Royal Education Council
Paro, Bhutan

Annual Report 2020

Contents

Acronyms, Abbreviations, and Glossary

Acronyms

ACC	Anti-Corruption Commission
BCSEA	Bhutan Council for School Examinations and Assessment
BCSR	Bhutan Civil Service Rules and Regulations
CTAB	Curriculum and Technical Advisory Board
CS	Central School
DAHE	Department of Adult and Higher Education
DCRD	Department of Curriculum Research and Development
DDC	Dzongkha Development Commission
DEO	Dzongkhag Education Officer
DSE	Department of School Education
DYS	Department of Youth and Sports
EMD	Education Monitoring Division
ES	Environmental Science
FYP	Five Year Plan
JDWNRH	Jigme Dorji Wangchuck National Referral Hospital
JNEC	Jigme Namgyel Engineering College
HSS	Higher Secondary School
KGUMSB	Khesar Gyelpo University of Medical Sciences of Bhutan
LSS	Lower Secondary School
MoE	Ministry of Education
MSS	Middle Secondary School
NSCF	National School Curriculum Framework
OECD	Organisation for Economic Cooperation and Development
PBE	Place Based Education
PCE	Paro College of Education
PS	Primary School
RCSC	Royal Civil Service Commission
SCE	Samtse College of Education
TPSD	Teacher Professional Support Division
TEO	Thromde Education Officer
RD	Research Division
REC	Royal Education Council
RNR	Renewable Natural Resources
RGoB	Royal Government of Bhutan
RUB	Royal University of Bhutan
TVE	Technical and Vocational Education
WFP	World Food Programme

Preface

In the pursuit of its vision, the Royal Education Council (REC) works continuously towards education innovation and transformation. Each year the Royal Education Council carries out activities that take it a step closer to realisation of the vision by fulfilling its mandates in curriculum development, professional development, educational research and educational technology.

This report provides a brief outline of the major activities carried out during the 2019-2020 Financial Year (FY).

The report is presented in two parts: Curriculum Development and Professional Development. It is a compilation of activity reports by the curriculum developers, training developers, and programme officers. The initial part of the report covers the organisational administrative structures and its related functions.

We share this report with the relevant stakeholders to inform them of the achievements of REC in the last financial year and for efficient future collaborations.

The Vision, Mission, Mandates and Core Values

Vision

A leading centre of excellence for education innovation and transformation.

Mission

Provide leadership in Curriculum, Professional Development, and Educational Research to innovate and improve mainstream school education system through vibrant institutional culture and competent professionals.

Mandates

The Royal Education Council (REC) as the national epicentre for education innovation and transformation shall determine the national school curricula and teacher professional development programmes and strive to improve the overall mainstream education system.

Therefore, the REC is mandated to:

* review, innovate, and develop relevant curriculum and teaching learning materials for school education.

* develop and provide teacher professional development programmes for efficient implementation of school curriculum.

* conduct research in curriculum and instruction, assessment and evaluation, teacher education and educational policies.

* innovate and strengthen educational technology to support design and delivery of curriculum, professional development and educational research.

* provide forum to facilitate academic and professional discourses at national and international levels.

* provide technical expertise and work in collaboration with relevant national and international stakeholders.

Core Values

The REC shall be guided by the following core values:

* **Excellence:** We shall strive to maintain the highest form of standards in all our professional endeavours.

* **Integrity:** We shall act with honesty, fairness, and transparency.

* **Professionalism:** We shall uphold right work ethics, professional conduct, and commitment.

* **Team-work:** We shall work on the principle of cooperation and **collaboration.**

* **Innovation:** We shall be innovative and creative to fulfil the changing needs of the education.

* **Accountability:** We shall be fully accountable for our actions in fulfilling our roles and responsibilities.

Further, as civil servants, we shall be guided by the set of values specified in the Bhutan Civil Service Rules and Regulations (BCSR).

REC Organisational Structure
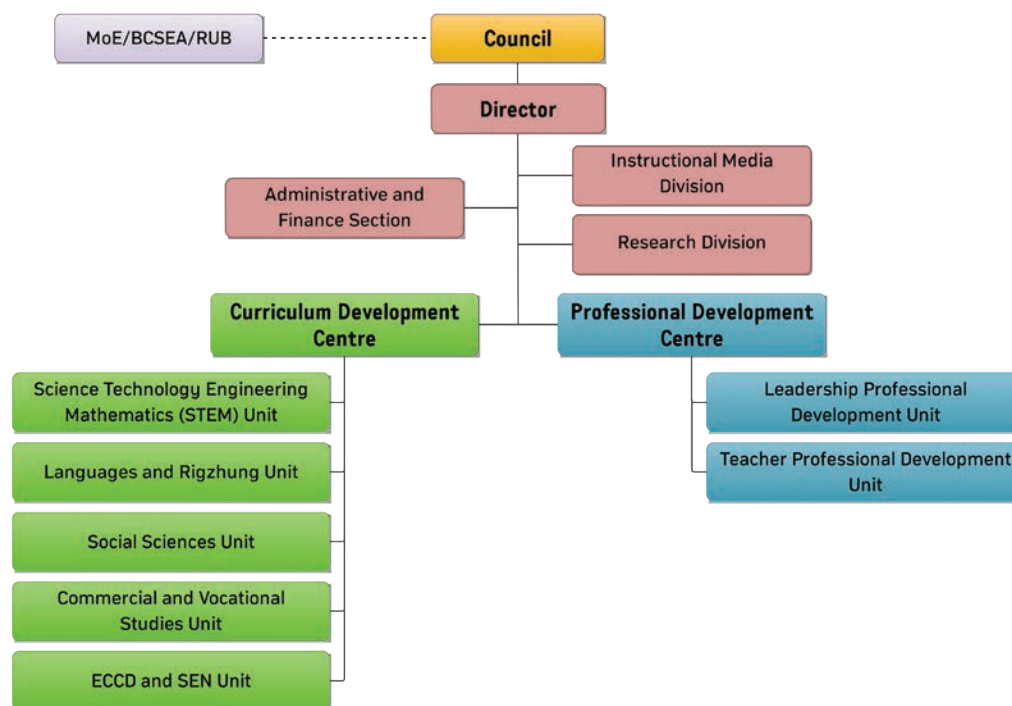
The Council

The REC is governed by a Council- the highest decision making body mandated to provide overall guidance and strategic directions. It ensures that REC's major plans and programmes adhere to the national policies, regulations and developmental goals.

Members of the Council are appointed through a government Executive Order. All members are ex-officio members with the Prime Minister as the Chair. Any change in the membership are subject to approval from the Cabinet.

The Council comprises of:

1.	Hon'ble Prime Minister	Chairperson;
2.	Minister, MoE	Vice Chairperson;
3.	Secretary, MoE	Member;
4.	Vice Chancellor, RUB	Member;
5.	President, KGUMSB	Member;
6.	Commissioner, RCSC	Member;
7.	Director General, DSE, MoE	Member;
8.	Secretary, BCSEA	Member; and
9.	Director General, REC	Member Secretary.

The functions of the Council include, but are not limited to the following:

* The Council shall provide overall guidance and strategic directions to the REC.

* The Council shall deliberate and provide directions to matters forwarded by the Curriculum and Technical Advisory Board (CTAB).

* Identify and mitigate principal risks to the services of REC and oversee the implementation of appropriate systems to manage the identified risks.

Centres and Divisions

Curriculum Development Centre

The Curriculum Development Centre (CDC) determines the national curriculum for the mainstream school education in the country. The centre carries out the following responsibilities:

* Review, innovate, and develop school curriculum and teaching learning materials.

* Provide monitoring and professional support services for effective curriculum implementation.

* Conduct research in curriculum and instruction, and assessment and evaluation, in collaboration with Research Division (RD).

* Conduct orientation on revised or new curriculum, and provide professional development programme, in collaboration with Professional Development Centre (PDC).

* Diversify school curriculum as per the national needs.

Professional Development Centre

The PDC determines professional development programmemes for teachers and school leaders for effective implementation of the curriculum. The centre carries out the following responsibilities:

* Identify, develop and deliver need-based professional development programmes to support capacity development in collaboration with the CDC.

* Conduct orientation programmes on revised and new curriculum, in collaboration with CDC.

* Conduct research in innovative pedagogies and integrate in the curriculum in collaboration with the CDC and RD.

* Provide monitoring and professional support services for implementation of professional development programmemes;

* Set professional standards for entry into various teaching and school leadership levels;

* Develop professional code of ethics for teachers and school leaders.

* Institute mechanism for registration and licensing of teachers, and implement registration and licensing, if required.

Research Division

The RD shall spearhead educational research, and support research related to development of quality curriculum, effective professional development programmemes, and formulation of curricular policies. The RD shall carry out the following responsibilities:

* Identify, design, and conduct research on educational policies and practices.

* Provide technical support on conducting research on curriculum and professional development.

* Facilitate professional development on research theory and practice at school, cluster, dzongkhag, regional, and national levels.

* Provide relevant platforms, such as educational journals, seminars, and conferences, for dissemination of research.

* Engage in joint research endeavours, and carry out research commissioned by national and international institutions.

* Serve as the secretariat for the Research and Ethics Committee for the REC.

Instructional Media Division

The Instructional Media Division (IMD) shall design and produce teaching learning materials to support the effective delivery of the curriculum. The IMD shall carry out the following responsibilities:

* Design and produce teaching learning materials in print, graphics, audio, video, animation and multimedia to support school curricular needs, in collaboration with subject experts.

* Research and recommend on instructional resources and instructional technologies (hardware and software) to support teaching and learning.

* Assist in the integration of instructional technologies and best practices in the curriculum.

* Collaborate with e-learning industry on design and development of instructional learning solutions.

* Design and deliver innovative educational technology programmes to support capacity development of REC professionals, teachers and school leaders.

Curriculum and Technical Advisory Board

The Curriculum and Technical Advisory Board (CTAB) is the apex decision making body to provide professional and technical guidance. The CTAB shall recommend and/or approve curriculum matters, research activities and professional development programmes in terms of quality and relevancy.

The Board shall comprise of the following ex-officio members:

1. Minister, MoE   Chairperson;
2. Secretary, MoE   Vice Chairperson;
3. Secretary, DDC   Member;
4. Director General, DSE,   Member;
5. Director General, DYS, MoE   Member;
6. Director General, DAHE, MoE   Member;
7. Secretary, BCSEA   Member;
8. Director General, Academic Affairs, RUB   Member;
9. President, SCE, RUB   Member;
10. President, PCE, RUB   Member;
11. Director, REC   Member;
12. Dean, PDC, REC   Member;
13. Dean, CDC, REC   Member Secretary;

Relevant subject committee chairpersons shall be invited to attend the board meeting as members. The membership shall be reviewed as and when required. The relevant officials from REC shall attend the Board Meetings as non-members.

The functions of the CTAB shall be to:

1. Review, deliberate and propose a way forward on issues related to school curriculum, teacher professional development and research.

2. Recommend/Approve plans and policy proposals on curricular matters including teaching learning materials and other relevant issues concerning the school education.

3. Approve subject committees and chairpersons.

1. Curriculum Development

1.1. Curriculum Framework Development

Simply stated, a curriculum framework provides a broad outline of content areas, implementations procedures and assessment for a particular subject. The curriculum framework developed by the REC for each subject contains the following features :

* Introduction
* Rationale
* Guiding principles
* Goals
* Strands – content and process
* Standards – Key stage and each strand
* Learning objectives – topics in each class
* Enabling conditions – professional and physical
* Assessment

From the above, the following three attributes stand out in the frameworks:

* *Guiding Principles* are anchored to the Vision of His Majesty the King, the Constitution of Bhutan, national goals and aspirations, objectives and policies, the principles of Gross National Happiness, age-old Bhutanese values and culture, universal educational theories and practices, child psychology, 21st-century skills, among others. The overall aim of the Bhutanese education system is to nurture 'nationally rooted and globally competent' citizens.

* *Process Strands* stress more on the acquisition of values, skills (critical thinking, creativity, communication, collaboration, etc.) and application of knowledge the learners acquire such as entrepreneurship, rather than learning the content knowledge. The process strands emphasise on the principle of 'learning how to learn rather than learning what to learn'.

* *Enabling Conditions* ensure that all resources including conducive physical infrastructure, adequate trained teachers, and adequate teaching-learning materials are in place for effective implementation of the curriculum as intended.

