99	79	109	188	
4 BIKHAR PS	216	36	252	104	112	216	25	11	36	
5 UZORONG LSS	76	280	356	40	36	76	143	137	280	
6 BIDUNG LSS	0	251	251	0	0	0	130	121	251	
7 JOENKHAR CPS	68	0	68	28	40	68	0	0	0	
8 SAKTENG PS	244	0	244	86	158	244	0	0	0	
9 BREKHA CPS	105	0	105	51	54	105	0	0	0	
10 J.SHERUBLING HSS	0	273	273	0	0	0	108	165	273	
11 NID KHALING	0	48	48	0	0	0	19	29	48	
12 LUMANG PS	13	98	111	4	9	13	52	46	98	
13 THREPHU CPS	24	0	24	14	10	24	0	0	0	
14 WAMRONG LSS	101	222	323	44	57	101	103	119	222	
15 TASHITSE HSS	0	342	342	0	0	0	159	183	342	
16 THUNGKHAR LSS	156	101	257	67	89	156	47	54	101	
17 PASAPHU PS	60	0	60	36	24	60	0	0	0	
18 MERAK PS	226	0	226	101	125	226	0	0	0	
19 PHONGMEY PS	158	0	158	74	84	158	0	0	0	
20 THRIMSHING CPS	62	0	62	31	31	62	0	0	0	
21 JERELIMI CPS	95	0	95	47	48	95	0	0	0	
22 KURICHILO CPS	135	0	135	47	88	135	0	0	0	
23 BERDUNGMA CPS	55	0	55	22	33	55	0	0	0	
24 DALIPHANGMA CPS	67	0	67	31	36	67	0	0	0	
25 CHIYA CPS	84	0	84	48	36	84	0	0	0	

ANNEXURE

School Name		2009 WFP BENEFICIARIES			Total WFP Beneficiaries					
					WFP Day Students			WFP Boarders		
		Day	Boarders	Total	Girls	Boys	Total	Girls	Boys	Total
26	BENSHINGMO CPS	85	0	85	38	47	85	0	0	0
27	KANGLUNG MSS	0	34	34	0	0	0	18	16	34
28	TARPHEL CPS	115	0	115	49	66	115	0	0	0
29	WOMANANG CPS	78	0	78	38	40	78	0	0	0
30	TOKAPHU CPS	82	0	82	46	36	82	0	0	0
31	TONGMIJANGSA LSS	114	156	270	55	59	114	82	74	156
32	TSENKHARLA MSS	194	367	561	92	102	194	153	214	367
33	JANGPHUTSE CPS	86	0	86	47	39	86	0	0	0
34	KHENI LSS	34	202	236	15	19	34	107	95	202
35	MELONGKHAR CPS	85	0	85	49	36	85	0	0	0
36	THRAGOM CPS	18	80	98	8	10	18	36	44	80
37	YALANG CPS	88	0	88	52	36	88	0	0	0
38	DALIKHER CPS	44	0	44	20	24	44	0	0	0
39	BUMDELING LSS	0	66	66	0	0	0	34	32	66
40	DUKTI CPS	35	0	35	20	15	35	0	0	0
41	SHONGRING CPS	74	0	74	28	46	74	0	0	0
	SUB TOTAL	3261	2906	6167	1514	1747	3261	1361	1545	2906
17	TRONGSA									
1	BEMJI PS	50	20	70	28	22	50	6	14	20
2	TAKTSE MSS	0	86	86	0	0	0	38	48	86
3	KELA CPS	42	0	42	24	18	42	0	0	0
4	TSHANGKHA LSS	111	73	184	59	52	111	34	39	73
5	JANGBI CPS	59	0	59	32	27	59	0	0	0
6	LANGTHEL LSS	263	79	342	147	116	263	38	41	79
7	KORPHU PS	66	0	66	27	39	66	0	0	0
8	NABJI CPS	78	0	78	39	39	78	0	0	0
9	NIMSHONG CPS	90	0	90	41	49	90	0	0	0
10	KARSHONG CPS	61	0	61	34	27	61	0	0	0
	SUB TOTAL	820	258	1078	431	389	820	116	142	258
18	TSIRANG									
1	PATALEY CPS	278	0	278	128	150	278	0	0	0
2	MENDRELGANG MSS	0	169	169	0	0	0	87	82	169
3	TSIRANGTOE LSS	318	0	318	136	182	318	0	0	0
	SUB TOTAL	596	169	765	264	332	596	87	82	169
19	W/PHODRANG									
1	SAMTENGANG MSS	0	215	215	0	0	0	131	84	215

School Name		2009 WFP BENEFICIARIES			Total WFP Beneficiaries					
					WFP Day Students			WFP Boarders		
		Day	Boarders	Total	Girls	Boys	Total	Girls	Boys	Total
2	KHOTAKHA CPS	193	0	193	104	89	193	0	0	0
3	JALA CPS	74	0	74	34	40	74	0	0	0
4	SAMTENGANG PS	154	0	154	79	75	154	0	0	0
5	ADA CPS	30	70	100	15	15	30	36	34	70
6	NAHI PS	54	90	144	30	24	54	51	39	90
7	SHA TASHA PS	56	163	219	36	20	56	88	75	163
8	GASELO LSS	0	242	242	0	0	0	131	111	242
9	DANGCHHU CPS	112	0	112	77	35	112	0	0	0
10	NOBDING LSS	0	145	145	0	0	0	71	74	145
11	SEPHU CPS	125	0	125	60	65	125	0	0	0
12	RAMEYCHEN CPS	180	0	180	103	77	180	0	0	0
	SUB TOTAL	978	925	1903	538	440	978	508	417	925
20	ZHEMGANG									
1	BARDOH CPS	22	66	88	12	10	22	29	37	66
2	KHOMSHAR CPS	126	74	200	72	54	126	41	33	74
3	LANGDURBI CPS	89	22	111	48	41	89	9	13	22
4	BJOKA-DOGAR CPS	69	61	130	26	43	69	38	23	61
5	TSHAI DANG CPS	92	0	92	51	41	92	0	0	0
6	GOMPHU LSS	67	117	184	38	29	67	54	63	117
7	KAKTONG CPS	124	0	124	53	71	124	0	0	0
8	YEBILAP TSA MSS	0	342	342	0	0	0	153	189	342
9	ZHEMGANG HSS	0	183	183	0	0	0	93	90	183
10	BUDASHI CPS	101	0	101	63	38	101	0	0	0
11	SONAMTHANG MSS	31	249	280	15	16	31	99	150	249
12	PANBANG CPS	156	62	218	70	86	156	20	42	62
13	PANTANG CPS	44	120	164	19	25	44	55	65	120
14	TASHIBI CPS	110	0	110	58	52	110	0	0	0
15	NIMZHONG CPS	47	0	47	22	25	47	0	0	0
16	SHINGK HAR CPS	23	139	162	13	10	23	77	62	139
17	GOSHING CPS	103	89	192	61	42	103	44	45	89
18	TRADIJONG CPS	64	0	64	31	33	64	0	0	0
19	DUNMANG CPS	62	0	62	39	23	62	0	0	0
20	DEGELA CPS	63	0	63	34	29	63	0	0	0
21	BARPONG CPS	69	0	69	35	34	69	0	0	0
	SUB TOTAL	1462	1524	2986	760	702	1462	712	812	1524
	GRAND TOTAL	19939	16221	36160	9745	10194	19939	7722	8499	16221

ANNEXURE

School	Level	Type Type	Sec.	PP		I		II			III		IV		V		VI	
				G	T	G	T	G	T	S	G	T	G	T	G	T	G	T
1 Bumthang																		
1 Jakar	HSS	U	14	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2 Chumey	MSS	U	19	14	22	19	36	20	31	1	14	27	16	34	14	31	8	
3 Ura	MSS	SU	15	15	32	16	31	10	24	1	7	20	12	21	11	23	15	
4 Wangdicholing	LSS	U	24	35	78	45	90	40	78	2	46	88	41	104	58	100	51	
5 Tang	LSS	SR	11	10	18	6	11	1	6	1	4	7	4	8	4	13	4	
6 Gangrithang (Jalikhara)	PS	U	7	27	46	26	48	27	43	1	25	46	30	53	26	50	16	
7 Zangtherpo	CPS	SU	7	16	32	11	23	14	33	1	16	29	16	34	13	29	13	
8 Zungnye	CPS	SU	7	5	9	8	14	16	24	1	9	16	9	22	8	14	5	
9 Shingnyer	CPS	SR	5	5	10	8	15	0	0	0	5	11	3	10	4	7	0	
10 Tangsibi	CPS	SR	6	0	0	5	11	8	11	1	3	7	5	10	6	13	2	
11 Khangrab	CPS	SR	7	17	27	5	11	7	12	1	6	12	13	22	13	25	6	
12 Gaytsa	CPS	SR	7	8	19	13	25	12	20	1	8	25	27	34	10	22	10	
13 Kharsat	CPS	SR	7	8	13	3	5	5	11	1	3	5	14	20	11	14	6	
14 Dhur	CPS	SR	7	11	22	9	16	5	12	1	7	11	4	12	9	13	4	
15 Shingkhar	CPS	SR	5	0	0	7	10	0	0	0	2	7	2	7	3	6	4	
16 Jigmiling	CPS	SR	7	5	10	6	12	5	10	1	5	13	10	13	5	11	5	
17 Chhokhor Toe	CPS	R	7	4	10	5	13	12	18	1	4	14	1	6	5	15	7	
18 Chungphel	CPS	R	5	6	9	0	0	4	9	1	0	0	2	6	3	3	3	
Total			167	186	357	192	371	186	342	16	164	338	209	416	203	389	159	
1 Sonam Kuenphen (Pvt)	HSS	SU	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Total			6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
G.Total			173	186	357	192	371	186	342	16	164	338	209	416	203	389	159	
2 Chukha																		
1 Chukha	HSS	U	19	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
2 Phuentsholing	HSS	U	31	53	104	45	80	45	80	2	32	54	31	52	23	55	25	
3 Gedu	HSS	U	32	45	93	43	93	58	101	3	42	81	35	76	52	122	64	
4 Darla	MSS	U	30	42	79	70	139	55	109	3	46	98	31	68	45	128	51	
5 Phuentsholing	MSS	U	52	46	83	119	246	15	42	1	42	89	36	84	49	86	44	
6 Chapcha	MSS	SU	10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
7 Wangchu	MSS	SU	30	30	59	40	83	59	119	3	47	101	56	112	61	122	49	
8 Pasakha	LSS	U	25	76	147	132	254	82	159	3	63	142	48	117	72	134	43	
9 Phuentsholing	LSS	U	44	105	216	0	0	135	276	8	134	269	98	181	138	248	110	
10 Tsimalakha	LSS	SU	20	40	78	40	86	39	72	2	43	80	25	56	29	60	39	
11 Chungkha	LSS	SR	11	12	26	15	30	12	23	1	11	21	14	29	19	44	25	
12 Kamji	LSS	SR	13	25	37	16	31	11	23	1	14	31	23	39	29	53	20	
13 Logchina	LSS	VR	9	26	45	21	45	19	41	1	21	48	16	37	14	24	9	
14 Dungna	LSS	VR	10	24	38	20	38	31	68	2	10	40	16	34	12	41	8	
15 Arekha	PS	SU	12	24	53	38	76	35	69	2	21	48	28	62	26	58	15	

T	VII		VIII		IX		X		XI		XII		Total			Bht		NBht	Total	T:P
	G	T	G	T	G	T	G	T	G	T	G	T	B	G	T	ZLT	Oth.			
0	0	0	0	0	76	128	70	132	37	90	43	100	224	226	450	5	18	3	26	
24	60	101	51	101	38	95	55	105	0	0	0	0	298	309	607	5	18	1	24	
30	32	69	29	53	48	93	15	40	0	0	0	0	226	210	436	2	14	2	18	
87	87	159	50	107	0	0	0	0	0	0	0	0	438	453	891	6	22	0	28	
13	27	50	20	42	0	0	0	0	0	0	0	0	88	80	168	3	9	0	12	
33	0	0	0	0	0	0	0	0	0	0	0	0	142	177	319	2	8	0	10	32
19	0	0	0	0	0	0	0	0	0	0	0	0	100	99	199	2	7	0	9	
10	0	0	0	0	0	0	0	0	0	0	0	0	49	60	109	2	5	0	7	
0	0	0	0	0	0	0	0	0	0	0	0	0	28	25	53	1	2	0	3	
4	0	0	0	0	0	0	0	0	0	0	0	0	27	29	56	1	2	0	3	
15	0	0	0	0	0	0	0	0	0	0	0	0	57	67	124	2	5	0	7	
26	0	0	0	0	0	0	0	0	0	0	0	0	83	88	171	2	7	0	9	
10	0	0	0	0	0	0	0	0	0	0	0	0	28	50	78	2	3	0	5	
8	0	0	0	0	0	0	0	0	0	0	0	0	45	49	94	1	4	0	5	
7	0	0	0	0	0	0	0	0	0	0	0	0	19	18	37	1	2	0	3	
11	0	0	0	0	0	0	0	0	0	0	0	0	39	41	80	1	3	0	4	
7	0	0	0	0	0	0	0	0	0	0	0	0	45	38	83	2	3	0	5	
6	0	0	0	0	0	0	0	0	0	0	0	0	15	18	33	2	1	0	3	
310	206	379	150	303	162	316	140	277	37	90	43	100	1951	2037	3988	42	133	6	181	22
0	0	0	0	0	0	0	0	0	30	57	69	145	103	99	202	1	3	5	9	22
0	0	0	0	0	0	0	0	0	30	57	69	145	103	99	202	1	3	5	9	22
310	206	379	150	303	162	316	140	277	67	147	112	245	2054	2136	4190	43	136	11	190	22
0	0	0	0	0	110	275	115	231	74	166	53	121	441	352	793	4	22	12	38	
46	59	112	45	86	104	202	92	171	63	123	61	103	590	678	1268	8	26	17	51	
105	69	118	73	140	35	76	47	93	18	47	0	0	564	581	1145	9	36	7	52	
107	60	126	61	115	57	107	28	72	0	0	0	0	602	546	1148	5	30	6	41	
75	38	92	80	141	109	194	65	111	0	0	0	0	600	643	1243	7	20	14	41	
0	39	68	40	82	63	121	49	95	0	0	0	0	175	191	366	3	13	4	20	
102	48	83	51	118	38	75	37	75	0	0	0	0	533	516	1049	6	28	11	45	
89	52	100	36	62	0	0	0	0	0	0	0	0	600	604	1204	4	14	4	22	
231	104	174	34	67	0	0	0	0	0	0	0	0	804	858	1662	7	65	6	78	
74	58	108	57	112	0	0	0	0	0	0	0	0	356	370	726	4	22	3	29	
54	41	99	33	74	0	0	0	0	0	0	0	0	218	182	400	1	8	0	9	
47	62	172	57	103	0	0	0	0	0	0	0	0	279	257	536	2	15	2	19	
29	9	26	7	21	0	0	0	0	0	0	0	0	174	142	316	2	10	0	12	
26	15	22	10	17	0	0	0	0	0	0	0	0	178	146	324	1	8	0	9	
35	0	0	0	0	0	0	0	0	0	0	0	0	214	187	401	2	11	1	14	

ANNEXURE

School	Level	Type Type	Sec.	PP		I		II			III		IV		V		VI	
				G	T	G	T	G	T	S	G	T	G	T	G	T	G	T
16 Chapcha	PS	SU	7	13	19	10	23	6	21	1	10	17	8	16	11	19	7	
17 Sinchula	PS	R	7	19	39	20	47	18	46	1	19	43	34	69	22	46	12	
18 Bongo	PS	VR	7	4	9	7	17	5	11	1	5	11	2	7	9	11	6	
19 Tashilakha	CPS	SU	1	22	38	0	0	0	0	0	0	0	0	0	0	0	0	
20 Mebesa	CPS	SR	8	29	58	22	32	22	36	1	16	30	16	31	16	23	20	
21 Shemagangkha	CPS	SR	7	4	9	6	14	5	10	1	8	15	6	9	6	8	7	
22 Lobneykha	CPS	SR	7	3	11	6	10	6	10	1	5	8	5	9	3	6	4	
23 Paga	CPS	SR	7	7	10	3	7	2	8	1	5	7	6	10	5	7	4	
24 Wangdigatshel	CPS	SR	11	38	75	39	78	42	76	2	32	66	24	44	10	30	4	
25 Rinchenling	CPS	SR	6	2	5	1	8	2	7	1	0	0	5	9	7	12	4	
26 Meretsemo	CPS	SR	7	7	17	5	8	9	15	1	14	20	8	16	6	13	12	
27 Alaykha	CPS	SR	6	7	14	11	26	9	23	1	10	18	10	25	9	15	0	
28 Kezari	CPS	SR	3	14	35	21	62	0	0	0	0	0	0	0	0	0	0	
29 Totogom	CPS	R	4	1	3	3	8	5	6	1	4	8	0	0	0	0	0	
30 Pachu	CPS	R	3	21	36	36	70	0	0	0	0	0	0	0	0	0	0	
31 Tsimakha	CPS	VR	7	12	33	19	44	30	45	1	16	34	22	41	21	43	27	
32 Metakha	CPS	VR	7	10	14	15	27	5	16	1	8	16	9	13	8	15	3	
33 Ketokha	CPS	VR	7	9	16	3	7	4	11	1	4	10	3	8	9	16	4	
34 Chongaykha	CPS	VR	8	25	45	26	52	26	45	1	14	41	14	30	18	31	31	
35 Baikunza	CPS	VR	7	3	12	6	13	9	30	1	9	14	4	12	7	21	8	
36 Getana	CPS	VR	7	10	22	12	20	3	14	1	4	14	5	9	5	12	5	
37 Chimuna	CPS	VR	7	14	26	25	48	21	45	1	22	44	14	31	7	20	7	
Total			489	822	1604	895	1822	825	1657	52	731	1518	652	1336	748	1523	667	
1 Reldri (Pvt)	HSS	U	15	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Total			15	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
1 Phajoding (Pvt)	LSS	U	11	45	100	9	32	16	25	1	12	17	8	15	8	17	1	
Total			11	45	100	9	32	16	25	1	12	17	8	15	8	17	1	
1 Yagaon (Tashilakha)	ECR	VR	1	5	12	0	0	0	0	0	0	0	0	0	0	0	0	
Total			1	5	12	0	0	0	0	0	0	0	0	0	0	0	0	
G.Total			516	872	1716	904	1854	841	1682	53	743	1535	660	1351	756	1540	668	
3 Dagana																		
1 Tashiding	CPS	SU	6	22	37	20	37	14	37	1	26	41	15	39	25	43	0	
2 Dogak	CPS	SR	7	9	14	15	24	12	29	1	21	35	21	37	20	37	21	
3 Karmaling	CPS	SR	2	41	83	0	0	0	0	0	0	0	0	0	0	0	0	
4 Pangna	CPS	SR	10	30	72	26	50	26	55	1	41	92	28	50	37	70	16	
5 Lhaling	CPS	SR	7	9	20	16	34	22	36	1	20	40	22	45	16	37	11	
6 Daleythang	CPS	SR	6	11	26	22	49	19	41	1	20	42	27	49	21	43	0	
7 Phekoma	CPS	R	7	20	36	21	37	17	38	1	11	31	13	26	17	30	16	
8 Nimtola	CPS	R	4	15	34	18	35	15	45	1	38	68	0	0	0	0	0	

