



National School Curriculum Conference 2016

*-----Rethinking Curriculum-----*

Report

**Royal Education Council  
Paro, Bhutan**

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## Report



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Paro, Bhutan**

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# ཀྲུལ་འཛིན་ཤེས་རིག་ཚོགས་སྡེ། ROYAL EDUCATION COUNCIL



## Foreword

The Royal Education Council and the Ministry of Education have taken several initiatives towards enhancing the quality of teaching and learning by putting in place strategic interventions to address issues pertaining to students learning outcomes, classroom practices, school processes, and education support systems. To this effect, the successful conduct of the historic first National School Curriculum Conference in 2016 was a timely and significant milestone.

All Teachers, Principals, District and Thromdey Education Officers, Education Officials and Eminent Members of the education fraternity across the country were involved with the sole purpose of rethinking curriculum to ensure learners are nationally rooted and globally competent. As such, this report provides great insights in terms of the challenges and recommendations made with regard to curriculum.

The report starts with the context in which this unprecedented nationwide curriculum review took place, states the aims and objectives, followed by the conference strategy adopted at the School Level, Dzongkhag/Thromdeys Level, and National Level. It includes the summary of the issues received from the Dzongkhags and Thromdeys - which was validated by more than 100 experts, the tentative strategic plan of action to address the significant issues identified, and the national school curriculum conference resolutions that was endorsed at the end of the conference. The tentative strategic plan to address the endorsed eighteen conference resolutions is also included.

This report will be useful to the education policy makers, implementers and service providers in charting a way forward that is based on empirical evidences.

Trashi Delek

Kinga Dakpa  
(Director)



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# 1 Introduction

Education has played a significant role in the social, economic, political, cultural, intellectual and environmental development of Bhutan to give it a distinctive identity as a small, peaceful, progressive and happy nation. The Royal Government of Bhutan continues to give high importance to education. Over the past century, access to education has improved and subsequently immense benefit to the country in terms of producing generations of educated and productive citizens have been realised. In spite of these achievements, the system still faces several challenges as it seeks to further enhance educational access, quality, equity and system efficiency at all levels of the education system.

As a developing country known for mutual co-existence in harmony with nature, environment, spirituality, peace and happiness, Bhutan aspires to be a self-reliant, economically prosperous, environmentally sustainable, democratically sound with a strong culture where the citizens are creative, highly skilled and capable of responding to the emerging challenges and contributing to the equitable and sustainable socio-economic development and well-being of their community and the nation (NEF, 2012). These aspirations depend on quality education, which ultimately has a bearing on the capability and character of its citizens. Hence, Bhutan's development policies, especially those relating to education, training and employment, must take into account the demands of the emerging economy to ensure that the Bhutanese are nationally rooted and globally competent.

The Bhutan Vision 2020 document emphasizes holistic education. The document also envisages an education that promotes awareness of the nation's unique cultural heritage and ethical values as well as universal values that develop the capacity of the young people. This requires a system of Wholesome Education that grooms the citizens to become knowledgeable, innovative, creative, enterprising, mindful, reflective, confident, and capable of responding to the emerging challenges.



## **1.1 Context**

The Ministry of Education (MoE) in collaboration with Royal Education Council (REC) has taken several reform initiatives towards enhancing the quality of teaching and learning by putting in place strategic interventions to bridge the gaps prevalent in the students' learning outcomes, classroom practices, school processes, and education support systems. However, as new aspirations and expectations emerge with the changing times in Bhutan and the world, demand for knowledge, skills and values to be not just the best in Bhutan but also in the world is crucial. The Bhutan Education Blueprint 2014-2024 suggests that curricula reforms in Science, Technology, Engineering and Mathematics (STEM), Technical and Vocational Education and Training (TVET) subjects to be up-scaled; Social Sciences to be revamped with elements of Bhutanese values of Gross National Happiness (GNH) with 21<sup>st</sup> century skills and pedagogies. Mindful of the need to rethink the curriculum to make it more relevant to the national and global context, the historic first National School Curriculum Conference (NSCC) was convened in October 2016.

## **1.2 Aims and Objectives**

The National School Curriculum Conference on re-thinking curriculum had the following aims to:

1. Reflect on the school curriculum to make it more relevant to the current national and global contexts to enable learners to be creative, communicative, critical thinker, collaborative, innovative and enterprising.
2. Provide guidance to design immediate, short, medium and long-term strategic plans for curriculum reforms.

To achieve the above-mentioned aims, the conference had the following objectives to:

1. Validate the subject standards in terms of currency, relevancy and accuracy.
2. Assess the curriculum content in terms of meeting the prescribed standards.
3. Evaluate the delivery processes in terms of teachers' competencies, teaching learning materials and system support.
4. Validate the assessment process in terms of assessment of, assessment for and assessment as learning to achieve desired competencies.
5. Provide platform for teachers to share their concerns and suggestions on

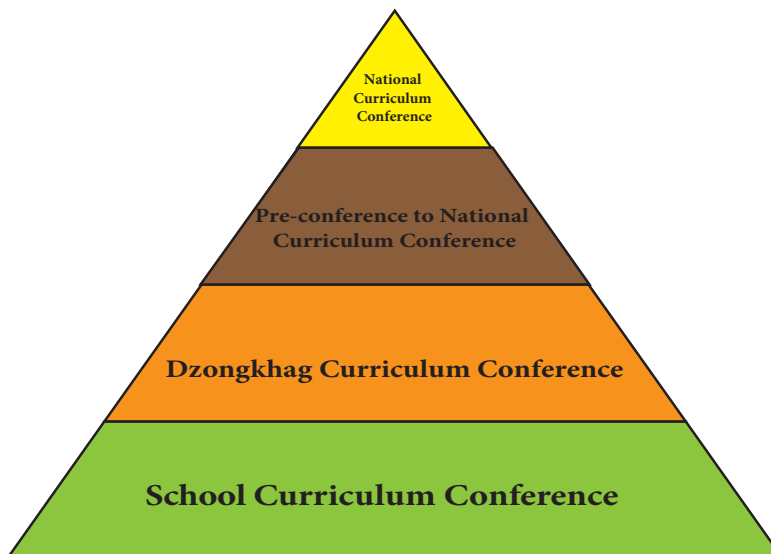
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curriculum development, implementation and evaluation.

6. Invite eminent personalities to share new insights on curriculum matters.

### 1.3 Conference Strategy

The National School Curriculum Conference (NSCC) was conducted at three stages: School Level, Dzongkhag Level and National Level, involving all teachers, principals, district education officers, thromdey education officials, officials of the Ministry of Education (MoE), Royal Education Council (REC), Bhutan Council for School Examinations and Assessment (BCSEA) and the Royal University of Bhutan (RUB).



*Figure 1: Conference Strategy*

#### 1.3.1 School Level Curriculum Conference

All schools across the country organized a two-day School Level Curriculum Conference involving all teachers. The schools identified a core team (4-5 members) with organizational, intellectual and professional competencies to organize and steer the school level conference. The school level curriculum conference was uniformly convened as follows:

**Day 1.** Subject-wise deliberation in small schools chaired by the principal and

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department-wise deliberation chaired by respective department head in large schools.

**Day 2.** Whole school deliberation chaired by the school principal.

The findings of the school conference was crystallized by the core team and submitted to the Dzongkhag/Thromdey Education Office for further deliberation in the suggested format shown in Table 1.

*Table 1. Format for recording issues and suggestions (by school)*

Class: .....		Subject: .....	
Thematic Area		Issues	Suggestions
1	<b>Standards</b> (currency, relevancy and accuracy)		
2	<b>Content</b> (organization, contextualization, currency, relevancy, accuracy)		
3	<b>Assessment</b> (assessment of, for, as learning)		
4	<b>Implementation</b> (TLMs, teacher's competencies, pedagogies, system support)		
5	<b>Others</b>		

A dedicated phone line for clarification in filling the submission form was set up. Schools were given the flexibility to identify their own approach(es) towards completing the task.

### 1.3.2 Dzongkhag and Thromdey Level Curriculum Conference

All Dzongkhag and Thromdey Education Office across the country organized a two-day Dzongkhag and Thromdey Level Curriculum Conference involving principals and/or academic heads and/or senior teachers from schools in the respective jurisdiction. The Dzongkhag and Thromdey education office identified a core team (4-5 members) with organizational, intellectual and professional competencies amongst the principals/head of departments/teachers to organize and steer the

conference. The Dzongkhag and Thromdey Level Curriculum Conference was chaired by the respective DEO and TEO and the conference was convened as follows:

**Day 1.** Deliberation on the findings from the schools (Table 2).

**Day 2.** Dovetail and crystallize findings to be submitted to the NSCC Secretariat (Table 3).

The most cross-cutting and significant issues from the school level deliberations was crystallized by the core team (Table 3) and submitted to the NSCC Secretariat for further deliberations in the National Curriculum Conference. The core team also submitted Table 2. While, the Dzongkhag and Thromdey Education Office was requested to archive the information of Table 1 for future reference.

*Table 2. Format for recording significant issues and suggestions (by Dzongkhag and Thromdey)*

Class: .....		Subject: .....	
Thematic Area		Significant Issues	Field recommendation to address the issue
1	<b>Standards</b> (currency, relevancy and accuracy)		
2	<b>Content</b> (organization, contextualization, currency, relevancy, accuracy)		
3	<b>Assessment</b> (assessment of, for, as learning)		
4	<b>Implementation</b> (TLMs, teacher's competencies, pedagogies, system support)		
5	<b>Others</b>		

Many of the Dzongkhag and Thromdey Level Curriculum Conference was graced by Dasho Dzongdags, Thrompoens and other dignitaries during the opening. Eminent scholars, parents and students also participated in the conference.

Similar to the School Level Curriculum Conference, a dedicated phone line for clarification in filling the submission forms was set up. Dzongkhags and Thromdeys

were given the flexibility to identify their own approach(es) towards completing the task.

Table 3. Format for final submission (by Dzongkhag and Thromdey)

<b>Class:</b> .....		<b>Subject:</b> .....	
<b>Significant issues</b>		<b>Field recommendation to address the issue</b>	

### 1.3.3 National Level Curriculum Conference

The NSSC Secretariat comprising of officials from the Ministry of Education and the Royal Education Council organized the seven days pre-conference, followed by three days of the main curriculum conference involving all relevant stakeholders.

For the pre-conference, more than a hundred subject experts from across the country were involved to validate and analyze the field submissions and to come up with professional decisions to be taken. The experts from the field were placed in their subject of specialization. The corresponding division Chiefs of REC headed the subject groups.

The general findings of the pre-conference were crystallized by the core team of REC officials, accordingly the strategic plan of the Divisions was developed and presented during the main conference for further deliberations and for consideration in drafting of the conference resolutions.

To garner wider professional view and insight on education, intellectual and educational talks on pertinent topics were made by prominent guest speakers, along with presentations on the outcomes of the pre-conference during the main

conference. Plenary session was carried out after every session. Taking stock of the national goals and aspirations, the field submissions of issues, and the professional deliberations and direction, the NSCC resolutions were developed, presented and endorsed at the end of the conference.

## 1.4 Technical approach adopted during the pre-conference of the NSCC

In the context of conference themes, the following activities were carried out during the pre-conference to identify policy, curriculum, assessment, and implementation gaps to make school education more relevant and effective in fulfilling the national goals and aspirations. The main activities were to review and rethink the current national education policies and the school curriculum documents in terms of standards, contents, assessment and implementation.

These activities were considered necessary to facilitate better understanding about the possible strengths, weaknesses and opportunities of the current education policies, curriculum, assessment, and implementation practices, and to help draw up the conference resolutions.

*Table 4. Technical guide for the NSCC pre-conference*

Activity	Areas	Qualifiers for Review	Context	Suggested References
1. Review of education policies	<ul style="list-style-type: none"> <li>i. Purpose/goal of school education</li> <li>ii. Values of school education</li> <li>iii. Learning areas</li> <li>iv. Education pathways</li> <li>v. Differentiated curriculum</li> </ul>	<ul style="list-style-type: none"> <li>- Relevance</li> <li>- Appropriateness</li> <li>- Accuracy</li> <li>- Currency</li> </ul>	<ul style="list-style-type: none"> <li>- National goals and aspirations</li> <li>- Socio-economic and educational trends and projections of the country and other nations</li> </ul>	<ul style="list-style-type: none"> <li>- Purpose of School Education</li> <li>- National Education Framework</li> <li>- Realizing Vision 2020</li> <li>- Bhutan Education Blueprint 2014-2024</li> <li>- National and international literature</li> </ul>

2. Review of school curriculum documents - Validation of issues and recommendation from field  - Professional view and direction	i. Learning standards to be achieved at the end of key stages	- Adequacy - Alignment to education policies - Progression (vertical and horizontal)	- Developmental levels (concepts, skills and values) - 21st Century needs	- National Curriculum Frameworks - International bench-markings
	ii. Learning objectives/ performance for different grade levels	- Adequacy - Alignment to the learning standards	- Developmental levels (concepts, skills and values)	- Education theories
	iii. Contents intended for different learning objectives (textbooks/ references/ reading materials)	- Adequacy - Appropriateness to the learning objectives - Feasibility	- Developmental levels (concepts, skills and values)	
	iv. Teaching pedagogies to facilitate learning of different objectives	- Appropriateness - Feasibility - Adequacy	- Developmental levels (concepts, skills and values) - 21st century practices	- International trends
	v. Assessment to promote learning (as, for) and to assess the achievement of different learning objectives (of)	- Appropriateness - Feasibility - Relevance - Adequacy	- Contextualized international practices - Intended purposes	

### 1.4.1 Process of entry of field submission for validation and analysis

To enter the field submission (Table 3) received from the Dzongkhags and Thromdeys into a coherent format that can be easily used to validate the issues and to come up with a professional decision, a data entry sheet was developed in Microsoft Excel 2013 (Table 5). Entry of column two, three, four, five and eight (shown in italics in Table 5) was extracted from the field submission (Table 3), while the rest of the entry columns shown in bold were entered by the subject experts to validate the Issue Types (Standard, Content, Assessment, Implementation, Others) and documenting the possible Cause of the Issue and the Justification(s) to take Professional Decision(s).