1.1.1. Health and Physical Education Curriculum for PP-XI

The The technical writer's workshop was organised in Punakha from 19th to 25th December 2019 to review and refine the competency-based HPE curriculum framework for grades PP-XII. The workshop was attended by a total of thirteen HPE professional from REC, Paro College of Education, School Health and Nutrition Division, and schools. The framework was reviewed incorporating field experiences towards achieving the pragmatic goals of the curriculum.

1.1.2. Continuous Formative Assessment for Primary Education

The Bhutanese school education system comprises seven years of primary, four years of secondary and two years of higher secondary education. At the primary level, the focus of education is building strong foundation on literacy, numeracy, social studies, general science, values, health and physical education, Information and Communication Technology (ICT) literacy and arts education. The secondary level provides learners with opportunities to study other additional learning subjects such as, geography, history, economics, Sciences (biology, chemistry and physics, environmental science), media studies, agriculture for food security, Rigzhung and Technical and Vocational Education Training (TVET). As learners move to higher secondary level, they have the prospects of specializing in the field of Science, Arts, Commerce and TVET studies.

At all levels of education, various forms of assessment and evaluation are used to determine learners' learning and achievement. At the primary level, the assessment and evaluation are more formative than summative to monitor and support learning using appropriate assessment techniques and tools. As learners progress into secondary levels, the assessment of their learning is more summative using standardized school-level tests and high-stakes examinations.

Although the curriculum mandates implementing Continuous Formative Assessment (CFA) at the primary level, in practice the learners are taught more for tests than for acquiring the required competencies. To address this issue, there is a need to

replace the summative written examinations for primary level by strengthening CFA practices in schools.

Rationale of the CFA

According to Kohn (2000), standardized tests cannot measure "initiative, creativity, imagination, conceptual thinking, curiosity, effort, irony, judgment, commitment, nuance, good will, ethical reflection, or a host of other valuable dispositions and attributes" (p. 11). Concurrent to this statement, the current assessment practices in the Bhutanese education system have not been able to adequately support learners' attainment and progress in learning. Therefore, achieving the overall purpose of primary education in equipping learners with the desired competencies has been a challenge. In addition, the current assessment practices have induced pressure on young children as well as parents, thus creating dislikes for schools and learning (Bhutan Council for School Examinations and Assessment [BCSEA], 2016). The CFA as an alternative assessment system will not only address the current gaps and drawbacks, but will also focus on assessing learners' competencies, including values, attitudes and 21st Century skills in primary curricula.

Issues regarding assessment and evaluation, particularly at the primary level have been highlighted in various studies and forums. Studies carried out by Royal Education Council (REC) (2016) and BCSEA (2017, 2019) also pointed out similar gaps and drawbacks of the assessment and evaluation practices in the primary level. Further, the Bhutan Education Blueprint 2014-2024 explicitly recommends the review and strengthening of formative assessment practices in schools (Ministry of Education [MoE], 2014). Cognizant of the issues, the third Curriculum Technical Advisory Board (CTAB) (2019) resolved to strengthen the assessment and evaluation system in the primary level. The 19th National Education Conference (2019) recommended to phase out written examinations in the primary school level from 2020 and institute an effective alternative assessment system to enhance learners' learning outcomes and performance.

In recognition of the critical roles of CFA for learning and helping teachers understand their roles, education prioritizes enhancing teacher capacity by informing them of the concepts, process and protocols related to CFA. Therefore, the CFA framework is to help teachers and relevant stakeholders to:

- understand formative assessment to make distinctions between formative assessments and other forms of assessments.

- use the fundamentals of formative assessment to design appropriate and relevant tools and techniques.

- carry out CFA consistently following a systematic process.

- underscore the interdependence between formative assessment and educational decisions.

- use learning outcomes or goals aligned task (techniques) and tools for formative assessment practices.

- establish a systematic way of using assessment data to improve instructional and schools' effectiveness

- inculcate in learners the sense of responsibility and cultivate the habit of self-learning.

Aims and Objectives

The overall aim of CFA is to effectively monitor teaching and learning process to provide ongoing feedback that can be used by teachers to improve their teaching and by learners to improve their learning. The objectives of CFA include, but not limited to, the following:

- provide descriptive feedback on learner's work and discern where the learner is and what to do next.

- make assessment more authentic and transparent.

- improve the process of teaching and learning.

- assess the efficacy of teaching strategies and curriculum materials.

- foster intrinsic motivation to learn and de-emphasize competition.

- strengthen ownership of learning.

- enhance collaborative learning and team work.

- promote self and peer - assessment to enable reflection on self and others' work.

- inform parents/guardian, teachers and stakeholders on student learning.

INSTRUCTIONS FOR SCHOOLS

As per the directives of the Government and the resolution of the 19th National Education Conference, the examinations in primary classes have been phased out. At the initial phase, examinations in classes PP to 3 has been phased out with effect from 2020 academic session. Later, it is expected to up-scale till class 5. Mainly to facilitate students learn and develop competencies in the learning subjects through rigorous continuous formative assessment (CFA) and feedback system.

The effective implementation of CFA calls for unfailing support and collaboration from Dzongkhags and schools and other relevant stakeholders. Towards ensuring that the CFA delivers the desired outcome, it is crucial to establish enabling condition for the change. The Department of School Education, Ministry of Education therefore necessitates Dzongkhags and schools to make the following arrangement and adjustments.

Curriculum recommendations for implementation of CFA:

i.   Do away with the existing written examinations, unit tests, monthly test and class test practices. However, test as a form of assessment techniques within the CFA is recommended in the respective subjects.

ii.   By doing away the written examinations viz, mid-term and annual, classes PP to III will gain additional 20 instructional days. Hence, it is recommended that the schools use these additional days to continue teaching.

iii. Besides the assessment tools and techniques that are integrated in the respective subjects, the teachers are encouraged to design and use diverse assessments techniques and tools as per the curriculum learning standards and objectives.

iv.   In order to keep track of the student learning, a personal file or portfolio for each student for each subject needs to be maintained. The file should contain all the records of students' learning which includes, work sample, assessment records for all subjects, interventions provided, remedial, and personal traits records.

v.   Every subject teacher needs to keep records of all the students and enter the information in the personal file accordingly throughout the academic session.

vi.   The personal file should be made available to parents, relevant stakeholders upon request. The records contained in the file should be used to report on the status of the students learning and personal traits.

vii. When a student is transferred to other schools upon completion or if they opt to change school during the academic session, the school should send the personal file officially to the school(s) where the student is being transferred to, or hand over the document to parents, officially sealed, during the issuance of transfer transcripts.

viii. A descriptive summary of students learning and competencies in cognitive, affective and psychomotor domains should be reflected in the progress report card.

ix. Performance of students are not equated with marks. Based on the quantity and quality of their performance, students are graded either as Beginning, or Meeting, Approaching, or Exceeding are used.

x. New version of the Progress Report shall be used for classes PP to 3 to report performance of students.

xi. Schools are to enhance the development of personal, social and national values through the use of diverse rigorous assessment techniques and tools. Therefore, the domain of values should be accorded greater emphasis than the present trend.

Enabling conditions for effective implementation of CFA

The integration of CFA in all the primary curriculum requires assessing and keeping track of students learning continuously throughout the academic session. Every subject teacher needs to assess and keep track of individual student's learning and achievement. Therefore, considering the importance of building strong educational foundation and for effective implementation of CFA to enable every student to meet the curriculum learning standards, objectives and competencies, it is recommended that one teacher teaches one subject.

In order to ensure that effective implementation of CFA integrated curriculum, schools and teachers require continuous support and monitoring. It is recommended that relevant stakeholders provide the required support to teachers and schools.

Schools need to institute an assessment committee to:

- review the CFA practices quarterly
- perform assessment auditing annually
- facilitate teachers in the implementation of CFA
- review consolidated results and records of students learning
- make recommendations for continuous improvement of the CFA practices.

Provisions must be created to provide professional development avenues and opportunities for teachers on assessment.

Within the available space, effort must be made to minimize the enrolment in classes so as to facilitate the effective implementation of CFA.

TOT Workshop details

The master's trainers and TOT on CFA was conducted at Gelephu HSS from 14-23 January 2020. A total of 201 teachers teaching primary English, Dzongkha and Mathematics were trained on the CFA tools and techniques.

1.1.3. Social Sciences for Classes IX and X

As per CTAB resolution 13.2: Work relating to differentiated curriculum in other relevant subjects such as class IX-X Social Sciences should be carried out for implementation in 2021 along with the differentiated curriculum in Science and Mathematics to provide greater opportunities and options to our children.

The 12 writers fulfilled the following objectives at Kuenden Boutique, Thimphu from September 30 to October 15, 2019:

1. Develop Social Science framework to cater to the needs and interest of children considering the aspirations and needs of the society

2. Develop Social Sciences textbook for grade IX with common themes of Geography, History and Economics

3. Social Sciences curriculum that will provide children with the fundamentals and foundations of Economics, Geography and History in their life to make informed choices and decisions.

1.2. Textbooks, Manuals and Teaching Learning Materials

1.2.1. Development of Social Studies Digital Textbook for Class IV

As envisioned in the iSherig, Education ICT Master Plan 2014-2018, REC embarked on the digitization of school textbooks to make textbooks interactive and engaging. Underscoring the importance of digital textbook, the second Education ICT Master Plan 2019-2023, iSherig-2, lists development of three digital textbooks within this plan period.

As identified in iSherig-2, Instructional Media Division organized a 15-day workshop from 6-16 December 2019 at Gelephu to develop digital textbook of class IV Social Studies, which was recently reformed and developed. A total of twelve school teachers – six Social Studies teachers and six ICT-skilled teachers – and four professionals from REC were involved in developing the digital textbook. The Social Studies teachers as domain experts and ICT teachers as technical experts worked in pairs to create interactive digital resources such as quizzes and videos. Through discussions, presentations and plenaries, the team from REC vetted the activities and packaged them in a local e-learning platform.

By the end of the workshop, all chapters of class IV Social Studies textbook were fully digitized into interactive format. The accuracy of the content in this version of digital textbook will be validated and changes incorporated before the digital textbook is made accessible through an e-learning platform.

One of the challenges experienced during the workshop was the limited expertise of technical team in content authoring tools specific to creation of interactive resources. Most tools had to be learned on the job.

1.2.2. Development of Values Lessons for Classes IV to VI

The values education activity books for grade IV to VI was developed in Gelephu from 20th to 30th January 2020, involving 11 teachers from ten piloting schools.

1.2.3. Revision and Development of Teachers' Manual and Student's Workbook for Classes PP to III Arts Education

The workshop for revising and developing the teacher's manual and student workbook for classes PP to II Arts Education was conducted in Gelephu LSS from January 13 – Feb 2, 2020 with 7 participants.

The objective of the workshop was to revise and develop new teacher's manual and student workbook from Classes PP to I. The old Arts Education curriculum from PP to IV required major revision and development of content and assessment processes. This revision and development of the manual and workbook was aimed at achieving that.

1.2.4. Development of Health and Physical Education Suggestive Activities for Classes VII and VIII

A total of fourteen professionals, selected based on the nominations from twenty Dzongkhags and eight Thromdeys, participated in developing HPE curricular activities for grades VII and VIII in Gelephu from 1st to 13th January 20202. The draft activities were developed in line with the competency indicators and learning areas identified in the HPE curriculum framework for grades PP-XII.

1.2.5. Review and Finalization of Class IV Social Studies Curriculum

The finalization of class IV Social Studies and the reviewing of draft Class V Social Studies was planned and carried out from 11th to 22nd July, 2019 at Tsirang, Bhutan. The participants comprised of relevant officials from various agencies like Ministry of Education, Department of Culture, Department of Disaster Management,

School Teachers, UNFPA and REC. The writers' workshop was being organized by REC with funding support from various stakeholders who had their stake in the education of children.

Since class IV Social Studies was finalized and to be implemented in 2020 academic session, teachers were oriented on the new changes before academic session. The orientation programme was planned for 120 teachers but had to reduce to 55 including facilitators with a hope to orient all the teachers dealing with children in the future. The orientation programme would not have been possible without support from other stakeholders. The REC is extremely happy for the support received.