T	VII		VIII		IX		X		XI		XII		Total			Bht		NBht	Total	T:P
	G	T	G	T	G	T	G	T	G	T	G	T	B	G	T	ZLT	Oth.			
13	0	0	0	0	0	0	0	0	0	0	0	0	63	65	128	2	7	0	9	
38	0	0	0	0	0	0	0	0	0	0	0	0	184	144	328	1	7	0	8	
9	0	0	0	0	0	0	0	0	0	0	0	0	37	38	75	1	5	0	6	
0	0	0	0	0	0	0	0	0	0	0	0	0	16	22	38	0	1	0	1	
31	0	0	0	0	0	0	0	0	0	0	0	0	100	141	241	1	7	0	8	
11	0	0	0	0	0	0	0	0	0	0	0	0	34	42	76	1	4	0	5	
7	0	0	0	0	0	0	0	0	0	0	0	0	29	32	61	1	1	0	2	
6	0	0	0	0	0	0	0	0	0	0	0	0	23	32	55	0	3	0	3	
14	0	0	0	0	0	0	0	0	0	0	0	0	194	189	383	1	10	0	11	
4	0	0	0	0	0	0	0	0	0	0	0	0	24	21	45	0	2	0	2	
17	0	0	0	0	0	0	0	0	0	0	0	0	45	61	106	1	5	0	6	
0	0	0	0	0	0	0	0	0	0	0	0	0	65	56	121	0	5	0	5	
0	0	0	0	0	0	0	0	0	0	0	0	0	62	35	97	0	2	0	2	
0	0	0	0	0	0	0	0	0	0	0	0	0	12	13	25	0	2	0	2	
0	0	0	0	0	0	0	0	0	0	0	0	0	49	57	106	0	1	0	1	
44	0	0	0	0	0	0	0	0	0	0	0	0	137	147	284	1	8	0	9	
5	0	0	0	0	0	0	0	0	0	0	0	0	48	58	106	0	3	0	3	
8	0	0	0	0	0	0	0	0	0	0	0	0	40	36	76	0	3	0	3	
50	0	0	0	0	0	0	0	0	0	0	0	0	140	154	294	0	7	0	7	
13	0	0	0	0	0	0	0	0	0	0	0	0	69	46	115	0	3	0	3	
15	0	0	0	0	0	0	0	0	0	0	0	0	62	44	106	0	6	0	6	
21	0	0	0	0	0	0	0	0	0	0	0	0	125	110	235	0	6	0	6	
1326	654	1300	584	1138	516	1050	433	848	155	336	114	224	7886	7796	15682	75	426	87	588	27
0	0	0	0	0	0	0	0	0	121	235	153	294	255	274	529	4	10	7	21	
0	0	0	0	0	0	0	0	0	121	235	153	294	255	274	529	4	10	7	21	25
7	5	12	3	4	0	0	0	0	0	0	0	0	122	107	229	5	9	6	20	
7	5	12	3	4	0	0	0	0	0	0	0	0	122	107	229	5	9	6	20	11
0	0	0	0	0	0	0	0	0	0	0	0	0	7	5	12	0	0	0	0	
0	0	0	0	0	0	0	0	0	0	0	0	0	7	5	12	0	0	0	0	
1333	659	1312	587	1142	516	1050	433	848	276	571	267	518	8270	8182	16452	84	445	100	629	26
0	0	0	0	0	0	0	0	0	0	0	0	0	112	122	234	0	6	0	6	
52	0	0	0	0	0	0	0	0	0	0	0	0	109	119	228	0	8	0	8	
0	0	0	0	0	0	0	0	0	0	0	0	0	42	41	83	0	2	0	2	
37	0	0	0	0	0	0	0	0	0	0	0	0	222	204	426	2	8	1	11	
19	0	0	0	0	0	0	0	0	0	0	0	0	115	116	231	1	7	0	8	
0	0	0	0	0	0	0	0	0	0	0	0	0	130	120	250	1	5	0	6	
30	0	0	0	0	0	0	0	0	0	0	0	0	113	115	228	1	6	0	7	
0	0	0	0	0	0	0	0	0	0	0	0	0	96	86	182	1	3	0	4	

ANNEXURE

	School	Level	Type Type	Sec.	PP		I		II			III		IV		V		VI
					G	T	G	T	G	T	S	G	T	G	T	G	T	G
9	Lungtengang	CPS	R	7	8	13	6	16	5	12	1	14	25	9	21	12	17	8
10	Balaygang	CPS	R	4	10	24	15	25	20	42	1	17	37	0	0	0	0	0
11	Zinchella	CPS	R	4	17	39	26	43	20	38	1	18	39	0	0	0	0	0
12	Gangzor	CPS	R	4	15	34	19	41	29	64	2	0	0	0	0	0	0	0
13	Gumla	CPS	R	1	9	27	0	0	0	0	0	0	0	0	0	0	0	0
14	Phuensumgang	CPS	VR	7	7	19	12	16	11	24	1	11	18	20	32	14	21	12
15	Samey	PS	SR	7	11	18	10	20	11	24	1	8	12	13	23	8	16	9
16	Daga	LSS	SU	10	19	45	22	46	19	41	1	18	42	25	48	20	45	22
17	Lhamoy Zingkha	LSS	SU	17	8	30	37	77	30	63	2	37	73	35	92	41	79	35
18	Geserling	LSS	SR	9	17	43	26	44	20	43	1	25	43	19	50	15	43	24
19	Namchala	LSS	SR	8	19	37	11	33	15	31	1	9	24	14	30	22	38	18
20	Tshangkha	LSS	VR	8	9	27	21	38	15	31	1	26	49	18	44	18	40	15
21	Drujeygang	MSS	SU	13	0	0	0	0	0	0	0	0	0	0	0	0	0	0
22	Dagapela	MSS	SU	17	26	58	25	58	40	74	2	47	96	55	110	49	97	40
23	Daga	HSS	SU	11	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total			176	332	736	368	723	360	768	22	407	807	334	696	335	656	247
1	Bichgaon (Lhamoizingkha LSS)	ECR	SU	1	13	26	0	0	0	0	0	0	0	0	0	0	0	0
2	Pangserpo (Pangna CPS)	ECR	SR	1	9	17	0	0	0	0	0	0	0	0	0	0	0	0
3	Devitar (Lhamoizingkha LSS)	ECR	SU	1	16	24	0	0	0	0	0	0	0	0	0	0	0	0
	Total			3	38	67	0	0	0	0	0	0	0	0	0	0	0	0
	G.Total			179	370	803	368	723	360	768	22	407	807	334	696	335	656	247
4 Gasa																		
1	Bjishong	MSS	SR	13	13	21	14	25	6	13	1	15	34	13	22	14	29	9
2	Gasa	PS	R	7	14	26	9	15	4	10	1	4	9	4	9	8	15	18
3	Laya	CPS	D	7	3	4	2	10	6	14	1	3	16	6	14	1	12	1
4	Luanana	CPS	D	7	7	17	2	5	2	8	1	4	10	3	7	4	12	2
	Total			34	37	68	27	55	18	45	4	26	69	26	52	27	68	30
1	Lungo(Laya CPS)	ECR	D	1	18	29	0	0	0	0	0	0	0	0	0	0	0	0
	Total			1	18	29	0	0	0	0	0	0	0	0	0	0	0	0
	G.Total			35	55	97	27	55	18	45	4	26	69	26	52	27	68	30
5 Haa																		
1	Ugyen Dorji	HSS	U	22	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2	Katsho	LSS	U	20	34	75	29	65	32	62	2	37	87	24	60	41	70	28
3	Tshaphel	LSS	SU	14	17	33	14	26	22	44	2	16	35	26	41	11	27	18
4	Damthang	LSS	SU	16	37	83	27	56	27	59	2	26	53	23	60	17	30	18
5	Gyensa	PS	SU	7	9	21	19	29	13	35	1	16	30	11	24	15	25	12
6	Jyengkha	PS	SU	14	26	53	29	68	22	46	2	36	63	22	43	20	41	32
7	Sombaykha	PS	VR	7	8	19	8	20	7	11	1	2	8	3	6	4	4	6

T	VII		VIII		IX		X		XI		XII		Total			Bht		NBht	Total	T:P
	G	T	G	T	G	T	G	T	G	T	G	T	B	G	T	ZLT	Oth.			
18	0	0	0	0	0	0	0	0	0	0	0	0	60	62	122	1	3	0	4	
0	0	0	0	0	0	0	0	0	0	0	0	0	66	62	128	2	2	0	4	
0	0	0	0	0	0	0	0	0	0	0	0	0	78	81	159	0	5	0	5	
0	0	0	0	0	0	0	0	0	0	0	0	0	76	63	139	1	3	0	4	
0	0	0	0	0	0	0	0	0	0	0	0	0	18	9	27	0	1	0	1	
25	0	0	0	0	0	0	0	0	0	0	0	0	68	87	155	1	6	0	7	
21	0	0	0	0	0	0	0	0	0	0	0	0	64	70	134	2	5	0	7	
51	30	59	17	31	0	0	0	0	0	0	0	0	216	192	408	3	9	0	12	
63	26	70	17	42	0	0	0	0	0	0	0	0	323	266	589	3	15	4	22	
46	15	39	12	26	0	0	0	0	0	0	0	0	204	173	377	2	9	0	11	
40	13	32	0	0	0	0	0	0	0	0	0	0	144	121	265	3	6	0	9	
30	13	23	0	0	0	0	0	0	0	0	0	0	147	135	282	2	7	0	9	
0	64	138	58	121	42	104	42	98	0	0	0	0	255	206	461	1	13	3	17	
76	36	89	40	71	22	45	0	0	0	0	0	0	394	380	774	3	15	0	18	
0	0	0	51	92	75	162	52	103	19	55	0	0	215	197	412	3	11	6	20	
508	197	450	195	383	139	311	94	201	19	55	0	0	3267	3027	6294	33	155	14	202	31
0	0	0	0	0	0	0	0	0	0	0	0	0	13	13	26	0	0	0	0	
0	0	0	0	0	0	0	0	0	0	0	0	0	8	9	17	0	0	0	0	
0	0	0	0	0	0	0	0	0	0	0	0	0	8	16	24	0	0	0	0	
0	0	0	0	0	0	0	0	0	0	0	0	0	29	38	67	0	0	0	0	
508	197	450	195	383	139	311	94	201	19	55	0	0	3296	3065	6361	33	155	14	202	32
18	28	52	27	45	32	71	23	34	0	0	0	0	170	194	364	4	16	0	20	
25	0	0	0	0	0	0	0	0	0	0	0	0	48	61	109	1	7	0	8	
4	0	0	0	0	0	0	0	0	0	0	0	0	52	22	74	1	5	0	6	
6	0	0	0	0	0	0	0	0	0	0	0	0	41	24	65	0	2	0	2	
53	28	52	27	45	32	71	23	34	0	0	0	0	311	301	612	6	30	0	36	17
0	0	0	0	0	0	0	0	0	0	0	0	0	11	18	29	0	1	0	1	
0	0	0	0	0	0	0	0	0	0	0	0	0	11	18	29	0	1	0	1	29
53	28	52	27	45	32	71	23	34	0	0	0	0	322	319	641	6	31	0	37	17
0	0	0	40	84	163	268	103	182	35	89	20	61	323	361	684	4	24	6	34	
55	52	93	43	70	0	0	0	0	0	0	0	0	317	320	637	5	20	1	26	
39	52	113	20	47	0	0	0	0	0	0	0	0	209	196	405	4	15	0	19	
48	27	51	21	42	0	0	0	0	0	0	0	0	259	223	482	5	15	0	20	
27	0	0	0	0	0	0	0	0	0	0	0	0	96	95	191	2	7	0	9	
58	0	0	0	0	0	0	0	0	0	0	0	0	185	187	372	3	17	0	20	
7	0	0	0	0	0	0	0	0	0	0	0	0	37	38	75	1	4	0	5	

ANNEXURE

	School	Level	Type Type	Sec.	PP		I		II			III		IV		V		VI	
					G	T	G	T	G	T	S	G	T	G	T	G	T	G	T
	8 Shari	CPS	R	4	6	10	4	11	7	17	1	15	22	0	0	0	0	0	0
	9 Rangtse	CPS	R	4	17	33	21	34	8	14	1	9	17	0	0	0	0	0	0
	10 Mochu	CPS	VR	3	3	3	0	0	4	5	1	2	2	0	0	0	0	0	0
	Total			111	157	330	151	309	142	293	13	159	317	109	234	108	197	114	
	1 Sektana (Jyenkhana PS)	ECR	SU	1	9	32	0	0	0	0	0	0	0	0	0	0	0	0	
	Total			1	9	32	0	0	0	0	0	0	0	0	0	0	0	0	
	G.Total			112	166	362	151	309	142	293	13	159	317	109	234	108	197	114	
6 Lhuentse																			
	1 Phuyum	HSS	U	15	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	2 Tangmachu	MSS	SU	14	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	3 Khoma	LSS	SR	11	6	13	7	16	13	24	1	12	32	18	32	13	24	14	
	4 Thimyu	LSS	SR	9	11	27	22	36	12	29	1	18	29	14	39	17	32	8	
	5 Lhuentse	PS	U	10	24	51	16	32	34	65	2	27	50	27	56	26	42	20	
	6 Tangmachu	PS	SU	7	28	49	19	46	30	47	1	17	29	18	31	18	30	20	
	7 Minjey	PS	SR	7	12	32	9	16	9	17	1	7	16	10	18	16	25	7	
	8 Zangkhar	PS	R	7	9	17	6	10	2	17	1	8	15	9	19	16	25	11	
	9 Wambur	PS	R	7	10	16	7	18	10	22	1	7	19	15	22	8	23	5	
	10 Gortsum	PS	R	7	15	28	12	28	15	32	1	11	23	16	28	12	29	8	
	11 Ladrong	PS	R	7	8	17	19	27	12	18	1	9	15	8	17	8	18	6	
	12 Dungkhar	PS	VR	7	7	15	7	10	5	12	1	12	31	25	51	21	38	15	
	13 Chagzom	PS	VR	2	7	13	8	12	0	0	0	0	0	0	0	0	0	0	
	14 Autsho	CPS	SU	7	17	29	13	31	8	18	1	9	17	16	33	6	15	17	
	15 Zhamling	CPS	SR	4	3	3	2	4	1	6	1	3	5	0	0	0	0	0	
	16 Kupinyesa	CPS	SR	7	1	3	1	6	2	5	1	5	8	6	13	5	13	5	
	17 Domkhar	CPS	SR	7	7	14	2	8	4	12	1	7	13	8	16	5	11	9	
	18 Tshochen	CPS	R	7	4	18	7	10	12	25	1	4	18	5	18	15	22	5	
	19 Shawa	CPS	R	4	0	4	6	11	4	7	1	4	15	0	0	0	0	0	
	20 Dangling	CPS	R	7	4	15	3	10	11	15	1	11	20	8	18	13	23	20	
	21 Ganglakhema	CPS	R	7	6	10	7	15	5	10	1	5	17	3	10	5	14	5	
	22 Pangkhar	CPS	R	4	5	8	3	5	4	9	1	9	12	0	0	0	0	0	
	23 Zham	CPS	R	7	6	11	4	9	3	6	1	4	8	7	10	2	6	6	
	24 Bapdong	CPS	R	2	1	3	7	15	0	0	0	0	0	0	0	0	0	0	
	25 Ney	CPS	R	6	3	5	0	0	4	8	1	0	5	2	6	4	10	4	
	26 Ongar	CPS	VR	3	0	0	0	0	6	9	1	3	8	8	11	0	0	0	
	27 Thuenpey	CPS	VR	3	1	5	2	8	1	4	1	0	0	0	0	0	0	0	
	Total			185	195	406	189	383	207	417	24	192	405	223	448	210	400	185	
7 Mongar																			
	1 Gyelpozhing	HSS	U	20	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	2 Mongar	HSS	U	19	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	3 Drametse	MSS	SU	16	11	31	20	41	14	39	1	15	39	10	30	12	28	17	

