

Published by:

Royal Education Council

P.O. Box 1243

Shari, Paro – 12001

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ISBN: XXX-XXXXXX-XXX-X-X

Layout and Design: Pedup Dukpa

Acknowledgement

The Royal Education Council would like to acknowledge the following officials for their contribution towards the successful development of this framework.

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Further, all other staffs of REC are acknowledged for providing valuable input during the consultation phase.

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EXECUTIVE ORDER



དཔལ་ལྷན་འབྲུག་གཞུང་། ROYAL GOVERNMENT OF BHUTAN

PRIME MINISTER

མི-2/40/607

སྤྱི་ཚེས་ 12/12/2017 ལ།

གཞུང་གྲོས་འགན་

གནད་དོན་:- ཤེས་རིག་ལྷན་ཁག་ ཅུ་གཞུང་ཞིབ་འཇུག་འཕེལ་ལས་ཁུངས་དང་ རྒྱལ་གཞུང་ཤེས་རིག་ཚོགས་སྡེ་གཉིས་
གཅིག་སྦྲམ་འབད་ནི།

3 དེ་ཡང་ སྤྱི་ལོ་ 2002 ལུ་ མི་དབང་མངའ་བདག་པོ་ཆེ་མཆོག་གི་ཞབས་ལས་ སློབ་གྲུའི་ཤེས་ཡོན་དང་ འཕུལ་
རིག་ཤེས་ཡོན་ དེ་ལས་ མཐོ་རིམ་ཤེས་ཡོན་ཚུ་ ལེགས་བསྐྱར་འབད་དེ་གཞི་བཙུགས་འབད་དགོ་པའི་བཀའ་རྒྱའི་ཐོག་ལས་ རྒྱལ་
གཞུང་ཤེས་རིག་ཚོགས་སྡེ་འདི་ གཞི་བཙུགས་ཡོད་པ་ཨིན།

མི་དབང་མངའ་བདག་པོ་ཆེ་མཆོག་གི་དགོངས་བཞེད་དང་ གཞུང་དང་མི་མེར་གྱི་ཁ་ཐུག་ལས་ཡང་ ཤེས་རིག་གི་
སྤྱི་ཚད་དང་འབྲེལ་བའི་དཀའ་ངལ་སེལ་དགོ་པ་ཡོད་པའི་རེ་འདོད་ཚུ་ ཐུགས་ལུ་བསྐྱམས་ཏེ་ ཚོགས་སྡེ་འདི་གིས་ གཤམ་འཁོད་
གནད་དོན་ཚུ་ལུ་གཞི་བཞག་སྟེ་ ལམ་ལུགས་མཐུན་པའི་ཤེས་ཡོན་ལེགས་བསྐྱར་གྱི་དོན་ལུ་ འབྲེལ་ཡོད་སྤྱི་ཚུ་ལོངས་སྤྱོད་གས་
བཙུགས་ཏེ་ དམིགས་གཏང་མཐོ་བའི་འཆར་གཞི་དང་ གྲོས་འཆར་བཙོས་ཡོད་པ་ཨིན། དེ་ཡང་:-

ག) མི་དབང་མངའ་བདག་པོ་ཆེ་མཆོག་གིས་ རྒྱལ་ཁམས་ཀྱི་མཐའ་དོན་ལུ་ སླ་ན་མེད་པའི་ཐུགས་ཀྱི་དགོངས་
བཞེད།

ཁ) སྤྱིར་མི་དབང་གི་ཁ་ཐུག་ལས་ཡང་ ད་ལྟོ་ཡོད་པའི་ཤེས་རིག་ལམ་ལུགས་འདི་གིས་ སྤྱི་ཚད་ཅན་གྱི་ཤེས་ཡོན་
ཟིན་ནི་ལུ་ ལུས་ཀྱི་ཐུགས་སྦྲོམ་ཅིག་མེད་པ་ལས་ ལམ་ལུགས་འདི་ ཡར་གསོ་དགོ་པ་ཡོད་མི་དེ་ལུ་ རོས་ལེན།

ག) འབྲུག་རྒྱལ་ཁབ་འདི་ ཚུང་ཀྱ་མེད་མི་འདི་གིས་དང་ སྤྱི་ཤུག་ལས་རྒྱལ་སྤྱོད་མི་ལུ་བརྟེན་ཏེ་ ལེགས་
བསྐྱར་འབད་དགོ་པ་གཅི་བཙུམ་ཡོད་རུང་འབྲུག་རྒྱལ་ཁབ་ཀྱི་ཨིན་མ་ལས་ ཤེས་རིག་ལེགས་བསྐྱར་ལམ་ལུགས་འདི་
ཡང་ མཐར་འཁྱོལ་ཅན་ཅིག་ལུ་འགྱུར་ནི་ཨིན་པའི་ཡིད་ཆེས།

འདི་འབད་མ་ལས་ གོང་ལུ་བཀོད་ཡོད་པ་བཞིན་ མི་དབང་མངའ་བདག་པོ་ཆེ་མཆོག་གི་སླ་ན་མེད་པའི་ཐུགས་ཀྱི་
དགོངས་བཞེད་འགྱུར་ནི་དང་ ཅུ་བརྟན་བཙོན་འདི་དོན་ལུ་ རྒྱལ་གཞུང་གིས་ ཤེས་རིག་ལྷན་ཁག་དང་རྒྱལ་གཞུང་ཤེས་རིག་ཚོགས་སྡེ་



དཔལ་ལྷན་འབྲུག་གཞུང་།

ROYAL GOVERNMENT OF BHUTAN

PRIME MINISTER

གཉིས་ཀྱི་བར་ན་ གྲོས་བསྡུན་མང་རབས་ཅིག་འབད་ཡོད་མི་དང་ ལྷན་ཁྲུས་གཞུང་ཚོགས་ཀྱི་ཞལ་འཛོམས་ཁག་མང་རབས་ཅིག་གི་ གྲོས་ཚད་ལྟར་དུ་ ཤེས་རིག་ལྷན་ཁག་ ཅུ་གཞུང་ཞིབ་འཚོལ་གོང་འཕེལ་ལས་ཁུངས་དང་ རྒྱལ་གཞུང་ཤེས་རིག་ཚོགས་སྡེ་གཉིས་ གཅིག་སྒྲིམ་མཛད་ནིའི་གྲོས་ཐག་བཅད་དེ་ཡོད་པ་ཡིན། འདི་ཡང་ གཞུང་འཁོད་རྒྱ་མཚན་ཚུ་ལུ་གཞི་བཞག་སྟེ་ཡིན།

- ༡༽ ཅུ་གཞུང་ཞིབ་འཚོལ་གོང་འཕེལ་ལས་ཁུངས་དང་ རྒྱལ་གཞུང་ཤེས་རིག་ཚོགས་སྡེ་གཉིས་ནང་ ལཱ་འགན་དང་ ལས་རིམ་འདུ་སྲུ་སྟེ་ཡོད་མི་ཚུ་ མར་ཡབ་འབད་ནི།
- ༢༽ ལས་སྡེ་གཉིས་ནང་ ད་ལྟོ་ཁ་སྤྱོར་ཡོད་པའི་བྱ་རིག་ཚུ་ གཅིག་སྒྲིམ་འབད་ཐོག་ལས་ འདི་ཚུ་ལུ་བརྟེན་ ཁེ་ཕན་ ལྷ་ཚོགས་ཚུ་ ཡར་དག་གཏང་ནི།
- ༣༽ ད་ལྟོའི་ཤེས་རིག་ལམ་ལུགས་ནང་ ལྷབས་མ་བདེ་བའི་དཀའ་ངལ་ཆེ་ཤོས་ཅིག་ སློབ་དཔོན་གྱི་ལྷོགས་འབྲུབ་ ཡིན་མི་འདི་ ཡར་རྒྱས་གཏང་ནི་དང་། དེ་ལས་
- ང་༽ ཤེས་ཡོན་སློབ་སྦྱོང་གི་འབྲུང་གནས་ཅིག་ཡིན་མི་ ཚོགས་སྡེ་འདི་གིས་ཞིབ་འཚོལ་གྱི་ལྷོགས་ཁྱབ་སྤྱིང་སྤྱིང་བཟོ་ནི།

ཅུ་གཞུང་ཞིབ་འཚོལ་དང་གོང་འཕེལ་ལས་ཁུངས་འདི་ ཤེས་རིག་ལྷན་ཁག་ལས་ཕྱིར་བཏོན་འབད་དེ་ རྒྱལ་གཞུང་ཤེས་རིག་ཚོགས་སྡེ་དང་གཅིག་སྒྲིམ་འབད་བའི་རྒྱལ་གཞུང་ཤེས་རིག་ཚོགས་སྡེ་གསར་བཟོས་འདི་ ཞི་གཡོག་ལྷན་ཚོགས་ཀྱི་འོག་ལུ་ གཞུང་གི་རང་སྤྱོད་ལས་སྡེ་ཅིག་འབད་བཟོས་པ་ཡིན་ཅུང་ ཤེས་ཡོན་གྱི་དོན་ལུ་ ལྷོགས་ལྷུང་མེད་པའི་སློབ་ལས་འཆར་སྤང་ཚུ་ཕྱིན་ ཐབས་ལུ་ སློ་གྲོས་ཀྱི་རང་དབང་ལྷན་ཐབས་དོན་ལུ་ ཚོགས་སྡེ་འདི་ རྒྱལ་གཞུང་ཞི་གཡོག་ལྷན་ཚོགས་དང་ དཔལ་ལྷན་ལྷན་ཁག་ གཉིས་ཀྱི་ཁྲིམས་ལུགས་དང་འབྲེལ་ནི་དང་ གཞུང་གི་རང་སྤྱོད་ལས་སྡེ་གཞན་དང་གཅིག་མཚུངས་འབད་ གནས་དགོཔ་ཡིན།

གཞན་ཡང་ ཤེས་རིག་གི་འབྲུང་གནས་ཅིག་ཡིན་མི་ རྒྱལ་གཞུང་ཤེས་རིག་ཚོགས་སྡེ་འདི་:-

- ༡༽ རང་གི་འགན་དབང་འབག་ནིའི་དོན་ལུ་ ཤེས་རིག་ལྷན་ཁག་དང་གཅིག་ཁར་ལཱ་འབད་དགོ།
- ༢༽ ཤེས་རིག་ལྷན་ཁག་དང་ གཞན་འབྲེལ་ཡོད་ཤེས་རིག་གི་གཙུག་སྡེ་ དེ་མ་ཚད་ གཞུང་གི་ལས་སྡེ་ཚུ་དང་གཅིག་ ཁར་ ཕན་ཚུན་གཉིས་ཀྱི་ཁེ་ཕན་ཡར་རྒྱས་གཏང་ནིའི་དོན་ལུ་ བྱ་རིག་ལུ་གི་རྒྱབ་སྦྱོར་ཕྱིན་ནི་དང་ ལེན་ནི་ཚུ་ འབད་དགོ།



དཔལ་ལྷན་འབྲུག་གཞུང་།

ROYAL GOVERNMENT OF BHUTAN

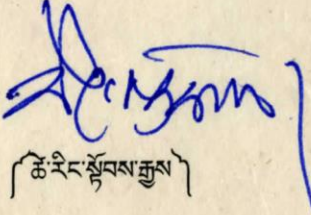
PRIME MINISTER

གཤམ་ཆོག་མཉམ་སྐྱེའི་ལུ་ཚུ་གི་འབྲུག་འབྲས་ལུ་བརྟེན་ འཕྲོ་མཐུད་དེ་རང་ རྒྱལ་ཡོངས་ཀྱི་ཤེས་རིག་ལུ་ ཁེམ་ཅན་
ཅིག་འབད་ ཅམ་གནས་ཀྱི་བར་དུ་ ཆོག་མཉམ་སྐྱེའི་ཡང་གནས་དགོང་ཡིན།

རྒྱལ་གཞུང་ཤེས་རིག་ཆོག་མཉམ་སྐྱེའི་གིས་ ཤེས་རིག་ལམ་ལུགས་ཀྱི་ཙ་གཞུང་འདི་ འཕྲོ་མཐུད་དེ་རང་ ཡར་ཤུག་གཏང་
ནིའི་དོན་ལུ་ རྒྱལ་ཡོངས་ཤེས་ཡོན་ཙ་གཞུང་དང་ སློབ་དཔོན་གྱི་ལྷོགས་གྲུབ་གོང་འཕེལ་གཏང་ནིའི་ལས་རིམ་ཚུ་ གཏན་འབབས་
བཟོ་ནི་ཡིན།

རྒྱལ་གཞུང་ཤེས་རིག་ཆོག་མཉམ་སྐྱེའི་ ཆོག་མཉམ་སྐྱེའི་བཀོད་ཆོགས་ཀྱི་ཁྲི་འཛིན་ སློན་ཆེན་དང་ བཀོད་བྱུང་གཙོ་འཛིན་འགོ་
དཔོན་འདི་ འབྲས་མིའི་དྲུང་ཆེན་ལུ་འགན་འབག་སྟོན་ལས་ འཛིན་སློང་འབད་དགོང་ཡིན། ཆོག་མཉམ་སྐྱེའི་བཀོད་ཆོགས་ཀྱི་འགན་
དབང་འདི་ ཆོག་མཉམ་སྐྱེའི་སྤྱིར་གཏང་གི་རྒྱབ་སྐྱོར་བྱིན་ནི་དང་ ཐབས་རིག་གི་བཀའ་རྒྱ་ཚུ་བྱིན་ནི་འདི་ཡིན། བཀོད་བྱུང་གཙོ་འཛིན་
འགོ་དཔོན་འདི་ བསྐོ་བཞག་མ་མཛད་ཚུན་ ཙ་གཞུང་ཞིབ་འཆོལ་གོང་འཕེལ་ལས་ཁུངས་དང་ རྒྱལ་གཞུང་ཤེས་རིག་ཆོག་མཉམ་སྐྱེའི་
གཉིས་ གཅིག་སྟོན་འབད་ནིའི་དོན་ལུ་གཞི་བཙུགས་མཛད་ཡོད་པའི་ལས་བྱེད་ཆོགས་རྒྱུང་འདི་གིས་ སློ་སྤྲོད་འབད་ནིའི་འཆར་གཞི་
ཚུ་ གཞི་བཙུགས་འབད་དགོང་ཡིན།