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To ease data entry, cleaning and analysis, drop-down was created for various variables such as Dzongkhag and Thromdey, Class, Subject, Issue Type and Action Plan within Table 5.

*Table 5. Final data entry sheet used during the pre-conference*

<b>Dzongkhag/ Thromdey</b>	<b>Class</b>	<b>Subject</b>	<b>Issue</b>	<b>Issue Type</b>	<b>Cause of Issue</b>	<b>Field Recommendation</b>	<b>Professional Decision</b>	<b>Justification for the prof. decision</b>	<b>Action Plan</b>





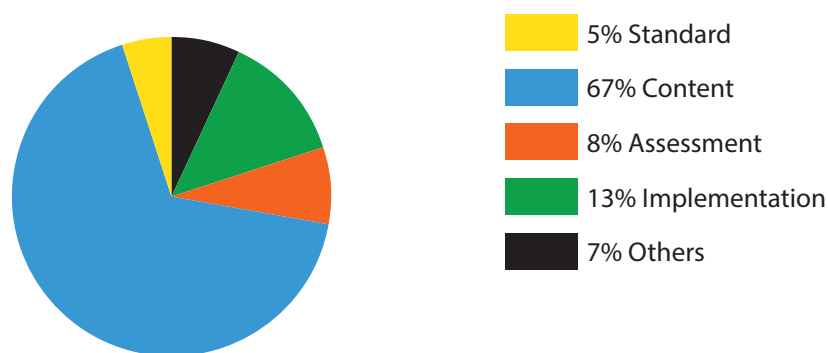
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## 2 Pre-conference Output

During the seven days of pre-conference, the issues and recommendations submitted by the Dzongkhags and Thromdeys were analyzed and validated by the subject expert groups using the technical approach mentioned in Section 1.4 (Table 4 and 5).

### 2.1 Issues received from the Dzongkhags

On tabulating the validated entries completed by the respective subject experts, it was observed that a total of 7596 issues were received from the Dzongkhags and Thromdeys. Of which 5 percent, 67 percent, 8 percent, 13 percent and 7 percent were Standard, Content, Assessment, Implementation, and Other Issue Type respectively, as shown in Figure 2. There were some issues that were repeatedly reported in various Dzongkhags and Thromdeys, however, multi-counting was not done in the tabulation so as not to inflate the number of issues received from the field. However, tally of the repeated issues were noted and highlighted wherever necessary to emphasize on the issue.



*Figure 2: Break down of issues according to issue type*

Before we zoom in on the field submission of issues shown in Figure 2, it is important to highlight the date of latest revision of the text for all subjects and classes (Table 6) so as to get a better understanding of the context.

Table 6. Date of latest revision of textbooks

Subject		Classes Taught	Date of latest revision of text
1	Dzongkha	PP to XII	2010
2	English	PP to XII	2010
3	Mathematics	PP to XII	2008 (PP) / 2010 (VI) / 2011 (XII)
4	Environmental Studies (EVS)	PP to III	2004 (PP) / 2014 (III)
5	Science (General)	IV to VIII	2012 (IV) / 2014 (VIII)
6	History and Civics	VII to XII	2010 (VII)/ 2005 (XII)
7	Geography	VII to XII	1998 (VII) / 2005 (XII)
8	Environmental Science	IX to X	2015
9	Biology	IX to XII	2014 (IX) /2016 (XII)
10	Chemistry	IX to XII	2015
11	Physics	IX to XII	2014 (IX) / 2016 (XII)
12	Economics	IX to XII	2014 (IX) /2005 (XII)
13	ICT	IX to XII	2004 (IX) /2003 (XII)
14	Accountancy	XI and XII	2003 (XI) / 2012(XII)
15	Agriculture and Food Safety	XI and XII	2015
16	Commerce	XI and XII	2004 (XI) / 2005 (XII)
17	Media Studies	XI and XII	2015
18	Rigzhung	XI and XII	2012

Table 7 shows the subject wise consolidation of issues received from the Dzongkhags and Thromdeys. The reporting of subjects in the table was done alphabetically. In some subjects, where no issues were received from the field in particular under the Standard thematic area, a dash (-) was used. The table clearly shows that most of the issues received across all subjects was to do with content. In particular, about 90 percent of issues reported in Economics and Social Studies; 80 percent in Commerce; 75 percent in Geography, Mathematics and Physics; 70 percent in Accountancy, Chemistry and Environmental Science; about 65 percent in Biology, English, ICT and History; about 50 percent in Agriculture and Food Safety, Dzongkha, Environmental Studies (EVS), Media Studies and Science; and less than 40 percent in Rigzhung were to do with content issues.

Please note that the detailed class wise break down of significant issues according to the subjects have been kept in the Annexure 7.

*Table 7. Subject wise consolidated issues received from the Dzongkhags and Thromdeys*

<b>Subject</b>	<b>Standard</b>	<b>Content</b>	<b>Assessment</b>	<b>Implementation</b>	<b>Others</b>	<b>Total</b>
Accountancy	8	102	13	11	11	145
Agriculture and Food Safety	-	10	5	3	2	20
Biology	44	364	74	93	9	584
Chemistry	24	294	28	98	25	424
Commerce	4	217	27	14	9	271
Dzongkha	24	105	32	30	31	222
Economics	6	249	12	4	3	274
English	48	463	129	100	62	802
Environmental Science	9	228	23	55	9	324
Environmental Studies (EVS)	3	15	4	6	3	31
Geography	29	713	50	124	22	938
History and Civics	38	523	60	30	246	897
ICT	20	393	62	146	8	629
Media Studies	-	10	5	3	2	20
Mathematics	59	693	49	82	40	923
Physics	3	288	26	49	17	383
Rigzhung Elective	1	10	1	12	5	29
Rigzhung Stream	1	9	3	9	1	23
Science	66	304	45	91	46	552
Social Studies	-	96	6	1	2	105

## **2.2 Strategic action plan to address the significant issues**

Considering the challenges, issues, opportunities and professional wisdom highlighted by the participants of the pre-conferences, a division wise strategic plan detailing the Summary of Significant Issues, Recommendation(s), Action Plan and the Responsible Agency according to the thematic areas was developed and presented during the National School Curriculum Conference.

## 2.2.1 Science, Technology, Engineering and Mathematics (STEM)

Thematic Area	Summary of Significant Issues	Recommendation(s)	Action Plan	Responsible Agency
Standards	Absence of National STEM standards	Develop the STEM standards	Long term	REC, MoE, RUB, & KGUMSB
Content	Education structure not inclusive	Develop differentiated curriculum (advanced and literacy programmes) to cater to different ability and interest of students	Long term	MoE, REC
	Standard of language used for content presentation in mathematics is high	Moderate the language appropriate to grade levels	Medium term	REC
	Poor design and layout	Make the books reader friendly	Medium term	REC
		Logical sequencing of concepts		
	Outdated content, new developments and emerging technologies not included (ICT)	Update the content	Medium term	REC
		Major update in ICT		
	Large content volume	Review and streamline the content as per time allocation	Medium term	REC
		Review time allocation for each subject		
Develop teacher capacity on Pedagogical Content Knowledge (PCK)				

Implementation	Misconceptions with content knowledge and curriculum intentions	Provide in-service program to enhance teacher's content knowledge	Medium term	MoE, REC & RUB
		Strengthen pre-service program to enhance teacher's content knowledge		
	No or low quality supply of TLMs	Review procurement and budgeting policy	Short term	MoE, MoIC, Dzongkhag & Schools
	Insufficient budget	Expedite procurement process		
	Inaccessibility to internet and computer facilities for teaching and learning activities	Carry out nationwide inventory of TLMs stock		
	No internet/low bandwidth to facilitate effective teaching and learning process	Provide/strengthen access to ICT facilities		
	No / untrained laboratory assistants	Deploy trained laboratory assistants	Short / Medium term	MoE, RCSC & RUB
		Train existing laboratory assistants		
	No mathematics and science laboratories in primary schools	Establish laboratories in primary schools	Medium / Long term	MoE
		Improve laboratory design in schools		
Teacher workload hampering academic activities	Reduce teacher's workload	Short term	MoE & Schools	
	Implement one teacher- one subject policy developed by MoE			
Large class size	Amend the policy to reduce class size from 32 to 24	Long term	MoE	

Assessment	Disparity of assessment weightage across subjects	Develop national assessment policy and strategies	Long term	REC & BCSEA
	Teachers not familiar with assessment tools and techniques	Provide PD on assessment and research skills	Short term	REC, BCSEA, RUB & MoE
Others	Safety, management and disposal of chemicals and e-wastes	Formulate stringent national policy on disposal of chemicals and e-wastes	Short term	NEC, MoE, REC & MoIC
	Disparity in ability rating for admission for tertiary education	Review ability rating	Short term	RUB, MoE & REC

## 2.2.2 English

Thematic Area	Summary of Significant Issues	Recommendation(s)	Action Plan	Responsible Agency
Standards	Absence of standards for different key stages	Develop standards for different key stages	Medium term	REC, MoE & RUB
Content	Heavy content in Reading & Literature strand (PP-XII)	Rationalize the content of Reading & Literature	Medium term	REC & MoE
	No uniform number of stories, essays and poems across themes (VII-VIII)			
	Lack of Bhutanese literature in English Curriculum	Review and select relevant and quality Bhutanese literature	Medium term	REC
	Variation in standard of language used in text books in different subjects at the same grade	Align language across subjects – lateral growth	Long term	REC

Implementa- tion	Huge gap in the intention and the implementation of the curriculum	Enhance teacher compe- tency	Medium / Long term	RUB, RCSC & MoE
		Provide platform-organize seminars where effective/ outstanding teachers can share their best practices and research findings		
Strong systemic support				
Follow-up on the TNA findings				
	Code switching in the teaching of English language	Content and language teaching should be integrated across the curriculum. Introduce CLIL (Content & Language Integrated Learning) in the Primary levels	Medium term	REC & MoE
Implementa- tion	PP English Cur- riculum imple- mented in ECCD	Streamline implementa- tion of ECCD policy and guidelines	Short term	MoE & REC
	Teaching gram- mar in context is a challenge	Provide professional de- velopment	Medium term	RUB, MoE & REC
		Collaborate with the Colleges of Education to strengthen the pre-service training programme		
	Listening and speaking strands not addressed	Provide adequate re- sources (audio-visual) for teaching Listening and Speaking skills	Medium term	REC & MoE
		Provide focused training on listening and speaking		
Mismatch in teacher deploy- ment and require- ment	Implement one sub- ject-one teacher policy	Short term	MoE	



Assessment	Assessment of higher order thinking skills not taken care	Strengthen competency based assessment	Medium term	MoE, REC & BCSEA
	Assessment for and as learning is a challenge mainly due to workload and class size	Reduce workload – reduce class size	Medium term	MoE & BCSEA
	Lack of competency in developing authentic test items	PD workshop on assessment and item development	Medium term	BCSEA, REC & MoE
	No weightage given to Continuous Assessment (CA) in Class XII	Include CA marks in BHSEC (XII) -Listening, speaking and portfolios should be assessed as part of CA at board examinations (BCSE & BHSEC)	Medium term	BCSEA & REC
Others	Lack of coordination among relevant stakeholders	Develop a common working modality	Medium term	REC, MoE, RUB & BCSEA

