Education in Emergency

ADAPTED CURRICULUM

FOR

SPECIAL AND INCLUSIVE EDUCATION

May 2020



**Ministry of Education**

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**Acknowledgment**

This curriculum resource is a joint effort of the Ministry of Education (MoE), Royal Education Council (REC) and the Bhutan Council for School Examinations and Assessment (BCSEA) towards facilitating the continuity of learning of our students under the emergency of COVID 19 virus pandemic.

This venture would not have materialized without the participation and contribution of various key players in the field of education. We commend the voluntary contribution of teachers from different schools in terms of their professional input in outlining and sequencing of curriculum content and learning objectives.

In this hour of emergency, we are thankful to our development partners like UNICEF, HELVETES, Save the Children for their continued support both professionally and financially. The education fraternity remains hopeful that our students gain the optimum benefit from the generous gesture and help us take education to greater heights in realising the national purpose of education.

Above all, the wisdom and blessing of the Government has been the impetus, which proved vital in rolling out numerous EiE programs and activities. Without the full support of policy makers and professionals in the country, there is little hope that the EiE outcomes are translated and materialized to fruition.

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# FOREWORD

The detection of the first COVID-19 case on 5th March 2020 resulted in closure of schools and institutes in the proximal zone of Paro, Thimphu and Punakha. Subsequently, in compliance to the executive order of the Government, all schools and educational institutes in the country were closed from March 18, 2020 until the further notice.

The prolonged closure of schools is a great concern because it affects students’ education and achievement of the expected learning outcomes for all key stages. It also poses unprecedented risk to safety, wellbeing and the developmental growth of students. Other secondary effects include increased anxiety and restlessness when they are removed from the routine and structured activities. Students are deprived of the nutrition supplements, which may cause nutritional imbalance, and there is also likelihood of children indulging in socially undesirable activities, teenage pregnancy and early marriage. Consequently, it has the potential to reverse the gains made in access to education and learning at risk because of the prolonged closure of schools.

Understanding the priority to facilitate the continuity of learnings, the Ministry of Education in collaboration with REC, BCSEA and relevant agencies have initiated a number of programmes and activities to roll out Education in Emergency (EiE). They include adaptation and prioritization of school curricula in making educational facilities and services accessible for all students. Diverse means of curriculum delivery are explored and deployed – broadcast media (TV & Radio), introduction of Google classrooms, use of social media to establish teacher-student-parent linkage for children’s learning and engagement, and use of print in Self Instructional Materials (SIM) for curriculum delivery.

In emergency situations, children with disabilities are affected the most and they are deprived of their learning, nutrition supplements and care owing to the adverse circumstances. Therefore, the need to have an appropriate curriculum to facilitate the continuity of their learning has been recognized. In line with the principle of ‘no child is left behind’, an adapted curriculum on special and inclusive education has been developed for the learners with special needs.

 Owing to evolving COVID 19 pandemic in the regional and global scenario and the priority of the Government to help students progress to higher grade, guidelines on Assessment and Examinations for EiE curriculum has been developed.

Through this communique, Ministry of Education wishes to inform teachers, parents and students of the educational adjustment and modification in curricula, assessment and examinations, and instructions in helping students continue their education.

(Karma Tshering) (Kinga Dakpa)

 **Director General Director General Department of School Education Royal Education Council**

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**SCHOOL CURRICULUM FOR EDUCATION IN EMERGENCY**

# RATIONALE

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

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

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

In order to facilitate students to continue learning and progress to higher grade despite being locked down, initially the “Adapted Curriculum” was embarked as short-term emergency contingency intervention. However, the unabated emergency has inspired to initiate the development of another alternative curriculum in the form of “Prioritized Curriculum”. Therefore, in the Second Phase EiE, depending on the unfolding scenario of COVID 19 pandemic, both “Adapted Curriculum” and “Prioritized Curriculum” are implemented in order to facilitate students to cope and progress to higher studies. Its design, development and delivery are informed by the wider educational principles and ideologies of developmental appropriateness, national values, coherence and the generic nature of the spiral curriculum.

Recognizing the individual learning needs of children with disabilities, currently 770 students are enrolled in 20 schools with SEN Programme including two special institutes to provide education suitable for learners with disabilities. In line with the EiE mainstream curriculum, a separate adapted curriculum for children with disabilities has been developed to facilitate learning for learners with special educational needs as per their performances. It is also to help promote learners to next grade as per Assessment, Examination, Promotion and Transition (AEPT) guidelines.

This guideline is to inform all stakeholders on the “Adapted Curriculum” of the Second Phase Education in Emergency for children with disabilities. Towards attending the diverse needs of learners, teachers are expected to make necessary adaptations to suit individual learning needs.

# INTRODUCTION

Following the COVID-19 pandemic, continuity of education and learnings has been severely affected as a result of nationwide closure of schools. Given that timely contingency planning is crucial to minimize disruption to our education systems, the Ministry in collaboration with REC, BCSEA and relevant agencies have initiated a number of programmes and activities to roll out Education in Emergency (EiE). This broadly includes the adaptation of school curriculum for EiE, introduction of Google classrooms, use of social media to establish teacher-student-parent linkage for children’s learning and engagement, use of print and broadcast media (TV & Radio) for curriculum delivery. This also includes adaptation and modification of school curriculum for children with disabilities, Rigshung students and ECCD children, and NFE learners.

The lessons using the broadcast media has been rolled out across the nation through Bhutan Broadcasting Service (BBS) TV since March 27, 2020. These lessons broadcasted is being continuously reviewed and improved based on observation and feedback from various stakeholders.

## EDUCATION IN EMERGENCY CURRICULLUM

Countries around the world adopt different means and forms of making education accessible for all, of which adapted curriculum is commonly used. In our context, depending on the unfolding scenario of COVID 19 pandemic, both “Adapted Curriculum” and “Prioritized Curriculum” are implemented in order to facilitate students to cope and progress to higher studies.

In order to support these children in continuing their education, the Ministry in collaboration with REC has initiated the development and printing of Self Instructional Materials (SIM) from March 25, 2020. As of date, the printing and distribution of first package of SIM print materials for all key stages are completed and distributed to Dzongkhags/Thromdes from April 25, to begin the lessons from May 2, 2020. Additional support particularly for key stage I (PP-class III) will be provided through radio lessons. In the first package, 29 lessons (BBS Radio-19, Kuzoo FM-10) have been recorded, and will be aired on May 02, 2020 as well. Recording for all the SIM packages and the second phase of SIM lesson recording started from April 22, 2020.

**Objectives**

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

1. Emphasise the learning of the essential concepts fundamental in the development of academic and social competencies.
2. Provide access and avail educational services remotely for students including children with disabilities to learn and develop understanding of fundamental concepts and ideas on subjects and competencies to cope with higher learning with mainstream and social media.
3. Engage students with disabilities productively at home and minimize people-people contact to prevent the spread of virus.
4. Create greater clarity of what teachers should teach and students should learn.
5. Encourage teachers to embrace effective instructional practices by reducing the pressure on covering the vast teaching contents.
6. Ensure the psychosocial wellbeing of students in emergency.

### ADAPTED CURRICULUM

In the emergency, it is not feasible to deliver the regular annual curricular contents. The adapted curriculum is based on literacy and numeracy at key stage I and II, and theme-based curriculum for key stage III, IV and V. The most essential learning concepts aligned with the learning outcomes or objectives are selected for all classes. For theme-based curriculum, some learning areas such as Science and Social Sciences have been combined together considering the common themes of the subject. The Adapted Curriculum delivered under various key stages are as under (Table 1):

*Table 1. Learning areas in Mainstream Adapted Curriculum*



The theme-based learning areas are detailed in the mainstream Adapted Curriculum syllabus which will be followed by students with disabilities who can cope with the mainstream curriculum. For the cohort of children who cannot cope with the mainstream curriculum, a separate adapted curriculum shall be followed.

### PRIORITIZED CURRICULUM

In the events of emergency of any form, access to learning is generally facilitated through an adapted curriculum, wherein the regular curriculum is modified with emphasis on development of fundamental concepts and skills in general education, life skills and psycho-social wellbeing. The choice of the curriculum is also guided by the national priority to identify and select the most essential learning concepts and outcomes fundamental for students’ continuity of learning and development. In this process, the R.E.A.L Model of prioritization of learning standards (Many, Tom W. & Horrell, Ted., 2014) or outcomes is widely used around the world. Its intention provides insight in the process of curriculum prioritization in our current emergency setting.

The REAL model consists of the following four key areas:

**Readiness:** The ‘R’ stands for Readiness. This standard provides students with essential knowledge and skills necessary for success in the next class, course or grade level.

**Endurance:** The ‘E’ represents Endurance. This standard provides students with knowledge and skills that are useful beyond a single test or unit of study.

**Assessed:** The ‘A’ represents Assessed. This standard will be assessed on upcoming state and national examinations.

**Leverage:** The ‘L’ corresponds to Leverage. This standard will provide students with the knowledge and skills that will be of value in multiple disciplines.

Based on the REAL model, a set of curriculum prioritization criteria was established in selecting the learning contents for our schools in Education in Emergency.

**Criteria for Curriculum Prioritization**

The mainstream Prioritized Curriculum in our context shall be used for all classes PP to XII depending on the evolving situations; if all schools remain closed or if schools open in phases based on the risk level zones, it shall target classes X and XII, while other classes implement adapted curriculum. If all schools open by June, all classes shall use it. The prioritized curriculum for both the scenario is illustrated in Table 2, and the adjusted assessment and examinations shall be administered for promotion.

By drawing lessons from the national priority and the wider world, the Prioritized Curriculum in EiE is informed by the following criteria:

1. Emphasize on fundamental key concepts with limited scope on elaborative areas.
2. Select common themes through which a few topics or chapters under one or two lessons.
3. Focus on the development of competencies on the selected themes rather than emphasizing on the academic knowledge and examples.
4. Create scope for students to take responsibility for their learning by engaging them to explore for specifics and examples of the concepts.
5. Engage students to explore further on the concepts through interactive learning activities.

The focus of the mainstream prioritized curriculum is on the development of competencies on the selected themes rather than emphasizing on the academic knowledge and examples. The arrangement of learning topics is informed by the principle of spiral curriculum, progression and coherence of conceptual understanding. However, due to limitation of instructional days for the 2020 academic year, the prioritized curriculum covers about 65% of the regular syllabus of the academic year. It is based on the premise that out of the annual 850 instructional hours, there is a remaining instructional hours of only 500 hours. This also includes the time needed for psychosocial wellbeing and practice of health procedures essential for students’ safety. The prioritized curriculum shall be implemented from June 2020, regardless of schools being reopened or closed.

Considering the limited time available to cover the 2020 academic syllabus, the prioritized curriculum shall emphasize on the development of understanding and competencies of fundamental concepts and ideas in all the subjects in each grade.

*Table 2. Mainstream Prioritized Curriculum*

|  |  |  |
| --- | --- | --- |
| Key stage | Class | Subjects |
| I | PP - 3 | Dzongkha, English, Mathematics, HPE & Values, ICT, Arts Education |
| II | 4 - 6 | Dzongkha, English, Mathematics, Science, Social Studies, HPE & Values, ICT, Arts Education |
| III | 7 - 8 | Dzongkha, English, Mathematics, General Science, Geography, History, ICT |
| IV | 9-10 | Dzongkha, English, Mathematics, Biology, Physics, Chemistry, Environmental Science, Agriculture for Food Security, TVET, Geography, History and Civics, ICT, Economics. |
| V | 11 | English, Dzongkha compulsory for all |
|  | **Science**: Mathematics, Physics, Chemistry, Biology, Environmental Science, and ICT |
|  | **Commerce**: Accountancy, Commerce, B. Mathematics, TVET, AgFS |
|  | **Arts**: History, Geography, Economics, Media Studies, *Rigzhung* |

### DELIVERY OF THE CURRICULUM

The Strategic Plan for Curriculum and Assessment for EiE Phase 2 in Table 3 illustrates the mode of delivery of the Prioritized Curriculum.

*Table 3. Strategic Plan for Curriculum and Assessment for EiE*

|  |  |  |  |
| --- | --- | --- | --- |
| **Scenario & Situation** | **Curriculum** | **Mode** | **Assessment** |
| Scenario I | Situation 1 | If all schools open at the same time | Class PP – 9 & 11Prioritized Curriculum | Regular class with safety and precautionary measures | Regular on prioritized curriculum (CFA, Tests, year-end examinations) |
| Class 10 & 12Prioritized Curriculum | Regular class with safety and precautionary measures |
| Situation 2 | If schools open in a phased manner | Class PP – 9 & 11Adapted Curriculum | **Open**: Regular class with safety and precautionary measures**Closed**: (A) Cl PP-3: BBS, Social media (WeChat / WhatsApp/ Telegram), Radio, SIM(B) Cl 4 -9 & 11: BBS, SIM, Google classroom | Class PP – 9 & 11: Conventional test / short assignment / Objective type question pattern  |
| Class 10 & 12Prioritized Curriculum  | Regular class with safety and precautionary measures | Board Examinations with Safety and preventive measures (25 days) on prioritized curriculum  |
|  |  |
| Scenario II | All schools closed | Class PP – 9 & 11Adapted Curriculum | A) PP-3: BBS, Social media (WeChat / WhatsApp / Telegram), Radio, SIM(B) Cl 4 -9 & 11: BBS, SIM, Google classroom | Class PP – 9 & 11: Conventional test / short assignment / Objective type question pattern |
| Class 10 & 12Prioritized Curriculum | Regular class in quarantine mode. | Board Examinations with Safety and preventive measures (25 days) on prioritized curriculum |
| NOTE: | For effective curriculum delivery as well as to provide support for psycho-social wellbeing:* Follow Ministry of Health's protocol and preventive measures.
* Follow WASH advisory.
* No mid-term examinations.
* No trail examinations.
* No co-curricular and extra-curricular activities.
* Mid-term break to be used as instructional days.
* Use Saturdays to adjust instructional days.
* Strengthen psychosocial support including help-centres.
 |

# CRITERIA FOR SEN CURRICULUM ADAPTATION

The curriculum adaptation for Special and Inclusive Education was based on the following guiding criteria.

1. Topics in each subject were selected which had emphasis on fundamental key concepts.
2. Common themes were selected through which a few topics or chapters covered under one or two lessons.
3. Careful focus considerations were made on the development of competencies of learners on the selected themes rather than emphasizing too much on the academic knowledge.
4. Progress & Coherence were maintained.
5. Topics and themes were selected with the intension to create scope for students to take responsibility for their learning by engaging them to explore for specifics and examples of the concepts.

# EDUCATION IN EMERGENCY FOR SPECIAL AND INCLUSIVE EDUCATION

Learners who are able to cope with the mainstream curriculum in the schools with SEN programme shall follow the mainstream AC or PC depending on the emerging situations. However, the other cohort of learners shall follow the adapted curriculum designed for the specific institutes in the second phase of EiE as shown in figure 1.



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 **FIGURE 1 Curriculum Structure for SEN**

# MUENSELLING INSTITUTE, KHALING

The institute provides education for children with vision impairment. There are two cohorts of children with different performing abilities. Based on their performing abilities, learners either follow mainstream AC/PC or specially adapted curriculum. This document only contains the specially adapted curriculum for Muenselling Institute.

## WANGSEL INSTITUTE FOR THE DEAF, PARO

The institute provides education for children with Deafness. The institute has its own standalone curriculum developed the Deaf. This document only contains the specially adapted curriculum for Wangsel Institute for the Deaf.

## SCHOOLS WITH SEN PROGRAMME

The schools with SEN programme provide education for children with disabilities. Depending on the degree of severity of disability, learners are categorized into Mild to moderate and Severe Disabilities to enable them access appropriate quality education services.

1. Mild to Moderate Disabilities: Children with mild to moderate disabilities can cope with mainstream curriculum with appropriate adaptation and modification. Therefore, this category of learners shall follow mainstream AC or PC in the EiE.
2. Severe Disabilities: Children with severe disabilities are not able to cope with the mainstream curriculum. In the second phase EiE they shall follow the specially designed Adapted Curriculum.

# MONITORING & EVALUTIONS

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

1. Equity and equality to access educational programs for students is immensely affected by geographical location, affordability and connectivity.
2. Educational background of parents and guidance is making students responsible for their learning.
3. Professional capacity and integrity of teachers in keeping track of students’ learning through remote learning mode may affect students’ performance.
4. The quality and accuracy of lessons influence the quality of students’ engagement and the learning.

Therefore, the following mechanism may be implemented in earnest.

1. Provide gadget or alternative means to students who cannot afford and those who are in remote places.
2. Make provision in making data affordable for students.
3. Stakeholders like REC, MoE and BCSEA continuously monitor the quality, relevancy and efficacy of resources and activities in EiE, and update accordingly.
4. Constitute two levels of EiE curriculum delivery and implementation and monitoring:

## Central Level – MoE, REC, BCSEA:

1. Design, develop and disseminate the plans and activities on EiE and EiE curriculum in collaboration with relevant stakeholders.
2. Facilitate the accessibility of EiE through the provision of necessary gadget and accessories for students and teachers.
3. Educate teachers and parents on EiE curriculum and its delivery.
4. Encourage parents to participate in their children’s learning – guidance and monitoring.

## Local Level - *Dzongkhags* & *Thromdhes*:

1. Constitute a small professional forum to oversee and design support mechanism to ensure that all students have access to EiE resources and services.
2. Monitor the professional capacity and integrity of teachers in implementation of EiE curriculum and emergency contingency plans and programs.
3. Identify teacher’s needs and provide PD on the specific areas.
4. Periodically share the report on the status of EiE curriculum implementation, success and challenges. Accordingly, relevant stakeholders provide interventions.
5. Take ownership of EiE in their respective *Dzongkhags* and *Thromdhes*.

The information contained in this guidebook is not prescriptive. The Prioritized Curriculum syllabus has been developed collaboratively by stakeholders, Ministry of Education, Royal Education Council, Bhutan Council for School Examinations and Assessment and have evolved out of emergency. The guidebook provides guidance on how Ministry of Education, Royal Education Council, Bhutan Council for School Examinations and Assessment may respond and establish education programmes in emergency settings.

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Education in Emergency

# ADAPTED CURRICULUM

FOR

SPECIAL AND INCLUSIVE EDUCATION

(All Key Stages)

## MUENSELLING INSTITUTE

1. Children with vision impairment who can cope with the mainstream curriculum Classes PP-XII shall follow the mainstream AC or PC of the EiE. In addition, Classes PP-VI based in Muenselling Institute are provided Activities for Daily Living (ADL), Orientation and Mobility (O &M) and Music Education which may further require situational adaptations and modifications.

**Orientation and Mobility**

**Class PP**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Strand** | **Theme/Chapter** | **Topic (s)** | **Learning Objectives** | **Suggestive activities** |
| **Daily Living Skills** | **Mobility Technique**  | **Sighted Guide Techniques**  | Learn basic sighted guide techniques | 1. Introduction by the guide
2. Making a contact
3. Grip
4. Stance
5. While Approaching Narrow places
6. Passing through door ways
7. Ascending and Descending Stairs
8. Being Helped to a chair
9. Changing sides
 |
| **Walking Alone** | Learn skills to walk alone | **Protective Technique:**1. Upper hand and Forearm Technique
2. Lower hand and Forearm Techniques
 |
| **Cane techniques** | Learn simple cane techniques | 1. Parts of mobility canes
2. Holding the cane
3. Using the cane
 |
| **Familiarization** | Familiarize with the orientation in and around the classroom and hostel | Room familiarization (classroom/hostel) |
| **Independent Movement** | Learn basic independent movement skills | Within the Institute campus |

**Class I**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Strand** | **Theme/Chapter** | **Topic (s)** | **Learning Objectives** | **Suggestive activities** |
| **Daily Living Skills** | **Mobility Technique**  | **Sighted Guide Techniques**  | Learn basic sighted guide techniques | 1. While Approaching Narrow places
2. Passing through door ways
3. Ascending and Descending Stairs
4. Being Helped to a chair
5. Changing sides
6. Turning around (about turn – 180 degrees)
 |
| **Walking Alone** | Learn skills to walk alone | **Protective Technique:**1. Upper hand and Forearm Technique
2. Lower hand and Forearm Technique
3. Trailing
 |
| **Cane techniques** | Learn simple cane techniques | **Techniques of canes:** 1. Touch technique
2. Two point touch technique (Shore lining)
 |
| **Familiarization** | Familiarize with the orientation in and around the classroom and hostel | Room familiarization (class room/hostel) |
| **Independent Movement** | Learn basic independent movement skills | Up to the Khaling LSS |

**Class II**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Strand** | **Theme/Chapter** | **Topic (s)** | **Learning Objectives** | **Suggestive activities** |
| **Daily Living Skills** | **Mobility Techniques**  | **Sighted Guide Techniques** | Learn sighted guide techniques | 1. Passing through door ways
2. Ascending and Descending Stairs
3. Being Helped to a chair
4. Changing sides
5. Turning around (about turn – 180 degrees)
6. Talking (ask for directional help)
7. Kerbs
 |
| **Walking Alone** | Learn skills to walk alone | **Protective Technique:** 1. Trailing
2. Locating dropped objects
 |
| **Cane techniques** | Learn cane techniques | **Techniques of canes:** 1. Touch technique
2. Two point touch technique (Shore lining)
3. Diagonal Technique
 |
| **Familiarization** | Familiarize with the orientation in and around the classroom, hostel and dining hall | Room familiarization (Classroom/hostel/dining hall) |
| **Independent Movement** | Learn independent movement skills | Up to the market area. |

**Class III**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Strand** | **Theme/Chapter** | **Topic (s)** | **Learning Objectives** | **Suggestive activities** |
| **Daily Living Skills** | **Mobility Techniques**  | **Sighted Guide Techniques** | Learn advanced sighted guide techniques | 1. Ascending and Descending Stairs
2. Being Helped to a chair
3. Changing sides
4. Turning around (about turn – 180 degrees)
5. Talking (seek directional help)
6. Kerbs
7. Giving Directions
 |
| **Walking Alone** | Demonstrate skills to walk alone | 1. Using landmarks indoor
2. Locating dropped objects
 |
| **Cane techniques** | Learn advanced cane techniques | **Techniques of canes:** 1. Two point touch technique (Shore lining)
2. Diagonal Technique
3. Three point touch
 |
| **Familiarization** | Familiarize with the orientation in and around the classroom, hostel, dining hall and kitchen | Room familiarization (classroom/hostel/kitchen/dining hall etc.) |
| **Independent Movement** | Exhibit independent movement skills | Up to BHU and Handloom Weaving Centre |

**Class IV**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Strand** | **Theme/Chapter** | **Topic (s)** | **Learning Objectives** | **Suggestive activities** |
| **Daily Living Skills** | **Mobility Techniques**  | **Sighted Guide Techniques**  | Learn advanced sighted guide techniques | 1. Being Helped to a chair
2. Changing sides
3. Turning around (about turn – 180 degrees)
4. Eating
5. Talking
6. Kerbs
7. Giving Directions
8. Guiding
9. Getting into a car
 |
| **Walking Alone** | Exhibit skills to walk alone | **Protective Technique:**1. Using landmarks indoor
2. Direction taking
 |
| **Cane techniques** | Learn advanced cane techniques | 1. Diagonal Technique
2. Three point touch technique
3. Contacting Objects and Investigating
 |
| **Places familiarization** | Familiarize with the orientation in and around local community | 1. Schools (KLSS $ JSHSS)
2. Market
3. Few rural places (nearby)
 |
| **Independent Movement** | Demonstrate independent movement skills | To few rural places (nearby). |

**Class V**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Strand** | **Theme/Chapter** | **Topic (s)** | **Learning Objectives** | **Suggestive activities** |
| **Daily Living Skills** | **Mobility Techniques**  | **Sighted Guide Techniques**  | Learn advanced sighted guide techniques | 1. Changing sides
2. Turning around (about turn – 180 degrees)
3. Talking (seek directional help)
4. Kerbs
5. Giving Directions
6. Guiding
7. Getting into a car
8. Verbalization Skills
 |
| **Walking Alone** | Exhibit skills to walk alone | **Protective Technique:** 1. Using landmarks indoor
2. Direction taking
 |
| **Cane techniques** | Learn advanced cane techniques | 1. Diagonal Technique
2. Three point touch
3. Contacting Objects and Investigating
 |
| **General Mobility** | Demonstrate general mobility skills | 1. Crossing of roads
2. Encountering of animals, people, vehicle etc.
3. Climbing and descending from various vehicles.
4. Training in running, jumping, climbing, crawling, throwing, catching etc.
5. Moving across the fields using walk
 |
| **Independent Movement** | Demonstrate advanced independent movement skills | To the nearby villages. |

