

CHAPTER 1 Nurturing Green Schools for Green Bhutan

- *An extract from Hon'ble Sherig Lyonpo Thakur S Powdyel's key note address during the 14th Annual Education Conference, December.27-29, 2010, Phuentsholing HSS, Chukha, Bhutan.*

"...We are here on a mission.

And, what purpose could be worthier than nurturing green schools for green Bhutan? Our 2010 academic session began with an uplifting, all-embracing, new-found sense of purpose and direction. Perhaps, for the first time in its life, education discovered its essential reason for being, and educators found the soul behind their role. We were on a mission no less sublime than educating for gross national happiness – a mission that aims to reclaim the core objective of education.

One year on, Bhutan has moved forward. The noble vision of *gyalyong gakid pelzom* – the dream-child of Druk Gyalpo Jigme Singye Wangchuck – found utterance in the extraordinary clarity of Loynchhen Jigmi Y Thinley and got distilled into education's pledge of green schools or green Bhutan following several stages of reflections and deliberations. What many of our schools, students and teachers have achieved in the course of the year is deeply heartening and inspirational. Our seats of learning are succeeding. Education is making sense.

We need to expand the scope of green schools though! What are the dimensions of a green school? Let's consider a few features.

Firstly, and obviously, a green school is **naturally or environmentally green**. The physical presentation, the general layout, the ambience and the objects that create the external life of the school are critical. This, from the high priest of nature:

My heart leaps up with joy
When I behold a rainbow in the sky!

The impact of the external stimuli on the human heart is overwhelming. And this psychological response to the physical environment is not only Wordsworthian, but universal. Let the school campus be green and laden with plants, flowers and fruits. Birds will come, build their home, raise a family, share love. Animals, reptiles and insects will favour this spot. Let the soil and spring be tended and air fresh and clean. Let school property be cared for and looked after; may there be no litter and rubbish and the bane of plastic. Let the school be drug-free, graffiti-free, junk-free and waste-free.

Such an environment is welcoming to the eyes and to the mind. It lifts the heart and sharpens the sensitivities of the viewer. Children feel invited and welcomed. This human-environment bond enriches the experience of living and learning. This mutual support system sustains life and living. The colour and character of school changes with the seasons and delights the givers and the receivers of nature's gifts. Teaching

and learning in such an environment become an experience of joy. And all our schools becoming naturally green, our country can be a natural paradise.

Second, we have **intellectual greenery**. Cultivation of the gifts of the mind is the reason for being in school. Intellectual greenery refers to the life of the mind that informs and defines the integrity of a seat of learning. We may have fabulous facilities and abundant resources, but it is the ideas and thoughts that circulate inside those facilities that truly give life to the institution.

In school, our minds must be fertile and open to new ideas and knowledge. Our mind must be the fertile soil in which novel thoughts and understanding can flourish. Teachers and students should, therefore, always aim to build and maintain healthy intellectual greenery. If the mind is not charged and the intellect remains unengaged, mere schooling is waste of time. Our schools becoming intellectually green, our profile as a nation will be that much more secure.

Third is **academic greenery**, if you will. We have got accustomed to following a set of subjects according to a defined syllabus. We have never asked why we need to spend nine months out of twelve studying physics or chemistry or history. Nor have we ever asked why a sonnet or a story should claim a space in the curriculum! But each of these disciplines is a vast continent of ideas and information. If we must devote our life and time to the study of geography, for instance, we might as well go after the treasure in geography or literature or mathematics.

As educators and learners, we must discover the grace of great ideas that inform and sustain the different fields of study - generation upon generation. We must be the treasure-revealers both as teachers and students. Otherwise, we scratch the surface and move on. The subject does not speak to us and we are content with the shadow. This is not learning. We want our schools to be academically green if we want to secure a place in the sun. There are implications of untold magnitude.

Next, we consider **social greenery**. School is more than space and structures, more than matter and materials. School is the objectification of a dream, a need, a prayer. It carries the impressions of many people's wish and work.

When children and educators converge here, they build a community, a common space, a shared facility in which to learn and to grow and to develop.

Children and teachers come from many homes and hamlets, different beliefs and backgrounds, unique aims and aspirations. They meet people who they would have never met before, build friendship and develop understanding. Once they are here, they merge their individual selves and adopt the values and visions of their seat of learning. They share the earth, the sky, the moon and the stars. They breathe the same air and look at the same rainbow and the horizon. This shared experience for extended periods must yield some deeply fulfilling consequences.

We learn to live together and learn together, respecting our uniqueness and our commonality. We learn to care and to share and to succeed together. If somebody is lagging behind and feeling down, we give them courage and bring them along. If somebody has reasons for joy, we celebrate it together. Our goodness and our grace shine across the campus and over the wall all the way to the community beyond. This virtue of our minds and our hearts and our hands that we develop and share at school is crucial for the unity and strength of our country at large.

Social greenery is the way we feel and think and relate to each other. It is the sum total of the goodwill and positive energy that we create and release to the society individually and collectively. We are in school for a purpose far larger than simply completing a course and collecting a certificate and moving on. Our ability to build social greenery will determine the way we will survive and sustain as a people and as a nation. That is why what we do in school is crucial.

How about **cultural greenery**? As human of the species, we are all cultural beings. Culture is the way we are and the way we proclaim the way we are. It is the mode by which we proclaim our sense of self and our identity. Culture expresses itself obviously as well as subtly, verbally and non-verbally, consciously and unconsciously or subconsciously, tangibly and intangibly. It shows in the way we dress, speak, sing, dance, play, pray, and conduct our rites and rituals. We see it in our art and architecture, language and literature, our faith and philosophy, our sense of wonder and delight, our aspirations and world-view.

Culture is often defined as the cultivation of sweetness and light, a pursuit of perfection and civilization. Our seats of learning must understand the value and purpose of culture in all its many creative dimensions. When we are in school, we need to create space for the expression and celebration of our cultural experiences and cultivate gracefulness and civility that are the hallmark of a cultured person. The kind of culture that children learn in school will be the standard for the country as today's youth become tomorrow's leaders.

Let's take **spiritual greenery**, next! There is an element of the spiritual in all of us. It relates to our belief that as we are, we are not complete, or whole; that there are other beings and presences above and beyond ourselves – greater than us, more powerful than us; that we gain our fullness and confidence in relation to them and in cooperation with them.

That dimension of our life that leads us to look into ourselves and that lifts us above our mundane selves and connects us to a higher level of consciousness is our spiritual self. The acknowledgment of a power above and beyond ourselves allows us to moderate our ego and makes us more humble. Our seats of learning must create moments for children and teachers for creative spiritual experiences that enrich and ennoble them.

Aesthetic greenery is another essential element of a GNH school. Aesthetics is the study of the beautiful, the graceful and the tasteful. Promotion of aesthetic greenery is important especially now when all kinds of influences brought on by mass media and the advent of smart technology often tend to suck the soul out of our youth. If we do not know how to distinguish between the genuine and the dubious, the authentic and the flashy, we can easily fall for anything and everything.

In school, we must learn and teach our children to value what is truly good and worthwhile and reject what only panders to our lower order desires. Aesthetic greenery is the quality of being able to appreciate a beautiful object for what it is, a good deed for what it is, a fine piece of work for what it truly is. It is the ability to make fine distinctions between appearance and reality. This is what good education is, after all.

Moral greenery is the supreme element of a green school. Morality is a function of delineating the categories of right and wrong, truth and falsehood, good and bad. It is the fundamental principle that sets human beings apart from other animals and gives them the authority to make judgments about values. It stands to reason, therefore, that we define education as a process that gently draws the human mind to look for and to love what is true and good and beautiful. We discover that education is essentially a moral act, an act of faith. It harmonizes the need to sharpen our brains and skills with the need to build faith and character.

As a normative art, education establishes the law of good life, shows the pathway for societies and nations. Morality humanizes knowledge, edifies learning and elevates the learner. Otherwise, knowledge without conscience is futile and unfulfilling and learning without character impoverishes the scholar and diminishes the light.

A morally green school fosters goodness over cleverness, cooperation over competition, fair-play over victory at any cost. What values do the teachers and students live by? What principles define their life? The standards set by seats of learning and scholars become the standards of the society. People and nations derive their strength and sustenance from the integrity of people's thoughts and actions. Small systems must have high standards both in private and in public life. The place to begin is the family and the school.

A green school looks back for standards and it looks ahead for vision. On a more immediate level, green schools ensure that no child is left out of the educational opportunities and that learning is worthwhile and purposeful. Such a school builds and maintains the basic amenities for boys and girls and ensures basic safety standards. Schools maintain individual children's personal health status and monitor changes. A green school is open, fair, transparent and conducive to every child's growth. There are no double standards in its relation to teachers, students and the community. There is no place for bullies and show-offs here. It is a community of respect, care and concern.

A green school institutes powerful strategies for learning and prepares students for the world of work as well as for life. All teachers in a green school live by the standards of the Triangle Noble – an abiding love of children, a deep passion for learning, and a heightened sense of the importance of education as a powerful tool for the transformation of individuals, societies and nations.

A green school builds and promotes an active involvement of the parents and the community in the education of the children. The community and the society beyond are the stronger for the school and the light it sheds around.

At the most basic level, a green school speaks well, reads well, writes well, thinks critically, analyses intelligently and learns creatively.

We look upon the dzongkhags to lead the way in the building of green schools for green Bhutan as the need of the hour, the warrant of times and the insurance for our future. It is a historic responsibility that we are charged to deliver on. “

CHAPTER 2 CHARACTERISTICS OF PRINCIPLE-CENTERED LEADERS

... by Stephen R. Covey - an extract from the *Envisioning and Team building Workshop of RCSC and RIM, Thimphu, 1996* by COSMODE, Hyderabad.

"From study and observation and from my own strivings, I have isolated eight discernible characteristics of people who are principle-centered leaders. These traits not only characterize effective leaders, they also serve as signs of progress for all of us. I will briefly discuss each in turn.

They Are Continually Learning

Principle-centered people are constantly educated by their experiences. They read, they seek training, they take classes, they listen to others, they learn through both their ears and their eyes. They are curious, always asking questions. They continually expand their competence, their ability to do things. They develop new skills, new interests. They discover that the more they know, the more they realize they don't know; that as their circle of knowledge grows, so does it outside edge of ignorance. Most of this learning and growth energy is self-initiated and feeds upon itself.

You will develop your abilities faster by learning to make and keep promises or commitments. Start by making a small promise to yourself continue fulfilling that promise until you have a sense that you have a little more control over yourself. Now take the next level of challenge. Make yourself a promise and keep it until you have established control at that level. Now move to the next level; make the promise, keep it. As you do this, your sense of personal worth will increase; your sense of self-mastery will grow, as will your confidence that you can master the next level.

Be serious and intent in the whole process, however, because if you make this commitment to yourself and then break it, your self-esteem will be weakened and your capacity to make and keep other promise will be decreased.

They Are Service-Oriented

Those striving to be principle-centred see life as a mission, not as a career. Their nurturing sources have armed and prepared them for service. In effect, every morning they "yoke up" and put on the harness of service, thinking of others.

See yourself each morning yoking up, putting on the harness of service in your various stewardships. See yourself taking the straps and connecting

them around your shoulders as you prepare to do the work assigned to you that day. See yourself allowing someone else to adjust the yoke or harness. See yourself yoked up to another person at your side—a co-worker or spouse—and learning to pull together with that person.

I emphasize this principle of service or yoking up because I have come to believe that effort to become principle-centered without a load to carry simply will not succeed. We may attempt to do it as a kind of intellectual or moral exercise, but if we don't have a sense of responsibility, of service, of contribution, something we need to pull or push, it becomes a futile endeavor.

They Radiate Positive Energy

The countenances of principle-centered people are cheerful, pleasant, happy, their attitude is optimistic, positive, upbeat. Their spirit is enthusiastic, hopeful, believing.

This positive energy is like an energy field or an aura that surrounds them and they similarly charges or changes weaker, negative energy fields around them. They also attract and magnify smaller positive energy fields. When they come into contact with strong, negative energy sources, they tend either to neutralize or to sidestep this negative energy. Sometimes they will simply leave it, walking away from its poisonous orbit. Wisdom gives them a sense of how strong it is and a sense of humor and of timing in dealing with it.

Be aware of the effect of your own energy and understand how you radiate and direct it. And in the middle of confusion or contention or negative energy, strive to be a peacemaker, a harmonizer, to undo or reverse destructive energy. You will discover what a self fulfilling prophecy positive energy is when combined with the next characteristic.

They Believe In Other People

Principle-centered people don't overreact to negative behaviors, criticism, or human weaknesses. They don't feel built up when they discover the weaknesses of others. They are not naïve; they are aware of weakness. But they realize that behavior and potential are two different things. They believe in the unseen potential of all people. They feel grateful for their blessings and feel naturally to compassionately forgive and forget the offenses of others. They don't carry grudges. They refuse to label other people, to stereotype, categorize, and prejudge. Rather, they see the oak tree in the acorn and understand the process of helping the acorn become a great oak.