1.3. Training and Orientation on Curriculum and Curriculum Materials

1.3.1. Arts Education for PP-IV

About 256 teachers covering all the 20 Dzongkhags were oriented on new Arts Education Curriculum from PP-IV till 2019. These 256 schools are implementing Arts Education as a regular school curriculum and we are still in the process of rolling out the curriculum to other schools in Bhutan. This orientation workshop was intended to train our teachers on the new Arts Education Curriculum from PP-IV and enrich teaching of Art in their respective schools.

The orientation discussed basic concepts of Arts education, including basic skills of printing and painting. Teachers attending the orientation got hands on experience in using the lesson plans from the teacher's manual

1.3.2. སློབ་གྲྭ་ལྟེ་ཞིབ་དང་རྒྱབ་སྐྱོར།

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བྱུག་གི་ཤེས་རིག་སློབ་གྲྭའི་ ཆོས་ཚན་རྩ་གཞུང་ཆུ་ སྤྱི་ལོ་ ༢༠༠༦ ལས་ རིམ་པ་བཞིན་དུ་ ལེགས་སྐྱོར་འབད་ནི་འགོ་བཙུགས་པའི་སྐབས་ རྫོང་ཁའི་ཆོས་ཚན་རྩ་གཞུང་འདི་ཡང་ ལེགས་སྐྱོར་འབད་ནི་འགོ་བཙུགས་ཏེ་ དཀྱུན་ ལོ་ངོ་བཅུ་ཕྲག་ལྟག་ཚམ་ཅིག་ ལག་ལེན་འཐབ་བཞིན་དུ་ཡོད་པ་ཨིན།

རྩ་གཞུང་འདིའི་ ནང་དོན་དང་རིག་རྩལ་ཆུ་གིས་ སློབ་ཕྲུག་གི་ལྟ་བ་སྒྲུང་ལུ་ ཕན་ཐོགས་ཆེ་ཉིང་གི་སྐོར་གྲོས་འཆར་མ་འདྲུབ་ ལེ་ཤ་ར་བཀོད་བཞིན་དུ་ཡོད་རུང་ གྲོས་འཆར་བཀོད་མི་ཆུ་གི་ ནང་དོག་ལུ་ཡང་ རྒྱབ་འགལ་ཡང་ ལེ་ཤ་ར་འཐོན་བཞིན་ཡོད་པ་ལས་ ལེགས་བཅོས་ཆུ་ ག་དེ་སྦེ་ ཆ་བཞག་ནི་ཨིན་ན་མ་ཤེས་པའི་ དཀའ་ངལ་ཡང་འཐོན་བཞིན་དུ་ཡོད་ཟེར་ཞུ་ནི།

དེ་འབད་ཕུ་ལས་ རྫོང་ཁའི་རྩ་གཞུང་ལག་ལེན་གྱི་ གནས་སྟངས་འདི་ ཕྱོགས་ལྟུང་ག་ནི་ཡང་མེད་པར་ དང་དེན་གྱི་གནས་ཚུལ་འཐོབ་ཐབས་ལུ་དམིགས་ཏེ་ ཞིབ་འཚོལ་ཁྱད་ཆད་ལྡན་པའི་ སྒྲིང་སྟེ་ཅིག་ལུ་ རིན་བསྟུར་གྱི་ཐོག་ལུ་ ཞིབ་འཚོལ་འབད་བཅུག་ནིའི་དོན་ལུ་ ཞིབ་འཚོལ་གྱི་ལཱ་འདི་ འབད་དགོས་བྱུང་ཡོད་པ་ཨིན།

ཞིབ་འཚོལ་གྱི་དམིགས་ཡུལ།

༡- རྩ་གཞུང་གི་ནང་དོན་ཆུ་ སློབ་ཕྲུག་གི་ལྟ་སྒྲུང་ལུ་ འོས་འབབ་ཡོད་མེད།

༢- སློབ་སྟོན་མཁོ་ཆས་ཆུ་གིས་ རྩ་གཞུང་གི་གནས་ཚད་འགྲུབ་ཚུགས་ཏེ་ཡོད་མེད་བལྟ་ནི།

༣- སློབ་སྟོན་ཐབས་ཤེས་ཆུ་གིས་ སློབ་ ཕྲུག་གི་ཤེས་ཚད་ ཡར་རྒྱས་གཏང་ནི་ ལུ་ འོས་འབབ་བལྟ་ནི།

༤- དབྱེ་ཞིབ་ལམ་ལུགས་ཆུ་གིས་ ཤེས་ ཡོན་ལྟ་སྒྲུང་དང་ གྲུབ་འབྲས་བཏག་ ཞིབ་ལུ་ ཕན་གནོད་བལྟ་ནི།

ཞིབ་འཚོལ་གྱི་གྲུབ་འབྲས།
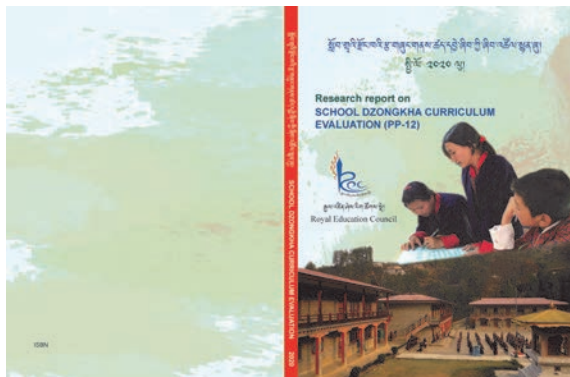
རྫོང་ཁའི་རྩ་གཞུང་དབྱེ་ཞིབ་འབད་ནིའི་ ཞིབ་འཚོལ་གྱི་ལཱ་འདི་ རིན་བསྟུར་འབད་བའི་སྐབས་ ཕྱོ་གྲོང་

རིག་འཛིན་མས་གྲོས་སྟོན་ལས་སྟེ་གིས་ ཐོབ་ཡོད་པ་ལས་ རྒྱལ་འཛིན་ཤེས་རིག་ཚོགས་སྟེ་གིས་ མ་དངུལ་
གནང་ཐོག་ལས་ ཁོང་གིས་ སྣ་དོ་དྲུག་དེ་ཅིག་གི་རིང་ལུ་ ཞིབ་འཚོལ་མཐིལ་ཕྱིན་འབད་བའི་སྐབས་ དུ་
སྟོ་ཡོད་པའི་ ཚེས་ཚན་རྩ་གཞུང་གི་སྔག་བཀོད་ལུ་ སྒྱིང་འགྱུར་འབད་ར་ ལེགས་སྣར་འབད་དགོ་པའི་
གྲོས་འཆར་མ་བྱུང་རུང་

- སྤྱིར་བཏང་རྫོང་ཁའི་ རྩ་གཞུང་གི་དམིགས་ཡུལ་ལེགས་ཤོམ་ཡོད་ཚུལ།
- རྩ་གཞུང་གི་དམིགས་གཏད་དང་ རྩ་གཞུང་ལག་ལེན་གྱི་གནས་སྟངས་མ་མཐུན།
- རྩ་གཞུང་གི་དགོས་མཁོ་དང་འབྲིལ་བའི་ མཐུན་རྐྱེན་མེད་པ།
- ཡིག་སྟེབ་དང་སྐོར་བ་དཀའ་ངལ་ཡོད་མི་ཚུ་ འབྲེལ་ཡོད་ལས་སྟེ་དང་ གསུང་གྲོས་གནང་སྟེ་
ཕྱོགས་མཚུངས་བཟོ་དགོ་པ།
- དུས་མཐུན་གྱི་ ལྒབ་སྟོན་མཁོ་ཆས་ ལངམ་འབད་བཀྲམ་དགོ་པ།
- རྫོང་ཁ་འདི་ ཚོས་རྒྱགས་ཀྱི་དོན་ལུ་རྒྱམ་ཅིག་ལྒབ་དོ་ཡོད་པ།
- དབྱེ་ཞིབ་ལམ་ལུགས་ ཚུལ་མཐུན་ལག་ལེན་གྱི་དོན་ལུ་ སློབ་ཁང་སློབ་ཕྱུག་གི་ཀྲུངས་ཁ་ མར་
ཐབ་འབད་དགོ་པ།
- སློབ་དཔོན་སློབ་སྟོང་ནང་ རྩ་གཞུང་དང་འབྲིལ་བའི་ ནང་དོན་དང་ ཐབས་ཤེས་ འཕྱུལ་རིག་གི་
ཤེས་ཡོན་སློང་བརྡར་ལེགས་ཤོམ་ གནང་དགོ་པ།
- ནང་དོན་ གནས་ཚད་མཐོ་དྲགས་དང་ མང་དྲགས་པའི་དཀའ་ངལ།
- ཡོངས་འབྲེལ་ཐོག་ལས་ ལྒབ་སྟོང་འབད་ཚུགས་པའི་ མཐུན་རྐྱེན་འཛོབ་ཚུགས་པ་བཟོ་དགོ་པ།
- སློབ་སྟོན་ནང་ལུ་ སློབ་ཕྱུག་གཙོ་བཏོན་ལས་ལྒག་སྟེ་ སློབ་དཔོན་གཙོ་བཏོན་ལུ་ ཤུགས་ཆེ་དོ་
ཡོད་པ།
- རྫོང་ཁ་འདི་ རྫོང་ཁའི་སློབ་སྟོན་གྱི་སྟོང་བརྡར་ཡོད་མི་ རྒྱམ་ཅིག་གིས་སྟོན་དགོ་པ་ཁག་ཆེཝ།
- ཚུ་ལུ་ རྒྱབ་སྟོན་གྱི་གྲོས་འཆར་ མང་སུ་ཅིག་ བྱང་ཡོད་པའི་སྐོར་ ཁ་གསལ་ སྣན་ཞུ་འདི་ནང་
འཁོད་ཡོད་ཟེར་ཞུ་ནི།

ཞིབ་འཇུག་གི་ལཱ།

ཞིབ་འཚོལ་སྐུན་ཞུ་འདི་གི་ གྲོས་འཆར་དང་འབྲིལ་ཏེ་ དགོ་སྤུ་ལག་ལེན་འཐབ་བཞིན་ཡོད་པའི་ རྫོང་ཁའི་
རྩ་གཞུང་འདི་ཡང་ དུས་ནུ་ལས་ཕར་ བསྐྱར་ཞིབ་འབད་ནེའི་ ལཱ་ཚུ་འགོ་བཙུགས་ནི་དང་། རྫོང་ཁའི་རྩ་
གཞུང་དང་འབྲིལ་བའི་ སྤྱིད་བྱུས་ལམ་ལུགས་ཚུ་ཡང་ ཞིབ་འཚོལ་གྱི་གྲོས་འཆར་དང་འབྲིལ་ཏེ་ ལཱ་ཚུ་
འབད་ནེའི་ འཆར་གཞི་བཙུགས་བཞིན་དུ་ཡོད་ཟེར་ཞུ་ནི་ཨིན།

༣ ། ཡོངས་འབྲེལ་སླུབ་སྟོན་གྱི་ མཐོང་ཐོས་མ་ཁོ་ཆས་བཟོ་ཡོད།

གོས་དོན།

རྫོང་ཁ་སླུབ་སྦྱང་གི་དོན་ལུ་ ཡོངས་འབྲེལ་ཐོག་གི་ སླུབ་སྟོན་མ་ཁོ་ཆས་ཚུ་ག་ནི་ ཅུང་ལས་བརྟེན་ཏེ་ བརྡ་དོན་ཚུ་མང་ཤོས་ར་ སློབ་དཔོན་ཚུ་ལས་ར་ སླུབ་དགོ་ལ་འཐོནས་ཨིན་མས། དེ་འབད་ཕྱ་ལས་བརྟེན་ཏེ་ སློབ་ཕྱུག་ཚུ་ལུ་ དུས་རྣ་ལས་ཕར་ རྫོང་ཁ་དང་འབྲེལ་བའི་ སླུབ་སྟོན་མ་ཁོ་ཆས་ཚུ་ ཡོངས་འབྲེལ་ཐོག་ ལས་འཐོབ་ཚུགས་པ་བཟོ་ནིའི་དོན་ལུ་ ལས་རིམ་འདི་ འགོ་འཛིན་འཐབ་དགོས་བྱུང་ཡོད།