**Class VI**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Strand** | **Theme/Chapter** | **Topic (s)** | **Learning Objectives** | **Suggestive activities** |
| **Daily Living Skills** | **Mobility Techniques**  | **Sighted Guide Techniques**  | Learn advanced sighted guide techniques | 1. Changing sides
2. Turning around (about turn – 180 degrees)
3. Talking (seek directional help)
4. Kerbs
5. Giving Directions
6. Guiding
7. Getting into a car
8. Verbalization Skills
 |
| **Walking Alone** | Exhibit advanced skills to walk alone | **Protective Technique:** 1. Using landmarks indoor
2. Direction taking
 |
|  **Cane techniques** | Learn advanced cane techniques | 1. Diagonal Technique
2. Three point touch
3. Contacting Objects and Investigating
 |
| **General Mobility** | Demonstrate general mobility skills | 1. Crossing of roads
2. Encountering of animals, people, vehicle etc.
3. Climbing and descending from various vehicles.
4. Training in running, jumping, climbing, crawling, throwing, catching etc.
5. Moving across the fields using walkways.
 |
| **General Familiarization of places**  | Familiarise with offices and public places | 1. Neighbourhood.
2. Local administration office
3. Bus stop, post office etc.
4. Schools, playgrounds etc.
5. Temple and other public places.
 |
| **Independent Movement**  | Make independent movement to local places | Move independently |

**ACTIVITITES FOR DAILY LIVING**

**Class PP**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Strand** | **Theme/Chapter** | **Topic (s)** | **Learning Objectives**  | **Suggestive Activities** |
| **Daily Living Skills** | **Personal Care**  | 1. **Za-Cha-Drosum**

**(Hygiene, Grooming &** **Social Graces)**1. **Toilet Activities**
 | 1. Practice basic hygiene
2. Practise grooming
3. Practice simple social graces
4. Use washroom
 | **Hygiene**1. washing face
2. brushing teeth (manage tooth paste)
3. bathing
4. washing/care of hands and feet
5. cleaning of ears
6. nail cutting
7. personal hygiene etc

**Grooming** 1. combing and care of hair
2. dressing and undressing (gho/kira)
3. using facial cream
4. using hair oil

**Social Graces**1. wearing footwear
2. table manners, eating habits with fingers, spoon etc.
3. wearing footwear
4. postures while sitting, standing and talking
5. gait

**Toilet Activities**1. Proper use of latrine/toilet/wash room
2. Sitting posture while using squatting and western style toilets
3. Flushing of water etc
 |

**Class I**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Strand** | **Theme/Chapter** | **Topic (s)** | **Learning Objectives**  | **Suggestive Activities** |
| **Daily Living Skills** | **Personal Care** | 1. **Za-Cha-Drosum**

**(Hygiene, Grooming &** **Social Graces)**1. **Toilet Activities**
 | 1. Practice basic hygiene
2. Practise grooming
3. Practice simple social graces
4. Use washroom
 | **Hygiene**1. washing face
2. brushing teeth (manage tooth paste)
3. bathing
4. washing/care of hands and feet
5. cleaning of ears
6. nail cutting
7. personal hygiene etc

**Grooming** 1. combing and care of hair
2. dressing and undressing (gho/kira)
3. using facial cream
4. using hair oil

**Social Graces**1. wearing footwear
2. table manners, eating habits with fingers, spoon etc.
3. wearing footwear
4. postures while sitting, standing and talking
5. gait

**Toilet Activities**1. Proper use of latrine/toilet/wash room
2. Sitting posture while using squatting and western style toilets
3. Flushing of water etc.
 |

**Class II**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Strand** | **Theme/Chapter** | **Topic (s)** | **Learning Objectives**  | **Suggestive Activities** |
| **Daily Living Skills** | **Personal Care**  | 1. **Za-Cha-Drosum**

**(Hygiene, Grooming &** **Social Graces)**1. **Toilet Activities**
 | 1. Practice basic hygiene
2. Practise grooming
3. Practice simple social graces
4. Use washroom
 | **Hygiene**1. washing face
2. brushing teeth (manage tooth paste)
3. bathing
4. washing/care of hands and feet
5. cleaning of ears
6. nail cutting
7. personal hygiene etc

**Grooming** 1. combing and care of hair
2. dressing and undressing(gho/kira)
3. using facial cream using hair oil
4. wearing footwear
5. polishing and maintaining of shoes

**Social Graces**1. table manners, eating habits with fingers, spoon etc.
2. postures while sitting, standing and talking
3. gait
4. style and mode of dressing
5. gestures

**Toilet Activities**1. Proper use of latrine/toilet/wash room
2. Sitting posture while using squatting and western style toilets
3. Flushing of water etc.
 |

**Class III**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Strand** | **Theme/Chapter** | **Topic (s)** | **Learning Objectives**  | **Suggestive Activities** |
| **Daily Living Skills** | **Personal Care**  | 1. **Za-Cha-Drosum**

**(Hygiene, Grooming &** **Social Graces)**1. **Toilet Activities**
 | 1. Practice basic hygiene
2. Practise grooming
3. Practice simple social graces
4. Use washroom
 | **Hygiene**1. washing face
2. brushing teeth (manage tooth paste)
3. bathing
4. washing/care of hands and feet
5. cleaning of ears
6. nail cutting
7. personal hygiene etc

**Grooming** 1. combing and care of hair
2. dressing and undressing (gho/kira)
3. shaving, using facial cream
4. using hair oil
5. skin care, applying cosmetics
6. female grooming and hygiene
7. polishing and maintaining of shoes

**Social Graces**1. table manners, eating habits with fingers, spoon etc.
2. postures while sitting, standing and talking
3. gait
4. style and mode of dressing
5. gestures
6. social manners, etiquette, courtesy
7. socializing, art of conversation

**Toilet Activities** 1. Proper use of latrine/toilet/wash room
2. Sitting posture while using squatting and western styles toilets
3. Flushing of water etc.
 |
|  **Cooking Skills** | **Pre-cooking preparatory Procedure** | Orient on kitchen items and groceries | ***Orientation of***1. kitchen equipment, utensils, knives
2. special adaptations
3. grains, pulses, vegetables, flour, spices and provisions
4. different parts of stove, fuel, fire place
5. gas lighter, matchbox etc.
 |
| **Gardening** | **Plant care** | Take care of a potted plant | Growing plant in a pot and learn how to take care  |

**Class IV**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Strand** | **Theme/Chapter** | **Topic (s)** | **Learning Objectives**  | **Suggestive Activities** |
| **Daily Living Skills** | **Personal Care**  | **Za-cha-drosum (Social Graces)** | Practice social graces | **Social Graces**1. table manners, eating habits with fingers, spoon etc.
2. postures while sitting, standing and talking
3. gait
4. style and mode of dressing
5. gestures
6. social manners, etiquette, courtesy
7. socializing, art of conversation
 |
| **Cooking Skills** | **Pre-cooking preparatory Procedure** | 1. Orient on kitchen items and groceries
2. Practice cooking preparatory skills
 | ***a. Orientation of***1. kitchen equipment, utensils, knives
2. special adaptations
3. grains, pulses, vegetables, flour, spices and provisions
4. different parts of stove, fuel, fire place
5. gas lighter, matchbox etc.

**b. Preparatory Operations**1. labelling containers with stuffs like sugar, milk powder, tealeaf, spices etc.
2. cutting, slicing, peeling, pouring
3. grinding, mixing, kneading
4. washing, cleaning, soaking, scrubbing
5. sieving, filtering, straining
6. rolling bread and roasting(*roti* making)
7. boiling, frying
8. making fire, lighting stove or cooking gas
9. operation and care of stove/gas stove
10. steaming and pressure-cooking
 |
| **Manners of serving food** | **Serving food** | Practice serving food and water | **Serving Food**1. taking out food in serving bowls
2. setting dining table or arranging on floor
3. putting food on dining table/floor
4. following clock-wise method of putting food in plates
5. serving water
6. removing bowls, plates and cleaning table
 |
| **Home Management** | **House Keeping Skills** | 1. Learn to clean and care home
2. Learn ways to care furniture
3. Practice laundry techniques
4. Practice skills for washing utensils
5. Practice bed-making skills
 | ***a. Cleaning***1. sweeping, dusting
2. washing, scrubbing, mopping floor

***b. Care of Furniture***1. dusting
2. wiping of tabletops
3. keeping furniture at fixed locations
4. hanging curtains

***c. Laundry***1. sorting, washing, drying
2. folding, ironing, proper stacking
3. mending, stitching, buttoning

***d. Washing Utensils***1. sequence in scrubbing and washing
2. use of cleaning powder and scrubber
3. disposing off waste
4. drying utensils
5. replacing utensils at pre-determined locations
6. special care of crockery

***e. Bed-making***1. location of cots
2. adjusting of mattresses
3. spreading of bedspreads
4. positioning of pillows, blankets and bed-sheets
 |
| **Gardening** | **Vegetable gardening** | 1. Make a vegetable garden
2. Grow vegetables
3. Construct a mini-green house
 | 1. Making a vegetable garden
2. Growing one or two chosen vegetables
3. Construction of mini-green house
 |

**Class V**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Strand** | **Theme/Chapter** | **Topic (s)** | **Learning Objectives** | **Suggestive activities** |
| **Daily Living Skills** | **Cooking** | **Pre-cooking preparatory** **procedure** | Practice pre-cooking skills | **Preparatory Operations**1. labelling containers with stuffs like sugar, milk powder, tealeaf, spices etc.
2. cutting, slicing, peeling, pouring
3. grinding, mixing, kneading
4. washing, cleaning, soaking, scrubbing
5. sieving, filtering, straining
6. rolling bread and roasting(*roti* making)
7. boiling, frying
8. making fire, lighting stove or cooking gas
9. operation and care of stove/gas stove
10. steaming and pressure-cooking
 |
| **Manners for serving food** | **Serving food** | Exhibit skills for serving food and water | 1. taking out food in serving bowls
2. setting dining table or arranging on floor
3. putting food on dining table/floor
4. following clock-wise method of putting food in plates
5. serving water
6. removing bowls, plates and cleaning table
 |
| **Home Management** | **House Keeping Skills** | 1. Learn to clean and care home
2. Learn ways to care furniture
3. Practice laundry techniques
4. Practice skills for washing utensils
5. Practice bed-making skills
 | ***a. Cleaning***1. sweeping, dusting
2. washing, scrubbing, mopping floor

***b. Care of Furniture***1. dusting
2. wiping of tabletops
3. keeping furniture at fixed locations
4. hanging curtains

***c. Laundry***1. sorting, washing, drying
2. folding, ironing, proper stacking
3. mending, stitching, buttoning

***d. Washing Utensils***1. sequence in scrubbing and washing
2. use of cleaning powder and scrubber
3. disposing off waste
4. drying utensils
5. replacing utensils at pre-determined locations
6. special care of crockery

***e. Bed-making***1. location of cots
2. adjusting of mattresses
3. spreading of bedspreads
4. positioning of pillows, blankets and bed-sheets
 |
| **Home Management** | **Home Economics** | 1. Demonstrate money identification and management skills
2. Demonstrate basic shopping techniques
 | ***a. Money Management***1. currency identification, coin counting
2. safe keeping of money
3. budgeting for the month
4. simple account keeping
5. savings and investment

 ***b. Shopping Techniques*** 1. quality of products
2. types of shops and their location
3. system, period and frequency of buying
4. benefits of bulk buying
5. consumer rights and responsibilities
6. sequence in stacking of items in the bag
 |
| **Home appliances** | 1. **Using appliances**
2. **Home care**
 | 1. Explore the uses of different home appliances
2. Exhibit home care skills
 | 1. ***Using Appliances***
2. electric switches, plugs, fan regulators, electric heaters
3. telephone, fax, Xerox, computers
4. refrigerator, geyser, pressure cooker, rice cooker, curry cooker, water boiler etc
5. mp3 player, radio, television
6. shaver

***d. Care of the Home*** 1. sweeping and mopping floors
2. proper placing of furniture, TV, other appliances etc.
3. keeping doors and windows properly closed or opened to avoid protruding shutters
4. Keeping movement areas free of obstructions
 |
| **Gardening** | **Vegetable gardening** | 1. Make a vegetable garden
2. Grow vegetables
3. Construct a mini-green house
 | 1. Making a vegetable garden
2. Growing one or two chosen vegetables
3. Construction of mini-green house
 |

**Class VI**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Strand** | **Theme/Chapter** | **Topic (s)** | **Learning Objectives**  | **Suggestive Activities** |
| **Daily Living Skills** | **Home Management** | **Home Economics** | 1. Demonstrate money identification and management skills
2. Demonstrate basic shopping techniques
 | ***a. Money Management***1. currency identification, coin counting
2. safe keeping of money
3. budgeting for the month
4. simple account keeping
5. savings and investment

 ***b. Shopping Techniques*** 1. quality of products
2. types of shops and their location
3. system, period and frequency of buying
4. benefits of bulk buying
5. consumer rights and responsibilities
6. sequence in stacking of items in the bag
 |
|  |  | 1. Use basic home appliances as appropriate
2. Demonstrate home care skills
 | ***a. Using Appliances***1. electric switches, plugs, fan regulators, electric heaters
2. telephone, fax, Xerox, computers
3. refrigerator, geyser, pressure cooker, rice cooker, curry cooker, water boiler etc
4. mp3 player, radio, television
5. shaver

***b. Care of the Home*** 1. sweeping and mopping floors
2. proper placing of furniture, TV, other appliances etc.
3. keeping doors and windows properly closed or opened to avoid protruding shutters
4. Keeping movement areas free of obstructions.
 |
| **First Aid** | **First Aid** | Use first aid tools | **Use the following:**1. Bandage
2. Cotton Swab
3. Scissors
4. Band-aid
5. Apply of simple medicine
 |
| **Cooking**  | **Cooking practical** | Demonstrate skills in preparing local dishes | 1. Preparing Tea/Suja/coffee
2. Preparing rice
3. Prepare puri/roti
4. Prepare aludam
5. Preparing Dhal
6. Preparing vegetable curry
7. Preparing jaju
8. Preparing kewa-datsi
9. Preparing ema-datsi
10. Prepare shamu datsi
11. Preparing one or two meat item
12. Boiling/ frying eggs (making omelette)
13. Preparing porridge (thukpa)
14. Preparing of Desi
15. Prepare simple ezay
16. Prepare lasi
17. Prepare cookies/khabzey
 |
| **Gardening** | **Vegetable gardening** | 1. Make a vegetable garden
2. Grow vegetables
3. Construct a mini-green house
 | 1. Making vegetable garden
2. Growing vegetables
3. Construction of mini-green house
 |

**TRADITIONAL SONGS AND MUSIC**

**Class PP**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Strand** | **Theme/Chapter** | **Topic (s)**  | **Learning Objectives** | **Suggestive activities** |
| **Community Cultural Values** | **Traditional Music**  | **Introduction to instruments**  | 1. Identify musical instruments.
2. Listen and Identify sounds produced by musical instruments.
3. Listen and identify sounds of different animals and objects.
4. Hold musical instruments in proper position.
5. Sing nursery rhymes.
6. Differentiate sounds produced by different instruments
 | 1. Name music goddess.
2. Singing National anthem
3. Singing nursery rhymes
4. Exploring parts of dranyen
5. Identifying flute and learn to hold it
6. Identifying chiwang and learn to hold it
7. Listening and identifying 10 animal sounds
8. Listening and identifying the notations dho rey mi fa so la thi on dranyen, yangehcn, chiwang and lim
9. Listening to sound of chiwang and dranyen
 |

**Class I**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Strand** | **Theme/Chapter** | **Topic (s)** | **Learning Objectives**  | **Suggestive Activities** |
| **Community Cultural Values** | **Traditional Music** | **Introduction to instruments**  | 1. Identify parts of musical instruments.
2. Differentiate various notes.
3. Introduce basic notations for songs.
4. Play flute freely to develop finger dexterity.
5. Play notations.
6. Sing rhymes.
7. Distinguish types of flute and their origins.
8. Value and care instruments.
9. Flute notations of songs.
10. Express historical background of flutes.
 | 1. Singing rhymes of class PP
2. Listening to the notations
3. Identifying the parts of flute
4. Playing random flute notations
5. Identifying parts of chiwang
6. Identifying parts of dranyen
7. Listening to the notations of flute
8. Listening to the flute notations of songs
9. Identifying parts of yangchen
10. Playing flute notations of dho rey mi fa so la thi
11. simple notations for rhyme in flute
12. learning new nursery rhymes
13. history and caring techniques of flutes
14. differences among flute (theory)
 |

**Class II**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Strand** | **Theme/Chapter** | **Topic (s)** | **Learning Objectives**  | **Suggestive Activities** |
| **Community Cultural Values** | **Traditional Music** | **Traditional songs and musical instruments** | 1. Express mood through fluting.
2. Develop additional skills in fluting.
3. Develop skills of playing Yangchen.
4. Read notations
5. Experiment types of beats.
6. Explore notations through beats.
7. Practice voice modulation.
8. Study the history of Yangchen.
9. Introduce boedra.
10. Describe differences between flute and yangchen.
11. Play notations using yangchen.
 | 1. Practice of voice modulation
2. Introduction to first boedra
3. Positioning of yangchen
4. Holding yangchen sticks
5. Playing flute to express mood
6. Verbal notations for songs
7. Developing skills for playing yangchen
8. Exploring notations of yangchen by self
9. Singing first and second boedra with yangchen
10. Exploring types of beats in yangchen
11. Singing third boedra song with voice modulation
12. Caring yangchen
13. Applying third boedra notations in yangchen
 |

**Class III**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Strand** | **Theme/Chapter** | **Topic (s)** | **Learning Objectives**  | **Suggestive Activities** |
| **Community Cultural Values** | **Traditional Music** | **Traditional songs and musical instruments** | 1. Demonstrate the skills in the use of flute and yangchen.
2. Manipulate musical notations of yangchen.
3. Develop skills of playing dranyen.
4. Play notations using dranyen.
5. Practice types of beats in dranyen.
6. Sing boedra.
7. Reinforce voice modulation
8. Study the history of dranyen.
9. Introduce zhungdra.
10. Sing with musical instruments.
11. Evaluate their record of musical notations.
12. Describe the history and importance of dranyen.
 | 1. Practice of voice modulation
2. Introduce first boedra
3. Playing flute
4. Singing first boedra with flute and yangchen
5. Writing first boedra (Cl-II) notations
6. Introducing second and third boedra (sing in notations)
7. writing second and third boedra notations
8. Singing second and third boedra with flute and yangchen as per notations and voice modulation
9. Introduction to zhungdra
10. History of dranyen
11. Developing skills for playing dranyen
12. Manipulating notations
 |

**Class IV**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Strand** | **Theme/Chapter** | **Topic (s)** | **Learning Objectives**  | **Suggestive Activities** |
| **Community Cultural Values** | **Traditional Music** | **Traditional songs and musical instruments** | 1. Emphasize use of dranyen, yangchen and flute.
2. Document musical notations and songs.
3. Develop additional skills in playing dranyen.
4. Develop skills of playing chiwang.
5. Compose simple tunes.
6. Create inventory interludes.
7. Practice new methods, techniques and skills using different instruments to incorporate orchestra.
8. Compose music using instruments.
9. Sing zhungdra with dranyen.
10. Orchestra
11. Voice modulation.
12. Study the history of chiwang.
13. Identify how different songs reflect culture, customs, and historical events.
14. Perform songs using instruments.
15. Critic music by hypothesizing about mood and theme.
16. Evaluate how music plays a role in expressing the different emotions, mood, and stages of the human life.
 | 1. Learn first zhungdra
2. History of chiwang including parts and care
3. Developing skills of playing chiwang
4. Playing dranyen by self and sing together
5. Writing notations for simple tune
6. Composing a simple song and tune
7. Writing notations for the new song
8. Learn second zhungdra
9. Listen and critic a short song
10. Composing interlude
11. Listening and imitating voice modulations
12. Play and sing song with chiwang by self
13. Singing zhungdra with voice modulation
14. Orchestra
15. Singing zhungdra with dranyen
16. Composing a simple music
17. Music and relation to life, history, culture, mood and emotions etc.
 |

**Class V**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Strand** | **Theme/Chapter** | **Topic (s)** | **Learning Objectives**  | **Suggestive Activities** |
| **Community Cultural Values** | **Traditional Music**  | **Traditional songs and musical instruments** | 1. Apply musical skills in compositions.
2. Exhibit increased attention to details and complexity than in earlier years.
3. Perceive songs and music from various media for their music compositions.
4. Demonstrate the beginning skills in instrument tuning.
5. Communicate their impressions about self, families and the wider community through music.
6. Compose music by working collaboratively with others.
7. Exhibit proper body posture for performance.
8. Sing boedra and zhungdra.
9. Sing boedra rigsar.
10. Orchestra
11. Practice voice modulation
12. Learn the importance of boedra and zhungdra.
13. Communicate values and ethics through original work.
14. Convey what they perceive in the environment in the form of songs and music.
15. Evaluate music by speculating about mood and themes.
16. Record their compositions along with notations in their musical portfolios.
 | 1. Practice of voice modulation
2. History of boedra and zhungdra
3. Tuning chiwang
4. Practice performance body posture
5. Writing notaions for their composition
6. Importance of boedra and zhungdra
7. Tuning dranyen
8. Playing dranyen by self and singing boedra
9. Communicate impressions through music.
10. Speculating mood and themes of songs and music.
11. Tuning yangchen
12. Playing yangchen by self and singing boedra
13. Playing chiwang by self and singing boedra
14. Conveying what they perceive in environment through songs.
15. Perception of songs for new compositions.
16. Playing dranyen by self and singing zhungdra
17. Playing dranyen by self and singing boedra rigsar
18. Composing song in group
19. Writing notations for their composition
20. Orchestra (new methods and techniques)
21. Music and relation to life, history, culture, mood and emotions etc
22. Maintaining portfolios
 |

**Class VI**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Strand** | **Theme/Chapter** | **Topic (s)** | **Learning Objectives**  | **Suggestive Activities** |
| **Community Cultural Values** | **Traditional Music**  | **Traditional songs and musical instruments** | 1. Demonstrate their ability through performance.
2. Create the same music piece or theme by using different instruments.
3. Record ideas derived from the immediate environment and knowledge as beginnings for original music compositions.
4. Synchronize instruments through tuning.
5. Create awareness on copy right.
6. Compose songs and music encompassing themes such as environmental, personal, and social issues.
7. Explore additional musical instruments.
8. Play boedra, zhungdra, boedra rigsar and rigsar in instruments.
9. Vocal modulation.
10. Study the history of music.
 | 1. Practice of voice modulation.
2. Study the history of music
3. Synchronize tuning of chiwang with yangchen
4. Practice performance body posture
5. Recording notations from others’ compositions
6. Singing boedra with instruments.
7. Synchronize tuning of Dranyen with yangchen
8. Playing boedra in instruments
9. Synchronize tuning of Dranyen with flute
10. Playing zhungdra in instruments
11. Maintain portfolio of notations
12. Singing boedra rigsar with instruments.
13. Synchronize tuning of yangchen with flute
14. Playing boedra rigsar in instruments
15. Maintaining portfolio of notations
16. Creating same music with other instruments
17. Singing rigsar with instruments.
18. Playing rigsar in instruments
19. Copy right and plagiarism
20. Orchestra (new methods and techniques)
21. Composing songs and music
 |

1. Children who follow separate institute based curriculum (for all key stages I-V): ***Refer the specially adapted syllabus outlined for the schools with SEN programme.***
2. **WANGSEL INSTITUTE FOR THE DEAF**
3. Standalone curriculum: Deaf students, in the absence of listening and speaking skills need to be taught almost on one to one and class by class basis through the main communication of using sign language. Therefore, the adapted curriculum is presented according to grade levels.