Once my wife and I felt uneasy about the labels we and others had attached to one of our sons, even though these labels were justified by his behavior. By visualizing his potential, we gradually came to see him differently. When we believed in the unseen potential, the old labels vanished naturally, and we stopped trying to change him overnight. We simply knew that his talent and potential would come in its own time. And it did, to the astonishment, frankly, of others, including other family members. We were not surprised because we knew who he was.

Truly, believing is seeing. We must, therefore, seek to believe in the unseen potential. This creates a climate for growth and opportunity. Self-centered people believe that the key lies in them, in their techniques, in doing “their thing” to others. This works only temporarily. If you believe it’s “in” them, not “in” you, you relax, accept, affirm, and let it happen. Either way it is a self-fulfilling prophecy.

They Lead Balanced Lives

They read the best literature and magazines and keep up with current affairs and events. They are active socially, having many friends and a few confidants. They are active intellectually, having many interests. They read, watch, observe, and learn. Within the limits of age and health, they are active physically. They have a lot of fun. They enjoy themselves. They have a healthy sense of humor, particularly laughing at themselves and not at others’ expense. You can sense they have a healthy regard for and honesty about themselves.

They can feel their own worth, which is manifest by their courage and integrity and by the absence of a need to brag, to drop names, to borrow strength from possessions or credentials or titles or past achievements. They are open in their communication, simple, direct, nonmanipulative. They also have a sense of what is appropriate, and they would sooner err on the side of understatement than on the side of exaggeration.

They are not extremists—they do not make everything all or nothing. They do not divide everything into two parts, seeing everything as good or bad, as either/or. They think in terms of continuums, priorities, hierarchies. They have the power to discriminate, to sense the similarities and differences in each situation. This does not mean they see everything in terms of situational ethics. They fully recognize absolutes and courageously condemn the bad and champion the good.

Their actions and attitudes are proportionate to the situation—balanced, temperate, moderate, wise. For instance, they’re not work-aholics, religious zealots, political fanatics, diet crashers, food bingers, pleasure addicts, or

fasting martyrs. They're not slavishly chained to their plans and schedules. They don't condemn themselves for every foolish mistake or social blunder. They don't brood about yesterday or daydream about tomorrow. They live sensibly in the present, carefully plan the future, and flexibly adapt to changing circumstances. Their self-honesty is revealed by their sense of humor; their willingness to admit and then forget mistakes, and to cheerfully do the things ahead that lie within their power.

They have no need to manipulate through either intimidating anger or self-pitying martyrdom. They are genuinely happy for others' successes and do not feel in any sense that these take anything from them. They take both praise and blame proportionately without head trips or overreactions. They see success on the far side of failure. The only real failure for them is the experience not learned from.

They See Life as an Adventure

Principle-centered people savor life. Because their security comes from within instead of from without, they have no need to categorize and stereotype everything and everybody in life to give them a sense of certainty and predictability. They see old faces freshly, old scenes as if for the first time. They are like courageous explorers going on an expedition into uncharted territories; they are really not sure what is going to happen, but they are confident it will be exciting and growth producing and that they will discover new territory and make new contributions. Their security lies in their initiative, resourcefulness, creativity, willpower, courage, stamina, and native intelligence rather than in the safety, protection, and abundance of their home camps, of their comfort zones.

They rediscover people each time they meet them. They are interested in them. They ask questions and get involved. They are completely present when they listen. They learn from them. They don't label them from past successes or failures. They see no one bigger than life. They are not overawed by top government figures or celebrities. They resist becoming any person's disciple. They are basically unflappable and capable of adapting virtually to anything that comes along. One of their fixed principles is flexibility. They truly lead the abundant life.

They Are Synergistic

Synergy is the state in which the whole is more than the sum of the parts. Principle-centered people are synergistic. They are change catalysts. They improve almost any situation they get into. They work as smart as they work hard. They are amazingly productive, but in new and creative ways.

In team endeavors they build on their strengths and strive to complement their weaknesses with the strengths of others. Delegation for results is easy and natural to them, since they believe in others' strengths and capacities. And since they are not threatened by the fact that others are better in some ways, they feel no need to supervise them closely.

When principle-centered people negotiate and communicate with others in seemingly adversarial situations, they learn to separate the people from the problem. They focus on the other person's interests and concerns rather than fight over positions. Gradually others discover their sincerity and become part of a creative problem-solving processes. Together they arrive at synergistic solutions, which are usually much better than any of the original proposals, as apposed to compromise solutions wherein both parties give and take a little. They Exercise for Self-Renewal

Finally, they regularly exercise the four dimensions of the human personality: physical, mental, emotional, and spiritual.

They participate in some kind of balanced, moderate, regular program of aerobic exercise, meaning cardiovascular exercise-using the large leg muscles and working the heart and lungs. This provides endurance-improving the capacity of the body and brain to use oxygen-along with many other physical and mental benefits. Also valuable are stretching exercises for flexibility and resistance exercises for strength and muscle tone.

They exercise their minds through reading, creative problem-solving, writing, and visualizing. Emotionally they make an effort to be patient, to listen to others with genuine empathy, to show unconditional love, and to accept responsibility for their own lives and decisions and reactions. Spiritually they focus on prayer, scripture, study, meditation, and fasting.

I'm convinced that if a person will spend one hour a day on these basic exercises, he or she will improve the quality, productivity, and satisfaction of every other hour of the day, including the depth and restfulness of sleep.

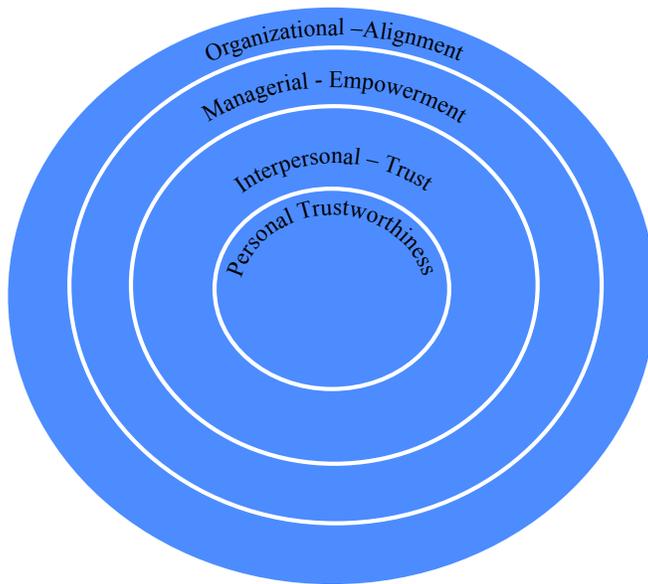
No other single hour of your day will return as much as the hour you invest in sharpening the saw-that is, in exercising these four dimensions of the human personality. If you will do this daily, you will soon experience the impact for good on your life.

Some of these activities may be done in the normal course of the day; others will need to be scheduled into the day. They take some time, but in the long run they save us a great deal of time. We must never get too busy sawing to take time to sharpen the saw, never too busy driving to take time to get gas.

I find that if I do this hour of exercise early in the morning, it is like a private victory and just about guarantees public victories throughout the day. But if I take the course of least resistance and neglect all or part of this program, I forfeit that private victory and find myself uprooted by public pressures and stresses through the day.

These principles of self-renewal will gradually produce a strong and healthy character with a powerfully disciplined, service-focused will."

Four Levels of Principle-Centered Leadership with Key Principles



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CHAPTER 3

WHAT IS A SCHOOL?

Education and school have been as old as the mankind itself. We have all been seeking ways to fashion out the best education for our children. We have been trying to create a place that would provide younger generations the best possible education and send them forth fully prepared to meet life's challenges. This quest for a place and the process of providing the required skills has resulted in the establishment of schools where education takes place.

Providing quality education is a desire that every government all over the world would not disregard. Consequently, schools are expected to configure many activities within its programme to ensure wholesome development of all the children. But the quality education must not be misunderstood as luxurious commodity which is often extravagant. Sometimes, the kind of experience provided by a single teacher would greatly determine the quality education. The whole world happens in a classroom and a single teacher can manage it. This is to be understood in terms of the communion between teacher and student because the development of the pupil as a person rests on the impact of a teacher on the child. So, quality education takes place with the individual teacher and their ability to release out the knowledge into and a single child enabling them to slog out every single important day of their life tactfully.

1. Purposes and functions

Schools are sustained by the society in terms of enrolment and in its mandate to deliver quality education to the children. Schools have vital roles to play

in shaping the students' intellectual, moral, social and cultural life. It is in a school the children cultivate lot of learning and experiences and the quality and rate of learning and experiences in the student is determined by the type of school setting and its management. An extract from the October 1989 Quarterly Policy Guidelines and Instructions would further strengthen the purpose and the function of the schools:

"...schools and institutes have the most sacred task of developing loyal and dedicated Bhutanese citizens to serve His Majesty the King and the country faithfully as well as to ensure the kingdom's continued future well being. To this end every head of the school/institute should make necessary endeavours to provide the kind of initiatives and leadership that would contribute in meeting this important goal of our education system..."

Lyonpo Thakur S Powdyel, the Education Minister, in his letter to the schools dated June 11, 2008, stated that "education is a process of gently turning the human mind to look for and to love what is true and good and useful." He further reinforces the statement by saying that "the principle goal of our schools is to provide quality wholesome education and building knowledge that is useful and at the same time good, knowledge that makes the scholar both smart as well as graceful".

Today, as we stand at the threshold of new age, the advent of democracy has brought in new responsibilities and accordingly the demand of the system has changed and people's expectations have risen. His Majesty in his address at the 3rd Convocation of the Royal University of Bhutan in February 17, 2009, Paro makes it explicit for the need to keep pace with the changes and development in order to meet the changing needs of time:

"Our education system built and nurtured with your hard work and dedication has served us well. But we must understand that the times have changed here in Bhutan and all around us in the world. We cannot face new challenges with the same tools. The private sector is adjusting itself to new challenges and opportunities; the bureaucracy is finding its place in a new system of governance; the entire country is adapting to new roles in our young democracy. Thus, every person and institution must evolve to meet the aspirations of our people and the changing needs of our nation"

2. A dynamic School Culture

Culture in a layman's term is the way we do things. It is a set of understandings and meanings shared by a group of people. Typically, these meanings are tacitly held and serve to define the group as being distinct from other groups. It includes the behavioural norms, assumptions and beliefs of the organization and affects the symbolic side of human nature. Like any other institutions, school is an organization characterised by its own culture. How students and members of the staff feel about their school, values, traditions, and beliefs

constitute school culture. Each school is different from the other with its own unique and distinctive characteristics, which distinguish one from the other providing a sense of uniqueness to the school.

The school management must engender a culture that is conducive to the children's learning and development; foster an environment of love and care that is free from harm and use of brutal force as a tool for discipline. Principals must ensure that use of corporal punishments are not perpetuated in our temples of learning since this is not only counterproductive as proven by researches but is also against the Penal Code of Bhutan and accordingly banned following the resolution of 11th AEC. The school culture must rest on bedrock of sound educational philosophy, national aspirations and changing global trends in education.

3. Types of school culture

Knowing the types of school culture enables us to see where the school stands or is heading depending on how it is functioning. The types of school culture are:

- 3.1. **Moving culture** indicates boosting pupils' progress and development, working together to respond to changing context, knowing where the school is heading, having the will and skill towards progression and possessing norms of improving schools.
- 3.2. **Cruising culture** appear to be effective usually in more affluent areas, pupil achieve in spite of teaching quality, not preparing pupil for changing world, and possess powerful norms that inhibit change.
- 3.3. **Strolling culture** is neither particularly effective nor ineffective, moving at inadequate rate to cope with pace of change, meandering into future to pupil's detriment, ill-defined and sometimes conflicting aims inhibit improvement.
- 3.4. **Struggling culture** indicates ineffectiveness, the staff knows it and spend considerable energy to improve, unproductive 'thrashing about', will ultimately succeed because they have the will, if not the skill and often identified as 'failing', which is de-motivating
- 3.5. **Sinking culture** denotes ineffectiveness, norms of isolation, blame and loss of faith powerfully inhibit improvement, staff unable to change, often in deprived areas where they blame parenting or unprepared children and need dramatic action and significant support.

Source-M. Ed Module (581), The Roles of the Principal

4. Students' purpose of coming to school

Students attend school to be educated intellectual person who can discriminate right from wrong, and good from bad. They should attend school regularly, and participate in curricular and co-curricular activities. Learning must happen within the classroom as well as outside - in the play fields,

gardens, library, prayer halls, dining hall, dormitory, and at home. Therefore, it is extremely crucial that we make optimum use of the instructional time and provide rich learning experiences to ensure that our children receive the best education to promote their psycho-social well-being, self-esteem and self-confidence.