T	VII		VIII		IX		X		XI		XII		Total			Bht		NBht	Total	T:P
	G	T	G	T	G	T	G	T	G	T	G	T	B	G	T	ZLT	Oth.			
0	0	0	0	0	0	0	0	0	0	0	0	0	28	32	60	0	4	0	4	
0	0	0	0	0	0	0	0	0	0	0	0	0	43	55	98	0	4	0	4	
0	0	0	0	0	0	0	0	0	0	0	0	0	1	9	10	0	2	0	2	
234	131	257	124	243	163	268	103	182	35	89	20	61	1498	1516	3014	24	112	7	143	21
0	0	0	0	0	0	0	0	0	0	0	0	0	23	9	32	0	1	0	1	32
0	0	0	0	0	0	0	0	0	0	0	0	0	23	9	32	0	1	0	1	32
234	131	257	124	243	163	268	103	182	35	89	20	61	1521	1525	3046	24	113	7	144	21
0	57	101	45	94	58	113	54	118	12	57	17	92	332	243	575	4	15	7	26	
0	86	158	53	113	47	114	21	71	0	0	0	0	249	207	456	3	16	3	22	
23	38	72	19	47	0	0	0	0	0	0	0	0	143	140	283	3	10	0	13	
17	15	29	10	22	0	0	0	0	0	0	0	0	133	127	260	2	8	1	11	
36	0	0	0	0	0	0	0	0	0	0	0	0	158	174	332	2	11	0	13	
39	0	0	0	0	0	0	0	0	0	0	0	0	121	150	271	2	5	0	7	
13	0	0	0	0	0	0	0	0	0	0	0	0	67	70	137	1	6	0	7	
31	0	0	0	0	0	0	0	0	0	0	0	0	73	61	134	1	7	0	8	
9	0	0	0	0	0	0	0	0	0	0	0	0	67	62	129	0	6	0	6	
16	0	0	0	0	0	0	0	0	0	0	0	0	95	89	184	1	6	0	7	
13	0	0	0	0	0	0	0	0	0	0	0	0	55	70	125	2	5	0	7	
28	0	0	0	0	0	0	0	0	0	0	0	0	93	92	185	2	5	0	7	
0	0	0	0	0	0	0	0	0	0	0	0	0	10	15	25	1	1	0	2	
23	0	0	0	0	0	0	0	0	0	0	0	0	80	86	166	2	5	0	7	
0	0	0	0	0	0	0	0	0	0	0	0	0	9	9	18	1	1	0	2	
13	0	0	0	0	0	0	0	0	0	0	0	0	36	25	61	2	1	0	3	
17	0	0	0	0	0	0	0	0	0	0	0	0	49	42	91	1	3	0	4	
12	0	0	0	0	0	0	0	0	0	0	0	0	71	52	123	1	6	0	7	
0	0	0	0	0	0	0	0	0	0	0	0	0	23	14	37	0	2	0	2	
24	0	0	0	0	0	0	0	0	0	0	0	0	55	70	125	1	4	0	5	
10	0	0	0	0	0	0	0	0	0	0	0	0	50	36	86	1	4	0	5	
0	0	0	0	0	0	0	0	0	0	0	0	0	13	21	34	0	2	0	2	
11	0	0	0	0	0	0	0	0	0	0	0	0	29	32	61	1	3	0	4	
0	0	0	0	0	0	0	0	0	0	0	0	0	10	8	18	0	2	0	2	
9	0	0	0	0	0	0	0	0	0	0	0	0	26	17	43	1	2	0	3	
0	0	0	0	0	0	0	0	0	0	0	0	0	11	17	28	1	1	0	2	
0	0	0	0	0	0	0	0	0	0	0	0	0	13	4	17	1	1	0	2	
344	196	360	127	276	105	227	75	189	12	57	17	92	2071	1933	4004	37	138	11	186	22
0	75	139	69	159	75	146	70	160	30	118	29	117	491	348	839	4	23	8	35	
0	0	0	0	0	140	255	93	195	43	121	53	112	354	329	683	5	25	8	38	
36	26	75	36	78	47	113	12	48	0	0	0	0	338	220	558	4	14	3	21	

ANNEXURE

School	Level	Type Type	Sec.	PP		I		II			III		IV		V		VI	
				G	T	G	T	G	T	S	G	T	G	T	G	T	G	T
4 Yadi	MSS	SU	19	19	28	22	38	10	20	1	10	20	13	27	22	42	17	
5 Mongar	LSS	U	21	65	103	47	88	44	86	2	45	78	31	64	48	83	33	
6 Kurichhu	LSS	U	12	15	39	33	79	23	47	1	32	63	29	52	29	49	23	
7 Kidheykhar (Kilikhar)	LSS	SU	10	14	27	19	33	13	25	1	26	47	17	48	25	41	23	
8 Chaskhar	LSS	SR	9	12	30	17	32	17	45	1	17	39	20	42	23	35	19	
9 Chali	LSS	SR	9	12	28	15	46	24	37	1	13	27	23	44	14	33	15	
10 Serzhong	LSS	R	9	15	31	9	20	16	26	1	12	25	13	24	17	29	16	
11 Nagor	LSS	VR	10	14	27	7	13	14	27	1	13	37	13	27	0	0	12	
12 Kengkhar	LSS	VR	10	11	32	27	52	16	39	1	6	28	12	26	13	28	12	
13 Bumpazor	PS	SR	7	7	16	14	23	7	17	1	7	15	7	16	9	17	6	
14 Tsamang	PS	R	7	12	20	19	33	9	13	1	7	18	14	22	3	12	8	
15 Tsakaling	PS	R	7	10	25	5	13	6	18	1	7	15	13	20	9	24	15	
16 Zunglen	PS	R	7	11	15	4	15	7	13	1	2	7	8	16	4	6	5	
17 Thangrong	PS	R	7	15	38	21	42	18	35	1	20	36	17	27	10	22	10	
18 Jurmey	PS	VR	7	25	38	24	40	12	29	1	16	33	14	36	13	26	12	
19 Ngatshang	CPS	SU	7	7	14	8	21	9	21	1	11	22	18	24	13	20	13	
20 Ridaza	CPS	SU	7	23	39	12	26	15	42	1	15	35	28	40	17	33	14	
21 Lingmithang	CPS	SU	7	14	36	15	34	16	36	1	24	39	12	37	12	24	27	
22 Sengor	CPS	SR	7	4	11	8	14	5	7	1	4	11	2	7	4	6	7	
23 Chaskhar Pam	CPS	SR	7	5	8	10	18	7	24	1	7	20	3	14	6	13	1	
24 Wama	CPS	SR	4	10	14	5	8	6	13	1	4	7	0	0	0	0	0	
25 Muhung	CPS	R	5	6	12	0	0	6	12	1	7	13	4	9	0	0	4	
26 Baging	CPS	R	7	12	26	12	22	14	26	1	4	11	16	27	8	12	4	
27 Konbar	CPS	R	7	11	17	3	6	3	16	1	3	9	12	17	5	6	3	
28 Balam	CPS	R	7	18	43	18	35	15	27	1	25	36	18	38	6	20	9	
29 Ganglapong	CPS	R	7	9	16	5	11	8	13	1	5	11	5	9	3	8	3	
30 Banjar	CPS	R	6	2	6	5	7	4	6	1	3	6	7	12	3	8	5	
31 Soenakhar	CPS	R	5	8	14	7	15	7	21	1	8	21	7	8	0	0	0	
32 Resa	CPS	R	5	6	10	0	0	1	5	1	0	0	6	13	4	6	1	
33 Thridangbi	CPS	R	7	15	27	5	13	7	15	1	11	20	8	14	8	14	7	
34 Sherub Choling	CPS	R	5	2	7	2	7	6	11	1	12	15	2	4	0	0	0	
35 Jaibab	CPS	R	4	4	10	4	8	5	12	1	8	14	0	0	0	0	0	
36 Lingkhar	CPS	R	4	7	13	1	6	11	19	1	13	30	0	0	0	0	0	
37 Narang	CPS	R	7	16	30	17	38	11	29	1	11	27	13	23	12	24	9	
38 Waichur	CPS	R	6	4	10	5	12	7	17	1	7	18	10	17	4	11	0	
39 Takhambi	CPS	R	7	6	11	1	7	0	2	1	1	4	4	9	5	10	1	
40 Saling	CPS	R	6	5	11	3	7	0	0	0	6	11	7	7	2	5	3	
41 Kalapang	CPS	R	3	5	11	0	0	3	6	1	10	17	0	0	0	0	0	
42 Dagsa	CPS	VR	7	10	17	6	10	5	18	1	15	24	7	21	3	9	4	
43 Yangbari	CPS	VR	6	2	11	6	15	0	0	0	10	23	6	14	13	18	6	
44 Yaragla	CPS	VR	6	5	8	6	8	0	0	0	1	3	4	7	1	7	4	

T	VII		VIII		IX		X		XI		XII		Total			Bht		NBht	Total	T:P
	G	T	G	T	G	T	G	T	G	T	G	T	B	G	T	ZLT	Oth.			
36	46	95	36	90	68	124	40	102	0	0	0	0	319	303	622	5	23	0	28	
71	51	96	54	97	0	0	0	0	0	0	0	0	348	418	766	5	22	0	27	
52	25	45	18	26	0	0	0	0	0	0	0	0	225	227	452	3	12	2	17	
42	22	36	20	38	0	0	0	0	0	0	0	0	158	179	337	3	11	0	14	
36	20	38	14	33	0	0	0	0	0	0	0	0	171	159	330	3	9	0	12	
24	13	29	15	26	0	0	0	0	0	0	0	0	150	144	294	2	10	0	12	
31	16	37	11	22	0	0	0	0	0	0	0	0	120	125	245	3	8	0	11	
25	19	51	19	51	0	0	0	0	0	0	0	0	147	111	258	2	8	0	10	
27	21	40	10	45	0	0	0	0	0	0	0	0	189	128	317	2	7	0	9	
11	0	0	0	0	0	0	0	0	0	0	0	0	58	57	115	2	4	0	6	
22	0	0	0	0	0	0	0	0	0	0	0	0	68	72	140	1	5	0	6	
20	0	0	0	0	0	0	0	0	0	0	0	0	70	65	135	1	4	0	5	
9	0	0	0	0	0	0	0	0	0	0	0	0	40	41	81	1	2	0	3	
20	0	0	0	0	0	0	0	0	0	0	0	0	109	111	220	1	6	0	7	
27	0	0	0	0	0	0	0	0	0	0	0	0	113	116	229	1	4	0	5	
21	0	0	0	0	0	0	0	0	0	0	0	0	64	79	143	1	6	0	7	
28	0	0	0	0	0	0	0	0	0	0	0	0	119	124	243	2	8	0	10	
50	0	0	0	0	0	0	0	0	0	0	0	0	136	120	256	1	5	0	6	
9	0	0	0	0	0	0	0	0	0	0	0	0	31	34	65	1	2	0	3	
10	0	0	0	0	0	0	0	0	0	0	0	0	68	39	107	1	2	0	3	
0	0	0	0	0	0	0	0	0	0	0	0	0	17	25	42	0	2	0	2	
14	0	0	0	0	0	0	0	0	0	0	0	0	33	27	60	1	2	0	3	
6	0	0	0	0	0	0	0	0	0	0	0	0	60	70	130	1	4	0	5	
7	0	0	0	0	0	0	0	0	0	0	0	0	38	40	78	1	3	0	4	
18	0	0	0	0	0	0	0	0	0	0	0	0	108	109	217	1	5	0	6	
8	0	0	0	0	0	0	0	0	0	0	0	0	38	38	76	1	2	0	3	
7	0	0	0	0	0	0	0	0	0	0	0	0	23	29	52	0	2	0	2	
0	0	0	0	0	0	0	0	0	0	0	0	0	42	37	79	1	2	0	3	
6	0	0	0	0	0	0	0	0	0	0	0	0	22	18	40	0	3	0	3	
15	0	0	0	0	0	0	0	0	0	0	0	0	57	61	118	1	4	0	5	
0	0	0	0	0	0	0	0	0	0	0	0	0	20	24	44	1	2	0	3	
0	0	0	0	0	0	0	0	0	0	0	0	0	23	21	44	0	2	0	2	
0	0	0	0	0	0	0	0	0	0	0	0	0	36	32	68	0	2	0	2	
21	0	0	0	0	0	0	0	0	0	0	0	0	103	89	192	1	3	0	4	
0	0	0	0	0	0	0	0	0	0	0	0	0	48	37	85	1	1	0	2	
5	0	0	0	0	0	0	0	0	0	0	0	0	30	18	48	1	2	0	3	
11	0	0	0	0	0	0	0	0	0	0	0	0	26	26	52	1	2	0	3	
0	0	0	0	0	0	0	0	0	0	0	0	0	16	18	34	0	2	0	2	
11	0	0	0	0	0	0	0	0	0	0	0	0	60	50	110	1	2	0	3	
11	0	0	0	0	0	0	0	0	0	0	0	0	49	43	92	1	2	0	3	
10	0	0	0	0	0	0	0	0	0	0	0	0	22	21	43	1	2	0	3	

ANNEXURE

School	Level	Type Type	Sec.	PP		I		II			III		IV		V		VI	
				G	T	G	T	G	T	S	G	T	G	T	G	T	G	T
45 Pangthang	CPS	VR	7	6	9	2	7	11	16	1	5	12	4	9	1	9	6	
46 Silambi	CPS	VR	6	6	12	6	11	5	8	1	7	15	3	10	3	6	0	
47 Bakla	CPS	VR	3	1	2	3	7	0	0	0	6	10	0	0	0	0	0	
48 Broksar	CPS	VR	5	4	8	3	5	2	5	1	1	5	2	7	0	0	0	
49 Udaric	CPS	VR	7	13	17	10	24	5	16	1	10	17	5	12	2	6	4	
50 Sherub Reldri (Pvt)	HSS	SU	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Total			395	514	1008	491	1010	444	959	44	502	1033	467	930	386	750	378	
8 Paro																		
1 Drukgyel	HSS	U	22	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
2 Shari	HSS	SU	18	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
3 Shaba	MSS	U	14	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
4 Khangkhu	MSS	U	22	14	38	18	36	20	47	2	30	54	37	64	45	77	34	
5 Gaupey	LSS	U	22	34	70	39	69	29	71	2	47	96	46	96	48	92	57	
6 Drukgyel	LSS	U	18	41	77	29	61	36	80	2	43	75	35	65	36	57	33	
7 Doteng	LSS	U	10	17	30	24	44	21	45	1	16	42	22	47	19	31	34	
8 Lango	LSS	U	39	43	94	38	77	38	89	2	49	89	50	102	56	110	50	
9 Woochu	LSS	U	25	36	83	33	74	51	92	3	47	98	58	115	42	92	45	
10 Wanakha	LSS	SU	9	24	43	34	57	18	38	1	26	46	26	34	16	27	17	
11 Bitekha	LSS	SR	10	25	51	27	54	19	48	1	19	44	24	50	31	56	32	
12 Dawakha	LSS	SR	10	18	24	22	42	27	44	1	17	29	15	38	29	45	26	
13 Shaba	PS	U	22	58	130	54	124	64	131	3	63	115	67	132	49	104	64	
14 Taju	PS	SU	13	30	70	32	84	27	60	2	32	78	32	74	30	70	19	
15 Gonyetsawa	PS	R	7	12	19	5	15	7	17	1	5	9	1	10	8	15	9	
16 Issuna	CPS	SU	7	17	27	8	12	8	13	1	6	13	6	13	4	12	4	
17 Ramechetsekha	CPS	R	7	9	16	9	18	10	20	1	8	22	14	24	11	21	4	
18 Nabesa	CPS	R	6	4	6	0	0	1	1	1	2	3	3	4	2	4	0	
19 Yoezerling	Pvt.	U	14	63	137	14	23	11	26	1	9	16	0	0	0	0	0	
20 K. Gangri	Pvt.	U	6	22	44	1	4	3	9	1	1	3	0	0	0	0	0	
21 Tenzin	Pvt.	U	11	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
22 Kuenga	Pvt.	SU	17	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Total			329	467	959	387	794	390	831	26	420	832	436	868	426	813	428	
9 P/Gatshel																		
1 Nangkhor	HSS	U	16	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
2 Pemagatshel	MSS	U	21	24	45	17	45	17	43	1	14	37	20	44	21	39	19	
3 Nganglam	MSS	SU	9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
4 Nganglam	LSS	SU	17	47	97	40	89	28	58	1	29	57	39	64	41	84	38	
5 Shumar	LSS	SR	10	14	33	16	35	20	49	2	18	37	19	31	14	31	19	
6 Gongpasingma	LSS	SR	12	7	17	8	14	6	11	1	10	14	10	25	17	24	8	
7 Yurung	LSS	R	11	8	18	13	17	10	21	1	9	19	6	15	16	25	10	
8 Tsebar	LSS	R	11	9	17	13	26	7	17	1	13	23	7	20	11	17	18	
9 Dechenling	LSS	R	12	17	33	15	37	19	35	1	16	32	36	67	18	30	18	