དམིགས་ཡུལ།

༡ ། སློབ་ཕྱུག་ཚུ་གི་རྒྱུད་ལུ་ རང་ལུགས་འབྱུག་པའི་ ཚོམ་རིག་ལམ་སྲོལ་ཚུ་གི་ གཞི་རྟེན་ལེགས་ ཤོམ་འཐོབ་ནིའི་དོན་ལུ་ བློ་ཟེ་ རྫང་མོ་གཉིས་ཀྱི་སྐོར་ལས་   རྒྱབ་ཁུངས་དང་ ལག་ལེན་འཐབ་ ཐངས་ཚུ་ ལེགས་ཤོམ་འབད་ དཀྲི་ཐབས་ལུ་ བློ་ཟེ་དང་རྫང་མོའི་མཐོང་ཐོས་མ་ཁོ་ཆས་བཟོ་ནི་ དང་།

༢ །   རྒྱལ་རྣས་ལག་ལེན་དང་ བཤེས་སྦྱིངས་གཉིས་ སློབ་ཁང་ནང་སློབ་དཔོན་གྱིས་ སྟོན་ཡོད་མི་ འདི་ བརྟེན་སོ་པ་དང་། ཡང་ཅིན་ ཁྲུལ་ལས་དྲན་གསོ་འབད་ནི། ཡང་ན་ སློབ་སྟོན་ནང་ རང་ བཅའ་མར་གཏོགས་མ་ཚུགས་པ་དང་ སློབ་ཁང་ནང་ སྟོན་མི་འདི་ དཀྲི་ག་མ་ཚུགས་མི་རེ་ཡོད་པ་ ཅིན་ དེ་ཚུ་ ལེགས་ཤོམ་འབད་ སླུབ་སྦྱང་འབད་ནིའི་དོན་ལུ་ རྒྱལ་རྣས་ལག་ལེན་དང་ བཤེས་ སྦྱིངས་གཉིས་ཀྱི་ དོན་ཚན་ཡོངས་རྫོགས་ སློབ་སྟོན་འབད་ཡོད་པའི་ མཐོང་ཐོས་མ་ཁོ་ཆས་བཟོ་ ནི།

ལཱ་གི་གྲུབ་འབྲས།

གོང་འཁོད་སླུབ་སྟོན་མཐོང་ཐོས་མ་ཁོ་ཆས་ཚུ་ ག་ ར་བཟོ་ཚར་ཏེ་ རྒྱལ་རྣས་ལག་ལེན་གྱི་དོན་ལུ་ འཐོན་རིམ་བདུན་དང་། བཤེས་སྦྱིངས་ཀྱི་དོན་ལུ་ འཐོན་རིམ་བརྒྱད། དེ་ལས་ བློ་ཟེའི་མཐོང་ཐོས་མ་ཁོ་ ཆས་གཉིག་དང་། རྫང་མོའི་མཐོང་ཐོས་མ་ཁོ་ཆས་ གཉིག། བཟོ་སྐྲུན་འབད་དེ་ རྒྱལ་འཛིན་ཤེས་རིག་ ཆོགས་སྡེའི་ ཡོངས་འབྲེལ་ཁ་བྱང་ www.rec. gov.bt ནང་ལུ་ བཙུགས་ཡོད་པ་ལས་ དེ་ནང་ ལས་ ཕབ་ལེན་འབད་ཚུགས་པ་འབད་བཟོ་ཡོད་ཟེར་ ཞུ་ནི་ཨིན།

རྫོང་ཁའི་ཚོམ་རིག་སློབ་སྟོན།

བཤེས་སྦྱིངས།
རྒྱལ་རྣས་ལག་ལེན།
སྟན་ཚོམ།

མཐོ་བོས་མཁོ་ཆས་དེ་ཚུ་ སློབ་དཔོན་རྒྱུ་གིས་ སློན་ཆས་འབད་ཡང་ ལག་ལེན་འཐབ་རྒྱུགས་ནི་དང་དང་ སྒྱིར་བཏང་མི་མང་གིས་ཡང་ བསྐ་ནིའི་དོན་ལུ་ youtube དང་ facebook རྒྱུ་གི་ཐོག་ལས་ཡང་ མི་མང་གིས་ཁབ་ལེན་འབད་རྒྱུགས་པ་འབད་བཟོ་ཡོད། དེ་གིས་ རྫོང་ཁའི་ཤེས་ཡོན་ཡར་རྒྱས་ལུ་ ཕྱན་ ཐབས་སློམ་འབད་ར་འབད་རྒྱུགས་ནི་དང་། རང་ལུགས་ལམ་སློལ་དང་རྩིས་མཐོང་ ཡར་རྒྱས་ལུ་ཡང་ ཕན་ ཐོགས་སློམ་ར་འབྱུང་རྒྱུགས་པའི་ དགོས་པ་སློམ་ར་འདུག་ཟེར་ཞུ་ནི་ཨིན།

༣ ༽ སློབ་རིམ་ ༩ པ་དང་ ༡༠ པའི་ སློབ་དེབ་བསྐྱར་ཞིབ།
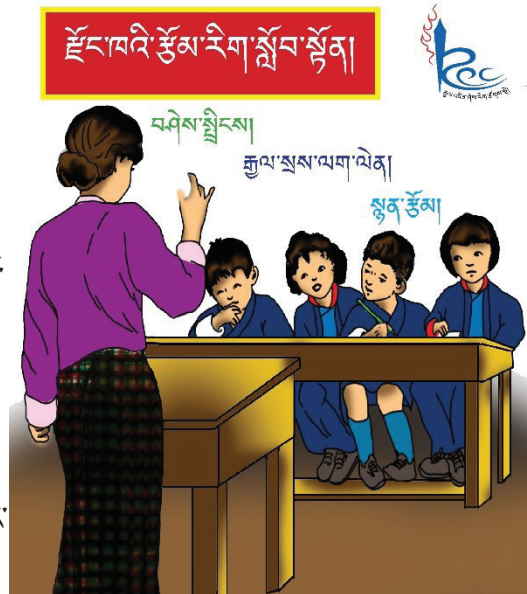
དགོས་དོན།

ལོ་ ༢༠༡༦ ལོའི་རྒྱལ་ཡོངས་ཚོས་ཚན་རྩ་གཞུང་བསྐྱར་ཞིབ་ཞལ་འཛོམས་ཀྱི་ གྲོས་བཅུད་དང་འཁྲིལཝ་ད་ བློ་གསར་ལས་སློབ་རིམ་ ༡༥ པ་ཚུན་གྱི་ རྫོང་ཁའི་སློབ་དེབ་ཀྱི་ནང་དོན་ཚུ་ དུས་མཐུན་བཟོ་དགོཔ་ དང་ བཟོ་བཀོད་ལེགས་བཅོས་འབད་དགོཔ་ལེ་ཤ་ཡོདཔ་འབད་འཁོད་ཡུག ད་དང་འཁྲིལ་ཏེ་ འབྱུང་རིམ་ གོང་མའི་སློབ་དེབ་ཚུ་ བསྐྱར་ཞིབ་འབད་ཚར་བའི་ཤུལ་ལུ་ དུས་ཅི་སྤྱི་ལོ་ ༢༠༢༠ གི་ལོ་ལུ་ སློབ་རིམ་ ༩ པ་དང་ ༡༠ པའི་ སློབ་དེབ་ཚུ་ཡང་ དེ་བསྒང་གི་གྲོས་འཆར་དང་འཁྲིལ་ཏེ་ བསྐྱར་ཞིབ་འབད་ནི་ཨིན་པའི་ ཁར་ རྫོང་ཁའི་རྩ་གཞུང་བརྒྱེ་ཞིག་ཞིག་འཚོལ་གྱི་ སྒྲུབ་འབྲས་དང་འཁྲིལ་ཝ་ད་ཡང་ འཕྲི་སྣོན་དང་ལེགས་ བཅོས་འབད་དགོ་པའི་ གྲོས་འཆར་ ལེ་ཤ་ར་ བྱུང་ཡོདཔ་ལས་ འབྲེལ་ཡོད་ཚོས་ཚན་མཁས་མཆོག་ཚུ་ ཞུ་ཐོག་ལས་ བསྐྱར་ཞིབ་མཐིལ་ཕྱིན་འབད་དེ་ འབྱུང་རིམ་བར་མའི་ རྫོང་ཁའི་རྩ་གཞུང་ གནས་ཚད་དང་ ལྡནམ་བཟོ་ཐབས་ལུ་ ཙོམ་སྒྲིག་ཞལ་འཛོམས་འདི་ དགོ་འདྲེན་འཐབ་ཡོདཔ་ཨིན།

དམིགས་ཡུལ།

- སློབ་རིམ་ ༩ པ་དང་ ༡༠ པའི་ སློབ་དེབ་ ཀྱི་ནང་དོན་ཚུ་ དུས་མཐུན་དང་ ལེགས་ བཅོས་འབད་རྒྱུགས།

- སྐད་ཡིག་དང་ཙོམ་རིག་གི་རིག་རྩལ་ལུ་ ཤུགས་བཏོན་ཐབས་ལུ་ དོན་ཚན་གྱི་མཛུག་ ལུ་ སྦྱོང་ལྭ་རྒྱུ་འོས་འབབ་དང་ལྡནམ་འབད་ བཀོད་རྒྱུགས།

- སློབ་དེབ་ཀྱི་བཟོ་བཀོད་ཚོན་ཁྲ་དང་ལྡནམ་འབད་བཟོ་རྒྱུགས།

- རྫོང་ཁའི་བདེ་སྦྱོར་གྱི་རྣམ་གཞག་ཚུ་ བསྐྱར་ཞིབ་འབད་དེ་ འོས་འབབ་ལྡན་ཏོག་ཏོ་འབད་བཀོད་ རྒྱུགས།

- ཚོམ་རིག་ནང་དོན་ཚུ་ བསྐྱར་ཞིབ་འབད་དེ་ རྩིས་མཐོང་དང་ བསམ་སྤྱོད་ལུ་ཕན་པའི་ དོན་ཚན་ གསར་བཅུགས་འབད་ཚུགས།

ཚོམ་སྒྲིག་ཁལ་འཛོམས་འགོ་འདྲེན་ལུ་གས།

ཚོམ་སྒྲིག་ཁལ་འཛོམས་འདི་ དབྱིན་ཟླ་༩ པའི་ནང་འགོ་འདྲེན་འཐབ་ནིའི་ འཆར་གཞི་བརྩམས་ཡོད་རུང་ ནད་ཡམས་ཀྱི་རྐྱེན་རྐྱ་ལུ་བརྟེན་ཏེ་ གཅིག་ཁར་འཛོམས་ཏེ་ གྲོས་བསྡུར་ཕོག་ལས་ འབད་མ་ཚུགས། ཨིན་རུང་ ཡོངས་འབྲེལ་ཕོག་ལས་ འབྲེལ་བ་འཐབ་སྟེ་ དངཔར་ རྩ་གཞུང་དྲེ་ཞིབ་དང་ གཉིས་པར་ བསྐྱར་ཞིབ་ཀྱི་གནད་དོན་ངོས་འཛིན་ གསུམ་པ་ལུ་ འབྲེལ་ཡོད་དོན་ཚན་དང་འཐིལ་པའི་ མཁས་མཆོག་ ཚུ་ ངོས་འཛིན་འབད་ཕོག་ལས་ འགན་ཁག་ཚུ་ཕྱལ་ཏེ་ ཚོམ་སྒྲིག་དང་བཟོ་བཀོད་ཚུ་འབད་དེ་ ལུ་མཇུག་བསྡུ་ཡོད།