### 2.2.3 Dzongkha

Thematic area	Summary of Significant Issues	Recommendation(s)	Action Plan	Responsible Agency	Conference Recommendation
Standard	རིག་རྒྱལ་བཞི་ལས་ བྲི་ནིའི་རིག་རྒྱལ་ལུ་ ལྷོགས་ཀྱི་བཞུགས་པས།	སློབ་ཕྲུག་རེ་ལུ་ གནས་ཚུན་དང་འབྲེལ་བའི་ཚུགས་མཚན་རེ་སློབ་དེ་ ཡིག་སློབ་རྩལ་ཞེའི་ཐབས་ལམ་གཤམ་བཟོ་ནི་ནི།	Short term	REC/ MoE	ཐབས་ལམ་རྒྱ་འོས་འབབ་དང་ལྷན་པུ་ལས་ ཡག་ལཱ་ན་འཐབ་དགོ་པའི་རྒྱུ་བཟོ་ན་གནང་ཡོད།
	ཚུམ་རིག་སློབ་ཞི་དང་ ལྷོགས་སློབ་ལོ་བཟུང་ནི་འོན་ཏེ་ ལྷོགས་སློབ་ལཱ་ཞེའི་སློབ་ལུ་ཡོད།	ཚུམ་དང་ལས་སློབ་ ལྷོགས་མཚན་རྒྱུ་ ལེགས་ཤོམ་ཡོད་པའི་ ཚུམ་ཐར་དང་ སློབ་དེ་བཟུགས་ནིའི་ཐབས་ལམ་རྒྱ་བཟོ་ནི། སློབ་དེ་བཟུ་ནི་དང་ འབྲེལ་བའི་རིག་རྒྱལ་ལུ་གསུམ་བཟོ་ན་ཐབས་ཀྱི་སློབ་ལུ་དང་ དེ་ལྷོགས་ལས་ལུ་གསུམ་བཟོ་ དགོ་པའི་འདུག།	Short term	REC/ MoE	ཐབས་ལམ་རྒྱ་འོས་འབབ་དང་ལྷན་པུ་ལས་ ཡག་ལཱ་ན་འཐབ་དགོ་པའི་རྒྱུ་བཟོ་ན་གནང་ཡོད།
	སློབ་རིམ་ལྷན་ པ་ལས་ ལེ་པའི་བར་ན་ གནས་ཚུན་གྱི་མཚན་འཇུག་ལྷན་པུ་ལས་འབབ་དང་ ཚགས་ཡོད་པས།	སློབ་རིམ་ལྷན་པུ་དང་ ལེ་པའི་སློབ་ཚན་བསྐྱར་ཞིབ་འབབ་དེ་ སློབ་རིམ་གོང་འོག་གི་གནས་ཚུན་འབྲེལ་བ་བཟོ་དགོ་པའི་འདུག།	Short term	REC	ཐབས་ལམ་རྒྱ་འོས་འབབ་དང་ལྷན་པུ་ལས་ ཡག་ལཱ་ན་འཐབ་དགོ་པའི་རྒྱུ་བཟོ་ན་གནང་ཡོད།



	<p>Introducing the Humanity science at grade XI &amp; XII ( From Depsi SLCS)</p> <p>ལྷན་ཅུ་རིག་གཞུང་འབྲིང་རིམ་གྱི་མའི་ནང་ Agriculture and media studies ལོན་ཚུགས་ཡོང་མེད།</p>	<p>ཚོས་ཚན་དེ་ཚུ་བརྒྱུགས་ནི་དེ་ལོས་འབབ་བལྟ་དགོས།</p>	<p>Short term</p>	<p>REC, BCSEA, MoE</p>	<p>ཚོས་ཚན་དེ་ཚུ་བརྒྱུགས་ནི་དེ་ལོས་འབབ་དུ་བྱེ་ཞིབ་འབད་དེ་ཚོགས་སྲིད་ལྷན་འཛིན་ལཱ་འཛུགས་ནང་བརྒྱུགས་དགོས་དུང་། ཚོས་ཚུགས་བཀོད་ཚུགས་ཀྱི་བཀོད་ཚོགས་ལཱ་འཛུགས་ནང་བརྒྱུགས་ཏེ་གསུང་གྲིམ་གནང་དགོས།</p>
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### 2.2.4 Social Sciences

Thematic Area	Summary of Significant Issues	Recommendation(s)	Action Plan	Responsible Agency
Standards	Disparity of language standard across all subjects	Align language standard across subjects with reference to English curriculum	Medium term	REC
	Absence of standard curriculum framework	Develop curriculum framework		
Content	Inconsistency in use of terms and terminology	Institutionalize standard terms and terminologies across all subjects	Short term	REC, DDC, MoHCA & NLC
	Illustrations unclear and distorted	Illustrations need to be enhanced across all subjects		
	Redundant information and concepts	Update information and concepts		
Content	Overlapping/repetition/vastness of content	Carry out curriculum mapping	Medium term	REC, DDC, MoHCA & NLC
	No proper thematic progression/flow	Revisit Content and align it		
Implementation	Gap between intended curriculum and actual implementation in the field	Provide curriculum Orientation and training, strengthen monitoring and support	Medium term	REC & MoE
	Teacher professional incompetency			
Assessment	Mode of assessment not standardized	<p>- Review the existing mode of assessment and incorporate in the framework</p> <p>-Develop Assessment Policy</p>	Medium term	REC, MoE & BCSEA

Others / Policy	Social Sciences curriculum not reviewed and updated due to the lack of proper curriculum review cycle	Develop a policy on curriculum review to enable timely review of curriculum	Short term	REC
	Disparity in the distribution of resources among urban and rural schools	Distribute resources equitably among urban and rural schools	Short term	MoE

## 2.2.5 Vocational and Commercial Studies

Thematic Area	Subject	Summary of Significant Issues	Recommendation(s)	Action Plan	Responsible Agency
Standards	Vocational Curriculum (VC)	Lack of framework and standards	Develop curriculum framework/learning standards and develop curriculum	Medium term	REC & MoLHR
	Accountancy and Commerce		Commerce and Accountancy need a place in NEF		
Standards	Vocational Curriculum (VC)	Curriculum is not application-based to prepare students for job market when they complete class X for VC and XII for commerce students	Develop and design a curriculum that is mostly inclusive of basic entrepreneurial competencies	Medium term	REC & MoLHR
	Accountancy and Commerce				
Content	Commerce and Accountancy	Mismatch between the textbook and syllabus	Develop and align text books	Medium term	REC
		Vastness or lack of relevancy of the content/syllabus			

Implementation	Vocational Curriculum (VC)	Teachers'/instructors' incompetencies	Provide customized and tailored PDs on issues that are raised	Medium term	REC, MoE & MoLHR
	Accountancy and Commerce				
	Vocational Curriculum (VC)	Lack of adequate resources (Computer, internet facility, tools/equipment, TLM) in implementing the curriculum	Provide adequate resources/budget head/budget as per required standards	Medium term	REC & MoE
	Accountancy and Commerce				
Content	Commerce and Accountancy	Lack of proper guidelines/standardized assessment for classes XI to XII	Develop standardized assessment guidelines and align it for all subjects (BHSEC)	Medium term	REC & BCSEA
	Vocational Curriculum	Lack of external assessment for BCSE	Streamline assessment system to address it	Medium term	REC, BCSEA & MoLHR
Policy	Accountancy	It is an optional subject for commerce stream (XI and XII)	Review the existing certification policy	Medium term	REC, BCSEA, DAHE & RUB
	Vocational Curriculum	Lack of standard guidelines for clubs in schools	Develop general policies and guidelines for schools to encourage more vocational clubs in classes V and VI to standardize their operations. Other clubs can also be encouraged to do the same	Short term	REC, MoE & MoLHR

Policy	Vocational Curriculum	Lack of alignment and linkages of vocational courses to higher studies	Credit transfer to be there for vocational graduates (X and XII) for enrollment in TTIs by MoLHR	Short term	REC, MoE & MoLHR
	Vocational Curriculum	Lack of opportunity for lateral entry of the graduates from vocational system to general education system and vice versa	Offer MoLHR adapted courses in XI and XII as optional subject for lateral entry to vocational stream  Existing policy in Bhutan Vocational Qualification Framework (BVQF) which has provision for lateral movement from vocational stream to general education to be implemented	Medium term	REC, MoE, MoLHR & RUB
Policy	Vocational Curriculum	Lack of diversification in vocational subjects	Develop policies and guidelines to implement pre-vocational orientation from upper primary school as captured in the Bhutan Education Blueprint 2014-2024 and offer additional relevant trades from class XI	Medium term	REC, MoE & MoLHR
Content	Agriculture for Food Security (AgFS) and Media Studies (MS)	Contextual and editorial issues in the text materials	The text to be reviewed and topics to be streamlined	Short term	REC
			Concepts and examples to be localized wherever possible		
Assessment	AgFS and MS	Lack of proper assessment guidelines	Develop standard assessment guidelines	Short term	REC, BCSEA & MoE
Implementation	AgFS and MS	Teachers incompetency	Provide comprehensive training for existing teachers	Medium term	REC, MoE, MoAF & MoIC
			Recruit teachers with relevant subject background		

Implementation	AgFS and MS	Limited resources	Make necessary equipment available in schools	Medium term	MoE & Dzongkhag
			Provide accessibility of internet connectivity in the schools		
Implementation	AgFS and MS	Lack of enabling policy for taking optional subjects	Align policies to enable students to take up optional subjects irrespective of stream, certification (BHSEC/LCSCE) and school types	Medium term	MoE, REC, BCSEA & RUB
			Streamline the optional subjects offered in schools with courses offered in tertiary institutes for continuity		
Others	AgFS and MS	No ability rating assigned	Ability rating for the subjects to be instituted	Short term	RUB, REC & MoE

## 2.2.6 Arts Education

No issues were received on Arts Education from the Dzongkhags and Thromdeys, hence, the reporting is based on the summary of significant findings arrived during the pre-conference and not on the issues submitted from the field. Other than this difference, the format of reporting is similar to other subjects.

Level	Discipline	Summary of Significant Findings	Recommendation(s)	Action Plan	Responsible Agency
Primary (PP-VI)	Visual Arts	Arts Education Curriculum Framework for Visual Arts is developed from PP-VI; however, the curriculum is implemented from PP-IV in 158 schools until today	Implement Arts Education as a regular curriculum till class VI	Long term (3 years) implementation by 2019 academic session from Classes PP-VI	REC, MoE, PCE, National Institute for Zorig Chusum, Choki Traditional Art School, and Private Art Studios
		The teachers' guide and students' workbook are developed for Classes PP-IV	Develop teachers' guide and students' workbook for classes V and VI		
	Performing Arts	Curriculum framework for Performing Arts is not developed	Develop new curriculum framework and composite with Visual Arts curriculum framework	Long term (above 3 years)	
		Highlighted the need for Performing Arts in NEP, NEF, Purpose of School Education, BEB, and as included in the present Government's pledge			



Lower Secondary (VII-VIII)	Visual Arts	Arts Education curriculum framework for Visual Arts is developed for VII-VIII but the textbooks are not yet developed	Develop teachers' guide and students' workbook for classes VII and VIII	Long term (above 5 years)	REC, MoE, PCE, National Institute for Zorig Chusum, Choki Traditional Art School, and Private Art Studios
			Introduce as an elective subject		
	Performing Arts	Curriculum framework for Performing Arts is not developed	Develop new curriculum framework and composite with Visual Arts curriculum framework	Long term (above 5 years)	REC, MoE, PCE, RAPA, Taktse Rigzhung College, Music schools, Muenselling Institute (Khaling), Private Schools (Thimphu), Music Directors/Composers
			Introduce as an elective subject		
Middle Secondary (IX-X)	Visual Arts	Arts Education curriculum framework for Visual Arts is developed for VII-VIII but the textbooks are not yet developed	Develop teachers' guide and students' workbook for classes IX and X	Long term (above 5 years)	REC, MoE, PCE, National Institute for Zorig Chusum, Choki Traditional Art School, and Private Art Studios
			Introduce as an elective subject		
	Performing Arts	Curriculum framework for Performing Arts is not developed	Develop new curriculum Framework and composite with visual Arts curriculum framework	Long term (above 5 years)	REC, MoE, PCE, RAPA, Taktse Rigzhung College, Music schools, Muenselling Institute (Khaling), Private Schools (Thimphu), Music Directors/Composers
			Introduce as an elective subject		

Higher Secondary (XI-XII)	Visual Arts	Arts Education curriculum framework for Visual Arts is developed for VII-VIII but the textbooks are not yet developed	Develop teachers' guide and students' workbook for classes XI and XII	Long term (above 5 years)	REC, MoE, PCE, National Institute for Zorig Chusum, Choki Traditional Art School, and Private Art Studios
			Introduce as an elective subject		
	Performing Arts	Curriculum framework for Performing Arts is not developed	Develop new curriculum framework and composite with visual Arts curriculum framework	Long term (above 5 years)	REC, MoE, PCE, RAPA, Taktse Rigzhung College, Music schools, Muenselling Institute (Khaling), Private Schools (Thimphu), Music Directors/Composers
			Introduce as an elective subject		

## 2.2.7 Health and Physical Education

No issues were received on Health and Physical Education from the Dzongkhags and Thromdey, hence, the reporting is based on the summary of significant findings arrived during the pre-conference. Other than this difference, the format of reporting is similar to other subjects.