བཀའ་རྒྱུ་འདི་ སྤྱི་ཆེས་ ༢༤/༡༠/༢༠༡༧ ལུ་ཆོགས་ཡོད་པའི་ ལྷན་རྒྱུས་གཞུང་ཆོགས་ཐབས་ ༥༧ པའི་གྲོས་ཆོད་
ཀྱི་དགོངས་དོན་ལྷན་ཡིན་མ་ལས་ དེ་འཕྲལ་ལས་ དང་ལེན་འབད་དགོང་པའི་བཀའ་རྒྱུ་ གནམ་ལོ་ཤིང་ལོ་རྒྱུ་ ༡༠
ཆེས་ ༢༡ ལུ།


ཁྲི་འཛིན་སློབ་སྐྱོང་རྒྱུས་ཀྱི་

དང་ལེན་གྱི་དོན་ལུ་འབྲུག་

- ༡༽ རྒྱལ་གཞུང་ཞིབ་འཆོལ་ལྷན་ཆོགས་ཀྱི་ཁྲི་འཛིན་ལུ།
- ༢༽ ཤེས་རིག་ལྷན་ཁག་གི་དྲུང་ཆེན་ལུ།



དཔལ་ལྷན་འབྲུག་གཞུང་།
ROYAL GOVERNMENT OF BHUTAN

PRIME MINISTER

༣༽ རྒྱལ་གཞུང་གི་ཤོད་རིག་ཚོགས་སྡེའི་ མདོ་ཆེན་ངོ་ཚབ་ལུ།

ཕྱན་ལུ་འདོན་པ་ལས།

༡. འབྲུག་གི་མི་ཇི་ཁྲིམས་སྤྱི་སྒྲོན་པོ་མཆོག་ལུ།
༢. རྒྱལ་ཡོངས་ཚོགས་འདུའི་ཁྲི་འཛིན་མཆོག་ལུ།
༣. རྒྱལ་ཡོངས་ཚོགས་སྡེའི་ཁྲི་འཛིན་མཆོག་ལུ།
༤. ལྷན་ཁག་ཡོངས་ཀྱི་ལྷན་རྒྱུས་ཡོངས་ལུ།
༥. མི་དབང་མངའ་བདག་རིན་པོ་ཆའི་དྲག་ཤོས་དྲུང་ཆེན་ལུ།
༦. མི་དབང་འབྲུག་རྒྱལ་བཞི་པ་མཆོག་གི་དྲག་ཤོས་དྲུང་ཆེན་ལུ།
༧. ཅུ་ཁྲིམས་ཅན་གྱི་གཙུག་སྡེ་ཚུའི་འགོ་འཛིན་ཡོངས་ལུ།
༨. ལྷན་ཁག་ཡོངས་ཀྱི་དྲུང་ཆེན་ཡོངས་ལུ།
༩. རང་སྤྱོད་ལས་སྡེ་ཡོངས་ཀྱི་ འགོ་འཛིན་ཡོངས་ལུ།



PRIME MINISTER

C-2/54/601

དཔལ་ལྷན་འབྲུག་གཞུང་།

Royal Government of Bhutan

12 December, 2014

[Translated Text]

GOVERNMENT ORDER

Sub: Merger of the Department of Curriculum and Development (DCRD), Ministry of Education (MoE) and the Royal Education Council (REC)

The Royal Education Council was established through Royal Command in 2007 to initiate and implement education reform across the entire spectrum covering schools education, technical education and tertiary education.

Inspired by the Royal Vision, and mindful of the overwhelming desire of the government and the citizens to address issues related to the quality of education, the Council formulated ambitious reform agenda to provide a comprehensive set of linking-policies that would ensure systemic education reform based on the following premise.

- a) His Majesty's overall vision for the country;
- b) Acknowledgement among the general population that the present education system remains much to be desired in terms of providing high quality education and the need to resuscitate the system; and
- c) The confidence that successful education reform was achievable in Bhutan considering its small size and the political will to achieve such reforms at all levels.

In order to strengthen and fulfil the above Royal Vision, following series of consultations between the MoE and the REC and several deliberations by the Cabinet, the Royal Government has decided to merge the Royal Education Council and the Department of Curriculum Research & Development based on the following rationale:

- a) To reduce numerous cross-cutting and duplication of roles and functions that exist at the present between DCRD and REC;
- b) To maximize multiple benefits in terms of synergizing their professional output;
- c) To enhance teacher development which has been a weak area so far in the school system; and



དཔལ་ལྷན་འབྲུག་གཞུང་།

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- d) To strengthen research capacity of the Council as an epicentre for educational studies.

While the DCRD will be delinked from the MoE and merged with the REC and retained as the REC as an autonomous agency under the RCSC, to facilitate intellectual independence to provide unbiased perspectives on education, the REC will enjoy autonomy equal to that of other government autonomous agencies and in accordance with existing rules of RCSC and MoF.

Furthermore, as an epicentre for education, the REC shall:

- a) Work with the MoE to carry out its mandate;
- b) Provide professional support to and accept such support from the MoE and other relevant educational institutes or government agencies that will advance their mutual interests; and
- c) Remain in existence as long as its works continue to contribute to the national interest in the field of education.

The Royal Education Council shall determine the national school curriculum and teacher development programmes to continuously improve the mainstream education system.

The REC shall be governed by a Governing Council chaired by the Prime Minister and the CEO as its Member Secretary. The mandate of the Council shall be to provide overall guidance and strategic direction to the Royal Education Council. Till the appointment of the CEO, the existing Task Force established for the DCRD-REC merger will oversee the implementation of the transition plan.

This Government Order has reference to the 54th Lhengye Zhungtshog held on 28 October, 2014 and shall come into immediate effect.

Sd/-

(Tshering Tobgay)

Copy for necessary action to:

1. Hon'ble Chairperson, RCSC, Thimphu
2. Secretary, Ministry of Education, Thimphu



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Royal Government of Bhutan

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3. Offtg. Director, Royal Education Council, Thimphu

Copy for kind information to:

1. Hon'ble Chief Justice, Supreme Court of Bhutan, Thimphu
2. Hon'ble Speaker, National Assembly of Bhutan, Gyalyong Tshogkhang
3. Hon'ble *Thridzin*, National Council of Bhutan, Thimphu
4. Hon'ble Minister, All Ministries, Thimphu
5. Heads of all Constitutional Bodies, Thimphu
6. Secretary to His Majesty the King, Tashichhodzong, Thimphu
7. Secretary to His Majesty the Fourth Druk Gyalpo, Tashichhodzong, Thimphu
8. Secretary, All Ministries, Thimphu
9. Heads of all Autonomous Agencies, Thimphu

1. INTRODUCTION

1.1 HISTORICAL BACKGROUND

The evolution of the Royal Education Council dates back to 1961 when the Directorate of Education (DoE) was formed as a central education authority to provide modern primary education. During the First Five Year Plan, the DoE initiated the development of localised curriculum materials such as English primers and readers, and textbooks in Chhoekey.

The Royal Government of Bhutan adopted English as the medium of instruction during the Second Five Year Plan. The first National Education Policy developed in 1976 formed the basis for all major curriculum development. The policy was revised in 1984 to address the changing national needs and aspirations.

The Curriculum and Textbook Development Division (CTDD) was established in 1985 to streamline and cater to the increasing needs of curriculum materials. The New Approach to Primary Education (NAPE), launched in 1986, shifted the focus of teaching from teacher centred to learner centred approach. This approach led to the replacement of foreign curricula and textbook contents with local orientation and relevancy.

The CTDD was changed to the Curriculum and Professional Support Section (CAPSS) under the Ministry of Health and Education in 1996 to put added impetus on the development of curriculum and teacher professional development. In 2000, CAPSS was shifted from Thimphu to National Institute of Education, Paro, to synergize the curriculum development and teacher training programme.

When the Ministry of Health and Education was bifurcated in 2003, the CAPSS was renamed Curriculum and Professional Support Division (CAPSD). CAPSD was upgraded to Department of Curriculum Research and Development (DCRD) in 2010 to accommodate its increasing roles and responsibilities.

Meanwhile, the erstwhile Royal Education Council was established in 2007 through Royal Command to initiate and implement education reform across the entire spectrum of education covering school education, technical education and tertiary education.

In 2014, the DCRD and erstwhile Royal Education Council (REC) were merged as the current Royal Education Council to reduce numerous cross-cutting and duplication of roles and responsibilities. The current REC functions as an autonomous body, under the Royal Civil Service Commission, to facilitate intellectual independence.

The Royal Education Council is the epicentre of education for curriculum development, professional development and education research.

1.2 PURPOSE

The REC Operational Framework (RECOF) sets out overall guidelines and standard operating procedures to streamline and institutionalise an efficient system for REC as the epicentre of curriculum development, professional development and educational research.

Quality assurance mechanisms are put in place to ensure institutional efficiency, quality outcomes and maintain accountability. The working modalities with the relevant stakeholders are outlined to establish common understanding towards achieving shared goals and objectives.

The document also establishes the legal framework to safeguard the integrity and independence of Royal Education Council as an autonomous agency.

1.3 SCOPE

The legal basis for this Operational Framework is derived from His Majesty's overall vision for education and the Government Order (C-2/54/601) issued on 12 December 2014.

The major scope of this document is, but not limited to, facilitate development of school curriculum, providing professional development and conducting educational research.

The Human Resource Management and Financial Management procedures are in line with the existing rules and regulations of RCSC and Ministry of Finance, respectively.

2. VISION, MISSION, MANDATES AND CORE VALUES

2.1 VISION

A leading centre of excellence for education innovation and transformation.

2.2 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.

2.3 MANDATES

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:

1. Review, innovate, and develop relevant curriculum and teaching learning materials for school education.
2. Develop and provide teacher professional development programmes for efficient implementation of school curriculum.
3. Conduct research in curriculum and instruction, assessment and evaluation, teacher education and educational policies.
4. Innovate and strengthen educational technology to support design and delivery of curriculum, professional development and educational research.
5. Provide forum to facilitate academic and professional discourses at national and international levels.
6. Provide technical expertise and work in collaboration with relevant national and international stakeholders.

2.4 CORE VALUES

The REC as a professional organization shall be guided by the following core values:

1. Excellence

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

2. Integrity

We shall act with honesty, fairness, and transparency.

3. Professionalism

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

4. Team-work

We shall work on the principle of cooperation and collaboration.

5. Innovation

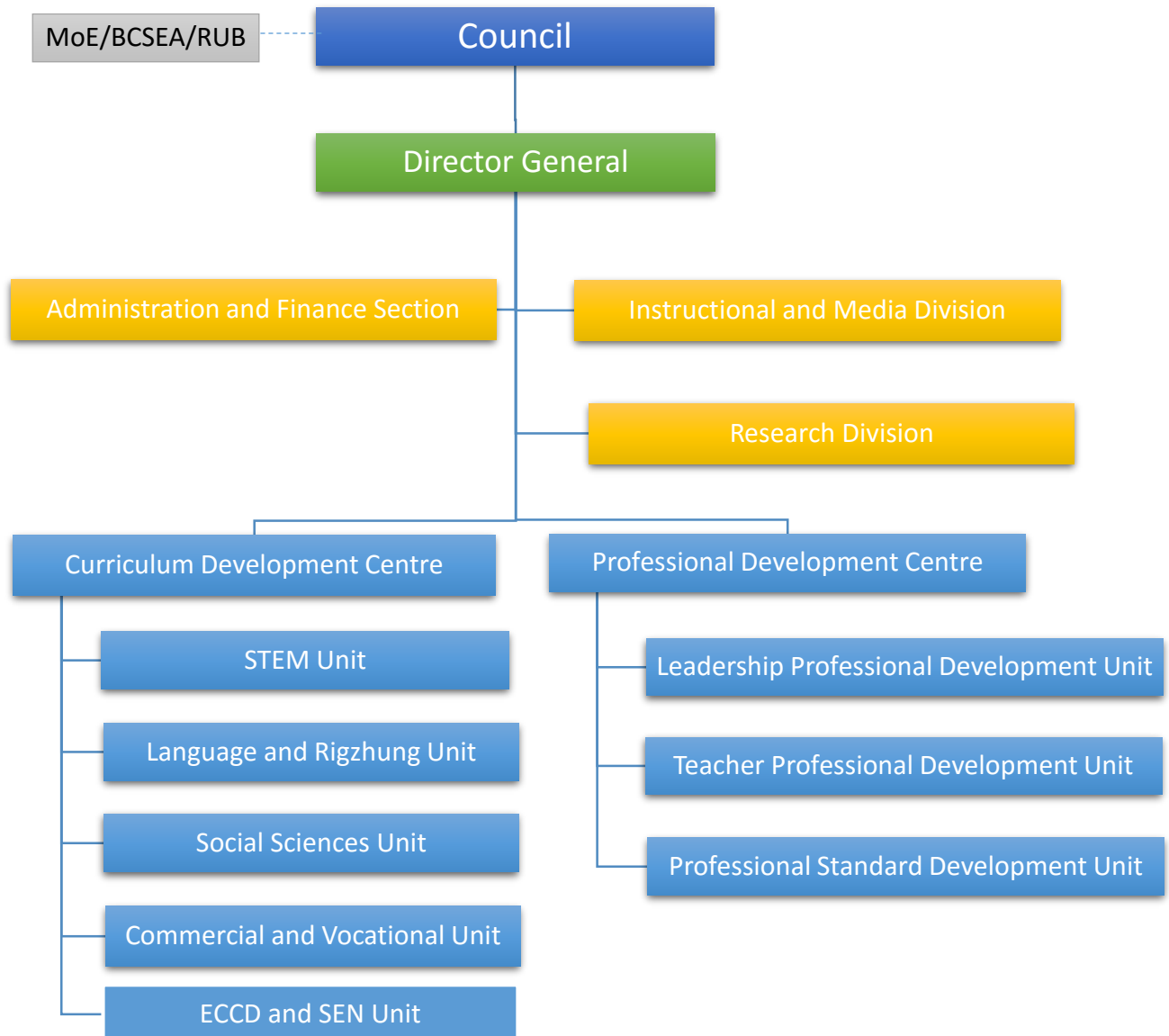
We shall be innovative and creative to fulfil the changing needs of the education.