T	VII		VIII		IX		X		XI		XII		Total			Bht		NBht	Total	T:P
	G	T	G	T	G	T	G	T	G	T	G	T	B	G	T	ZLT	Oth.			
8	0	0	0	0	0	0	0	0	0	0	0	0	35	35	70	1	3	0	4	
0	0	0	0	0	0	0	0	0	0	0	0	0	32	30	62	1	1	0	2	
0	0	0	0	0	0	0	0	0	0	0	0	0	9	10	19	0	2	0	2	
0	0	0	0	0	0	0	0	0	0	0	0	0	18	12	30	0	1	0	1	
12	0	0	0	0	0	0	0	0	0	0	0	0	55	49	104	1	3	0	4	
0	0	0	0	0	0	0	0	0	47	111	0	0	64	47	111	2	2	9	13	
777	334	681	302	665	330	638	215	505	120	350	82	229	4970	4565	9535	74	283	30	387	25
0	0	0	0	0	191	346	189	339	56	161	84	176	502	520	1022	7	17	11	35	
0	39	68	31	65	106	181	49	90	40	73	32	56	236	297	533	4	19	7	30	
0	50	100	48	94	72	159	84	144	0	0	0	0	243	254	497	4	17	4	25	
64	60	109	54	100	29	65	27	56	0	0	0	0	342	368	710	6	26	2	34	
95	27	50	18	42	0	0	0	0	0	0	0	0	336	345	681	7	25	0	32	
69	42	74	43	79	0	0	0	0	0	0	0	0	299	338	637	5	28	1	34	
56	23	42	24	43	0	0	0	0	0	0	0	0	180	200	380	3	12	0	15	
91	53	98	61	90	0	0	0	0	0	0	0	0	402	438	840	6	21	2	29	
81	61	106	39	64	0	0	0	0	0	0	0	0	393	412	805	7	28	0	35	
29	11	16	7	18	0	0	0	0	0	0	0	0	129	179	308	2	7	0	9	
54	41	81	32	54	0	0	0	0	0	0	0	0	242	250	492	3	12	0	15	
49	31	70	29	51	0	0	0	0	0	0	0	0	178	214	392	2	11	1	14	
115	0	0	0	0	0	0	0	0	0	0	0	0	432	419	851	5	25	0	30	
37	0	0	0	0	0	0	0	0	0	0	0	0	271	202	473	4	16	0	20	
10	0	0	0	0	0	0	0	0	0	0	0	0	48	47	95	1	5	0	6	
9	0	0	0	0	0	0	0	0	0	0	0	0	46	53	99	1	3	0	4	
8	0	0	0	0	0	0	0	0	0	0	0	0	64	65	129	2	8	0	10	
0	0	0	0	0	0	0	0	0	0	0	0	0	6	12	18	1	1	0	2	
0	0	0	0	0	0	0	0	0	37	77	0	0	145	134	279	5	9	6	20	
0	0	0	0	0	0	0	0	0	0	0	0	0	33	27	60	0	7	0	7	
0	0	0	0	0	0	0	0	0	112	261	72	189	266	184	450	3	8	7	18	
0	0	0	0	0	0	0	6	21	90	184	194	446	361	290	651	5	13	14	32	
767	438	814	386	700	398	751	355	650	335	756	382	867	5154	5248	10402	83	318	55	456	23
0	0	0	0	0	63	149	71	138	51	163	53	165	377	238	615	4	13	5	22	
32	45	77	27	60	71	177	53	143	0	0	0	0	414	328	742	5	21	4	30	
0	0	0	0	0	77	163	49	131	0	0	0	0	168	126	294	2	9	3	14	
58	73	148	53	118	0	0	0	0	0	0	0	0	385	388	773	2	22	1	25	
26	19	43	16	35	0	0	0	0	0	0	0	0	165	155	320	2	10	1	13	
27	52	118	39	85	0	0	0	0	0	0	0	0	178	157	335	2	11	1	14	
19	34	81	34	75	0	0	0	0	0	0	0	0	150	140	290	2	9	0	11	
29	41	78	32	69	0	0	0	0	0	0	0	0	145	151	296	1	11	0	12	
30	30	56	23	57	0	0	0	0	0	0	0	0	185	192	377	3	8	0	11	

ANNEXURE

School	Level	Type Type	Sec.	PP		I		II			III		IV		V		VI
				G	T	G	T	G	T	S	G	T	G	T	G	T	G
10 Chimong	PS	VR	6	4	8	6	17	6	14	1	0	0	11	22	6	11	7
11 Mikuri	PS	VR	7	8	19	10	25	15	20	1	16	24	11	21	5	15	7
12 Dungmin	PS	VR	6	7	11	0	0	6	11	1	4	9	3	9	6	10	9
13 Tshatsi	PS	VR	7	13	23	12	26	22	38	1	4	12	10	24	11	23	10
14 Khar	CPS	SR	7	4	15	17	25	8	20	1	14	27	12	22	11	20	12
15 Khotakpa	CPS	SR	7	18	32	17	36	15	34	1	17	39	14	27	18	34	12
16 Thongsa	CPS	SR	7	8	15	4	10	4	10	1	5	10	3	10	6	20	5
17 Woongchilo	CPS	SR	7	4	14	7	21	12	19	1	6	13	6	14	9	12	3
18 Dagor	CPS	R	6	2	6	6	10	4	11	1	0	0	4	8	3	10	3
19 Khangma	CPS	R	7	8	19	7	10	4	11	1	7	11	8	11	6	9	6
20 Shali	CPS	R	7	8	19	10	23	8	21	1	16	27	8	21	13	22	8
21 Khenrignonpa	CPS	R	6	4	9	0	0	4	12	1	3	14	8	13	6	15	12
22 Choekhorling	CPS	R	5	0	0	3	9	5	9	1	0	0	6	14	7	12	7
23 Kerong	CPS	R	6	6	9	0	0	1	9	1	5	6	2	4	3	8	3
24 Norbugang	CPS	R	7	6	16	9	17	7	11	1	4	24	12	32	12	26	8
25 Rezimo	CPS	VR	7	3	6	4	7	8	12	1	9	12	6	15	3	9	7
26 Nyaskhar	CPS	VR	4	3	5	1	3	3	8	1	0	0	2	4	0	0	0
27 Khenzore	CPS	VR	6	2	7	2	8	11	20	1	13	18	11	17	4	13	0
28 Laniri	CPS	VR	5	0	0	4	7	3	12	1	0	0	6	14	8	9	7
29 Chongshing	CPS	VR	5	3	5	5	9	6	10	1	0	0	2	7	7	13	0
30 Resinang	CPS	VR	6	1	3	1	3	2	7	1	1	3	2	8	5	8	0
31 Yelchen	CPS	VR	7	10	17	8	20	3	9	1	4	9	13	20	6	15	7
Total			257	248	518	255	549	264	562	30	237	477	297	603	293	564	263
1 Pangthang (Yelchen)	ECR	VR	4	4	10	5	6	1	8	1	3	5	0	0	0	0	0
2 Ngangshing (Gonpas-	ECR	VR	4	9	15	3	5	1	4	1	2	8	0	0	0	0	0
3 Yumzor (Chongshing	ECR	VR	3	3	6	3	4	1	1	1	0	0	0	0	0	0	0
4 Gashari (Norbugang	ECR	R	4	6	10	6	11	3	11	1	2	5	0	0	0	0	0
5 Kheri (Khenrignonpa	ECR	R	3	2	8	3	4	0	0	0	2	2	0	0	0	0	0
6 Ngamalang (Gonpas-	ECR	SR	4	5	11	2	6	3	11	1	2	5	0	0	0	0	0
Total			22	29	60	22	36	9	35	5	11	25	0	0	0	0	0
G.Total			279	277	578	277	585	273	597	35	248	502	297	603	293	564	263
10 Punakha																	
1 Punakha	HSS	U	18	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2 Khuruthang	MSS	U	27	39	98	48	99	52	87	2	44	81	42	90	51	87	44
3 Thinleygang	MSS	SU	12	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4 Trashhidingkha	MSS	SR	14	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5 Bjjjokha	LSS	SR	10	18	39	24	38	23	42	1	25	38	26	49	18	39	13
6 Kabesa	LSS	SR	17	37	65	40	78	38	71	2	32	70	46	72	38	62	29
7 Shengana	LSS	SR	9	11	24	13	27	11	21	1	10	20	16	32	7	26	11
8 Lobesa	LSS	SR	26	51	95	57	105	65	121	3	47	92	42	80	71	110	50

T	VII		VIII		IX		X		XI		XII		Total			Bht		NBht	Total	T:P
	G	T	G	T	G	T	G	T	G	T	G	T	B	G	T	ZLT	Oth.			
13	0	0	0	0	0	0	0	0	0	0	0	0	45	40	85	1	4	0	5	
12	0	0	0	0	0	0	0	0	0	0	0	0	64	72	136	2	5	0	7	
15	0	0	0	0	0	0	0	0	0	0	0	0	30	35	65	1	2	0	3	
23	0	0	0	0	0	0	0	0	0	0	0	0	87	82	169	0	6	0	6	
22	0	0	0	0	0	0	0	0	0	0	0	0	73	78	151	1	6	0	7	
25	0	0	0	0	0	0	0	0	0	0	0	0	116	111	227	0	5	1	6	
12	0	0	0	0	0	0	0	0	0	0	0	0	52	35	87	1	4	0	5	
10	0	0	0	0	0	0	0	0	0	0	0	0	56	47	103	1	5	0	6	
8	0	0	0	0	0	0	0	0	0	0	0	0	31	22	53	0	5	0	5	
18	0	0	0	0	0	0	0	0	0	0	0	0	43	46	89	1	4	0	5	
16	0	0	0	0	0	0	0	0	0	0	0	0	78	71	149	1	5	0	6	
16	0	0	0	0	0	0	0	0	0	0	0	0	42	37	79	1	4	0	5	
10	0	0	0	0	0	0	0	0	0	0	0	0	26	28	54	1	4	0	5	
7	0	0	0	0	0	0	0	0	0	0	0	0	23	20	43	0	3	0	3	
25	0	0	0	0	0	0	0	0	0	0	0	0	93	58	151	1	6	0	7	
11	0	0	0	0	0	0	0	0	0	0	0	0	32	40	72	0	3	0	3	
0	0	0	0	0	0	0	0	0	0	0	0	0	11	9	20	0	1	0	1	
0	0	0	0	0	0	0	0	0	0	0	0	0	40	43	83	1	3	0	4	
9	0	0	0	0	0	0	0	0	0	0	0	0	23	28	51	0	3	0	3	
0	0	0	0	0	0	0	0	0	0	0	0	0	21	23	44	1	3	0	4	
0	0	0	0	0	0	0	0	0	0	0	0	0	20	12	32	0	2	0	2	
11	0	0	0	0	0	0	0	0	0	0	0	0	50	51	101	1	5	0	6	
484	294	601	224	499	211	489	173	412	51	163	53	165	3223	2863	6086	38	202	16	256	24
0	0	0	0	0	0	0	0	0	0	0	0	0	16	13	29	0	2	0	2	
0	0	0	0	0	0	0	0	0	0	0	0	0	17	15	32	0	1	0	1	
0	0	0	0	0	0	0	0	0	0	0	0	0	4	7	11	0	1	0	1	
0	0	0	0	0	0	0	0	0	0	0	0	0	20	17	37	0	1	0	1	
0	0	0	0	0	0	0	0	0	0	0	0	0	7	7	14	0	1	0	1	
0	0	0	0	0	0	0	0	0	0	0	0	0	21	12	33	0	1	0	1	
0	0	0	0	0	0	0	0	0	0	0	0	0	85	71	156	0	7	0	7	22
484	294	601	224	499	211	489	173	412	51	163	53	165	3308	2934	6242	38	209	16	263	24
0	0	0	0	0	39	82	99	195	90	211	76	178	362	304	666	6	25	11	42	
83	74	133	57	109	28	64	31	51	0	0	0	0	472	510	982	6	29	6	41	
0	55	82	60	116	52	92	56	103	0	0	0	0	170	223	393	3	10	3	16	
0	63	117	79	152	94	168	54	87	0	0	0	0	234	290	524	4	14	2	20	
21	13	26	15	25	0	0	0	0	0	0	0	0	142	175	317	4	11	1	16	
47	33	50	52	65	0	0	0	0	0	0	0	0	235	345	580	6	13	1	20	
23	11	23	8	15	0	0	0	0	0	0	0	0	113	98	211	3	9	1	13	
69	53	80	37	51	0	0	0	0	0	0	0	0	330	473	803	6	22	1	29	

ANNEXURE

	School	Level	Type Type	Sec.	PP		I		II			III		IV		V		VI	
					G	T	G	T	G	T	S	G	T	G	T	G	T	G	T
9	Thinleygang	PS	SU	9	14	31	14	36	15	31	1	24	41	24	60	21	38	27	
10	Tshochasa	PS	SR	7	6	13	10	21	9	20	1	8	15	6	15	8	12	9	
11	Logodama	PS	SR	18	37	86	57	103	36	70	2	50	91	51	91	43	72	38	
12	Mendhagang	CPS	SU	7	10	26	22	43	14	32	1	16	29	12	24	14	26	15	
13	Goenshari	CPS	SR	7	11	25	9	24	10	17	1	13	24	13	22	10	19	4	
14	Laptsakha	CPS	SR	7	7	26	10	21	15	29	1	13	24	13	27	15	29	9	
15	Nobgang	CPS	SR	7	5	12	3	10	4	9	1	5	11	5	7	5	7	6	
16	Tahogang	CPS	SR	7	11	15	5	11	4	8	1	7	11	5	10	6	9	9	
17	Phulusu	CPS	SR	4	7	14	0	4	3	10	1	5	9	0	0	0	0	0	
18	Lakhu	CPS	SR	5	14	30	11	21	6	10	1	7	12	4	12	0	0	0	
19	Wolathang	CPS	R	7	13	22	7	21	5	12	1	8	15	5	7	0	7	5	
20	Nawakha	CPS	R	5	8	19	13	20	14	23	1	10	21	7	16	0	0	0	
	Total			223	299	640	343	682	324	613	22	324	604	317	614	307	543	269	
1	Ugyen Academy (Pvt)	HSS	U	25	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Total			25	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	G.Total			248	299	640	343	682	324	613	22	324	604	317	614	307	543	269	
11 S/Jongkhar																			
1	Samdrupjongkhar	MSS	U	20	0	0	0	0	0	0	0	0	0	53	104	50	98	56	
2	Garpawoong MSS	MSS	U	9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
3	Phuntshothang	MSS	SR	22	63	120	42	93	70	149	3	40	98	43	107	56	98	48	
4	Martshalla	MSS	R	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
5	Orong	MSS	R	13	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
6	Jomotshangkha	LSS	SU	15	39	77	26	48	24	62	2	31	63	26	46	26	54	22	
7	Pemathang	LSS	R	11	27	53	19	37	28	49	1	30	59	28	60	41	69	14	
8	Gomdar	LSS	R	11	18	40	21	39	19	44	1	24	48	20	42	20	43	20	
9	Minjiwoong	LSS	R	12	0	0	4	14	7	17	1	9	16	11	19	8	14	7	
10	Orong	LSS	R	12	19	27	19	42	21	33	1	26	48	26	53	18	49	32	
11	Samdrupjongkhar	PS	U	15	46	103	71	131	68	134	4	64	134	0	0	0	0	0	
12	Deothang	PS	U	18	68	125	44	105	35	82	2	38	86	54	88	49	93	54	
13	Yarphu	PS	R	7	7	12	8	17	9	19	1	9	17	14	34	11	23	15	
14	Martshala	PS	R	7	19	44	29	49	23	47	1	20	53	23	51	21	47	22	
15	Lauri	PS	VR	1	16	38	24	49	35	73	0	24	50	26	47	18	45	27	
16	Rikhey	CPS	SU	7	12	22	14	27	11	27	1	8	24	13	29	13	21	8	
17	Wooling	CPS	SR	7	11	22	6	16	20	44	1	18	34	22	50	19	45	14	
18	Barzor	CPS	R	5	11	20	13	26	9	31	1	19	43	10	26	0	0	0	
19	Wangphu	CPS	R	5	34	64	22	37	3	9	1	5	9	0	0	0	0	0	
20	Zamtari	CPS	VR	7	5	14	3	6	7	17	1	15	22	19	36	8	16	6	
21	Monmola	CPS	VR	7	8	24	13	23	14	34	1	12	22	13	21	16	38	16	
22	Tshotsalo	CPS	VR	7	3	8	1	7	8	14	1	7	12	3	6	7	13	3	

T	VII		VIII		IX		X		XI		XII		Total			Bht		NBht	Total	T:P
	G	T	G	T	G	T	G	T	G	T	G	T	B	G	T	ZLT	Oth.			
55	0	0	0	0	0	0	0	0	0	0	0	0	153	139	292	3	9	0	12	
14	0	0	0	0	0	0	0	0	0	0	0	0	54	56	110	2	6	0	8	
71	0	0	0	0	0	0	0	0	0	0	0	0	272	312	584	4	17	0	21	
27	0	0	0	0	0	0	0	0	0	0	0	0	104	103	207	1	8	0	9	
8	0	0	0	0	0	0	0	0	0	0	0	0	69	70	139	2	5	0	7	
25	0	0	0	0	0	0	0	0	0	0	0	0	99	82	181	2	6	0	8	
11	0	0	0	0	0	0	0	0	0	0	0	0	34	33	67	1	4	0	5	
9	0	0	0	0	0	0	0	0	0	0	0	0	26	47	73	1	3	0	4	
0	0	0	0	0	0	0	0	0	0	0	0	0	22	15	37	0	2	0	2	
0	0	0	0	0	0	0	0	0	0	0	0	0	43	42	85	0	4	0	4	
11	0	0	0	0	0	0	0	0	0	0	0	0	52	43	95	1	4	0	5	
0	0	0	0	0	0	0	0	0	0	0	0	0	47	52	99	1	4	0	5	
474	302	511	308	533	213	406	240	436	90	211	76	178	3033	3412	6445	56	205	26	287	23
0	6	12	7	16	9	33	14	37	156	316	242	455	435	434	869	7	23	8	38	23
0	6	12	7	16	9	33	14	37	156	316	242	455	435	434	869	7	23	8	38	23
474	308	523	315	549	222	439	254	473	246	527	318	633	3468	3846	7314	63	228	34	325	23
113	65	105	57	107	27	72	27	65	0	0	0	0	329	335	664	4	14	9	27	
0	46	78	44	66	37	90	27	55	0	0	0	0	135	154	289	2	10	6	18	
96	61	112	43	100	26	63	16	44	0	0	0	0	572	508	1080	3	20	3	26	
0	28	84	26	63	29	70	11	54	0	0	0	0	177	94	271	2	8	0	10	
0	0	0	0	0	97	243	70	195	0	0	0	0	271	167	438	3	10	3	16	
53	36	60	17	33	0	0	0	0	0	0	0	0	249	247	496	2	10	4	16	
41	20	39	15	31	0	0	0	0	0	0	0	0	216	222	438	2	7	0	9	
43	35	69	32	63	0	0	0	0	0	0	0	0	222	209	431	2	8	2	12	
15	67	125	46	89	0	0	0	0	0	0	0	0	150	159	309	2	6	1	9	
59	42	84	47	93	0	0	0	0	0	0	0	0	238	250	488	2	9	3	14	
0	0	0	0	0	0	0	0	0	0	0	0	0	253	249	502	1	18	0	19	
100	0	0	0	0	0	0	0	0	0	0	0	0	337	342	679	3	17	2	22	
27	0	0	0	0	0	0	0	0	0	0	0	0	76	73	149	0	5	0	5	
44	0	0	0	0	0	0	0	0	0	0	0	0	178	157	335	1	6	0	7	
48	0	0	0	0	0	0	0	0	0	0	0	0	180	170	350	0	9	0	9	
21	0	0	0	0	0	0	0	0	0	0	0	0	92	79	171	1	7	0	8	
30	0	0	0	0	0	0	0	0	0	0	0	0	131	110	241	1	4	0	5	
0	0	0	0	0	0	0	0	0	0	0	0	0	84	62	146	0	3	0	3	
0	0	0	0	0	0	0	0	0	0	0	0	0	55	64	119	0	3	0	3	
10	0	0	0	0	0	0	0	0	0	0	0	0	58	63	121	1	2	0	3	
30	0	0	0	0	0	0	0	0	0	0	0	0	100	92	192	1	5	0	6	
7	0	0	0	0	0	0	0	0	0	0	0	0	35	32	67	0	2	0	2	