Thematic area	Summary of Significant Findings	Recommendation(s)	Action Plan	Responsible Agency
Standard	The existing HPE Curriculum Framework and Activity Book for classes PP to VI are aligned with the National Education Policy and Curriculum Framework. All activities are developed based on standards	Conduct need analysis for HPE content for classes VII to XII	- Need analysis 2016-2017, - Design Activities for CI VII-VIII 2017-2018, CII IX-X 2019-2020, CI XI-XII 2021-2022	REC, MoE

Implementation	All school-going children (6-16 years) should complete a quality basic education that is inclusive, learner-centered and gender-equitable; all of them should achieve nationally defined learning standards	All school-going children should be given opportunity to learn Health and Physical Education	All schools to incorporate HPE as an integral part of holistic academic learning and student engagement	MoE, Dzongkhag/Thromdey, School
	A minimum of 180 instructional days in the year maintained to ensure adequate coverage of the curriculum	HPE classes to be considered as instructional hours	Allocate 1 period (40 mins) per week for HPE	MoE, Dzongkhag/Thromdey, School
	Teacher competency in teaching HPE	- Redeployment of HPE graduates -Reinstitution of BEd course in HPE	- Redeployment of HPE teachers 2016-2017 - Reinstitution of BEd (HPE) course 2018	MoE, RUB, Dzongkhag/Thromdey, School
	Incorporation of Implementation Guidelines	Integrate the guidelines in School Policy document	Short term	School
	Periodic monitoring and support	Ensure students of Classes PP-VI take part in HPE class regardless of age, gender, or different abilities	Roll out HPE curriculum PP-VI 2017	REC, MoE
Assessment	Standard based assessment	Need to incorporate more tools to assess learning	Short term	REC, MoE
Others	All Schools incorporate HPE as an integral part of holistic academic learning and student engagement	Schools to be made aware of HPE as a subject	Short term	REC, MoE
	Supplies of Teaching Learning Materials which cannot be improvised	Need for supply of enough games and sports equipments	Schools work out the items with quantity and submit to Dzongkhag	MoE, Dzongkhag/Thromdey, School
	Education in Emergencies	HPE curriculum could be used as emergency curricula		MoE, Dzongkhag/Thromdey, School

## 2.2.8 Values Education

No issues were received on Values Education from the Dzongkhags and Thromdeys, hence, the table shown below is based on nation-wide study conducted, presentations made to REC Council, MoE, and Zimpoen, and the pre-conference review.

Activity	Areas of Focus	Working modality	Duration	Agency
Nation-wide study on the current values education in schools	<ul style="list-style-type: none"> <li>- Current policies</li> <li>- Practices of values education</li> <li>- Students' understanding and practices of values</li> <li>- Culture of education in schools</li> <li>- Opportunities and limitations</li> <li>- Formulate working conceptual framework</li> </ul>	<ul style="list-style-type: none"> <li>- Literature review and field visits to be carried out</li> <li>- Present and discuss the findings with the advisory committee, MoE, and REC Council</li> <li>- Finalise the working conceptual framework</li> </ul>	Completed	REC values education focal person
Review and develop curriculum framework for grades PP- XII	<ul style="list-style-type: none"> <li>- Learning-outcome standards for key-stages</li> <li>- Value concepts, value skills, and practices appropriate to different key-stages</li> <li>- Effective pedagogies and approaches for promoting values education</li> </ul>	<ul style="list-style-type: none"> <li>- Orientation to writers</li> <li>- Draft the curriculum framework</li> <li>- Stakeholder consultation</li> <li>- Presentation to the advisory committee</li> <li>- Finalise the draft curriculum framework</li> </ul>	Short term (ongoing)	REC (5), RuB (2), MoE (1), CLCS (1) Dratshang Lhentshog (2) Principal (2) Teacher (3) Total = 14
Identify and develop teaching learning materials for grades PP-XII	<ul style="list-style-type: none"> <li>- Lesson activity guide for teachers</li> <li>- Student workbook</li> <li>- Values practice journal</li> <li>- Audio-visual</li> </ul>	<ul style="list-style-type: none"> <li>- Orientation for writers</li> <li>- Develop lessons and identify teaching-learning materials</li> <li>- Seek professional inputs</li> <li>- Present to the advisory committee</li> </ul>	Medium term ( <i>PP-III - drafting completed, IV-VI ongoing</i> )	REC (4), PCE (1), Teachers (10)

<p>Pilot testing</p>	<ul style="list-style-type: none"> <li>- Curriculum materials Relevance, appropriateness, and feasibility of the materials</li> <li>- Effectiveness of the teaching pedagogies and strategies</li> <li>- Holistic approach</li> <li>- VE teaching through discrete and integrated approach</li> <li>- Values modelling practices</li> <li>- Sensitisation of parents and public</li> <li>- Effectiveness of PD on universal human values for teachers and principals</li> </ul>	<ul style="list-style-type: none"> <li>- Select 4 schools each for primary, LSS, MSS, HSS levels <i>(1 school each representing boarding and day-schools from urban and rural settings)</i></li> <li>- Key stage-wise pilot testing</li> <li>- Monitoring and support of pilot schools</li> <li>- Study the impact of the pilot testing</li> <li>- Consultation with MoE for nation-wide implementation</li> <li>- Seek direction from Curriculum Board</li> </ul>	<p>Medium term PP-XII (PP-III ongoing)</p>	<p>10 Pilot Schools</p>
<p>Finalization of Values Education curriculum for nation-wide implementation</p>	<p>Nation-wide implementation (key stage-wise)</p>	<p>Consultation with MoE Curriculum Board</p>	<p>Medium term</p>	<p>REC, MoE</p>

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## 3 National School Curriculum Conference Resolutions

Towards the end of the National School Curriculum Conference, the resolutions was developed, presented and endorsed taking stock of the national goals and aspirations, the field submissions of issues and recommendations, and the professional deliberations and direction.

### 3.1 National Curriculum Conference Resolutions

*Acknowledging* the clause 15 and 16 of Article 9, Principles of State Policy, enshrined in the Constitution of the Kingdom of Bhutan, that enunciates the State's role in education,

*Affirming* the Royal Vision of nurturing and preparing the future citizens to fulfill the national vision and aspirations of the country,

*Aware of* the need to equip our youth with the knowledge, skills and values that will allow them to access the full range of opportunities in life including gainful employment,

*Recognizing* the integral role of education in realizing the national development philosophy of Gross National Happiness and in strengthening the foundation for a vibrant democracy,

*Mindful* of the need to rethink the curriculum to make it relevant to the current national and global contexts to enable learners to be creative, communicative, critical-thinkers, collaborative, innovative and enterprising, and

*Bearing in mind* the challenges and issues raised by the students, teachers, parents, educationists, and other stakeholders through the School Level Conference, Dzongkhag and Thromdey Level Conference, and National Level Conference.

*The National School Curriculum Conference endorsed the following resolutions:*

### **3.1.1 Consolidate and finalize national education policies**

The conference deliberated on the lack of a commonly accepted and legitimate policy document at the national level to set the tone on education policies. There was also a discussion on the two documents: the National Education Framework and National Education Policy developed by erstwhile Royal Education Council and the Ministry of Education respectively. It was strongly felt that there is a need to consolidate and finalize the education policy documents to set clarity of the national vision of education.

#### **Recommendation:**

- i Consolidate and finalize national education policy documents to set clarity of visions, streamline focus on strategic directions and strengthen systematic approaches for quality delivery of educational services by reviewing the erstwhile Royal Education Council's National Education Framework (NEF) and the Ministry of Education's Draft National Education Policy (NEP).
- ii A team with composition from relevant stakeholders can be constituted to work on the proposed documents and recommend the Ministry of Education on whether to have one policy document or two documents (NEF/NEP).

### **3.1.2 Formulate Standard Operating Procedures (SOP)**

The conference discovered that some subjects have not been reviewed in more than two decades and this was largely due to the lack of Standard Operating Procedures to develop and review the school curriculum. It was felt that a timely review mechanism of school curriculum was necessary to ensure that the curriculum is relevant, accurate and consistent with the emerging national and global trends. Further, for effective implementation, the conference recommended to establish a systematic and efficient working modalities between the relevant agencies.

#### **Recommendation:**

- i Formulate Standard Operating Procedures (SOP) to review and develop curriculum.
- ii Establish a systematic and efficient working modality amongst Ministry of

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Education (MoE), Bhutan Council for School Examinations and Assessment (BCSEA), RUB (Royal University of Bhutan), Royal Education Council (REC) and other relevant stakeholders.

### **3.1.3 Curriculum to be diversified, differentiated and made inclusive**

Considering the dynamic social and economic changes occurring nationally and globally, the conference discussed the need for the curriculum to be diversified, differentiated and made inclusive. This would entail provision of greater subject choice to the students as per their learning aptitude and interest, and establishing schools specialized in Science, Performing Arts and Humanities, and up scaling the Vocational Education programmes across class levels as appropriate.

#### **Recommendation:**

- i Diversify curriculum to provide greater subject choice for students as per their learning needs.
- ii Differentiated curriculum for specialized schools such as school for science, performing arts, humanities etc. to be developed as required.
- iii Vocational subjects to be instituted in schools according to appropriate class levels.

### **3.1.4 Promote a culture of research-based teaching and learning in schools**

In order to ensure that teachers are updated in their knowledge, skills and attitude, there is a need to promote a creative, innovative and enterprising education system. This can be done by building an intellectual and scholastic school climate to facilitate a vibrant culture of teaching and learning based on research practices.

#### **Recommendation:**

- i Promote a culture of research-based teaching and learning in schools.
- ii Schools to upscale IT facilities for exploratory teaching and learning.
- iii Dzongkhag/Thromdey/Schools to create professional learning communities for sharing of ideas, knowledge and best practices.



### **3.1.5 One Teacher - One Subject System to be implemented**

The conference discussed on the deficiencies of the current system of placing B.Ed primary teachers to teach all subjects and secondary teachers to teach two subjects which was observed to be ineffective to improve the quality of teaching and learning. Besides, the conference also took stock of the First Bhutan Children's Parliament Resolutions that recommended for One Teacher-One Subject system.

#### **Recommendation:**

- i One Teacher - One Subject system to be implemented in all schools.
- ii Each teacher to teach only their subject of specialization. In particular, Dzongkha in the primary level to be taught by Dzongkha trained teachers and not by the general teachers.

### **3.1.6 Strengthen Primary Education**

Keeping in view the recommendations and the proceedings/deliberations at the National Curriculum Conference, it was discussed that building a strong foundation at the primary level with particular focus on the development of language and numeracy skills was crucial. It was also noted that adequate preparations must be made to build the professional capacity of the primary school teachers.

#### **Recommendation:**

- i Review the primary education curriculum by focusing on language and numeracy skills.
- ii Make the primary curriculum exploratory by putting in place stimulating and enthusiastic primary curriculum, as the foundation for everything that happens in the subsequent years of education rely on primary education.
- iii Enhance teacher's professional capacity by providing quality pre-service and continuous in-service training programmes.

### **3.1.7 Strengthen Values Education and Life Skills Education**

The presentations in the conference confirmed the field submissions about the need to strengthen Values Education and Life Skills Education in the schools, in particular, with reference to the rising youth problems including suicides. Hence, it was strongly

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recommended the Values Education and Life Skills Education be relooked at.

**Recommendation:**

- i Revamp Values Education and Life Skills Education as a whole school approach.
- ii Use stories of historical figures (such as Kings, Je Khenpos, Zhabdrung, Desis and Lams) and cultural practices of Bhutan in the textbooks to teach Bhutanese values and inspiration.
- iii Translate the excerpts of Their Majesties (Kings of Bhutan) speeches in the textbooks for inspiration and strategic vision.

**3.1.8 Review the existing subject combination and certification system**

With rapid globalization and the increasing needs and interests of the students, there is a demand to create systems and processes to enable seamless transfer of credits and equivalency levels between the courses/programmes offered by different school/college and university systems outside Bhutan and with schools/colleges and universities within Bhutan.

**Recommendation:**

- i Review the existing subject combinations and certification system to enable student mobility and credit transfer system.

**3.1.9 Develop a policy to facilitate alternative pathway for education**

The current system of education does not allow differently-abled students to pursue higher education based on their interests and abilities. In keeping with the global trends and the national requirement for skilled personnel, the conference recommended the provision of alternative education pathways to address their needs.

To this effect, there is a need to develop a policy document/SOP/MoU to bring the relevant stakeholders on board to ensure that the pathways are created where students can avail opportunities to select pathways and facilitate lateral movement from academic to vocational studies and vice versa.

**Recommendation:**

- i Develop and provide an alternative education pathways by instituting vocational and training programmes in schools.
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- ii Strengthen collaborations among REC, BCSEA, RUB, MoLHR and MoE to ensure that education pathways are created to enable students to transit from school to tertiary programmes within the country.
- iii Facilitate lateral movement from the mainstream education system to vocational and technical institutes/programmes and vice versa.