**Key Stage: 1 (Class Preparatory – III)**

|  |  |  |
| --- | --- | --- |
| **SN** | **Subject**  | **Topics to be covered in the year 2020** |
| **March**  | **April**  | **May**  | **June**  | **July** | **Aug**  | **Sept** | **Oct** | **Nov** |
| 1 | BSL for Communication | Sign name for one of the pupils. And the teacher’s sign name | 1.**Vegetables**Chilli, tomato, onion, beans, broccoli,asparagus,potato, garlicuse the taught signs in daily at home | 1.**Classroom objects**Book, table,chair, pencil,eraser, paper2. **Clothes**Kira, tego, wonju, gho, socks,gloves, jacket3. **Verb**Eat, sleep, play, walk, talk use the signs at home with parents | 1**.Domestic Animals**Cat, dog, cow, hen, sheep, horse, goat,pig2**.Wild animals**Wild boar, bear, ,rabbit,elephant,rein deer, deer**3.Fruits**Lychee ,mango, peach, strawberry, sugarcane, walnut**4.family**Father,mother, son | 1**.emotions**Happy, sadscared,crying2**.colours**Red, yellow, orange, white,purple,brown, grey, pink, black,green, blue | **1.Weather**Sunny,Cloudy,windy,hot, cold,snowy,rainy2. **Dzongkag**Paro, Trongsa,Chukha,Thimphu | 1.**House hold items**Plate,spoon,mug,rice cooker,curry cooker, boiler2.foodCurry,rice,vegetables, | **1.Days of the week****2. Month** | 1. **Money**Nu.5,nu.10,nu.20**Revision** |
| 2 | English | BSL for communication class | BSL for communication class | BSL for communication class | BSL for communication class | BSL for communication class | 1.AlphabetSign alphabetsPrewriting like tracing | 1.prepositionIn, on,under | 1. matchingOne to one | 1.writingalphabets |
| 3 | Math | BSL for communication class | BSL for communication class | BSL for communication class | BSL for communication class | BSL for communication class | 1.sortingSize, colours2. same and different concept | 1. QuantityMore/less2. counting to 5 | 2. countingObject to 10.Be able to say how many or show when number is shown | 3. writing the number to 10 |

 **Class PP**

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| **SN** | **Subject**  | **Topics to be covered in 2020**  |
|  |  | **Mar-April** | **May** | **June**  | **July** | **August** | **Sept** | **October** | **Nov** |
| 1 | English | Free drawing & colouringHand Coordination Work Book A p. 1,2Printing Book p. 1,2 | Pre writing Letters of the AlphabetsPrinting book p. 3,4Workbook A p. 3,4 | Colours (red, blue, greenwhite, yellow,black & Orange)Text: SchoolWork book p. 21,22,24Printing Book p. 13-15 | Preposition (in, on, under)Classroom objectsWorkbook p. 20,25,26,27Printing Book p. 16-18 | Names of foods & drinks Sentence construction (this is ….)Workbook A p. 28-33Workbook B p. 23Printing Book p. 19-21 | Text: I likefamily membersWorkbook A p. 23Workbook B p. 1,2,3,27Printing Book p. 26-28 | Clothes (Comparative adjectivesDescribing objectsWorkbook B p. 8-11Printing Book p. 29-31Parts of plants (root, leaf, stem & flower) | Describing animals/objectsWorkbook p. 12-15Printing Book p. 32-34Revision |
| 2 | Maths | Sorting & Patterns Sorting objects,DescribingAttributesWorkbookpg 1-4 | Sorting & Patterns Sorting objects,repeating patterns,workbook p. 5-9 | Numbers 1-10Comparing small quantities Numeral writing1-10Creating sets | 2D shapes Introducing 2D shapes (circle, rectangle & triangle)Drawing the 2D shapesLocating 2D shapes in the environmentWork book p. 75-78Length (workbook p. 30 -34- | 3D shapes Introducing 3 D shapesDescribing sphere &ConeLocating 3 D shapes in the environmentWork book p. 35-45Repeating Patterns, Copying ,repeating patterns, extending repeating patterns, creating repeating patternsWork book p. 66-70 | Mass & CapacityHeavy/light/heavier/lighter/heaviest/lightest/Ordinal numbers1st -5th Writing the ordinal numbers | Ordinal numbers6th – 10thWriting the ordinal numbersHalvesBig halves & small halvesColouring the half | Writing number words 1-10Collecting ,organizing & creating simple graphRevision |
| 3 | BSL | **Colours** (red, blue,green, yellow,black, white &pink)**Fruits** (apple, banana, watermelon, grapes, orange)**BSL alphabets** | **Vegetables** (ginger,garlic, radish, fern,spinach)**Household Items** (TV, bed,sofa)**Weather** (rainy, snow, cloudy,sunny)**Clothes** (gho, kera,kira,socks, lagey,wonju, shoes ,underwear & vest) | **Body Parts**(eyes, nose,mouth, ears,teeth, head, hair, tongue, arm,hand,leg,feet, stomach,finger, thumb &toes)**Clothes** (shirt,skirt, half pants,jackets,sweaters,gloves,slippers,school uniforms)**BSL alphabets** | **Fruits**  (pear, peach, plum, walnut, apricot, strawberries, cucumber)**Classroom objects**(book,pencil, pen,table, chair,window,door, chalk,bin, duster,shelf,green board,scissors, slate,eraser, ruler,bag, crayons,cupboard,paper)**Domestic Animals** (dog, cat, cow, ox, horse, calf ,pig,donkey, hen, rat, goat, sheep) | **Vegetables**(onion,tomato,potato,chilli,cabbage,cauliflower,carrot,beans,pumpkin)**Foods & drinks** (rice, curry bread, biscuits, butter, salt oil, cheese,meat, egg, fish, water, tea, suja, milk, sugar,dhal, porridge,juice, momo,cake, jam,pickle, chicken, beef, pork)**Wild animals**(tiger ,bear, monkey, wild boar, squirrel, snake, pheasant, deer ,leopard) | **Birds** (pigeon, crow, sparrow)**Common insects** (butterfly, mosquito, ant, flea, louse, lice, bee, spider, leech)**Toiletries** (toothbrush, toothpaste, soapshampoo,bucket, toilet paper,hard broom,geyser, mop) | **Safety** (disaster, earthquake, fire, flood)Natural environment in and around school(stick,stone,grass,tree,flower,mountain,sky,sun,moon,star,stream,rock)**Dzongkhag** (Paro, Taksang, Wangsel, Airport ,Hospital ,BHU, marketThimphu, JDWNRH, Changlimithang, national memorial chorten, Buddha Point) | **Household Items** (plate, cup, spoon, knife,Rice cooker, curry cooker, water boiler, dustbin, broom, dust collector)**Time & Weather (Days of the week, Months)****Revision** |

 **Class I**

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| **SN** | **Sub** | **Topics to be covered in the year 2020** |
| **March**  | **April**  | **May**  | **June**  | **July**  | **Aug**  | **Sept**  | **Oct**  | **Nov**  |
| 1 | English | Revision of PP high frequency words.Classroom objects: (book, pencil, eraser, shelf, dustbin, crayon, pen, chair, table, green board, chalk, duster) | Greetings and courtesyDays of the week.Letters formation (small letters).Word that matches with each Alphabet: (Eg. A - apple, B – bag). | Letter formation. (big letters)Alphabets in sequence (both big and small letters) Parts of the body.(head, eye, ear, mouth, arm, hand, finger, neck, chest, stomach, thigh, leg, ankle, heel, calf) | Classroom instructions.(pick up, come, sit, stand, take, read, write, copy, arrange, close, open, draw, say, ask, sweep listen, walk, talk, colour).Prepositions(on, in, under, beside, behind, in front of, between, near, far). | Colours: (red, white, blue, green, yellow, purple, pink)Weather: (sunny, cloudy, windy, rainy)Personal information: (Eg. What is your name? My name is.... How old are you? I am ...years old. Where do you live? I live in....) | Ask information about others: (what is his/her name? His/ Her name is.... Where is he/she from? He/she is from...)Daily Activities: (wake up, brush teeth, wash face, get dressed, eat, go to school, play games, read, write). | People’s everyday work and habits: (My mother cooks every day. She cleans the house)Places around the children. (Eg. Office – The principal works in the office.) | Clothes: (name of the clothes and tell what children like to wear when they go to school/dzong, market/picnic.Use picture cues to tell what children wear on different days.Occupation and services: (Eg. Carpenter – This is a carpenter. He makes chairs.) | Domestic animals’ homes and foods. (dog – It lives in kennel. It eats bones.)Express Purpose: (classroom objects and body parts: (Eg. Pencil – I use pencil to write. ) |
| 2  | Maths | Revision of class PP topic: Number (0 – 10)Number Names (0 – 10) | Numbers up to 30)1. WriteNumbers in correct sequence.2. Fill in the missing numbers.3. Count the drawn cubes and write the number correctly. | Numbers up to 30)1. Read and use calendars.2. Number words: (Zero – Twenty) 1. Rewrite the number words.2. Match the Numbers with number words.  | Number words:1. Write Twenty One – Thirty with correct spellings. 2. Match the Numbers with number words.3. Ordinal Numbers: (1st, 2nd, ...20th )1. Provide the meaning of ordinal numbers with illustration.2. Put correct ordinal numbers in the empty circles. | Compare numbers to 5 and 10.-more, less and same.Sorting:-Circle Odd one.Patterning:-circle the part that repeats.-Copy and Extend the patterns. | Patterning:-Make a pattern by drawing any shapes or anything children wish.-Create simple repeated number patterns. –Create growing number patterns. | 3-D shapes: - Names: sphere, cylinder and cone.**-**Physical aspects of 3-D shapes.-Locate 3-D shapes in the environment. -Match 3-D shapes. -Draw 3-D shapes. | 2-D shapes:-Names: circle, square, triangle, rectangle.-Match the 2-D shapes.-Draw 2-D shapes by joining dots.-Locate 2-D shapes in the environment. | Length and Mass:- Long, longer, short, shorter.Heavy, heavier, light, lighter.Data and probability: -Collect simple data. -Create picture graphs.-Create bar graphs. |
| 3 | BSL | 1.Greetings, name signs. Good morning, good afternoon, good evening, Kuzuzang pola, Good night, 2.Courtesies: Please, Thank you. Sorry. | 1.Family members: father, mother, brother, sister, uncle, aunt, grandfather, grandmother.2. Jobs: teacher, farmer, doctor, shopkeeper, nurse, cook, weaver, soldier, driver, tailor, police, tourist guide. | Body parts: head, eye, eyelash, nose, hair, ear, mouth, teeth, tongue, neck, shoulder, chest, stomach, finger, hand, elbow, ankle, leg, calf, lip, thigh, foot, toe, arm.2. Domestic Animal: cow, calf, donkey, cock, cat, dog, pig, goat, hen, sheep, ox.3. Wild animals: tiger, bear, boar, deer, fox, leopard, elephant, lion, monkey, wolf.  | 1.Fruits: grapes, pineapple, watermelon, jackfruit, sugarcane, walnut, lemon, pear, mango, nuts, orange, apple, banana, cardamom, coconut, lime, papaya, plum, pomegranate. 2..Vegetables: cauliflower, cabbage, chilli, coriander, fern, beans, bitter gourd, pumpkin, spinach, radish, potato, brinjal, carrot, garlic, ginger, mushroom, onion, squash, turnip. 3. Birds: pigeon, crow, sparrow, black-necked crane.4. Insects: butterfly, mosquito, ant, flea, cockroach, dragonfly, snail, tick.  | 1.Insects: bee, spider, housefly, leech, caterpillar, grasshopper, louse.2. Food: rice, butter, jam, pickle, cake, porridge, zaw, bread, curry, fried rice, cheese, noodles, biscuits, dhal, ice-cream, momo. 3. Drinks: suja, tea, water, juice, milk.4: Household Items: plate, mug, cup, glass, basket, knife, pot, bottle, spoon, bucket, lock, key, hard broom, fork, stove, ladle, TV, remote control, rice cooker, lighter, curry cooker, soft broom, dustbin, gas cylinder, water filter. | 1.Feelings: angry, happy, sad, afraid, love, care, tired, cold, hot, sick, pain.2. Hygiene and Sanitation: wash hands, brush teeth, cut nails, comb, wear clean clothes, Eat good food, take bath, wash face, change under wears.Wash socks. 3. Different rooms in the house: kitchen, bedroom, dinning hall, store, alter.4. Safety: Disaster, Earthquake, fire, flood, landslide, Electric current. | 1.Money Denomination: Notes, coin, Nu, 1, Nu. 5, Nu. 10, Nu. 20, Nu. 50, Nu. 100.Nu. 500, Nu. 1000.2. Clothes:Gho, kira, kera, tego, wonju, lagay, shirt, pants, skirt, half pants, jacket, sweater, gloves, socks, shoes, underwear, slippers, school uniform, bra, belt, hat, scarf, boots, sneakers, converse. 3. Colours: red, blue, green, yellow, white, purple, orange, pink, grey, brown, black. | 1. Toiletries: toothbrush, toothpaste, soap, shampoo, comb, towel, mirror, cream.2.people in the School: principal, teacher, matron, instructor, warden, librarian, staff, captain, caretaker, sweeper, office assistant, painter, carpenter, carver, tailor, barber, baker, store in-charge.3. Natural Environment: stick, stone, grass, tree, flower, mountain, sky, sun, moon, star, stream, rock, river, hill, plant, garden, fence, ground, forest, rock.  | 1. Describing words: tall, short, fat, thin, big, small, long, short, beautiful, ugly, handsome, clean, dirty, young, old, new, old, heavy, light, thick, thin, full, empty, round, flat, smooth, rough, slow, fast.2. Transport: car, bus, taxi, bicycle, Hilux, plane, helicopter, truck, tipper, excavator, dozer, power tiller, scooter, ambulance, train, ship, motor bike. |

 **Class II**

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| **SN** | **Subject**  | **Topics to be covered in the year 2020** |
| **March** | **April**  | **May** | **June**  | **July**  | **August**  | **Sept** | **Oct** | **Nov** |
| 1 | **English** | Unit four: Theme -Animals Reader: OccupationExpand their bank of known words to read simple texts-Recognize new word using meaningUse the writing strategies developed in class PPShape letters accuratelyUse capital letters and small letters appropriatelyUse an increasing vocabulary of words to write their stories. | Unit four: Theme -Animals Reader: Twelve Animals of BhutanExpand their bank of known words to read simple texts.Recognize new word using meaning-Use the writing strategies developed in class PP-Shape letters accurately Use capital letters and small letters appropriatelyUse an increasing vocabulary of words to write their stories. | Unit four: Theme- AnimalsReader :The elephant’s trunkExpand their bank of known words to read simple texts.Recognize new word using meaning-Use the writing strategies developed in class PPShape letters accurately-Use capital letters and small letters appropriatelyUse an increasing vocabulary of words to write their stories. | Unit five: Theme- AnimalsReader : The elephants trunkExpand their bank of known words to read simple texts.-Recognize new word using meaning-Use the writing strategies developed in class PPShape letters accuratelyUse capital letters and small letters appropriatelyUse an increasing vocabulary of words to write their stories. | Unit five: Theme- AnimalsReader: What am I?Expand their bank of known words to read simple texts.-Recognize new word using meaningUse the writing strategies developed in class PPShape letters accuratelyUse capital letters and small letters appropriatelyUse an increasing vocabulary of words to write their stories. | Unit five: Theme- AnimalsReader: At the market.Expand their bank of known words to read simple texts-Use the writing strategies developed in class PPShape letters accuratelyUse capital letters and small letters appropriatelyUse an increasing vocabulary of words to write their stories. | Unit six: Theme- AnimalsReader : WaterExpand their bank of known words to read simple texts.Recognize new word using meaning Use the writing strategies developed in class PP-Shape letters accurately Use capital letters and small letters appropriatelyUse an increasing vocabulary of words to write their stories. | Unit six: Theme- AnimalsReader: WaterExpand their bank of known words to read simple texts-Recognize new word using meaningUse the writing strategies developed in class PP-Shape letters accurately-Use capital letters and small letters appropriately Use an increasing vocabulary of words to write their stories. | Unit six: Theme- AnimalsReader : Momo and the leopard-Expand their bank of known words to read simple texts-Recognize new word using meaningUse the writing strategies developed in class PPShape letters accuratelyUse capital letters and small letters appropriatelyUse an increasing vocabulary of words to write their stories |
| 2. | **Maths** | Numbers up to 100 | Sorting and patterningRepeating patternsTranslating patterns | Introduction to additionIntroduction to subtraction | 2D shapesIdentify 2 D- shapesDescribe 2 D- shapesLocating 2 D shapes in the surrounding environment. | 3D shapesIdentify 3- D shapesDescribe 3 D shapesLocating 3- D shapes in the surrounding environment | Length and areaMass, capacity and time-Estimate measure and compare and predict length, mass, capacity, area | Mass, capacity and timeData and probability | Read and write time from an analogue clock to the hour.. | -Collect simple dataOrganize simple data Create representational picture graphs |
| 3. | **BSL** | Activities of winter/summer vacation.Personal experience.Family members.Personal information.Daily routineBody PartsHygiene and sanitation. | Feelings.Etiquette.Gaining attentionDomestic animals and their purpose.Animals and benefits.Birds | Fruits, vegetables and cropsBody parts of a birdCommon insects and diseases. | Name of food and drink. House itemsCelebrationMoney denominationClothesColoursDescribe things related with colours. | Classroom rules/mannersTime and weatherSequencing of school activitiesSchool activitiesClassroom objectsSingular/Plural(-s)PrepositionsClassroom objects- possessionInformation about friends and teachers. | ShapesBSL hand alphabetNumbers 0- 200Describe people and animalsGardening tools8 core valuesSafetyPeople and places in community  | Natural environment in and around schoolTransportation and traffic safety rulesTransportation | Thimphu | Kings of Bhutan-National Symbols-Revision |

 **Class III**

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| **SN** | **Subject** | **Topics to be covered in the year 2020** |
| **March**  | **April**  | **May**  | **June**  | **July** | **August**  | **Sept**  | **Oct**  | **Nov**  |
| 1 | BSL  | -winter activities -personal information -daily routine | -family -jobs -number names  | jobs ,food ,domestic animal ,wild animal, Insects  | -insects -fruits -vegetables -birds  | -household items -body parts-cloths -parts of plants  | -transport (bus, truck, taxi, aeroplane, boat, ship)-name of places -weather  | -sickness-healthy food-junk food -safety  | -twenty dzongkhags -money denomination -animal & benefits | -royal family-national symbols  |
| 2  | Eng  | Family members Themselves  | Family Jobs  | Four seasons Twelve monthsColours Days of the week  | Singular & plural, Preposition Pictures name (work book p. 14,12,13) | Word building, punctuation workbook page 15,19,22,23 | Descriptive writings building words | Practice, sentence writing (workbook page 16,27), Read and draw workbook page 29  | Word building page 39’write the names of animals p. 40Follow instructions read, draw and colour workbook page 55 | Write simple personal letter Read the text and answer the question  |
| 3 | Maths  | CalendarNumber -counting on number lines -comparing numbers  | Numbers 0-200Number names 1-100Counting objectives  |  -2D shapes -one digit addition  | - adding in column-two digit addition -one digit subtraction  | -2digit subtraction -3D shapes  | -fraction -even and odd numbers | -adding with regrouping - subtracting with regrouping  | -describing 3 digit number as ones, tens, hundreds -comparing 2digit and 2 digit number  | -interpreting bar graph Creating bar graph  |
| 4 | Dzo | **ཨ་ལོ་རང་སོའི་སྦྱོང་དེབ་ནང་ཐིག་མ་འདྲཝ་ཚུ་འཐེན་ནི་དང་ཡི་གུ་བྲི་ནི་གི་སྔོན་སྦྱང་།** | **ཨ་ལོ་རང་སོའི་སྦྱོང་དེབ་ནང་ཡོད་མི་དབྱིབས་མ་འདྲཝ་ཚུ་ལུ་བཀོད་རྒྱ་དང་འཁྲིལ་ཚོན་གཏང་་ནི།** | **མིང་ཚིག་དང་འཁྲིལ་ཡི་གུ་འབྲི་ཐངས་དང་ལག་བརྔ་འབད་ཐངས་གོ་དོན། དེ་ཡང་་་ཁ། ང་། ཆ། ཡ། ཇ། བ། ར། ལ། ཤ། སོགས་ཤེས་ནི།** | **གསལ་བྱེད་༣༠ དང་གསལ་བྱེད་ཀྱང་མིང་ཚིག་ཡིག་འབྲུ་༢་འབད་མི་ དཔེར་ན་་་མར། ཕམ། སོགས་ཀྱི་གོ་དོན་དང་འབྲི་ཐངས་སྟོན་ནི།** | **གསལ་བྱེད་རྐྱང་པའི་རྗོད་ཚིག་ཐུང་ཀུ་ནང་༼དང་སྒྲ༽ ངོ་སྤྲོད་དང་གོ་དོན་བཤད་ནི་ དཔེར་ན་་་ཁམ་དང་ངང་ལག། བ་དང་ར། ལ་སོགས་པ།** | **དབྱངས་བཞི་ངོ་སྤྲོད་དང་དབྱངས་གསལ་ལས་གྲུབ་པའི་མིང་ཚིག་འཇམ་ཏོང་ཏོ་དང་འཁྲིལ་པར་བྲི་ནི་ དཔེར་ན་ ཨའི། གུར། དཔོན། ཨེ་མ། ལ་སོགས་པ།** | **དབྱང་གསལ་ལས་གྲུབ་པའི་རྗོད་ཚིག་ཐུང་ཀུ་ ༼ཚིག་ཕྲད༽་ལྟག་ལུ། འོག་ལུ། ནང་ན། དཔེར་ན་ ཟམ་གུ་མི་འདུག། ཆུ་ནང་ཉ་འདུག། ལ་སོགལ་པ་ཚུ་ལྷག་སྟེ་པར་བྲི་ནི།** | **དབྱང་གསལ་་ལས་གྲུབ་པའི་རྗོད་ཚིག་ཐུང་ཀུ་རང་སྟོབས་ཀྱིས་བཟོ་ཚུགས་ནི། དཔེར་ན་་་འདི་་ཨ་པ་ཨིན། འདི་ཨའི་ཨིན། ཁོང་ངེ་གི་ཕམ་ཨིན་སོགས་བྲི་ནི།** | **ཨང་གྲངས་༠་ལས་༥༠་ཚུན་་ཚོད་འབྲི་ཐངས་དང་གོ་དོན་ཧ་གོ་ཚུགས་ནི་ དེ་ལས་གྱངས་ཁ་རྐྱབ་ཚུགས་ནི།** |

**Key Stage: 2 (Class: IV-VI)**

**Class IV**

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| **SN** | **Subject**  | **Topics to be covered in 2020** |
| **April** | **May**  | **June**  | **July** | **August** | **Sept** | **Oct** | **Nov** |
| 1 | Eng | Handwriting -Reading Comprehension | Text(Body book)-Question words (Wh questions)-Moral story (The fox and the stork)Grammar (Noun) | Grammar(Pronoun)-Verbs(Doing words)-Use of have –has | PrepositionsPunctuation(Question mark, full stop, comma, exclamation mark) | Reading ComprehensionSynonyms(Examples) | Reading comprehensionContractions-Meaning-Example of contractions | Prepositions | Sentence building-Meaning of sentence-Examples of sentence |
| 2 | Maths | Number names-Renaming numbers | Multiplication tables.-Basic operation and related terms.-Multiplication(Different ways of multiplying) | Multiplication(different ways of multiplying)-Number patterns-Extending number patterns | Representing numbers(place value, base ten block , expanded) | Shapes(2D and 3D shapes)-Edge, vertices, sides-Symmetry | Word problems-Addition word problem-Subtraction word problem | Word Problems-Multiplication word problem-Division word problem | Measurement-measurement of length, mass, capacity and area. |
| 3 | BSL | Classroom Objects | DzongkhagsAirports in BhutanSigning short phrases.Vocational tools | Vocational toolsGovernmentNational IdentityTime | BSL hand shape | 5 parameters of sign languageHand shapeLocationMovementPalm orientationFacial expressionFinger spelling(Receptive)3 letter word4 letter word5 letter word | BSL hand shape | BSL hand shape | Signing phrases and sentences |
| 4 | Dzo.  | གསལ་བྱེད་ངོ་རྟགས་དང་འདྲེན་བཀལ་ཐངས། | ཨང་ཡིག་གི་ངོ་རྟགས་སྦྱང་བ། | ཨང་ཡིག་འབྲི་ཐངས། | གསལ་བྱེད་རྐྱང་པའི་མིང་ཚིག། | དབྱངས་གསལ་ལས་་གྲུབ་པའི་མིང། | མགོ་ཅན་ལས་གྲུབ་པའི་མིང་། | འདོགས་ཅན་ལས་གྲུབ་པའི་མིང་། | རྩེག་འདོགས་་ལས་གྲུབ་པའི་མིང་། |
| 5 | Sci. | Sorting materialsTransparent, opaque ,light and heavy. | Natural and human made. Meaning of natural and human made. Examples of natural and human madefloating and sinking | Meaning of floating and sinkingObjects that float and sink | Degradable and non-degradableDefine degradable and non-degradableExamples of degradable and non degradable | MatterDefine matterSome examples of solid, liquid and gas | soluble and insoluble substancesDefine soluble and insolubleExamples of soluble and insoluble | Living and non livingDefine living and non livingExamples of living and non living | ForceDefine forceExamples of force. |
| 6. | S/Studies | WeatherDefine weatherDifferent weather | Weather instrumentsLandforms | Define landformsLandforms and symbols | ForestDefine forestTypes of forestImportance of forest | Our countryDifferent names in the past. | Local governmentMeaning of local government and gewog.Roles of Gup, Mangmi and Tshogpa | Work people do.Types of work | Work people doTypes of work |