6. 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).

3. ORGANISATIONAL STRUCTURE



3.1 THE COUNCIL

The Royal Education Council shall be governed by a Council. The Council is the highest decision making body that provides overall guidance and strategic directions to ensure major plans and programmes adhere to the national policies, regulations and the developmental goals.

Composition

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

The Council shall comprise of the following:

1. Hon'ble Prime Minister – Chairperson;
2. Minister, Ministry of Education - Vice Chairperson;
3. Secretary, Ministry of Education – Member;
4. Vice Chancellor, Royal University of Bhutan – Member;
5. President, Khesar Gyalpo University of Medical Sciences of Bhutan – Member;
6. Commissioner, Royal Civil Service Commission – Member;
7. Director General, Department of School Education – Member;
8. Secretary, Bhutan Council for School Examinations and Assessment – Member; and
9. Director General, Royal Education Council - Member Secretary.

Functions

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

1. The Council shall provide overall guidance and strategic directions to the REC.
2. The Council shall deliberate and provide directions to matters forwarded by the Curriculum and Technical Advisory Board (CTAB).
3. Identify and mitigate principal risks to the services of REC and oversee the implementation of appropriate systems to manage the identified risks.

Roles and Responsibilities of the Chairperson

The Chairperson shall:

1. Provide direction and guidance to the Council.
2. Review and approve provisional agenda submitted by the Member Secretary.
3. Conduct effective Council meetings by encouraging open and constructive debate, and secure active participation and contribution of all members.
4. Sign official documents endorsed by the Council.

Note: Vice Chairperson shall assume the roles and responsibility in absence of the Chairperson.

Roles and Responsibilities of Member Secretary

The Member Secretary shall:

1. Inform the members of the date and venue of meeting.
2. Circulate the agenda and relevant documents 7 days prior to the meeting.
3. Record the minutes of the meeting.
4. Finalize and distribute minutes of the meeting among the members within two weeks from the date of meeting.

Frequency of the Meeting

1. The Council shall convene ordinary meetings at least once a year.
2. The Chairperson shall call emergency meetings as and when required.

Quorum

The quorum for meetings shall be two thirds of the total members.

3.2 DIRECTORATE

The Directorate refers to REC as an organization and is headed by the Director General. It comprises of the Curriculum Development Centre (CDC), Professional Development Centre (PDC), Research Division (RD), Instructional Media Division (IMD), and Administration and Finance Services (AFS). The Director General shall be charged with the responsibilities as listed in ***Annexure 1***.

3.2.1 PROFESSIONAL CENTRES

The professional centres comprise of the Curriculum Development Centre and Professional Development Centre. Each of the centres is headed by a Dean selected through open competition. The roles and responsibilities of the Deans are specified in ***Annexure 2 and Annexure 3***.

3.2.1.1 Curriculum Development Centre

The Curriculum Development Centre (CDC) consists of five units: STEM Unit, Languages and Rigzhung Unit, Social Sciences Unit, Commercial and Vocational Unit, and ECCD and SEN Unit.

The CDC shall determine the national curriculum for the mainstream school education in the country.

The Centre shall carry out the following responsibilities:

1. Review, innovate, and develop school curriculum and TLMs;
2. Provide monitoring and professional support services for effective curriculum implementation;
3. Conduct research in curriculum and instruction, and assessment and evaluation, in collaboration with Research Division;
4. Conduct orientation on revised or new curriculum, and provide professional development programme, in collaboration with Professional Development

Centre; and

5. Diversify school curriculum as per the national needs.

3.2.1.2 Professional Development Centre

The Professional Development Centre (PDC) consists of three units: Teacher Professional Development Unit, Leadership Professional Development Unit and Professional Standards Development Unit.

The PDC shall determine professional development programmes for teachers and school leaders for effective implementation of the curriculum.

The Centre shall carry out the following responsibilities:

1. Identify, develop and deliver need-based professional development programmes to support capacity development, in collaboration with CDC;
2. Conduct orientation programmes on revised and new curriculum, in collaboration with CDC;
3. Conduct research in innovative pedagogies and integrate in the curriculum in collaboration with CDC and RD;
4. Provide monitoring and professional support services for implementation of professional development programmes;
5. Set professional standards for entry into various teaching and school leadership levels;
6. Develop professional code of ethics for teachers and school leaders; and
7. Institute mechanism for registration and licensing of teachers, and implement registration and licensing, if required.

3.2.2 DIVISIONS

There are two divisions, Research Division (RD) and Instructional Media Division (IMD), to support the CDC and PDC to fulfil their professional mandates. Each of the divisions shall be headed by a professional with a minimum of P1 level, selected through open competition. The roles and responsibilities of the Chiefs are specified in ***Annexure 4 and Annexure 5***.

3.2.2.1 Research Division

The Research Division shall spearhead educational research, and support research related to development of quality curriculum, effective professional development programmes, and formulation of curricular policies.

The RD shall carry out the following responsibilities:

1. Identify, design, and conduct research on educational policies and practices;
2. Provide technical support on conducting research on curriculum and professional development;
3. Facilitate professional development on research theory and practice at School, Cluster, Dzongkhag, Regional, and National levels;
4. Provide relevant platforms, such as educational journals, seminars, and conferences, for dissemination of research;
5. Engage in joint research endeavours, and carry out research commissioned by national and international institutions; and
6. Serve as the secretariat for the Research and Ethics Committee for REC.

3.2.2.2 Instructional and Media Division

The IMD shall design and produce teaching learning materials to support the effective delivery of the curriculum.

The IMD shall carry out the following responsibilities:

1. Design and produce teaching learning materials in print, graphics, audio, video, animation and multimedia to support school curricular needs, in collaboration with subject experts;
2. Research and recommend on instructional resources and instructional technologies (hardware and software) to support teaching and learning;
3. Assist in the integration of instructional technologies and best practices in the curriculum;
4. Collaborate with e-learning industry on design and development of instructional learning solutions; and
5. Design and deliver innovative educational technology programmes to support capacity development of REC professionals, teachers and school leaders.

3.2.3 UNITS

The five units under CDC are directly responsible for development of the curriculum in their respective subject areas.

The units are as follows:

1. STEM Unit: Mathematics, Primary Science, Physics, Chemistry, Biology, Environmental Science and IC;
2. Languages and Rigzhung Unit: English, Dzongkha and Rigzhung;
3. Social Sciences Unit: Social Studies, Geography, History and Civics, Economics, Health and Physical Education and Arts Education;
4. Commercial and Vocational Unit: Commerce, Accountancy, Agriculture and Food Security and Media Studies; and
5. ECCD and SEN Unit: Early Childhood Care and Development, and Special Education Needs.

The three units under PDC are directly responsible for professional development programmes to support effective curriculum implementation.

The units are as follows:

1. Teacher Professional Development Unit for academic and pedagogical enhancement training for teachers;
2. Leadership Professional Development Unit for instructional leadership training for school leaders; and
3. Professional Standards Development Unit for setting of standards, licensing and registration of teachers.

Each of the units shall be headed by a professional with a minimum of P1 position level. The unit heads shall be appointed from amongst the professionals within the unit by the HRC, on rotational basis, for a period of two years. The roles and responsibilities of the Unit Heads are spelt out in **Annexure 6**.

3.2.4 SECTION

The Administration and Finance Section (AFS) shall be responsible for the overall administration, financial and human resource affairs for effective functioning of the organization to fulfil its professional mandates.

The following are the roles and responsibilities of the section:

1. Create enabling conditions for the smooth functioning of the organization;
2. Efficient implementation of HR policy, and represent organization to facilitate professional growth; and
3. Minimize turn-around time to enable efficient financial services.

4. STANDARD OPERATING PROCEDURES

The Standard Operating Procedures (SOP) are a set of directions, mechanism and protocol that shall guide REC as an agency to fulfil its professional mandates. The SOP is intended to streamline procedures to carry out various activities related to curriculum development, professional development, educational research, teaching and learning material development, and administrative support services.

4.1 CURRICULUM DEVELOPMENT

Curriculum refers to a course of study that provides series of educational experiences to empower learners for life. Curriculum development is a purposeful, progressive, and systematic process of improving the curriculum.

4.1.1 Curriculum Development Cycle

REC shall follow a curriculum development cycle, in alignment to the National Curriculum Framework, as the protocol for efficient development of cutting-edge curriculum. The cycle includes four phases: curriculum review and planning, curriculum design and development, curriculum implementation, and curriculum evaluation. Each of these phases involves research, and consultation, collaboration and communication with relevant stakeholders.

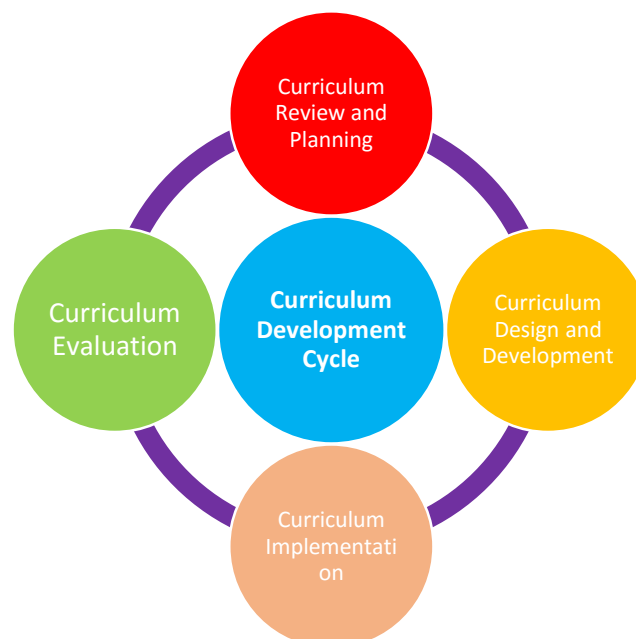


Figure 1: Curriculum Development Cycle

a) Curriculum review and planning

Curriculum review and planning entails examining national curriculum policies, curriculum frameworks, TLMs, teaching pedagogies, and assessment and evaluation practices, to plan for the improvement of the existing curriculum or to develop new curriculum.

This phase shall follow the steps given below:

Step 1. Situational Analysis

1. The situational analysis (SA) of an existing curriculum must be carried out after five years of implementation.
2. SA could be triggered by, but not limited to, evidences in the field, changing needs of the society, global trends, policy directives, and interest of stakeholders.
3. Prepare a detailed SA report and a proposal for needs assessment.

Step 2. Needs Assessment

1. Conduct needs assessment (NA) for revision of an existing curriculum or introduction of a new curriculum.
2. Prepare a detailed NA report and a proposal for revision or reform of existing curriculum, or introduction of a new curriculum.

Step 3. Endorsement of proposal

1. All proposals shall be presented and deliberated within REC for professional input and endorsement for submission to subject committee.
2. The proposal for major revision of existing curriculum shall be forwarded to the subject committee for professional input and endorsement.
3. The proposal for reform of existing curriculum, shall be forwarded to the CTAB through the subject committee for professional input and endorsement.
4. The proposal for the new curriculum shall be forwarded directly to the CTAB for endorsement.

b) Curriculum design and development

Curriculum design and development is a process of developing curriculum framework, key stages learning outcomes, content for educational experiences, and identifying methods of delivery and assessment.

This process shall be guided by, but not limited to, educational principles related to, age and grade appropriateness, gender balance, special needs, cultural appropriateness, national and global context, lifelong learning, vocations, and sustainability.

The major tasks that shall be carried out in this phase are:

i) Revision or development of the curriculum framework

The framework for the development of new curriculum or improving existing curriculum need to spell out the guiding principles of curriculum development such as the age and grade appropriate, time, developmentally progressive, culturally appropriate, gender sensitive, special needs, inclusive, national and global context, vocations, sustainability, lifelong learning educational goals and curriculum standards, learning outcomes at key learning stages, etc.

- Revision of existing curriculum framework shall be carried out through:
 - Consultation with relevant stakeholders and experts.
 - Validation by Quality Assurance Committee (QAC).
 - Endorsement by Subject Committee/Curriculum and Technical Advisory Board (CTAB).
- Development of new curriculum framework shall be carried out through:
 - Drafting of the framework considering the curricular goals or standards, key learning outcomes of key stages, principles of curriculum development, and the method of delivery and assessment.
 - Consultation with relevant stakeholders and experts.
 - Validation by Quality Assurance Committee (QAC).
 - Endorsement by Subject Committee/Curriculum and Technical Advisory Board (CTAB).

ii) Revision, development or selection of textbooks and teaching and learning materials

Text materials are assessed on the accuracy, currency and alignment against the standards and learning outcomes relevant to the Bhutanese society and to the global world. Identifying, revising or developing teaching and learning resources shall be done following the holistic approach to education given in the framework such as textbooks, manuals, workbooks, readers, charts, equipment, etc.

- Revision of textbooks shall be carried out through:

- Consultation with relevant stakeholders and experts.
- Assessment of effectiveness of design and layout.
- Finalisation of Camera Ready Copies (CRCs).
- Development of new textbooks shall be carried out through:
 - Drafting of the textbooks considering curricular goals or standards, key learning outcomes of key stages, principles of curriculum development, and the method of delivery and assessment.
 - Effective use of the design and layout.
 - Validation by Quality Assurance Committee (QAC).
 - Endorsement by Subject Committee/Curriculum and Technical Advisory Board (CTAB).
- Selection of TLMs (refer to TLM section)

iii) Preparing for curriculum implementation

For effective curriculum implementation there is a need to prepare and develop a comprehensive plan. The plan shall include but not limited to the following:

- Identification of teacher proficiency requirement.
- Identification of resource requirement.
- Strategies to execute the implementation plan.

c) Curriculum implementation

Curriculum implementation is the process of systematically putting into practice the prescribed curriculum. The major tasks in this phase are as follows:

- Finalisation of the curriculum implementation plan in collaboration with the Ministry of Education.
- Pilot new curriculum in selected schools.
- Design and provide orientation for curriculum implementation.
- Refine the curriculum and TLMs through the lessons learnt during piloting.
- Roll out the implementation.
- Conduct periodic monitoring and on-site professional support.
- Design professional development programmes for teachers.