### **3.1.10 Develop curriculum framework and standards**

The conference confirmed that no curriculum frameworks have been developed for Social Sciences, Accountancy and Commerce, and Arts subjects. This became a problem in teaching and learning due to the lack of specific curricular objectives and clear assessment criteria.

#### **Recommendation:**

- i Review the purpose of school education to make it relevant to the emerging needs and aspirations.
- ii Develop curriculum frameworks for Social Sciences, Accountancy and Commerce, and Arts subjects.
- iii Develop curriculum standards for Social Sciences, Accountancy and Commerce, and Arts subjects.
- iv Review those subjects with redundant contents and explore thinning of the curriculum to provide greater opportunities for exploratory teaching and learning.

### **3.1.11 Improve the quality and relevance of Teaching-Learning Materials (TLMs)**

The conference discussed on the need to provide quality Teaching Learning Materials (TLMs) to suit to the transformative pedagogy. In view of the new curriculum being introduced and the current ones being reviewed, it was discussed that there will be a need for better and quality TLMs to be introduced in schools to complement and supplement the teaching – learning processes.

#### **Recommendation:**

- i Improve the quality and relevance of TLMs.
- ii Integrate ICT as a tool for learning in all subjects and for all levels.

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iii Create digital TLMs such as graphics, audio, animations, videos, cartoons etc.

### **3.1.12 Curriculum contents should be contextualized to Bhutanese context where relevant**

Despite tremendous changes that happened within Bhutan and the world around on several fronts (geographically, politically, economically, environmentally, academically etc.) there are a number of redundant contents in the textbooks that do not have any relevance nor add value to learning the skills required for the present world.

Further, in order to keep the students abreast with changes in Bhutan and also to ensure that students are taught the Bhutanese values and ethics, the conference recommended to contextualize the textbooks wherever possible.

#### **Recommendation:**

- i Curriculum contents should be contextualized to Bhutanese context by incorporating great historical personalities and cultural practices.
- ii Incorporate contents highlighting Kings of Bhutan and Bhutanese ideals of *Tha Dam-tshig Ley Gyu-drey*, *Driglam Choesum*, *Michoe Tsangma Chudru*, *Tsa-a-Sum* etc. from the primary level/curriculum.

### **3.1.13 Ensure alignment and progression of concepts, skills and values**

In order to maintain relevancy, accuracy, consistency and progression of the curriculum across subjects and class levels, it is imperative that curriculum frameworks and learning standards are made to enable teachers to teach with clarity of purpose, process and product. Hence, the conference recommended for an alignment of curriculum across subjects and class levels.

#### **Recommendation:**

- i Ensure alignment and progression of concepts, skills and values taught through various subjects at different levels.
- ii Change the curriculum from content-based to process-based to enable teachers to teach how to learn than what to learn.
- iii Develop a curriculum that shall promote the cerebral, physical, social, spiritual and emotional dimensions in the child.

### **3.1.14 Address the gap between the intention of curriculum and its implementation through continuous teacher competency building programmes**

Teaching is not the career of choice and hence top graduates do not enter the profession. The candidates that get in do not really have the required content knowledge to teach effectively, this is further aggravated by the limited avenues for professional development and growth. Therefore, there is a need to address the gap between the intended and implemented curriculum by providing continuous teacher competency building programmes.

#### **Recommendation:**

- i Address the gap between the intention of curriculum and its implementation through continuous teacher competency building programmes.
- ii Develop teacher professional development curriculum in alignment to the student curriculum for greater teaching efficiency.
- iii Organize National Curriculum Conference regularly to find the implementation challenges and derive strategic interventions.
- iv Develop Listening, Speaking, Reading and Writing skills of teachers.
- v Create a policy where every single teacher is responsible for promoting language development in schools.

### **3.1.15 Programmes of the Colleges of Educations (CoEs), RUB, to facilitate the implementation of the school curriculum and assessment**

As premier institutions that prepare teachers for the education system of the country, the courses offered in the teacher training colleges under the Royal University of Bhutan will have to be designed to facilitate the implementation of school curriculum and assessment.

The conference also deliberated to establish a working mechanism between the Ministry of Education, Royal Education Council, Bhutan Council for School Examinations and Assessment and the Royal University of Bhutan.

#### **Recommendation:**

- i Programmes of the Colleges of Educations (CoEs), RUB, to facilitate the implementation of the school curriculum and assessment.

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- ii The CoEs to update the pedagogical practices that is attuned to the emerging learning needs of the children.
  - iii The CoEs to also include assessment curriculum as their course modules to prepare the teachers to handle the assessments in an efficient manner.

### **3.1.16 Adequate resources must be made available to schools to facilitate effective implementation of curriculum**

In keeping with the evolving teaching learning trends and the transformative pedagogy training given to all the teachers in the country, the conference deliberated that schools, Dzongkhags and the relevant agencies must ensure provision of adequate resources.

Currently there are many schools that do not have the basic facility in place to encourage a stimulating and required environment to facilitate effective implementation of the curriculum.

#### **Recommendation:**

- i Adequate resources must be made available to schools to facilitate effective implementation of curriculum
- ii Schools to ensure that adequate and appropriate teaching learning resources (good libraries, laboratories, internet, textbooks, references etc.) are in place.
- iii Review, redesign and refurbish the classroom furniture that suits the teaching learning paradigm of transformative pedagogy.

### **3.1.17 Develop a comprehensive guideline on the implementation of curriculum in each subject**

In consonance with the curriculum framework and standards against each subject, the conference deliberated on the need to develop a comprehensive curriculum implementation guideline. This was mainly because there are huge gaps in the intent of the curriculum contents and the effective implementation of the curriculum. Therefore, the conference recommended to develop a comprehensive guideline with continuous support mechanisms in place to address this issue.

**Recommendation:**

- i Develop a comprehensive guideline on the implementation of curriculum in each subjects.
- ii Provide an intensive teacher orientation programme for new curriculum with regular monitoring and support mechanisms in place.

**3.1.18 Review the existing assessment system (internal and external)**

The conference had lengthy discussions on whether the current system of education is achieving the desired individual, communal and national aspirations. It was observed that the way assessments are conducted is dictating the way teaching learning takes place in schools. Assessed curriculum influences taught curriculum. For instance, the summative assessments were found to be a powerful medium to direct the teachers to prepare their students for the exams. There were also flaws in the formative assessments being loosely implemented. Hence, the conference recommended to look into the schemes of assessment being practised.

**Recommendation:**

- i Review the existing assessment system (internal and external) in terms of:
  - i. Need/ Purpose
  - ii. Practice
  - iii. Relevancy
- ii Develop a uniform assessment guideline for all levels.
- iii Provide teacher professional development (PD) on formative assessment theory and practices.

**3.1.19 Develop strategic plan of action for implementation of the conference resolutions**

In order to ensure that the conference resolutions are implemented in the intended time frame of short, medium and long-term, the conference recommended the development of the strategic plan of actions.

**Recommendation:**

- i Develop strategic plan of action for implementation of the conference resolutions.

## 4 Tentative strategic plan to address the conference resolutions

This tentative strategic plan of action was developed immediately after the resolutions were endorsed by the Royal Education Council mainly to kick start the implementation and to gauge the tentative timeline, however, it needs to be reviewed and finalized by the responsible agencies and officials.

	<b>Resolution on Policy</b>	<b>Strategies</b>	<b>Timeline</b>	<b>Responsible Agency</b>
1	Consolidate and finalize national education policies	<ol style="list-style-type: none"> <li>1. Formation of working committee</li> <li>2. Review the policy document(s)</li> <li>3. Develop a consolidated policy document</li> <li>4. Stakeholder consultation</li> <li>5. Seek endorsement on the policy document</li> <li>6. Publish the document</li> <li>7. Dissemination/orientation on the policy document</li> </ol>	Beginning of 2017 - End of 2018	MoE, REC, BCSEA, RUB
2	Formulate Standard Operating Procedures (SOP) to develop curriculum	<ol style="list-style-type: none"> <li>1. Formation of working committee</li> <li>2. Develop SOP for the curriculum development process</li> <li>4. Stakeholder consultation</li> <li>5. Seek endorsement on the SOP</li> <li>6. Publish the SOP</li> </ol>	Beginning of 2017 - Mid 2017	REC
	Establish working modality amongst MoE, BCSEA, RUB and REC	<ol style="list-style-type: none"> <li>1. Multi-lateral meeting</li> <li>2. Establish a working group to develop MoU</li> <li>2. Sign MoU</li> </ol>	December 2016 - Mid-2017	MoE, REC, BCSEA, RUB
3	Curriculum to be diversified, differentiated and made inclusive	<ol style="list-style-type: none"> <li>1. Conduct needs assessment</li> <li>2. Develop the curriculum and TLMs</li> <li>3. Orient teachers</li> <li>4. Conduct pilot study</li> <li>5. Implement the curriculum</li> </ol>	February 2017 - December 2021	REC, MoE



4	Promote a culture of research-based teaching and learning in schools	<ol style="list-style-type: none"> <li>1. Capacity building on research</li> <li>2. Institute professional learning communities for sharing of ideas and best practices by providing a platform such as national/regional and international conferences, seminars and symposiums</li> <li>3. Establish access to education and research journals/periodicals/e-library</li> <li>4. Integrate research processes/practices in the curriculum</li> </ol>	Beginning of 2017 - End of 2020	REC, MoE
5	One Teacher - One Subject to be implemented	<ol style="list-style-type: none"> <li>1. Review teacher recruitment and deployment policy</li> <li>2. Deploy teachers to ensure each teacher teaches only one subject of specialization</li> <li>3. CoEs, RUB, to realign their curriculum and programmes</li> </ol>	Beginning of 2017 - End of 2020	MoE, RUB
6	Strengthen Primary Education	<ol style="list-style-type: none"> <li>1. Form a committee to review primary education and develop a strategic plan</li> <li>2. Revise the primary curriculum based on the review</li> <li>3. Provide need based Professional Development to primary teachers</li> </ol>	Beginning of 2017 - End of 2020	MoE (logistic and admin. support), REC (professional support)
7	Strengthen Values Education and Life Skills Education in Schools	<ol style="list-style-type: none"> <li>1. Conduct a study to rationalize the ways of making VE and LSE as a whole school approach</li> <li>2. Develop VE and LSE curriculum</li> <li>3. Implement the VE and LSE as per study recommendations</li> </ol>	Beginning of 2017 - End of 2020	REC, MoE
8	Review the existing subjects combination and certification system	<ol style="list-style-type: none"> <li>1. Review and amend the certification system</li> </ol>	December 2016 - End of 2017	REC, MoE, BCSEA, RUB, MoLHR
9	Develop a policy to facilitate movement of students between schools and Vocational and Technical Institutes	<ol style="list-style-type: none"> <li>1. Incorporate provisions in the vocational and technical education policy to enable movement of students</li> <li>2. Implement the policy</li> </ol>	March 2017 - End of 2017	MoE, RUB, MoLHR

10	Develop curriculum framework and standards	<ol style="list-style-type: none"> <li>1. Develop and update curriculum frameworks</li> <li>2. Follow the SOP for curriculum development</li> </ol>	Mid 2017 - End of 2017	REC
11	Improve the quality and relevance of Teaching Learning Materials	<ol style="list-style-type: none"> <li>1. Situational Analysis</li> <li>2. Enhance the integration of ICT across subjects</li> <li>3. Provide/strengthen access to ICT facilities</li> <li>4. Review procurement and budgeting policy</li> <li>5. Expedite procurement process</li> </ol>	December 2016 - March 2017	REC, MoE
12	Curriculum contents should be contextualized wherever relevant	<ol style="list-style-type: none"> <li>1. Review all existing curriculum frameworks and textbooks</li> <li>2. Revise the curriculum content</li> </ol>	December 2016 - End of 2018	REC
13	Ensure alignment and progression of concepts, skills and values taught through various subjects at different levels (vertical and horizontal alignment)			
14	Address the gap between the intention of curriculum and its implementation through continuous teacher competency building programmes	<ol style="list-style-type: none"> <li>1. Conduct need assessment</li> <li>2. Develop PD modules</li> <li>3. Provide PD programmes</li> </ol>	Beginning of 2017 - End of 2021	REC, MoE, RUB
15	Programmes of the Colleges of Education, RUB, to facilitate the implementation of the school curriculum and assessment	<ol style="list-style-type: none"> <li>1. Identify a focal person for each subject</li> <li>2. RUB and REC to collaborate in the development of the curriculum and other activities</li> </ol>	Beginning of 2017 - End of 2019	RUB, MoE, REC (need for greater collaboration)