5. School personnel

Teachers and support staff form an important component of school life. They are important assets in the achievement of learning society. They take up various roles to nurture intellectual curiosity and bring about productive citizens. Hence, in order to meet these aspirations, they are expected to take up different roles and responsibilities to achieve the organizational goal.

5.1. Principal: The Principal must create a sound management system. This happens through:

a. Leadership density

- Infuse GNH values in school system
- Inspire staff and students through the creation of shared vision
- Determine the specific educational aims of the school that is understood by all
- Cultivating leadership role among the staff members
- Ensure continuity of programme on change of leadership
- Initiate change

b. Management of School as an Organization

- Develop sound management policies
- Create a system of shared and participatory management practices
- Institutionalize collective planning and assessment of school programmes
- Organizing co-curricular and extracurricular programmes
- Fostering climate of openness
- Promote Bhutanese values and culture in the school

c. Effective management of human resource

- Support, monitor, evaluate and appraise the performance of staff members
- Design and organize professional development program
- Build staff morale and ensure that they are motivated
- Deploy staff appropriately

d. Material Resources Management

- Ensure that the school has adequate facilities and it is maintained properly
- Plan and initiate for improvement of classrooms, library, laboratories, offices,

- staff rooms, recreational facilities, staff quarters, play fields, agriculture gardens, flowers garden and footpaths
- Design proper allocation procedures to ensure optimal utilization of properties

e. Effective financial management

- Promote creativity and innovation to minimize dependence of fund
- Prioritize, prepare and propose budget as per the plan and actual need
- Conduct school level budget meeting to prioritize budget allocation
- Maintain bank account for SDF where ever feasible
- Receipt of cash donations and fund generated has to be maintained in SDF accounts.
- Ensure accountability for the proper utilization of fund

f. Managing educational programmes meaningfully

- Design policy and procedures for curriculum implementation
- Review and revise school curriculum implementation policy and plans
- Assess the effectiveness of learning and teaching
- Wherever possible, provide feedback to relevant agencies
- Set the objectives for various co-curricular activities
- Plan and implement relevant co-curricular and extra-curricular programmes
- Review the effectiveness of programmes for students' development
- Seek support from relevant agencies to implement the programmes
- Study the academic need of students and provide necessary remedial support
- Ensure that student problems are attended to in time and appropriately
- Conduct need assessment for staff development
- Plan, organize and facilitate professional development(PD) programmes
- Carry out performance evaluation appraisal of staff

g. Demonstrating Instructional leadership qualities

- Teach at least one specialized subject in any one section of a class to keep abreast with his/her subject content and teaching pedagogy
- Observe at least 3-4 classes a week to support the teachers
- Provide mentoring and coaching support to the teachers
(Note: Refer chapter 6 on Principal as Instructional Leader)

h. Research and publication

- Initiate research in management and educational practices
- Create forums to share research findings

i. Effective coordination with Geog, Thromdey/Dzongkhag

- Implement the directives
- Provide feedback and propose creative educational programmes
- Submit updated statistical report
- Apprise the events in the school
- Jointly conduct the School Improvement Plan(SIP)
- Apprise the SIP implementation progress
- Submit the plans and budget

j. Sharing Ministry's responsibilities

- Implement policies and programmes
- Provide feedback and propose creative programmes
- Submit reports and plans on time
- Submit latest statistical report
- Apprise the Ministry of Education of events in the school

k. Community involvement

- Establish cordial and healthy relationship with the community
- Encourage parents to take responsibility in educating their children
- Involve parents/community in development of school plans and programmes.

5.2 Vice Principals/Assistant Principals: The Vice and Assistant Principals can take up:

a. Instructional responsibilities

- Besides the managerial responsibilities, the VPs are expected to carry out eaching responsibilities as a teacher(two sections for language elective and three for others)
- Provide instructional leadership and be a role model

b. Leadership and Managerial Responsibilities

- Create an encouraging and supportive environment to the school management
- Assist Principal in assessing the performance of the school
- Inspire staff and students through shared vision

c. Organization and Management of Student Learning

- Create a caring environment to support the learning needs
- Ensure the well-being of the students and consult parents when necessary
- Create an environment for continuous interaction and involvement of parents

d. Human resource management

- Support, monitor and evaluate the staff members regularly

- Design and organize staff development programmes
- Build staffs morale and ensure that they are motivated

e. Financial Management

- Assist Principal in:
- Collection of fees.
- Management of School Development Fund (SDF).
- Utilization of the budget
- Preparation of current and capital budgets

f. Educational Programmes

- Curriculum implementation
- Management of co-curricular programmes
- Students support services
- Staff development programmes

5.3 Teachers: Teachers form an important component of a school system. Therefore, it is vital for the Principal to effectively manage the teachers. In order to manage them, the principal must have clear understanding of the following roles and responsibilities of a teacher:

a) Instructional responsibilities

- Study policies on curriculum implementation
- Set long term and short term goals
- Plan daily lessons using a variety of methods and strategies
- Prepare daily lessons objectively
- Take up additional reading to maximize information
- Design tasks for students
- Facilitate students to learn subject related concepts, skills, values & attitudes
- Maximize interactions in the class
- Monitor their own learning through formative assessment
- Assign challenging tasks and monitor progress
- Provide extended learning activities to reinforce learning
- Use standard criteria to assess students' work and provide feedback

b) Classroom Management

- Create conducive teaching learning climate
- Organize classrooms appropriately
- Engage students in meaningful and interactive learning.
- Display charts and other aids in the classroom
- Maintain appropriate discipline in the class

c) Curriculum Development

- Implement curriculum based on the policy guidelines

- Produce relevant teaching and learning materials pertinent to one's own subject and use innovative ways in carrying out their teaching responsibility.
- Provide feedback to Department of Curriculum Research and Development (DCRD)
- Participate in curriculum development at the national level

d) Assessment

- Plan student assessment and examination
- Use test blue prints to design exam questions
- Design reliable and valid assessment tools
- Assess students' work based on standard criteria
- Analyze results of tests and exams and set up support services
- Provide feedback to improve the examination system
- Give more emphasis on formative assessment

e) Student Support Services

- Be sensitive to the needs of students especially with remedial support
- Provide guidance and support to the individual need of the students
- Protect students against social ills
- Educate students on the emerging changes – country's policies and democracy

f) Support in co-curricular and extra-curricular

- Plan and implement activities as per school policy
- Study the impact of programmes on students
- Provide feedback objectively

g) Total school effectiveness

- Develop a sense of belonging and ownership
- Be responsible for delegated school work or activity
- Contribute to team efforts to achieve school goals
- Assist in the management of the school

h) Community Service

- Establish and maintain community relationship
- Be sensitive to community needs
- Be an agent of community development

i) As a Bhutanese citizen

- Be a role model
- Preserve and promote Bhutanese culture
- Provide citizenship education
- Be loyal and dedicated to Tsa Wa Sum

j) Professional Development

- Exhibit sound knowledge and teaching skills
- Apply various teaching methods and strategies
- Seek professional support from senior colleagues
- Share new ideas with colleagues
- Keep updated by reading educational materials, and attending workshops and seminars
- Seek support to enhance professional competencies
- Provide professional support services to enhance teaching learning practices to the junior teachers
- Enhance professional competencies

5.4. Support staff: The support staff provides administrative services to ensure smooth functioning of the school. The following can be the range of responsibilities:

- Set targets for the academic year
- Carry out administrative work assigned
- Manage and maintain laboratories
- Manage and maintain school library
- Manage and maintain school store
- Provide care and custody to school facilities
- Uphold civil service ethics and values of integrity, sincerity, punctuality, loyalty and dedication

6. School Norms and Practices: School has people of varying ages, interests, expertise, values and attitudes. Every individual matters. Introduce norms for social, cultural and civic behavior that promote harmony. Create an atmosphere of love and care with every member acting as a part of the family by respecting each other's interest and welfare. The following are some of the expected norms established in terms of the relationship amongst the school personnel:

6.1 Relationship amongst the Students

- Live together, respect individual differences, and interests
- Cultivate healthy social relationships and learn to live in peace and harmony
- Treat each other with trust and affection
- Help and learn from each other

6.2 Relationship between Students and the Head:

- Respect the principal as the head of the family
- Living by its values and traditions
- Provide timely support and guidance
- Exhibit himself/herself as the guiding figure with trust and integrity

6.3 Relationship between Students and Staff

- Living with love and care
- Guide and support students
- Exhibit himself/herself as the role model with integrity
- Respect
- Uphold the code of conduct

6.4 Relationship amongst teachers:

- Treat each other with respect, uphold professional ethics and personal dignity
- Establish professional relationships amongst themselves, learn from each other's experience and expertise, and be critical and analytical in their work.

6.5 Relationship between the staff members and the Principal:

- Strong and trustworthy relationship among teachers and principal
- Collegial and team management for smooth functioning of the school
- Living in an environment filled with trust, fairness, honesty and integrity
- Empower staff members for fulfilling school's vision and mission

6.6 School - Community Relationship;

- Establish cordial & healthy relationship with the community
- Encourage parents to take responsibility in educating their children
- Explore possible ways to reach out program to the community – community projects
- Involve parents and SMB in development of school plans and programs
- Involve parents through parents- teachers meeting

6.7 Relationship with other concerned stakeholders(Gewog, Dzongkhag, Ministry)

- Establish cordial relationship with the concerned stakeholders
- Appraise concerned stakeholders on the school plans and programs
- Seek approval and advice from concerned stakeholders for certain plans and programs before execution

7. Culture Norms: A major role of the school is to preserve and promote the values ingrained in our traditions and culture. To reinforce this, have well-established norms such as dress code, language policy and daily rituals (e.g. morning prayers, assembly speeches, announcements, and national anthem, evening prayers, cultural activities, and games and sports).

7.1 Dress code:

- The 'gho' and 'kira' are important symbols of national identity

- Every Bhutanese child should be familiar with the significance of the national dress
- Inculcate love and pride for our national dress; encourage wearing of the national dress at all times except during games and sports activities

7.2 Language:

- Promote both written and communication in Dzongkha
- Promote both written and communication in English
- Organise programme and activities to enhance the competence of the students in these languages

7.3 Routine activities as School Culture: To inculcate values and good habits in the students, the school must have careful plan for implementation, monitoring, review for the programme listed below:

- Rising bell and physical training (for boarding schools)
- Morning prayers and study (for boarding schools)
- Mindful training(meditation)
- Morning social work
- Gardening
- Washing, breakfast and its prayers
- Morning assembly with prayer, speeches, announcements, flag hoisting and national anthem
- Evening study, evening prayer and night study

8. Civic Responsibilities and Civic Education:

- Create concern on the social and environmental issues
- Promote democracy both in terms of theory and practice
- Inculcate positive attitude in students for the proper care and use of school facilities.
- Instill students and staff members in the care responsible for the school properties
- Make students aware on the investment in their education.
- Develop a school level policy on the life and care of school property

CHAPTER 4 DECENTRALISED MANAGEMENT

School management is no longer a single person's affairs but a collective responsibility of the Principal, teachers, students, parents, and other stakeholders. Delivery of quality education can be assured through the collective and concerted effort of all the stakeholders. In fact, it is the fundamental responsibility of Principals to develop and cultivate sense of leadership in every single personnel in the course of day-to-day management of the school. This requires certain degree of decentralization from the Principal and dedicated participation from other teachers and non-teachers, alike, for successful school management. For the school with fully decentralized management coupled with voluntary participation by school personnel and external stakeholders, at times, absence of the principal does not affect the day to day function of the school. To this end, it is imperative that every school Principal attempts to develop a culture with appropriate environment for every individual to be a leader or manager to run the school.

This chapter aims to provide necessary framework for participatory management of schools, involving not only teachers and other staff members of the school, but also students and their parents in school management affairs. The basic objective is to enhance education outcomes, increase efficiency and innovation in the delivery of education. It tries to kindle the spirit of shared responsibility and drives individuals to be accountable leading to greater efficiency in the system. In nut shell, it will promote participation and democracy in decision making.

The school can institute the following school governance and implementation bodies in place:

1. School Management Board (SMB)

While the Ministry is responsible for national level educational policy matters, the Dzongkhag and the school is expected to broaden the base of management of the school. Way back from 1992, the 9th Quarterly Policy Guidelines & Instructions mandates all the schools to institute a body that would promote community participation in managing the school. In fact this body should be the highest decision making body and to whom the school should be accountable. The body is called the School Management Board (SMB).

1.1 Composition

A competent parent can be nominated or elected as the Chairperson. However, in many cases, and with changing trend, Gup can a potential candidate for the post of Chairperson. Principal is the Member Secretary. There can be 5 to 8 other members consisting of two parent representatives; one representative from Local government(Mangmi/Tshogpa); two student leaders representing

students and Vice Principals and a senior teacher representing school staff. The SMB can be formed during the PTA meeting.