**Class: V**

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| **SN**  | **Subject**  | **Topics to be covered in the year 2020** |
| **March** | **April** | **May** | **June** | **July** | **Aug**  | **Sept** | **Oct** | **Nov** |
| 1 | Mathematics  | Represent three digit numbers using base ten blocks | Writing numbers in expanded form. Comparing numbers . | Addition and subtraction of three digit numbers with and without regrouping  | Multiplication of two digit numbers by one digit numbers. Division as sharing and grouping. | write numbers using dzongkha and roman numerals. Recognising and describe a representing drawing of sharing pattern. | Compare length and mass using long and short and heavy and light. Read and write the time using logs.  | Draw , name and identify different fractions. Read, write and understand ordinal numbers in words as well as symbols. | Write numbers in expanded form. Comparing numbers. Add and subtract 4 digit numbers with and without regrouping. | Multiplication of 2 digit numbers. Division as sharing and grouping. Read, write draw and classify 2D and 3D shapes. |
| 2 | Dzongkha | ཤིང་འབྲས་ཚུ་གི་མིང་དང་པར་བྲི་ནི། | ཤིང་འབྲས་ཚུ་གི་མིང་དང་པར་བྲི་ནི། | ཤིང་འབྲས་ཚུ་གི་མིང་དང་པར་བྲི་ནི། | ཤིང་འབྲས་དངཚོད་སེ་ཚུ་གི་མིང་དང་པར་བྲི་ནི། | ༡. ཨང་ཡིག།༢. རྗོད་པ་ཐུང་ཀུ་བྲི་ནི།༣. ས་གནསདང་།ཚོད་སྲེ། ཤིང་འབྲས་ཚུ་གི་མིང་བྲི་ནིའི་སྦྱང་བ། | ༡. པར་ལུ་བལྟ་སྦེ་དྲི་བ་འཇམ་སངམ་གི་ལན་བྲི་ནི།༢. ཉེ་འབྲེལ་གྱི་མིང་ཚིག། ༣. གནམ་གཤིས།༤. བཤད་པ་ཐུང་ཀུ་བྲི་ནི།  | ༡. གུག་ཤད་ལསགདམ་འཐུ་འབད་དེ་ས་སྟོང་བསུབ་ནི།༢. འགལ་མིང་དང་། མིང་དང་ཨང་། མིང་དང་པར་སོགས་མཐུན་སྒྲིག། | ༡. སྦྱོར་བ་འཇམ་སངམ།༢. ཞེ་ས་དང་ཕལ་ཚིག།༣. རྫོང་ཁག་༢༠ ངོས་འཛིན།༤. དུས་བཞི། | ༡. རང་གི་ངོ་སྤྲོད།༢. མིང་ངོས་འཛིན།༣. ལྷག་ནིའི་སྦྱང་བ།༤. གོ་དོན་ལེན་ཐངས།  |
| 3 | English  | Naming alphabets (A-Z) 2.Writing 5 names from each alphabets. | 1. Dzongkhags 2.Drawing the map of Bhutan 3. Provide some questions to check their understanding  | Provide a short story and moral 2.provide some questions 3.join google classroom  | 1. types of plants 2.gains/fruits/climbers/ shrubs 3. provide video clips on various plants  | 1.climate 2.types of crops/fruits/vegetables grown on different climatic zones  | 1.food chain 2.example of food chain 3.provide picture of the simple food chain 4.ask to make one food chain of their own | 1. some birds of Bhutan 2. reading a short story books 3.questions and answers 4.worksheet to be provided | 1.Animals and their babies 2.pictures 3.spellings |
| 4 | Social studies  | Bhutan Map | Drawing all the things that you see in the kitchen and write the word , Drawing twelve animals on the Bhutanese Calendar and writing the answers My village  | Continents and oceans, Where is Bhutan ? ( Text Book pg. 32) , Sources of rivers, Importance of rivers, Map showing river system in Bhutan ( p. 36,37) | Our Dzongkhags, Domestic animals(pg. 70), food crops and cash crops (pg. 71), Transportation in Bhutan (pg. 76) | National flag, national dress, national day | National Anthem, national flower, tree, game and language | Money , Ways of saving types of banks. | goods and Services, trade , Define population  |
| 5 | Bhutanese Sign Language | 10 ministries, prepositions. | Domestic animals, shapes, 3D and social media, Royal family, 20 dzongkhags | Google classroom, weather, submit how to google classroom, Neighboring countries. | Air pollution, Land pollution, Sound pollution, Water pollution, Natural Environment | Waste management in Bhutan, Classroom objects, Singular/ plurals, Respect, Biodiversity. | Wangsel Institute for the Deaf, Deaf history in Bhutan, Drak Tso, Other countries deaf people. | Substances abuse, Greener way Thimphu, Je Khenpo, Ocean (sea animals) | Cons + Pros, Cultivation + harvest, substance abuse  |
| 6 | Science | 1.Every day materials 2. Sorting materials  | 1.Three states of matter 2. Change of matter | 1.Sources of electricity 2. Uses of electricity  | 1. White light 2. Reflection of light  | 1. Uses of magnet 2. Types of magnets  | 1.Lifecycle (butterfly, cow, etc.) 2.Three forms of energy  | 1.Function of root, leaves, flower 2. Plant(parts and functions) | 1. Structure of flower 2. Function of flower |

**Class: VI**

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| **SN**  | **Subject**  | **Topics to be covered in the year 2020** |
| **Mar-****April** | **May** | **June** | **July** | **Aug**  | **Sept** | **Oct** | **Nov** |
| 1 | Mathematics  | Represent 4 digit numbers using base ten blocksWriting numbers in expanded form Comparing numbers | Addition and subtraction of four digit numbers with and without regrouping. | Multiplication of 2 digit numbers by one digit numbers. Division as sharing and grouping | Write numbers using Dzongkha and Roman numerals. Recognize and describe a repeating, growing, or shrinking pattern.  | Compare length and mass using long and short and heavy and light. Read and write the time using analogues | Draw, name and identify different fractions. Read, write and understand ordinal numbers in words as well as symbols. | Writing numbers in expanded form. Comparing numbers Add and subtract 4 digit numbers with and without regrouping | Multiplication of 2 digit numbers by one digit numbers. Division as sharing and grouping Read, write, draw and identify various 2D and 3D shapes. |
| 2 | English  | Important terminologies and preventive measures of covid-19 pandemic Noun: Able to identify noun. And classify noun as subject and object | Verb: able to identify simple verbs and be able to understand that every sentence has a verb . | Subject verb agreement:use the earlier learned lessons of noun and verb in understanding simple subject-verb agreements. | Preposition: Understanding simple prepositions | Adjectives: understanding adjectives and writing simples sentences using adjectives to describe.  | Adverb: using the concept of adjectives and recognizing the adverbs. Using adverbs to describe their daily routine. | Interjection: able to recognize that interjection words are meant to express certain emotions directly. And able to correctly use certain commonly used interjections.  | Story: setting and character.Sign and be able to write simple stories with setting and character. |
| 3 | Social studies  | **Population**Importance of population Birth rate and death rate | **Our Home** Importanceof home Importance of school. | **Family**  Importance of family. Family tree | **Solar system** Importance of solar system Planets, Our earth. | **Zhabdrung Ngawang Namgyel** Religious unification Administrative system and codification of laws Creation of unique national identity | **Seasons in Bhutan** Altitude Factors affecting the seasons in Bhutan | **River systems in Bhutan.** Sources and course of rivers in Bhutan. Patterns of river system. Land features made by the rivers | **Use and management of natural resources** Use of water resourcesUse of forest resources |
| 4 | Bhutanese Sign Language | **Classroom objects:** Names and signs of classroom objects.Plural and singular of different classroom objects. **Prepositions**Teach prepositions using classroom objects. | **Continents and Dzongkhags:** Names and signs of 7 continents and 20 Dzongkhags  Locate 7 continents and 20 Dzongkhags on the world map and Bhutan map. | **Places around the school:**Read, write and sign the names of different places around the school. **Vocational tools:** Read, write and learn the sign of different vocational tools. | **Eight core values:** Write, understand and implement eight core values in their daily life. | **Verbs:** Teach about 20 to 30 new verbs using action and names.Ask children to make their own sentence using the new verbs they learned and make small videos of their sentence. | **Politics:** Name and sign the names ofdifferent political parties in Bhutan.10 different ministriesidentify ministers for different ministries.  | **King:** Read and write the names of 5 kings of Bhutan and the royal families. | **Animals:** Read, write and sign the names of different domestic animals.Draw, describe and make video of any one domestic animal they like. |
| 5 | Science | **Elements, atoms and molecules.** Explain the formation of element and molecules **Matters:** Identifying and listing three states of matterListing examples of 3 states of matter at home | **Plants:** Parts of plants and the food **Sense organs:** Read , match and write the names of four things that children can feel, see, taste and smell. | **Everyday materials:** Classify things into different groups as given in Table 1.1. TB Page:2 List ten things that you find at home. ii. Write down their uses. TB Page: 3  | **Floating and sinking:** Definition of floating and sinking Experiment to observe whether objects float or sink in water. TB page 8 | **Living and non living things:** Characteristics of living and non living things. TB Page 99.Defining and listing examples of living and non living things. | **Food:** Listing examples of different food groups like pulse, grains, fruits, milk products, meat, vegetables. TB page  | **Types of food**:  List different foods that-gives us energy - helps us grow - protects us from diseases TB page 140. | **Green Plants:** Effects of light, air, temperature, water on plants. **Flower:** Drawing and labelling the parts of flower.Experimenting and listing the necessary conditions for growth of flower. |
| 6 | རྫོང་ཁ། | གསལ་བྱེད་རྐྱང་པའི་ཡིག་འབྲུ་༡འབད་མི་མིང་ཚིག་ལྷག་སྟེ་པར་བྲི་ནི། དཔེར་ན་་་་ ཁ། ང་། ཆ། ཡ། ཇ། ཉ། བ། ར། ལ། ཝ། ཤ། ས། | ༼དང་སྒྲ༽ལག་ལེན་འཐབ་སྟེ་ཡོད་པའི་རྗོད་ཚིག་ཐུང་ཀུ་ལྷག་སྟེ་པར་བྲི་ནི་དཔེར་ན་པི་སི་དང་ཤོག་ཀུ། ར་དང་ལུག།སོགས།ཨང་ཡིག་༠་ལས་༢༠ཚུན་ཚོད་ལྷག་སྟེ་པར་བྲི་ནི། | ཨང་གྲངས་༠ལས༡༠༠ཚུན་ཚོད་བྲི་ནི།ཨང་གྲངས་འཕྲོ་མཐུད་བྲི་ནི་དཔེར་ན་༡༡་་་་ དང་ཨང་གྲངས་མ་ཚང་མི་ཚུ་བྲི་ནི། དཔེ་ར་ན་་༥༦་་་་་་་༥༨།༦༤་་་་་༦༦།ལ་སོགས་པ། | འ་ཆུང་ཡོད་པའི་ཡིག་རིགས་ངོ་སྤྲོད་འབད་ནི།དཔེར་ན་་་ཨེ་པཱལ།རྣམ་གྲངས་འཇམ་ཏོང་ཏོ་༡༠སྟོན་ནི།དཔེར་ན་་་་་ལྟག་ལུ་་གུ་ལུ།ཕམ་་ཕ་མ། | འགལ་མིང་གི་མིང་ཚིག་འཇམ་ཏོང་ཏོ་༢༠སྟོན་ནི།དཔེར་ན་་་་བུ་་་བུམོ།ཨ་པ་་་ ཨའི། དཀརཔོ་་་་གནགཔོ།སྦོམ་་་་ཆུང་ཀུ་ལ་སོགས་པ། | དུས་རྒྱུན་ལག་ལེན་འཐབ་མི་མིང་ཚིག་ཚུ་གི་ཞེ་ས་དང་ཕལ་ཚིག་༢༠སྟོན་ནི།དཔེར་ན་་་་སྡོད་་་བཞུགས།བཟའ་་་བཞེས། འགྱོ་་་་བྱོན།ལ་སོགས་པ་ཚུ་སྟོན་ནི། | དོན་ཚན་འཇམ་ཏོང་ཏོ་ཡོད་པའི་སྲུང་ཐུང་ཀུ་ཚུ་ལྷག་སྟེ་ འགོ་ཅན་དང་འདོགས་ཅན་ཡོད་པའི་མིང་ཚིག་ཚུ་ཐོ་བཀོད་བཅུག་ནི།དཔེར་ན་་་་སྟག། རྣམ་ཅོ། བྱི་ལི། གླངམ་ཆེ།སོགས། | ཨང་གྲངས་དང་ཡིག་གཟུགས་༠་ལས་༥༠ཚུན་ཚོད་བྲི་ཤེས་ནི་དང་གྱངས་ཁ་ཡང་རྐྱབ་ཚུགས་ནི། |

**Key Stage: 3 ( Class VII-VIII )**

**Class VII**

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| **SN** | **Subject** | **Topics to be covered in 2020** |
| **March** | **April** | **May** | **June**  | **July**  | **Aug** | **Sept** | **Oct** | **Nov** |
| 1 | **English** | Important terminologies and preventive measures of covid-19 pandemic | Noun: Able to identify noun. And classify noun as subject and object | Verb: able to identify simple verbs and be able to understand that every sentence has a verb . | Subject verb agreement:use the earlier learned lessons of noun and verb in understanding simple subject-verb agreements. | Preposition: Understanding simple prepositions and the use of preposition in phrasal verbs | Adjectives: understanding adjectives and writing simples sentences using adjectives to describe.  | Adverb: using the concept of adjectives and recognizing the adverbs. Using adverbs to describe their daily routine. | Interjection: able to recognize that interjection words are meant to express certain emotions directly. And able to correctly use certain commonly used interjections.  | Story: setting, character, theme and conflict.Sign and be able to write simple stories with setting, character, theme and conflict in it. |
| 2 | **S/Studies** | Earths andits people | Weather1.Importances of Weather2.types of weather | River1.Importance of river systems2.Your village and its importance od river nearby. | Zhabdrung Ngawang Namgyal1.Its brief history2.law of Bhutan | Trade, Transport and Communication1.concept of trade, transport and communications2.its importance | Government1..Types of Government2.branches of government | Atmosphere1.Importance of atmosphere2.layer of atmospheres | constitution1.Imporatnce features of Constitutions2.Citizens and voting | settlements1.Patterns of settlements2.Evolution of settlements |
| 3 | Mathematics | Whole Number Place Value:Recognize the value of each digit to 4-5 places | Whole Number Place Value:Recognize the value of each digit to 4-5 places. Read numbers to millions | Whole Number Place Value:Write in expanded forms. Rename numbers to 4-5 digit in several ways using Place value chart. Write number in different ways. | Whole Number Place Value:Read and write in Numbers and Words. Compare 4-5 digit numbers Order 3 and more numbers. Order numbers | Numeration, Addition and Subtraction:Adding mentally. Additions of 4-5 digit Numbers with and without regrouping. Subtracting Mentally. Subtractions of 4-5 digit Numbers | Multiplications and Divisions Facts:Meaning of multiplication. Multiplying 4-5 digit Numbers by 2-3 digit Numbers. Meaning of Division. Dividing 4-5 digit Numbers by multiples of Ten and 2 digit Number. | Fractions:Renaming Fractions. Types of Fractions. Comparing and ordering Fractions. Modelling Mixed numbers. | Fractions:Addition and subtraction of Fractions. Multiplication and division of Fractions.Decimals:Decimal Place Value. Comparing and ordering Decimals | Decimal:Use of decimal in Money, Length and Weight. Relating Fractions and Decimals. Addition and subtraction of Decimals. Multiplying a decimal by a whole Number |
| 4 | Science | Foods and Drinks | 1. types of food 2. Foods we eat | 1. Personal hygiene 2.coronavirus 2019 | 1.structure of female reproductive system 2. function of uterus, ovary, fallopian tube, vagina | 1.structure and functions of human skeleton 2.structure of the respiratory system 3. functions of parts of respiratory system | 1. structure of nervous system 2. function of sensory and motor nerves 3.parts of a green plant | 1. functions of root, leaves, flower. 2. definition and equation of photosynthesis 3. nutrients of green plant | 1. structure of a bean seed. 2. food chain and food levels 3. habitats of animals | 1. properties of solid, liquid and gas 2. names and uses of metals and non metals |
| 5 | BSL | Important signs to learn during the pandemic. | Zhabdrung Ngawang Namgyel:Early life. Reincarnation and coming to Bhutan National gifts from Zhabdrung.  | 4th King:Birth and prophecy. King at a young age. Simple life. GNH. | Economics:Imports of goods (rice , meat, vegetables, fruits, clothes, electric appliances, stationery, grocery items, vehicles, etc). Export Goods (apples, electricity, oranges, potatoes, cordycep to Hongkong, Japan, SEA countries.GNH:Four pillars of GNH.Sustainable and equitable socio economic development. Conservation of Environment. | Preservation and Promotion or Culture. Good Governance.Travelling Abroad:Passport (official/Personal). Visa. Money Exchange. Filling of Immigration forms. Allowed or not allowed items on board. | Financial Literacy:Banking system.Different Banks in Bhutan.Different types of account.Deposit/Withdraw/transfer/exchange/loan.ATM.Filling of forms to open new bank account. | Sex Education:Teenage pregnancy. Safe sex. Contraception methods. Substance Abuse. Effects of abusing drugs. | Assistive technology for the Deaf:Cochlear Implant.Vibrating device/watch.Hearing Aids.Video signing using smart phones. | People in History of Deaf Education:Teaching Methods in Deaf Education.Bi-lingual Approach.Medium of instruction.Reading and writing in English and Dzongkha language.  |
| 6 | རྫོང་ཁ། | གསལ་བྱེད་འདྲེན་བཀལ་ཐངས། | གསལ་བྱེད་རིང་ཐུང་གི་དབྱེ་བ། | སློབ་ཁང་ཅ་ཆས་ཀྱི་མིང་སྡེབ། | ཨང་དང་ཡིག་གཟུགས། | ནང་མི་ཉེ་ཚན་གྱི་སྐོར།ལས། | སྒོ་ནོར་སེམས་ཅན་གྱི་སྐོར། | རི་ཁའི་སེམས་ཅན་གྱི་སྐོར། | ཚོད་སྲེ་སྐོར། | ཤིང་འབྲས་སྐོར། |
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**Class VIII**

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| **SN** | **Subject**  | **Topics to be covered in the year 2020** |
| **March**  | **April**  | **May**  | **June**  | **July** | **August**  | **Sept** | **Oct** | **Nov** |
| 1 | English  | .Introduction2.Describing themselves3.Describing their homes4.Describing their families | .Alphabets with drawing and words2.Prepositions | Find the words from the hidden pictures(prepositions) | Reading a short story -fill in the blank-shorts questions and answer | Give a short story with a moral-Trs provide few questions to check their understanding | Poem-Synonyms-Antonyms-Rhymes-Ask their Understanding | Ask children to write their own poem- Teachers show them the differences between poems and stories | letter writing-personal (format, features)ask students to write one personal letter | provide a video on the climate changeprovide questions one |
| 2 | Maths | Whole Number Place ValueRecognize the value of each digit to 5-6 places | Whole Number Place Value-Recognize the value of each digit to 5-6 places-Read numbers to millions | Whole Number Place ValueWrite in expanded forms.-Rename numbers to 5-6 digit in several ways using Place value chart.-Write number in different ways. | Whole Number Place Value-Read and write in Numbers and Words.-Compare 5-6 digit numbers-Order 3 and more numbers-Order numbers | Numeration, Addition and Subtraction-Addition Facts (Adding mentally-Additions of 5-6 digit Numbers with and without regrouping.-Subtractions of 5-6 digit Numbers | Multiplications and Divisions Facts-Meaning of multiplication -Multiplying 5-6 digit Number by 2-3 digit Numbers.-Meaning of Division-Dividing 5-6 digit Numbers by multiples of Ten and 2 digit Number | Fractions-Renaming Fractions-Types of Fractions-Comparing and ordering Fractions-Modelling Mixed numbers | Fractions-Addition and subtraction of Fractions.-Multiplication and division of FractionsDecimals-Decimal Place Value-Comparing and ordering Decimals | Decimal-Use of decimal in Money, Length and Weight.-Relating Fractions and Decimals.-Addition and subtraction of DecimalsMultiplying a decimal by a whole Number |
| 3 | BSL | BSL Hand AlphabetSpell six to seven letter words.5 Parameters in Signs | ContinentsMeaning of ContinentNames of continent.AsiaAustraliaEuropeNorth AmericaSouth AmericaAfricaAntarcticaInternational Relationship-Meaning of international relationship-Number of AVI and JICA volunteers and their names who worked at WI. | EconomicsImports of goods (rice , meat, vegetables, fruits, clothes, electric appliances, stationery, grocery items, vehicles, etc)Export goods (apples, electricity, oranges, potatoes, cordycep to Hongkong, Japan, SEA countries.GNHFour pillars of GNH-Sustainable and equitable socio economic development.Conservation of Environment | Preservation and Promotion or CultureGood GovernanceTravelling Abroad-Passport (official/Personal)-Visa-Money Exchange-Filling of Immigration forms.-Allowed or not allowed items on board. | Financial LiteracyBanking systemDifferent Banks in BhutanDifferent types of accountDeposit/Withdraw/transfer/exchange/ loan-ATM-Filling of forms to open new bank account. | Sex EducationTeenage pregnancySafe sexContraception methods.Substance AbuseEffects of abusing drugs. | Core ValuesRespectIntegrityPunctualityResponsibilities / DutiesResiliencePrideAchievement | People in History of Deaf Education Teaching Methods in Deaf Education-Bi-lingual Approach-Medium of instruction-Reading and writing in English and Dzongkha language | Assistive technology for the DeafCochlear ImplantVibrating device/watchHearing AidsVideo signing using smart phones. |
| 4 | རྫོང་ཁ། | ཡ༌བཏགས༌འདྲེན་བཀལ་ཐངས་དང་མིང་ཚིག་གྲུབ་ཚུལ། | ར༌བཏགས༌འདྲེན་བཀལ་ཐངས་དང་མིང་ཚིག་གྲུབ་ཚུལ། | ལ༌བཏགས༌འདྲེན་བཀལ་ཐངས་དང་མིང་ཚིག་གྲུབ་ཚུལ། | ཨང༌དང༌ཨང༌ཡིག༌གི༌སྦྱང༌བ། | གོ༌གནས༌ཀྱི༌མིང༌དང༌བཤད༌པ༌བྲི༌ནི། | ཁྱིམ༌ནང༌གི༌ཅ༌ལ༌མིང༌དང༌པར༌བྲི༌ནི། | སོ༌ནམ༌ལག༌ཆ༌གི༌པར༌དང༌མིང༌། | ཕལ༌ཚིག༌དང༌ཞེ༌ཚིག༌སྐོར༌ལས། | འགལ༌མིང༌། |
| 5 | S/Studies | **Population**(Death rate, birth rate, natural change, causes of change and impact of change.)  | **Population**1-Importance of Population2.popuation changes answer its results | **Weather**1.Weather and climate2.Factors affecting the climate and weather | **Season**1.season and its types2.Factors affecting the changes the season | **Media**1.Types of media2.Importances of media3.Youth role in Media | **Institution of Monarchy**1.Zhabdrung and Choesi system (Making a Nation-State)Institution of Monarchy and the successive Druk Gyalpos | **The Earth and its people**1.Importances of Earth2.Types, patterns of settlement | **Government**1.Civil Society and Media in Bhutan2.Role of Civil Servant in Media | **Economic sectors** 1.Imporatnces of Economy2.Types of Economic Sectors |
| 6 | Science | Types of food | Types of food Why we need all types of food | Personal health and hygiene Causes, symptoms and preventions of common diseases | Symptoms and preventive measures of novel coronavirus  Structure of plant and animal cell. 3.function of part of animal and plant cell | Structure of digestive system Functions of main parts of the digestive system 3. Revision | Structure and function of biceps and triceps muscles Draw a green plant | Function of root, leaves, flower Define feeding levels with examples Ways to protect future generations. | Definition and examples of physical and chemical change Concept of work and power | Separation a. filtration Process of distillation Revision |