16	Adequate resources must be made available to schools to facilitate effective implementation of curriculum	<ol style="list-style-type: none"> <li>1. Carry out nationwide inventory of TLMs stock</li> <li>2. Review procurement and budgeting policy</li> <li>3. Fair and proportionate distribution of resources</li> </ol>	Beginning of 2017 - End of 2017	MoE
17	Develop a comprehensive guideline on the implementation of curriculum	<ol style="list-style-type: none"> <li>1. Develop and institute curriculum implementation guideline</li> <li>2. Formulate stringent national policy on disposal of chemicals and e-wastes</li> <li>3. Develop guideline for school club</li> </ol>	Beginning of 2017 - End of 2017	REC, MoE, NEC
18	Review the existing assessment system	<ol style="list-style-type: none"> <li>1. Establish a task force and review the existing assessment system</li> <li>2. Consultative meeting with relevant stakeholders</li> <li>3. Design and deliver PD programmes</li> </ol>	Beginning of 2017 - End of 2017	REC, BCSEA, MoE
19	Develop strategic plan of action for implementation of the Conference Resolutions	<ol style="list-style-type: none"> <li>1. Consultative meeting</li> <li>2. Finalization of the strategic plan (SP)</li> <li>3. Endorsement of the SP</li> </ol>	November 2016 - Beginning of 2017	REC, MoE, BCSEA

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# Annexure

## Annexure 1. Advisory Committee Members

Sl. #	Name	Designation
1	Lyonpo Sonam Tobgay	Former Chief Justice
2	Lyonpo Norbu Wangchuk	Minister, MoE
3	Dasho Karma Yeshey	Secretary, MoE
4	Dasho Tshewang Norbu	Secretary, DDC
5	Dasho Nidup Dorji	Vice Chancellor, RUB
6	Aum Kesang Deki	Commissioner, RCSE
7	Mr. Tenzin Dorji	Secretary, BSCEA
8	Mr. Karma Tshering	Director General, DSE
9	Mr. Kinga Drakpa	Director, REC
10	Mr. Michael Rutland	Honorary British Consulate to Bhutan
11	Ms. Nancy Stickland	The Bhutan Canada Foundation
12	Dasho Phuntsho Rabten	Chair, Education Review committee, NC
13	Dr. Kinzang P. Tshering	President, KGUMSB
14	Mr. Arun Kapur	Executive Director, Royal Academy
15	Dasho Pema Wangchuk	Director General, BNLI

## Annexure 2. Organizing Committee Members

Sl. #	Name	Designation
1	Dasho Karma Yeshey	Secretary MoE, Chair
2	Mr. Karma Tshering	Director General, DSE
3	Mr. Tenzin Dorji	Secretary, BCSEA
4	Mr. Kinga Dakpa	Director, REC,
5	Mr. Wangpo Tenzin	Dean, REC
6	Mr. Bhoj Raj Rai	Chief, STEM, REC
7	Mr. Norbu Wangchuk	Chief, Social Science, REC
8	Mr. Amber Rai	Curriculum Developer, (English), REC
9	Mr. Tenzin Dorji	Curriculum Developer, (Dzongkha), REC
10	Mr. Kinley Namgyel	Chief, Commercial and Vocational Studies, REC
11	Ms. Tashi Lhamo	Chief, TPSD, MoE

12	Ms. Phuntsho Lham	Chief, EMD, MoE
13	Mr. Phuntsho Wangdi	Chief, SPCD, MoE
14	Mr. Dochu	Offg Chief, PPD, MoE
15	Mr. Chimi Tshewang	Offg Chief, AFD, MoE
16	Mr. N.B Raika	Chief, QAAD, DAHE, MoE
17	Mr. Rinzin Wangdi	Chief, GSD, DYS, MoE
18	Mr. Tshering Tenzing	Executive Specialist, BCSEA
19	Mr. Lhundup Dukpa	Training Developer, REC
20	Mr. Sangay Drukpa,	Chief TEO, Thimthrom
21	Dr. Dawa Gyaltsen	Dy. Chief Research Officer, REC
22	Mr. Pedup Dukpa	Senior Research Officer, REC

### Annexure 3. REC Staff and Responsibilities

Sl. #	Name	Roles
1	Mr. Kinga Dakpa	Overall Direction (Technical)
2	Dr. Dawa Gyaltsen	Conference Technical Director
3	Mr. Lhundup Dukpa	Conference Facilitator
4	Mr. Pedup Dukpa	Conference Facilitator, Analyst and Report Writer
5	Mr. Ugyen Dorji	Head, Media and Publication
6	Dr. Sonam Choki	Session Moderator
7	Mr. Jangchu Tenzin	Media and Publication
8	Mr. Choyzang Dupjur	Photography
9	Mr. Sangay Tshering	Head, Conference Secretariat
10	Ms. Tandin Wangmo	Member, Secretariat
11	Ms. Chheni Wangmo	Member, Secretariat
12	Ms. Yangki	Member, Secretariat
13	Mr. Wangchuk	Head, Protocol
14	Ms. Ugyen Choki	Protocol/ Secretariat
15	Ms. Choni Mo	Protocol/ Secretariat
16	Ms. Rinchen Yangzom	Protocol/ Secretariat
17	Mr. Sangay Dorji	Secretariat
18	Ms. Kezang Yangdon	Secretariat

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19	Ms. Kinzang Pelden	Secretariat
20	Ms. Gaki	Secretariat
21	Ms. Karma Wangmo	Secretariat

## **Annexure 4. Participants for the Pre-Conference and Main Conference**

### 1. Dzongkhag and Thromdey Education Officers

<b>Sl. #</b>	<b>Name</b>	<b>Designation</b>
1	Mr. Choney Dorji	Dy. CDEO, Bumthang
2	Mr. Kinley Gyeltshen	CDEO, Chhukha
3	Mr. Dorji Wangchuk,	Dy. TEO, Phuntsholing
4	Mr. Tshewang Penjor	CDEO, Dagana
5	Mr. Sherab Gyeltshen	Dy. CDEO, Gasa
6	Mr. Tempa	CDEO, Haa
7	Mr. Tashi Wangchuk	Dy. CDEO, Lhuentse
8	Mr. Phuntsho	CDEO, Trashigang
9	Mr. Kinzang Dendup	CDEO, Trashiyangtse
10	Mr. Kuenzang	Dy. CDEO Trongsa
11	Mr. Sangay Chopel	CDEO, Tsirang
12	Mr. Pema Dorji	CDEO, Wangdue Phodrang
13	Mr. Dorji Gyalpo	Dy. TEO, Samdrup Jongkhar
14	Mr. Karma Sonam Chopel	CDEO, Samtse
15	Mr. Thinley Dorji	CDEO, Sarpang
16	Mr. Pema Kelden	Dy. TEO, Gyelephu
17	Mr. Pema Choedup	Dy. CDEO, Thimphu Dzongkhag
18	Mr. Sangay Drukpa	CDEO, Thimphu Thromdey
19	Mr. Lham Dorji	Dy. CDEO, Mongar
20	Mr. Tshering Penjor	Dy. CDEO, Paro
21	Mr. Dorji Passang	CDEO, Pemagatshel
22	Ms. Lemo	CDEO, Punakha
23	Mr. Rinchen Gyeltshen	CDEO, S/jongkhar
24	Mr. Chungla	CDEO, Zhemgang

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## 2. Participants from MoE and BCSEA

Sl. #	Name	Designation/Agency
1	Mr. Sangay Tenzin	Controller of Examination, BCSEA
2	Ms. Kezang Deki Tshering	Subject Specialist, BCSEA
3	Mr. Sangay Tenzin	Chief, Assessment
4	Mr. Dhendup Tshering	Dy. Chief HRO, TPSD, DSE
5	Ms. Jamyang Choeden	Chief, SHND, DSE
6	Mr. Kinley Gyeltshen	Chief HRO, MoE
7	Mr. Sangay Dorji	Chief, Media. MoE
8	Ms. Tashi Pelzom	Chief, CECD, DYS
9	Mr. Sherub Phuntsho	Chief, ECCD, SEN, DSE
10	Ms. Karma Dechen	Dy. CPO, SHND, DSE
11	Ms. Tshering Dema	Media, MoE
12	Ms. Shova Wakhley	Media, MoE

## 3. Principals, Thimthrom

Sl. #	Name	Name of the School
1	Ms. Tshewang Peldon	Dechencholing HSS
2	Ms. Jigme Choden	Motithang HSS
3	Ms. Pema C. Wangdi	Yangchenphug HSS
4	Mr. Sangay Khandu	Babesa MSS
5	Mr. Nyendo	Changangkha MSS
6	Mr. Sonam Phuntsho	Loselling MSS
7	Ms. Kinley Pem	Lungtenzampa MSS
8	Mr. Dawa Tshering	Zilukha MSS
9	Mr. Sonam Phuntsho	Chang Rigphel LSS
10	Dr. Karma Dukpa	Changzamtok LSS
11	Mr. Tshering Dukpa	Jigme Namgyel LSS
12	Ms. Sherap Dema	Lungtenphu LSS
13	Mr. Lhagey Tshering	Taba PS
14	Ms. Choki Dukpa	Jigme Losel PS
15	Mr. Sangay Dorji	Jungshina PS
16	Mr. Karma Tshewang	Kuensel Phodrang PS
17	Ms. Dolma	Rinchen Kuenphen PS
18	Mr. Tshering Dorji	Babesa PS

19	Mr. Kuenzang Thinley	Zilnon Namgyeling PS
20	Ms. Karma Zangmo	Kelki HSS
21	Mr. Tshering Dorji	Rinchen HSS
22	Mr. Wangchuk Namgyel	Nima HSS
23	Mr. Kumesh	Pelkhil HSS
24	Ms. Anupa G. Thapa	Druk MSS
25	Ms. Lhaki T Wangchuk	Dr.Tobgyel MSS
26	Ms. Deki Choden	Early Learning Center
27	Ms. Tashi Chozom Namgyel	Little Dragon PS
28	Ms. Vivi Tshering	Thimphu PS
29	Ms. Carolyn Tshering	Sersang PS
30	Mr. Dhan Bdr.Ghalley	Deki PS
31	Mr. Khandu	Phunsum PS
32	Ms. Pavitra Chhetri	Etho Metho PS

#### 4. Principals, Thimphu Dzongkhag

Sl. #	Name	Name of School
1	Mr. Dorji Wangchuk	Wangbama CS
2	Mr. Sonam Tshering	School of Language and Cultural Studies
3	Mr. Jamyang	Tshaluna PS
4	Mr. Ugyen Jimba	Bjemina PS
5	Mr. Karma Samphel	Khasadrupchu MSS
6	Mr. Gyan Kumar Adhikari	Hongtsho PS
7	Mr. Dorji Kinlay	Kuzhugchen MSS
8	Mr. Tshering Womling	Yangchengatshel LSS
9	Mr. Nar Prasad Biswa	Yum Thuji Zam Charity School
10	Mr. Kuenzang Chophel	Sisina PS
11	Ms. Pema Dema	Lhingzhi PS

#### 5. Subject Leaders from REC

Sl. #	Name	Subject
1	Mr. Bhoj Raj Rai	Chemistry
2	Mr. Kinley Namgyel	Vocational Studies
3	Mr. Norbu Wangchuk	Geography
4	Mr. Wangchuk Rabten	AgFS and Media Studies



5	Mr. Wangda Dorji	EVS and Rigzhung
6	Mr. Wangpo Tenzin	Environmental Science
7	Mr. Surjay Lepcha	Physics
8	Mr. Karma Jigme Lepcha	ICT
9	Mr. Tashi Dhendup	Mathematics
10	Mr. Geewanath Sharma	Mathematics
11	Mr. Karma Tenzin	General Science
12	Mr. Thukten Jamtsho	History and Civics
13	Mr. Karma Phuntsho	History and Civics
14	Mr. Wangchuk	HPE
15	Mr. Sonam Tshering	Arts Education
16	Mr. Dorji Tshewang	Social Studies
17	Mr. Tenzin Dorji	Dzongkha
18	Mr. Dorji	Dzongkha
19	Mr. Amber Rai	English
20	Mr. Phub Dorji	English
21	Ms. Chimi Wangmo	English
22	Mr. Karchung	Accountancy
23	Mr. Sonam Tobgay	Commerce
24	Mr. Thinley Jamtsho	Biology
25	Ms. Rinzin Choden	Economics
26	Ms. Yuden	Values Education
27	Dr. Sonam Chuki	Values Education

## 6. STEM Subject Participants

Sl. #	Name	School/Agency
<b>Biology</b>		
1	Mr. Thinley Jamtsho (Subject Leader)	REC
2	Mr. Jamyang Tenzin	Shari HSS, Paro
3	Mr. Ugyen Tshering	Bajo HSS, Wangduephodrang
4	Ms. Sippy Parajuli	Motithang HSS, Thimphu
<b>Chemistry</b>		
1	Mr. Bhoj Raj Rai (Subject Leader)	REC
2	Mr. Kinley Sithup	Gelephu HSS, Gelephu
3	Mr. Rinchen Dorji	Punakha HSS, Punakha