1.2 Terms and mandate

The term of the SMB members can be of three years. They can be re-nominated or re-elected for another term only. The Board should serve as a legislative (decision making) body in the school. The school is answerable to the board. The board should be vibrant and act as a bridge between the school and the community and also a platform to enhance greater community participation in the school development. The detailed functions of SMB are given below:

- Provide vision and direction to the school
- Safeguard the school level policies and enhance efficiency in management
- approve programmes and activities
- Ensure reviews and assessments of the school's performance
- Facilitate support to the school to plan and carry out development work
- Mobilize human and material resources support from the community
- Assist in organizing major school events
- Provide guidance and support to the school management team

1.3 Code of ethics

The SMB members shall not interfere in the day-to-day internal affairs of the school administration. It shall meet on a bi-annual basis to provide directions, monitor and review the progress of the school. However, SMB can also meet as and when need arises.

2. School Management Team(SMT)

The management team consists of the Principal, Vice Principal(s) and teachers holding key responsibilities. The size and composition of the team depend on the size of the school. The team executes the decision taken by SMB. The Principal shall be the Chairperson and the team ensures smooth functioning of the school. It makes collective decisions on the implementation of the policy.

Functions:

- Set goals to implement the policies and plans
- Implement school programmes and activities
- Estimate budget and submit to the SMB for approval
- Form committees and assign tasks with well-defined job descriptions
- Plan and carry out school level monitoring and support services through School Self Assessment (SSA)
- Conduct professional development programmes
- Nominate staff for CBIP/DBIP/NBIP and any ad hoc invitations

- Assess the performance of staff and provide feedback for improvement
- Manage situational crisis or emergencies in the school
- Monitor, evaluate programmes and provide support services
- Apprise the SMB and the staff on government's policy directives

3. Working Committees and In-charges

In a large school, within the SMT, there can be Working Committee and incharges to execute the following specific task:

- academic, assessment and examinations
- maintenance of properties
- admission
- maintaining records
- running of students mess
- curricular and co-curricular activities
- student support services

Each Committee or Incharges are advised to do the planning for effective execution of the activities with high sense of direction and accountability. The strategic management procedures in the next chapter will further strengthen this chapter with extra information on management.

CHAPTER 5 STANDARD MANAGEMENT SYSTEM

Standard Management System is a process in which schools are involved in the goal setting, planning, implementing, monitoring, evaluating, recording and reporting of its progress. These are keys to effective management of the schools. Every school needs to formulate the following procedures collectively through staff meetings.

Setting Goals

Goal setting is the central aspect in the management process of any organization and should be undertaken collectively. It must be based on sound educational philosophy, need of the school and the aspiration of the country. Regardless of the size of the school, each school must charter out its course of action through choice of clear and realistic goals in order for it to be on the right path of growth and development. Setting goals involves the following steps:

1. Vision

It is a long term dream of 'What we would like the school to be' indicating where the institution is heading. It mirrors the national aspirations and values. The vision provides direction for the mission of the school. The vision of the school should be featured in the school diary, prospectus, brochures and other policy documents of the school. A good vision:

- a. is brief, captivating and easy to remember
- b. is inspiring and poses challenges for future achievements
- c. clearly states the essence of what your organization must become
- d. is believable and comply with strategic values and mission of the school
- e. serves as a rallying point with all important stakeholders
- f. allows for flexibility and creativity in execution

2. Mission

The mission statement inscribes 'What the school is for'. It is the school's collective commitment towards realizing the purpose of education. It should lead towards achieving the school's vision. Some of the important features of the mission statement are:

- a. It is a brief statement, preferably not more than a paragraph.
- b. The statement explains 'who we are?', 'who are our customers?', 'what the school is for?'
- c. The statement should be consistent with the core values of the school.
- d. Since it is a mission, it must give clear direction to the management of the school, it is important that we spend some time in the process of developing the mission.

3. Core Values

It is a principle that guides school's internal conducts as well as its relationship with the society.

The following are some of the suggested examples that illustrate the core values in the school:

- a. Punctuality
- b. Commitments
- c. sincerity
- d. Integrity
- e. Excellence
- f. Respect
- g. Responsibility
- h. Cooperation
- i. Participation
- j. Care
- k. Fairness
- l. Democracy

4. Goals

It refers to the broad statements of desired long term outcomes of the school and its programmes. Five key fundamentals to be considered while setting goals are that the goals must be Specific, Measurable, Achievable, Realistic and Time bound (SMART)

- a. Are your goals Specific, Measurable, Achievable, Realistic, and Time bound?
- b. Are the goals challenging enough?
- c. Are your goals task-oriented?
- d. Was there group participation in setting the goals?

5. Areas of Management

In schools, there are many areas of management. The most important and common ones are:

- a. Resources (Human, Finance and Material)
- b. Academic and Non-Academic programmes
- c. Infrastructure and other facilities

6. Strategic Planning

It is a process of examining the existing school structural practices and exploring alternative approaches to achieve better results for an organization. It is essential for overall school development. It involves defining the mission statement, and then formulating the strategies to achieve goals and objectives, and assign a committee to carry out each strategy. It should be forward-looking, and should encompass even the risk management. That means thinking through and planning beyond the day-to-day routine activities. It is a collective decision made by all the staff based on:

- a. The vision and mission of the school,
- b. Goals and objectives: and
- c. Priorities of the school.

Everyone in the school should take the ownership of the strategic planning system. With support from SMB and other stakeholders, the school should:

- a. Identify long-term developmental activities covering all infrastructure, programmes and human resources;
- b. Assess strengths, weaknesses, opportunities and threats;
- c. Prioritize activities for each year of the plan period; and
- d. Identify strategies of implementing short-term plans and goals.

These could be reflected in the annual school calendar, action plans of school activities including staff/parents/board/faculty meeting plan, curricular and co-curricular programmes. Action plans must specify how the school would meet the objectives and goals. The plans identify activities with details on how and where an activity is to be organized, who are to be responsible, what resources are required and their sources. Finally, responsibilities must be assigned for implementing the plans and monitoring them. Review all plans and activities.

7. Implementing the Strategic Plans

When the operational plans are ready, implement them using appropriate strategies. Appropriate strategies can be implemented at two levels:

- a. The Principal goes through the calendar in advance; reminds staff concerned of their responsibilities; monitors and supports the preparation and conduct of activity, and reviews it.
- b. The staff member responsible for the activity prepares for implementation by:
 - Carefully studying the plans,
 - Getting the participants ready for the activities,
 - Mobilizing resources,
 - Deciding on the venue, date and time for the activity,
 - Conducting the activity, and,
 - Reviewing the impact of the activity.

8. Monitoring of Strategic Plans

Monitoring gauges the performance against expected performance indicators of an activity. It makes sure the activity is conducted, determines the quality of staff members performing the tasks and identifies potential problems and provides feedback, looks for observable behaviours that indicate progress or achievement of the goals and objectives.

- a. Monitor the performance of the staff and progress of the activity to find out the need for professional support services to ensure quality

- input for quality outcome. Monitoring and Support Services (MSS) must become the two essential components of the School management system.
- b. Having standard indicators against which progress can be monitored and assessed makes monitoring more effective. Design tools to monitor different activities being executed and maintain records.
 - c. Use the following strategies to monitor:
 - Participate
 - Feedback
 - Discussions and meetings
 - Self-appraisal tools, etc.

9. Review and Assessment

Review is the process of reflecting on the activities and implementation procedures. This requires taking stock of strengths, weaknesses and the impact of the activities on the students, staff and the school. Do it objectively for all school activities or functions for continued growth and development. Assessment is judging the outcome of an activity. It is a reliable source of feedback, if done objectively using reliable instruments. It provides the framework for measuring staff accountability and determines the impact of plans and programmes. Evaluation enhances efficient planning and implementation of programmes. Schools may correlate this with School Self Assessment) SSA for better understanding.

10. Recording and Reporting

Recording and reporting are essential components of the management system. Anything that happens in the school - planned or unplanned must be recorded and reported to concerned agencies (Refer Chapter 12).

The primary role of all the schools is to ensure that rising youths are given their due education. We must therefore, develop a culture of continual school development and improvement through strategic planning. School management and the teachers must explore with far reaching school goals and variety of teaching learning methods. Schools must critically charter their own way in order to implement any centralized reforms in more effective way. Schools must encourage diversity over uniformity and standardization in order to cater to diverse learners. It must also exhort the young people and the parents that one's future and the future of the nation is entirely dependent on education. Hence, through strategic planning process, we must make knowledge and learning a sustained one rather than a perishable material.

CHAPTER 6 PRINCIPAL AS INSTRUCTIONAL LEADER

Principal as Instructional Leader is a relatively new concept with the shift in emphasis from being managers or administrators to instructional or academic leaders. Instructional leader makes instructional quality the top priority of the school and considers teaching and learning as the core business of schooling. In short, instructional leadership are those actions that a principal takes, or delegates to others, to promote growth in student learning. As instructional leader, principals have the following roles and responsibilities:

1. General Instructional Roles and Responsibilities

- 1.1. Ensure that all staff are involved and briefed on the plans and programmes to be incorporated in their planning for the academic year.
- 1.2. Notify and circulate agenda for general staff meeting.
- 1.3. Conduct general staff meeting to:
 - a. Set curricular goals for the school collectively
 - b. Discuss on the possibility of bringing ICT into teaching learning processes
 - c. Discuss on the curriculum implementation strategies collectively such as:
 - Preparation of year / term/ block/unit plan/daily plans incorporating wide variety of teaching strategies (Subject wise) spreading over from 24th Feb to 3rd week of November (ensuring 180 instructional days/880 instructional hours)
 - Infusing of values into the curriculum as appropriate.
 - d. Discuss monitoring and support services strategy to ensure timely support for effective implementation of the academic plans.

2. CURRICULUM

2.1. Curriculum Planning

a. Read all curriculum documents such as Purpose of School Education in Bhutan, Curriculum framework, EPGI, subject wise syllabi and Educational Newsletters to:

- Understand the purpose of the curriculum
- Familiarize with the curriculum frameworks (period allotment, syllabus, standards to be achieved at each level for different subjects, weighting, assessments)
- Keep abreast on the curriculum changes

b. Ensure that the curriculum documents are read by all teaching faculty by:

- Making the curriculum related materials available
- Creating time frame for reading

- Creating forum for discussion and feedback to DCRD

c. Collectively set school level curricular goals by:

- Setting Department wise/subject wise curricular goals and make presentation
- Deriving & adopting common curricular goals for the school

d. Facilitate planning of curriculum implementation strategies

- HoDs/subject teachers presenting year / term/ block/unit plan/ daily teaching plans incorporating wide variety of teaching strategies (subject wise), spread over from 24th Feb to 3rd week of November (ensuring 180 instructional days/880 instructional hours) during academic planning meeting
- Discussing, adopting and incorporating in the school academic calendar
- Compiling and documenting all academic plans and making it available for ready reference

e. Facilitate the planning of teaching learning resources (human and materials) by:

- Conducting general staff meeting to project resources required for the coming academic session (meet the timeline of the Dzongkhag/ Ministry of Education)
- Preparing the list of resources required from the Dzongkhag/ MoE and those required to be procured by the school
- Submitting requisition for resources required determined from above

f. Devise monitoring and support services strategy for the staff

- In consultation with HODs, Prepare monitoring and support service schedule
- Present and adopt the schedule

g. Plan reviews of the academic plans and programmes in consultation with HoDs/staff

- Present strategy for review
- Discuss, adopt and incorporate in the academic calendar

h. Explore the use of ICT in teaching learning processes

- Present plans of using ICT in different subjects
- Draw consensus on implementing ICT
- Procure/make resources available as per the consensus

2.2. Curriculum implementation

a. Ensure that the curriculum is implemented as per the plans

- Carry out monitoring as per schedule
- Identify strengths and weaknesses and provide immediate support at the school level through individual/peer/group discussion/SBIP
- Recommend for CBIP/DBIP/NBIP

b. Take up actual classroom teaching

- Teach at least one specialized subject in at least one section of any grade
- Keep abreast of the trends in curriculum and pedagogy
- Demonstrate exemplary classroom teaching

c. Monitor classroom management through

- Scheduled monitoring and support services
- Observation of classroom setup, displays, classroom routine, student behaviour, teacher conduct and use of language
- Post conferences to share classroom observation for further improvement

d. Identify areas for professional development through

- Class visits, observations, feedbacks, self and peer assessment

f. Ensure the required minimum of 180 instructional days /880 hours in a year by

- Cross checking lesson plans, students' activities, class work, homework
- Avoiding declaring frequent holidays
- Conducting make up classes by informing principal and parents if it is conducted after school hours and government holidays

g. Ensure the use of variety of teaching strategies and resources through:

- Observation, cross checking daily lesson plans and classroom displays
- Encouraging the use of ICT(if available) in teaching learning

h. Ensure the availability of adequate resource and its proper use by:

- Checking the availability of resources
- Putting requisition system in place
- Monitoring the use of resources
- Procuring and providing the resources in time
- Minimizing the waste and misuse of resources

3. Assessment

3.1. Strengthen assessment practices in the school by:

- a. Understanding the policy and purpose of formative and summative assessment
- b. Integrating assessment in teaching - learning process