ANNEXURE

23	Zangthey	CPS	VR	7	5	5	16	24	15	22	1	11	22	6	18	26	34	18
24	Dungmanma	CPS	VR	6	9	22	5	11	10	20	1	11	26	0	0	8	14	5
	School	Level	Type Type	Sec.	PP		I		II			III		IV		V		VI
					G	T	G	T	G	T	S	G	T	G	T	G	T	G
25	Sarjung	CPS	VR	7	9	32	16	28	10	23	1	3	14	4	17	8	13	6
26	Dechen	Pvt.	U	7	39	84	5	15	5	11	1	5	10	0	0	0	0	0
	Total			253	468	956	421	844	451	961	28	429	910	414	854	423	827	393
1	Philuma (Orong LSS)	ECR	R	1	13	25	0	0	0	0	0	0	0	0	0	0	0	0
2	Nainital (Pemathang)	ECR	R	2	11	19	4	10	0	0	0	0	0	0	0	0	0	0
	Total			3	24	44	4	10	0	0	0	0	0	0	0	0	0	0
	G.Total			256	492	1000	425	854	451	961	28	429	910	414	854	423	827	393
12 Samtse																		
1	Samtse	HSS	U	19	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2	Gomtu	MSS	U	40	101	201	119	223	115	225	4	94	202	82	193	79	165	71
3	Peljoring	MSS	SU	41	77	174	60	127	82	186	4	96	204	95	209	120	219	73
4	Yoeseltse (Ghumaaney)	MSS	SU	29	47	87	46	89	54	106	3	48	106	51	104	50	94	56
5	Tendu	MSS	SU	33	49	107	87	174	88	180	4	65	148	68	146	74	172	40
6	Dorokha	MSS	R	24	30	52	30	57	35	68	2	34	70	30	62	60	104	61
7	Samtse	LSS	U	35	92	178	101	191	68	132	3	81	172	75	143	74	149	68
8	Chengmari	PS	SU	17	36	82	38	74	36	71	2	45	90	52	109	44	86	23
9	Denchukha	PS	VR	10	18	43	19	32	20	38	1	26	61	25	54	25	58	25
10	Sengdhyen	PS	VR	12	34	67	25	47	26	60	2	29	62	16	53	29	92	14
11	Mechetar	CPS	U	11	25	42	34	64	32	63	2	19	41	23	47	26	58	31
12	Chargharey	CPS	SU	13	34	83	42	75	16	42	1	39	77	21	60	26	68	25
13	Ugentse (Nainital)	CPS	SU	8	20	38	30	68	11	31	1	29	67	15	37	21	48	15
14	Bara	CPS	SR	13	53	114	29	53	57	102	2	31	68	26	66	30	65	22
15	Namgaycholing	CPS	SR	10	38	76	42	88	75	164	4	23	50	0	0	0	0	0
16	Phensum	CPS	SR	2	31	62	0	0	0	0	0	0	0	0	0	0	0	0
17	Panbari	CPS	R	7	40	81	64	139	0	0	0	0	0	0	0	0	0	0
18	Mindruling	CPS	VR	7	17	45	18	44	27	49	1	28	50	16	36	14	34	22
19	Taba Dramtoe	CPS	VR	8	23	48	25	45	28	59	2	42	102	10	30	0	0	0
	Total			339	765	1580	809	1590	770	1576	38	729	1570	605	1349	672	1412	546
1	Jaringay (Mindruling)	ECR	VR	2	10	26	10	20	0	0	0	0	0	0	0	0	0	0
2	Pungtha (Denchukha)	ECR	VR	2	0	7	13	22	0	0	0	0	0	0	0	0	0	0
3	Baseni (Denchukha)	ECR	VR	2	11	14	25	43	0	0	0	0	0	0	0	0	0	0
4	Dzongsar (Tendu)	ECR	SU	1	21	44	0	0	0	0	0	0	0	0	0	0	0	0
5	Nangladang (Cheng-	ECR	SU	1	16	26	0	0	0	0	0	0	0	0	0	0	0	0
6	Kirney (Chengmari)	ECR	SU	1	14	33	0	0	0	0	0	0	0	0	0	0	0	0
7	Malbasey (Samtse)	ECR	U	1	12	30	0	0	0	0	0	0	0	0	0	0	0	0
8	Sanglung (Sengdhyen)	ECR	VR	1	14	27	0	0	0	0	0	0	0	0	0	0	0	0
9	Dumshidara (Gomtu)	ECR	U	1	21	42	0	0	0	0	0	0	0	0	0	0	0	0
10	Tading (Taba Dramtoe)	ECR	VR	1	9	21	0	0	0	0	0	0	0	0	0	0	0	0

31	0	0	0	0	0	0	0	0	0	0	0	0	0	59	97	156	1	5	0	6	
13	0	0	0	0	0	0	0	0	0	0	0	0	0	58	48	106	1	2	0	3	
	VII		VIII		IX		X		XI		XII		Total			Bht		NBht	Total	T:P	
T	G	T	G	T	G	T	G	T	G	T	G	T	B	G	T	ZLT	Oth.				
13	0	0	0	0	0	0	0	0	0	0	0	0	84	56	140	1	4	0	5		
0	0	0	0	0	0	0	0	0	0	0	0	0	66	54	120	2	4	2	8		
794	400	756	327	645	216	538	151	413	0	0	0	0	4405	4093	8498	38	198	35	271	31	
0	0	0	0	0	0	0	0	0	0	0	0	0	12	13	25	1	0	0	1		
0	0	0	0	0	0	0	0	0	0	0	0	0	14	15	29	0	1	0	1		
0	0	0	0	0	0	0	0	0	0	0	0	0	26	28	54	1	1	0	2	27	
794	400	756	327	645	216	538	151	413	0	0	0	0	4431	4121	8552	39	199	35	273	31	
0	0	0	103	203	88	171	64	141	33	64	38	79	332	326	658	4	14	11	29		
160	72	130	64	128	39	85	31	68	0	0	0	0	913	867	1780	8	26	14	48		
143	92	191	80	146	70	131	38	79	0	0	0	0	926	883	1809	8	43	5	56		
100	52	104	34	96	37	91	27	64	0	0	0	0	539	502	1041	7	24	6	37	28	
90	63	132	51	95	46	83	25	57	0	0	0	0	728	656	1384	7	24	4	35		
108	73	162	59	143	36	91	34	107	0	0	0	0	542	482	1024	2	19	0	21		
124	131	271	0	0	0	0	0	0	0	0	0	0	670	690	1360	4	42	2	48		
62	0	0	0	0	0	0	0	0	0	0	0	0	300	274	574	2	23	0	25		
49	0	0	0	0	0	0	0	0	0	0	0	0	177	158	335	2	8	0	10		
36	0	0	0	0	0	0	0	0	0	0	0	0	244	173	417	1	8	0	9		
63	0	0	0	0	0	0	0	0	0	0	0	0	188	190	378	1	15	0	16		
52	0	0	0	0	0	0	0	0	0	0	0	0	254	203	457	0	12	0	12		
31	0	0	0	0	0	0	0	0	0	0	0	0	179	141	320	1	8	0	9		
28	0	0	0	0	0	0	0	0	0	0	0	0	248	248	496	3	9	0	12		
0	0	0	0	0	0	0	0	0	0	0	0	0	200	178	378	2	9	0	11		
0	0	0	0	0	0	0	0	0	0	0	0	0	31	31	62	1	2	0	3		
0	0	0	0	0	0	0	0	0	0	0	0	0	116	104	220	1	7	0	8		
39	0	0	0	0	0	0	0	0	0	0	0	0	155	142	297	1	5	0	6		
0	0	0	0	0	0	0	0	0	0	0	0	0	156	128	284	2	7	0	9		
1085	483	990	391	811	316	652	219	516	33	64	38	79	6898	6376	13274	57	305	42	404	33	
0	0	0	0	0	0	0	0	0	0	0	0	0	26	20	46	0	1	0	1		
0	0	0	0	0	0	0	0	0	0	0	0	0	16	13	29	0	0	0	0		
0	0	0	0	0	0	0	0	0	0	0	0	0	21	36	57	0	0	0	0		
0	0	0	0	0	0	0	0	0	0	0	0	0	23	21	44	0	0	0	0		
0	0	0	0	0	0	0	0	0	0	0	0	0	10	16	26	0	1	0	1		
0	0	0	0	0	0	0	0	0	0	0	0	0	19	14	33	0	1	0	1		
0	0	0	0	0	0	0	0	0	0	0	0	0	18	12	30	0	1	0	1		
0	0	0	0	0	0	0	0	0	0	0	0	0	13	14	27	0	0	0	0		
0	0	0	0	0	0	0	0	0	0	0	0	0	21	21	42	0	0	0	0		
0	0	0	0	0	0	0	0	0	0	0	0	0	12	9	21	0	0	0	0		

ANNEXURE

11	Garigaon (Taba	ECR	VR	1	17	34	0	0	0	0	0	0	0	0	0	0	0	0	
12	Jumsa (Tendu MSS)	ECR	SU	1	21	44	0	0	0	0	0	0	0	0	0	0	0	0	
	School	Level	Type Type	Sec.	PP		I		II			III		IV		V		VI	
					G	T	G	T	G	T	S	G	T	G	T	G	T	G	T
13	Lamitar (Gumaaney	ECR	SU	1	12	21	0	0	0	0	0	0	0	0	0	0	0	0	
	Total			16	178	369	48	85	0	0	0	0	0	0	0	0	0	0	
	G.Total			355	943	1949	857	1675	770	1576	38	729	1570	605	1349	672	1412	546	
13 Sarpang																			
1	Gelephu	HSS	U	12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
2	Sarpang	HSS	U	19	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
3	Peltrithang	MSS	U	36	65	132	85	172	72	142	3	71	147	70	169	77	142	68	
4	Norbuling	MSS	SR	26	22	36	22	43	20	43	1	28	50	31	56	20	43	35	
5	Gelephu	LSS	U	42	98	195	118	216	103	195	4	91	185	101	193	116	227	114	
6	Sarpang	LSS	U	30	102	179	69	143	60	118	3	82	153	60	144	83	142	61	
7	Dekiling	LSS	SU	13	22	50	25	51	30	55	1	26	62	35	69	28	75	35	
8	Jigmiling	LSS	SU	10	25	46	27	59	22	45	1	26	52	27	51	29	53	31	
9	Dechen Pelri (Jarwa)	CPS	SU	7	19	33	18	29	15	28	1	9	20	8	17	7	16	12	
10	Serzhong	CPS	SU	7	14	34	14	30	17	35	1	19	34	10	25	12	39	16	
11	Chuzagang	CPS	SR	8	18	30	29	63	29	48	1	26	56	18	42	36	52	18	
12	Jigmecholing	CPS	SR	14	53	94	45	96	30	61	2	32	59	36	91	57	105	40	
13	Umling	CPS	SR	9	15	35	20	46	17	48	1	22	59	29	55	25	57	27	
14	Bhur	CPS	R	5	25	50	18	37	19	38	1	15	36	0	0	0	0	0	
15	Lharing	CPS	R	4	16	36	19	37	14	33	1	14	32	0	0	0	0	0	
16	Pangkhey	CPS	R	6	30	64	31	59	5	13	1	10	23	0	0	0	0	0	
17	Maugaon	CPS	R	1	23	46	0	0	0	0	0	0	0	0	0	0	0	0	
18	Gong	CPS	R	2	39	63	0	0	0	0	0	0	0	0	0	0	0	0	
19	Reley	CPS	VR	7	4	10	4	6	4	8	1	6	16	6	8	4	8	2	
	Total			258	590	1133	544	1087	457	910	23	477	984	431	920	494	959	459	
18	Kuendrup (Pvt)	HSS	U	17	10	26	5	12	4	5	1	1	3	0	0	0	0	0	
19	Samphel (Pvt)	PS	U	3	12	22	0	0	0	4	1	0	0	4	5	0	0	0	
	Total			20	22	48	5	12	4	9	2	1	3	4	5	0	0	0	
1	Kharpaney (Lharing	ECR	R	1	12	22	0	0	0	0	0	0	0	0	0	0	0	0	
	Total			1	12	22	0	0	0	0	0	0	0	0	0	0	0	0	
	G.Total			279	624	1203	549	1099	461	919	25	478	987	435	925	494	959	459	
14 Thimphu																			
1	Yangchenphug	HSS	U	37	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
2	Motithang	HSS	U	31	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
3	Dechencholing	MSS	U	49	56	124	88	168	79	166	4	88	171	97	188	85	180	78	
4	Lungtenzampa	MSS	U	33	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
5	Khasadrapchu	MSS	U	28	37	74	33	66	37	70	2	49	90	39	77	44	86	46	
6	Babesa	MSS	U	14	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
7	Changangkha	LSS	U	26	16	40	42	85	35	56	1	39	86	75	129	52	105	58	

0	0	0	0	0	0	0	0	0	0	0	0	0	0	17	17	34	0	0	0	0			
0	0	0	0	0	0	0	0	0	0	0	0	0	0	23	21	44	0	0	0	0			
	VII			VIII			IX		X		XI		XII			Total			Bht		NBht	Total	T:P
T	G	T	G	T	G	T	G	T	G	T	G	T	B	G	T	ZLT	Oth.						
0	0	0	0	0	0	0	0	0	0	0	0	0	9	12	21	0	1	0	1				
0	0	0	0	0	0	0	0	0	0	0	0	0	228	226	454	0	5	0	5	91			
1085	483	990	391	811	316	652	219	516	33	64	38	79	7126	6602	13728	57	310	42	409	34			

0	0	0	0	0	98	191	85	167	49	82	21	66	253	253	506	4	19	9	32	
0	0	0	0	0	104	220	81	178	44	111	13	45	312	242	554	5	18	12	35	
135	71	150	86	138	45	107	29	59	0	0	0	0	754	739	1493	9	39	2	50	
62	104	191	92	196	73	162	26	84	0	0	0	0	493	473	966	4	26	1	31	
214	107	194	124	224	0	0	0	0	0	0	0	0	871	972	1843	8	40	6	54	
116	69	120	50	109	0	0	0	0	0	0	0	0	588	636	1224	7	27	0	34	
72	22	52	19	43	0	0	0	0	0	0	0	0	287	242	529	2	15	0	17	
51	21	43	20	37	0	0	0	0	0	0	0	0	209	228	437	1	11	0	12	
22	0	0	0	0	0	0	0	0	0	0	0	0	77	88	165	2	6	0	8	
32	0	0	0	0	0	0	0	0	0	0	0	0	127	102	229	1	7	0	8	
33	0	0	0	0	0	0	0	0	0	0	0	0	150	174	324	1	9	0	10	
75	0	0	0	0	0	0	0	0	0	0	0	0	288	293	581	3	12	0	15	
50	0	0	0	0	0	0	0	0	0	0	0	0	195	155	350	1	10	0	11	
0	0	0	0	0	0	0	0	0	0	0	0	0	84	77	161	1	5	0	6	
0	0	0	0	0	0	0	0	0	0	0	0	0	75	63	138	0	3	0	3	
0	0	0	0	0	0	0	0	0	0	0	0	0	83	76	159	0	3	0	3	
0	0	0	0	0	0	0	0	0	0	0	0	0	23	23	46	0	1	0	1	
0	0	0	0	0	0	0	0	0	0	0	0	0	24	39	63	0	1	0	1	
7	0	0	0	0	0	0	0	0	0	0	0	0	33	30	63	0	3	0	3	
869	394	750	391	747	320	680	221	488	93	193	34	111	4926	4905	9831	49	255	30	334	29
0	0	0	0	0	0	0	0	0	134	252	122	254	276	276	552	4	9	11	24	
0	0	0	0	0	0	0	0	0	0	0	0	0	15	16	31	0	3	0	3	
0	0	0	0	0	0	0	0	0	134	252	122	254	291	292	583	4	12	11	27	22
0	0	0	0	0	0	0	0	0	0	0	0	0	10	12	22	0	1	0	1	
0	0	0	0	0	0	0	0	0	0	0	0	0	10	12	22	0	1	0	1	22
869	394	750	391	747	320	680	221	488	227	445	156	365	5227	5209	10436	53	268	41	362	29

0	0	0	0	0	234	411	219	366	216	359	178	316	605	847	1452	9	25	28	62
0	0	0	0	0	223	415	213	381	106	188	83	165	524	625	1149	8	35	18	61
154	87	156	107	187	75	144	68	131	0	0	0	0	861	908	1769	12	54	10	76
0	110	204	92	141	203	350	179	335	0	0	0	0	446	584	1030	6	32	13	51
96	52	91	41	91	28	56	27	52	0	0	0	0	416	433	849	8	20	9	37
0	55	102	34	64	74	171	55	136	0	0	0	0	255	218	473	4	15	4	23
112	122	227	93	166	0	0	0	0	0	0	0	0	474	532	1006	5	33	5	43