4	Mr. Binod Rai	Punakha CS, Punakha
<b>Physics</b>		
1	Mr. Surjay Lepcha (Subject Leader)	REC
2	Ms. Sumitra Subba	Shari HSS, Paro
3	Mr. Sherab Gyeltshen	GUDCS, Haa
4	Mr. Shankarlal Dahal	Bajo HSS, Wangdue
<b>ICT</b>		
1	Mr. Karma Jigme Lepcha (Subject Leader)	REC
2	Mr. Thinley	Khangkhu MSS, Paro
3	Mr. Amit Dahal	Yangchenphug HSS, Thimthrom
<b>Mathematics (Primary)</b>		
1	Mr. Tashi Dhendup (Subject Leader)	REC
2	Ms. Anita Pradhan	Changzomtog LSS, Thimthrom
3	Mr. Needup Dorji	Lhuentse PS, Lhuentse
4	Mr. Hem Chandra Kala	Khurathang MSS, Punakha
<b>Mathematics (Secondary)</b>		
1	Mr. Geewanath Sharma (Subject Leader)	REC
2	Mr. Ugyen Dorji	Gelephu HSS, Gelephuthrom
3	Mr. Bhagirath Adhikari	Chapcha MSS, Chhukha
4	Mr. Kinley Wangdi	Drukgyel CS, Paro
<b>General Science</b>		
1	Mr. Karma Tenzin (Subject Leader)	REC
2	Mr. Jigme Tenzin	Doteng LSS, Paro
3	Ms. Sushma Dahal	Doteng LSS, Paro
4	Ms. Anita Pradhan	Gelephu LSS, Gelephuthrom
<b>Environmental Science</b>		
1	Mr. Wangpo Tenzin (Subject Leader)	REC
2	Mr. Jamyang Drukda	Punakha CS, Punakha
3	Mr. Tshering Tobgay	Bajo HSS, Wangduephodrang

## 7. Social Science Subject Participants

Sl. #	Name	School/Agency
<b>History &amp; Civics</b>		
1	Mr. Thukten Jamtsho (Subject Leader)	REC

2	Mr. Karma Phuntsho	REC
3	Dr. Tandin Dorji	IMS, Thimphu
4	Mr. Dorji S	Samtse College of Education, RUB
5	Ms. Dechen Choden	Rinchen HSS, Thimthrom
6	Ms. Namkha Lhamo	YHSS, Thimthrom
7	Mr. Namgay Thinley	Dashiding HSS, Punakha
<b>Economics</b>		
1	Ms. Rinzin Choden (Subject Leader)	
2	Mr. Bhuwan Chandra Ghalley	Dashiding MSS, Punakha
3	Ms. Kuenga Wangmo	Babesa MSS, Thimthrom
4	Mr. Sonam Jamtsho	Punakha CS, Punakha
<b>Geography</b>		
1	Mr. Norbu Wangchuk (Subject Leader)	REC
2	Ms. Rinzin Wangmo	GUDCS, Haa
3	Mr. Bak Bir Rai	Shari HSS, Paro
4	Mr. Tshering Dorji	Motithang MSS, Thimthrom
<b>Health and Physical Education</b>		
1	Mr. Wangchuk (Subject Leader)	REC
2	Mr. Jigme Tshewang	Wochu LSS, Paro
<b>Art Education</b>		
1	Mr. Sonam Tshering (Subject Leader)	REC
2	Mr. Ngawang Gyeltshen	Lungtenphu LSS, Thimthrom
	Mr. Pratap Tamang,	Pemathang LSS, Sarpang
<b>Social Studies</b>		
1	Mr. Dorji Tshewang (Subject Leader)	REC
2	Mr. Tandin Doji	Katsho LSS, Haa
3	Ms. Norzang Wangmo	Khangkhu MSS, Paro
4	Ms. Dechen	Arekha MSS, Chhukha

## 8. Language subject participants

Sl. #	Name	School/Agency
<b>Dzongkha, EVS, Rigzhung</b>		
1	Mr. Tenzin Dorji (Subject Leader)	REC
2	Mr. Dorji	REC
3	Mr. Wangda Dorji	REC

4	Mr. Kinley Namgyel	Lungtenzampa MSS, Thimthrom
5	Mr. Namgyel Tshering	Rigzhung HSS, Trongsa
6	Mr. Sonam Dorji	Dekiling PS, Sarpang
7	Ms. Melam,	Bajo HSS, Wangdue
8	Ms. Chador Dem	Jigme Namgyel LSS, Thimthrom
9	Ms. Ugyen Dem	Shaba PS, Paro
10	Representative from DDC	
<b>English</b>		
1	Mr. Ambar Rai (Subject Leader)	REC
2	Mr. Phub Dorji	REC
3	Ms. Chimi Wangmo	REC
4	Ms. Geeta Subba	Betekha MSS, Paro
5	Ms. Sushila Gurung	Zilukha MSS, Thimthrom
6	Ms. Dechen Wangmo	Punakha CS, Punakha
7	Mr. Yeshey Jamtsho	Bjeemina PS, Thimphu
9	Ms. Sonam Wangmo	Doteng LSS, Paro
10	Mr. Dhanapa Sharma	Arekha MSS, Chukha

### 9. Vocational and Commercial Studies Subject Participants

Sl #	Name	School/Agency
<b>Accountancy</b>		
1	Mr. Karchung (Subject Leader)	REC
2	Mr. Kumar Pradhan	Ugyen Academy, Punakha
3	Mr. Tashi Penjor	Drukgyel CS, Paro
4	Mr. Sonam Tobgay	Shari HSS, Paro
<b>Commerce</b>		
1	Mr. Sonam Tobgay (Subject Leader)	REC
2	Ms. Tshering Dema	Gelephu HSS, Gelephu Thromdey
3	Mr. Dinesh Katwal	Yangchenphug HSS, Thimthrom
4	Mr. Samir Mongar	Kuenga HSS, Paro
<b>Agriculture</b>		
1	Mr. Wangchuk Rabten (Subject Leader)	REC
2	Mr. Norbu Gyeltsen	Taktse HSS, Trongsa
3	Mr. Lungten Norbu	Sarpang HSS, Sarpang
4	Ms. Yeshi Choden	Yangchenphug HSS, Thimphu

<b>Media Studies</b>		
1	Mr. Wangchuk Rabten (Subject Leader)	REC
2	Mr. Ugyen Lhundup,	GUDCS, Haa
3	Ms. Chencho Lham,	Chukha CS, Chukha
<b>Vocational Education</b>		
1	Mr. Kinley Namgeyl (Subject Leader)	REC
2	Mr. Tashi Namgyal	Rangjung HSS, Trashigang
3	Mr. Tsering Dukpa	Jigme Namgyel LSS, Thimthrom
4	Mr. Karma Dorji	MoLHR

#### 10. Value Education Participants

<b>Sl. #</b>	<b>Name</b>	<b>School/Agency</b>
1	Ms. Yuden (Subject Leader)	REC
2	Dr. Sonam Chuki	REC

#### 11. Guest Speakers

<b>Sl. #</b>	<b>Name</b>	<b>Designation/Agency</b>
1	Lyonpo Sonam Tobgye	Former Chief Justice
2	Dr. Karma Utha	Dean, Academic Affairs, SCE
3	Mr. Arun Kapur	Executive Director, Royal Academy
4	Mr. Michael Rutland	Honorary British Consulate to Bhutan
5	Lopen Lungten Gyatsho	Director General, CLCS
6	Dr. Dorji Thinley	Director General, SCE
7	Aum Siok Sian Pek-Dorji,	Executive Director, BCMD
8	Ms. Karma Dechen	Dy. Chief Program Officer, MoE

#### 12. Session Moderators

<b>Sl. #</b>	<b>Name</b>	<b>Designation/Agency</b>
1	Dasho Karma Yeshey	Secretary, MoE
2	Mr. Karma Tshering	Director General, MoE
3	Aum Kesang C Dorji	Director, Department of Adult and Higher Education, MoE
4	Dr. Tandin Dorji	Project Director, Kuengaa Group of Companies
5	Mr. Yangka	Director, Academic Affairs, RUB
6	Mr. Kinga Dakpa	Director, REC

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7	Dr. Karma Phuntsho	Director, Shoejun Agency for Cultural Research and Documentation
8	Mr. Wangpo Tenzin	Dean, REC
9	Dr. Sonam Chuki	Curriculum Developer, REC

### 13. Conference Presenters

Sl. #	Subject	Presenter
1	STEM	Mr. Jigme Tenzin, Teacher, Doteng LSS, Paro
2	Social Science	Ms. Dechen Choden, Vice Principal, Rinchen HSS
3	Vocational & Commercial	Mr. Kinley Namgyal, Chief, REC
4	AgFS & Media Studies	Mr. Wangchuk Rabten, Curriculum Specialist, REC
5	Values	Dr. Dawa Gyaltshen, Dy. Chief Research Officer, REC
6	Strategic Plan/Resolutions	Mr. Tashi Namgay, Rangjung Principal and Mr. Pedup Dukpa, SRO, REC

### 14. Master of Ceremony

Sl.no	Name	Designation
1	Mr. Karma Wangdi (Dzongkha)	Vice Principal, Yangchenphug HSS, Thimphu
2	Ms. Sushila Gurung (English)	Teacher, Zilukha MSS, Thimphu

### 15. Logistics

Sl. No	Name	Designation/Agency
1	Mr. Chimi Tshewang	Dy. Chief Procurement Officer, MoE
2	Mr. Wangchuk	Sr. Curriculum Developer, REC
3	Mr. Munesh Sharma	Chief Finance Officer, MoE
4	Mr. Tempa	Administrative Officer, MoE

## Annexure 5. Main Conference Schedule

**Venue :** Convention Center, Thimphu

**Date :** 29<sup>th</sup> - 31<sup>st</sup> October 2016

09.00 - 10.00 am	Reporting and Registration		
10.00 - 11.00 am	Opening Ceremony (Separate program attached)		
11.00 - 11.30 am	Tea Break		
<b>DAY ONE: 29<sup>th</sup> October 2016</b>			
Session	Time	Speaker	Moderator
I	11.30 - 12.30 pm	<b>Constitution and Values:</b> <i>Justice Sonam Tobgye,</i> <i>Former Chief Justice (20 mins)</i> Question and Answer session (40 mins)	Dr. Karma Phuntsho, Shoejun Agency for Cultural Research and Documentation
	12.30 - 1:30 pm	Lunch Break	
II	1:30 to 2:30 pm	<b>Learning Democracy:</b> <i>Aum Siok Sian Pek-Dorji, Executive Director, BCMD (20 mins)</i> Question and Answer session (40 mins)	Dr. Tandin Dorji, Project Director, Kuengaa Group of Companies
III	2.30 - 3.30 pm	<b>Presentation on National Education Framework (20 mins)</b> Question and Answer session (40 mins)	
	3.30 - 3.45 pm	Tea Break	
IV	3.45 - 5.00 pm	<b>Perspectives on School Curriculum:</b> <i>Mr. Arun Kapur, Director, Royal Academy ( 30 min)</i> Question and Answer session (45 mins)	Dasho Karma Yeshey Secretary, MoE
<b>DAY TWO: 30<sup>th</sup> October 2016</b>			
Session	Time	Speaker	Moderator
V	9.00 - 10.00 am	Assessment Dr. Karma Utha, Dean, Academic Affairs, Samtse College of Education (20 mins) Question and Answer session (40 mins)	Aum Kesang C. Dorji Director, DAHE
VI	10.00 - 11.00 am	<b>Language in Education:</b> <i>Dr. Dorji Thinley, Director, Samtse College of Education, RUB (20 mins)</i> Question and Answer session (40 mins)	
	11.00 - 11.30 am	Tea Break	

VII	11.30 - 12.15 pm	Presentation on the Recommendation from Pre-Conference - English: <i>Sushila Gurung, Teacher, Zilukha MSS (15 mins)</i> Question and Answer session (30 mins)	Mr. Kinga Dakpa, Director, REC.
VIII	12.15 - 1.00 pm	Presentation on the Recommendation from Pre-Conference - Dzongkha: <i>Dorji, Curriculum Developer, REC (15 mins)</i> Ques on and Answer session (30 mins)	
	1.00 - 2.00 pm	Lunch Break	
IX	2.00 - 3.00 pm	<b>Life-skills Education:</b> <i>Ms. Karma Dechen, Dy. Chief Program Officer, DSE/MoE (20 min)</i> Question and Answer session (40 mins)	Mr. Karma Tshering, Director General, DSE, MoE.
X	3.00 - 3.30 pm	<b>Presentation on the Recommendation from Pre-Conference:</b> <b>Commercial and Vocational:</b> <i>Kinley Namgyal, Chief, REC (10 mins):</i> Question and Answer session (20 mins)	
	3.30 - 4.00 pm	Tea Break	
XI	4.00 – 4:30 pm	<b>Presentation on the recommendations of pre-conference – STEM:</b> <i>Jigme Tenzin, Teacher, Doteng LSS (15 mins)</i> Question and Answer session (15 mins)	Mr. Wangpo Tenzin, Dean, REC
XII	4:30 to 5:00 pm	<b>Presentation on the recommendations of pre-conference– Social Sciences :</b> <i>Dechen Choden, Teacher, Rinchen HSS (15 mins)</i> Question and Answer session (15 mins)	
<b>DAY THREE: 31<sup>st</sup> October 2016</b>			
<b>Session</b>	<b>Time</b>	<b>Speaker</b>	<b>Moderator</b>
XIII	9.00 – 9:30 am	<b>Presentation on the recommendations of pre-conference- Values Education :</b> <b>Dr. Dawa Gyaltshen, Dy. Chief, REC (10 mins)</b> Question and Answer session (20 mins)	Ms. Deki Choden, Principal, ELC High School, Thimphu
XIV	9:30– 10:30am	Science and Mathematics Education: Way forward for Bhutan <i>Mr. Michael Rutland, OBE, British Honorary Consul (20 mins)</i> Question and Answer session (40 mins)	