**Key Stage: 4 ( Class IX-X)**

**Class IX**

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| **SN** | **Subject**  | **Topics to be covered in the year 2020** |
| **March**  | **April**  | **May**  | **June**  | **July** | **August**  | **Sept** | **Oct** | **Nov** |
| 1 | Science | structure of animal cell | 1.animal cell parts and functions 2.structure and function of parts of plant cell | 1.personal health and hygiene  2. common diseases | 1.structure of human heart. 2.function of veins and arteries | 1.structure of nervous system 2. structure and function of neuron. | 1. structure of breathing system 2. function of nose, lungs, diaphragm, wind pipe | 1. Phases of menstrual cycle 2. structure of menstrual cycle | 1. process of fractional distillation 2. Nitrogen cycle | 1. carbon cycle and its functions 2. Names and uses of six novel gases |
| 2 | BSL | Facts about Sign Language | 1.continent 2,Asia | 1. 5 Parameters (1)2.Parameter(2)3.Comprehensions(COVID-19)4.Comprehension | 1. World Federation of the Deaf (WFD)-Aims and Objectives-Member Countries-Former and Present President2. Deaf Education in the world-When?-Who?-Where?-How?3. Deaf Education in Bhutan-When?-Who?-Where?-How?3.National Policy for Persons with Disabilities(in Bhutan)-When it was endorsed?Clause 15.1- Access | 1. Deaf rights-Language2. Deaf rights-Education3.Deaf rights-Information access4. Describing Picture-Signs-Adjectives (size / numbers / colours / shapes)-Classifiers-Prepositions-List buoys | 1.Deaf culture-Visual perception-Gaining attention2. Deaf culture-Touching-Facial expression3. The differences between Deaf culture and hearing culture-Visual (Deaf)-Sound (hearing)4. Information Accessibility for the Deaf-Different ways of accessing information (Pictorial, Interpreters, Caption, Written, Signage) | 1. Sex Education-Human Development-Sexual Orientation and Gender2. Sex education-Puberty-Pregnancy-Birth control / Safe sex3. Sex education-STDs4. Natural Environment-Global Warming-what?-causes-Impacts-Prevention | 1. Deaf communities in Bhutan2. DPAB-Aims and objectives-Activities to support PWDs-Support to Wangsel3 Initialised signs-What? | 1. AVI-What?-Why?-Support to Wangsel2. Tourism in Bhutan-What?-When it was started?-Why?Rules for the tourism companies.3. Airport Custom Rules-Items allowed and not allowed-Weight allowed4. Storytelling(Expressive skill) |
| 3 | English |  | Comprehensionstoryshort storiesGrammarhas/have | GrammarRegular VerbsPast TensePast TenseIrregular Verbs | Synonyms and AntonymsKinds of Adjectives-Sentence Writing using Adjectives Story Punctuations-3 typesFull StopCommaQuestion Mark | Short Descriptive WritingDescribing the PicturesPrepositionsSentence Writing Descriptive Writing Describing Places | Descriptive WritingOfficial LetterLeave LetterLetter WritingPersonal Letter | Exercises on ComparisonsExercises on Question Tags-3 degrees of ComparisonsQuestion TagsRules for using Question Tags | Comprehension=story News Paper Comprehending News Paper Comprehending Poem -Comprehending | Simple SentencesLeave LetterGrammar-Verbs Letter Writing -Friendly Letter |
| 4 | Maths | Whole Number Place ValueRecognize the value of each digit to 6-7 places | Whole Number Place ValueRecognize the value of each digit to 6- 7 placesRead numbers to millions | Whole Number Place ValueWrite in expanded forms.Rename numbers to 6-7 digit in several ways using Place value chart.Write number in different ways. | Whole Number Place ValueRead and write in Numbers and Words.Compare 6-7 digit numbersOrder 3 and more numbersOrder numbers | Numeration, Addition and SubtractionAddition Facts (Adding mentallyAdditions of 6-7 digit Numbers with and without regrouping.Subtractions of 6-7 digit Numbers | Multiplications and Divisions FactsMeaning of multiplication Multiplying 6-7 digit Number by 2-3 digit Numbers.Meaning of DivisionDividing 6-7 digit Numbers by multiples of Ten and 2 digit Number | FractionsRenaming FractionsTypes of FractionsComparing and ordering FractionsModelling Mixed numbers | FractionsAddition and subtraction of fractions.Multiplication and division of FractionsDecimalsDecimal Place ValueComparing and ordering Decimals | DecimalUse of decimal in Money, Length and Weight.Relating Fractions and Decimals.Addition and subtraction of DecimalsMultiplying a decimal by a whole number. |
| 5 | རྫོང་ཁ། | ར་མགོ་འདྲེན་བཀལ་ཐངས་དང་མིང་ཚིག་གྲུབ་ཚུལ༌་སྐོར། | ལ་མགོ་འདྲེན་བཀལ་ཐངས་དང་མིང་ཚིག་གྲུབ་ཚུར་སྐོར། | ས་མགོ་འདྲེན་བཀལ་ཐངས་དང་མིང་ཚིག་གྲུབ་ཚུར་སྐོར། | ཝ༌ཟུར༌ལས༌གྲུབ༌པའི༌མིང༌ཚིག༌ཚོལ༌ཏེ༌འབྲི༌ནི། | སྔོན་འཇུག་སྦྱོར་ཚུལ་གྱི་མིང་ཚིག། | རྗེས༌འཇུག༌སྦྱོར༌ཚུལ༌གྱི༌མིང༌ཚིག། | འགྲེལ༌བཤད༌འབྲི༌རྩོམ༌འབྲི༌ཐངས། | མིང༌དང༌བྱ༌ཚིག༌གི༌ཁྱད༌པར༌ཕྱེ༌ནི། | སྲུང༌ཐུང༌ཀུ༌རེ༌འབྲི༌ཐངས། |
| 6 | S/studies | EarthDifference betweenrotation and revolution | 1. Earths and its people2.population | 1.Dzong2.Importance of dzong3.Your Dzongkhag/ Village | 1.Law of Bhutan2.Types of judiciary3.Types of court4.Difference between national assembly and national council | 1.States and government2.forms of government | 1.Democracy2.Role of government3.Role of media and people | 1.Climate and its impact2.Factors affecting the climate3.climates and its environmental problems | 1.Role of economic sectors for the economy2.National Income, Bhutanese economy | 1.Pollution 2.types of pollution3.prevention and protection of pollution. |

**Class X**

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| **SN** | **Subject** |  | **Topics to be covered in 2020** |
|  |  | **May** | **June** | **July** | **Aug** | **Sept** | **Oct** | **Nov** |
| 1. | Dzo. | གཏང་ཡིག་བྲི་ནི། | ཞུ་ཡིག་བྲི་ནི།པར་གྱི་བཤད་པ་བྲི་ནི། | མིང་ཚིག་གསར་འཐེབ།ཡིག་སྦྱོར༽དྲི་བ་དྲི་ལན་འཇམ་སངམ་རེ། | སྲུང་ཐུང་ཀུ། འབྲི་རྩོམ་འཇམ་སངམ། | རྩོམ་རིག་མ་འདྲཝ། འགལ་མིང་དང་རྣམ་གྲངས།བྱ་ཚིག མིང་ ཨང་རྩིས་འཇམ་སངམ་རེ། | འགྲེལ་བཤད་འབྲི་ཐངས།བྱ་ཚིག་ལག་ལེན་འཐབ་ཐངས། | ལྷག་རིག་དང་རྩོམ་རིག་གི་ངོ་སྤྲོད། |
| 2. | Eng. | Punctuations-3 typesFull StopCommaQuestion Mark | Kinds of Adjectives-Sentence Writing using AdjectivesStorySynonyms and Antonyms | Kinds of Adjectives-Sentence Writing using AdjectivesDescribing the PicturesPrepositionsSentence Short Descriptive Writing | Letter WritingPersonal Letter Official Letter Writing Leave Letter Descriptive Writing | Question TagsRules for using Question Tags Exercises on Question Tags.-3 degrees of Comparisons Exercises on Comparisons | Comprehension=story Poem-ComprehendingNews PaperComprehending | Letter Writing-Friendly LetterGrammar-VerbsSimple Sentences |
| 3. | Science | 1.Causes symptoms and prevention of common diseases | 1.Process of photosynthesis2.Raw materials and product of photosynthesis | 1.Phases:asexualReproduction implants2.Structure of microscope | 1.Functions and Parts of microscope2.Structure and parts of kidney | 1.Names and function of six sense organs2. Sources and transfer of Energy | 1. Draw and define Circuit2.Calculation of current using formula | 1.Draw the types of bacteria,Virus and fungus |
| 4. | Math | Whole Number Place ValueRead and write in Numbers and Words. | Compare 7-8 digit numbersOrder 3 and more numbersOrder numbers | Numeration, Addition and SubtractionAddition Facts (Adding mentallyAdditions of 7-8 digit Numbers with and without regrouping.Subtractions of 7-8 digit Numbers | Multiplications and Divisions FactsMeaning of multiplication Multiplying 7-8 digit Number by 2-3 digit Numbers.Meaning of DivisionDividing 7-8 digit Numbers by multiples of Ten and 2 digit Number | FractionsRenaming FractionsTypes of FractionsComparing and ordering FractionsModelling Mixed numbers | FractionsAddition and subtraction of Fractions. Multiplication and division of FractionsDecimalsDecimal Place ValueComparing and ordering Decimals | DecimalUse of decimal in Money, Length and Weight.Relating Fractions and Decimals. Addition and subtraction of DecimalsMultiplying a decimal by a whole Number |
| 5. | BSL | 1. Finger spelling 2. Import What? Why? From where? 3. Export What? Why? To where?  | 1.National Policy,for Persons with Disabilities (in Bhutan) When it was endorsed? Clause 15Access | 1.WHO ( Mission, Vision -Support to Bhutan 2. Deaf Education in Other Countries ,When? Where? -Who? -How? 3. Describing Picture Signs -Adjectives (size / numbers / colors / shapes) -Classifiers -Prepositions List boys | 1. DPAB ,Objectives ,Goals -Provide support in what areas 2. Natural Environment (Acid Rain) How it is formed? -Impact 3. UNICEF Mission and Vision -What support it provides to our Institute? 4. Deaf communities In Bhutan -How Many Communities? Where are these communities? Objectives of coming together as a community | 1. Airport, Custom

 Rules Items allowed and not allowed -Weight allowed 2. Draktsho When? Who? -Areas that they focus for development / collaboration 3. Continent (Australia) -No of countries, Population -capital City Prime Minister Indigenous, People Art and Craft 4. Job opportunity for the Deaf -In the world In Bhutan | 1. Story telling (Expressive skill) 2.BBS Aims Objective When established 3. JICA Aims and Objectives Services supported in Bhutan and Wangsel in particular | Comprehension Receptive 2. Initialized Signs -What? -Why? 3. SELWA -Aims -Objectives -Activities |
| 6. | Social studies | 1.Our Kings | 1.Zhabdrung Ngawang Namgyal | GNH 1.Economic Growth and Development2.population and Economic Growth | Government1.Our Bhutan Governmentsystems2.Types Of Government | Law of Bhutan1.constitutional Kingdom Of Bhutan2.the Legislature, The Executive, The Judiciary | Climate 1.factors affecting climate,winds, climatic zones of Bhutan,2. climate change, 3.climate change and environmental problems | Economy1.Role of Economic Sectors2.Understanding the economy systems3.Public Finance |

**Key Stage: 5 (Class XI)**

**Class XI**

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| **SN** | **Subject** | **March** | **April** | **May**  | **June** | **July** | **Aug** | **Sept** | **Oct** | **Nov** |
| 1 | Wood carving | Drawing tiger(TAG), Lion (SANG) | Drawing lion(SANG), Garuda (CHUNG)  | Drawing Garuda (CHUNG), Druk (DRAGON) | Drawing Druk (DRAGON), Ja Tshering, Tashi Taggay Bum Zuk | Drawing Tshe prata, Re da chakor | Drawing Re da chaykhor, Tashi zaygay( | Drawing of tashi zaygay,  | Drawing of deyyen nga  | Drawing of norzin patra  |
| 2 | Tailoring  |  | Introduction of sawing machine.Introduce about tailoring equipment. Maintenance about the machines. How to maintain the working area . | Different types of hand stitching.Drawing of the patterns of tego, wonju, men’s tego’s on it’s measurement. Pattern of the hand bags.Introduce altar sets. | Different types of kira and gho patterns. Patterns of the different types of bags and purses. Explanation about Zorig Day.Colour combination of the thread and materials.  | Way of the cutting of the women’s tego.Way of the cutting of the wonju.Way of the cutting of men’s tego. | Process of the thread through sewing machine. How to use oil in the machine. Ways of the stitching of the women’s tego.Ways of the stitching of the wonju.Ways of the stitching of the men’s tego.Kira. | Colour combination of the alter sets.Introduce about Thangka/Kuthang.Drawing and it’s measurement on the Thangkhas sizes.  | Process of the Thangkha making. Ways of the cutting and measurement of the Thangkha.Ways of the stitching of the Thangkha.   | Types of the stitching like bags, purses wallet, laptop bag, etc. |
| 3 | ལྷ་འབྲི། | བཀྲིས་རྟགས་བརྒྱད་ལས་གདུགས་རྐྱང་པ།གདུགས་དར་དཔྱང་ཅན།གསེར་ཉ་ ནོར་བུ་ཅན།གསེར་ཉ་ཆུ་རིས་ཅན། | བུམ་པ་དར་དཔྱང་ཅན།མེ་ཏོག་ཡོངས་རྫོགས།དཔལ་བེའུ་རྐྱང་པ།དཔལ་བེའུ་དར་དཔྱང་ཅན། | གདུང་དཀར་དར་དཔྱང་ཅན།རྒྱལ་མཚན་ཡོངས་རྫོགས།འཁོར་ལོ་ཡོངས་རྫོགས། | ནོར་བུ་ཆ་བདུན་ལས་བསི་ལི་རྭཝ།གླང་ཆེན་མཆེཝ་དར་དཔྱང་ཅན།བྱུ་རུ་ཤིང་དར་དཔྱང་ཅན།སྒེང་སྣ། | རྒྱལ་པོའི་སྙན་རྒྱན་དར་དཔྱང་ཅན།བཙུན་མོའི་སྙན་རྒྱན་དར་དཔྱང་ཅན།གསེར་གྱི་གླེབ་ཤིང་དར་དཔྱང་ཅན།ནོར་བུ་ཆ་བདུན་ཆ་ཚང་། | བཀྲིས་རྫས་བརྒྱད་ལས་མེ་ལོང་དར་དཔྱང་ཅན།མེ་ལོང་པ་ཏྲ་ཅན།ཞོ་ཡོངས་རྫོགས།རྩྭ་དུར་བ་ཡོངས་རྫོགས། | བིལ་བ་ཡོངས་རྫོགས།གྷི་ཝང་ཡོངས་རྫོགས།གདུང་དཀར་དར་དཔྱང་ཅན།ལི་ཁྲི་ཡོངས་རྫོགས། | ཡུངས་དཀར་ཡོངས་རྫོགས།རྫས་བརྒྱད་ཡོངས་རྫོགས།འདོད་ཡོན་ལྔ་ལས་མེ་ལོང་།སྒྲའི་རི་མོ་ཡོངས་རྫོགས། | རོའི་རི་མོ་ཡོངས་རྫོགས།དྲིའི་རི་མོ་ཡོངས་རྫོགས།རེག་བྱའི་རི་མོ་ཡོངས་རྫོགས།འདོད་ཡོན་ལྔ་ཆ་ཚང་། |

1. **SCHOOLS WITH SEN PROGRAMME**
2. Children with mainstream curriculum Classes PP-XII shall follow the mainstream AC or PC of the EiE.
3. Children who follow separate specially adapted institute based curriculum **(as detailed below from Key Stages I to V),** which may further require situational adaptations.

**Key stage I**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Strand** | **Theme/****Chapter** | **Topic (s)**  | **Learning Objectives** | **Suggestive activities** |
| **Literacy and Numeracy Skills** | **རྫོང་ཁ།** | **སྦྱར་བྱ་ཡི་གུའི་རྣམ་གཞག།**༡. གསལ་བྱེད།༢. གསལ་བྱེད་ཀྱི་མིང་ཚིག།༣. དབྱངས། ༤. དབྱངས་གསལ་གྱི་མིང་ཚིག།༥. རྗེས་འཇུག་གི་སྒྲ་གདངས།༦. རྗེས་འཇུག་གི་མིང་ཚིག།༧.དབྱངས་གསལ་རྗེས་འཇུག་སྦྱོར་ཚུལ།༨. འདོགས་ཅན་གྱི་མིང་ཚིག།༩. ཡ་བཏགས།༡༠. ཡ་བཏགས་ཀྱི་མིང་ཚིག།༡༡. ར་བཏགས།༡༢. ར་བཏགས་ཀྱི་མིང་ཚིག། ༡༣. ལ་བཏགས། ༡༤. ལ་བཏགས་ཀྱི་མིང་ཚིག། ༡༥. ར་མགོ། ༡༦. ར་མགོའི་མིང་ཚིག། .  | ༡. གསལ་བྱེད་ལྷབ་ནི།༢. གསལ་བྱེད་ཀྱི་མིང་ཚིག་ལྷབ་ནི།༣. དབྱངས་ཡིག་ལྷབ་ནི། ༤.དབྱངས་གསལ་གྱི་མིང་ཚིག་ལྷབ་ནི།༥. རྗེས་འཇུག་གི་སྒྲ་གདངས་ལྷབ་ནི།༦. རྗེས་འཇུག་གི་མིང་ཚིག་ལྷབ་ནི།༧.དབྱངས་གསལ་རྗེས་འཇུག་སྦྱོར་ཚུལ་ལྷབ་ནི།༨. འདོགས་ཅན་གྱི་མིང་ཚིག་ལྷབ་ནི།༩. ཡ་བཏགས་ལྷབ་ནི།༡༠. ཡ་བཏགས་ཀྱི་མིང་ཚིག་ལྷབ་ནི།༡༡. ར་བཏགས་ལྷབ་ནི།༡༢. ར་བཏགས་ཀྱི་མིང་ཚིག་ལྷབ་ནི།༡༣. ལ་བཏགས་ལྷབ་ནི།༡༤. ལ་བཏགས་ཀྱི་མིང་ཚིག་ལྷབ་ནི།༡༥. ར་མགོ་ལྷབ་ནི། ༡༦. ར་མགོའི་མིང་ཚིག་ལྷབ་ནི། | **༡. གསལ་བྱེད།** ཀ་ཁ་ག་ང་། ཅ་ཆ་ཇ་ཉ། ཏ་ཐ་ད་ན། པ་ཕ་བ་མ། ཙ་ཚ་ཛ་ཝ། ཞ་ཟ་འ་ཡ། ར་ལ་ཤ་ས། ཧ་ཨ།**༢. གསལ་བྱེད་ཀྱི་མིང་ཚིག།** ཀ་ལ། ཀ་ཤ། ཁ་ཙ། ཁ་ཤ། ཅ་ལ། ཕ་མ། ཨ་པ། ང་། ཉ། ཅ་ལ། ཐ་ལ། མ་པ། ཚ་ཚ། ལ་ཆ། ཤ་ཁ། ཤཝ། ར། ཨ་མ། ཨ་ཡ།**༣. དབྱངས།** ཀི་ཀུ་ཀེ་ཀོ། ཁི་ཁུ་ཁ་ཁོ་སོགས།༤. **དབྱངས་གསལ་གྱི་མིང་ཚིག།** རི། སོ། མེ། ཁོ། མོ། ཕོ། ཤོ། ཀེ་བ། གེ་ཟ། གོ་ལ། ཇུ་ཏ། ཇོ་ལ། ཨེ་མ། ཨོ་ལ། ཀི་ལི། པི་སི། ཙི་ཀུ། ཏི་རུ། ཡི་གུ། ལི་ཅི།༥. **རྗེས་འཇུག་གི་སྒྲ་གདངས།** ཀག། ཁག་། གག། ངག། ཀང་། ཁང་། གང་། ངང་།༦. **རྗེས་འཇུག་གི་མིང་ཚིག།** ཁམ། ཁབ། གང་། ཆང་། ཐང་། ཐབ། དར། ནད། ནང་། པར། བལ། མར། ཚང་། ཚག། ཞལ། ཟམ་པ། ཟས། ལམ། ཤར། ཨང་། ངང་ལག། ཇ་ཁང་། ཏན་ཏན། པ་ལང་། མལ་ཆ། ཙང་ཙ། ཙན་དན།**༧. དབྱངས་གསལ་རྗེས་འཇུག་སྦྱོར་ཚུལ།** ཀོག། ཀོང་སོགས།༨. **འདོགས་ཅན་གྱི་མིང་ཚིག།** གུར། གོན། ཆུམ། ཆོས། ཉིམ། ཏིང་། ཐིག། ཐོག། དོམ། དོང་། དུང་། ནོར། ནུབ། བེག། བུང་། ཟུར། འོད། ཡོད། རུལ། རེད། ཚོན། ལོམ། ལུག། ཤིང་། ཤེལ། སོན། ཧུམ། ཧིང་། ཧོད། ཨོམ། ཀ་ཀུར། ཀོང་ཙེ། ཁུར་ཆ། ཁབ་ཏོ། ཅོག་ཙེ། ཆུང་ཀུ། ཏོག་ཙེ། ཐུང་ཀུ། སེན་མོ། པུས་མོ། ཕུད་ཏ། ཕད་ཙེ། མེ་ཏོག། ཚལ་ལུ། འུག་པ། ཧོག་ཀ། ཨེན་ཏ། ཇོབ་ཇོབ།༩. **ཡ་བཏགས།** ཀྱ་ ཁྱ་ གྱ་ པྱ་ ཕྱ་ བྱ་ མྱ། **༡༠.** **ཡ་བཏགས་ཀྱི་མིང་ཚིག།** ཁྱིམ། གྱང་། ཕྱག། བྱང་། བྱོ། བྱ། ཁྱིམ། གྱོག་མོ། པྱི་ཝང་། ཕྱེམ་ལ། བྱང་ཁོག། ༡༡. **ར་བཏགས།** ཀྲ་ ཁ་ གྲ་ ཏྲ་ ཐྲ་ དྲ་ ནྲ་ སོགས།༡༢. ར་བཏགས་ཀྱི་མིང་ཚིག། ཁྲག། གྲལ། དྲུག། ཕྲང་། བྲག། སྲང་། སྲམ། ཀྲང་ཀྲི། པ་ཏྲ། དྲུང་པ། བྲོཝ།**༡༣. ལ་བཏགས།** ཀླ་ གླ་ བླ་ ཟླ་ རླ་ སླ།**༡༤.** **ལ་བཏགས་ཀྱི་མིང་ཚིག།** ཀླུ། གླུ། གླང་། གློག། བླམ། རླུང་། སླབ། ཀླད་ཀོར། ཟླ་པ། ཟླ་བ། བླ་མ། བློ།**༡༥. ར་མགོ།** རྐ་ རྒ་ རྔ་ རྗ་ རྙ་ རྟ་ རྡ་ རྣ་ རྦ་ རྨ་ རྩ་ རྫ་ སོགས།**༡༦. ར་མགོའི་མིང་ཚིག།** རྐ། རྔ། རྟ། རྐང་། རྒྱབ། རྩ། རྨ། རྫོང་། རྒོད། རྔས་ཏོ། རྡོ་རུག།**སློབ་སྟོན་མཁོ་ཆས།** གྱིབ་ཀྱི་ཡིག་གཟུགས། མགྱོགས་ཡིག་གསལ་བྱེད་སུམ་ཅུའི་ཤོག་ཁྲམ། གསལ་བྱེད་སུམ་ཅུའི་མིང་གི་ཤོག་ཁྲམ། ཚན་གཅིག། ལགས་སོའི་རྩེད་ཆས། དྲོ་མི་ནོ་རྩེད་ཆས། ཤོག་ཁྲམ་ཤོག་གྲངས་༨ འབད་མི།ཉེ་འབྲེལ་མིང་ཚིག་རབ་འབྱེད། ཉེ་འབྲེལ་མིང་ཚིག་རབ་འབྱེད། རྫོང་ཁ་དང་མཐའ་འཁོར་གྱི་མིང་ཚིག་གཞི་འགྱམ། བློ་གསར་ཨང་དེབ་༡-༡༠ ཚུན། ཡིག་བཟོའི་སྦྱོང་དེབ། ཀ། ཡ་བཏགས། ར་བཏགས། ལ་བཏགས་ཀྱི་ཤོག་ཁྲམ། ར་མགོ། ལ་མགོ། ས་མགོའི་ཤོག་ཁྲམ། ཚན་གཅིག། དབྱིབས་དང་ཚོས་གཞི་ཤོག་ཁྲམ། ཚན་གཅིག། ཉི་མ་དང་ཟླ་བ། ཀུན་བཟང་དང་བདེ་ཆེན། སྒོ༌ནོར༌སེམས༌ཅན། ཤིང༌འབྲས༌རིགས། ཚོད་སྲེ་རིགས།ཕྱེམ་ལ་མེ་ཏོག་འཚོལ་མི། སྒོའི་དྲིལ་བུ་ཏིང་ཏིང་། |
| **མིག་སྦྱང་གི་ཚིག།****༼གནས་རིམ་དང་པ་ལས་བཅུ་གཉིས་ཚུན༽** | ༡.འགྲོ་འདུག་ཉལ་གསུམ་གྱི་ཚིག་ལྷབ་ནི།༢. ཚོར་ཤུགས་ཀྱི་ཚིག་ཚུ་ལྷབ་ནི།༣. ཚིག་ཕྲད་ལྷབ་ནི།༤. ཁྱད་ཚིག་ལྷབ་ནི། | **འགྲོ་འདུག་ཉལ་གསུམ་གྱི་ཚིག།**ཤོག། སྡོད། ལོང་། སོང་/འགྱོ། ཉལ། དྲིས། བྲིས། བལྟ། འཁྱུ། བཟའ། འཐུང་། འཇིབ། འཐོན། འཐུ། བཞག། གཏང་། ཆོག། བཏུབ། དགོ། ལང་། (ལང་/མི་ལང་) སོགས། **ཚོར་ཤུགས་ཀྱི་ཚིག་ཚུ།**དགའ། སྤྲོ། སྐྱོ། ཙིག། སྡུག། སྐྱིད། སྔུ། དབུགས་འགམ། སོགས།**གནམ་གཤིས། གཟའ། ལོ། ཟླ། ཚེས།**ཆརཔ། ཉིམ། ས་སྨུག། སེརཝ། ཁཝ། རླུང་། མིག་དམར། ལྷག་པ། ཕུར་བུ། པ་སངས། སྤེན་པ། ཉི་མ། ཟླ་བ་སོགས།**ཚིག་ཕྲད།**ནི། འོང་། གེ། དོ། དེས། ཡི་ནུག། པས། མས། བས། ན། ལུ། གུ། ལས། **ཁྱད་ཚིག།**ལེ་ཤ། རྒྱགས་ཚད། ཨ་ཙི། ལྟེམ་ལྟེམ། སྟོངམ། ནང་ན། ཕྱི་ཁར། རྩ་བར། སྦོ་ལོགས་ཁར། ཐོག་ཁར། འོག་ལུ། སྦུག་ལུ/ན། སོགས། ཉེ་འབྲེལ་གྱི་མིང་ཚིག། |
| **English** | **Listening and Speaking**1. Greetings and Courtesies
2. Names
3. Classroom objects
4. Knowing about oneself
5. Good Habits
6. Asking permission
7. Classroom instructions
8. Campus tour (explore environment)
9. High frequency word
10. Days of the week
11. Name of Months
12. Weather
13. Fruits
14. Vegetables
15. Family
 | 1. Respond to and use words of greeting and courtesy.
2. Use vocabulary related to their immediate environment.
3. Explore about self
4. Follow classroom instructions.
5. Listen to and sing songs and nursery rhymes.
6. Understand and show appropriate behaviour when listening and speaking.
7. Understand phrases and simple sentences.
8. Speak in simple sentences
9. Identify and use high frequency words
10. Explore campus
 | 1. Use activities suggested in the Class PP Teacher’s Guide (as per the ability of the individual learners)
2. Use appropriate activities suggested in Class PP workbooks
3. Verbally respond to the call of names
4. Identifying oneself with introduction including relevant information.
5. Expressing likes and dislikes
6. Seeking help in polite manners
7. Good habits as a means for healthy living
8. Weather
9. Fruits and vegetables
10. Exploring surrounding
11. Other relevant activities
 |
| **Reading & Literature**1. Selected readers **PP** and Nursery rhymes from PP-I
2. Book concept -Dechen and Dorji
3. Read Aloud
4. guided reading
5. Choral reading
 | 1. Follow the rhythm of rhymes, songs and poems.
2. Show that a book tells a story or gives information.
3. Read simple texts aloud.
4. Follow the stories they hear and say what they like about them.
5. Initiate words of greeting and expand words of courtesy appropriately.
6. Follow and give simple instructions.
7. Ask, and respond to, simple questions with proper intonation
8. Pronounce familiar and new words clearly.
 | 1. Use activities suggested in the Class PP and I Teacher’s Guide
2. Appropriate readers from class PP and nursery rhymes from class PP-I to the level of the individual learners.
3. Teachers should model read aloud
4. Reading aloud the text……
5. Guided reading of the text….or reader….
6. Other relevant activities
 |
| **Writing**1. Free Drawing and Colouring
2. Pre-writing (Shapes and directions)
3. Letter formation – lowercase
4. Drawing pictures
 | 1. Use drawings to represent the stories they make up and the stories they hear.
2. Shape letters clearly.
3. Recognize capital (upper case) and small (lower case) letters
4. Label parts of their drawings.
5. Enjoy writing as a creative activity.
 | 1. Use activities suggested in the Teacher’s Guide (Class PP)
2. Use appropriate Workbooks of Class PP
3. Children draw and colour as per their ability to develop motor skills and hold pencil.
4. Learning shapes and direction
5. Formation of lower-case letters by tracing
6. Coluring and matching activity (Class PP)
7. Other relevant activities
 |
| **Mathematics** | 1. **Numbers 1 to 100**
2. **Number formation from 1 to 100**
 | 1. Learn numbers from 1 to 100 by counting
2. Identify, name and describe attributes of things
3. Learn formation of numbers from 1 to 100
4. Identify, name Get familiar with the days of the week and months of the year
 | 1. Devise ways of collecting and counting the given number of objects like pebbles, pencil, etc. from her/his immediate environment and expresses the number as per her/his understanding. (Refer Teachers Guide for more activities)
2. Counting with rhymes
3. Numeral writing in air, sand, pencil, etc.
4. Name of common objects, colour, etc.
5. Using number line
6. Knowing names of days of week and months in a year by using calendar
 |
| **Daily living skills** | **Personal Care** | 1. **Za-Cha-Drosum**