ANNEXURE

8	Choden	LSS	U	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0
9	Jigme Namgyel	LSS	U	34	66	121	60	121	57	100	3	60	135	53	124	56	109	72
	School	Level	Type Type	Sec.	PP		I		II			III		IV		V		VI
					G	T	G	T	G	T	S	G	T	G	T	G	T	G
10	Zilukha	LSS	U	26	40	91	60	108	47	101	3	47	96	49	117	48	91	56
11	Changzamtog	LSS	U	31	51	92	43	105	48	103	2	56	130	88	169	68	152	60
12	Loselling	LSS	U	19	23	60	55	119	63	117	2	61	106	56	96	66	109	47
13	Chang Rigphel	LSS	SU	17	38	77	45	111	37	77	2	35	72	34	78	35	68	21
14	Genekha	LSS	SR	10	12	23	12	25	11	24	1	18	30	18	43	18	33	23
15	Chamgang	LSS	SR	9	19	33	15	31	23	52	1	25	48	19	35	18	29	16
16	Jigme Losel	PS	U	21	58	109	62	120	67	118	3	73	140	39	99	76	131	60
17	Lungtenphu	PS	U	30	79	168	112	207	90	169	4	72	160	74	152	97	178	70
18	Rinchen Kuenphen	PS	U	21	57	100	54	81	51	123	3	57	109	62	121	77	133	60
19	Changbangdu	PS	U	17	41	85	48	81	47	101	3	47	94	30	75	19	52	34
20	Zilon Namgyeling	PS	U	19	38	64	39	77	52	108	2	76	143	50	118	52	101	43
21	Babesa	PS	U	22	61	120	65	119	75	150	4	63	120	55	110	59	119	49
22	Kuzshugchen	CPS	U	9	30	43	16	48	20	38	1	12	35	11	31	17	28	9
23	Hongtsho	CPS	U	7	14	31	12	30	13	27	1	16	27	13	28	14	25	6
24	Jemina	CPS	SU	5	12	37	16	45	17	41	1	15	22	12	23	0	0	0
25	Sisina	CPS	SU	7	21	35	16	27	18	32	1	10	18	6	17	11	19	4
26	Tshaluna	CPS	R	7	8	18	6	15	7	11	1	7	11	6	19	6	12	8
27	Lingzhi	CPS	D	7	6	14	6	8	3	6	1	6	9	1	8	2	4	2
	Total			544	783	1559	905	1797	897	1790	46	932	1852	887	1857	920	1764	822
1	Rinchen (Pvt)	HSS	U	20	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2	Nima (Pvt)	HSS	U	21	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3	Kelki (Pvt)	HSS	U	20	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total			61	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	Druk (Pvt)	MSS	U	15	14	25	23	54	21	54	2	28	52	28	51	8	25	15
	Total			15	14	25	23	54	21	54	2	28	52	28	51	8	25	15
1	Dr. Tobgyel (Pvt)	LSS	U	19	23	50	27	48	33	72	3	27	54	36	67	16	40	26
	Total			19	23	50	27	48	33	72	3	27	54	36	67	16	40	26
1	Sunshine (Pvt)	PS	U	8	27	50	20	47	16	29	1	13	19	6	17	11	15	14
2	Early Learning Centre	PS	U	19	36	69	32	60	37	61	3	22	53	20	47	18	38	21
3	Little Dragon (Pvt)	PS	U	13	39	75	27	45	11	23	2	17	27	10	21	7	10	5
4	Etho Metho (Rigsar)	PS	SU	15	88	176	20	41	7	26	1	7	16	3	6	1	4	4
5	Rigpey Jungney (Pvt)	PS	SU	3	6	18	3	6	1	2	1	0	0	0	0	0	0	0
6	Thimphu (Pvt)	PS	SU	10	20	42	22	40	18	36	2	25	39	7	20	12	21	0
7	Phuensum (Pvt)	PS	U	8	25	46	10	22	5	10	1	2	15	5	12	0	4	6
	Total			76	241	476	134	261	95	187	11	86	169	51	123	49	92	50
1	Yum Thuje Zam Char-	CPS	SU	4	21	56	2	8	0	0	0	0	0	0	0	0	0	0
	Total			4	21	56	2	8	0	0	0	0	0	0	0	0	0	0
1	Soe ECR (Lingzhi)	ECR	D	1	7	10	0	0	0	0	0	0	0	0	0	0	0	0

0	74	134	65	131	0	0	0	0	0	0	0	0	0	126	139	265	2	9	2	13			
125	106	184	127	240	0	0	0	0	0	0	0	0	0	602	657	1259	8	48	1	57			
	VII			VIII			IX		X		XI		XII			Total			Bht		NBht	Total	T:P
T	G	T	G	T	G	T	G	T	G	T	G	T	G	T	B	G	T	ZLT	Oth.				
114	57	108	46	98	0	0	0	0	0	0	0	0	0	474	450	924	4	34	0	38			
128	146	275	153	280	0	0	0	0	0	0	0	0	0	721	713	1434	7	41	4	52			
90	40	92	67	123	0	0	0	0	0	0	0	0	0	434	478	912	5	32	2	39			
59	33	67	0	0	0	0	0	0	0	0	0	0	0	331	278	609	3	21	0	24			
36	31	56	13	33	0	0	0	0	0	0	0	0	0	147	156	303	3	11	1	15			
22	12	20	5	17	0	0	0	0	0	0	0	0	0	135	152	287	3	11	0	14			
108	0	0	0	0	0	0	0	0	0	0	0	0	0	390	435	825	5	27	0	32			
128	0	0	0	0	0	0	0	0	0	0	0	0	0	568	594	1162	6	31	1	38			
105	0	0	0	0	0	0	0	0	0	0	0	0	0	354	418	772	4	31	0	35			
61	0	0	0	0	0	0	0	0	0	0	0	0	0	283	266	549	3	23	0	26			
101	0	0	0	0	0	0	0	0	0	0	0	0	0	362	350	712	4	32	0	36			
97	0	0	0	0	0	0	0	0	0	0	0	0	0	408	427	835	7	21	1	29			
18	0	0	0	0	0	0	0	0	0	0	0	0	0	126	115	241	2	10	0	12			
17	0	0	0	0	0	0	0	0	0	0	0	0	0	97	88	185	1	7	0	8			
0	0	0	0	0	0	0	0	0	0	0	0	0	0	96	72	168	2	5	0	7			
10	0	0	0	0	0	0	0	0	0	0	0	0	0	72	86	158	1	8	0	9			
13	0	0	0	0	0	0	0	0	0	0	0	0	0	51	48	99	0	6	0	6			
3	0	0	0	0	0	0	0	0	0	0	0	0	0	26	26	52	1	3	0	4			
1597	925	1716	843	1571	837	1547	761	1401	322	547	261	481	9384	10095	19479	123	625	99	847	23			
0	0	0	0	0	0	0	0	0	0	208	398	218	386	358	426	784	6	15	10	31			
0	0	0	0	0	0	0	0	0	0	194	382	185	341	344	379	723	5	21	8	34			
0	0	0	0	0	0	0	0	0	0	195	377	203	353	332	398	730	6	14	13	33			
0	0	0	0	0	0	0	0	0	0	597	1157	606	1080	1034	1203	2237	17	50	31	98	23		
34	14	37	9	18	5	13	0	0	0	0	0	0	0	198	165	363	4	18	5	27			
34	14	37	9	18	5	13	0	0	0	0	0	0	0	198	165	363	4	18	5	27	13		
36	15	40	11	23	0	0	0	0	0	0	0	0	0	216	214	430	5	21	4	30			
36	15	40	11	23	0	0	0	0	0	0	0	0	0	216	214	430	5	21	4	30	14		
23	0	0	0	0	0	0	0	0	0	0	0	0	0	93	107	200	2	10	1	13			
35	0	0	0	0	0	0	0	0	0	0	0	0	0	177	186	363	6	17	4	27			
8	0	0	0	0	0	0	0	0	0	0	0	0	0	93	116	209	3	14	0	17			
6	0	0	0	0	0	0	0	0	0	0	0	0	0	145	130	275	3	13	2	18			
0	0	0	0	0	0	0	0	0	0	0	0	0	0	16	10	26	1	2	0	3			
0	0	0	0	0	0	0	0	0	0	0	0	0	0	94	104	198	1	11	4	16			
8	0	0	0	0	0	0	0	0	0	0	0	0	0	64	53	117	3	7	0	10			
80	0	0	0	0	0	0	0	0	0	0	0	0	0	682	706	1388	19	74	11	104	13		
0	0	0	0	0	0	0	0	0	0	0	0	0	0	41	23	64	1	6	0	7			
0	0	0	0	0	0	0	0	0	0	0	0	0	0	41	23	64	1	6	0	7	9		
0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	7	10	0	1	0	1			

ANNEXURE

Total			1	7	10	0	0	0	0	0	0	0	0	0	0	0	0	
G.Total			720	1089	2176	1091	2168	1046	2103	62	1073	2127	1002	2098	993	1921	913	
School	Level	Type Type	Sec.	PP		I		II			III		IV		V		VI	
				G	T	G	T	G	T	S	G	T	G	T	G	T	G	T
15 T/gang																		
1 Ranjung	HSS	U	14	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2 Jigmesherubling	HSS	SU	17	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3 Tashitse	HSS	SU	16	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4 Trashigang	MSS	U	23	50	80	40	77	33	68	2	41	67	29	58	29	52	37	
5 Kanglung	MSS	U	12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
6 Duntse	MSS	SR	10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
7 Bartsham	MSS	SR	10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8 Ranjung	LSS	U	10	21	35	18	30	28	47	1	24	47	24	40	29	47	14	
9 Khaling	LSS	SU	14	17	41	21	40	25	47	2	24	42	25	52	22	36	18	
10 Yongphula	LSS	SU	10	13	35	15	32	26	42	1	29	58	14	38	18	32	19	
11 Radhi	LSS	SU	9	19	34	16	38	18	31	1	16	41	15	28	17	29	14	
12 Wamrong	LSS	SU	16	17	27	10	26	10	34	1	27	48	21	48	21	44	14	
13 Bidung	LSS	SR	13	9	23	14	21	8	18	1	10	21	13	31	23	32	24	
14 Uzorong	LSS	SR	11	19	27	25	56	19	37	1	16	29	17	34	11	21	19	
15 Kangpara	LSS	SR	10	9	24	12	23	8	18	1	15	30	12	32	18	36	12	
16 Thungkhar	LSS	VR	11	9	16	7	21	13	23	1	11	16	12	25	3	18	4	
17 Kanglung	PS	U	14	35	70	42	75	31	68	2	29	73	46	86	40	85	41	
18 Galing	PS	SR	7	11	17	6	14	6	15	1	6	14	8	23	13	19	12	
19 Phongmey	PS	SR	7	13	22	12	18	4	16	1	18	29	6	23	9	21	13	
20 Bikhar	PS	SR	7	27	43	18	37	15	32	1	15	42	12	24	14	38	28	
21 Chaling	PS	SR	7	13	25	12	24	14	35	1	13	28	21	37	11	25	10	
22 Changmey	PS	SR	7	8	15	10	21	8	13	1	11	20	6	18	8	16	15	
23 Bartsham	PS	SR	7	13	32	11	25	7	18	1	13	29	15	25	26	42	16	
24 Merak	PS	SR	7	11	28	28	58	19	38	1	18	42	12	20	9	24	8	
25 Lumang	PS	R	7	7	17	11	18	6	13	1	11	21	9	17	2	9	11	
26 Tsangpo	PS	R	7	1	8	4	10	11	22	1	6	11	5	16	5	12	6	
27 Pasaphu	PS	VR	6	0	0	6	8	2	5	1	4	8	7	12	6	12	10	
28 Sakteng	PS	VR	7	27	52	21	44	18	43	1	12	42	16	35	9	26	5	
29 Yangneer	CPS	SU	7	10	23	17	33	13	32	1	16	23	22	35	18	37	11	
30 Gongthung	CPS	SU	7	7	22	20	31	23	34	1	10	16	13	25	8	22	8	
31 Moshi	CPS	SU	7	16	30	11	21	10	32	1	12	22	13	28	10	20	6	
32 Pam	CPS	SU	7	20	26	7	11	10	15	1	10	14	5	14	8	17	8	
33 Barshong	CPS	SU	7	3	9	4	9	8	18	1	4	9	9	23	4	9	7	
34 Rangshikhar	CPS	SR	6	1	6	6	9	8	11	1	0	0	4	10	3	5	4	
35 Phegpari	CPS	SR	7	6	16	6	14	3	13	1	4	10	10	21	8	14	5	
36 Saling	CPS	SR	7	4	14	7	15	8	12	1	8	13	6	18	12	19	4	
37 Pakaling	CPS	SR	7	8	15	6	13	7	20	1	12	27	5	11	8	18	7	

0	0	0	0	0	0	0	0	0	0	0	0	0	3	7	10	0	1	0	1	10
1747	954	1793	863	1612	842	1560	761	1401	919	1704	867	1561	11558	12413	23971	169	795	150	1114	22
VII			VIII		IX		X		XI		XII		Total			Bht		NBht	Total	T:P
T	G	T	G	T	G	T	G	T	G	T	G	T	B	G	T	ZLT	Oth.			
0	0	0	0	0	70	135	73	141	30	114	44	120	293	217	510	3	13	8	24	
0	0	0	0	0	68	161	80	188	64	157	75	172	391	287	678	4	16	11	31	
0	0	0	0	0	90	188	93	205	37	111	7	83	360	227	587	4	14	8	26	
68	36	76	32	64	33	62	57	98	0	0	0	0	353	417	770	5	23	6	34	
0	29	68	41	68	56	92	71	154	0	0	0	0	185	197	382	3	13	1	17	
0	54	110	66	120	50	119	0	0	0	0	0	0	179	170	349	3	12	1	16	
0	76	129	30	48	66	150	0	0	0	0	0	0	155	172	327	2	11	0	13	
36	25	57	23	41	0	0	0	0	0	0	0	0	174	206	380	2	12	0	14	
41	21	48	24	57	0	0	0	0	0	0	0	0	207	197	404	3	12	2	17	
36	16	43	8	23	0	0	0	0	0	0	0	0	181	158	339	2	13	1	16	
31	19	33	19	36	0	0	0	0	0	0	0	0	148	153	301	2	12	1	15	
35	64	131	59	123	0	0	0	0	0	0	0	0	273	243	516	3	10	4	17	
37	59	112	52	107	0	0	0	0	0	0	0	0	190	212	402	2	11	4	17	
32	50	102	47	93	0	0	0	0	0	0	0	0	208	223	431	2	13	0	15	
31	16	38	22	59	0	0	0	0	0	0	0	0	167	124	291	1	10	0	11	
19	35	73	21	51	0	0	0	0	0	0	0	0	147	115	262	2	11	0	13	
62	0	0	0	0	0	0	0	0	0	0	0	0	255	264	519	3	14	0	17	
19	0	0	0	0	0	0	0	0	0	0	0	0	59	62	121	1	5	1	7	
29	0	0	0	0	0	0	0	0	0	0	0	0	83	75	158	1	5	0	6	
36	0	0	0	0	0	0	0	0	0	0	0	0	123	129	252	1	6	0	7	
22	0	0	0	0	0	0	0	0	0	0	0	0	102	94	196	1	6	0	7	
20	0	0	0	0	0	0	0	0	0	0	0	0	57	66	123	1	6	0	7	
30	0	0	0	0	0	0	0	0	0	0	0	0	100	101	201	2	6	0	8	
30	0	0	0	0	0	0	0	0	0	0	0	0	135	105	240	0	7	0	7	
17	0	0	0	0	0	0	0	0	0	0	0	0	55	57	112	1	4	0	5	
13	0	0	0	0	0	0	0	0	0	0	0	0	54	38	92	1	3	0	4	
15	0	0	0	0	0	0	0	0	0	0	0	0	25	35	60	1	3	0	4	
22	0	0	0	0	0	0	0	0	0	0	0	0	156	108	264	1	6	0	7	
18	0	0	0	0	0	0	0	0	0	0	0	0	94	107	201	1	6	0	7	
19	0	0	0	0	0	0	0	0	0	0	0	0	80	89	169	1	7	0	8	
21	0	0	0	0	0	0	0	0	0	0	0	0	96	78	174	0	5	0	5	
16	0	0	0	0	0	0	0	0	0	0	0	0	45	68	113	0	5	0	5	
11	0	0	0	0	0	0	0	0	0	0	0	0	49	39	88	1	5	0	6	
10	0	0	0	0	0	0	0	0	0	0	0	0	25	26	51	1	3	0	4	
16	0	0	0	0	0	0	0	0	0	0	0	0	62	42	104	1	5	0	6	
12	0	0	0	0	0	0	0	0	0	0	0	0	54	49	103	1	6	0	7	
13	0	0	0	0	0	0	0	0	0	0	0	0	64	53	117	1	5	0	6	