- Consolidate Curriculum and TLMs.

d) Curriculum evaluation

Curriculum evaluation refers to the process of studying the merit of some aspects, or the whole of the curriculum. The major tasks in this phase are as follows:

- Validation of relevancy of the curriculum.
- Identification of gaps between intended and implemented curriculum.
- Determination of the effectiveness of teaching practices/pedagogies
- Identification of gaps in assessment procedures and practices
- Identification of relevancy and adequacy of the teaching and learning resources.

This phase shall form the basis for the curriculum review and planning phase. This can also lead to revision of the TLMs, and providing PD programmes for teachers.

Curriculum developers are directly responsible for all works related to curriculum development in their respective subjects. Their roles and responsibilities are listed in **Annexure 7**.

4.2 PROFESSIONAL DEVELOPMENT

Professional development is the process of facilitating continuous professional growth of in-service teachers and school leaders for effective implementation of the curriculum. REC shall carry out professional development such as Orientation, Need-based PD, and Instructional Leadership Programmes.

1. Orientation

Orientation programme is provided to introduce the new or familiarise the reformed curriculum for effective implementation. The following shall be the procedure:

- Identification and endorsement of the resource team based on the established criteria.
- Development of orientation package detailing out target group, course details, schedule, venue, date, budget, resource persons, and strategies.
- Validation of the orientation package at PDC.
- Approval by Human Resource Committee.
- Liaise with Ministry of Education (MoE) for the roll out.

- Train the trainers who will facilitate the roll out.
- Conduct orientation as approved.
- Submit completion report to the REC management.
- Monitor the implementation.

2. Need-based PD Programmes

The need-based PD programmes consist of subject-based pedagogy, refresher course, training of trainers, and research and technology related trainings. These PD programmes shall adhere to the following procedure:

- Conduct needs assessment.
- Identification and endorsement of the resource person/team based on the established criteria.
- Development of PD training package as per the need identified.
- Validation of PD training package at PDC.
- Approval by Human Resource Committee.
- Liaise with Ministry of Education (MoE) for the roll out.
- Conduct PD programme as approved.
- Monitor the implementation.
- Submit completion report to the REC management.

3. Instructional Leadership

Instructional leadership involves leading teachers and other education professionals in setting clear goals, managing curriculum, monitoring lessons, allocating resources, evaluating and supporting teachers regularly to promote student learning. The procedure to conduct instructional leadership programmes are as follows:

- Conduct needs assessment.
- Identification and endorsement the resource team based on the established criteria.
- Development of instructional leadership training package detailing out target group, course details, schedule, venue, date, budget, resource persons, and strategies.
- Approval by Human Resource Committee.
- Liaise with Ministry of Education (MoE) for the roll out.
- Conduct instructional leadership programme as approved.
- Submit completion report to the REC management.

4. On-demand PD and On-site PD

On-demand PD refers to training requested by MoE, Dzongkhags, and Schools.

The procedure is as follows:

- Study the request/proposal made by the relevant client/stakeholder.
- Identification and endorsement of the resource person/team by HRC.
- Development of training package based on the need/demand.
- Conduct training programme.
- Submit completion report to the REC management.

On-site PD refers to focussed professional support provided to teachers during monitoring visits for which no specific procedure is required.

Effectiveness of PD programmes shall be assessed through the conduct of the impact studies as and when required.

Training developers are directly responsible for all works related to professional development in their respective areas. Their roles and responsibilities are listed in **Annexure 8**.

4.3 EDUCATIONAL RESEARCH

Educational research refers to systematic investigation on a particular topic designed to develop or contribute to the promotion of quality educational practices in schools.

The steps for the conduct of research are as follows:

Step 1. Research Proposal

- Prepare research proposal using the prescribed template **Annexure 9**.
- Submit research proposal along with the Ethic Clearance Application (**Annexure 10**) to the Research and Ethics Committee for approval and clearance.

Step 2. Approval of Research Proposal

- Research and Ethics Committee shall assess the Research Proposal and the Ethic Clearance Application based on the Research Proposal Evaluation Form (**Annexure 11**).

- Research proposal that is not approved by the Research and Ethics Committee (**Annexure 12**) shall be reworked incorporating the professional feedback and suggestion made, and then resubmitted for approval.

Step 3. Conduct of Research

- Commencement of research upon approval from the Research and Ethic Committee.
- Research shall be conducted as per the approved methodology and timeline.
- Periodic progress report shall be submitted to the Research and Ethics Committee.
- Seek permission from Ministry of Education to collect data from the schools.

Step 4. Research Dissemination

- Present research findings within REC and relevant stakeholders.
- Submit the research report to the Editorial Committee for finalization and approval.
- Publish the final research report and make it accessible.

After the research is completed, all primary data shall be stored at the Research Division for safe-keeping (**Annexure 13**) and made accessible upon approval by the Director General.

Researchers are directly responsible for works related to educational research. Their roles and responsibilities shall as per the RCSC Job Descriptions.

4.4 TEACHING AND LEARNING MATERIAL DEVELOPMENT

Teaching and learning materials refer to textbooks and other instructional materials used in the teaching and learning process. The instructional materials include print and digital books, laboratory equipment, manipulatives, software and multimedia.

Teaching and learning materials are of three types: own publications, procured from open markets, and outsourced. The development of curriculum framework, text books and teachers manuals should fulfil the specifications contained in the checklists (**Annexure 14**).

The procedures are as follows:

1. Development of TLMs (own publications)

- Identify requirement for developing the TLMs.

- Develop manuscript based on the requirement and need.
- Develop illustrations and drawings; outsource if required, to make TLMs more user-friendly and effective.
- Review of manuscript by Technical Reviewers (**Annexure 15**).
- Copyedit and proof read the manuscript (**Annexure 16**).
- Design and layout; outsource if required, to make TLMs more user-friendly and effective.
- Verification and recommendation by Subject Committee.
- Validation by Quality Assurance Committee.
- Finalize CRCs and specifications for printing.
- Include in and update supply list.

2. Selection of TLMs (open market)

- Identify requirement for TLMs.
- Advertise for sample submission.
- Carry out selection by TLM Selection Committee (**Annexure 17**).
- Review of manuscript by Technical Reviewers.
- Verification and recommendation by Subject Committee.
- Copyedit and proof read the manuscript.
- Validation by Quality Assurance Committee.
- Approval by CTAB.
- Include in and update supply list.

3. Outsourcing

- Call for Expression of Interest (EoI).
- Evaluate EoI by the TLM Selection Committee.
- Award TLM development work.
- Review of TLM by Technical Reviewers.
- Copyedit and proof read TLM.
- Verification and recommendation by Subject Committee.
- Validation by Quality Assurance Committee.
- Approval by CTAB.
- Include in and update supply list.

Instructional Designers are responsible for works related to media and instructional design and development. Their roles and responsibilities shall as per **Annexure 18**.

4.5 ADMINISTRATIVE SUPPORT SERVICES

Administrative support services refer to the services and support provided for efficiently fulfilling the professional mandates of the organization. These services shall be provided by Administration and Finance Section (AFS) which includes: Administration, Human Resource, and Finance.

1. Administration Services

Administration Services shall be provided to create enabling conditions for the professionals to perform at their optimum capacity.

They include, but not limited to, the following:

- Provide adequate resources.
- Institute approval and sanctioning procedure mechanism (**Annexure 19**).
- Set conducive working environment.
- Provide professional freedom and accountability.
- Facilitate optimum use of human and materials resources.
- Foster staff wellbeing and team spirit (**Annexure 20**).
- Institute reward/incentives mechanism.

2. Human Resource Services

Human Resource Services shall be provided to improve the efficiency of the organization.

They include, but not limited to, the following:

- Implement HR policies efficiently.
- Facilitate professional growth.
- Provide professional freedom and accountability.
- Institute mechanism to reduce human resource mis-management.
- Serve as a bridge between REC and RCSC.
- Institute reward/incentives mechanism.

3. Financial Services

Financial Services shall be provided to support the efficient delivery of the professional programmes.

They include, but not limited to, the following:

- Implement Financial Rules and Regulations efficiently.
- Facilitate the optimal use of available financial resources.
- Reduce turn-around time for financial services.
- Institute mechanism to reduce financial mis-management.
- Facilitate Divisions and Units to propose annual budget.
- Serve as a bridge between REC and MoF.

The Management Committee (***Annexure 21***) and Human Resource Committee (***Annexure 22***) shall facilitate and devise mechanisms for the smooth functioning of the organization.

5. QUALITY ASSURANCE MECHANISM

Quality Assurance Mechanism is a system instituted to ensure that the educational services and products of the organisation fulfil the desired level of quality. Educational services refer to the curriculum development, professional development and education research, whereas, the products include the teaching learning materials.

The Quality Assurance Mechanism for each of the areas are outlined in this section.

5.1 Curriculum and Technical Advisory Board

Curriculum and Technical Advisory Board (CTAB) is the highest professional decision making body that shall review, deliberate and propose a way forward on issues related to school curriculum, teacher professional development and research. (*Annexure 23*)

5.2 Subject Committee

The Subject Committee is the highest subject-related committee that shall recommend and endorse proposals to maintain currency and relevancy of the curriculum, as well as to foster innovative ideas and practices of teaching and learning in relevant subjects. (*Annexure 24*)

5.3 Research and Ethics Committee

The Research and Ethics Committee is a professional body that approves the research proposals and provide ethics clearance for all educational research carried out by REC. (*Annexure 10*)

5.4 Management Committee

The Management Committee is an administrative body that sets direction to guide the programmes and activities of the organisation. It also oversees administrative and managerial matters regularly. (*Annexure 18*)

5.5 Human Resource Committee

Human Resource Committee (HRC) is a body that guides and addresses all human resource actions to promote broader participation, ensure fair and transparent HR decisions based on merit. HRC shall ensure that all HR actions are in line with the Constitution of Bhutan, government policies, and rules and regulations. (***Annexure 19***)

5.6 Quality Assurance Committee

The Quality Assurance Committee (QAC) is an internal quality assurance body that ensures educational services and products are standard-based, contextually relevant, academically sound, culturally sensitive and free of errors. (***Annexure 25***)

5.7 TLM Selection Committee

The TLM Selection Committee is instituted to provide subject expertise in evaluating and recommending the most effective and relevant TLMs. The committee is instrumental in aligning the TL resources to the pedagogy and teaching learning tools in the implementation of the curriculum. (***Annexure 15***)

Need-based technical experts team shall be formed to review and ensure quality of educational services and products.

6. LINKAGES AND WORKING MODALITIES

Education is an evolving process influenced by national and global economy, political will, belief systems, and the changing need of learners. REC as an epicentre for curriculum development, professional development and educational research in Bhutan shall collaborate, establish linkages and working modalities, with relevant agencies, within and outside the country to foster exchange of ideas and practices for improving the quality of education.

Relevant stakeholders within the country include, but not limited to:

1. Ministry of Education (MoE),
2. Bhutan Council for School Examinations and Assessment (BCSEA),
3. Royal University of Bhutan (RUB),
4. Ministry of Labour and Human Resources (MoLHR),
5. Ministry of Information and Communication (MoIC),
6. Dzongkha Development Commission (DDC),
7. National Environment Commission (NEC), and
8. International Development Partners.

6.1 Linkages within the country

The protocols for linkages and collaboration within the country are as follows:

- Consultation to identify areas of mutual interest, and
- Drawing the working modalities and signing the Memorandum of Understanding (MoU), where required.

6.2 Linkages outside the country

The protocols for linkages and collaboration with institutions outside the country are as follows:

- Identify institutions with similar goals;
- Seek legal advice from the office of the Attorney General;
- Obtain clearance from Gross National Happiness Commission;
- Obtain clearance from Ministry of Foreign Affairs for the signing of Memorandum of Understanding (MoU);
- Prepare proposal;

- Finalize proposal with the identified institute; and
- Sign MoU.

6.3 Working modality with Ministry of Education

The nature of the mandates of the REC requires to work in close collaboration with the Ministry of Education (MoE) for efficient delivery of services. Therefore, the agreed working modality is as follows:

Royal Education Council shall:

1. Be the epicenter of education for curriculum development, professional development and educational research;
2. Set curriculum standards for all subjects from Classes PP to 12;
3. Provide professional support on matters related to curriculum, professional development and educational research;
4. Involve teachers in the process of curriculum development, professional development, and other related programmes;
5. Provide teacher professional development programmes related to curriculum and pedagogy up to the training of trainers (Master Teachers and TRCs);
6. Conduct orientation programmes for all teachers on the new curriculum;
7. Develop and provide leadership capacity development programmes for school leaders, in consultation with the MoE;
8. Secure funds for all REC-initiated programmes and activities;
9. Facilitate institutionalisation of mentoring and coaching system in schools in consultation with the MoE;
10. Provide printing specifications and list of TLMs;
11. Share data and information on teachers and students;
12. Share issues related to curriculum, teacher capacity and student learning outcomes with MoE;
13. Ensure all official correspondences are routed through the Director; and
14. Hold bilateral meetings, as and when required.

Ministry of Education shall:

1. Implement curriculum developed by REC in all schools;
2. Approve the involvement of teachers in REC's programmes;
3. Roll out the professional development programmes to teachers with the help of Training of Trainers (Master Teachers and Lead Teachers);
4. Secure funds for all MoE-initiated programmes and activities;
5. Provide permission to collect data from the schools for educational research;
6. Facilitate the piloting of new curriculum and impact studies approved by CTAB;
7. Process the procurement of Teaching and Learning Materials;
8. Provide access on teachers and students database;
9. Share issues related to curriculum, teacher capacity and student learning outcomes;
10. Ensure all official correspondences are routed through the Head of Department and/or Ministry; and
11. Hold bilateral meetings, as and when required.

6.4 Working Modality with Bhutan Council for School Examinations and Assessment

Assessment is an integral part of school curriculum. It is imperative to work in close collaboration with the Bhutan Council for School Examinations and Assessment (BCSEA) to understand the relevancy and quality of the curriculum materials and assessment tools.