ལུ་གི་གྲུབ་འབྲས།

- སློབ་རིམ་༡ པ་དང་༡༠ པའི་ སློབ་དེབ་ཀྱི་ནང་དོན་ཚུ་ དུས་མཐུན་དང་ ལེགས་བཅོས་འབད་ ཡོད།
- སྐད་ཡིག་དང་ཚོམ་རིག་གི་རིག་རྩལ་ལུ་ ཤུགས་བཏོན་ཐབས་ལུ་ དོན་ཚན་ཀྱི་མཇུག་ལུ་ སྦྱོང་ལཱ་ ཚུ་འོས་འབབ་དང་སྦུན་མ་འབད་བཀོད་ཡོད།།
- སློབ་དེབ་ཀྱི་བཟོ་བཀོད་ཚོན་ཁྲ་དང་སྦུན་མ་འབད་བཟོ་ཡོད།
- ཇོང་ཁའི་བརྡ་སྤྱོར་ཀྱི་རྣམ་གཞག་ཚུ་ བསྐྱར་ཞིབ་འབད་དེ་ ངོས་འབབ་ལྡན་ཏོག་ཏོ་འབད་བཀོད་ ཡོད།
- ཚོམ་རིག་ནང་དོན་ཚུ་ བསྐྱར་ཞིབ་འབད་དེ་ རྩིས་མཐོང་དང་ བསམ་སྤྱོད་ལུ་ཕན་པའི་ དོན་ཚན་ གསར་བཅུགས་འབད་ཡོད།
- སློབ་དེབ་འདི་ སྤྱི་ལོ་༢༠༢༢ ལུ་ དཔེ་དེབ་བཀྲམ་སྤེལ་ཀྱི་ཕོ་ཡིག་ནང་བཅུགས་ཏེ་ བཀྲམ་སྤེལ་ འབད་ཞིནམ་ལས་ སྤྱི་ལོ་༢༠༢༣ ལས་ ལག་ལེན་འཐབ་ཚུགསཔ་བཟོ་ཡོད།

༩ ། འཚབས་ཆེན་གནས་སྟངས་ཀྱི་གདོང་ལེན་ཤེས་ཡོན།

དགོས་དོན།

རྒྱལ་ཁབ་ནང་ལུ་ ནད་ཡམས་ཀྱི་དཀའ་ངལ་ལུ་བརྟེན་ཏེ་ སློབ་གྲྭ་ཚུ་གར་ སློ་བསྡམ་དགོས་ཐོན་པའི་ཤུལ་ ལུ་ ན་གཞོན་སློབ་ཕྲུག་ཚུ་ ཤེས་ཡོན་ལྱབ་སྤྱང་འབད་ནིའི་ གོ་སྐབས་མེད་པར་ ལུས་ཡོད་མི་འདི་ བར་ སློང་མི་འགྱི་ནིའི་དོན་ལུ་ གནས་སྐབས་ཀྱི་ལྱབ་སྤྱང་ལམ་སྤོན་བཟོ་དགོས་ གལ་ཆེཝ་བྱུང་ཡོད་པ་ཨིན།

དམིགས་ཡུལ།

འཚབས་ཆེན་གནས་སྟངས་ནང་ ན་གཞོན་སློབ་ཕྲུག་ཚུ་ རྣམ་གཡེང་གི་དང་དུ་ ལུས་མ་བཅུག་པར་བཞག་ནི།

ཡོངས་འབྲེལ་ཐོག་ལས་ ཆོས་ཚན་དང་འབྲེལ་བའི་ ཤེས་ཡོན་འཐོབ་ཚུགས་པ་བཟོ་ནི།

སློབ་སྒྲ་ལོག་སྟེ་ འགྲོ་བཅུགས་ཚུགས་པའི་གནས་སྟངས་འབྱུང་པ་ཅིན་ དེ་བསྐུན་གྱི་ རྩ་གཞུང་སློབ་སྟོན་གྱི་ལམ་སྟོན་བྱིན་ནི།

ལྭ་གི་གྲུབ་འབྲས།

རྒྱལ་འཛིན་ཤེས་རིག་ཚོགས་སྡེ་གིས་ འཚབས་ཤེས་གནས་སྟངས་ཀྱི་སྐབས་ལུ་ ཡོངས་འབྲེལ་ཐོག་ལས་ གནས་རིམ་དང་པ་ལས་ལྭ་པ་ཚུན་ སློབ་སྟོན་འབད་ནིའི་ རྩ་གཞུང་ལམ་སྟོན་བཟོ་ཡོད་པ་མ་ཆད།

ཤེས་རིག་སྤྲུན་ཁག་དང་ འབྲུག་གི་ཁས་བླངས་སློབ་དཔོན་ཚུ་དང་གཅིག་ཁར་ མཉམ་འབྲེལ་འབད་དེ་ འབྲུག་རྒྱུད་བསྒྲགས་ཐོག་ལས་ སློབ་སྟོན་འབད་ནིའི་དོན་ལུ་ རྫོང་ཁའི་དོན་ལུ་ སློབ་སྟོན་མ་འདྲ་ ༦༡ དང་ རིག་གཞུང་སློབ་སྟོན་གྱི་དོན་ལུ་ སློབ་སྟོན་མ་འདྲ་༧༢ ལྭག་ཚམ་ཅིག་ བཟོ་སྐྲུན་འབད་དེ་ ཡོངས་འབྲེལ་ནང་བཅུགས་ཡོད་པ་ཨིན།

དེ་མ་ཆད་ སློབ་སྒྲ་ལོག་སྟེ་ འགྲོ་བཅུགས་ཚུགས་པའི་གནས་སྟངས་རེ་འབྱུང་པ་ཅིན་ཟེར་ འདི་གི་དོན་ལུ་ རྩ་གཞུང་ནད་དོན་ གཙོ་རིམ་བསྒྲིགས་ཏེ་ ཉུང་སུ་བཟོ་ཡོད་པའི་ གཙོ་རིམ་ཅན་གྱི་རྩ་གཞུང་ལམ་སྟོན་ཡང་བཟོ་བཀོད་འབད་དེ་ སློབ་སྒྲ་ཚུ་ནང་བཀྲམ་སྤེལ་འབད་ཡོད་པ་ཨིན།

༥) རིག་གཞུང་གོམས་འདྲིས་སློང་བརྡ།

དམིགས་ཡུལ་དགོས་པ།

རིག་གཞུང་སློབ་སྟོན་པ་ཚུ་གིས་ རིག་གཞུང་དང་འབྲེལ་བའི་ཆོས་ཚན་ཚུ་ རྩ་གཞུང་གི་དམིགས་ཡུལ་དང་ འབྲེལ་ཏེ་ སློབ་སྟོན་ཐབས་ཤེས་ཚུ་ ལག་ལེན་འཐབ་སྟེ་ སློབ་སྟོན་འབད་ཚུགས་ནིའི་དོན་ལུ་ སློང་བརྡ་འདི་ འགོ་འཛིན་འཐབ་ཡོད་པ་ཨིན།

ཞལ་འཛོམས་འགྲོ་འཛིན་འཐབ་ལུགས།

ཞལ་འཛོམས་འདི་ སྤྱ་ཚེ་རིག་གཞུང་འཛིན་ རིམ་གོང་མའི་སློབ་དཔོན་ཚུ་དང་ སློབ་སྒྲ་ཁག་ ལས་ཁར་ རིག་གཞུང་གདམ་ཁའི་ཆོས་ཚན་སློབ་ གཏན་མི་སློབ་དཔོན་ཚུ་གི་དོན་ལུ་ ས་གནས་
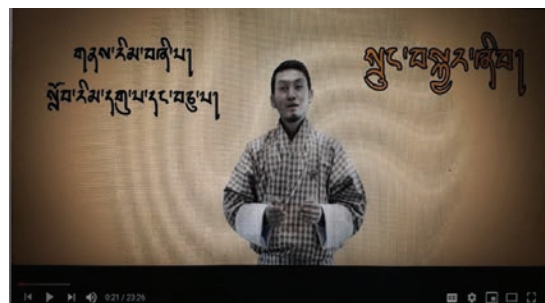
གསར་སྤང་བདེ་སྐྱིད་སྒྱིད་སློབ་གྲྭ་ ནང་ལུ་ ཉིན་གྲངས་བཞི་གི་རིང་ མཐོ་རིམ་སློབ་གྲྭའི་ལེགས་བཤད་ དང་ རྩ་གཞུང་འགོ་དཔོན་ཚུ་ མཉམ་འབྲེལ་ཐོག་ལས་ སྦྱང་བཤད་བྱིན་ཡོད་ཨིན།

གྲུབ་འབྲས།

རྒྱལ་ཁབ་ནང་འཁོད་ཀྱི་ རིག་ གཞུང་སློབ་སྟོན་འབད་མི་སློབ་ དཔོན་༣༧ ལུ་ ཉིན་གྲངས་ བཞི་གི་སློང་བརྡ་ཕུལ་ཏེ་ རིག་ གཞུང་ཆོས་ཚན་ཚུ་ ནང་དོན་དང་

རིག་ཚལ་ སློབ་སློན་ཐབས་ཤེས་ཚུ་ རྩ་གཞུང་གི་དགོངས་དོན་དང་འབྲེལ་ཏེ་ སློབ་སྟོན་འབད་ཚུགས་པ་ བཟོ་ཡོད།

༦ ） སྤྱ་ཚེ་རིག་གཞུང་སློབ་རིམ་༡ པ་དང་༡༠ པའི་ སློབ་དེབ་གསར་རྩོམ།

དགོས་དོན།

སྤྱ་ཚེ་རིག་གཞུང་འབྱིང་རིམ་གོང་མའི་ནང་ སྤྱི་ལོ་༢༠༡༩ གི་ལོ་ལས་ རིག་གཞུང་སློབ་རིམ་༡ པ་དང་ ༡༠ སྤྱབ་སྤྱང་འབད་ནིའི་ གོ་སྐབས་ཡང་འགོ་བཙུགས་ཡོད་པ་ཨིན། དེའི་དོན་ལུ་ སློབ་རིམ་དེ་གཉིས་ཀྱི་ ནང་ལུ་ ཆོས་ཚན་ག་ཅི་སྤྱབ་སྤྱང་འབད་དགོཔ་ཨིན་ན་ཚུ་ སྤྱི་ལོ་༢༠༡༢ ལས་ར་ ཤེས་རིག་ལྷན་ཁག་ དང་ རྒྱལ་འཛིན་ཤེས་རིག་ཚོགས་སྡེ་གཉིས་མཉམ་འབྲེལ་ཐོག་ལས་ ཞལ་འཛོམས་ཚུ་གནང་སྟེ་ ཐག་ བཅད་ཡོད་མི་དང་འབྲེལ་ཏེ་ ཆོས་ཚན་རྩ་གཞུང་དང་ སློབ་དེབ་ཚུ་ རྩོམ་སྒྲིག་འབད་ཐབས་ལུ་ཨིན།

ཞལ་འཛོམས་འགོ་འཛིན།

ཆོས་སྒྲིག་ཞལ་འཛོམས་ནང་ འབྲེལ་ཡོད་དོན་ཚན་མཁས་མཆོག་དང་ ཆོས་ཚན་སློབ་དཔོན་ འབྲེལ་ཡོད་ རྩ་གཞུང་དང་ དབྱེ་ཞིབ་འགོ་དཔོན་ཚུ་ གྲོས་སྤྱར་ཐོག་ལས་ བར་པའི་ས་འབྱིང་རིམ་སློབ་གྲྭ་གོང་མའི་ནང་ འབད་ ཉིན་གྲངས་༡༥ ཙམ་གྱི་རིང་ ཆོས་སྒྲིག་གནང་ཡོད་པའི་ཁར་ མཐའ་དཔྱད་ཀྱི་དོན་ལུ་ དོན་ཚན་ དང་ སྐད་ཡིག་མཁས་མཆོག་ཚུ་ལུ་ ཞུན་དག་གནང་བཅུག་སྟེ་ ཆོས་སྒྲིག་འབད་ཡོད་པ་ཨིན།

གྲུབ་འབྲས།

ཚོམ་སྒྲིག་ཞལ་འཛོམས་ནང་ འབྲེལ་ཡོད་དོན་ཚན་ཆ་མཉམ་མཆོག་ཏུ་ལྷུ་སྟེ་ ཚོམ་སྒྲིག་དང་ཞུན་དག་མཐིལ་ ཕྱིན་འབད་ཡོད་པའི་མཐའ་མར་ གཤམ་འཁོད་སློབ་དེབ་ཁག་བདུན་ ཚོམ་སྒྲིག་འབད་དེ་ སློབ་གྲྭ་ནང་ བཏང་ཐོག་ལས་ རིག་གཞུང་སློབ་རིམ་དགུ་པ་དང་བཅུ་པའི་ རྩ་གཞུང་ལག་ལེན་འཐབ་ནི་འགོ་བཙུགས་ ཆོགས་ཏེ་ཡོད་པ་ཨིན།