**(Hygiene, Grooming &** **Social Graces)**1. **Toilet Activities**
 | 1. Follow timing for different daily activities
2. Practice basic hygiene
3. Practise grooming
4. Practice simple social graces
5. Use washroom
 | **Hygiene**1. washing face
2. brushing teeth (manage tooth paste)
3. bathing
4. washing/care of hands and feet
5. cleaning of ears
6. nail cutting
7. personal hygiene etc.

**Grooming** 1. combing and care of hair
2. dressing and undressing (gho/kira)
3. using facial cream
4. using hair oil

**Social Graces**1. wearing footwear
2. table manners, eating habits with fingers, spoon etc.
3. wearing footwear
4. postures while sitting, standing and talking
5. gait

**Toilet Activities**1. Proper use of latrine/toilet/wash room
2. Posture while using squatting and western style toilets
3. Flushing of water etc.
 |
| **Community Cultural Values** | **Tradition and Culture** | **Preserving culture** | 1. Listen and sing national anthem
2. Practice how to prostrate
3. Learn how to receive blessings
4. Learn and practice to wear kabney/rachu and sit
5. Learn to recite simple prayers
6. Attend local festivals
 | 1. Listen and sing national anthem
2. Prostration
3. Learn how to receive blessings
4. Wearing kabney/rachu and sitting
5. Recitation of simple prayers
6. Attending local festivals
 |
| **Creative Arts** | **Arts Education** | **Drawing**1. Big Arm Movement
2. Lines
3. Joining the dots
 | 1. Draw lines freely by using Big Arm Movement technique as instructed
2. Realize that scribbling on the walls or other properties is a bad habit.
3. Draw short-straight lines by tracing over the dotted lines.
4. Demonstrate finesse in drawing lines.
5. Connect the numbered dots in sequence to create images.
 | Refer Class PP Teacher Manual for Arts Education |
| **Painting**1. Observe and Colour
2. Trace and colour
3. Rubbing
4. ( frottage)
5. Cotton printing
6. Finger print
7. Vegetable or Fruit Printing
8. Colour work
 | 1. Identify the colour of the object given in the workbook.
2. Colour the outline of the object with appropriate colour as shown in the workbook.
3. Trace over the dotted lines.
4. Apply colours within he traced line.
5. Rub over materials to capture different textures.
6. Make prints using cotton within given outline shape.
7. Make prints using finger(s).
8. Use finger prints to create forms and shapes.
9. Make vegetable or fruit prints in the given outline.
10. Dispose the used vegetables in the proper place (degradable).
11. Identify primary colours (Red, Blue, Yellow)
12. Colour the pictures given in the workbook.
 | Refer Class PP Teacher Manual for Arts Education |
| **Craft** 1. Leaf printing
2. Paper plane
3. Paper fan
4. Cut and paste (Tiger)
5. Tear paste.
6. Nature collage
7. Tracing
8. Me and MY Family
9. Read and Colour
 | 1. Make prints using fallen leaves.
2. Fold paper to make paper plane using paper or waste paper.
3. Fold paper to make paper fan
4. Develop basic paper crafting skills.
5. Paste given paper strips within the outline of tiger.
6. Tear and paste paper (old magazine or newspaper) to create a collage.
7. Manage their own waste.
8. Create collage using locally available natural materials
9. Learn about their immediate environment.
10. Trace objects which are available with pencil or colour pencil
11. Draw a picture of themselves with their families
12. Colour their family picture
13. Read and colour within the given outline accordingly
14. Learn simple Bhutanese motif (Sew Meto).
 | Refer Class PP Teacher Manual for Arts Education |

**Key stage II**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Strand** | **Theme/Chapter** | **Topic (s)** | **Learning Objectives** | **Suggestive activities** |
| **Literacy and Numeracy Skills**  | **རྫོང་ཁ།** | **སྦྱར་བྱ་ཡི་གུའི་རྣམ་གཞག།**༡. ལ་མགོ།༢. ལ་མགོའི་མིང་ཚིག།༣. ས་མགོ། ༤. ས་མགོའི་མིང་ཚིག།༥. སྔོན་འཇུག་ཡོད་མི།༦. སྔོན་འཇུག་ཡོད་མི་གི་མིང་ཚིག།༧. ཡང་འཇུག་ཡོད་མི།༨. ཡང་འཇུག་གི་མིང་ཚིག།༩.བརྩེགས་འདོགས་ཡོད་མི་མིང་ཚིག། ༡༠. དང་སྒྲ། ༡༡. འབྲེལ་སྒྲ། ༡༢.འབྲེལ་སྒྲ་དང་འབྲེལ་བའི་་རྗོད་ཚིག་ལྷབ་སྦྱང་།  | ༡. ལ་མགོ་ལྷབ་ནི།༢. ལ་མགོ་མིང་ཚིག་ལྷབ་ནི། ༣. ས་མགོ་ལྷབ་ནི།༤. ས་མགོའི་མིང་ཚིག་ལྷབ་ནི།༥. སྔོན་འཇུག་ཡོད་མི་ལྷབ་ནི།༦.སྔོན་འཇུག་ཡོད་མི་གི་མིང་ཚིག་ལྷབ་ནི། ༧. ཡང་འཇུག་ཡོད་མི་ལྷབ་ནི།༨. ཡང་འཇུག་གི་མིང་ཚིག་ལྷབ་ནི། ༩.བརྩེགས་འདོགས་ཡོད་མི་མིང་ཚིག་ལྷབ་ནི།༡༠. དང་སྒྲ་ལྷབ་ནི།༡༡. འབྲེལ་སྒྲ་ལྷབ་ནི། ༡༢.འབྲེལ་སྒྲ་དང་འབྲེལ་བའི་་རྗོད་ཚིག་ལྷབ་སྦྱང་འབད་ནི། | ༡. **ལ་མགོ།** ལྐ་ ལྒ་ ལྔ་ ལྕ་ ལྗ་ ལྟ་ ལྡ་ ལྤ་ སོགས།༢. **ལ་མགོའི་མིང་ཚིག།** ལྔ། ལྦ་ག། ལྟ་མ། ལྕེ། ལྷོ། ལྷམ། ཨོལ་ལྐོག། ལྒང་ཕུ། ལྕང་མ། ལྡེ་མིག། **༣. ས་མགོ།** སྐ་ སྒ་ སྔ་ སྙ་ སྟ་ སྡ་ སྣ་ སྤ་ སོགས།**༤.** **ས་མགོའི་མིང་ཚིག།**སྒ། སྦ། སྐུ། སྤུ། སྒོ། སྟ་རེ། སྒར། སྙན། སྒང་། སྔར། སྤང་། སྨན། སྔོ་ཤིང་། སྤྱིན། སྦྱོང་དེབ། སྨྱུ་གུ། སྐར་མ། སྣག་རྩི། ༥. **སྔོན་འཇུག་ཡོད་མི།** གདང་། དགོ། བཀོལ། སོགས།༦. **སྔོན་འཇུག་ཡོད་མི་གི་མིང་ཚིག།** གདོང། དབུ་འཛིན། དཔོན། གཞའ། མགུ་ཏོ། འཆམ། འགོ་འཁྲིདཔ་ སོགས།**༧. ཡང་འཇུག་ཡོད་མི།** མདོངས། བཏགས། དགོངས། འགྲངས་སོགས།**༨**. **ཡང་འཇུག་གི་མིང་ཚིག།** གངས་རི། སྨན་ལྗོངས། ཁེབས། མཚམས་ཁང་། སེམས་ཅན་སོགས། ༩.**བརྩེགས་འདོགས་ཡོད་མི་མིང་ཚིག།**བསྐྲོགས། སྒྲིགས། སྤྲུལ་པ། བསྒྲུབས། སྦྲུམ། སྐྱ་སྨན།**༡༠**. **དང་སྒྲ།** ཤིང་དང་མེ་ཏོག། ཁྱོད་དང་ང་། གོ་དང་དཀྱི་ར་སོགས་ འབྲེལ་ཡོད་མིང་ཚིག་ཚུ་དང་ རྗོད་ཚིག་སྦྱང་བ།༡༡. **འབྲེལ་སྒྲ།** གི་ཀྱི་གྱི་སོགས།༡༢. ངེ་གི་གོ། མོ་གི་སྐད། རྒྱལཔོ་གི་སྲས་ སོགས་ མིང་ཚབ་དང་། གྱོན་ཆས། གཟུགས་ཀྱི་ཆ་ཤས། མཐའ་འཁོར་ཅ་དངོས་ཚུ་གི་ཐོག་ རྗོད་ཚིག་ལྷབ་སྦྱང་།**སློབ་སྟོན་མཁོ་ཆས།** ཨ་ལྕོ་ཟླ་དཀར། ཀ་ཀུ་རུ་དང་ལྟོ་ཚང་ཚུ། བརྩེགས་འདོགས་པར་ཚིག་ཤོག་ཁྲམ། ཉེ་འབྲེལ་མིང་ཚིག་རབ་འབྱེད། རྫོང་ཁ་དང་མཐའ་འཁོར་གྱི་མིང་ཚིག་གཞི་འགྱམ། ཡིག་བཟོའི་སྦྱོང་དེབ། ཁ། སློབ་རིམ་དང་པའི་ཨང་དེབ། བྱམོ་དང་བྱིའུ་ཅུང་། ཡུལ་ཚིག་བརྒྱད། སྦྱོར་ཀློག་ཚིག་སྡུད། དེབ་༢ པ། སྒོ་ནོར་སེམས་ཅན། བྱིའུ་ཅུང་ནལ་གཟནམ། ཡིག་བཟོའི་སྦྱོང་དེབ། ཁ། སློབ་རིམ་དང་པའི་ཨང་དེབ། ཁ་དོག་དང་བཟོ་དབྱིབས་ཀྱི་ཤོག་ཁྲམ།ལྷག་དེབ། སློབ་ཕྲུག་ལེགས་ཤོམ། ཨཔ་གཡང་ཁུ་བཀྲ་ཤིས། ལྟོ་ཚང་ལྔ་དང་མི་རྒོད། ཨ་ལོའི་སྤྲོ་གླུ། ཤོག་ཁྲམ་ཤོག་གྲངས་༡༡ འབད་མི། ཡིག་བཟོའི་སྦྱོང་དེབ། ག། རི༌དྭགས༌སེམས༌ཅན། གཟུགས༌ཀྱི༌ཆ༌ཤས། |
| **English** | **Listening and Speaking**1. Body parts
2. Family terms and relationships
3. Seasons
4. Parts of plants
5. Animals
6. Domestic animals
7. Occupation
8. Work
9. Picture identification
10. Asking permission
11. High frequency word
12. Basic grammar rules
13. Simple conversation
 | 1. Use vocabulary related to their immediate environment (family terms, parts of plant etc.)
2. Learn to value healthy relationships
3. Listen to and sing songs and nursery rhymes.
4. Understand phrases and simple sentences.
5. Speak in simple sentences
6. Use the listening and speaking skills developed in earlier classes.
7. Follow and give classroom instructions accurately.
8. Use proper word order in simple sentences and questions.
9. Use new vocabulary appropriately.
10. Engage in longer dialogues.
11. Initiate conversations and respond to others in familiar situations such as in the classroom and library and on the playground.
12. Speak with clear pronunciation.
13. Use newly acquired vocabulary appropriately.
14. Deliver very short speeches.
15. Enjoy listening to and speaking English
 | 1. Use activities suggested in Class II and II Teacher’s Guide
2. Use appropriate suggested activities form Workbooks for PP, I and II
3. Valuing healthy relationships for happiness (controlling anger, trying to negotiate, making polite refusal etc.) (refer Guide Book for Teachers: Comprehensive School Health Programme)
4. Other relevant activities
 |
| **Reading & Literature** Selected nursery rhymes **class II-III** and readers from Class I (Use Anthology book)-Read aloud - guided reading- Choral reading  | 1. Follow the rhythm of rhymes, songs and poems.
2. Read simple texts aloud.
3. Follow the stories they hear and say what they like about them.
4. Initiate words of greeting and expand words of courtesy appropriately.
5. Follow and give simple instructions.
6. Ask, and respond to, simple questions with proper intonation
7. Pronounce familiar and new words clearly.
 | 1. Use activities suggested in the Class II Teacher’s Guide
2. Appropriate readers and nursery rhymes from class I and II
3. Use appropriate Workbooks of Classes PP-II
4. Reading aloud the text…
5. Guided and choral reading of the text… or reader…
6. Other relevant activities
 |
| **Writing** 1. Name of fruits, domestic animals, vegetables, family members and other common things
 | 1. Shape letters accurately.
2. Use capital and small letters appropriately.
3. Use more detailed drawings to represent the stories they make up and hear.
4. Use full stops and question marks appropriately at the end of sentences.
5. Develop their ideas in a series of simple sentences using capital letters, full stops and question marks.
6. Write a sentence or sentences guided by pictures or objects.
7. Enjoy listening to and speaking English
8. Read what they have written and make corrections related to mechanics.
 | 1. Use appropriate Workbooks (Classes PP, I and II)
2. Use activities suggested in the Teacher’s Guide (Classes PP, I & II)
 |
| **Mathematics** | 1. **The four operational signs**
2. **Time and money**
3. **Comparison**
4. **Ascending and Descending order**
 | 1. Learn numbers up to 1000
2. Compare smaller numbers to 1000
3. Learn addition of single digits
4. Learn subtraction of one digits
5. Identify basic 3-D shapes and patterns
6. Identify basic 2-D shapes and patterns
7. Idea of length and distance
8. Understand the concept of time: seconds, minutes and hours
9. Identifies currency notes and coins
10. Compare object on the basis of heavy, light, etc.
11. Get familiar with seasons
12. Learn to arrange numbers
13. Learn two digits addition
14. Learn two digits subtraction
15. Learn one digit multiplication
16. Learn one digit division
 | 1. Use different strategies to add, subtract, multiply and divide depending on needs of students
2. Use different algorithms to add and subtract
3. Apply operation in day today life situation
4. Able to associate 3D shape like cone, sphere, etc. with common shape like book, bottle, etc.
5. Apply the concept of 2-D shapes
6. Measuring length and distance using non-standard and standard units
7. Using analogue and digital clock for time
8. Using dummy notes for teaching money concept
9. Using non- standard and standard unit for comparing objects
10. Season
11. Measuring length
 |
| **Daily living skills** | **Personal Care** | 1. **Za-Cha-Drosum (Grooming & Social Graces)**
2. **Toilet Activities**
 | 1. Follow timing for different daily activities
2. Practise grooming
3. Practice social graces
4. Use washroom properly
 | **Grooming** 1. combing and care of hair
2. dressing and undressing (gho/kira)
3. shaving, using facial cream
4. using hair oil
5. skin care, applying cosmetics
6. female grooming and hygiene
7. polishing and maintaining of shoes

**Social Graces**1. table manners, eating habits with fingers, spoon etc.
2. postures while sitting, standing and talking
3. gait
4. style and mode of dressing
5. gestures
6. social manners, etiquette, courtesy
7. socializing, art of conversation

**Toilet Activities**1. Proper use of latrine/toilet/wash room
2. Posture while using squatting and western style toilets
3. Flushing of water etc.
 |
| **Cooking Skills** | **Kitchen items**  | 1. Orient on kitchen items and groceries
2. Prepare tea
3. Cook rice
 | **Orientation of**1. kitchen equipment, utensils, knives
2. special adaptations
3. grains, pulses, vegetables, flour, spices and provisions
4. different parts of stove, fuel, fire place
5. gas lighter, matchbox etc.