The working modality shall be as follows:

Royal Education Council shall:

1. Set curriculum and assessment standards for all subjects from Classes PP to 12;
2. Define the assessment modality such as question format for the board examinations;
3. Inform BCSEA of any changes in curriculum and assessment;
4. Provide access to curricular documents upon request;
5. Provide professional support on matters related to curriculum and assessment;
6. Secure funds for all REC-initiated programmes and activities;
7. Ensure all official correspondences are routed through the Director; and
8. Hold bilateral meetings, as and when required.

Bhutan Council for School Examinations and Assessment shall:

1. Assess the student learning as per the curriculum and assessment standards set by REC;
2. Share the annual pupil performance report on school examinations;
3. Provide access to examination documents upon request;
4. Provide professional support on matters related to curriculum and assessment;
5. Secure funds for all BCSEA-initiated programmes and activities;
6. Table issues related to assessment for deliberation;
7. Ensure all official correspondences are routed through the Secretary; and
8. Hold bilateral meetings, as and when required.

6.5 Working Modality with Royal University of Bhutan

The Colleges of Education under Royal University of Bhutan (RUB) produce teachers that directly impact the implementation of the school curriculum. Conversely, the school graduates educated through the REC curriculum form the cohorts for RUB colleges. Therefore, it is imperative that professional link between REC and RUB be established.

Royal Education Council shall:

1. Set standards for curriculum for all subjects from Classes PP to 12;
2. Provide need-based refresher courses, generic curriculum orientation, to graduating teacher trainees, at the time of major revision;
3. Seek professional support in curriculum development and professional development programmes;
4. Inform on any major changes in the school curriculum;
5. Share relevant research findings;
6. Maintain professional linkage for the purpose of mutual professional growth;
7. Ensure all official correspondences are routed through the Director; and
8. Hold bilateral meetings, as and when required.

Royal University of Bhutan shall:

1. Align teacher training courses appropriately to accommodate the changes in the school curriculum;
2. Share teacher training courses and modules to REC, upon request;
3. Share relevant research findings;

4. Maintain professional linkage for the purpose of mutual professional growth;
5. Ensure all official correspondences are routed through the Vice-Chancellor/ College President; and
6. Hold bilateral meetings, as and when required.

6.6 Working modality with other stakeholders

The REC is required to collaborate with other stakeholders such as MoLHR, MoAF, MoIC, RSPN, NEC, etc. in respective areas of curriculum development, professional development and educational programmes. The working modalities with these stakeholders shall be established as and when the need arises.

ANNEXURE

Annexure 1: ToR for Director General

The Director General is the executive head of Royal Education Council appointed by the RCSC. Director General shall provide strategic direction and guidance to achieve the professional mandates of the organisation.

The roles and responsibilities of the Director General are as follows:

- Provide dynamic guidance to REC in fulfilling its mandates;
- Formulate policies and plans for REC;
- Oversee the overall implementation of the programmes and activities;
- Steer committee meetings of which he/she is the Chairperson;
- Accord administrative approval and financial sanction;
- Promote the professional growth and welfare of staff;
- Facilitate resource mobilization for the effective implementation of plans and programmes;
- Ensure the preparation of Annual Performance Agreement (APA/APT) and Annual Review Reports;
- Liaise with relevant organizations to achieve shared goals;
- Be directly accountable to the Council; and
- Be the Member Secretary to the Council.

Annexure 2: ToR of Dean, Curriculum Development Centre

Dean is the curriculum specialist appointed through open competition as the overall supervisor of the Centre. The Dean shall be directly accountable to the Director regarding all curriculum development matters.

The roles and responsibilities are as follows:

- Provide dynamic guidance on curricular and professional development programs and activities to the Center in fulfilling its mandates;
- Prepare long-term strategic plans, including Five Year Plan, based on national goals and aspirations;
- Oversee the review and revision of curriculum and development of TLMs;
- Ensure monitoring and support services for curriculum implementation;
- Conduct research in curriculum and instruction, assessment and evaluation;
- Support orientation programmes;
- Be responsible for the curriculum of a subject;
- Ensure preparation of work plans and propose budget approval in respective areas;
- Approve plans and programmes in consultation with the professionals in the Centre;
- Facilitate resources for effective implementation and monitoring of the programmes;
- Assess performance and achievements of the Centre;
- Be a member to all the relevant committees;
- Be a member secretary to the CTAB;
- Provide professional recommendations and proposals to the Director; and
- Liaise and collaborate with relevant organizations related to curriculum matters.

Annexure 3: ToR of Dean, Professional Development Centre

Dean is a specialist appointed through open competition as the overall supervisor of the Centre. The Dean shall be directly accountable to the Director regarding all professional development matters.

The roles and responsibilities are as follows:

- Provide dynamic guidance on professional development programs and activities to the Center in fulfilling its mandates;
- Prepare long-term strategic plans, including Five Year Plan, based on national goals and aspirations;
- Oversee the review and revision of professional development packages;
- Ensure monitoring and support services for PD for effective curriculum implementation;
- Support studies related to PD needs;
- Facilitate the conduct of orientation programmes;
- Be responsible for all PD programmes;
- Ensure preparation of work plans and propose budget approval in respective areas;
- Approve plans and programmes in consultation with the professionals in the Centre;
- Facilitate resources for effective implementation and monitoring of the programmes;
- Assess performance and achievements of the Centre;
- Be a member to all the relevant committees;
- Be a member secretary to the CTAB;
- Provide professional recommendations and proposals to the Director; and
- Liaise and collaborate with relevant organizations related to PD matters.

Annexure 4: ToR of Chief Research Officer, Research Division

The Chief of Research Division is a professional appointed by RCSC as the immediate supervisor of the Division. The Chief shall guide to conceptualize and implement research studies with relevance to curriculum development and professional development.

The roles and responsibilities are as follows:

- Prepare long-term strategic plans, including Five Year Plan, based on national goals and aspirations;
- Perform supervisory and professional work in the field of research management and coordination pertaining to research projects;
- Conceptualize and design research projects of educational importance;
- Provide research guidance and implement research projects in conjunction with professionals of REC;
- Coordinate, supervise and provide technical guidance on planning complex research projects;
- Prepare and implement guidelines concerning research methodology, analysis and evaluation of research programs;
- Review the research plans, designs and reports for its relevance, cost effectiveness and usefulness;
- Process the applications for grants, contracts and cooperative agreements;
- Be a part of high caliber research and development team – *‘the think tank’* and ensure effective linkage with extension, regional projects and other support services and international institution;
- Foster linkages with regional research centers and international Institutions;
- Be the member secretary to the Research and Ethics Committee;
- Be a member to relevant committees;
- Set and coordinate priorities for allocation of budget for the Division; and
- Be directly accountable to the Director on research related matters.

Annexure 5: ToR of Chief, Instructional and Media Division

The Chief of IMD is a professional appointed by RCSC as the immediate supervisor of the Division. The Chief shall provide direction and guidance in strategic operations and planning of the Division.

The roles and responsibilities are as follows:

- Prepare long-term strategic plans, including Five Year Plan, based on national goals and aspirations;
- Lead in setting standards for TLMs;
- Establishes long and short term goals and sets priorities for the Division;
- Provide technical support for curriculum development, professional development and educational research;
- Co-ordinate and facilitate the implementation of PD related to instructional design;
- Ensure authenticity of the media materials for the organisation;
- Recommend publications and documentations of approved instructional media materials;
- Facilitate dissemination of official statements and press releases of the organisation;
- Manage day-to-day ICT related services of the organisation;
- Initiate studies related to instructional media;
- Set and coordinate priorities for allocation of budget for the Division; and
- Be directly accountable to the Director on IMD related matters.

Annexure 6: ToR for Unit Head

The Unit Head shall be appointed from amongst the professionals within the unit by the HRC on rotational basis for a period of two years. The Unit Head shall provide professional guidance and monitoring services to the Unit in its functions of developing curriculum and curricular materials/ professional development.

The roles and responsibilities are as follows:

- Provide professional guidance on curricular and professional development programs and activities of the Unit in fulfilling the organizational mandates;
- Prepare long-term strategic plans, including Five Year Plan, based on national goals and aspirations;
- Oversee the review and revision of curriculum materials and/or PD packages;
- Ensure monitoring and support services for curriculum implementation;
- Conduct research in curriculum and instruction, assessment and evaluation;
- Support orientation programmes;
- Be responsible for the Curriculum/PD of a subject;
- Ensure preparation of work plans and propose budget approval for the Unit;
- Facilitate resource mobilization for effective implementation and monitoring of the programmes;
- Be a member to all the relevant committees;
- Recommend the approval of plans and programmes for the Unit;
- Provide professional recommendations and proposals to the Dean and Director;
- Liaise and collaborate with relevant organizations related to curriculum/PD matters; and
- Be directly accountable to the Dean of the Centre.

Annexure 7: ToR for Curriculum Developer

The Curriculum Developer is an educational professional who focuses on reform, review, development and implementation of school curriculum. Further, the Curriculum Developer shall be directly accountable to all matters related to curriculum in their respective subjects.

The roles and responsibilities are as follows:

- Review, revise and update school curriculum in respective subjects;
- Conduct research in curriculum and instruction, and assessment and evaluation, in consultation with Research Division;
- Develop curricular materials such as text books, manuals and TLMs in respective subjects;
- Monitor and support implementation of curriculum in schools;
- Conduct orientation programmes on revised or new curriculum;
- Review and recommend relevant teaching and learning materials on need basis;
- Carry out impact studies on curriculum implementation;
- Prepare CRC and submit to Quality Assurance Committee through the Unit Head for quality assurance purpose;
- Conduct Subject Committee meetings as the member-secretary as per the ToR for Subject Committee;
- Prepare work plans and propose budget, based on Annual Performance Agreement (APA), for their respective subjects;
- Carry out any ad hoc tasks assigned by the supervisor or manager; and
- Report to the Unit Head on professional matters.

Annexure 8: ToR for Training Developer

The Training Developer is an educational professional who develops need based training modules and conducts training for teachers and school leaders. Further, the Training Developer shall be directly accountable to all matters related to professional development in their respective areas.

The roles and responsibilities are as follows:

- Develop training modules/packages and conduct PD programmes for teachers in close collaboration with Curriculum Developers;
- Conduct research, in consultation with Research Division, on educational pedagogies to inform the effective implementation of the curriculum;
- Conduct orientation programmes on revised and new pedagogy;
- Review the effectiveness of the training programmes;
- Support the TRCs and schools in creating Professional Learning Communities
- Be a member to all the relevant committees;
- Provide technical guidance and coordinate professional development programmes;
- Prepare work plans and propose budget, based on Annual Performance Agreement (APA);
- Carry out impact studies on teacher and leadership professional development programmes;
- Carry out monitoring and support services on teacher and leadership professional development and implementation;
- Carry out any ad hoc tasks assigned by the supervisor or manager; and
- Report to the Unit Head on professional matters.

Annexure 9: Research Proposal Format

1. Research Proposal Format (2000 words)

Research/Project Title (in no more than 20 words) Provide a short descriptive title of the study.	Researcher/Author Name list of researcher(s) or author(s)
Aims and Objectives (300 words) Supply an overall aim and objectives that the research will address.	
Relevance to Professional or Academic Field/Literature review (1000 words) Describe using referenced material (no more than six key texts) <ul style="list-style-type: none">• How your proposed research will fit in to the existing body of academic knowledge and practice in the professional field.• How your research will enhance knowledge or contribute to new understandings in the subject	
Research Approach or Methodology (400 words) <ol style="list-style-type: none">1. Describe the methods you intend to use to deliver your aim and objectives.2. Provide detail of data source and any specialist resources or facilities you may require	
Expected Outcomes (280 words) Summarise the outcomes/personal development that you hope will result from the project. Limitations Significance of the study	

Annexure 10: Research Ethics Application Form¹

Section A: Introduction

1 = Unacceptable; 2 = Weak; 3= Good; 4 = Excellent

	Introduction of the proposal	Ratings			
		1	2	3	4
1	The introduction provides a clear outline of the overall study.				
2	Research Problem is stated clearly, concisely, and objectively.				
3	Research issue(s) or problem(s) identified are topical and relates to the problems at the local/national level.				
4	Strong, valid, and convincing justifications that builds a good basis for the study.				
5	Research objectives are clear Research aims and objectives are aligned to the priorities and mandates of the organization.				
6	Research question(s) are clear (SMART)				
7	Potential for policy formulation to improve educational system and/or current practices.				

Section B: Literature Review

1 = Unacceptable; 2 = Weak; 3= Good; 4 = Excellent

	Literature Review	Ratings			
		1	2	3	4
1	Relevant and pertinent discussions linked to the study.				
2	Critical and analytical presentation of ideas that are logical and convincing.				
3	Uses facts and evidences from the existing literature and personal opinions to support arguments.				
4	Synthesizes ideas from different sources into one coherent argument.				

¹ Adapted from PCE form

5	Identifies gaps, controversies, and contradictions in the existing literature and provides a personal opinion in relation to the study.				
6	Projects the researcher's personal voice and perspective strongly in the discussion.				
7	The quality and nature of discussions indicate the researcher's thorough understanding of what is known in the field.				

Section C: Methodology

1 = Unacceptable; 2 = Weak; 3 = Good; 4 = Excellent

	Methodology	Ratings			
		1	2	3	4
1	Appropriate choice of research method and design.				
2	Justifies the choice of research approach through a comparative analysis of the different research approaches and designs.				
3	Demonstrates high degree of understanding and knowledge of research methodology.				
4	Research tools or instruments are relevant and clearly described.				
5	Clearly justifies the choice of research tools and instruments in comparison to other research tools.				
6	Research tools/instruments are prepared meticulously and attached as appendix for reference.				
7	Data collection procedures are stated clearly in logical sequence and structure.				
8	Clear description of the data collection procedures with a timeline that is realistic and achievable.				
9	Clear explanation of the sampling procedures and the nature and size of the sampling population is appropriate.				
10	Procedures for analyzing the data are explained clearly step-by-step.				
11	The researcher shows evidence of understanding the procedures of analyzing the data.				
12	Validity and reliability issues are addressed appropriately.				