• སྐྱེ་སྲིད་ཁྲི་རབས་དང་རྒྱལ་རབས།
• ལེགས་བཤད་སྟོན་དབང་རྩ་འགྲེལ།
• མཚན་བརྗོད།
• ཆུ་ཤིང་བསྟན་བཅོས།
• དག་ཡིག་སློབ་དེབ། སློབ་རིམ་དགུ་པ།
• དག་ཡིག་སློབ་དེབ། སློབ་རིམ་བཅུ་པ།
• སྨྲ་དག

༩། སྒྲག་ཙེ་ རིག་གཞུང་སློབ་རིམ་༡༡ པ་དང་༡༢ པའི་སྤྱོད་འཇུག སློབ་དེབ་གསར་ཚོམ དམིགས་ཡུལ་དགོས་པ།

རིག་གཞུང་སྤྱོད་འཇུག་སློབ་དེབ་འདི་ སྤྱིར་བཏང་སྤྱོད་འཇུག་གི་ དཔེ་དེབ་ཅིག་བཟུམ་མེན་པར་ སྤྱིར་བཏང་རྩ་གཞུང་གི་དགོངས་དོན་དང་འབྲེལ་ཏེ་ སློབ་ཕྲུག་གི་ ཤེས་ཡོན་ལྥབ་སྦྱང་གི་ སློབ་དེབ་ཀྱི་རྣམ་པ་ འབད་ བཟོ་ཐབས་ལུ་ ཚོམ་སྒྲིག་འབད་དགོལ་བྱུང་ཡོད་པ་ཨིན།

ཞལ་འཛོམས་འགོ་འཛིན།

ཚོམ་སྒྲིག་ཞལ་འཛོམས་འདི་ནང་ འབྲེལ་ཡོད་དོན་ཚན་མཁས་མཆོག་དང་ ཆོས་ཚན་སློབ་དཔོན་ འབྲེལ་ ཡོད་ཙ་གཞུང་དང་ དབྲེ་ཞིབ་འགོ་དཔོན་ཚུ་ གྲོས་སྟུར་ཐོག་ལས་ བར་པའི་ས་འབྲིང་རིམ་སློབ་གྲྭ་གོང་མའི་ ནང་འབད་ ཉིན་གྲངས་༡༥ ཚམ་གྱི་རིང་ ཚོམ་སྒྲིག་གཞན་ཡོད་པའི་ཁར་ མཐའ་དཔྱད་ཀྱི་དོན་ལུ་ དོན་ ཚན་དང་ སྐད་ཡིག་མཁས་མཆོག་ཚུ་ལུ་ ལུན་དག་གཏང་བཅུག་སྟེ་ ཚོམ་སྒྲིག་འབད་ཡོད་པ་ཨིན།

གྲུབ་འབྲས།

སྤྱར་ལས་ཡོད་པའི་ སློད་འཇུག་ཚུ་མཆན་འགྲེལ་ཚུ་ དརིས་ནངས་པར་སློབ་དེབ་ ལམ་ལུགས་ལྟར་མེདཔ་ ལས་བརྟེན་ཏེ་ དེང་སང་ལམ་ལུགས་འཁྲིལ་བའི་སློབ་དེབ་ གསར་ཚོམ་འབད་དགོཔ་ཡོད་མི་ཚུ་ ལས་དོན་ དང་ སློང་ལྠ་འགྲུབ་འབྲས་ ཚ་དོན་དང་

མཆན་འགྲེལ་ཚུ་གོ་བདེ་བཟོ་སྟེ་ ཚོམ་སྒྲིག་འབད་དེ་ པར་སྐྲུན་ནང་ བཏང་ཚོགཔ་བཟོ་ཡོད་པ་ཨིན།

༡། སྤྱག་ཚེ་ རིག་གཞུང་སློབ་རིམ་,, པ་དང་,༡༢ པའི་སྒྲིག་ལམ་སློབ་དེབ་གསར་ཚོམ

དམིགས་ཡུལ་དགོས་པ།

རིག་གཞུང་སྒྲིག་ལམ་སློབ་དེབ་འདི་ སྤྱིར་བཏང་སྤྱོད་འཇུག་གི་ དཔེ་དེབ་ཅིག་བཟུམ་མིན་པར་ སྤྱིར་བཏང་ ཙ་གཞུང་གི་དགོངས་དོན་དང་འཁྲིལ་ཏེ་ སློབ་ཕྲུག་གི་ ཤེས་ཡོན་ལྷབ་སྦྱང་གི་ སློབ་དེབ་ཀྱི་རྣམ་པ་འབད་ བཟོ་ཐབས་ལུ་ ཚོམ་སྒྲིག་འབད་དགོཔ་ཕྱུང་ཡོད་པ་ཨིན།

གྲུབ་འབྲས།

སྤྱར་ལས་ཡོད་པའི་ སྒྲིག་ལམ་ མཆན་ འགྲེལ་ཚུ་ དརིས་ནངས་པར་སློབ་དེབ་ ལམ་ལུགས་ལྟར་མེདཔ་ལས་བརྟེན་ཏེ་ དེང་སང་ལམ་ལུགས་འཁྲིལ་བའི་སློབ་ དེབ་ གསར་ཚོམ་འབད་དགོཔ་ཡོད་མི་ཚུ་ ལས་དོན་དང་ སློང་ལྠ་ གྲུབ་འབྲས་ ཙ་ དོན་དང་མཆན་འགྲེལ་ཚུ་གོ་བདེ་བཟོ་སྟེ་ པར་སྐྲུན་འབད་ཚོགཔ་བཟོ་ཡོད།

1.3.3. Digital Textbook for Class V – ICT

One of the activities identified in iSherig-2, Education ICT Master Plan 2018 -2023, iSherig is the digitization of school textbooks. Bhutan Education Blueprint 2014-2020 further underscores the need for ICT-driven curriculum content to foster vibrant teaching and learning environment. While digitization of textbooks could mean many things, in the current context, it refers to digital textbook which is seen as a way to make learning engaging and interesting. It is "a student-centred textbook that is designed to promote various types of interactions, and that allows the student to work according to his or her needs and level, either at school or at home, without the limits of time and space, and that integrates all of the contents from existing textbooks, references, workshops, dictionaries, while providing a multimedia learning environment that include videos, animation and virtual reality". (Ministry of Education, Science and Technology, Korea).

Accordingly, IMD has conducted a needs assessment for digitizing school textbooks, developed a prototype of digital textbook and piloted it in 10 schools. The prototype was reviewed and refined based on the feedback from pilot schools in July 2020.

The platform to host the digital textbook is currently being readied at the Government Data Centre (GDC). The digital textbook shall be rolled out from 2020 academic session for use by students and teachers. The platform is also planned to be used during the workshop to orient the teachers on its use.

The workshop which was conducted in two batches from Jan. 9 to 10, 2020 (Trashigang MSS) and Jan. 17 to 18, 2020 (Bajo HSS) covered a total of 51 teachers teaching class V ICT. The workshop oriented teachers on the use of strategies and skills of using class V ICT digital textbook and demonstrated how to integrate student assessment into it.

1.3.4. Content Curation for Classes XI and XII World History

Development of digital educational resources is mentioned as one of the key components in iSherig-2 (2018-2023). Accordingly, IMD took lead role in coming up with different programs of which, content curation is one of the major activities besides development of digital textbook. This is manly to promote effective teaching and learning through use of digital resources, which ultimately prepares 21st century learners becoming computational thinker. Teacher-centered approaches of teaching using conventional teaching learning materials can address content standards, but many educators see teachers-directed methods as not building long-term, flexible knowledge. Inquiry based, student-centered, constructivist methods are few recommended methodologies to be adopted while delivering the contents. There is emerging research revealing that these approaches can lead to higher order thinking.

Integration of ICT in teaching and learning plays vital role in making learning effective and conversely, digital content has high preference. Innovative and creative approaches of developing learning materials with use of technology has become very important for all curriculum designer. Precisely, all sorts of subject matter information are available on web and power of selection is very important for both learners and educators. This program is planned to provide necessary skills of accessing, selecting, evaluating and sharing right information.

Content curation approach, will not only helps educators developing skills to design technology-integrated instruction but also inspire to become independent learners. In this line, curated content for class XI-XII world history was developed which was due for orientation. Accordingly, teachers' orientation programs on use of curated content was proposed. The following were the objectives for orienting the 33 teacher participants from January 6 to 7 and January 14 to 15, 2020 respectively at Trashigang MSS and Bajo HSS;

- Developed digital skills to access right information from the internet with use of search techniques.
- Evaluate and select contents, which is relevant to the subject.
- Create collaborative learning environment through use of content curation tools such as blogger, mail, google classroom, etc. (Educators and Learners)
- Build ICT competency for teachers in development of digital resources
- Design ICT integrated lesson

CL-XI Content Curation Orientation (6-7/01/2020)

CL-XI Content Curation Orientation (14-15/01/20)

1.3.5. Accountancy Curriculum and Accountancy IT Practical for Class XII

Accountancy as a subject which was introduced into the Bhutanese education system since 1978 has been revised by incorporating current and relevant contents that are applicable in the workplace and also to provide a basic foundation for transiting to the colleges. To ensure that the new Accountancy curriculum provides knowledge of the workplace, the basic concepts and components of Bhutan Accounting Standards (BAS) which are being implemented in industries by Bhutan since 2013 has been incorporated in the subject. The country to maintain consistency and uniformity of reporting, all the companies and Small and Medium Scale Enterprises (SMEs) are mandated to comply and report according to it.

Further, the accounting standards are implemented in the RUB colleges since 2015 where students transiting from the schools lack complete knowledge and face challenges in coping with the courses resulting in poor performances.

Therefore, the work for the development of new TLM for the subject started in 2018 and implemented starting 2019 in class XI and progressively in class XII in 2020. The revised curriculum is intended to provide a basic foundation for financial reporting, costing, and management accounting which are the basis of any accounting in practice or course of study.

Considering the realities of indispensable use of ICT in accounting, the new curriculum has embraced ICT as a tool for teaching and learning as well as the practical application of it in the relevant topics. Thus, the assessment modality constitutes at least 20% ICT practical in the subject.

To ensure that the intention of the revised curriculum is implemented in the school and also to equip teachers with ICT skills, the training of teachers was felt immensely necessary. The orientation workshop was conducted in three venues considering central location and appropriate size of the participants:

Sl. No.	Venue	Date	Total teachers trained
1	Tashigang MSS	19-22 December 2019	15
2	Sarpang CS	27-30 December 2019	21
3	Sonamgang MSS	03-06 January 2020	25
Total			**61**

1.3.6.   Economics Curriculum for Classes IX and X

The orientation workshops on new Economics curriculum were conducted in three regions: Phuntsholing (January 15-18, 2020), Gelephu (January 21-24, 2020), and Trashigang (January 28-31, 2020). In which, a total of 45 Economics teachers across country, facilitated by three resource persons, were oriented on approach to teaching- learning process in new Economics curriculum for classes IX and X.

The new Economics curriculum has been developed ensuring components of 21st century competency based education. To ensure the implementation of these curricular intentions in the school system, teachers were provided capacity building workshop as to how to approach teaching-learning process in the new Economics curriculum. Participants were familiarized with the key concepts, essential skills, and core values of new Economics curriculum, and acquainted with use of assessment tools and techniques in Economics curriculum to ensure competency based learning.

The new Economics textbook for class IX was rolled out in the academic year 2020 and for classes X to XII will be implemented in subsequent years. The REC will continue to train teachers on implementation of curriculum until the new curriculum for class XII has been implemented, and also keep providing support to the teachers through various online services.

1.3.7.   ICT Curriculum for Class X

In line with iSherig (2014-2018), the Literacy with ICT curriculum for classes IV - X was developed to provide students with ICT knowledge and skills that will enable them to become productive and responsible user of ICT in the digital world.

The curriculum in classes IV - VIII was implemented in schools from 2017 and in class IX in 2019. About 200 teachers from public and private schools were given the curriculum orientation workshop for last few years in preparation to implement the new curriculum successfully in schools.

After the implementation of the curriculum in class IX in 2019, the Literacy with ICT curriculum for class X is planned for implementation from 2020 academic year. To this, ICT teachers from schools with class X must be oriented on the content, assessment,

pedagogy and digital tools that are covered in the new curriculum so that they will be able to effectively teach the new curriculum. The orientation workshop is intended to equip teachers with ICT knowledge and skills to help them successfully implement the new ICT curriculum, thus narrowing the gap between the intended and implemented curriculum in the schools.