**Practical**1. Making tea
2. Cooking rice/kharang
3. Boil water
 |
| **Community Cultural Values** | **Tradition and culture** | **Preserving culture** | 1. Listen and sing national anthem
2. Practice how to prostrate
3. Learn how to receive blessings
4. Learn and practice to wear kabney/rachu and sit
5. Learn to recite simple prayers
6. Attend local festivals
 | 1. Listen and sing national anthem
2. Prostration
3. Learn how to receive blessings
4. Wearing kabney/rachu and sitting
5. Recitation of simple prayers
6. Attending local festivals
 |
| **Creative Arts** | **Arts Education** | **Drawing**1. Small Arm Movement
2. Lines
3. Curves
4. Tracing
5. Read, draw and colour
6. Stick Figure
 | 1. Scribble on paper to practice small arm movement
2. Scribble full page with proper hand-eye coordination.
3. Draw straight lines by joining dots neatly.
4. Show hand-eye coordination while drawing lines.
5. Trace the dotted outline of curves
6. Create more curves as desired.
7. Trace around the shapes of an object.
8. Create the same outline of an object chosen by tracing.
9. Read the instructions clearly in the work book.
10. craw the picture as instructed
11. Colour the picture.
12. Replicate stick figure drawings.
13. Draw a simple stick figure depicting various actions.
 | Refer Class I Teacher Manual for Arts Education |
| **Painting**1. Trace and colour
2. Smudge picture
3. Hand Prints
4. Leaf and flower printing
5. etching
6. My Rainbow
7. Colour mixing
8. Block printing
9. Thread Painting
 | 1. Trace carefully over the given outlines to form an accurate image.
2. Colour the picture within the traced lines.
3. Create a smudge picture.
4. Use the colour economically
5. Interpret their smudge picture.
6. Create an image using hand print.
7. Use their hand to make various creative pictures.
8. Make prints using leaves and flowers.
9. Appreciate patterns of flower and leaf.
10. Use colour Etching to create an image.
11. Colour the rainbow as they have seen and remember.
12. Copy and colour the rainbow as shown in the example.
13. Name primary and secondary colours
14. Paint the given outline image with different colours (primary and secondary)
15. Talk about their painting and colour used
16. Make prints by stamping blocks on the paper.
17. Make different prints using blocks from other groups.
18. Create their own thread painting after the teacher's demonstration.
19. Develop fine motor skills
 | Refer Class I Teacher Manual for Arts Education |
| **Craft**1. Paper flower
2. Paper Collage
3. Cut and paste
4. (black necked crane)
5. Tear Paste
 | 1. Fold and cut papers in desired shape.
2. Paste the cut-out shapes to make flowers.
3. Use the paper economically.
4. Create collage by pasting torn papers.
5. Reuse waste papers
6. Paste the cut-out papers on the given outline picture.
7. Reuse waste papers
8. Create collage by pasting torn papers.
9. Reuse waste papers
 | Refer Class I Teacher Manual for Arts Education |

**Key Stage III**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Strand** | **Theme/Chapter** | **Topic (s)** | **Learning Objectives** | **Suggestive activities** |
| **Literacy and Numeracy Skills** | **རྫོང་ཁ།** | **ཕྲད་ཀྱི་སྦྱོར་བ།** ༡. ལ་དོན། ༢. འབྱུང་ཁུངས།༣. འདྲི་ཚིག། ༤. རྒྱན་སྡུད། ༥. བྱེད་སྒྲ།  | ༡. ལ་དོན་སྐོར་ལྷབ་ནི། ༢. འབྱུང་ཁུངས་སྐོར་ལས་ལྷབ་ནི།༣. འདྲི་ཚིག་སྐོར་ལྷབ་ནི། ༤. རྒྱན་སྡུད་སྐོར་ལྷབ་ནི།༥. བྱེད་སྒྲ་སྐོར་ལྷབ་ནི།  | ༡. **ལ་དོན།** མོ་ལུ་སྤྲོད། ང་ ནཱ་ལུ་ཡོད། ནང་ན་སོང་། བླམ་ལུ་ཕུལ་ སོགས། འབྲེལ་ཡོད་ཅ་དངོས་ཀྱི་ མིང་ཚིག་ཚུ་དང་གཅིག་ཁར་ རྗོད་ཚིག་དང་ བཤད་པ་སྦྱང་བ།**༢. འབྱུང་ཁུངས།** སྤུ་ན་ཁ་ལས་ ཨིན། ཁོ་ལས་ ལེན་ཡི། ཕ་ལས་ འོངས་ཡི། ནཱ་ལས་སོང་ནུག་སོགས་ འབྲེལ་ཡོད་མིང་ཚིག་དང་སྦྱར་སྦེ་ བཤད་པ།**༣. འདྲི་ཚིག།** ག་སྨོ? ག་ཅི་སྨོ? ག་ཏེ་སྨོ? **༤. རྒྱན་སྡུད།** ཁོ་ཡང་ཨིན། བྲི་ར་བྲིས་ཡི། ཡོད་ར་ཡོད།**༥. བྱེད་སྒྲ།** གིས་ཀྱིས་གྱིས་སོགས།**སློབ་སྟོན་མཁོ་ཆས།** དབང་མོ་དང་ཆ་རོགས། སྒོའི་དྲིལ་བུ་ཏིང་ཏིང་། ཅོག་འཐདཔ་འཚོལ་མི། ཀ་ ཨ་ལོའི་སྤྲོ་གླུ། ཤོག་ཁྲམ་ཤོག་གྲངས་༡༡ འབད་མི། ཡིག་བཟོའི་་སྦྱོང་དེབ། ང། ལོ་འཁོར་བཅུ་གཉིས། མཆོད་ཆའི་མིང་གི་ཤོག་ཁྲམ།འབྲུག་གི་རྒྱལ་དར། ཀ་ ཨ་ལོའི་སྤྲོ་གླུ། ཤོག་ཁྲམ་ཤོག་གྲངས་༡༡ འབད་མི། ཡིག་བཟོའི་་སྦྱོང་དེབ། ང། ལག་ཆའི་མིང་གི་ཤོག་ཁྲམ། ཚར་བཟོའི་ཅ་ལའི་མིང་གི་ཤོག་ཁྲམ། |
| **English**  | **Listening and Speaking** 1. Family terms in sentences
2. Reaction to living environment
3. Listen to simple instructions.
4. Listen to the words referring to classroom objects
 | 1. Use the listening and speaking skills developed in earlier classes.
2. Develop positive emotions for boosting self esteem
3. Follow and give directions in simple sentences.
4. Initiate conversations and respond to others in familiar situations such as in the classroom and library and on the playground.
5. Speak with clear pronunciation.
6. Use newly acquired vocabulary appropriately.
7. Deliver very short speeches.
8. Enjoy listening to and speaking English
 | 1. Use activities suggested in the Teacher’s I, II and II Teacher’s Guide
2. Use appropriate Workbooks (Classes PP, I and II)
3. Positive emotions and self-esteem in our life.
4. Express what makes friends and self, happy.
5. Psychosocial problems and solutions (refer Guide Book for Teachers: Comprehensive School Health Programme for point 3, 4 & 5)
6. Other additional activities
 |
| **Reading & Literature** Readers from Class II -Read aloud - guided reading- Choral reading  | 1. Follow the rhythm of rhymes, songs and poems.
2. Read simple texts aloud.
3. Follow the stories they hear and say what they like about them.
4. Initiate words of greeting and expand words of courtesy appropriately.
5. Follow and give simple instructions.
6. Ask, and respond to, simple questions with proper intonation
7. Pronounce familiar and new words clearly.
 | 1. Use activities suggested in the Class I and II Teacher’s Guide
2. Appropriate readers II
3. Use appropriate Workbooks of Classes PP-II
4. Reading aloud the text…
5. Guided and choral reading of the text… or reader…
6. Other relevant activities
 |
| **Writing** 1. Name of fruits, domestic animals, vegetables, family members and other common things
 | 1. Write a sentence or sentences guided by pictures or objects.
2. Develop their ideas in a series of simple sentences using capital letters, full stops and question marks.
3. Use the writing strategies developed in earlier classes.
4. Write clearly and legibly.
5. Read what they have written and make corrections related to mechanics.
6. Write and share at least three small pieces of writing with the teacher
7. Enjoy writing as a creative activity.
 | 1. Use appropriate Workbooks (Classes PP, I and II)
2. Use activities suggested in the Teacher’s Guide (Classes PP, I & II)
 |
| **Mathematics** | 1. **Number line**
2. **Comparison**
3. **Simple fraction**
4. **Time and cost estimation**
5. **Money**
6. **Mass and Capacity**
 | 1. Learn three digits addition
2. Learn three digits subtraction
3. Learn two digits multiplication
4. Learn two digits division
5. Use simple number line for addition and subtraction
6. Use comparison signs in three digit numbers
7. Learn simple fractions and different types of fraction
8. Calculate time estimate for assignment (breaking down into parts)
9. Measuring mass using non-standard and standard
10. Measuring capacity using non-standard and standard
11. Basic shopping
 | 1. Use different strategy to add, subtract, multiply and divide depending on needs of students
2. Use different algorithms to add and subtract
3. Apply operation in day today life situation
4. Use number line for simple addition and subtraction
5. Introduce to concept of simple fraction and different types of fraction
6. Measuring mass using non- standard and standard units (basics)
7. Basic conversion of times
8. Basic concept of shopping
9. Measuring capacity using non- standard and standard units (basics)
10. Basic concept of shopping
 |
| **Daily living skills** | **Personal Care** | **Za-cha-drosum (Social Graces)** | 1. Follow timing for different daily activities
2. Practice social graces
 | 1. table manners, eating habits with fingers, spoon etc.
2. postures while sitting, standing and talking
3. gait
4. style and mode of dressing
5. gestures
6. social manners, etiquette, courtesy
7. socializing, art of conversation
 |
| **Cooking Preparatory skills** | **Pre-Cooking preparatory procedure** | 1. Orient on kitchen items and groceries
2. Practice cooking preparatory skills
3. Practice serving food and water
 | 1. **Orientation of**
2. kitchen equipment, utensils, knives
3. special adaptations
4. grains, pulses, vegetables, flour, spices and provisions
5. different parts of stove, fuel, fire place
6. gas lighter, matchbox etc.

b. **Preparatory Operations**1. cutting, slicing, peeling, pouring
2. grinding, mixing, kneading
3. washing, cleaning, soaking, scrubbing
4. seiving, filtering, straining
5. rolling bread and roasting(*roti* making)
6. boiling, frying
7. making fire, lighting stove or cooking gas
8. operation and care of stove/gas stove
9. steaming and pressure-cooking
 |
| **Manners for serving food** | **Serving food** | 1. Learn skills for serving food and water | **Serving Food**1. taking out food in serving bowls
2. setting dining table or arranging on floor
3. putting food on dining table/floor
4. *following clock-wise method of putting food in plates*
5. serving water
6. removing bowls, plates and cleaning table
 |
| **Cooking**  | **Cooking practical** | 1. Prepare Tea/Suja
2. Prepare simple dishes
 | 1. Preparing Tea/Suja
2. Preparing rice
3. Preparing Dhal
4. Prepare vegetable curry
5. Prepare ezay
 |
| **Home management**  | **House Keeping Skills** | 1. Learn to clean and care home
2. Learn ways to care furniture
3. Practice laundry techniques
4. Practice skills for washing utensils
5. Practice bed-making skills
 | 1. **Cleaning**
2. sweeping, dusting
3. washing, scrubbing, mopping floor

**b. Care of Furniture**1. Dusting
2. wiping of tabletops
3. keeping furniture at fixed locations
4. hanging curtains

**c. Laundry**1. sorting, washing, drying
2. folding, ironing, proper stacking
3. mending, stitching, buttoning

**d. Washing Utensils**1. sequence in scrubbing and washing
2. use of cleaning powder and scrubber
3. disposing off waste
4. drying utensils
5. replacing utensils at pre-determined locations
6. special care of crockery

**e. Bed-making**1. location of cots
2. adjusting of mattresses
3. spreading of bedspreads
4. positioning of pillows, blankets and bed-sheets
 |
| **Gardening** | **Vegetable gardening** | 1. Make a vegetable garden
2. Grow one vegetable
 | 1. making a vegetable garden
2. growing a chosen vegetable
 |
| **Community Cultural Values** | **Tradition and Culture** | **Preserving culture** | 1. Listen and sing national anthem
2. Practice how to prostrate
3. Learn how to receive blessings
4. Learn and practice to wear kabney/rachu and sit
5. Learn to recite simple prayers
6. Attend local festivals
 | 1. Listen and sing national anthem
2. Prostration
3. Learn how to receive blessings
4. Wearing kabney/rachu and sitting
5. Recitation of simple prayers
6. Attending local festivals
 |
| **Creative Arts** | **Arts Education** | **Drawing**1. Straight lines
2. Different Curves
3. Drawing fruits
4. Drawing flowers
5. Drawing faces
 | 1. Copy different straight lines in their workbook
2. Draw free - hand straight lines
3. Copy different curves
4. Draw similar images as shown in the workbook
5. Study real fruits or pictures of fruits displayed
6. Draw fruits closely resembling the image
7. Paint using similar colours
8. Name some common flowers found around
9. Draw some flowers of their choice
10. Colour the flowers accordingly
11. Read words describing different emotions
12. Draw faces that depict emotions
 | Refer Class II Teacher Manual for Arts Education |
| **Painting**1. Cotton printing
2. Figure painting
3. Trace and colour
4. Colour mixing
5. Read and colour
6. Drawing shapes and forms.
7. Smudge picture
8. Land scape
9. Wax painting
 | 1. Makes prints using cotton to create an art work
2. Use different colours to make the image more attractive
3. Paint the image using fingerprints within the outline of *syernya*.
4. Use different colours of prints economically
5. Trace carefully over the given outlines to form an accurate image.
6. Colour the picture within the traced lines
7. Identify primary and secondary colours
8. Produce secondary colours by mixing primary colours
9. Read the instruction and colour picture
10. Use colour economically
11. Identify the basic shapes
12. Arrange these shapes to create an image
13. Shade or colour the image
14. Create a smudge picture
 | Refer Class II Teacher Manual for Arts Education |
| **Craft** 1. Cut Paste
2. Tear and paste
3. Seed collage
4. Paper matClay work( 3D shape)
 | 1. Paste the cut out papers on the given outline picture (*Crane*)
2. Reuse waste papers
3. Create collage by pasting torn papers
4. Reuse waste papers
5. Create collage using different seeds and grains
6. Arrange and paste seeds in a proper way to create a better pattern.
7. build teamwork work
8. Cut or tear paper strips
9. Weave paper mat after teacher’s demonstration
10. Make good use of waste papers
11. Make wild animals
12. Colour the models
13. Maintain cleanliness of the work area
 | Refer Class II Teacher Manual for Arts Education |

**Key Stage IV**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Strand** | **Theme/****Chapter** | **Topic(s)**  | **Learning Objectives** | **Suggestive activities**  |
| **Literacy and Numeracy Skills** | **རྫོང་ཁ།** | **ལྷག་རིག།** ༡. རྗོད་ཚིག། ༢. རིགས་སྒྲེ་བཤད་པ། ༣. ལོ་རྒྱུས་བྲི་ནི།  | ༡. རྗོད་ཚིག་སྐོར་ལྷབ་ནི། ༢. རིགས་སྒྲེ་བཤད་སྐོར་ལྷབ་ནི། ༣. ལོ་རྒྱུས་བྲི་ནི་སྐོར་ལྷབ་ནི། | **༡. རྗོད་ཚིག།** ཆ་རོགས་ཀྱི་ངོ་སྤྲོད། མིང་ཚིག་ལག་ལེན་འཐབ་ནི། སྒྲུབ་ཚིག་དང་ དགག་ཚིག་སོགས་ལག་ལེན་འཐབ་སྟེ་ རྗོད་ཚིག་བྲི་ནི།**༢. བཤདཔ།** པར་དང་ ཅ་ལ་ལུ་བལྟ་སྟེ་ བཟོ་རྣམ་དང་། ཁ་དོག་ དབྱིབས་ སྤྱོད་རྣམ་ཚུ་ལུ་བལྟ་སྟེ་ བཤད་པ་བྲི་ནི།**༣. ལོ་རྒྱུས།** ག་ཅི་འབད་ཡི་ག་ ཡུན་རིང་ཐུང་གཉིས་ཀྱི་ གནས་ཚུལ་སླབ་ནི།*(དགུ་པ་དང་ བཅུ་པ་གཉིས་ཅོག་འཐདཔ་མེན་པར་ སློབ་དཔོན་གྱིས་ དོན་ཚན་འདི་ལས་རིགས་བསྒྲེས་ཏེ་ མཐོ་དམའ་བཟོ་སྟོན་དགོ་)***སློབ་སྟོན་མཁོ་ཆས།** ཉེ་འབྲེལ་མིང་ཚིག་རབ་འབྱེད། སློབ་རིམ་བློ་གསར་ལཱ་ཤོག། འབུཔ་གི་མིང་གི་ཤོག་ཁྲམ། སློབ་རིམ་༢ པའི་ཤོག་ཁྲམ། ཉེ་འབྲེལ་མིང་ཚིག་རབ་འབྱེད། སློབ་རིམ་༡ པའི་ལཱ་ཤོག། ང་བཅས་རའི་འབྲུ་སྣ་དགུ། (ཤོག་ཁྲམ) སློབ་རིམ་༢ པའི་ཤོག་ཁྲམ། |
| **English** | **Listening and Speaking** 1. Family – words for relationships
2. Speak in simple sentences.
3. Talk about classroom and family.
4. Surviving in a community
 | 1. Use the listening and speaking skills developed in earlier classes.
2. Follow and give directions in simple sentences.
3. Learn social skills for survival in community
4. Initiate conversations and respond to others in familiar situations such as in the classroom and library and on the playground.
5. Produce the long and short vowel sounds.
6. Listen to fables and other topics of interest.
7. Show a clear understanding of word order in simple sentences and questions.
8. Speak with clear pronunciation.
9. Use newly acquired vocabulary appropriately.
10. Deliver very short speeches.
11. Enjoy listening to and speaking English.
 | 1. Use activities suggested in the Teacher’s I, II and III Teacher’s Guide
2. Use appropriate Workbooks (Class PP, I and II)
3. Coping and self-management skills through critical thinking and problem solving skills or decision making skills (refer Guide Book for Teachers: Comprehensive School Health Programme)
4. Other relevant activities
 |
| **Reading & Literature** **Selected readers from Class III** -Read aloud -Buddy reading- guided reading- Choral reading  | 1. Use the reading strategies developed in earlier classes.
2. Read aloud with fluency and expression.
3. Use a picture dictionary to introduce the structure of the dictionary and alphabetical order.
4. Identify the main idea of a short text.
5. Identify internal rhymes in poetry.
6. Employ the features of personal letters to help them make meaning in their reading.
7. Employ the features of fables and use them to make meaning in their reading.
 | 1. Use activities suggested in the Teacher’s I, II and III Teacher’s Guide
2. Use appropriate Workbooks (Class PP, I and II)
3. Readers from class III
4. Other relevant activities
 |
| **Writing** 1. Name of fruits, domestic animals, vegetables, family members and other common things in the environment.
 | 1. Write words and phrases to show understanding of the environment.
2. Write simple sentences to demonstrate knowledge and understanding**.**
3. Write a sentence or sentences guided by pictures or objects.
4. Develop their ideas in a series of simple sentences using capital letters, full stops and question marks.
5. Share at least three pieces of writing with their teacher.
6. Enjoy writing as a creative activity.
7. Read what they have written and make corrections related to mechanics.
 | 1. Use activities suggested in the Teacher’s I, II and III Teacher’s Guide
2. Use appropriate Workbooks (Class PP, I and II)
 |
| **Mathematics** | 1. **Comparison**
2. **Simple fraction**
3. **Time and cost**
4. **Money saving**
5. **Profit, Loss and Simple Interest**
6. **Mass and Capacity**
7. **Data and Probability**
 | 1. Use comparison signs in three digit numbers
2. Addition and subtraction of fraction
3. Conversion of Time
4. Money management (expenditure)
5. Profit, Loss and Simple Interest
6. Data management
 | 1. Apply operation in day today life situation
2. Addition and subtraction of fraction
3. Basic conversion of times
4. Money management
5. Simple ways to find profit and loss
6. Calculate simple interest
7. Managing simple data
8. Applying probability in day today life
 |
| **Daily living skills** | **Manners of serving food** | **Serving food** | 1. Exhibit the skills for serving food and water
 | 1. **Serving** **Food**
2. taking out food in serving bowls
3. setting dining table or arranging on floor
4. putting food on dining table/floor
5. *following clock-wise method of putting food in plates (for MIK students)*
6. serving water
7. removing bowls, plates and cleaning table
 |
| **Home Management** | **House Keeping Skills** | 1. Learn to clean and care home
2. Learn ways to care furniture
3. Practice laundry techniques
4. Practice skills for washing utensils
5. Practice bed-making skills
 | 1. **Cleaning**
2. sweeping, dusting
3. washing, scrubbing, mopping floor

**b. Care of Furniture**1. Dusting
2. wiping of tabletops
3. keeping furniture at fixed locations
4. hanging curtains

**c. Laundry**1. sorting, washing, drying
2. folding, ironing, proper stacking
3. mending, stitching, buttoning

**d. Washing Utensils**1. sequence in scrubbing and washing
2. use of cleaning powder and scrubber
3. disposing off waste
4. drying utensils
5. replacing utensils at pre-determined locations
6. special care of crockery

**e. Bed-making**1. location of cots
2. adjusting of mattresses
3. spreading of bedspreads, positioning of pillows, blankets and bed-sheets
 |
| **Home Economics** | 1. **Money Management**
2. **Shopping Techniques**
 | 1. Learn money identification and management skills
2. Learn basic shopping techniques
 | 1. **Money Management**
2. currency identification, coin counting
3. safe keeping of money
4. budgeting for the month
5. simple account keeping
6. savings and investment

 b. **Shopping Techniques** 1. quality of products
2. types of shops and their location
3. system, period and frequency of buying
4. benefits of bulk buying
5. consumer rights and responsibilities
6. sequence in stacking of items in the bag
 |
| **Home appliances** | 1. **Using appliances**
2. **Home care**
 | 1. Explore the uses of different home appliances
2. Exhibit home care skills
 | 1. **Using Appliances**
2. electric switches, plugs, fan regulators, electric heaters
3. telephone, fax, Xerox, computers
4. refrigerator, geyser, pressure cooker, rice cooker, curry cooker, water boiler etc.
5. mp3 player, radio, television
6. shaver
7. **Care of the Home**
8. sweeping and mopping floors
9. proper placing of furniture, TV, other appliances etc.
10. keeping doors and windows properly closed or opened to avoid protruding shutters
11. Keeping movement areas free of obstructions.
 |
| **First Aid** | **First Aid** | 1. Use basic first aid tools
 | **Use the following tools:**1. Bandage
2. Cotton Swab
3. Scissors
4. Band-Aid
5. Apply simple medicine
 |
| **Cooking**  | **Cooking practical** | 1. Prepare local dishes
 | 1. Preparing Tea/Suja
2. Preparing rice
3. Preparing Dhal/jaju
4. Preparing vegetable curry/kewa datsi/ema datsi/shamu datsi
5. Boiling/ frying eggs (making omelette)
6. Preparing porridge (thukpa)
7. Preparing of Desi
 |
| **Gardening** | **Vegetable gardening**  | 1. Make a vegetable garden
2. Grow one vegetable
 | 1. making a vegetable garden
2. growing one or two chosen vegetables
 |
| **Community Cultural Values** | **Tradition and Culture** | **Preserving culture** | 1. Listen and sing national anthem
2. Sing zhabten of His Majesty
3. Practice how to prostrate
4. Learn how to receive blessings
5. Learn and practice to wear kabney/rachu and sit
6. Learn to recite simple prayers
7. Attend local festivals
 | 1. Listen and sing national anthem
2. Sing zhabten of His Majesty
3. Prostration
4. Learn how to receive blessings
5. Wearing kabney/rachu and sitting
6. Recitation of simple prayers
7. Attending local festivals
 |
| **Creative Arts** | **Arts Education** | **Drawing**1. Draw and Colour
2. Tone
3. Object Drawing
4. Sketching
5. Memorable Moments
 | 1. Draw simple traditional flowers, leaves and buds
2. Colour the drawn pictures
3. Differentiate tones of pencils
4. Draw objects using pencils showing different tones on the picture
5. Sketch anything, they see around them
6. Present their memorable moments in the form of art
 | Refer Class III Teacher Manual for Arts Education |
| **Painting**1. Colour Mixing
2. Straw Painting
3. Symmetry colouring Using stencils to print
 | 1. Reproduce the colour given in the workbooks by mixing two colours
2. Identify primary and secondary colours
3. Create using straw
4. Look and colour to complete the picture
5. Use stencils to create designs
 | Refer Class III Teacher Manual for Arts Education |
| **Craft** 1. Paper Lantern
2. Paper Doilies
3. Paper Bird
4. Paper Photo Frame
5. Finger Puppet
6. Mask
7. Nature Printing
8. Pencil Shaving
9. 3D Collage
 | 1. Create design using colour to make colourful paper lamps
2. Make different kinds of paper doilies
3. Make simple paper birds
4. Make a simple paper photo frame
5. Make puppets out of paper
6. Make simple paper masks
7. Create art using prints from vegetables
8. Use pencil shavings to make collage
9. Create 3D collage with used materials/ waste materials.
 | Refer Class III Teacher Manual for Arts Education |