3.2. Institute a system of fair assessment practices:

a. Summative assessment by:

- Developing Test Blue print for all question setting
- Setting questions based on test blue print using a variety of test types such as Multiple Choice Questions (MCQ), Short answer and extended response questions etc. as per the curriculum requirement
- Preparing model answers and marking scheme to ensure fair assessment
- Moderating Question papers within subject group to ensure coverage of syllabus, clarity of language, balance in testing different levels of thinking, marking scheme, gender balance and time allocation.
- Developing rubrics, check list, for assessment
- Organizing group evaluation system
- Carrying out item analysis of all the multiple type questions from the exam paper
- Returning of corrected answer scripts to students for cross checking
- Maintaining the assessment records by respective class and subject teachers and making it accessible as and when required
- Providing remedial support
- Conducting result analysis and providing constructive feedback to BBE and DCRD on assessment policy and practices

b. Formative assessment by:

- Sharing formative assessment concept with the staff
- Planning formative assessment practices in the school
- Institutionalizing the use of FA tools (rubrics, checklist, port folios) and techniques (observation, anecdotal records, self and peer assessment)
- Maintaining assessment records of learners by teachers
- Providing regular and prompt feedback on student's work by teachers
- Using assessment to review teaching learning process

3.3. Keep abreast with various assessment principles and practices through:

- a. School based professional development programmes
- b. Use of ICT

3.4. Developing indicators for effective assessment by

- a. Checking students' learning outcome (pass %)
- b. Checking test quality, reliability and validity
- c. Use of blue print
- d. Test variety
- e. Marking scheme
- f. Use of formative assessment tools and techniques

4. Facilitate Professional development programmes

4.1. Budget time, resources and expertise for various professional development programmes by:

- a. Slotting adequate time for PD programmes in the calendar working towards achieving minimum of 40 hours in a year

4.2. Identifying and prepare PD schedule based on

- a. Monitoring
- c. Departmental meetings
- d. Result analysis
- e. Need based studies
- f. As a follow up of NBIPs
- g. Through students'/parents' feedback

- h. Working on the logistics, budget, materials and expertise for the PD programs

4.3. Instituting a system of documenting each of the PD programs comprising of :

- a. Agenda
- b. Objective of the PD program
- c. Outcomes
- d. Follow ups

4.4. Maintaining staff profile with respect to their participation and their expertise in various PD programs.

4.5. Train staff on the concept and skills of Action Research, and encourage them to take up AR as a way of enhancing teaching learning process through:

- a. Provision of concepts and skills to staff on AR (resourced either by the Principal or by other experts)
- b. Encouraging staff to take up AR based on interest and need.
- c. Presenting AR proposal to the staff
- d. Creating environment to facilitate the AR by

- Reducing work load of the staff
- Providing assistance for administrative procedures related to AR
- Presenting the findings and recommendations of AR to the staff
- Instituting mechanism for follow up on the recommendations and its subsequent impact on teaching learning processes.

4.6. Share best practices by staff during general staff meetings/ professional development meetings.

4.7. Encourage reading of educational related publications like journals, researches, pedagogy, e-journals, psychology and educational philosophy.

4.8. Create reading ambience in the school by:

- a. Creating reading space for staff
- b. Making educational publications available
- c. Making provisions for internet facilities with subscriptions to various educational e-journals and forums
- d. Incorporating the new ideas and theories read in the teaching-learning processes
- e. Creating forums for sharing from their reading (e.g. circle time)

4.9. Instituting a system of collecting feedback from students/parents/ teachers to ascertain the PD needs. It can be done by:

- a. Discussing on the rationale of such feedback system with staff/ students/teachers/parents
- b. Discussing on the mode of feedback mechanisms like open mike, feedback boxes, questionnaires.
- c. Through meetings, discuss and decide on the items of the questionnaire
- d. Orienting students/teachers/parents on the rationale and procedure of giving constructive feedbacks
- e. Deciding on the frequency of collecting feedbacks
- f. Analyzing the feedbacks collected with high level of professionalism
- g. Authenticating the findings through observations and other channels of communication by the Principal and HoDs with randomly selected students and parents.
- h. Validating the findings, following up with the staff and monitoring its impact professionally.

CHAPTER 7 CURRICULUM IMPLEMENTATION

Performing schools promote high level of academic achievement for all students by providing a rigorous curriculum that is aligned to the directives of DCRD. Schools must experiment with more varied arrangement where proper learning takes place and provide students some advance taste of experience he/she will face later on. This will be regularly collaborated among staff to improve the performance of all the students.

1. Curriculum implementation

A school needs to have a policy on implementing the curriculum, instruction and assessment as per the directives of curriculum and assessment policy. It should have the following components:

1.1 Long-term educational goals

- a. Set goals and objectives the school plans to achieve at the end of school education for each subject. The objectives should also reflect those from DCRD's "The Purposes of School Education in Bhutan" and objectives provided in DCRD curriculum documents.
- b. The objectives for each subject are to be documented and shared with all the teachers. Review the objectives from time to time to enable teachers to keep their focus on achieving these goals.

1.2 Short Term Goals/Objectives

Short term goals/objectives are the areas which can be achieved in a year. The short term goals should be in line with the schools' educational goals.

2. Lesson Planning

Lesson planning should be monitored by the monitor/subject head/academic head on daily or weekly basis.

2.1 Yearly plans

Prepare the yearly/block plans based on the objectives, topics and time allotted for each topic/subject. The teaching time needed would depend on difficulty level of the subject and topic. Allocate 180 instructional days or 880 hours, considering four Saturdays a month as 2 working days. While calculating, examination period, paper corrections, public holidays and term breaks must be excluded. Begin all the school sessions on time. Time management is crucial. Ensure other school activities do not infringe on the instructional time.

2.2 Daily Lesson planning

Teachers must plan and prepare daily lessons. Daily lesson planning ensures

adequate preparation for effective and systematic teaching without waste of time and energy. All lesson plans must have enough details for the children to learn any concepts, skills, values and attitudes of different subjects.

2.3 Lesson planning for beginning and apprentice teachers

The details of lesson plan components may differ for beginning teachers, performing teachers and master teachers. The lesson plan for beginning and apprentice teacher must have adequate details to facilitate teachers to prepare, deliver and teach the lesson effectively. The mentor or senior teachers or the head of subject department should frequently check the lesson plans of beginning teachers and provide feedback.

3. Teaching & Classroom Management

Focus the teaching on children's learning. For most teachers, the focus is on the subject and the coverage of syllabus. We need to move away from this approach and teach children to learn help learn the concepts; acquire skills, form values and build the right attitudes on the subject. This shift in the focus would ensure children's mastery over the subject. Explore various methods and strategies of teaching to make learning easier and fun. Encourage students' active participation in the class. The school policy must include the following effective methods and ideas.

3.1 Class Size

The ideal class size should be 30 if feasible to enable students' participation and to ensure greater attention to students as individuals within the class.

3.2 Subject Teacher

The subject and class allocation must be done as per the teaching competency and subject specialization of a teacher.

4. Teaching Periods

In a week, each teacher must take a minimum of 22 hours of teaching periods while the school must ensure that a teacher is provided with at-least 2 free periods in a day to increase their efficiency in planning, reflections and correction works.

5. Instructional Practices

The responsibility of teachers is to facilitate children to learn knowledge, skills, and values. The teachers in their subject departments must explore/exchange ideas on use of varied instructional methods and formats to make learning experiences relevant and responsive to the needs of students with different abilities.

The Subject Heads/monitors must ensure that instructional practices are effective through:

- a. Facilitating professional development programme that supports classroom instruction.
- b. Classroom visits (formal/informal) and provide feedback on classroom instruction.
- c. Developing and implementing an assessment system that measures academic progress over time for students of different ability groups.
- d. Analyzing students' performance to continually design instruction based on student needs.

6. Teaching/Learning Materials

Use of appropriate teaching learning materials can make learning more meaningful and effective. Schools should procure or submit requisitions to the Dzongkhag for adequate teaching learning materials (text books, teaching aids, learning materials, subject references, audio-visual aids and IT facility) to support and enhance classroom teaching and learning. Should there be any limitations in this field; schools must explore ways to improvise the materials through locally available resources.

a. Teacher-Student Relationship

Teacher- student relation must be based on trust, confidence and shared responsibility. This will form the basis for students' learning and achievement. Unless the teacher is able to establish good professional relations with the students, understanding the learners and catering to the needs of the varied learners would be difficult to accomplish.

b. Classroom Management

An effective classroom management and organizational skill would contribute to positive learning environment. Effective classroom managerial skills are central to teaching and learning. This requires to be sustained all throughout the period of teaching learning with sense of fairness.

Following are some suggested ways by which teachers do to maintain an atmosphere that enhances learning:

- a. Proper sitting plan and classroom arrangement,
- b. Setting expectations for behaviour,
- c. Setting and displaying classroom rules,
- d. Managing student academic work,
- e. Managing inappropriate behaviour and
- f. Promoting appropriate and consistent use of consequences for misbehaviour

7. Assessment of students' performance

The schools need to have a well-defined assessment policy for fair and transparent appraisal and assessment system. The formative assessment must be a continuous process through provisions of class work, portfolio,

homework and the project; and summative ones based terms tests and other tests that are conducted at school level and national level. These are carried out as per the directives of the BCSEA and DCRD.

7.1 Continuous – Formative Assessment

Formative Assessment (FA) is a process where students' learning are enhanced by providing feedback – verbal or written, observations, conferences and meetings, etc. It is a way of diagnosing the learning difficulty and modifying teaching methodology to suit the learners. FA comes in many forms: recapitulating questions, questioning as the teacher teaches, monitoring class activity, follow up on activities, and correcting class work and homework. FA may have specific criteria.

7.2 Continuous – Summative Assessment

Summative Assessment (SA) is used to determine the achievement of a child based on the curriculum objectives. This type of assessment comes in the form of class tests, terms tests and examinations. Marks are awarded to measure the achievement of the students.

a. The school's homework policy should enforce

- Assigning regular homework and marking them with feedback.
- Having a well-planned homework schedule to avoid overburdening the students with too much homework.

b. Home Examination

Teaching students should not be just preparation for examinations. Use examinations to monitor the progress of learning, and check the standard of student performance. Examinations also provide feedback on curriculum implementation practices, and teachers' professional input. Analysis of results of all tests and exams provide indicators for future improvement. Examination procedures entail goal setting, planning, and setting questions using a test 'blue print'. Use standard criteria for setting and moderating question papers. There should be proper marking scheme to assess answer scripts, and moderation of assessed papers. Carry out result analysis and give feedback for improvement.

c. Examination Committee

Form a committee with detailed job description to conduct examinations, and exam-related activities. Incorporate these activities in the school's academic calendar. The examinations-related activities are:

- formulating a policy on examinations covering the type of instruments to use, conduct of examinations, and the use of results,
- Planning and carrying out the examination-related activities without violating on the 180-day instructional time,
- Monitoring and reviewing the activities related to examinations for improvement,

- Developing a standard procedure for evaluation and promotion of students,
- Compiling result and organizing meetings to discuss students performance and
- Declaring results, and reporting to the parents and Dzongkhag.

d. Assessment and Promotion

Frame policy on assessment and promotion. The policy should control teaching-learning processes and maintain quality education. The policy needs to be thoughtfully framed, planned and executed strictly. It may involve:

- Stating the assessment objectives,
- Using reliable assessment criteria to ensure transparency and accountability in assessment system.
- Developing the criteria to evaluate children's work and helping teachers provide feedback to children for improvement,
- Using assessment criteria for Curriculum Assessment – Formative and Summative.
- Preparing results based on actual performance of students and promoting children to the next higher class without detaining them in the hope of bettering the board exam result.

8. Framing the school timetable

- a) School timetabling determines how the whole school academic policies and programmes are implemented. Design it carefully to maximize the time on task for students and teachers.
- b) A timetable indicates the curricular activities undertaken in a school: the subject taught, the teachers; the hours of work for teachers in different subjects, and periods allotted for academic and non-academic work. Therefore, the timetable must be framed carefully to:
 - Ensure due attention to every subject and activity,
 - Distribute work equally among the teachers,
 - Adjust schoolwork according to the need of the pupils,
 - Develop moral values and good habits,
 - Facilitate maximum use of available resources.