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38	Tokshingmang	CPS	SR	7	16	36	13	26	9	22	1	10	41	27	53	20	44	8
39	Rongthung	CPS	SR	7	5	16	10	24	9	14	1	11	25	8	31	16	28	9
40	Tongling	CPS	SR	7	3	7	3	5	2	5	1	2	7	2	5	1	5	4
	School	Level	Type Type	Sec.	PP		I		II			III		IV		V		VI
					G	T	G	T	G	T	S	G	T	G	T	G	T	G
41	Thrakthrik	CPS	SR	3	3	8	3	4	3	14	1	0	0	0	0	0	0	0
42	Tshogonpa	CPS	R	7	6	18	9	12	5	11	1	6	13	9	14	1	6	5
43	Thrimshing	CPS	R	7	5	11	7	10	6	11	1	3	9	1	7	5	7	5
44	Ying Gom	CPS	R	5	9	12	5	8	5	9	1	9	15	7	11	0	0	0
45	Brekha	CPS	R	7	9	21	6	11	10	20	1	6	13	6	11	9	20	6
46	Yobinang	CPS	R	6	10	11	0	0	4	6	1	4	8	8	8	6	12	2
47	Kurichilo	CPS	R	7	6	12	8	17	6	22	1	4	22	12	24	7	24	4
48	Jangsheri	CPS	R	6	4	9	4	7	1	6	1	5	12	7	12	7	9	0
49	Samkhar	CPS	R	4	1	11	0	0	4	8	1	0	0	1	5	0	0	2
50	Joenkhar	CPS	R	6	8	14	0	0	4	10	1	3	9	3	13	5	11	6
51	Jomtshang	CPS	R	7	6	11	6	11	4	11	1	2	5	4	6	3	10	7
52	Chiya	CPS	R	7	8	15	12	17	11	14	1	2	12	6	15	3	10	1
53	Benshingmo	CPS	R	7	4	12	2	12	6	13	1	6	13	7	10	8	15	5
54	Jerelemi	CPS	R	7	8	15	9	17	8	15	1	10	20	1	5	7	14	4
55	Zordung (Threphu-woong)	CPS	R	4	4	6	6	15	6	15	1	8	19	0	0	0	0	0
56	Bepam	CPS	VR	7	4	13	7	10	10	16	1	10	15	6	10	3	9	5
57	Dungmanba	CPS	VR	7	10	16	14	22	6	13	1	5	12	7	8	5	8	7
58	Yabrang	CPS	VR	7	4	10	10	20	11	21	1	5	14	12	23	8	15	12
59	Thongrong	CPS	VR	7	9	12	3	16	3	9	1	9	15	7	11	5	9	5
60	Berdungma	CPS	VR	7	6	10	5	11	6	14	1	1	6	1	3	4	7	1
61	Threphu	CPS	VR	4	5	9	4	6	3	4	1	2	5	0	0	0	0	0
62	Ritsangdung	CPS	VR	3	21	31	9	18	11	23	1	0	0	0	0	0	0	0
63	Daliphangma	CPS	VR	4	7	14	9	15	9	22	1	7	17	0	0	0	0	0
Total				515	605	1192	607	1186	581	1218	60	575	1219	574	1192	545	1100	508
1	Kheri (Wamrong LSS)	ECR	SU	3	7	9	3	9	0	2	1	0	0	0	0	0	0	0
2	Muktangkhar (Bart-	ECR	SR	3	5	12	2	4	7	8	1	0	0	0	0	0	0	0
3	Durung (Gongthung	ECR	SU	4	4	8	2	3	3	5	1	1	2	0	0	0	0	0
Total				10	16	29	7	16	10	15	3	1	2	0	0	0	0	0
G.Total				525	621	1221	614	1202	591	1233	63	576	1221	574	1192	545	1100	508
16 T/Yangtse																		
1	Bayling	HSS	U	14	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2	Tsenkarla	MSS	SU	21	16	35	17	34	10	30	1	10	21	17	34	10	21	18
3	Trashiyangtse	LSS	U	22	70	117	40	80	40	96	2	37	76	57	115	52	94	64
4	Kheni	LSS	SR	14	13	28	10	20	16	30	1	16	29	15	32	15	32	13
5	Tongmijangsa	LSS	SR	11	8	17	15	22	7	16	1	11	24	6	16	17	33	9
6	Ramjar	LSS	SR	9	15	27	13	31	12	31	1	17	36	16	38	18	30	11
7	Bumdeling	LSS	SR	9	14	32	18	39	12	26	1	10	24	11	29	4	21	10

25	0	0	0	0	0	0	0	0	0	0	0	0	0	144	103	247	1	6	0	7	
26	0	0	0	0	0	0	0	0	0	0	0	0	0	96	68	164	1	5	1	7	
11	0	0	0	0	0	0	0	0	0	0	0	0	0	28	17	45	0	3	0	3	
	VII		VIII		IX		X		XI		XII		Total			Bht		NBht	Total	T:P	
T	G	T	G	T	G	T	G	T	G	T	G	T	B	G	T	ZLT	Oth.				
0	0	0	0	0	0	0	0	0	0	0	0	0	0	17	9	26	0	2	0	2	
16	0	0	0	0	0	0	0	0	0	0	0	0	0	49	41	90	1	4	0	5	
9	0	0	0	0	0	0	0	0	0	0	0	0	0	32	32	64	1	3	0	4	
0	0	0	0	0	0	0	0	0	0	0	0	0	0	20	35	55	1	2	0	3	
9	0	0	0	0	0	0	0	0	0	0	0	0	0	53	52	105	1	4	0	5	
6	0	0	0	0	0	0	0	0	0	0	0	0	0	17	34	51	0	2	0	2	
14	0	0	0	0	0	0	0	0	0	0	0	0	0	88	47	135	1	6	0	7	
0	0	0	0	0	0	0	0	0	0	0	0	0	0	27	28	55	0	3	0	3	
5	0	0	0	0	0	0	0	0	0	0	0	0	0	21	8	29	0	2	0	2	
13	0	0	0	0	0	0	0	0	0	0	0	0	0	41	29	70	0	5	0	5	
11	0	0	0	0	0	0	0	0	0	0	0	0	0	33	32	65	0	4	0	4	
6	0	0	0	0	0	0	0	0	0	0	0	0	0	46	43	89	0	5	0	5	
10	0	0	0	0	0	0	0	0	0	0	0	0	0	47	38	85	1	4	0	5	
10	0	0	0	0	0	0	0	0	0	0	0	0	0	49	47	96	1	4	0	5	
0	0	0	0	0	0	0	0	0	0	0	0	0	0	31	24	55	0	2	0	2	28
10	0	0	0	0	0	0	0	0	0	0	0	0	0	38	45	83	1	4	0	5	
11	0	0	0	0	0	0	0	0	0	0	0	0	0	36	54	90	1	3	0	4	
16	0	0	0	0	0	0	0	0	0	0	0	0	0	57	62	119	1	6	0	7	
16	0	0	0	0	0	0	0	0	0	0	0	0	0	47	41	88	1	4	0	5	
6	0	0	0	0	0	0	0	0	0	0	0	0	0	33	24	57	1	2	0	3	
0	0	0	0	0	0	0	0	0	0	0	0	0	0	10	14	24	1	1	0	2	
0	0	0	0	0	0	0	0	0	0	0	0	0	0	31	41	72	0	2	0	2	
0	0	0	0	0	0	0	0	0	0	0	0	0	0	36	32	68	0	2	0	2	
1047	500	1020	444	890	433	907	374	786	131	382	126	375	6511	6003	12514	79	414	49	542	23	
0	0	0	0	0	0	0	0	0	0	0	0	0	0	10	10	20	0	0	0	0	
0	0	0	0	0	0	0	0	0	0	0	0	0	0	10	14	24	0	1	0	1	
0	0	0	0	0	0	0	0	0	0	0	0	0	0	8	10	18	0	0	0	0	
0	0	0	0	0	0	0	0	0	0	0	0	0	28	34	62	0	1	0	1	62	
1047	500	1020	444	890	433	907	374	786	131	382	126	375	6539	6037	12576	79	415	49	543	23	
0	0	0	0	0	65	97	49	91	49	155	47	161	294	210	504	4	14	9	27		
29	28	61	32	61	74	182	72	166	0	0	0	0	370	304	674	4	20	1	25		
110	55	92	35	71	0	0	0	0	0	0	0	0	401	450	851	4	22	1	27		
26	59	120	65	115	0	0	0	0	0	0	0	0	210	222	432	3	12	0	15		
21	30	60	34	61	0	0	0	0	0	0	0	0	133	137	270	2	10	0	12		
30	12	26	15	27	0	0	0	0	0	0	0	0	147	129	276	1	9	0	10		
18	20	42	20	34	0	0	0	0	0	0	0	0	146	119	265	1	7	0	8		

ANNEXURE

8	Jamkhar	PS	SR	7	8	16	5	12	3	11	1	9	15	9	16	13	20	11
9	Thragom	PS	R	7	6	18	7	13	7	13	1	6	15	12	22	4	16	3
10	Tarpel	PS	VR	7	7	15	10	26	9	17	1	2	9	12	21	3	10	6
	School	Level	Type Type	Sec.	PP		I		II			III		IV		V		VI
					G	T	G	T	G	T	S	G	T	G	T	G	T	G
11	Duksum	CPS	SU	6	9	18	6	7	3	10	1	0	0	4	14	5	12	11
12	Tshangphuchen	CPS	SR	7	8	16	16	25	15	22	1	8	17	13	25	12	20	16
13	Tokaphu	CPS	SR	7	8	10	6	9	7	10	1	7	13	3	11	5	13	10
14	Tsaling	CPS	SR	6	17	26	5	16	6	13	1	2	8	5	12	6	11	0
15	Womanang	CPS	SR	7	5	11	7	15	5	9	1	8	14	3	9	3	7	6
16	Chakidemi	CPS	SR	7	7	10	5	14	9	23	1	8	15	9	12	7	10	4
17	Shongring	CPS	SR	6	2	6	6	13	3	10	1	2	11	0	0	8	15	7
18	Manam	CPS	SR	2	3	3	8	17	0	0	0	0	0	0	0	0	0	0
19	Pangtokha	CPS	R	7	7	17	5	8	10	17	1	4	12	7	12	10	16	6
20	Rabtey	CPS	R	6	5	14	0	0	10	17	1	0	0	2	5	5	9	0
21	Yallang	CPS	R	6	6	16	0	0	8	12	1	6	13	10	13	11	19	11
22	Shingkhar	CPS	R	6	6	14	12	16	14	20	1	8	14	10	17	3	10	0
23	Khamdang	CPS	R	8	23	42	19	34	18	33	1	19	43	35	64	19	30	14
24	Jangphutse	CPS	R	7	2	2	5	9	8	17	1	10	15	8	17	9	18	5
25	Langmadung	CPS	R	4	6	14	9	16	9	19	1	5	10	0	0	0	0	0
26	Shali	CPS	R	4	5	10	0	0	8	16	1	9	30	8	16	0	0	0
27	Dhalikhar	CPS	R	7	5	12	3	7	0	0	1	3	10	4	6	1	3	4
28	Lichen	CPS	VR	6	2	8	9	17	4	7	1	4	10	8	22	4	6	0
29	Dukti	CPS	VR	4	5	7	0	0	7	9	1	0	0	3	5	5	14	0
30	Melongkhar	CPS	VR	7	7	13	9	11	2	12	1	7	12	7	14	9	12	8
	Total			241	295	574	265	511	262	546	29	228	496	294	597	258	502	247
17 Trongsa																		
1	Sherubling	HSS	U	15	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2	Taktse	MSS	U	14	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3	Tshangkha	LSS	SU	10	4	8	3	16	6	10	1	8	18	9	16	7	12	1
4	Samcholing	LSS	SU	5	0	0	0	0	0	0	0	0	0	0	0	13	26	21
5	Langthel	LSS	SR	15	16	22	13	26	18	40	1	21	43	23	38	21	39	22
6	Trongsa	PS	U	18	28	70	35	81	60	119	3	41	71	43	84	48	98	32
7	Kuengarapten	PS	SU	7	10	19	7	15	11	18	1	9	22	13	21	5	11	0
8	Bemji	PS	R	6	7	14	0	0	4	13	1	6	7	6	14	7	12	4
9	Korphu	PS	VR	7	1	6	7	11	2	4	1	4	11	1	7	7	12	5
10	Samcholing	CPS	SU	5	23	37	10	22	12	33	1	11	17	10	24	0	0	0
11	Tontongphey	CPS	SU	7	2	8	6	14	11	17	1	8	12	12	21	8	11	8
12	Namgaychoeling	CPS	SR	7	8	12	6	11	7	12	1	7	14	7	14	2	4	2
13	Trashidingkha	CPS	SR	7	6	16	12	33	11	21	1	9	20	9	16	8	21	12
14	Baling	CPS	SR	7	13	25	7	18	6	13	1	9	20	16	21	7	14	11
15	Bjeezam	CPS	SR	7	7	18	3	10	7	16	1	6	15	4	11	5	14	7

26	0	0	0	0	0	0	0	0	0	0	0	0	0	58	58	116	1	6	0	7	
12	0	0	0	0	0	0	0	0	0	0	0	0	0	64	45	109	1	5	0	6	
17	0	0	0	0	0	0	0	0	0	0	0	0	0	66	49	115	1	5	0	6	
	VII		VIII		IX		X		XI		XII		Total			Bht		NBht	Total	T:P	
T	G	T	G	T	G	T	G	T	G	T	G	T	B	G	T	ZLT	Oth.				
17	0	0	0	0	0	0	0	0	0	0	0	0	0	40	38	78	1	3	0	4	
26	0	0	0	0	0	0	0	0	0	0	0	0	0	63	88	151	1	4	0	5	
16	0	0	0	0	0	0	0	0	0	0	0	0	0	36	46	82	1	4	0	5	
0	0	0	0	0	0	0	0	0	0	0	0	0	0	45	41	86	1	4	0	5	
13	0	0	0	0	0	0	0	0	0	0	0	0	0	41	37	78	1	4	0	5	
10	0	0	0	0	0	0	0	0	0	0	0	0	0	45	49	94	1	4	0	5	
19	0	0	0	0	0	0	0	0	0	0	0	0	0	46	28	74	1	3	0	4	
0	0	0	0	0	0	0	0	0	0	0	0	0	0	9	11	20	0	2	0	2	
12	0	0	0	0	0	0	0	0	0	0	0	0	0	45	49	94	1	4	0	5	
0	0	0	0	0	0	0	0	0	0	0	0	0	0	23	22	45	1	1	0	2	
15	0	0	0	0	0	0	0	0	0	0	0	0	0	36	52	88	0	2	0	2	
0	0	0	0	0	0	0	0	0	0	0	0	0	0	38	53	91	0	4	0	4	
27	0	0	0	0	0	0	0	0	0	0	0	0	0	126	147	273	1	8	0	9	
8	0	0	0	0	0	0	0	0	0	0	0	0	0	39	47	86	1	4	0	5	
0	0	0	0	0	0	0	0	0	0	0	0	0	0	30	29	59	0	3	0	3	
0	0	0	0	0	0	0	0	0	0	0	0	0	0	42	30	72	1	3	0	4	
6	0	0	0	0	0	0	0	0	0	0	0	0	0	24	20	44	1	4	0	5	
0	0	0	0	0	0	0	0	0	0	0	0	0	0	39	31	70	0	3	0	3	
0	0	0	0	0	0	0	0	0	0	0	0	0	0	15	20	35	1	2	0	3	
11	0	0	0	0	0	0	0	0	0	0	0	0	0	36	49	85	1	4	0	5	
469	204	401	201	369	139	279	121	257	49	155	47	161	2707	2610	5317	37	180	11	228	23	
0	37	65	36	73	68	121	40	74	31	74	11	61	245	223	468	4	15	4	23		
0	27	55	35	82	63	140	44	102	0	0	0	0	210	169	379	4	14	0	18		
6	33	56	22	42	0	0	0	0	0	0	0	0	91	93	184	3	10	0	13		
38	25	44	13	20	0	0	0	0	0	0	0	0	56	72	128	1	8	0	9		
43	51	91	28	49	0	0	0	0	0	0	0	0	178	213	391	3	15	1	19		
79	0	0	0	0	0	0	0	0	0	0	0	0	315	287	602	4	23	0	27		
0	0	0	0	0	0	0	0	0	0	0	0	0	51	55	106	1	8	1	10		
10	0	0	0	0	0	0	0	0	0	0	0	0	36	34	70	1	3	0	4		
15	0	0	0	0	0	0	0	0	0	0	0	0	39	27	66	2	3	0	5		
0	0	0	0	0	0	0	0	0	0	0	0	0	67	66	133	1	4	0	5		
12	0	0	0	0	0	0	0	0	0	0	0	0	40	55	95	1	7	0	8		
7	0	0	0	0	0	0	0	0	0	0	0	0	35	39	74	1	4	0	5		
26	0	0	0	0	0	0	0	0	0	0	0	0	86	67	153	2	5	0	7		
15	0	0	0	0	0	0	0	0	0	0	0	0	57	69	126	1	4	0	5		
17	0	0	0	0	0	0	0	0	0	0	0	0	62	39	101	2	6	0	8		

ANNEXURE

16	Chendebji	CPS	SR		7	9	17	4	13	1	3	1	3	8	4	10	4	7	4
17	Yudrungcholing	CPS	SR		3	5	13	12	24	5	12	1	0	0	0	0	0	0	0
18	Nimshong	CPS	R		7	6	16	10	15	7	15	1	9	16	5	13	3	9	1
	School	Level	Type Type	Sec.	PP		I		II			III		IV		V		VI	
					G	T	G	T	G	T	S	G	T	G	T	G	T	G	T
19	Jangbi	CPS	R		6	5	8	5	11	12	19	1	2	7	3	6	5	8	0
20	Kela	CPS	R		6	0	0	7	12	2	4	1	5	8	1	4	3	7	6
21	Karshong	CPS	R		5	10	16	5	7	8	13	1	7	14	4	11	0	0	0
22	Simphu	CPS	R		5	0	0	3	6	2	8	1	3	7	2	6	8	9	0
23	Jongthang	CPS	R		4	2	4	1	2	3	4	1	9	18	0	0	0	0	0
24	Nabji	CPS	VR		6	8	14	5	15	9	19	1	5	12	5	10	0	0	9
	Total				186	170	343	161	362	204	413	23	182	360	177	347	161	314	145
18 Tsirang																			
1	Damphu	HSS	U		18	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2	Mendrelgang	MSS	SU		25	21	45	19	40	27	47	1	35	73	25	67	40	81	38
3	Damphu	LSS	U		31	57	120	55	120	66	141	3	78	169	90	181	95	184	72
4	Tsirangtoe	LSS	R		13	23	38	22	38	22	40	1	25	66	24	46	25	51	27
5	Beteni	PS	SR		7	9	26	13	32	17	34	1	22	41	24	43	12	25	17
6	Salami	PS	SR		9	16	35	20	37	22	38	1	15	38	22	51	33	66	61
7	Phuentenchu	CPS	SU		2	18	43	28	42	0	0	0	0	0	0	0	0	0	0
8	Tshlingkhar	CPS	SR		2	28	72	0	0	0	0	0	0	0	0	0	0	0	0
9	Shemjong	CPS	R		6	25	51	17	35	20	34	1	16	36	23	43	0	0	0
10	Gosaling	CPS	R		4	19	37	21	37	16	40	1	14	42	0	0	0	0	0
11	Patala	CPS	R		7	11	31	21	40	16	37	1	22	53	26	45	24	46	9
12	Gopini	CPS	R		4	24	36	18	35	17	37	1	20	35	0	0	0	0	0
13	Barshong	CPS	R		3	24	37	7	30	14	37	1	0	0	0	0	0	0	0
	Total				131	275	571	241	486	237	485	12	247	553	234	476	229	453	224
1	Nimazor (Mendrel-gang MSS)	ECR	SU		1	21	45	0	0	0	0	0	0	0	0	0	0	0	0
	Total				1	21	45	0	0	0	0	0	0	0	0	0	0	0	0
	G.Total				132	296	616	241	486	237	485	12	247	553	234	476	229	453	224
19 Wangdue																			
1	Bajothang	HSS	U		15	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2	Gaselo	HSS	SU		11	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3	Samtengang	MSS	SR		17	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4	Wangdi	LSS	U		28	50	92	42	97	58	107	3	74	145	58	99	62	125	62
5	Nobding	LSS	SR		11	16	33	17	37	16	40	1	14	33	10	28	9	15	16
6	Gaselo	LSS	SR		15	26	47	23	39	17	34	1	23	43	22	43	21	40	27
7	Tencholing	PS	U		23	66	132	67	151	70	152	4	71	132	64	130	69	116	51
8	Nahi	PS	SR		7	17	27	12	27	11	17	1	11	19	9	21	9	20	12
9	Rukubji	PS	SR		7	13	27	12	24	17	32	1	13	27	14	26	8	15	15
10	Phobjikha	PS	SR		10	25	54	22	43	19	37	1	28	38	31	47	32	47	27
11	Samtengang	PS	SR		12	19	39	30	56	29	58	2	25	52	22	50	13	25	25