From the four days of orientation workshop, participants:

- understood the basis and the intentions of the ICT Curriculum Framework,
- acquired skills to use software required by the curriculum,
- became acquainted with some aspect of Digital Citizenship,
- knew the assessment approach adopted in the curriculum,
- used different digital tools to assess the learning,
- learnt HTML5 and CSS for web development

The following is a summary of participant profile:

Batch	Start Date	End Date	No. pf days
1 (Gelephu)	December 18, 2019	December 21, 2019	4
2 (Bajothang)	December 14, 2019	December 27, 2019	4
3 (Trashigang)	December 31, 2019	January 30, 2020	4

1.3.8. Geography for Class VIII

With the implementation of Class VII Geography in 2019, it is important to roll out implementation for Class VIII in 2020 as progression and continuity of the reform process. A total of 117 teachers were oriented at six different venues covering all the Dzongkhags. Participants were familiarised to the curriculum to bridge the gap between intended and implemented curriculum. They were also introduced to the latest skills and interdisciplinary competencies required in teaching Geography.

1.3.9. World History Curriculum for Class VIII

The new World History curriculum for class VII was implemented in 2019 academic year. In continuation to it, class VIII World History is scheduled to be implemented in 2020. Prior to its implementation, teachers are oriented on the new curriculum. A total of 70 teachers were oriented at three different venues – Mongar, Gelephu and Khuruthang. The orientation centered around content of the new curriculum, teaching strategies on the new curriculum, and assessment techniques associated to it.

2. Professional Development

2.1. Professional Development Programmes

The Education Professional Development Centre (EPDC) consists of three units: Teacher Professional Development Unit, Leadership Professional Development Unit, and Professional Standards Development Unit. The centre determines professional development programmes for teachers and school leaders for effective implementation of the school curriculum.

2.1.1. New pedagogiess

Today, with increased dynamics of everyday changes that interact with the increase of human knowledge in all spheres of life especially in science and technology a teacher encounters a lot of challenges in terms of professional capacity to improve the people's life. Their role is undoubtedly a major and vital for the social good and there is much effort nowadays in dealing with the everyday challenges in teaching practice, because social changes require expanding of the teacher's obligations and knowledge and possessing a wide range of teaching skills. Adequately trained teachers will comply with the modern teaching process and will lead to the desired

results so the traditional concept of teaching profile constantly is expanding and changing both in content and methodology and in all forms of learning as well. The systematic development of the capabilities and skills of the teacher goes hand in hand with efforts to apply scientific achievements in teaching based on knowledge and scientific principles. The teacher is the mediator of the updated knowledge and the one who implements the reforms and changes in the educational process so the teaching today requires qualified professional and thorough pedagogical education.

With the objectives of familiarizing, and deconstructing predisposed notions of effective pedagogy and equipping HoDs with the newest pedagogies for teaching; 21 academic heads (HoDs) were trained at Trashigang from January 24 to 29, 2020.

2.1.2. Place Based Education

The five days training modules on Place Based Education (PBE) for the Primary School principals/vice principals was designed by the Education Professional Development Center, REC, for the PBE Master Trainers, ToTs, and school principals for the implementation of Place Based Education Approach in all primary schools from Classes PP-VI. This training will provide theoretical background and strategies of PBE through varied 21st century teaching methods, readings, and activities. The training will introduce the concept of PBE and its principles and new instructional strategies relevant to the 21st century to teachers and learners. All activities will model some of the pedagogical approaches of place-based learning, such as enquiry based learning, design thinking, and project-based learning. Participants will have opportunities to actively engage in reflective practice to make meaningful connections to the concept and to take reflective practice into the classroom. Participants will be able to apply place-based approaches and strategies to enrich the implementation of national curriculum effectively at the primary school level.

The training covered 10 principles of PBE such as inquiry, design thinking, learner- centeredness, interdisciplinary approach, connections, community as a classroom, partnerships, real world challenges, local to global, and content rich. The methods of delivery applied were hands-on, participatory, engaging, discussion-based, indoors & outdoors, inquiry-

oriented, and student-centered. The training also prepared the trainers to conduct dzongkhag/cluster-based or school-based in-service programs and submit reports to REC biannually. The second cohort covered 41 primary schools leaders from the 6 Eastern Dzongkhags at two venues, namely Mongar and Samdrup Jongkhar from January 6 -10, 2020. The program was conducted with support from Teton Science Schools at Wyoming, in the USA.

2.1.3. Instructional Leadership School Leaders

This is a program developed in response to Bhutan Education Blueprint's (2014-2024) aspiration for Bhutanese schools to be led by highly effective high performing school leaders. The program is built on the tenet that leadership is exercised, on the whole, through face-to-face relationships ... for the improvement of teaching and learning is a social activity, requiring the coordinated efforts of many'' and what the school leader can do as the main driving force behind all these.

The program is also geared towards deepening the school principal's understanding of leadership and management and how to distinguish the two to decide where to invest more time in order to bring about more enduring results of school leadership. The program shows how school principals could lead instruction and the how people should be motivated and inspired to lead these instructional programs.

It is important to highlight that management is harnessing physical, financial, human and informational resources efficiently and effectively to achieve organizational goals while leading requires the principal to understand his larger role in ensuring that everyone understands the vision and mission of the school and builds a culture of high performance to reach there.

There are two closely related aspects to leading learning in a school, both with a focus on improving effective student learning. They are 'improving teaching' and 'improving curriculum'. Although both are important and must be addressed, the aspect that has the most effect on student learning is improving teaching. The main role of school leaders, then, is to establish and actively participate in a strong adult learning culture.

One challenge that school leaders are grappled with at the moment is the lack of resources. The central question that school leaders need to consider about practices and resources is, ''Do they help or hinder student learning?'' and, to effectively address that question, there must be a deep collective understanding of how students best learn and how teachers best improve the impact of their practice. It is therefore very crucial for school leaders to know, understand and

collaboratively design standards, beliefs, policies and procedures to build a culture of high performance around people and programs to effectively manage practices and resources.

Students and the continuous improvement of their learning are the primary focus of all that happens in a school. To support that focus, the program draws the attention of the school leaders to areas that needs attention for a school to become truly high performing. Additionally, with the realisation of new work paradigms, critical stresses on our planet, and exponentially evolving technologies, the restrictions of our current school models have become abundantly apparent. Consequently, many innovations are afoot to re-frame curriculum and its provision which is why the program orients the school leaders to become more future ready.

During the course of the training the following were achieved:

- Critiqued the current school system vis-à-vis the purpose of education
- Discussed the significance of setting appropriate vision, mission and goals
- Identified the elements of a desirable school culture
- Strategized various practices to establish staff morale
- justified building teacher capacity as one of the important aspects of school management.
- compared and listed applicable management contexts that can be applied in building teacher capacity.
- explained the significance of three influences of staff morale in Building Teacher Capacity.
- appreciated the importance of managing performance appraisal for building trusted leadership.
- explained the significance of four components of managing programs
- developed an understanding of the impact and role of effective communication in building trusted leadership.
- appreciated cultural aspects of effective communication and apply communication plan for effective communication.
- applied the standards of a high performing school culture to draw a plan for school improvement
- articulated the ten principles of effective change management to set goals for school
- evaluated the currency and quality of teaching and learning in their school, and

- chalked a way forward in mentoring and coaching for effective instructional leadership.
- deliberated and list the tools that optimizes students learning in schools
- Identified the existing symbols that operates student's wellbeing programs in schools.
- discussed strategies to establish home-school collaborative culture to address challenges and wellbeing of the students.

The program trained the first cohort of 27 Principals from three Dzongkhags namely Haa, Samtse and Chhukha - according to the objectives set for the workshop. The Principals prepared a roll out plan for subsequent training to other school leaders in their Dzongkhags (namely Principals of primary schools. The Mini Seminar at the end of every day gave room for participants to share, discuss and deliberate issues concerning school leadership in the Bhutanese context. The Educational Professional Development centred gathered feedback and recommendations for improving the overall content of the program for future review on a daily basis during the 5-day training.

Informally most participants expressed that this is one of the most awaited programs for school leaders in Bhutan and that it should be offered to all Principals in Bhutan for uniform understanding of what high performing leaders should do and achieve. The program also enabled school leaders not trained in effective leadership to identify grey areas and reconcile the best practices gleaned from the program for immediate implementation for school improvement. Few participants expressed that the workshop should be conducted in a more comfortable and spaciously motivating venue and not in a school to boost the morale of all educators in general. It was observed that the fact that most workshops for teachers and Principals are held in classrooms and schools does not help upscale the overall morale of teachers and school leaders.

Overall, the content of the program was received with a lot of appreciation. Participants expressed satisfaction and gratitude when they were provided with additional links such as www.principalmanual.com and other leadership resources and tools to further explore, study and improve their leadership.

The ToT on Instructional Leadership for School leaders with the theme 'quality leadership for quality education' turned out to be one of the most awaited program fro Principals – going by the mood and tone of the participants throughout the 5-day program. The participants were very open, serious, engaging and even disciplined

unlike teachers – for all the five days, the principals had no problem keeping their mobile phones in the Mobile Phone Deposit Box. The cooperation and the spirit of oneness observed from the enthusiasm displayed by the participants is a harbinger of a high performing school education system in Bhutan. Future coordinators and organisers of this program should review and take the aforesaid recommendations to make the program more relevant to future recipients of the program.

2.1.4.   Revised Agriculture and Food Security Curriculum

As per the MoU signed on 9th July, 2018 by REC with MoE and MoAF, the AgFSC has been revised from classes IX to XII, and Curriculum Guides of AgFS IX and X, and XI and XII have been completed, printed, and supplied to the schools. The AgFS of classes IX to XII is ready for implementation in all MSS, HSS and in all Central Schools in the country as an optional subject.

This subject has been an offshoot of School Agriculture Programme (SAP) that has been implemented since year 2000 as joint programme of MoE and MoAF from primay levels. Now with the introduction of the AgFSC concentrated in MSS and HSS level, SAP will continue as club activities from primary till LSS level, motivating and grooming students to opt for AgFS subject from class IX to XII.

This training programme is to prepare teachers on the implementation of AgFS in the schools, as a vocational subject with strong academic standard. This training programme is an orientation for new teachers who would be facilitating students learn AgFS for the first time, understand AgFS as a vocational subject, and therefore, handle AgFS differently from other academic subjects.

The teachers who have been facilitating students learn AgFS in the past, would develop insight in AgFS, so that they are equipped to support teachers teaching

theory as well as practical aspects of AgFS, and its assessment system.

The program was aimed at:

- To help teachers likely to teach AgFS from 2020, understand back ground of the AgFS and how AgFS was included in the curriculum diversification project to address the relevance of secondary education of the country.

- To facilitate teacher understand AgFS curriculum intention, its design and approaches adopted to facilitate students learn AgFS and support students with its assessment system.

- To facilitate teacher avail support from the MoAF, MoE, REC and the dzongkhags on the implementation of AgFS in their schools.

- To facilitate teachers use AgFS curriculum guide, curriculum framework and textbooks in helping students learn AgFS as an occupational subject.

- Help teachers understand how to support students start agriculture entrepreneurship in different agriculture activities in the country to serve Bhutanese society.

The following is the profile of venues and teachers trained:

Sl.No.	Region	AgFS Teacher	Venue
1	Eastern	18	Wangchuk Resort, Mongar
		18	Druk Dejung,Trashigang
2	Western/Southern	24	Bajo HSS,Wangdue
		17	Pling MSS, Chukha
3	Southern/Centre	10	Family Restaurant
Total		87	

2.1.5. Values Education for Eight Pilot Schools

A two-day values education PD program for class IV to VII teachers from eight pilot schools was conducted in Pashikha Central School, Gedu on 28th and 29th December 2019. A total of sixty-seven class and subject teachers participated in the grogram.

The PD was a part of the REC's Applied Research on TEAM (teaching, education, application, modelling) Model and strategies involving multi-sectorial approaches for enriching values education practices in schools. The PD focused on values sensitization, self-transformation, curriculum orientation, and teaching values through both integrated and discrete value lessons. The discourse sessions and practical activities facilitated teachers to self-reflect, experience, actualize and internalize.