The following are the general aspects to be considered while structuring the school timetable:

- a. Type of school
The type of school (residential or non residential) and the location of the school like urban, rural, remote, primary, and secondary would determine the nature of school activities, since the interests of children are different.
- b. Policies of the Ministry
Consider the policies, rules and regulations of the Ministry of

Education to maintain standard and uniformity in providing quality education. Schools follow same length of year, time of opening and closing, time of examinations, term breaks, and number of periods for each subject.

c. Incidence of fatigue

While allocating the subject, it should be borne in mind that an equal amount of labour is not needed in teaching all the subjects. There are some subjects, in which teachers have to work harder while for some subjects they have to work comparatively less. Therefore, while drawing up the time table it should be observed that the timetable is not burdensome to the teachers.

d. Principle of variety

The timetable should allow frequent changes of teachers, subjects, places and positions, or variety of teaching learning methods. To minimize monotony, ensure that the following concerns are given due attention:

- The same teacher should not have two consecutive periods in the same class, unless the teaching is rich in hand-on activities
- Free periods for teachers: Free periods for teachers must be provided to increase their efficiency and for correction work.
- Maximum utilization of resources: Timetabling is carefully done to increase efficiency and form good habit of working in a systematic manner without wastage of time and resources.
- Principle of elasticity: Timetable is an instrument to help a school function and it must be flexible and implemented as per the needs of the school.

8.1 School time table format

In most schools, there are three types of timetables: class timetable, teacher's timetable and general timetable.

8.2 Format for Class Time Table (a sample)

Day/period	1	2	Break	3	4	Lunch	5	6	Break	7	8		
Mon													
Tue													
Wed													
Thu													
Fri													
Sat													

Note: 8 periods system must be allotted 40 minutes (lower classes)

General timetable format has names of teachers teaching different subjects in different periods and sections reflected in the consolidated sheet of paper for the whole week. It is called consolidated timetable and is a combination of timetable for classes and teachers for all periods in a week.

Name	Monday							Tuesday		
	1	2	3	4	5	6	7			
1. Dechen	E4		E5		H7		HB			
2. Yangchen		M8		M7	Sc8	Sc5	Sc7			
3. Wangmo	Dz-8		Dz-7		Dz-6	EV-1	Dz-5			
4. Kuenzang	E7	G8		SS4	SS5					
5. Tashi	Dz5		Dz4		EV3		Dz4			
6. Deki	M3	M3	En	En		Ev	PE			
7. Pemba	En2	En	Evs		M	M	PE			
8. Yeshi		E1	M	Evs	EV	PE				
9. Kumbu	Dzpp	En	M	EV	EV	PE				
10. Sangay	Dz1		Dz2		Dz3	Ev2				

Note: E4 = English for class IV
H7 = History for class VII

(Advised to follow 7 periods of 50 minutes each ensuring 180 instructional days)

8.3 Procedures of timetabling

Design the timetable carefully bearing in mind the aforementioned principles especially the period allotment for each subject (as prescribed by DCRD), workload, and free periods for teachers, and subject distribution across the seven periods of a day and through the week, and time of the periods. The following steps would be useful in the construction of a school timetable.

8.4 List subject/education programmes against period and hours allotment per week (sample)

Subjects	PP	I	II	III	IV	V	VI	VII	VIII
Dzongkha	7(4.4hrs)	9(6.0hrs)	11(7.2hrs)	11(7.2hrs)	9(6.0hrs)	9(6.0hrs)	8(5.2hrs)	7(4.4hrs)	7(4.4hrs)
English	7(4.4hrs)	8(5.2hrs)	10(6.4hrs)	10(6.4hrs)	9(6.0hrs)	9(6.0hrs)	8(5.2hrs)	7(4.4hrs)	7(4.4hrs)
Mathematics	8(5.2hrs)	9(6.0hrs)	10(6.4hrs)	10(6.4hrs)	9(6.0hrs)	9(6.0hrs)	8(5.2hrs)	7(4.4hrs)	7(4.4hrs)
EVS	4(2.4hrs)	5(3.2hrs)	9(6.0hrs)	9(6.0hrs)					
Science					7(4.4hrs)	7(4.4hrs)	7(4.4hrs)	10(6.4hrs)	10(6.4hrs)
History							4(2.6hrs)	4(2.6hrs)	4(2.6hrs)
Geography							4(2.6hrs)	4(2.6hrs)	4(2.6hrs)
Socialstudies					5(3.2hrs)	5(3.2hrs)			
Physical Edn	1(0.4hrs)	1(0.4hrs)	1(0.4hrs)	1(0.4hrs)	1(0.4hrs)	1(0.4hrs)	1(0.4hrs)		
Art Edn					1(0.4hrs)	1(0.4hrs)	1(0.4hrs)	1(0.4hrs)	1(0.4hrs)
SUPW	1(0.4hrs)	1(0.4hrs)	1(0.4hrs)	1(0.4hrs)	1(0.4hrs)	1(0.4hrs)	1(0.4hrs)	1(0.4hrs)	1(0.4hrs)
Library	1(0.4hrs)	1(0.4hrs)	1(0.4hrs)	1(0.4hrs)	1(0.4hrs)	1(0.4hrs)	1(0.4hrs)	1(0.4hrs)	1(0.4hrs)
Total	30 (20hrs)	35 (23.2hrs)	44 (29.2hrs)	44 (29.2hrs)	44 (29.3hrs)	44 (29.3hrs)	44 (29.3hrs)	44 (29.3hrs)	44 (29.3hrs)

8.5 List the teachers with teaching or expected to teach subjects and class level

Sl.No	Name	Teaching subjects	Teaching classes	Total no. of periods	Other responsibilities

- 8.6 WFirst fill in subject allocation sheet and then prepare teacher timetable and the class timetable simultaneously to avoid clashes.
- 8.7 PP to Class III has class teacher system with a teacher teaching all the subjects in these classes. However, school can deviate from this if teachers' competency in teaching all subjects is doubtful.
- 8.8 Allot block periods to activity-based subjects to give enough time for a series of activities to be completed.
- 8.9 Check the class timetable to see if all periods are filled up with teaching periods and educational programs.
- 8.10 Timetables once prepared may be piloted and kept unchanged for a period to get everyone used to the system. Frequent changes in timetable create confusion amongst teachers as well as the students.

CHAPTER 8
CO-CURRICULAR AND EXTRA CURRICULAR IMPLEMENTATION

Co-curricular and extra-curricular activities make students' growth and learning more balanced and comprehensive. They are considered as important dimensions to holistic education. Such activities provide wide spectrum of experience for the learners. The students' interest and talents come in many different forms and they should be equally valued and supported. While academic or intellectual learning could be catered through curricular programmes, the students has also other important learning needs such as leadership, social interaction, self-discipline, self-confidence etc. These needs are met through well designed and significant co-curricular and extra-curricular activities. Such activities come in the form of outdoor field trips and excursions, games and sports, literary and cultural activities and club activities. These activities are essential means that contribute to the formation of learners' character. Furthermore, students are also exposed to community service, charity, life skill education, cultural activities, plantation, agriculture, etc. A good school would value and consider all of these components in the school calendar and carry out meaningfully.

1. Benefits of Co Curricular and Extra Curricular Activities

- a. These activities are refreshing after a series of academic classes and become a good break for children's minds.
- b. Co-curricular and extra-curricular activities bring recreation and make students' life more enjoyable.
- c. Physical engagements like playing games make children fit both physically and mentally.
- d. Children develop holistically since they acquire many life skills when they are involved in co-curricular and extracurricular activities.
- e. Through these activities, children learn so many values and skills such as cooperation and team spirit, punctuality, leadership, creativity, competitive spirit, self confidence, social interaction, responsibility, management of time etc.
- f. Provide many avenues for children to exhibit their potentials and demonstrate their competencies.
- g. Children can earn awards, certificates and other documents authenticating their performance and it would help them to widen the opportunities.
- h. Engage children fully, so that they do not involve themselves in unwanted and unethical activities.
- i. Children learn to appreciate culture and takes initiative to them.
- j. Co-curricular and extra-curricular activities can enhance community participation in schools' activities and strengthen School-Community Partnership.

2. Categories of Co-Curricular and Extracurricular Activities

2.1. Activities for literary and academic development(both in Dzongkha and English)

- a. Reading books, listening to news, attending live debates, etc
- b. Writing competitions: essays, stories and poems
- c. Writing for school magazines, newsletters, wall magazines
- d. Story telling competitions, recitation of poems
- e. Guest speeches
- f. Morning assembly speeches, news reading
- g. Debates, quizzes, calligraphy
- h. Drawings, paintings(with brief write ups)
- i. Singing rhymes,
- j. Seminars, symposiums and
- k. Dramas

2.2. Activities for physical development

- a. Mass drill or parade,
- b. Athletics,
- c. Games - both indoor and outdoor
- d. Traditional Games- archery, dhegor, khuru, soksum, etc.

2.3. Activities for aesthetic and cultural development

- a. Folk songs and dances like Zhungdra, Boedra, Rigasar, Tsangmo,
- b. Lozey Competitions
- c. Mask dances
- d. Celebrating national festivals
- e. Organizing school 'Rimdo', prayers and 'Choeshey'
- f. Dramas depicting historical events
- g. Painting and sculpturing
- h. Exhibitions
- i. Silent Sittings/ Meditations

2.4. Activities for civic education

- a. Campus beautification- landscaping, and gardening
- b. Cleaning and maintenance of classrooms and school campus
- c. Celebrating national festivals and local festivals
- d. Making and maintaining rock gardens, summer houses, ponds and lakes

2.5. Vocational or craft Activities

- a. Embroidery
- b. Knitting, weaving
- c. Tailoring
- d. Making toys

- e. Cooking
- f. Gardening
- g. Electrical work
- h. Plumbing
- i. Book binding and
- j. Bamboo works(Making baskets, hats, etc)

2.6. Excursions and field trips

- a. Visit to monasteries and temples (for pilgrimages), places of historical, visit to geographical and economical importance
- b. Visits to museums, zoos, nature parks and exhibitions.

2.7. Social Welfare Activities

- a. Community services like cleaning campaign, health campaigns etc.
- b. Helping farmers work during peak season without hampering instructional hours
- c. Organizing social work at the time of natural calamities or distress

3. Tips for organizing Co Curricular and Extra Curricular Activities

3.1. Discuss and decide number of activities that would impact students' learning and fun (too many activities may undermine quality)

- a. Give equity to both excellence and participation
- b. Reflect these in the school diary and school calendar. Set clear goals and objectives for each activity well in advance
- c. All activities must have action plan prepared and countersigned by respective in charges in the beginning of every year
- d. Optimize resources mobilization
- e. Carry out the activities as planned
- f. Award appropriate prizes and certificates(children look forward to it)
- g. Where ever possible invite relevant guest(s)
- h. Always encourage open and fairness during any activity
- i. Monitor and evaluate the outcome of the activities

A sample plan for a game is prepared for you as mentioned hereunder:

Name of Activity	: Inter House Basketball Competition
GNH values	: Love, Perseverance, Inter-dependence/ Team work.
Objectives of the Activity	: By the end of the activity, students will be able to:
a)	Play the game with fairness and exhibit all their skills.
b)	Follow all the latest rules in Bhutan Basketball Federation.
c)	Develop a sense of team work and collaboration.

Time of Conduct	: Last Week of April (As per School Calendar)
On the Court	:
a.	Check the players for rings, chains, watches, etc that may be harmful
b.	Next, brief the players on the rules
c.	Before the start, let all the players meditate for at least 1 minute
d.	Let the players shake hands
e.	Start the game (either in halves or quarters, as applicable)
f.	Always encourage use of positive language and behaviours
g.	After the game let players shake hands or hug each other
h.	Maintain the record of the players

3.2. Making Co Curricular and Extra Curricular Activities attractive to our children

- a. Give choice to the students to participate in activities they love the most. However, during competition, the best player must form the team.
- b. Make these activities full of fun for children.
- c. Do not set too many do's and don'ts except the required ones.
- d. Let the children realize the personal benefits of their participation.
- e. Many people feel that academic is the most important activity in the school and school must cater to academic only. It is important to make them realize that co curricular and extracurricular activities are equally significant for overall development and well being of the children.
- f. Children are required to buy additional wears for some activities and this is not affordable to most. Discourage buying of very expensive wears both for sports and cultural events.
- g. Exciting and unique activities are recommended. Otherwise, people consider them as just formalities to be fulfilled.

3.3. Qualities and Values inculcated by these activities are-

- a. Social values: inter dependence, understanding, love, team spirit, co-operation, dedication, sense of belongingness.
- b. Civic virtues: knowing responsibility, respect for laws and being law – abiding citizens, care for properties, being productive.
- c. Cultural values: understand and learn culture through
 - participation in cultural activities
 - observing religious and all the national festivals
- d. Moral values like
 - obedience to laws, rules and regulations
 - love of truth, honesty, sincerity, loyalty
 - tolerance and sportsmanship on the playground
- e. Leadership qualities
 - being creative and resourceful

- possessing a high sense of independence
- being responsible and caring for others
- planning, organizing and executing plans independently

Suggested Activities for Girls and Boys

Common Activities	Recommended for Boys	Recommended for Girls
1. Football, volleyball, basketball badminton, table tennis, lawn tennis	Traditional games; Khuru, Degor, Soksum, Bjidum, etc.	Throw ball
2. Cultural Activities: folk songs and dances, drama, “Driglam Namzha” practices.	Mask Dances	Singing
3. Physical Education	Sports are same	Sports are same
4. Arts and crafts: mostly same but a few can differ depending on interests like embroidery, painting	Sculpturing, carpentry, missionary, plumbing, painting	Weaving (<i>thagzo</i>), knitting, embroidery
5. Literary work: same but different activities at different places and time.	Same can be arranged	Same can be arranged
6. SUPW in the school and in its community	Footpath & disposal or rubbish pith constructions, drainage	Flower gardening and beautification of school surroundings.
8. Any others		

As stated above, co-curricular and extra-curricular activities help students to develop both cognitive and psycho motor skills. Choice of right activities will facilitate to develop correct experiences. Today’s world is filled with job opportunities but appropriate skills are required. By making children participate in these varied activities, we prepare them for their future. In fact, it has been proven that, success in adult life depend on their ability to participate in these activities. Therefore, schools should plan properly and execute these activities so that maximum benefits are reaped by our youths.