13	Clear description of addressing ethical issues with appropriate measures to deal with risk and safety issues.				
14	Limitation(s), assumption(s), and potential threat(s) of the study are clearly stated.				
15	Procedures of disseminating the research findings are stated.				
16	Provides a research timeline that is realistic and achievable (e.g., research has worked out a daily or weekly time commitment schedule for the research proposed).				

Section D: General Impression

1 = Unacceptable; 2 = Weak; 3= Good; 4 = Excellent

	General Impression	Ratings			
		1	2	3	4
1	The overall presentation of the proposal is well organized and well-structured with proper title page, table of contents, section headings, etc.				
2	Exhibition of good writing skills in terms of the flow of ideas, sentences, paragraphs, grammar, spelling, syntax, punctuation, choice of words, smooth transition from one section to another, etc.				
3	Page layout in terms of margin, font size, line spacing, page number, etc.				
4	Good evidence of the use of relevant literature resources that are current and have a strong bearing on the research in hand.				
5	All in-text citations and end referencing are used correctly according to the APA style.				
6	The research proposal on the whole presents a “professional” appearance.				

Section E: Budgeting

1 = Unacceptable; 2 = Weak; 3= Good; 4 = Excellent

	Budgeting	Ratings			
		1	2	3	4
1	Proposed budget estimation is justified.				
2	Budget preparation is done in line with the existing financial rules and regulation of the RGoB.				

3	Source of funding is reliable.				
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Section F: Overall all recommendation

Based on the above rating (Section A to E), this proposal should be: (tick the recommendation)

1. Accepted as is, since all ratings are good or excellent;
2. Accepted based on the strengthening of the identified limitations (need to list the limitations with suggestions);
3. Resubmit with substantial revision (need to list the limitations with suggestions); and
4. Reject.

Comments for the researcher/author: (listing limitations, observations and suggestions)

Annexure 11: Research Proposal Evaluation Form²

This application form covers research dealing with non-invasive procedures such as interviews, focus groups and those questionnaires that contain sensitive information.

1. **Title of Project:** _____

2. **Aims of Project:** *(Describe briefly)*

2. **Person responsible:**

Name: _____

Position: _____

Address: _____

Contact number: _____

4. **Associate 1:** _____

Associate 2: _____

Associate 3: _____

5. **Funding:** Is this application the subject to grant proposal? Specify.

6. **Proposed date of commencement**

7. **Duration and finished date**

² Adapted from PCE form which was an adapted version of UNE

8. Intended number of participants

9. Source of participants

10. Briefly describe the research methods to be used (eg. Interview, focus group, survey etc.)

11. Describe any risks or serious burdens which this research might pose for your participants and how this will be rectified. (eg. Intrusion upon privacy, embarrassment, emotional upset etc.)

12. Does this research involve subject matter of particularly sensitive nature? (eg. Participants knowledge of, or participation in, illegal issues/ issues deemed sensitive by the community etc.)

13. If the research involves interviews with participants, briefly explain what mechanisms (if any) will be put in place to respond to foreseeable eventualities such as: a revelation of illegal activity by or involving the participant; disclosure of the institutional mismanagement; a participant becoming distraught because of the subject matter of the interview, etc (e.g. Are interviewers trained for this project? Will interviewers have names and contact numbers of appropriate referral services? Is it appropriate for some arrangements to be made to respond to disclosure of harm or illegal activity involving participants?)

14. Will your participants receive any financial reward or other compensation for their time and inconvenience? If yes, give details.

15. What steps will you take to obtain the agreement of your participants to take part in the research? Please attach a copy of the Plain Language Statement/Consent Form.

16. Does this research involve any impediments to obtaining the full understanding, free agreement of participants to take part in the project? (eg. will some or all participants be people of limited competence to consent or young children? If so, give details of how you will negotiate an agreement for the participation of these persons through a family member, career, legal guardian or other person.)

17. Are potential participants in this research independent of relationship, which may limit their belief that they are free to refuse participation? If so, give details of the steps you will take to preserve their right to refuse participation.

18. Does the project require the withholding of relevant information about the aims and conduct of the research? If yes, explain why

19. Does this research require that participants be deceived about a relevant aspect of the aims or nature of the research of their participation? If so, explain why deception is required and how the interests of the participants will be protected, including what they will be told about the research and their participation.

20. Will participants be informed that they are free at any time to discontinue participation? If yes, give details. If no, explain why.

21. Confidentiality of records

(a) How will confidentiality of records be maintained during the study?

(b) Are the records to be preserved after the study is completed?

(c) If YES, how will the confidentiality of the records be protected during the period of their preservation?

22. Ethical Issues

Please indicate which, if any, of the following ethical issues are involved in this research.

(a) Will participants be photographed by camera or video?

(b) Will participants be tape-recorded?

(c) Does the research involve any stimuli, tasks, investigations or procedures, which may be experienced by the subjects as stressful, noxious, aversive or unpleasant?

(d) In this study are there any procedures known (or thought) to be beneficial or harmful to one group of participants (EXPERIMENTAL) being withheld from another group of participants (CONTROL)?

24. Are there any other ethical issues raised by this research? If so, what steps will you take in response to them

25. Is anything in the conduct of the research project likely to be subject to legal constraint? If so, what steps will you take in response?

26. How will the results of your research be presented?

28. Signatures of responsible investigator and associates:

Researcher:

Date:

Co-Researcher (If any): (Signature with dates)

29. Comments if any from the Head of Unit/Centre:

For Research and Ethic Committee use only

Decision with justification (whether clearance is granted or not)

Annexure 12: ToR of Research and Ethics Committee³

The Research and Ethics Committee deals with all of the ethical aspects of procedures where living beings participate in research, these include confidentiality and privacy issues in addition to the physical and psychological welfare of participants.

1. Membership of the Committee

Membership shall be as follows:

- Four experienced researchers from REC,
- One from Ministry of Education,
- One from Royal University of Bhutan,
- One from National Statistical Bureau, and
- One from an established independent research firm.

Selection of the members will be based on individuals for their knowledge, qualities and experience and not as representatives of any organisation, group or opinion. All appointment are for three years and may be renewable.

Members are not offered remuneration, however, members will be reimbursed for legitimate expenses incurred in attending Research and Ethics Committee meetings or in otherwise carrying out the business of the Research and Ethics Committee.

Membership will lapse if a member fails to attend three consecutive meetings or send comment without apology or reasonable excuse. Membership will also lapse if members fail to attend at least four meetings in a calendar year.

Members shall receive a formal notice of appointment and a guarantee that the institution accepts legal responsibility for decisions and advice from the Panel and indemnifies its members accordingly. Members are bound by the RGoB Conflict of Interest Policy. Members of the Research and Ethics Committee shall maintain the confidence of applicants and their proposals, ensuring that they do not discuss or disclose details of submissions outside the meeting forum, apart from discussion undertaken with another member of the Committee. If the committee seeks advice from experts in considering a proposal, these experts are bound by

³ Adapted from University of Western Sydney's ToR for Human and Research Committee

the same confidentiality requirements. All general discussions within the forum of the meetings must remain in confidence.

2. Main Functions

1. Review proposals for research to be undertaken by staff or on the premises of the Council, to determine whether they are ethically acceptable and in accordance with relevant standards and guidelines.
2. Grant approval for research proposals, including amendments to proposals, where review has determined that they are ethically acceptable and in accordance with relevant standards and guidelines.
3. Withhold ethical approval for research proposals where review has determined that they are not ethically acceptable and/or are not in accordance with relevant standards and guidelines.
4. Withdraw/Revoke ethical approval for research proposals where review has determined that they are not ethically acceptable and/or are not in accordance with relevant standards and guidelines
5. Monitor the conduct of approved research through the receipt of annual and completion reports.

3. Meetings and Quorum

1. The Research and Ethics Committee will meet face to face twice a year (February and August) for planned research undertaking, or as and when required for adhoc research studies.
2. The quorum for meetings shall be 50% of the membership plus one.
3. The chair of the meetings will provide all members opportunity to express relevant views on matters on the agenda.
4. The Research and Ethics Committee endeavours to reach its decisions by general agreement based on review of the documents provided by researchers.
5. Where a unanimous decision is not reached, the Chair will facilitate the expression of opinion from all members, identify points of agreement and of disagreements and accordingly make decision.

6. Any significant minority view (i.e. 2 or more members) is noted in the minutes.
7. Discussions of significant issues and decisions are recorded in the minutes.
8. Where members wish, a record of their formal dissent from the decision of the Research and Ethics Committee is recorded in the minutes.
9. Where further information is sought from applicants, the Chair will determine whether or not further committee review is required.
10. To encourage free and open discussion and to emphasise the collegiate character of the Research and Ethics Committee, particular views are not attributed to particular individuals in the minutes, except in circumstances where a member seeks to have their opinions or objections recorded.
11. The committee may invite any relevant official to the meeting to assist the committee in the attainment of its objectives.
12. The final minutes shall be circulated to the REC Director within two weeks of the meeting.

4. Authority

The Committee has jurisdiction over the research of all REC staff and all visiting staff, including those using REC facilities.

5. Performance Evaluation

The Research and Ethics Committee shall, at least once a year, review its own performance and its terms of reference and shall report its conclusions and recommend any changes it considers necessary to the Director of REC.

Annexure 13: Consent form for submission of primary form

This is to certify that I, _____, am submitting all primary data associated with _____ study to the Research Division for proper storage and protection from accidental damage, loss or theft, and natural calamities.

The Research Division may facilitate data access upon instruction from the Director (head of organisation) provided my respondents and I are protected from unnecessary harm.

The primary data submitted contains: (please be specific)

1. _____
2. _____
3. _____

Signature of researcher/author: _____

Name of researcher/author: _____

Signature of research division representative:

Name of research division representative: _____

Signature of IMD representative: _____

Name of IMD representative: _____

Signature of Witness: _____

Name of Witness: _____

Annexure 14: Checklist for Curriculum Materials

A. Curriculum Framework

Checklist for structural requirements

Put a tick (✓) if the requirement is fulfilled, and a cross (✗) if not, against each specification.

1. Cover Page	Title of Book	<input type="checkbox"/>	Class Level	<input type="checkbox"/>	Publisher	<input type="checkbox"/>	
2. Title Page	Title of Book	<input type="checkbox"/>	Class Level	<input type="checkbox"/>	Publisher	<input type="checkbox"/>	
3. Copyright Page	Publication Year	<input type="checkbox"/>	Publisher	<input type="checkbox"/>	Acknowledgement	<input type="checkbox"/>	Disclaimer <input type="checkbox"/>
4. Prelim Pages	Contents	<input type="checkbox"/>	Foreword	<input type="checkbox"/>			
5. Introduction		<input type="checkbox"/>					
	Goals	<input type="checkbox"/>	Guiding Principles	<input type="checkbox"/>	Key Learning Stages	<input type="checkbox"/>	Strands <input type="checkbox"/>
6. Curriculum Ideas	Key Learning Outcomes/Standard	<input type="checkbox"/>					
7. Learning Objective	Knowledge	<input type="checkbox"/>	Skills	<input type="checkbox"/>	Attitude	<input type="checkbox"/>	Values <input type="checkbox"/>
8. Assessment	Purpose	<input type="checkbox"/>	Scheme of Assessment	<input type="checkbox"/>			

B. Textbook

Put a tick (✓) if the requirement is fulfilled and a cross (✗) if not, against each specification.

1. Cover Page	Title of Book	<input type="checkbox"/>	Class Level	<input type="checkbox"/>	Publisher	<input type="checkbox"/>
2. Title Page	Title of Book	<input type="checkbox"/>	Class Level	<input type="checkbox"/>	Publisher	<input type="checkbox"/>
3. Copyright Page	Publication Year	<input type="checkbox"/>	Publisher	<input type="checkbox"/>	Acknowledgement	<input type="checkbox"/>
	Disclaimer	<input type="checkbox"/>				
4. Prelim Pages	Contents	<input type="checkbox"/>	Foreword	<input type="checkbox"/>		
5. Introduction		<input type="checkbox"/>				
	Goals	<input type="checkbox"/>	Guiding Principles	<input type="checkbox"/>	Key Learning Objective/Syllabus	<input type="checkbox"/>
	Mode of Assessment	<input type="checkbox"/>				
6. Curriculum Ideas	Tools and Techniques of Assessment	<input type="checkbox"/>	Weighting and Time Allotment	<input type="checkbox"/>		
7. Contents of the book	Chapter Introduction	<input type="checkbox"/>	Chapter/Topic Learning Objective	<input type="checkbox"/>	Minds-on Activities	<input type="checkbox"/>
	Hands-on Activities	<input type="checkbox"/>				
	Questions for Activities	<input type="checkbox"/>	Chapter/topic end questions	<input type="checkbox"/>	Illustrations/ Photographs	<input type="checkbox"/>
	Safety/ Precautions	<input type="checkbox"/>				
8. Assessment	Purpose	<input type="checkbox"/>	Scheme of Assessment	<input type="checkbox"/>		
9. Model Question Paper		<input type="checkbox"/>				

C. Teacher Handbook

Put a tick (✓) if the requirement is fulfilled and a cross (✗) if not, against each specification.