	10:30 - 11.00 am	Tea Break	
XV	11.00 - 12.00 am	<b>Mindful Education:</b> <i>Lopen Lungten Gyatsho,</i> <i>Director, CLCS, Taktse (20 mins)</i> Question and Answer session (40 mins)	Dr. Sonam Chuki, REC
	12.00 - 1.00 pm	Lunch Break	
XVI	1:00 to 2:30 pm	Presentation of Strategic Plan of Action (30 mins) Question and Answer session (60 mins)	Dr. Dawa Gyaltshen, REC
XVII	2.30 - 3.30 pm	Confirmation of Draft Conference Resolutions	H.E Sherig Lyonpo Norbu Wang- chuk
	3.30 - 4.00 pm	Tea Break	
	4.00 - 5.00 pm	Closing	

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## Annexure 6. Pre-conference Schedule

**Venue :** Hotel Base Camp, Drukgyel Dzong, Paro

**Date :** 21<sup>st</sup> - 27<sup>th</sup> October 2016

### DAY ONE: 21<sup>st</sup> October 2016

Time	Activity
9:00-10:30 am	<ul style="list-style-type: none"><li>- Opening</li><li>- Presentation on NCC outline</li></ul>
10:30-11:00 am	Tea break
11:00-1:00 pm	<ul style="list-style-type: none"><li>- Presentation on Purpose of School Education (15 mins)</li><li>- Question and Answer session (35 mins)</li><li>- National Education Framework Presentation (15 mins)</li><li>- Question and Answer session</li></ul>
1:00-2:00 pm	Lunch Break
2:00-3:30 pm	<ul style="list-style-type: none"><li>- Orientation on National Curriculum Framework (NCF) (15 mins)</li><li>- Question and Answer session (45 mins)</li><li>- Presentation on Curriculum Development Process (15 mins)</li><li>- Question and Answer session</li></ul>
3:30-3:45 pm:	Tea break
3:45-5:00 pm:	<ul style="list-style-type: none"><li>- Enhancing student learning outcome through assessment- BCSEA (15 mins)</li><li>- Question and Answer session (30 mins)</li><li>- Briefing on subject-wise working modality (15 mins)</li></ul>

### DAY TWO: 22<sup>nd</sup> October 2016

Time	Activity
9:00-10:00 am	<ul style="list-style-type: none"><li>- Subject-wise discussion on learning standards</li><li>- Review, analyze, and validate the field submission based on the format provided.</li><li>- Draw recommendation</li></ul>
10:00-10:30 am	Tea break

10:30- 1:00 pm	<ul style="list-style-type: none"> <li>- Subject-wise discussion on learning standards</li> <li>- Review, analyze, and validate the field submission based on the format provided.</li> <li>- Draw recommendation</li> </ul>
1:00-2:00 pm	Lunch break
2:00-3:30 pm	<ul style="list-style-type: none"> <li>- Subject-wise discussion on learning standards</li> <li>- Review, analyze, and validate the field submission based on the format provided</li> <li>- Draw recommendation</li> </ul>
3:30-3:45 pm	Tea break
3:35-5:00 pm	<ul style="list-style-type: none"> <li>- Subject-wise discussion on learning standards</li> <li>- Review, analyze, and validate the field submission based on the format provided.</li> <li>- Draw recommendation</li> </ul>

**DAY THREE: 23<sup>rd</sup> October 2016**

<b>Time</b>	<b>Activity</b>
9:00-10:00 am	<ul style="list-style-type: none"> <li>- Subject-wise discussion on learning standards</li> <li>- Review, analyze, and validate the field submission based on the format provided</li> <li>- Draw recommendation</li> </ul>
10:00-10:30 am	Tea break
10:30- 1:00 pm	<ul style="list-style-type: none"> <li>- Subject-wise discussion on learning standards</li> <li>- Review, analyze, and validate the field submission based on the format provided</li> <li>- Draw recommendation</li> </ul>
1:00-2:00 pm	Lunch break
2:00-3:30 pm	<ul style="list-style-type: none"> <li>- Subject-wise discussion on learning standards</li> <li>- Review, analyze, and validate the field submission based on the format provided.</li> <li>- Draw recommendation</li> </ul>
3:30-3:45 pm	Tea break

3:35-5:00 pm	<ul style="list-style-type: none"> <li>- Subject-wise discussion on learning standards</li> <li>- Review, analyze, and validate the field submission based on the format provided</li> <li>- Draw recommendation</li> </ul>
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#### DAY FOUR: 24<sup>th</sup> October 2016

Time	Activity
9:00-10:00 am	<ul style="list-style-type: none"> <li>- Subject-wise discussion on learning standards</li> <li>- Review, analyze, and validate the field submission based on the format provided</li> <li>- Draw recommendation</li> </ul>
10:00-10:30 am	Tea break
10:30- 1:00 pm	<ul style="list-style-type: none"> <li>- Subject-wise discussion on learning standards</li> <li>- Review, analyze, and validate the field submission based on the format provided</li> <li>- Draw recommendation</li> </ul>
1:00-2:00 pm	Lunch break
2:00-3:30 pm	<ul style="list-style-type: none"> <li>- Subject-wise discussion on learning standards</li> <li>- Review, analyze, and validate the field submission based on the format provided.</li> <li>- Draw recommendation</li> </ul>
3:30-3:45 pm	Tea break
3:35-5:00 pm	<ul style="list-style-type: none"> <li>- Subject-wise discussion on learning standards</li> <li>- Review, analyze, and validate the field submission based on the format provided</li> <li>- Draw recommendation</li> </ul>

#### DAY FIVE: 25<sup>th</sup> October 2016

Time	Activity
9:00-10:00 am	<ul style="list-style-type: none"> <li>- Subject-wise discussion on learning standards</li> <li>- Review, analyze, and validate the field submission based on the format provided</li> <li>- Draw recommendation</li> </ul>
10:00-10:30 am	Tea break

10:30- 1:00 pm	<ul style="list-style-type: none"> <li>- Subject-wise discussion on learning standards</li> <li>- Review, analyze, and validate the field submission based on the format provided</li> <li>- Draw recommendation</li> </ul>
1:00-2:00 pm	Lunch break
2:00-3:30 pm	- Subject-wise revision and finalization of recommendations
3:30-3:45 pm	Tea break
3:35-5:00 pm	- Subject-wise revision and finalization of recommendations

**DAY SIX: 26<sup>th</sup> October 2016**

Time	Activity
9:00-10:00 am	- Subject-wise presentation of the recommendations
10:00-10:30 am	Tea break
10:30- 1:00 pm	- Subject-wise presentation of the recommendations
1:00-2:00 pm	Lunch break
2:00-3:30 pm	- Subject-wise presentation of the recommendations
3:30-3:45 pm	Tea break
3:35-5:00 pm	- Subject-wise presentation of the recommendations

**DAY SEVEN: 27<sup>th</sup> October 2016**

Time	Activity
9:00-10:00 am	- Finalization of the recommendations for the conference and drawing of strategic plans
10:00-10:30 am	Tea break
10:30- 1:00 pm	- Finalization of the recommendations for the conference and drawing of strategic plans
1:00-2:00 pm	Lunch break
2:00-3:30 pm	- Finalization of the recommendations for the conference and drawing of strategic plans
3:30-3:45 pm	Tea break
3:35-5:00 pm	- Preparation and briefing for the conference and drawing of strategic plans

## Annexure 7. Class-wise breakdown of validated issues by subject and class

Table 1. Issues validated in Class PP

Subject	Standard	Content	Assessment	Implementation	Others
Dzongkha	4	15	5	10	5
English	7	42	13	21	6
Environmental Studies (EVS)	1	7	2	4	1
Mathematics	7	20	4	4	3

Table 2: Issues validated in Class I

Subject	Standard	Content	Assessment	Implementation	Others
Dzongkha	1	4	2	0	5
English	5	26	11	9	1
Environmental Studies (EVS)	0	0	1	1	0
Mathematics	7	22	2	3	4

Table 3: Issues validated in Class II

Subject	Standard	Content	Assessment	Implementation	Others
Dzongkha	3	3	3	2	5
English	4	75	17	21	5
Environmental Studies (EVS)	1	2	0	1	2
Mathematics	2	20	3	4	3

Table 4: Issues validated in Class III

Subject	Standard	Content	Assessment	Implementation	Others
Dzongkha	3	8	1	2	3
English	3	42	17	9	6
Environmental Studies (EVS)	1	6	1	0	0
Mathematics	2	27	3	10	1

Table 5: Issues validated in Class IV

Subject	Standard	Content	Assessment	Implementation	Others
Dzongkha	1	12	2	1	4
English	6	41	4	4	1
Mathematics	8	34	5	13	3
Science	11	51	10	30	18
Social Studies	0	17	3	0	1

Table 6: Issues validated in Class V

Subject	Standard	Content	Assessment	Implementation	Others
Dzongkha	1	13	2	5	1
English	5	41	9	5	4
Mathematics	5	27	2	1	0
Science	13	55	22	18	9
Social Studies	0	34	1	0	0

Table 7: Issues validated in Class VI

Subject	Standard	Content	Assessment	Implementation	Others
Dzongkha	0	5	2	3	0
English	8	67	17	13	12
Mathematics	18	57	7	12	3
Science	13	80	12	19	15
Social Studies	0	45	2	1	1

Table 8: Issues validated in Class VII

Subject	Standard	Content	Assessment	Implementation	Others
Dzongkha	0	9	5	0	1
English	0	65	12	8	7
Geography	2	134	12	26	9
History and Civics	14	60	9	4	35
Mathematics	8	78	5	6	3
Science	25	85	0	20	1

Table 9: Issues validated in Class VIII

Subject	Standard	Content	Assessment	Implementation	Others
Dzongkha	0	1	3	0	2
English	1	47	10	0	3
Geography	6	126	11	38	5
History and Civics	0	68	6	0	32
Mathematics	1	79	3	3	2
Science	4	33	1	4	3

Table 10: Issues validated in Class IX

Subject	Standard	Content	Assessment	Implementation	Others
Biology	36	402	48	42	4
Chemistry	20	109	15	38	5
Dzongkha	4	6	1	5	0
Economics	6	99	8	4	3
English	0	5	3	0	5
Environmental Science	8	110	8	29	5
Geography	4	134	4	16	2
History and Civics	3	96	8	7	29
ICT	6	151	26	46	1
Mathematics	1	48	6	8	2
Physics	0	153	7	10	7

Table 11: Issues validated in Class X

Subject	Standard	Content	Assessment	Implementation	Others
Biology	3	47	15	16	0
Chemistry	0	18	7	5	1
Dzongkha	5	15	2	1	2
Economics	0	11	0	0	0
English	0	3	9	2	3



Environmental Science	1	118	15	26	4
Geography	7	170	10	22	3
History and Civics	5	129	10	2	35
ICT	11	180	26	71	7
Mathematics	0	67	2	1	2
Physics	1	21	6	9	2

Table 12: Issues validated in Class XI

Subjects	Standard	Content	Assessment	Implementation	Others
Accountancy	5	52	6	3	4
AgFS	0	8	3	3	0
Biology	7	67	3	22	4
Chemistry	4	79	1	47	17
Commerce	1	129	10	8	3
Dzongkha	2	8	2	0	3
Economics	0	85	1	0	0
English	3	3	1	1	3
Geography	7	38	5	8	2
History	12	72	15	8	53
ICT	2	21	3	8	0
Media Studies	0	8	3	3	0
Mathematics	0	63	4	8	9
Physics	2	90	6	20	6
Rigzhung	0	14	3	17	2

Table 13: Issues validated in Class XII

Subject	Standard	Content	Assessment	Implementation	Others
Accountancy	3	50	7	8	7
AgFS	0	2	2	0	2
Biology	0	38	12	13	1
Chemistry	0	43	5	8	2
Commerce	3	88	17	6	6

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Dzongkha	0	6	2	1	0
Economics	0	54	3	0	0
English	6	6	6	7	6
Geography	3	111	8	14	1
History	4	98	12	9	62
ICT	1	41	7	21	0
Media Studies	0	2	2	0	2
Mathematics	0	151	3	9	5
Physics	0	24	7	10	2
Rigzhung	2	5	1	4	4