CHAPTER 9 STUDENT SUPPORT SERVICES

Providing quality education and making it accessible to all the Bhutanese children is one of the primary mandates of the Ministry of Education. It is important to ensure that all Bhutanese children avail the educational services to the optimum level. Towards meeting this end, the schools need to plan the students' resources. Any increase in the enrolment must result in ensuring better physical facilities too. The Principal must study the enrolment trend in the school and plan student intake accordingly. This would help the schools to plan human resources (faculty and students) as well. The student strength would determine the recruitment of teaching and non-teaching staff.

1. Planning students' admission

The school admission policy must be in line with the MoE's directives. Admission should be prioritized for the children of the community within the catchment area. Further, admission must also be given to the children of the civil servants, corporate employees and business community living in the locality.

It is important that the school has the following admission support mechanism in place:

1.1 Enrolment projection

Determine the enrolment projection considering the following factors:

- a. The number of children in the catchment area
- b. The number of classrooms and its size
- c. Number of existing teachers
- d. Number of slots in the hostel in case of boarding schools:
 - Number of students graduating at the end of the year
 - Number of students likely to fail and repeat

1.2 Admission Committee

The admission committee is formed to ensure transparency and fairness in the admission procedures. The responsibilities of the Admission Committee are to:

- a. Frame the admission policy as per policy directives
- b. Plan the admission.
- c. Design and distribute the admission forms.
- d. Conduct the admission in a fair and transparent manner.
- e. Ensure access to all the eligible children in the community.

1.3 Design of an admission form

The form should contain all the personal information required to authenticate the genuineness of the information provided. It should also have form numbers, list of documents to be attached, fee structure, admission procedure and deadline for returning the completed forms. All measures must be taken to inform the parents and make them aware of the policy, date for the submission of the forms and date of admission. All the completed forms should be collected and subsequently reviewed prior to the admission.

1.4 Admission of students

(a) Admission to PP class

- i. Documents required to be verified:
 - Citizenship identity cards of parents
 - Health card or birth certificate of the child
 - Letter from parent organization to authenticate parents' employment
 - Passport photo of the child(2nos) where feasible
 - Health record card/book
- ii. Determining the age of the candidates: The minimum age for admission to PP standard is six years as per the international system. Determine the correct age by checking the Ketsi/health cards.
- iii. Enter the student's details in the admission register and let the parent/guardian sign.

(b) Admission in VII, IX and XI on placement

For new admission on placement within the cluster schools in classes VII, IX & XI, the following documents are required:

- A copy of Citizenship Identity Card of the parents
- Letter certifying parents' place of work and residence
- A copy of Citizenship Identity Card of student (if above 15 years)
- Admission Placement Order (if applicable)
- Statement of Marks and School Leaving Certificate (original)
- Progress Report and Character Certificate (original)
- Letter from the MoE or School Liaison and Coordination Division (Bhutanese applying for admission from outside the country and special cases within the country).
- Record details of students and parents in the admission register with counter signature of the parents or guardian.

(c) Admission of transfer cases

The enrolment of children whose parents' station of services are transferred and those on medical ground should be given preference. However, the transfer of students seeking better facilities, transfer of students on disciplinary ground, repeating classes or for other reasons may be considered subject to availability of seats. Documents required:

- Transfer order of parent(s) or letter of recommendations
- School leaving certificate
- Academic record of student's performance
- Citizenship card if student is more than 15 years of age
- Letter from previous school head for disciplinary ground
- Receipt of fees paid to previous school if admitted in the middle of session
- Passport size photo of students

Record must be maintained in the admission register particularly the details of student and parents duly acknowledged by the parents/guardian.

(a) Admission in boarding school

- Child is eligible for admission to a hostel if parents or guardians live outside a radius of 5 km or one hour walking distance from the school.
- Repeaters are also entitled to boarding facilities with exception to class X and XII supplementary and private candidates.
- Give priority to students from remote places and from low income families.
- Students who cannot attend school without being a boarder.

2. Support Services

2.1 Student Support Services

Student support services (SSS) is an important programme that would cater the services to the needs of our students. The school leader must ensure that the policy reflects the following aspects:

a. Inclusive education

- Provide educational opportunities to all the children (disabled and disadvantaged)
- Treat every child in the school with dignity and respect regardless of their abilities, religion, culture, and socio-economic background
- Provide equal opportunities to participate in the learning process

b. Effective learning

- Promote quality teaching and learning process using differentiated instructions
- Provide relevant and adequate materials
- Enhance teacher capacity, morale, commitment, and status
- Curriculum must be made relevant and meaningful to the needs of the children

c. Conducive environment

- Provide clean, safe and conducive classroom for interactive teaching/ learning activities
- Ensure safe, caring and supportive environment (e.g. absence of abuses, bullies, corporal punishment, humiliation, and harassment)
- Promote mind training and mindfulness practices as a normal part of school life
- Provide education on life skill & GNH values and principles to students
- Encourage respect for each others' rights, dignity, and equality.

2.2 Types of Student Support Services

The need for various forms of student support services is on rise every year. In order to cater to these needs, Principals are required to identify and put the following suggested programmes such as:

a. Career Education

- Curricular component
- Job opportunities
- Capitalize on student's talents, and
- Vocational skill development

b. Health Education

- Personal health and hygiene
- Regular clinical services
- Proper sanitation/hygiene
- Safe environment
- Provide health information
- Drug related issues
- Maintenance of Individual Health Book
- Refer to medical specialist and treatment.

c. Academics

- Study skills
- Time management
- Providing examination techniques
- Remedial measures, and
- Techniques on homework, assignments, and project.

d. Value Education

- Citizenship values
- Social/Cultural Values
- Personal values
- Work values
- Human values

e. Socio-Emotional Components

- i. Building self-esteem,
- ii. Listening/Attending to their
 - Personal problems,
 - Family problems,
 - Emotional problems.
 - Stress management.

f. Life Skill Education: Life skills based on ten core life skills:

- i. *Thinking skills*
 - Creative Thinking
 - Critical Thinking
 - Decision-Making
 - Problem Solving
- ii. *Social Skills*
 - Self – Awareness
 - Effective Communication
 - Interpersonal Relationships
 - Empathy
- iii. *Emotional Skills*
 - Coping with Emotion
 - Coping with stress

The Student Support Services (SSS) should be looked after by a committee. The roles and responsibilities of the committee are to:

- a. Frame policy on SSS regarding why, what and how the committee would provide the services.
- b. Define objectives of the SSS
- c. Identify activities or services
- d. Set targets for the year
- e. Plan the activities or services identified
- f. Implement and monitor the services
- g. Review and assess services provided for improvement, and
- h. Record and report the services provided to the school, parents, and education authorities.

The SSS committee should be further supported by the school counselors through technical and professional career and counseling services.

3. Graduation of students from the school

Students form an important unit of the school's family during their time in the school. However, the nature of the schooling is such that upon successful completion of any level (primary, middle or higher) of schooling, the students have to move to the next and higher level. Often such up-gradation of the

grades would involve change of the school. The parent school must ensure that the students graduating receive a complete and smooth transition in this process. The following strategies are suggested:

- a) Students leaving on completion or transfer of school need documents like:
 - School leaving certificate with passport size photo
 - Academic progress report
 - Character certificate and certificates of merit for contributions or achievements
 - Health Record Book
- b) Most schools have a good practice of organizing a decent farewell programmes and sending good memories of the parent school along with their graduates instilling lot of values such as gratitude, belongingness, trust, faith etc...
- c) Principal can follow up on the performance of their graduates in the new school and share with the colleagues. Such initiative would further strengthen the bond of family life of the school.

The school should make efforts to retain those students who are likely to discontinue his/her studies by providing proper counseling, guidance and support. However, should the student insist on leaving school, the parents should be called and their consent must be sought.

If the student is going to another school, the parents schools must issue cumulative assessment record and transfer certificate of the student. For a student going for a job or vocational training, issue a character certificate along with the necessary documents.

CHAPTER 10 BUILDING STAFF DYNAMISM

Staff are one of the most important resource in the school. It is the quality of staff planning in terms of requisition, deployment, management, development and appraisal that will determine efficiency and effectiveness of a school. As such, school has to deal it with utmost care and considerations.

It becomes a prime duty of a school to frame school policy highlighting planning of school staff. In doing so, the school could consider the following:

- a. Working out staff requisition
- b. Putting up requisition on time through DEO to HRD of MoE
- c. Implementing staff deployment policy,
- d. Delegation of jobs for all the staff
- e. Orienting new staff member to school culture,
- f. Staff leave
- g. Briefing on School Self-assessment and School Improvement Program
- h. Orienting on PCS ,target setting and PMS
- i. Monitoring and providing professional support services,
- j. Staff appraisal,
- k. Looking after the welfare of the staff.

Some of the above mentioned points have been deliberated below to provide more clarity:

1. Staff Requisition

The Principal must be cognizant of RCSC approved staffing pattern, and accordingly put up staff requisition to ensure that school has adequate staff. The requisition has to be submitted through the Dzongkhag Education Office, latest by August, and to the HR Division of the MoE, latest by September, who then recruits the school staff as per the deployment policy.

However, the requisition of General Service Personnel (GSP) and Elementary Service Personnel staff (ESP) made to the Dzongkhag Education Office will be recruited by Dzongkhag HR committee as per the approved staffing pattern.

Keeping the above requisition procedure in mind, the Principal in consultation with the staff needs to frame a staffing policy keeping the following points under consideration:

1.1. Work out Staff requisition:

Based on the RCSC approved staffing pattern and Teacher deployment policy of MoE, the school has to work out teacher requisition. Besides referring the above mentioned documents, the school will have to consider the following points while working out the requisition:

- a. Ensure every section has a teacher excluding the head of the school

- b. Maintain a teacher –pupil ratio of 1:24 (excluding the head of the school and teachers on long leave)
- c. A teacher has to teach at least 22 hours in a week
- d. There should be at least two teachers including the head even in the smallest school. For ECRs, one teacher in-charge would suffice.
- e. If a class has less than 15 students, and if two such classes combined have less than 25 students, ignore guidelines (a) to (c) in smaller schools. Instead, go for multi-grade teaching.
- f. In case of Higher Secondary School, minimum number of students required to open a new section to be 20 students.
- g. General/B.Ed. (primary) teacher expected to teach all subjects up to class VI; however, for some considerations could be made in case of teaching Dzongkha.
- h. B.Ed (secondary) teacher to teach two subjects, and PGCE/PGDE to teach at least two subjects till class XII.

1.2. To get the total number of teachers required in a primary school, add all the periods allotted for academic subjects (as prescribed by DCRD), and divide the total by 24 (to maintain teacher-pupil ratio of 1:24)

1.3. For Secondary school, subject wise period allocation and expected hours of teaching per week would give the required number of teachers for different subjects.

1.4. The requisition of support staff could be determined by the availability of additional facilities such as hostel and WFP feeding program, library, laboratories, size and type of school, and in line with staffing pattern.

2. Job delegations

The school management is responsible for appropriate delegation of responsibilities to its staff, and for that identifying right person for right job is very crucial. This involves looking into the nature of the job and the aptitude and attitude of the staff to whom the job is being delegated to. Efforts have to be made check the compatibility of the job and the person before the job is delegated.

2.1. Delegation of administrative responsibilities to teachers

As per the PCS, teachers have to take up administrative responsibility in line with the job description. However, such delegation of administrative responsibilities to teachers has to be based on their willingness, capability and experience.

2.2. Delegation of responsibilities to support staff

Job delegations to support staff are equally important and therefore have to be done with special care. Utmost care has to be taken to ensure that the job

delegations relieve teachers from non-academic works of the school as far as possible. Further, the support staff have to be briefed on the nature of the job delegated along with job description.

2.3. Delegation of instructional responsibilities

Delegation of instructional responsibilities to teachers requires careful study of their content, professional competencies and years of experience. Subject specialization, number of teaching periods and work load of a teacher needs to be considered carefully in order to enable them to perform effectively. However, where it is not possible, it is important to make the best use of the available teachers based on their professional competencies.