1. Cover Page	Title of Book <input type="checkbox"/>	Class Level <input type="checkbox"/>	Publisher <input type="checkbox"/>	
2. Title Page	Title of Book <input type="checkbox"/>	Class Level <input type="checkbox"/>	Publisher <input type="checkbox"/>	
3. Copyright Page	Publication Year <input type="checkbox"/>	Publisher <input type="checkbox"/>	Acknowledgement <input type="checkbox"/>	Disclaimer <input type="checkbox"/>
4. Prelim Pages	Contents <input type="checkbox"/>	Foreword <input type="checkbox"/>		
5. Introduction	<input type="checkbox"/>			
6. Curriculum Ideas	Goals <input type="checkbox"/>	Guiding Principles <input type="checkbox"/>	Key Learning Stages <input type="checkbox"/>	Strands <input type="checkbox"/>
	Key Learning Outcome/Standard <input type="checkbox"/>	Key Learning Objective/Syllabus <input type="checkbox"/>	Mode of Assessment <input type="checkbox"/>	
	Tools and Techniques of Assessment <input type="checkbox"/>	Weighting and Time Allotment <input type="checkbox"/>		
7. Contents of the book	Chapter Introduction <input type="checkbox"/>	Chapter/Topic Learning Objective <input type="checkbox"/>	Additional Content on Concepts <input type="checkbox"/>	Safety/Precautions <input type="checkbox"/>
	Alternative materials & pedagogy <input type="checkbox"/>	Focus areas <input type="checkbox"/>	Pre-requisite knowledge and skills <input type="checkbox"/>	Tips and guidelines carry out activities <input type="checkbox"/>
	Alternative to Minds-On Activities & Hands-On Activities <input type="checkbox"/>	Answers to Questions for Activities <input type="checkbox"/>	Answers to Chapter/Topic-end questions <input type="checkbox"/>	Illustrations/Photographs <input type="checkbox"/>
	List and links to further reading/sources <input type="checkbox"/>	Sample worksheets <input type="checkbox"/>	Additional Illustrations <input type="checkbox"/>	
8. Assessment	Purpose <input type="checkbox"/>	Scheme of Assessment <input type="checkbox"/>		
9. Model Question Paper	<input type="checkbox"/>			

Annexure 15: ToR for Technical Reviewer

The job of a technical reviewer is to read the book/manuscript and comment on the content.

The focus is on the improving the quality of the content.

The roles and responsibilities are as follows:

- Review the content of the book and check its alignment with Curriculum Framework of the subject area.
- Examine the content for:
 - Technical accuracy – concepts, illustrations, examples, activities/exercises;
 - Logical sequencing – order of content, structure and organization, linkages to one another (topics, sub-topics);
 - Appropriate content chunking – breadth and depth of content coverage (chapters), content standard; and
 - Assessment approach – variety (objective, short answer, value-based, etc.), competency-based, high-order thinking skills.
- Recommend topics that are missing in the content and justifications for their inclusion.
- Recommend new and innovative ideas to make the content engaging and interesting.

Qualification and Experience

1. A technical reviewer shall have proven academic qualification and technical knowledge to match the requirement of the work.
2. He or she must have experience of at least 7 years teaching the subject, preferably at the class level the book was intended to be used.

Deliverables

The technical reviewer shall deliver the following at the end of its review period:

1. Comments, clarifications and notes that are organized by pages, topics or chapters. Preferably, this shall be provided in PDF as comments; and
2. Recommendations for new topics, strategies and assessment as a separate document.

Annexure 16: ToR for Copy Editor

It is the job of a copy editor to ensure that the content is error-free, clear and understandable. Copyediting is the process of checking for mistakes, inconsistencies, and repetition in the book/manuscript. Copy editing normally occurs at the end of the writing process as a final step before publishing it.

A copy editor takes a deeper look at how information are presented in relation to the context and audience of the content. The focus is on making changes that make information easier to understand, better organized, and more suitable for the audience. He or she must ensure that every element of the narrative is consistent, cohesive, and complete.

The roles and responsibilities are as follows:

1. Checks for and corrects errors in grammar, spelling, syntax, and punctuation;
2. Ensure technical consistency in spelling, hyphenation, numerals, fonts, and capitalization;
3. Flag ambiguous, libelous or sensitive statements to avoid potential legal liability;
4. Checks for internal consistency in names, acronyms and descriptions;
5. Checks illustrations or tables and captions are correct; and
6. Ensures the writing conforms to the “house style”.

Qualification, Experience and Skill Set

1. A copy editor must have excellent grammar skills. A background in journalism, English or related fields will be an advantage.
2. He or she must be meticulous and have a keen eye for detail.
3. He or she with subject matter expertise experience necessary to understand the content is advantageous and preferred.

Deliverables

The copy editor shall provide edits and suggest changes in the soft or hard copy of the book.

Annexure 17: ToR for TLM Selection Committee

The Royal Education Council and the Subject Committees are supported by TLM Selection Committee. The committee provides subject expertise in the various subject areas in evaluating and recommending the most effective and relevant TLMs. The committee is instrumental in aligning the teaching learning resources to the pedagogy and teaching learning tools in the implementation of the curriculum.

Composition

The TLM Selection Committee shall constitute the following:

- The committee shall consist of the Chairperson, Member Secretary and with adequate representation of relevant specialists, teachers and other professionals, as members;
- REC will set up one-time TLM Selection Committee as and when necessary;
- Chairperson shall be nominated from amongst the Committee members; and
- Member Secretary shall be an official from IMD.

Nomination Criteria of the Members

The committee members shall possess the following experiences, competencies, skills and personal qualities:

- Field experience of at least 5 years.
- Sound knowledge of the curriculum, assessment, content and pedagogy.
- Good communication skills.
- High integrity, honesty and committed to task assigned.

Overall Functions

The functions of the TLM Selection Committee shall be to:

- Review TLMs in detail as per the requirement of the prescribed curriculum.
- Evaluate TLMs by using standard TLMs Evaluation Form endorsed by the concerned Subject Committees.
- Recommend TLMs to Subject Committee.

Roles and responsibilities

The roles and responsibilities of the chairperson shall be to:

- Chair the Committee meetings.
- Ensure all the Evaluation forms are duly completed and countersigned.
- Ensure all members adhere to agreed working procedure.
- Ensure that all the decisions are documented and forwarded to REC.

- Maintain confidentiality of the evaluation and proposed TLMs at all times.

The roles and responsibilities of the member secretary shall be to:

- Prepare agenda and selection process;
- Coordinate with respective Unit Head and Dean to convene meetings;
- Ensure that the list of recommended TLMs are endorsed by the Committee;
- Record the minutes of the meetings;
- Apprise the REC Management on the outcomes of the meeting;
- Ensure the safekeeping of all records and correspondence of the Committee; and
- Maintain confidentiality of the evaluation and proposed TLMs at all times.

The roles and responsibilities of the TLM Committee members shall be to:

- Declare conflict of interest.
- Evaluate each TLMs using TLMs Evaluation Form.
- Discuss and endorse the recommended list of TLMs.
- Discuss and suggest ways of improving TLMs.
- Maintain confidentiality of the evaluation and proposed TLMs at all times.

Decision-making

The TLMs Selection Committee shall make decisions based on the following considerations:

- Each selected and recommended TLM is as per the TLMs Evaluation Form.
- Each TLMs is evaluated at least by three members.
- Each selected and recommended TLM shall be based on the highest average score.
- If case of tie in average, the respective TLM shall be evaluated by a fourth member.

Remuneration of the Members

The members shall be paid financial entitlements such as TA and DA as per the existing financial norms.

Annexure 18: ToR for Instructional Designer

The Instructional Designer is a professional with knowledge and expertise in designing teaching and learning materials using innovative and interactive digital media.

Further, the Instructional Designer shall be directly accountable to all matters related to design of instructional materials.

The roles and responsibilities of the Instructional Designer shall be to:

- Design and produce learning materials in print, graphics, audio, video, animation and multimedia to support school curricular needs.
- Consult and collaborate with subject matter experts on instructional development activities.
- Provide consultation and support services in instructional design and technology to the professionals in the organisation.
- Collaborate with e-learning industry on design and development of instructional learning solutions.
- Facilitate integration of innovative instructional technologies in the curriculum.
- Design and deliver in-house workshops on the use of instructional technologies and effective uses of multimedia.
- Carry out any ad hoc tasks assigned by the Division Chief.
- Directly accountable to the Division Chief.

Annexure 19: Approval and sanctioning procedures

Approval and sanctioning procedures refers to a protocol that authorises the professionals to execute the plans, programmes and activities to fulfil the organizational mandates. It is, therefore, imperative for all the professionals to abide by the instituted protocol while carrying out the activities.

The approval and sanctioning procedures are as follows:

1. Execution of Plans and Programmes

- All planned activities shall be executed through approval of Note Sheets by the Director.
- All proposals for national level professional development programmes and workshops shall be approved by HRC, prior to the approval of Note Sheet by the Director.
- All ad hoc, external or internal, activities and programmes shall be executed through approval of Note Sheet by the Director.

2. Leave

- Leave entitlement shall be as per the Chapter 10 of BCSR 2012. The RCSC leave request and approval form in Annexure 10/2 (BCSR) shall be used for all leaves.
- Casual leave for Deans & Division Chiefs and AFS staff shall be approved by the Director.
 - Casual leave for other professionals shall be approved by the Dean/ Division Chief.
 - EOL/Study leave/Maternity/Paternity/Medical/ Bereavement Leave shall be approved by the HRC.

3. Official Tours and Travel

- All travel shall be executed as per Chapter 16 of BCSR 2012.
- All ex-country travel shall require the approval of the HR Committee.
- All official tours of less than five days shall be approved by the Director through relieving order/ tour sanction form.
- All official tours of more than five days shall be approved by the Director through Note Sheet.

- All official tours financed by stakeholders shall be approved by the Director through relieving order/ tour sanction form (**Annexure 26**)
- All travel entitlements and procedures shall be in accordance to the Chapter 16 of BCSR 2012.
- On completion of tour the official shall submit a detailed tour report as per the standard form (**Annexure 27**)

4. Requisition and supply

- All procurement and supply shall be as per the procurement rules and regulations of the Ministry of Finance.
- All requisition and supply shall be carried out through the Administration and Finance section.
- The AFS shall maintain records of all the procurement and supply.
- All officials shall use the requisition form (**Annexure 28**) for the supply of stationeries and equipment.

Annexure 20: Staff Wellbeing

Staff wellbeing refers to all aspects of working life, from the quality and safety of the physical environment, to how workers feel about their work, their working environment, the climate at work and work organization. Staff wellbeing promotes motivation of the employees which results in the increase of productivity.

Among the numerous activities to promote staff wellbeing, REC shall create the staff welfare scheme to support the staff especially in the event of death and illness. Further, the scheme shall cover annual rimdro, picnic, welcome, farewell, and promotion celebration, to promote team spirit.

The staff welfare scheme shall cover the following:

- Semso for Demise
 - Employee – Nu 50,000/-
 - Spouse, children and parents – Nu 35,000/-
 - Siblings (immediate brothers and sisters) and parents-in-law – Nu 15,000/-
 - Render adequate human resource and transportation support to the affected family
- Financial support during illness
 - Admitted in the hospital – Nu. 10,000/-
 - Ex-country referral- Nu. 15,000/-
- Annual Rimdro - Voluntary contribution
- Picnic - Actual expense
- Welcome Dinner - Actual expense
- Farewell Party - Cash or gift worth Nu 15,000/- plus actual expense for dinner

Administration officer shall be responsible to manage the staff welfare scheme. The required contribution amount shall be generated on a case-to-case basis, using the formula given below.

$$\text{Individual Contribution} = \frac{\text{Latest Basic Pay of Individual}}{\text{Total Basic Pay of all staff}} \times \text{Required Contribution Amount}$$

Annexure 21: ToR for Management Committee

The Management Committee is the administrative body that guides and sets direction for fulfilment of the mandates of the organisation on a regular basis.

Composition

The Management Committee shall comprise of the following members.

1. Director General (Chairperson)
2. Dean, CDC
3. Dean, PDC
4. Division Chiefs
5. Unit Heads (as and when required)
6. Finance Officer
7. One Senior Professional (One Specialist)
8. One Junior Professional
9. Administrative Officer (Member Secretary)

Function

The functions of the Management Committee shall be to:

- Ensure that the plan of activities of REC fulfil its vision, mission and mandates, and establish the fundamental values, ethical principles and strategic direction.
- Monitor and evaluate all areas of the organization's performance.
- Ensure that the organization complies with all relevant legal and regulatory requirements of the country.
- Ensure that all budget, property and resources are properly utilized, managed and accounted for.
- Institute and operationalize the Tender Committee (Opening, Evaluation, and Award) as per the procurement rules and regulations.
- Ensure that appropriate policies and procedures are in place for managing staff, and necessary resources are provided.
- Facilitate the establishment of linkages with national, regional and international institutional.
- Finalize agenda for the Council and CTAB meetings.

- Ensure implementation of the Council and CTAB meeting decisions.
- Ensure implementation of government directives and decision of the national level meetings.
- Institute reward/incentive mechanism to promote efficient delivery of service.

Responsibility of the Chairperson

The Chairperson shall:

- Ensure regular convening of the Committee meetings.
- Provide direction and guidance to the Committee.
- Review and approve provisional agenda submitted by the Member Secretary.
- Conduct effective Committee meetings by encouraging the members to engage in open and constructive debate, and secure active participation and contribution of all members.
- Arbitrate and resolve conflicting opinions to reach consensus.
- Delegate chairmanship to a member at ES Position Level in his/her absence.

Responsibility of the Member Secretary

The Member Secretary shall:

- Inform the members regarding the date of meeting in advance.
- Prepare the Agenda.
- Coordinate meetings.
- Keep minutes and records of meetings.
- Finalize and circulate the minutes of the meetings among the members.
- Coordinate and follow-up on all committee decisions.

In case of an emergency where members are not available in person, the member secretary shall arrange an appropriate means to make a decision in consultation with the chairperson and members.

Responsibility of the Members

The Members shall:

- Be mandated to attend all meetings.
- Engage in open and constructive debate.
- Sign on the decision taken in all the meetings.
- Maintain confidentiality on the decisions taken.

Decision Making

The decisions shall be taken through consensus of simple majority. In the event there is no consensus, the Chairperson shall make the final call through the exercise of his vote.

Frequency of meeting

The meeting shall be held as and when required.

Quorum

The attendance of two-third of the members shall constitute the quorum.

Conflict of interest

The members shall inform and declare conflict of interest prior to any Committee meeting.

Annexure 22: ToR for HRC

Human Resource Committee (HRC) is a body that guides and addresses all Human Resource matters to ensure fair and transparent HR decisions. HRC, in its strive to facilitate the fulfilment of professional mandates of REC, shall ensure all HR actions are in line with government policies and the existing Bhutan Civil Service Rules and Regulations (BCSR).