8	0	0	0	0	0	0	0	0	0	0	0	0	0	37	29	66	1	4	0	5			
0	0	0	0	0	0	0	0	0	0	0	0	0	0	27	22	49	0	2	0	2			
6	0	0	0	0	0	0	0	0	0	0	0	0	0	49	41	90	1	5	0	6			
		VII			VIII		IX		X		XI		XII			Total			Bht		NBht	Total	T:P
T	G	T	G	T	G	T	G	T	G	T	G	T	B	G	T	ZLT	Oth.						
0	0	0	0	0	0	0	0	0	0	0	0	0	0	27	32	59	1	2	0	3			
7	0	0	0	0	0	0	0	0	0	0	0	0	0	18	24	42	1	2	0	3			
0	0	0	0	0	0	0	0	0	0	0	0	0	0	27	34	61	0	2	0	2			
0	0	0	0	0	0	0	0	0	0	0	0	0	0	18	18	36	0	3	0	3			
0	0	0	0	0	0	0	0	0	0	0	0	0	0	13	15	28	0	2	0	2			
11	0	0	0	0	0	0	0	0	0	0	0	0	0	40	41	81	1	5	0	6			
300	173	311	134	266	131	261	84	176	31	74	11	61	1824	1764	3588	36	156	6	198	18			
0	0	0	0	0	84	174	68	149	42	126	43	131	343	237	580	5	19	7	31				
62	83	154	55	104	66	146	47	94	0	0	0	0	457	456	913	6	24	0	30				
159	75	153	110	197	0	0	0	0	0	0	0	0	726	698	1424	8	37	0	45				
68	32	79	23	54	0	0	0	0	0	0	0	0	257	223	480	2	12	0	14				
32	0	0	0	0	0	0	0	0	0	0	0	0	119	114	233	2	6	0	8				
101	0	0	0	0	0	0	0	0	0	0	0	0	177	189	366	2	9	0	11				
0	0	0	0	0	0	0	0	0	0	0	0	0	39	46	85	1	1	0	2				
0	0	0	0	0	0	0	0	0	0	0	0	0	44	28	72	1	2	0	3				
0	0	0	0	0	0	0	0	0	0	0	0	0	98	101	199	2	5	0	7				
0	0	0	0	0	0	0	0	0	0	0	0	0	86	70	156	1	4	0	5				
26	0	0	0	0	0	0	0	0	0	0	0	0	149	129	278	1	7	0	8				
0	0	0	0	0	0	0	0	0	0	0	0	0	64	79	143	0	5	0	5				
0	0	0	0	0	0	0	0	0	0	0	0	0	59	45	104	1	2	0	3				
448	190	386	188	355	150	320	115	243	42	126	43	131	2618	2415	5033	32	133	7	172	29			
0	0	0	0	0	0	0	0	0	0	0	0	0	24	21	45	0	1	0	1	45			
0	0	0	0	0	0	0	0	0	0	0	0	0	24	21	45	0	1	0	1	45			
448	190	386	188	355	150	320	115	243	42	126	43	131	2642	2436	5078	32	134	7	173	29			
0	0	0	0	0	74	138	77	142	37	103	44	118	269	232	501	6	26	4	36				
0	0	0	0	0	88	163	65	130	14	36	0	0	162	167	329	3	13	4	20				
0	62	102	100	162	67	124	66	127	0	0	0	0	220	295	515	5	19	2	26				
122	120	222	98	167	0	0	0	0	0	0	0	0	552	624	1176	6	32	2	40				
24	55	103	36	70	0	0	0	0	0	0	0	0	194	189	383	4	10	0	14				
50	56	114	65	118	0	0	0	0	0	0	0	0	248	280	528	3	15	3	21				
95	0	0	0	0	0	0	0	0	0	0	0	0	450	458	908	7	26	0	33				
14	0	0	0	0	0	0	0	0	0	0	0	0	64	81	145	3	7	0	10				
23	0	0	0	0	0	0	0	0	0	0	0	0	82	92	174	2	6	0	8				
46	0	0	0	0	0	0	0	0	0	0	0	0	128	184	312	3	8	0	11				
44	0	0	0	0	0	0	0	0	0	0	0	0	161	163	324	3	11	0	14				

ANNEXURE

12 Sha Tasha	PS	VR	7	11	22	20	32	22	42	1	12	27	24	40	24	31	13
13 Rinchengang	CPS	U	4	18	27	16	45	12	24	1	15	31	0	0	0	0	0
14 Sephu	CPS	SR	7	9	13	7	20	6	18	1	9	21	13	21	9	12	7
School	Level	Type Type	Sec.	PP		I		II			III		IV		V		VI
				G	T	G	T	G	T	S	G	T	G	T	G	T	G
15 Bjena	CPS	SR	6	10	14	8	16	8	17	1	7	16	10	15	8	11	0
16 Rubesa	CPS	SR	6	10	15	11	18	6	13	1	4	11	12	21	14	21	0
17 Hebesa	CPS	SR	7	20	37	11	19	10	19	1	11	22	6	14	7	9	5
18 Bayta	CPS	SR	6	15	27	18	36	14	27	1	16	26	21	40	10	20	0
19 Migtana	CPS	SR	2	14	25	16	35	0	0	0	0	0	0	0	0	0	0
20 Kazhi	CPS	R	7	12	30	12	28	9	18	1	9	22	8	16	9	14	7
21 Khothaka	CPS	R	7	8	22	17	33	13	31	1	23	39	21	37	14	15	9
22 Dangchu	CPS	R	7	18	25	15	26	11	17	1	8	12	7	9	10	15	8
23 Phuensum Deki	CPS	R	6	6	12	5	12	8	17	1	8	17	10	13	9	12	0
24 Rameychen	CPS	R	7	13	25	17	22	16	28	1	13	19	14	31	16	31	14
25 Jala	CPS	R	7	8	16	5	13	7	13	1	6	15	3	8	3	6	2
26 Uma	CPS	R	7	7	15	4	9	8	17	1	5	14	4	12	5	6	3
27 Ada	CPS	VR	7	5	13	2	4	4	7	1	10	19	10	21	10	18	10
Total			256	416	789	409	842	391	785	29	415	800	393	742	371	624	313
1 Matalungchu (Wangdi)	ECR	U	2	9	24	4	6	0	0	0	0	0	0	0	0	0	0
2 Gogona (Phobjikha)	ECR	SR	2	8	16	2	4	0	0	0	0	0	0	0	0	0	0
Total			4	17	40	6	10	0	0	0	0	0	0	0	0	0	0
G.Total			260	433	829	415	852	391	785	29	415	800	393	742	371	624	313
20 Zhemgang																	
1 Zhemgang	HSS	U	21	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2 Yebilepcha	MSS	SU	13	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3 Sonamthang	MSS	SU	9	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4 Zhemgang	LSS	U	18	35	78	34	62	32	72	2	29	72	37	67	29	64	33
5 Tingtibi	LSS	SU	14	20	38	24	56	23	49	1	24	45	22	56	26	47	23
6 Gomphu	LSS	SR	9	3	13	15	27	0	0	1	8	13	12	19	12	21	10
7 Tshaidang	PS	SR	7	9	20	4	10	10	17	1	4	13	4	8	6	12	4
8 Buli	PS	SR	7	5	9	9	19	12	18	1	9	17	16	24	10	18	9
9 Panbang	PS	R	9	29	51	20	43	25	53	1	14	44	37	69	29	56	23
10 Shingkhari	PS	VR	7	12	23	8	17	19	25	1	8	20	14	29	11	25	18
11 Goshing	PS	VR	7	12	21	10	20	12	28	1	17	31	14	29	27	39	15
12 Nimshong	PS	VR	6	2	5	6	9	0	5	1	7	11	0	0	3	10	4
13 Pantang	PS	VR	7	8	14	9	14	9	15	1	5	12	14	37	22	48	8
14 Langdurbi	PS	VR	7	7	8	6	14	12	20	1	12	21	3	10	10	20	7
15 Bardo	PS	VR	7	6	15	7	14	6	15	1	7	12	5	12	6	10	4
16 Bjoka	PS	VR	7	5	7	13	18	8	15	1	12	18	11	26	10	20	5
17 Goling	CPS	SR	7	7	14	7	10	8	15	1	8	13	4	10	6	13	1
18 Tshanglajong	CPS	SR	7	5	13	2	3	8	12	1	2	6	7	8	9	14	1

25	0	0	0	0	0	0	0	0	0	0	0	0	93	126	219	1	5	0	6	
0	0	0	0	0	0	0	0	0	0	0	0	0	66	61	127	1	4	0	5	
20	0	0	0	0	0	0	0	0	0	0	0	0	65	60	125	1	5	0	6	
	VII		VIII		IX		X		XI		XII		Total			Bht		NBht	Total	T:P
T	G	T	G	T	G	T	G	T	G	T	G	T	B	G	T	ZLT	Oth.			
0	0	0	0	0	0	0	0	0	0	0	0	0	38	51	89	1	4	0	5	
0	0	0	0	0	0	0	0	0	0	0	0	0	42	57	99	1	5	0	6	
11	0	0	0	0	0	0	0	0	0	0	0	0	61	70	131	1	5	0	6	
0	0	0	0	0	0	0	0	0	0	0	0	0	82	94	176	1	4	0	5	
0	0	0	0	0	0	0	0	0	0	0	0	0	30	30	60	0	2	0	2	
8	0	0	0	0	0	0	0	0	0	0	0	0	70	66	136	2	5	0	7	
18	0	0	0	0	0	0	0	0	0	0	0	0	90	105	195	2	5	0	7	
8	0	0	0	0	0	0	0	0	0	0	0	0	35	77	112	1	5	0	6	
0	0	0	0	0	0	0	0	0	0	0	0	0	37	46	83	1	4	0	5	
24	0	0	0	0	0	0	0	0	0	0	0	0	77	103	180	2	3	0	5	
3	0	0	0	0	0	0	0	0	0	0	0	0	40	34	74	0	5	0	5	
9	0	0	0	0	0	0	0	0	0	0	0	0	46	36	82	1	3	0	4	
18	0	0	0	0	0	0	0	0	0	0	0	0	49	51	100	1	3	0	4	
562	293	541	299	517	229	425	208	399	51	139	44	118	3451	3832	7283	62	240	15	317	23
0	0	0	0	0	0	0	0	0	0	0	0	0	17	13	30	0	1	0	1	
0	0	0	0	0	0	0	0	0	0	0	0	0	10	10	20	0	1	0	1	
0	0	0	0	0	0	0	0	0	0	0	0	0	27	23	50	0	2	0	2	25
562	293	541	299	517	229	425	208	399	51	139	44	118	3478	3855	7333	62	242	15	319	23
0	55	104	49	102	80	148	72	133	41	117	33	115	389	330	719	2	19	5	26	
0	31	60	38	65	69	143	71	174	0	0	0	0	233	209	442	3	13	6	22	
0	66	172	48	108	24	78	0	0	0	0	0	0	220	138	358	2	11	1	14	
67	33	59	30	50	0	0	0	0	0	0	0	0	299	292	591	3	16	1	20	
43	19	45	31	62	0	0	0	0	0	0	0	0	229	212	441	4	13	2	19	
16	17	33	15	43	0	0	0	0	0	0	0	0	93	92	185	2	8	0	10	
12	0	0	0	0	0	0	0	0	0	0	0	0	51	41	92	1	4	0	5	
17	0	0	0	0	0	0	0	0	0	0	0	0	52	70	122	1	6	0	7	
55	0	0	0	0	0	0	0	0	0	0	0	0	194	177	371	2	9	0	11	
22	0	0	0	0	0	0	0	0	0	0	0	0	71	90	161	1	6	0	7	
29	0	0	0	0	0	0	0	0	0	0	0	0	90	107	197	1	6	0	7	
7	0	0	0	0	0	0	0	0	0	0	0	0	25	22	47	0	2	0	2	
25	0	0	0	0	0	0	0	0	0	0	0	0	90	75	165	0	5	0	5	
18	0	0	0	0	0	0	0	0	0	0	0	0	54	57	111	0	7	0	7	
10	0	0	0	0	0	0	0	0	0	0	0	0	47	41	88	1	3	0	4	
26	0	0	0	0	0	0	0	0	0	0	0	0	66	64	130	1	6	0	7	
6	0	0	0	0	0	0	0	0	0	0	0	0	40	41	81	1	3	0	4	
7	0	0	0	0	0	0	0	0	0	0	0	0	29	34	63	0	3	0	3	

ANNEXURE

19	Repoti	CPS	R		2	3	3	2	16	0	0	0	0	0	0	0	0	0	0
20	Kikhar	CPS	R		2	3	12	10	15	0	0	0	0	0	0	0	0	0	0
21	Digala	CPS	VR		4	0	0	4	7	5	7	1	10	21	15	28	0	0	0
	School	Level	Type Type	Sec.	PP		I		II			III		IV		V		VI	
					G	T	G	T	G	T	S	G	T	G	T	G	T	G	T
22	Tradijong	CPS	VR		7	3	10	3	6	5	9	1	8	13	2	8	6	12	4
23	Thrisa	CPS	VR		7	4	9	4	9	7	13	1	4	15	4	12	9	16	10
24	Tashibi	CPS	VR		7	8	16	8	11	10	24	1	7	14	7	15	11	15	7
25	Tali	CPS	VR		7	7	14	4	11	5	8	1	8	16	4	10	0	2	7
26	Kaktong	CPS	VR		7	7	13	8	17	7	15	1	8	21	12	26	7	15	5
27	Dali	CPS	VR		2	0	0	3	6	3	6	1	0	0	0	0	0	0	0
28	Dunmang	CPS	VR		4	6	9	8	13	7	13	1	18	27	0	0	0	0	0
29	Barpong	CPS	VR		4	6	8	4	5	11	24	1	13	32	0	0	0	0	0
30	Budhasi	CPS	VR		4	9	21	16	25	15	25	1	20	30	0	0	0	0	0
31	Khomshar	CPS	VR		7	14	24	24	37	13	31	1	12	32	21	27	14	30	15
32	Prince Namgay	HSS	SU		4	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total					237	235	468	272	514	272	534	27	274	569	265	530	263	507	213
Grand Total					5642	8599	17305	8219	16489	7870	16102	595	7816	16035	7471	15322	7460	14539	6702

0	0	0	0	0	0	0	0	0	0	0	0	0	0	14	5	19	0	1	0	1	
0	0	0	0	0	0	0	0	0	0	0	0	0	0	14	13	27	0	1	0	1	
0	0	0	0	0	0	0	0	0	0	0	0	0	0	29	34	63	0	2	0	2	
	VII		VIII		IX		X		XI		XII		Total			Bht		NBht	Total	T:P	
T	G	T	G	T	G	T	G	T	G	T	G	T	B	G	T	ZLT	Oth.				
6	0	0	0	0	0	0	0	0	0	0	0	0	0	33	31	64	0	3	0	3	
15	0	0	0	0	0	0	0	0	0	0	0	0	0	47	42	89	0	7	0	7	
15	0	0	0	0	0	0	0	0	0	0	0	0	0	52	58	110	0	6	0	6	
12	0	0	0	0	0	0	0	0	0	0	0	0	0	38	35	73	1	2	0	3	
18	0	0	0	0	0	0	0	0	0	0	0	0	0	71	54	125	1	5	0	6	
0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	6	12	1	1	0	2	
0	0	0	0	0	0	0	0	0	0	0	0	0	0	23	39	62	0	3	0	3	
0	0	0	0	0	0	0	0	0	0	0	0	0	0	35	34	69	0	2	0	2	
0	0	0	0	0	0	0	0	0	0	0	0	0	0	41	60	101	0	3	0	3	
19	0	0	0	0	0	0	0	0	0	0	0	0	0	87	113	200	1	4	0	5	
0	0	0	0	0	0	0	0	0	0	32	69	20	49	66	52	118	1	1	4	6	
445	221	473	211	430	173	369	143	307	73	186	53	164	2828	2668	5496	30	181	19	230	24	
13050	6603	12850	5886	11447	5227	10551	4262	8757	2717	5990	2636	5825	82794	81468	164262	1079	4936	653	6668	25	