3. COVID 19 PANDEMIC AND EDUCATION IN EMERGENCY

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Introduction

The pandemic spread of COVID19 virus is ravaging every corner of the world indiscriminately with huge losses of lives. Understanding has been developed that senior citizens and people with low immunity system are vulnerable and pose the risk of contracting the effects. The World Health Organization (WHO) advices a few simple ways of dealing with the pandemic, which includes social distancing, hand washing and use of hand sanitizer. Based on the risk of contracting the novel COVID virus and the impending danger to lives of youths, by the decree of executive order of the Government, with effect from 18th March 2020, all schools remain closed until the further notice. However, the current scenario of rate and pace of spread of the virus does not appear to be contained any time sooner.

The prolonged closure of schools continues to impact students' education and achieving the expected learning outcomes for all key stages. Inevitably, this affects the progression of students to the next higher grade. Though the easiest way is to compel students to repeat in the same grade in the following year, it is envisaged that the strategy is costly for the nation in all fronts, including financial expenses and learners' developmental progression, and may create generation gap in career opportunities.

According to INEE (2004), Education in emergencies, and during chronic crises and early reconstruction efforts, can be both life-saving and life-sustaining. It can save lives by protecting against exploitation and harm and by disseminating key survival messages on issues such as landmine safety or HIV/AIDS prevention. It sustains life by offering structure, stability and hope for the future during a time of crisis, particularly for children and adolescents. Education in emergencies also helps to heal the pain of bad experiences, build skills, and support conflict resolution and peace building. The emphasis is achieving the minimum standards of learning for Education in Emergencies to attain the minimum level of educational access and provision in emergencies.

In order to facilitate students to continue learning and progress to higher grade despite being locked down, the formal school curricula have been modified as the "Adapted Curriculum" as one of the crucial interventions during the Education in Emergency. Informed by the global and national imperatives and practices in emergencies, an EiE Curriculum Implementation plan was developed and implemented as one of the immediate interventions, besides the psychosocial and health and safety of students.

The REC reckons that professional consultations and dissemination's are crucial in helping schools to implement the change. Since the current situation poses health risk to all, alternative modes through guidelines were adopted. At the outset, the EiE Curriculum Implementation guidelines and the Adapted Curriculum (AC) were developed in collaboration with the MoE, REC and BCSEA. The adapted curriculum was delivered through BBS broadcast, Google classrooms, Radio and Self Instructional Materials (SIM) and other social media to cater to all students in the diverse situations.

In order to ensure that students are meaningfully engaged and kept safe and guide schools in the implementation of the modified curriculum, Assessment and Examinations guidelines was developed and shared to all. Against the backdrop of the fluid situation and being concerned with the impact of the prolonged closure of schools on students' education, and with the assumptions of reopening of schools, either all at once or in phase manner, the "Prioritized Curriculum (PC) syllabi for each class and subjects were developed with emphasis on essential learning contents that are fundamental in coping with the higher studies. The design, development and delivery of PC are informed by the wider educational principles and ideologies of developmental appropriateness, national values, coherence and the generic nature of the spiral curriculum.

Towards the safe reopening of schools in either ways, implementation guideline on safe reopening of schools with consideration of readiness of schools in terms of Health and Safety of students; Teaching and Learning: and Assessment and Examinations was also developed to inform all stakeholders and facilitate schools to implement the EiE curricula as dictated by the situation.

Objectives

The two forms of school curricula for Education in Emergency are developed to fulfil the following objectives:

1. Emphasize the learning of essential concepts fundamental in the development of academic and social competencies.

2. Provide access and avail educational services remotely for students to learn and develop understanding of fundamental concepts and ideas on subjects and competencies to cope with higher learning with mainstream and social media.

3. Engage students productively at home and minimize people-people contact to prevent the spread of virus.

4. Ensure the psychosocial wellbeing of students in emergency.

Adapted Curriculum

In the emergency, it is not feasible to deliver the regular annual curricular contents. The adapted curriculum is based on literacy and numeracy at key stage I and II, and theme-based curriculum for key stage III, IV and V. The most essential learning concepts aligned with the learning outcomes or objectives are selected for all classes. For theme-based curriculum, some learning areas such as Science and Social Sciences have been combined together considering the common themes of the subject. The AC is delivered through remote learning platforms in key stages, namely BBS, Radio, Google classroom, SIM, and other social media like wechat, whatsapp, messenger, facebook, etc.

Owing to the accessibility and inequity due to digital divide, performance of students are assessed through the options of: using the students' responses to BBS and SIM lessons review questions; completion of two to three assignments; or administer test by mobile teachers in places where students are not reached by internet and BBS.

Prioritized Curriculum

It is an abridged formal instruction with emphasis on fundamental conceptual knowledge and understanding to achieve students' learning outcomes in respective subjects and classes. The PC encompasses procedural knowledge, skills, strategies, and processes, as well as declarative knowledge. Therefore, the most essential learning concepts aligned with the learning outcomes or objectives for every subjects and classes were selected. It is delivered through the formal classroom setting in adherence to health and safety protocols of the MoH.

There are students who are dealt with 'pull out' and 'push in' strategies alongside the adaptation and modification in curriculum delivery. Therefore, lessons for Wangsel and Muenseling institutes shall also follow the prioritized curriculum, but delivered by using tools and techniques appropriate for their students. The Takste Rigzhung School shall also use tools and techniques appropriate for their students, which may include Google classroom, Youtube, Wechat and other means.

Delivery of the Curriculum

The Strategic Plan for Curriculum and Assessment for EiE Phase 2 in Table 1 illustrates the mode of delivery of both the curricula.

Table 1. Strategic Plan for Curriculum and Assessment for EiE

Scenario & Situation			Curriculum	Mode	Assessment
Scenario 1	Situation 1	If all schools open at the same time	Class PP – 9 & 11 Prioritized Curriculum	Regular class with safety and precautionary measures	Regular on prioritized curriculum (CFA, Tests, year-end examinations)
			Class 10 & 12 Prioritized Curriculum	Regular class with safety and precautionary measures	
	Situation 2	If schools open in a phased manner	Class PP – 9 & 11 Adapted Curriculum	Open: Regular class with safety and precautionary measures Closed: (A) Cl PP-3: BBS, Social media (Wechat / WhatsApp/ Telegram), Radio, SIM (B) Cl 4 -9 & 11: BBS, SIM, Google classroom	Class PP – 9 & 11: Conventional test / short assignment / Objective type question pattern
			Class 10 & 12 Prioritized Curriculum	Regular class with safety and precautionary measures	Board Examinations with Safety and preventive measures (25 days) on prioritized curriculum

Scenario II	All schools closed Class 10 & 12 Prioritized Curriculum	Class PP – 9 & 11 Adapted Curriculum	A) PP-3: BBS, Social media (Wechat / WhatsApp / Telegram), Radio, SIM (B) Cl 4 -9 & 11: BBS, SIM, Google classroom	Class PP – 9 & 11: Conventional test / short assignment / Objective type question pattern
		Regular class in quarantine mode.	Board Examinations with Safety and preventive measures (25 days) on prioritized curriculum	
NOTE:	For effective curriculum delivery as well as to provide support for psycho-social wellbeing: • Follow Ministry of Health's protocol and preventive measures. • Follow WASH advisory. • No mid-term examinations. • No trail examinations. • No co-curricular and extra-curricular activities. • Mid-term break to be used as instructional days. • Use Saturdays to adjust instructional days. • Strengthen psychosocial support including help-centres.			

Assessment & Examinations

The two types of curriculum in the EiE demand different modes of assessment. The continuous assessment help students to learn, and the examinations to assess their performance in the situations.

Adapted Curriculum

i. For classes PP – IX and XI, there shall be no examinations.

ii. For classes PP – VI, promotion of students shall be based on instructions and assessment tasks provided through video lessons / radio lessons / SIM or other social media platforms (WeChat, WhatsApp, Telegram, etc). It is imperative for teachers to continue maintaining records of activities and assignments submitted by individual students.

iii.   For classes VII - IX and XI, promotions shall be based on short assignment / objective questions / conventional tests / video lesson questions / radio lesson questions assigned through Google Classroom / other social media or SIM questions. It is imperative for teachers to continue maintaining records of activities and assignments submitted by individual students.

iv.   Progress report for students for classes PP - IX and XI shall be issued by schools.

v.   There shall be no ranking of students.

Prioritized Curriculum

a.   Home Examinations

i.   The prioritized curriculum shall not apply to classes PP - VI.
ii.   There shall be no formal examination for classes PP to VI.
iii.   For classes VII - IX and XI, examinations shall be based on the prioritized curriculum if the schools reopen.
iv.   For classes VII - IX and XI, examinations shall be completed before the start of board examinations.
v.   The timing of the examinations for the different classes shall be planned to maintain social distancing.
vi.   The duration and weighting for home examinations shall remain the same as before to ensure the validity and credibility of the results issued by schools.
vii.   Practical examinations for science, accountancy and computer studies shall be conducted based on the prioritized curriculum learning outcomes.
viii.   There shall be no mid-term and trial examinations in order to make up for the lost instructional time.
ix.   There shall be no SUPW grading for classes VII - IX and XI.
x.   Progress report for students of classes VII - IX and XI shall be issued by schools
xi.   The timing for result declaration for different levels shall be planned to avoid crowding.

b. Board Examinations

i.   The board examinations shall begin practical examination from mid of November and theory examination from end of November. The timetable shall be uploaded in the BCSEA website in the first week of August.
ii.   Question paper pattern and duration of papers shall remain the same.

iii. To minimize movement of teachers, project work validation and viva voce shall be done by the respective subject teachers following the guidelines provided by BCSEA instead of visiting examiners. Marks shall be submitted to BCSEA through the online system.

iv. For Class XII Physics, Chemistry and Biology paper 2 (Practical), unlike usual practice of sending three different sets of question paper for different batches, there shall be only one question paper for all batches for each subject; the Chief Visiting Examiners shall conduct the practical examinations.

v. Grading for SUPW for classes X and XII shall be based on classes IX and XI SUPW respectively. Grades are subject to improvement based on their performance in classes X and XII. Areas of assessment can include maintaining health, hygiene, sanitation of the school and behavioural aspect.

vi. The timing of the examinations for the different classes shall be planned to maintain social distancing.

Monitoring & Evaluations

The implementation of curriculum in the Education in Emergency is unprecedented and pose diverse challenges and opportunities as well. Some of the perceived challenges may include the following:

i. Equity and equality to access educational programs for students is immensely affected by geographical location, affordability and connectivity.

ii. Educational background of parents and guidance is making students responsible for their learning.

iii. Professional capacity and integrity of teachers in keeping track of students' learning through remote learning mode may affect students' performance.

iv. The quality and accuracy of lessons influence the quality of students' engagement and the learning.

Central Level – MoE, REC, BCSEA:

a. Design, develop and disseminate the plans and activities on EiE and EiE curriculum in collaboration with relevant stakeholders.

b. Facilitate the accessibility of EiE through the provision of necessary gadget and accessories for students and teachers.

c. Educate teachers and parents on EiE curriculum and its delivery.

d. Encourage parents to participate in their children's learning – guidance and monitoring.

Local Level - Dzongkhags & Thromdhes:

a. Constitute a small professional forum to oversee and design support mechanism to ensure that all students have access to EiE resources and services.

b. Monitor the professional capacity and integrity of teachers in implementation of EiE curriculum and emergency contingency plans and programs.

c. Identify teacher's needs and provide PD on the specific areas.

d. Periodically share the report on the status of EiE curriculum implementation, success and challenges. Accordingly, relevant stakeholders provide interventions.

e. Take ownership of EiE in their respective Dzongkhags and Thromdhes.

Conclusion

f. Education as a social provision is social equalizer that empowers youths' self-discovery and realization of their potential as responsible citizens. The impact and the process of education is painstakingly a slow individual's endeavor and responsibility. Therefore, it is not a matter of choice, but the priority of the government to provide relevant and meaningful learning for youths to prepare them as successful and intellectually versatile individuals.

g. The present COVID 19 pandemic effects and the closure of schools has tested the prepared and resilience of our education system. The concerted efforts and collaboration are imperative to facilitate the continuity of learning of students and keep them safe. The accessibility affordability of digital gadgets and services are the cornerstone in the effective delivery of education in emergency situation.