Composition

The HR Committee shall comprise of the following members:

1. Director (Chairperson)
2. Dean, CDC
3. Dean, PDC
4. Division Chiefs
5. One Senior Professional (Specialist)
6. One Junior Professional
7. HRO (Member Secretary)

Function

The functions of HRC shall be to:

- Ensure effective enforcement of the provisions of the Constitution, Civil Service Act of Bhutan 2010 and the BCSR.
- Review and recommend Structure, HRD plans, staffing pattern and strength.
- Review appeals on all HR actions.
- Review and adjudicate disciplinary cases.
- Review and approve promotions within broad-banded positions.
- Review and recommend meritorious, fast-track and Specialist promotions.
- Verify and approve the nominations for seminars, workshops, training in-country or ex-country as per Chapter 9 of BCSR 2012.
- Review and approve intra-Agency transfer that does not involve change of Position Title or Major Occupational Group.
- Review and recommend intra/inter-Agency transfer involving change of Position Title or Major Occupational Group or Sub-Group.
- Recruit, select and appoint qualified and suitable candidates as per the provisions of the BCSR.

- Institute proper induction programmes for candidates newly joining the organization.
- Approve/recommend Extraordinary Leave, Medical Leave beyond one month, Maternity/Paternity Leave, Bereavement Leave and Study Leave.
- Arrange mechanism to ensure continuity of service delivery in absence of staff.
- Review and approve/recommend civil servant opting for Early Retirement Scheme.

Responsibility of the Chairperson

The Chairperson shall:

- Ensure regular convening of the HR Committee meetings.
- Provide direction and guidance to the Committee.
- Review and approve provisional agenda submitted by the Member Secretary.
- Conduct effective Committee meetings by encouraging the members to engage in open and constructive debate, and secure active participation and contribution of all members.
- Arbitrate and resolve conflicting opinions to reach consensus.
- Delegate chairmanship to a member at ES Position Level in his/her absence.

Responsibility of the Member Secretary

The Member Secretary shall:

- Inform the members regarding the date of meeting in advance.
- Prepare the Agenda.
- Coordinate meetings.
- Keep minutes and records of meetings.
- Finalize and circulate the minutes of the meetings among the members.
- Coordinate and follow-up on all HRC decisions.

In case of an emergency where members are not available in person, the member secretary shall arrange an appropriate means to make a decision in consultation with the chairperson and members.

Responsibility of the Members

The members shall:

- Be mandated to attend all meetings.
- Engage in open and constructive debate.
- Sign on the decision taken in all the meetings.
- Maintain confidentiality on the decisions taken.

Decision Making

The decisions shall be taken through consensus of simple majority. In the event there is no consensus, the Chairperson shall make the final call through the exercise of his vote.

Frequency of meeting

The meeting shall be held as and when required.

Quorum

The attendance of two-third of the members shall constitute the quorum.

Conflict of interest

The members shall inform and declare conflict of interest prior to any Committee meeting.

Annexure 23: ToR for CTAB

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.

Composition of the Membership

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

- | | |
|--------------------------------|------------------|
| 1. Sherig Lyonpo | Chairperson |
| 2. Secretary, MoE | Vice Chairperson |
| 3. Secretary, DDC | Member |
| 4. Director General, DSE, MoE | Member |
| 5. Director General, DYS, MoE | Member |
| 6. Director General, DAHE, MoE | Member |
| 7. Director General, REC | Member |
| 8. Secretary, BCSEA | Member |
| 9. Dean, PDC, REC | Member |
| 10. 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.

Function

The functions of the CTAB shall be to:

- Review, deliberate and propose a way forward on issues related to school curriculum, teacher professional development and research.
- Recommend/Approve plans and policy proposals on curricular matters including teaching learning materials and other relevant issues concerning the school education.
- Approve subject committees and chairpersons.

Responsibility of the Chairperson/Vice Chairperson

The Chairperson shall:

- Provide direction and guidance to the Board;
- Review and approve provisional agenda submitted by the Secretariat for Board Meetings;
- Conduct effective board meetings by encouraging the members to engage in open and constructive debate, and secure active participation and contribution of all members;
- Arbitrate and resolve conflicting opinions to reach consensus; and
- The Vice Chairperson shall chair the meeting in absence of the Chairperson.

Responsibility of the Member Secretary

The member secretary shall:

- Inform the members of the date and venue of the meeting;
- Circulate the agenda and relevant documents in advance; and
- Compile the proceedings of the meetings and finalise the minutes within two weeks of the meeting.

Responsibility of the Members

The members of the Board shall:

- Attend the board meetings regularly;
- Prepare for meetings in advance by reading the agenda and other relevant documents;
- Engage in open and constructive debate; and
- Sign on the minutes of meetings.

Decision Making

The decisions shall be taken through consensus of simple majority. In the event there is no consensus, the Chairperson shall make the final call through the exercise of his vote.

Frequency of Meetings

The CTAB shall convene twice a year. It shall also be convened as and when required.

Quorum

The attendance of two-third of the members shall constitute the quorum.

Conflict of interest

The members shall inform and declare conflict of interest prior to any board meeting.

Remuneration of the Members

The members and participants in the meeting shall claim their DSA/TA from their own organisations.

Annexure 24: ToR for Subject Committee

The Subject Committee is the highest subject-related committee that shall recommend and endorse proposals to maintain currency and relevancy of the curriculum, as well as to foster innovative ideas and practices of teaching and learning in relevant subjects.

Functions

The functions of the Subject Committees shall be to:

- Deliberate on issues concerning the school curriculum in relevant subject areas.
- Recommend and propose curricular changes in the relevant subject areas.
- Form sub-committees and task force as and when required.
- Discuss, initiate and foster innovative ideas and practices of teaching and learning in relevant subjects.
- Review and endorse the standard TLMs Evaluation Form for the use by TLMs Selection Committee.
- Evaluate and endorse textbooks and other TLMs as selected by TLMs Selection Committee for approval by the CTAB.
- Recommend and propose research and professional development activities for teachers.

Composition of the Membership

The Subject Committees shall comprise of the following:

1. Chairperson
2. Vice Chairperson
3. Director General, REC
4. Dean, CDC, REC
5. Member Secretary
6. Unit Head concerned
7. Curriculum Developers concerned
8. Training Developers concerned
9. Representation from school
10. Representation from relevant agencies
11. Parent and student representatives may be invited where appropriate

Term of the Chairperson and Members

The term of the chairperson and members shall be for three years and is extendable for an additional term. In case of the chairperson, the term may still be extended to a third term.

Nomination Criteria of the Chairperson

The Chairperson of a Subject Committee shall be an individual who possesses the following experiences, competencies, skills and personal qualities:

- Academic qualification of at least a Master's degree, or its equivalence, in the relevant subject area,
- Adequate experience and familiarity with the relevant school curriculum,
- Preferably a senior civil servant working in a relevant organization, and
- Leadership qualities.

The Appointment and Resignation of the Chairperson

The appointment and resignation of the Subject Committee Chairperson shall be endorsed by the Council.

Nomination Criteria of the Members

The committee members (in case of teachers) shall possess the following experiences, competencies, skills and personal qualities:

- Teaching experience of at least 5 years.
- Sound knowledge of curriculum, assessment, content and pedagogy.
- Good communication skills.
- Proven professional expertise.
- Capacity to carry out research and facilitate Professional Development activities at various levels.

The Appointment and Resignation of a Member

- The appointment of Subject Committee Member shall be approved by the Subject Committee.
- The member shall be issued a formal letter of appointment by the Director, REC.
- A member can resign from the subject committee by submitting a letter of resignation to the Chairperson, with a copy to the Member Secretary.

- If a member fails to attend the subject committee meetings for two consecutive times, he/she shall be considered to have resigned.
- Only one-third of the members can resign at any particular time.

Roles and responsibilities

The roles and responsibilities of the Chairperson shall be to:

- Chair the Committee meetings.
- Finalize the meeting agenda.
- Ensure timely finalization and circulation of minutes of the meeting.
- Ensure resolutions of the meeting are implemented.
- Recommend new approaches/developments to teaching and learning of the subjects.

The Vice chairperson

The Director General or the Dean of the REC shall be the Vice Chairperson of the committee.

The Vice Chairperson shall be responsible for the following:

- Chair meetings in the absence of the Chairperson.
- Assist the Chairperson in all duties and responsibilities of Committee.

Member Secretary

The Member Secretary shall be a Curriculum Developer for the relevant subject.

The Member Secretary shall be responsible to:

- Prepare agenda and discussion papers for the meetings in consultation with the Chairperson.
- Inform the members on the venue, time and agenda.
- Record the minutes of the meetings.
- Circulate the draft minutes for feedback and confirmation within two weeks after a meeting.
- Apprise the REC management of the outcome of the committee meetings.
- Be responsible for the planning and execution of the resolutions of the meetings.
- Ensure the safekeeping of all records and correspondence of the Committee.
- Maintain an up-to-date list of members' contact details.

Member

The roles and responsibilities of the members shall be to:

- Identify and advise on areas for curriculum and professional development.
- Advise on policy gaps and policy review in the Subject.
- Monitor, evaluate and provide feedback on curriculum, TLMs and their implementation.
- Assist in the development of curriculum and TLMs.
- Review and advise evaluation processes on TLMs using approved criteria.

Frequency of Meeting

The Subject Committee Meeting shall convene at least once a year. It shall also be convened as and when required.

Quorum

The participation of two thirds of the members will constitute a quorum.

Decision-making

The decisions shall be taken through consensus of simple majority. In the event there is no consensus, the Chairperson shall make the final call through the exercise of his vote.

Conflict of Interest

The members shall inform and declare conflict of interest prior to any meeting.

Remuneration of the Members

The members shall be paid financial entitlements such as TA and DA as per the existing financial norms.

Appreciation for the Members

Upon resignation of a member, either by having completed the term or otherwise, REC shall issue a formal letter and a certificate of appreciation to the member.

Annexure 25: ToR for Quality Assurance Control Committee

The Quality Assurance Committee (QAC) is an internal quality assurance body that ensures educational services and products are standard-based, contextually relevant, academically sound, culturally sensitive and free of errors.

Composition

The QCC shall constitute the following:

- | | |
|----------------------|-------------|
| 1. Specialist | Chairperson |
| 2. Specialist, CDC | Member |
| 3. Specialist, PDC | Member |
| 4. Professional, RD | Member |
| 5. Professional, IMD | Member |
| 6. Professional, CDC | Member |
| 7. Professional, PDC | Member |

Term of the Chairperson and Members

The term of the chairperson and members shall be for two years.

Nomination of Members

The Management Committee shall nominate the chairperson and members of the QCC taking into consideration the following:

- i. Should have worked a minimum of 3 years in REC.
- ii. Proven professional expertise in relevant areas.
- iii. Demonstrated high level of professional and personal integrity.
- iv. Good communication skills.

Function

The QCC is responsible for providing the REC with assurance on all aspects of quality of curriculum development, professional development and educational research.

The functions of the QCC shall be:

- Design and follow agreed set of criteria/standard for quality assessment.
- Ensure standard procedures are followed at different stages of planning, designing, production and delivery.
- Recommend new and innovative ideas to further improve the quality of educational services and products.
- Provide advice to the management on quality assurance policy and processes, and status of educational services and products.
- Advise the management on priority areas and potential risks to the organization.
- Undertake any responsibilities as delegated by Management.

Responsibility of the Chairperson

The Chairperson shall:

- Ensure regular convening of the Committee meetings.
- Provide direction and guidance to the Committee.
- Review and approve provisional agenda submitted by the Member Secretary.
- Conduct effective Committee meetings by encouraging the members to engage in open and constructive debate, and secure active participation and contribution of all members.
- Arbitrate and resolve conflicting opinions to reach consensus.

Responsibility of the Member Secretary

The Member Secretary shall:

- Inform the members regarding the date of meeting in advance.
- Prepare the agenda.
- Coordinate meetings.
- Keep minutes and records of meetings.
- Finalize and circulate the minutes of the meetings among the members.
- Coordinate and follow-up on all Committee decisions.

Responsibility of the Members

The members shall:

- Be mandated to attend all meetings.
- Engage in open and constructive debate.
- Sign on the decision taken in all the meetings.
- Maintain confidentiality on the decisions taken, where necessary.

Decision Making

The decisions shall be taken through consensus of simple majority. In the event there is no consensus, the Chairperson shall make the final call through the exercise of his vote.

Frequency of meeting

The meeting shall be held as and when required.

Quorum

The attendance of two-third of the members shall constitute the quorum.

Conflict of interest

The members shall inform and declare conflict of interest prior to any Committee meeting.

Annexure 26: Relieving Order/ Tour Sanction Form

1. Name of Officer/Staff	:	_____	
2. Place(s) to Visit	:	_____	
3. Date	:	From _____ To _____	No. of days: _____
4. Nature of Tour (Tick)	:	<input type="checkbox"/> Planned	<input type="checkbox"/> Ad hoc
5. Approval Note Reference No. (If Available)	:	_____	
6. Reason/Purpose of Tour	:	_____ _____	
7. TA/DA Borne By (Tick)	:	<input type="checkbox"/> REC	<input type="checkbox"/> Others
		Specify budget head: _____	Specify: _____
8. Signature of Officer/ Staff	: (Signature)	Date: _____
9. Recommendation by Immediate Supervisor (Tick)	:	<input type="checkbox"/> Recommended	<input type="checkbox"/> Not Recommended
	 (Signature) (Name)
		 (Centre/Division/Unit)
10. Approval by Director (Tick)	:	<input type="checkbox"/> Approved	<input type="checkbox"/> Not Approved
	 (Signature)	
<hr/>			
11. Recorded by HR Section	:	Dispatch No. _____	
	 (Signature)	Date: _____

Annexure 27: Tour Report Form

TOUR REPORT FORM

1	Name of the Official:	Designation:	Grade:
2	Departmental Address:		
3	Places/Organizations visited:	Duration of Visit	
		From	To
4	Purpose of visit:		
5	Observation/s:		
6	Action taken on the spot if any:		
7	Recommendation/s:		
8	Signature of the Official		
9	Remarks of the controlling Officer: Signature of the controlling Officer		

Annexure 28: Requisition Form

REQUISITION FORM

Date:

Sl.No.	Particulars	Specification	Quantity	Purpose

(Name, Signature, Designation)

Comments:

Finance Officer

Administration Officer

Procurement/Store In-charge

Director