**Key Stage V**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Strand** | **Theme/****Chapter** | **Topic (s)** | **Learning Objectives** | **Suggestive activities** |
| **Literacy and Numeracy Skills** | **རྫོང་ཁ།** | **ལྷག་རིག།** ༡. འགྲེལ་བཤད། ༢. ལོ་རྒྱུས། ༣. མིང་ཚིག་གོ་དོན། ༤. བསམ་འཆར།  | ༡. འགྲེལ་བཤད་སྐོར་ལྷབ་ནི། ༢. ལོ་རྒྱུས་སྐོར་ལྷབ་ནི། ༣. མིང་ཚིག་གོ་དོན་སྐོར་ལྷབ་ནི། ༤. བསམ་འཆར་སྐོར་ལྷབ་ནི།  | **༡. འགྲེལ་བཤད།** དབྱིབས་དང་ གནས་སྟངས་ལུ་བལྟ་སྟེ་ བཤད་པ་བྲི་ནི། པར་གྱི་ཐོག་ལས་བྲི་ནི།**༢. ལོ་རྒྱུས།** འདས་པའི་ ཉམས་མྱོང་ག་ཅི་བཟུམ་འབད་རུང་ སྤྲོ་བ་ ལཱ་ཁག་སོགས་ སོགས་ཀྱི་གནས་སྟངས་བཟོ་སྟེ་བྲི་ནི།**༣. མིང་ཚིག་གོ་དོན།** པར་/རྗོད་ཚིག་བཟོ་ནི། མིང་ཚིག་གི་ རྗོད་ཚིག་བཟོ་ནི་དང་། གོ་དོན་པར་བྲི་ནི།**༤. བསམ་འཆར།** བདེ་བ་དང་མ་བདེ་བའི་ གནས་སྟངས་ཚུ་བཙུགས་ཏེ་ བསམ་འཆར་བྲི་ནི། ང་ ལྟོཝ་བཀྱེས་ཆི་ཡི། མགུ་ནཝ་མས། བཟུམ་བཀོད་ནི།*བཅུ་གཅིག་པ་དང་བཅུ་གཉིས་པ་ ཅོག་འཐདཔ་མེན་པར་ སློབ་དཔོན་གྱིས་ དོན་ཚན་འདི་ལས་རིགས་བསྒྲེས་ཏེ་ མཐོ་དམའ་བཟོ་སྟོན་དགོ་)***སློབ་སྟོན་མཁོ་ཆས།** སློབ་རིམ་༢ པའི་ལཱ་ཤོག། སློབ་རིམ་༣ པའི་ཤོག་ཁྲམ། ཁྱིམ་ནང་ཅ་ལའི་ཤོག་ཁྲམ། གོ་གནས་སོ་སོའི་ན་བཟའ་དང་བཀབ་ནེ་འཐོབ་ཐངས་དང་ཚོས་གཞིའི་རིགས། སློབ་རིམ་༣ པའི་ལཱ་ཤོག། སློབ་རིམ་༣ པའི་ཤོག་ཁྲམ། བྱི་ལི་ནོར་བུ། (ཤོག་ཁྲམ) དབང་མོ་གི་ནང་མི་ཉེ་ཚན། (ཤོག་ཁྲམ) |
| **English** | **Listening and Speaking** 1. Listen to and talk about things in the school and the locality.
2. Speak on a chosen topic for at least 30 seconds (Speak to elaborate)
3. Deliver prepared Speeches
4. Listening to audio materials and responding.
5. Participate actively in discussions.
6. Survival in community
 | 1. Speak in simple sentences to demonstrate their understanding and knowledge of given topics.
2. Prepare simple speeches about topics outside the immediate environment and deliver them to an audience
3. Respond to conversations appropriately showing understanding.
4. Exhibit social skills for working and living in a community
 | 1. Use activities suggested in the Teacher’s I, II and III Teacher’s Guide
2. Use appropriate Workbooks (Class PP, I and II)
3. Coping and self-management skills through critical thinking and problem solving skills or decision making skills
4. Importance of Peer-relationship
5. Work ethics and social manners (refer Guide Book for Teachers: Comprehensive School Health Programme for point 3 ,4 & 5)
6. Other relevant activities
 |
| **Reading & Literature** -Independent reading-Read aloud - guided reading- Choral reading | 1. Follow the rhythm of rhymes, songs and poems.
2. Read simple texts aloud.
3. Follow the stories they hear and say what they like about them.
4. Initiate words of greeting and expand words of courtesy appropriately.
5. Follow and give simple instructions.
6. Ask, and respond to, simple questions with proper intonation
7. Pronounce familiar and new words clearly.
 | 1. Use activities suggested in the Teacher’s I, II and II Teacher’s Guide
2. Use appropriate Workbooks (Class PP, I and II)
3. Other relevant activities
4. Stories and essays and poems appropriate to the learners’ competencies.
 |
| **Writing** 1. Write about things beyond the immediate environment.
2. Paragraph writing
3. Letter Writing
 | 1. Write a sentence or sentences guided by pictures or objects.
2. Develop their ideas in a series of simple sentences using capital letters, full stops and question marks.
3. Write simple letters
4. Share at least three pieces of writing with their teacher.
5. Enjoy writing as a creative activity.
6. Read what they have written and make corrections related to mechanics.
 | 1. Use activities suggested in the Teacher’s I, II and III Teacher’s Guide
2. Use appropriate Workbooks (Class PP, I and II)
3. Individual writing assignments on self-selected topics (suggestive topics such as career choice, future dreams, living harmoniously etc.)
4. Writing activities in the class to provide individual attention.
 |
| **Mathematics** | **Bank loans****Business plan** | 1. Use mathematical knowledge to calculate the interests on different types of loan
2. Develop a small business plan
3. Interpret simple data in bar graph
 | 1. Bank loans and interests on current scenario
2. Develop a simple entrepreneurship plan
3. Interpret simple data
 |
| **Daily living skills** | **Home****Economics** | 1. **Money Management**
2. **Shopping Techniques**
 | 1. Demonstrate money identification and management skills
2. Demonstrate basic shopping techniques
 | 1. **Money Management**
2. currency identification, coin counting
3. safe keeping of money
4. budgeting for the month
5. simple account keeping
6. savings and investment

b. **Shopping Techniques** 1. quality of products
2. types of shops and their location
3. system, period and frequency of buying
4. benefits of bulk buying
5. consumer rights and responsibilities
6. sequence in stacking of items in the bag
 |
| **Home appliances** | 1. **Using appliances**
2. **Home care**
 | 1. Use different home appliances as appropriate
2. Exhibit home care skills
 | 1. **Using Appliances**
2. electric switches, plugs, fan regulators, electric heaters
3. telephone, fax, Xerox, computers
4. refrigerator, geyser, pressure cooker, rice cooker, curry cooker, water boiler etc
5. mp3 player, radio, television
6. shaver
7. **Care of the Home**
8. sweeping and mopping floors
9. proper placing of furniture, TV, other appliances etc.
10. keeping doors and windows properly closed or opened to avoid protruding shutters
11. Keeping movement areas free of obstructions.
 |
| **First Aid** | **First Aid** | 1. Use basic first aid tools
 | **Use the following tools:**1. Bandage
2. Cotton Swab
3. Scissors
4. Band-aid
5. Apply simple medicine
 |
| **Cooking**  | **Cooking practical** | 1. Demonstrate skills in preparing local dishes
 | 1. Preparing Tea/Suja/coffee
2. Preparing rice
3. Prepare puri/roti
4. Prepare aludam
5. Preparing Dhal
6. Preparing vegetable curry
7. Preparing jaju
8. Preparing kewa-datsi
9. Preparing ema-datsi
10. Prepare shamu datsi
11. Preparing one or two meat item
12. Boiling/ frying eggs (making omelette)
13. Preparing porridge (thukpa)
14. Preparing of Desi
15. Prepare simple ezay
16. Prepare lasi
17. Prepare cookies/khabzey

*(Teacher should inform the students that most of the dishes are prepared based on personal or suggestive recipes in Bhutnese local homes)* |
| **Gardening** | **Vegetable gardening** | 1. Make a vegetable garden
2. Grow vegetables
 | 1. making a vegetable garden
2. growing vegetables
 |
| **Community Cultural Values** | **Tradition and Culture** | **Preserving culture** | 1. Listen and sing national anthem
2. Sing zhabten of His Majesty
3. Practice how to prostrate
4. Learn how to receive blessings
5. Learn and practice to wear kabney/rachu and sit
6. Learn to recite simple prayers
7. Attend local festivals
 | 1. Listen and sing national anthem
2. Sing zhabten of His Majesty
3. Prostration
4. Learn how to receive blessings
5. Wearing kabney/rachu and sitting
6. Recitation of simple prayers
7. Attending local festivals
 |
| **Creative Arts** | **Arts Education** | **Drawing**1. Drawing facial parts.
2. Sketching figures
3. Drawing cartoon faces.
4. Sketching
5. ( land scape)
6. Traditional drawing
7. Portrait.
8. Still life drawing
 | 1. Observe and draw facial parts
2. Sketch human figures
3. Draw simple cartoon faces
4. Observe the landscape of their choice and make a sketch
5. Draw simple Bhutanese motifs( *Doe yen nga na)*
6. Draw a portrait
7. Make still life drawing
 | Refer Class IV Teacher Manual for Arts Education |
| **Painting**1. Multi-colour print
2. Water colour technique
3. Water colour painting
4. Multi-Colour Spray painting
5. Traditional painting
 | 1. Make multi colour print using card board blocks
2. Use basic skills in water colour
3. Use water colour to paint objects that they have chosen from in or around the class
4. Use natural colours to create light and dark effects in the pictures
5. Create painting by spraying multiple colour
6. Use white and black to create traditional effects
 | Refer Class IV Teacher Manual for Arts Education |
| **Craft**1. Collage( mixed media)
2. Paper frame
3. Paper flower
4. Paper bird
5. Paper plate
6. Pop Up Cards
7. Grid drawing
 | 1. Use mixed media in an image/object of their choice and create a collage
2. Make paper frames
3. Make a paper flower
4. Make a paper bird
5. Make a paper plate
6. Make pop up cards
7. Enlarge the drawing/ picture using the grid method
 | Refer Class IV Teacher Manual for Arts Education |

ASSESSMENT AND EXAMINATIONS GUIDELINES FOR SPEICAL AND INCLUSIVE EDUCATION

## Rationale

Our education system consistently strives towards ensuring inclusion of every child to access quality education services for all children, including children with disabilities. The children with disabilities are provided education broadly through three different education settings such as;

1. Wangsel Institute for students with Deafness,

2. Muenseling Institute for students with vision impairment and,

3. Students in Schools with SEN Programme.

Currently, there are 740 students in 20 SEN Programme schools including the two special institutes.

In the wake of COVID-19 pandemic, schools and institutions across the country are closed as a part of vital measures to prevent the spread of the virus. In order to ensure continuation of education service delivery to students with Special Educational Needs (SEN), adapted and prioritised curriculum are being implemented in the special institutes and schools with SEN programmes. The same curriculum delivery modality will be continued based on the EiE framework developed by the REC for phase II depending on the situation till the end of 2020 academic session. To facilitate promotion of CWDs to next higher grades, development of appropriate assessment techniques is felt vital. Hence the EiE Assessment Framework for Special and Inclusive Education has been developed to gauge the learning outcome of CWD. This document is aimed at helping teachers assess the learning of students by ensuring that they all have a fair and equitable opportunity to demonstrate their learning and see their progress being valued by their teachers, schools and the national education system.

The EiE Assessment Framework for Special and Infusive Education focuses mainly on assessing actual learning of students through effective assessment strategies. These guidelines are carefully developed to overcome the barriers in education for students with disabilities, ensuring equitable access and opportunity in learning so that they are able to demonstrate their learning in the most appropriate manner.

Teachers are encouraged to refer to AEPT Guidelines for Special and Inclusive education for detailed information where appropriate.

1. **Objectives**
2. To have a more appropriate, reliable and uniform assessment, examination and promotion system for students with disability.
3. To provide an equal opportunity for appropriate learning and smooth transition for students with disabilities through proper assessment and evaluation procedures.
4. Facilitate the continuity of learning of students with special educational needs.
5. **Assessment Modes and Strategies**

The assessment strategies should be meaningful, motivational, engaging to guide students in their learning process. Although, assessment modality is time intensive, special consideration to make the assessment modality as appropriate as possible for CWDs to gauge the intended learning outcomes should be made. The assessment modality should have a multi-stage assessment procedure focusing on three domains such as cognitive, psychomotor and affective.

Those cohorts of students who follow mainstream curriculum, the assessment and examinations will be as per the AC/PC of EiE assessment and examination procedures.

### 3.1 General assessment guideline for Wangsel Institute

The institute at Paro provided general education services for children with hearing difficulties. The schools are recommended to implement the following general assessment guidelines.

* + 1. **Continuous Formative Assessment**
1. Teachers shall carry out assessment and keep progress records based on IEP of students.
2. They will use short questions which are modified and simplified according to children’s abilities.
3. Use appropriately adapted and modified assessment techniques as per children’s need. For example, use diagrams, signs, graphics and pictures.
4. Use visual images such as photographs, short clips or computer generated images.
	* 1. **Summative Assessment**
5. Schools shall conduct the summative assessment for both home and national level examination for promotion to the next grade or for transitioning to other institutes through one to one contact using appropriate gadgets.
6. External examiner from NIZC may be continued for vocational trade assessment.
	1. **General assessment guidelines for Muenselling Institute**

The institute provides education services to students with vision impairment. It follows the national curriculum with some adaptation, although there are few exceptional cases.

* + 1. **Continuous Formative Assessment**
1. The institute shall follow the general assessment criteria.
2. Progress records based on IEP where appropriate may be followed based on the children’s learning abilities.
3. Use of appropriate adaptation and modification as per children’s need such timing, use of assistive devices (furniture, equipment etc.), high resolution pictures, print font sizes, transcription of materials into Braille.
4. Recommended for audio-logical assessment for students’ learning using rubric.
	* 1. **Summative Assessment**
5. The institute shall conduct the summative assessment for both home and national level examination.
6. It shall provide materials in large print for assessment.
	1. **General Assessment Guidelines for SEN Programme Schools**

Students with Special Educational Needs receive educational services through the provision of SEN Programme school strategies. Hence, the SEN programme schools cater to mild to moderate and severe disabilities.

**3.3.1. Mild to moderate**

3.3.1.1 Continuous Formative Assessment Students of mild to moderate disabilities general assessment criteria with some adaptation and modifications.

1. Schools shall maintain progress records based on IEP to track children’s learning abilities. Teachers should be encouraged to use short questions which are modified and simplified according to children’s abilities.
2. They should use appropriately adapted and modified assessment tools as per children’s needs. Adaptation processes involve giving responses accommodation through the use of smartphones, calculators, audio recorders, combining words and visuals, sounds and music, etc.
3. Teachers shall help CWDs to complete their assessment with their peers where applicable.
4. They should provide materials in large print for assessment where applicable.
	* + 1. **Summative Assessment**
5. Schools to facilitate participation of CWDs in national level examinations based on their abilities.
6. Provide materials in large print for assessment.
	* 1. **Severe Disabilities**

3.3.2.1. Continuous Formative Assessment

1. Teachers shall assess children’s work based on their IEP.
2. Progress records of individual CWD may be kept to track the progress of learning.
3. Teachers may ask short questions mainly modified and simplified according to children’s abilities
4. Teachers shall use appropriately adapted and modified assessment tools as per children’s performance focusing on life skills such as ADL and O&M. Therefore, teachers use audio-logical assessment tools to fill up the check list on ADL and O&M.
	1. **Special consideration during assessment and examination**

Considering the unique nature of CWDs, a special consideration during assessment may be explored. Some of the recommended tips include;

* + 1. Teachers should ensure provision of preferential sitting, frequent breaks, allowing time extension, and providing space with minimal distraction.
		2. It is also important to ensure the availability of assistive devices and other assessment and examination materials.
		3. Mobile teachers to assess CWDs where appropriate.
	1. **Techniques & Tools**

The assessment and examination of CWDs shall be through different mediums until the schools and institutions reopen.

1. Google classrooms
2. WeChat
3. Messenger
4. Telegram

When schools and institutes reopen, the usual assessment and examination techniques and tools will be used to assess the learning outcome of students based on the EiE Curriculum.

* 1. **Reporting & Recording: Certification, grading, recording**

The promotion of students to next higher grades shall be considered based on their progress records of continuous assessments and summative assessment.

* + 1. The purpose of assessment for CWDs is for motivation, building self-esteem and for smooth transition.
		2. The home examinations for classes PP to IX and XI will be conducted by schools and institutes based on students’ abilities and interest and X and XII will be conducted by Board examinations.
		3. In case of children with severe disability and Deafness, schools shall facilitate the participation of their children in their own schools for class X and XII examination and the certification arrangement with BCSEA.
		4. Students shall be provided an option either to participate or not to participate in the Board Examination.
1. **MONITORING & EVALUATION**

### Role of MoE

1. The MoE shall ensure issuance of directives and guidelines on the modality of the assessment.

### Role of the DEO

1. DEOs and TEOs shall monitor the implementation of EiE Assessment and Examination Framework.

They shall ensure timely report on the implementation procedures by their schools.

* 1. **Role of Principals**
1. Principals ensure that assessment, examination and promotion as per the guidelines are carried out in their schools.
2. They shall provide periodical updates on the status of implementation to their DEOs/TEOs.
3. Principals shall submit final reports to their DEOs/TEOs and relevant agencies.

# Contributors

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| --- |
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| 5 | Mr. Dorji Tshewang  | Curriculum Specialist  | 20 | Mr. Amber Rai | Curriculum Developer |
| 6 | Mr. Tenzin Dorji | Curriculum Specialist  | 21 | Mr. Sangay Tshering | Curriculum Developer |
| 7 | Mr. Kinley Namgyal | Curriculum Developer | 22 | Mr. Tashi Zangpo | Curriculum Developer |
| 8 | Mr. Dorji  | Curriculum Developer | 23 | Mr. Ugyen Lhendup  | Curriculum Developer |
| 9 | Mr. Karchung | Curriculum Developer | 24 | Dr. Dawa Gyaltshen | Curriculum Developer |
| 10 | Mr. Geewanath Sharma | Curriculum Developer | 25 | Mr. Wangchuk (BPU) | Curriculum Developer |
| 11 | Mr. Thinley | Curriculum Developer | 26 | Mr. Karma Tenzin | Training Developer |
| 12 | Mr. Karma Dorji | Curriculum Developer | 27 | Mrs. Chimmi Wangmo | Training Developer |
| 13 | Mr. Wangchuk | Curriculum Developer | 28 | Ms. Kinzang Peldon  | ICT |
| 14 | Mr. Phuntsho Norbu  | Curriculum Developer | 29 | Ms. Pema Lhaden  | Admin. |
| 15 | Mr. Tashi Dendup | Curriculum Developer |  |  |  |

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| 1. **Bhutan Council for School Examinations & Assessment (BCSEA)**
 |
| **Sl.No.** | **Name of Official** | **Designation**  |
|  | Mr. Pema Wangdi | Subject Coordinator  |
|  | Mrs. Renuka Chettri | Subject Coordinator |
|  | Mrs. Sapna Subba | Subject Coordinator |
|  | Mrs. Sharda Rai | Subject Coordinator |
|  | Mr. Sherab Gyeltshen  | Subject Coordinator |
|  | Mrs. Kencho Dem | Subject Coordinator |
|  | Mrs. Dorji Dema  | Subject Coordinator |
|  | Mr. Karma Jigme Lepcha | Subject Coordinator |
|  | Mr. Kinley Dorji | Subject Coordinator |
|  | Mr. Shriman Gurung | Subject Coordinator |
|  | Mr. Loden Chozin | Subject Coordinator |
| **3. Teacher Volunteers** |
| **Sl. No.** | **Subject** | **Name of Teacher** | **School** |
| 1 | Accountancy | Chandra Bdr. Pradhan | Dechencholing HSS, Thimphu |
| 2 | Pema Yoezer | Babesa HSS, Thimphu |
| 3 | Jaya Kumar | Utpal Academy, Paro |
| 4 | AgFS | Ugyen Choden | Utpal Jr., Paro |
| 5 | Sonam Rinchen | Utpal Jr., Paro |
| 6 | Arts | Tashi Wangmo | Woochu LSS, Paro |
| 7 | Biology | Mahindra Timsina | Dechencholing HSS, Thimphu |
| 8 | Tshering Lham | Shari HSS, Paro |
| 9 | Tshering Choden | Drukgyel CS, Paro |
| 10 | Suraj Mishra | Utpal Academy, Paro |
| 11 | Chemistry | Tshering Zangmo | Shari HSS, Paro |
| 12 | Mohan Chhetri | Drukgyel CS, Paro |
| 13 | Commerce | Tshering Dema | Motithang HSS, Thimphu |
| 14 | Dawa Tshering | Motithang HSS, Thimphu |
| 15 | Tshering Chezom | Utpal Academy, Paro |
| 16 | Dzongkha (Pry) | Sonam Jamtsho | Khangkhu MSS, Paro |
| 17 | Sangay Choden | Khangkhu MSS, Paro |
| 18 | Rinchen Tshering | Utpal Jr., Paro |
| 19 | Dzongkha (Rigzhung) | Tashi Tenzin | Debsi HSS, Thimphu |
| 20 | Tashi Tshering | Tashidingkha HSS, Punakha |
| 21 | Dzongkha (Sec) | Choki Gyeltshen | Drukgyel CS, Paro |
| 22 | Yeshi Lodey | Drukgyel CS, Paro |
| 23 | Kumbu Dorji | Utpal Academy, Paro |
| 24 | Economics | Deki Wangmo | Motithang HSS, Thimphu |
| 25 | Deki | Drukgyel CS, Paro |
| 26 | Karma Lhadon | Utpal Academy, Paro |
| 27 | Bikash Biswa | Utpal Academy, Paro |
| 28 | English(Pry.) | Sonam Wangmo | Doteng LSS, Paro |
| 29 | Ugyen Dema | Lango MSS, Paro |
| 30 | Dema Lepcha | Lango MSS, Paro |
| 31 | English(Sec.) | Tshering Choden | Utpal Jr., Paro |
| 32 | Chinchu Lhamu | Utpal Academy, Paro |
| 33 | Kinley Wangmo | Utpal Academy, Paro |
| 34 | Environment Science | Tashi Yangzom | Khasadrapchu MSS, Thimphu |
| 35 | Ugyen Wangmo Tenzin | Motithang HSS, Thimphu |
| 36 | ECCD & SEN | Tshewang Choden | Changangkha MSS, Thimphu |
| 37 | Kuenga Chhoegyel | Muenselling, Khaling |
| 38 | Dorji Wangdrup | Muenselling, Khaling |
| 39 | General Science | Tobgay | Wangbama CS, Thimphu |
| 40 | Geography | Karma | Shari HSS, Paro |
| 41 | Bhim Prasad Bhattarai | Karma Academy, Paro |
| 42 | Yogi Nidhi Gajmer | Utpal Academy, Paro |
| 43 | History | Thukten Tenzin | Chapcha MSS, Chukha |
| 44 | Sonam Zangmo | Wangbama CS, Thimphu |
| 45 | Sonam Penjor | Utpal Jr., Paro |
| 46 | Sonam Choden | Utpal Academy, Paro |
| 47 | Leingdron Tshomo | Utpal Academy, Paro |
| 48 | HPE | Jigme Tshewang | Woochu LSS, Paro |
| 49 | Zangmo | Wanakha CS, Paro |
| 50 | Pema Tshering | Gauphel LSS, Paro |
| 51 | Jigme Wangchuk | Drukgyel CS, Paro |
| 52 | IT | Joshna Rai | Utpal Academy, Paro |
| 53 | Maths (Pry) | Rinchen Wangmo | Phuntshopelri PS, Samtse |
| 54 | Karuna Pradhan | Utpal Jr., Paro |
| 55 | Dorji Wangmo | Utpal Jr., Paro |
| 56 | Bijai Kumar Rai | Utpal Jr., Paro |
| 57 | Maths (Sec) | Padam S. Mongar | Shari HSS, Paro |
| 58 | Sonam Choki | Shari HSS, Paro |
| 59 | Devi Charan Khatiwara | Shari HSS, Paro |
| 60 | Dadi Ram Adhikari | Utpal Academy, Paro |
| 61 | Kamal Gajmer | Utpal Academy, Paro |
| 62 | Physics | Sushmika Tamang | Motithang HSS, Thimphu |
| 63 | Phuntsho Choden | Dechencholing HSS, Thimphu |
| 64 | Sumitra Subba | Shari HSS, Paro |
| 65 | Social Studies | Norzang Wangmo | Khangkhu MSS, Paro |
| 66 | Bidhya Powdel Chhetri | Utpal Jr., Paro |
| 67 | Sign Language | Karma Tenzin | Wangsel Institute |
| 68 | Sushila Gurung | Wangsel Institute |
| 69 | Wangsel Institute | Thiney Dema | Wangsel Institute |
| 70 | Tshering Pem | Wangsel Institute |
| 71 | Thuji Wangmo | Wangsel Institute |
| 72 | Tshering Wangmo | Wangsel Institute |
| 73 | Pelden Wangchuk | Wangsel Institute |
| 74 | Dechen | Wangsel Institute |
| 75 | Norbu | Wangsel Institute |
| 76 | Dessang Dorji | Wangsel Institute |
| 77 | Rinchen Peldon | Wangsel Institute |
| 78 | Chencho Om | Wangsel Institute |
| 79 | Chencho Dem | Wangsel Institute |
| 80 | Lodey Gyeltshen | Wangsel Institute |
| 81 | Choki | Wangsel Institute |
| 82 | Dechen Tshering | Wangsel Institute |
| 83 | Kharka Bdr. Mongar | Wangsel Institute |
| 84 | Ms. Nidup | Wangsel Institute |
| 85 | Karma Tenzin | Wangsel Institute |