It is also advisable to avoid, as far as possible, assigning teaching responsibilities to support staff and untrained temporary employees. Teaching is best left to trained teachers only. In case of acute teacher shortages, inform the DZongkhag or Department of School Education.

3. Preparing detailed job descriptions for the job delegated.

3.1. In reference to the job descriptions given in PCS, the school has to work out a detailed job descriptions. The job descriptions should spell out what needs to be done and how it should be carried. Such clear expectations in the form of job descriptions will enable staff to carry out the job more effectively and also become more accountable to the management.

3.2. The detailed job descriptions should then be briefed to the concerned staff for understanding and compliance. The job description could also be used to set performance target accordingly.

4. Orientation for new staff

Orientation of new staff joining the school is deemed very important part of school culture. Therefore, provision has to be made to conduct Orientation program as early as possible. Such program will help new member to:

- 4.1. Understand the school culture
- 4.2. Know how the staff is expected to function
- 4.3. Know what is being expected from them
- 4.4. Know who he/she is accountable to
- 4.5. Understand the working relationship
- 4.6. Establish rapport with other staff, students and the head
- 4.7. Know the code of conduct governing the staff

5. Staff Leave

In order to streamline school's leave procedure and to curb unauthorized absences from school, efforts have to be put in to frame school leave policy in line with the provisions of BCSR 2010. While framing such policy, provisions

pertaining to the following could be considered:

- a. Casual leave for 10days
- b. Bereavement leave for 15 days on the demise of immediate family members
- c. Maternity leave for 3months,
- d. Paternity leave for 5days
- e. Extraordinary leave,
- f. Medical leave as per approval by competent medical authority and practice in vogue
- g. Escort leave for medical treatment of direct dependent outside the country
- h. Study leave

(Note: Extraordinary, medical, escort and study leave will have to be processed through Dzongkhag/Thromdey).

However, leave should not be claimed as a matter of right. In case, teachers have to take leave owing to unavoidable circumstances, provisions have to be in place to engage students meaningfully through assigning of enough tasks to students or assigning substitution classes to teachers teaching the same classes/grade.

6. Staff Development/Professional Development

Staff development is key to ensuring improved instructional practices and student success. Therefore, it is important to organize regular professional development programs in school. In line with the Ministry's initiative to Decentralized Education Monitoring and Support Services (DEMSS) through School Level Monitoring Support Services (SLMSS), the schools are urged to promote professional development programs to maintain one's professionally greenery.

6.1. Objectives of Staff development programme (SDP)/PDP

The main purpose of staff development is to enhance teacher's professional competencies. It is intended to:

- a. Gain expertise in teaching and its related areas.
- b. Add to content knowledge , skills , values and attitudes,
- c. Keep abreast with policy and curriculum changes

6.2. Areas of Professional Development programme

A good situational analysis of school and use of School Self Assessment (SSA) would generate areas for professional development programme. The broad areas that could be explored for professional development programme are:

- a. Leadership and Management Practices
- b. Strengthening Teaching and Classroom Management Practices
- c. Students' Assessment (Formative and Summative)

6.3. Staff development strategy

Identify appropriate staff development strategies based on the needs of the teachers. Most importantly, staff development programs should not impinge on instructional time. Staff development activities include SBIPs, intra departmental discussions, action researches, etc. Some strategies and procedures, commonly practiced in most schools are:

a. School Level Monitoring & Support Services (SLMSS)

- Formulate and institute SLMSS policy,
- Plan and implement regular SLMSS,
- Convene regular meetings of monitors and the management to discuss areas of weakness amongst staff,
- Conduct SBIP's for staff development along the identified areas
- Implement skills and values gained from SBIPs,
- Assess teacher's performance to update profile of teachers.

b. Pre-planned regular SBIP procedures;

- Review school programs and activities analytically,
- Identify factors contributing to poor staff performance,
- Discuss staff development needs in these areas,
- Plan, implement, and monitor SBIPs to boost staff performance
- Conduct symposiums and seminars to enrich teacher's professional competence.
- Encourage reading habits in teachers to update content knowledge and hone their teaching skills
- Publish teachers' journal to share experiences, action research findings and good practices with others.

c. Staff Meeting:

The staff meetings may be held:

- To disseminate information and policy directives received from the ministry or dzongkhag.
- To address problems or issues
- To resolve situational crises of school
- To share ideas and skills gained through action research to enhance staff performance or professionalism.

(Refer chapter 14 on meeting management for details)

d. Staff Developments activity based on National Based In-service Programs (NBIPs)

The practice of conducting SBIP for staff by teacher who has attended NBIP should be institutionalized in schools. Such SBIPs will help in sharing of learning experiences and to create awareness among staff. However, the participation of staff in such SBIPs could be determined by the nature of the SBIPs and its relevance to the staff. .

6.4. Criteria for nominating candidates for NBIPs:

Criteria for nomination, in most cases, will be reflected in the call letter; however, if there is no nomination criteria reflected, the following criteria could be considered while nominating a staff for NBIPs:

- a. **Relevancy:** The qualification, skill, expertise and present job responsibility must match with the content and requirement of the NBIP. In this way, the experience from the NBIP would enhance the competence of the staff in carrying out the specific work he/she is expected to do in school. In short, right course must go to the right person.
- b. **Competency:** After attending the workshop, a teacher is assigned a special responsibility, which requires the application of the skills, and knowledge he/she acquired. Therefore, the nominee should be competent enough to handle that task. Nominate someone who can benefit from the NBIPs and be able to share ideas with colleagues.
- c. **Equal Opportunity:** Nominate staff who have not attended NBIPs earlier or who requires to gain expertise in the work by fulfilling the above criteria. This can be known from the PMS.
- d. **One NBIP in a year:** The Ministry aims at expanding the coverage of the benefits of NBIPs to as many schools and teachers as possible. This policy allows only one teacher to be nominated for an NBIP. For small schools with fewer staff, considerations may be based on the importance and the need of the school.

7. Staff/performance appraisal

In accordance with the mandates of RCSC and in line with the Performance Management System, schools need to institutionalize a fair and transparent performance appraisal system to support and enhance staff performance.

In doing so, the school could consider the following appraisal steps:

- 7.1. Link requirements of the SSA and job descriptions with performance targets at the beginning of the year (10th to 20th Feb)
- 7.2. Teachers set targets based on SSA which needs to be confirmed by the Principal in the presence of the concerned monitor and the teacher.
- 7.3. Monitor the performance through the year with the help of monitors (20th Feb to 30th Nov.)
- 7.4. Carry out midterm review in July with the teacher in the presence

of the monitor. Explore areas of support to be rendered to the staff, if required.

- 7.5. Evaluate the performance targets in December. Allow the staff to evaluate and rate their performance. Have conferences with staff to justify the ratings.
- 7.6. Send performance evaluation forms to the Dzongkhag with a copy of forwarding letter to the individuals and the HRO of the Ministry for information.

CHAPTER 11

SCHOOL RESOURCES

The school resources may be broadly categorised into structural, non-structural and financial resources. Management of these resources involves a series of activities such as maintaining inventory, forecasting needs, planning procurements, getting supplies on time, recording them in stock registers and ensuring proper use of the resources. The management of resources have to be done accurately for the sake of accountability and efficiency.

The management of such resources in school could be assigned to non-teaching staff so that teaching staff does not get over loaded with such management issues.

1. Structural resources

Structural resources include all structures that are built on land owned by school. School buildings (academic and administrative), hostel building(s), Offices, toilets, Computer laboratory, Science laboratories, Library, Stores/resource rooms, Multi-purpose hall/Dining hall/Prayer hall and staff quarters are prominent structural resources in a school.

Management of some of the structural resources are mentioned below:

1.1. School buildings and other facilities

In order to ensure maximum possible benefits from the buildings and other facilities, the school has to ensure proper planning of its usage. For instance, in order to ensure proper use of rooms in the building, the school could consider the following criteria:

- a. Using rooms with adequate light as classrooms
- b. Using rooms prone to disturbances as resource rooms/storerooms
- c. Using the room with the least disturbance as a library
- d. Using rooms on the ground floor as classrooms for the younger children (PP-III)
- e. Using a strategically located room as principal's office

1.2. Maintenance of the school buildings and facilities

Maintenance is one important aspect of resource management. Therefore, the school has to attach importance to periodic maintenance of buildings and the facilities to retain them in good condition. However, lack of a maintenance budget is often cited as a cause for lack of periodic maintenance in schools. To ensure periodic maintenance, the school has to frame an effective maintenance policy to use it to justify for budget. The school must formulate a strong maintenance policy and enforce it appropriately. The framing of an effective maintenance policy could consider the following:

- a. Formation of a School Maintenance Committee (SMC) that will look into maintenance works of school

- b. Categorization of maintenance work of school into:
 - Maintenance work which can be done without funds and
 - Works that need funds
- c. Provision for periodic observations for damages and making inventory of their conditions.
- d. Preparing an inventory of age and condition of buildings and other structural facilities in the school by SMC along with school disaster management committee (SDMC)
- e. Develop schedules and strategies for regular maintenance. Cleaning, cutting, painting, white washing are small maintenance works that can be done during SUPW.
- f. Exploring possibility of involving the community in voluntary maintenance work.
- g. Exploring possibilities of carrying out maintenance works as projects through school management.
- h. Preparation of annual maintenance budget with strong justification. Discuss the budget with the SMB, GYT or any relevant authority and submit the proposal to the DEO/TEO for approval and incorporation into the financial plan.
- i. Getting technical sanction from district engineer and financial sanction from the Dzongkhag for the execution of maintenance works
- j. In case of major maintenance work, tender it out in consultation with the district engineer and DEO
- k. Supervise maintenance work undertaken in the school. The SMC/SDMC must ensure the standard of maintenance work done.

Note:

- In case of budgeted and approved work, the office of the DEO/TEO will tender the work to the contractors as per the existing rules.
- In case of maintenance work to be executed from the common maintenance budget under primary education services, the school should obtain a Notesheet approval from the DEO/TEO, Finance Officer, Dzongkhag/Thromdey Engineer and Dzongdag/Thrompon. The implementation of such works can be decided jointly by the school, DEO/TEO and the DE.

1.3. Science Laboratories (labs)

Science laboratories are important to inculcate scientific knowledge, skills, values, and attitudes in students. Utilize laboratory facilities fully for teaching and learning sciences. Proper management of lab could include the followings:

- a. Training the lab-in-charge in management and maintenance of labs.
Monitoring the activities and providing support
- b. Developing user education for lab to ensure safety of children and proper use of lab
- c. Set up rosters for efficient use of the lab and for cleaning and re-arranging purposes

- d. Store chemicals and equipment properly
School personnel play crucial role in

1.4. General Store

Many schools have only one room to store supplies such as teaching aids, textbooks, equipment for science labs, sports goods and books for the library. It also stores unserviceable equipment, books and other materials which are auditable. Thus the store needs to be properly maintained. Proper management of store entails, amongst others, the following:

- a. Training the store-in-charge in management and maintenance of records. Monitoring the activities and providing support.
- b. Protecting materials from the moist floor, wet walls, leaking roof, rats and insects.
- c. After receiving the goods, making entries in the stock register
- d. Storing goods item wise
- e. Keeping proper records of the issue of items
- f. Cleaning the store regularly
- g. Checking the stock balance and submitting requisitions well in advance
- h. Disposing of any obsolete stock immediately by forming a committee and getting approval

1.5. Toilets

Maintaining clean toilets is important for preventing spread of disease and to promote hygienic use of toilets. The management of toilets could be made effective through:

- a. Imparting user education on the use and maintenance of clean toilets
- b. Monitoring the use of latrines regularly with frequent reminders on the proper use of latrines
- c. Preparing daily toilet cleaning roster for the children to follow
- d. Supervising cleaning and monitoring the use of toilet
- e. Reminding students and staff about user education and toilet facilities

1.6. Drinking Water and Taps

Water as a source of life and therefore respect and care for it has to be inculcated through effective management of drinking water and taps in school. Towards this extent, the school could:

- a. Form a committee or assign to Health club the responsibility of drinking water and taps in the school
- b. Educate students on the importance of water and how to use efficiently without waste
- c. Observe world water day to highlight the importance of water at global level

- d. Monitor the maintenance of a water pipeline to ensure continuous supply of water.
- e. Through regular inspection ensure that there are no water leakages from broken pipelines and taps

1.7. Prayer Halls

Schools with separate prayer hall could ensure proper management of the hall through

- a. Cleaning the hall every day
- b. Making offerings at the altar every morning and at prayer time
- c. Creating a favourable atmosphere for prayer through wall decorations of 'thangkas', and other religious objects
- d. Convening special prayers on auspicious day
- e. Maintaining records of religious items in the prayer hall
- f. Ensuring daily management of the hall through appointment of a hall in-charge
- g. Ensure proper handing over and taking over by the in-charges (the prayer captain may be delegated the responsibility) at the end of a year

The school without separate prayer hall could use dining hall or any other big room.

1.8. The School Office

The administrative office is the nerve centre of the school around which the entire school functions (Y.M.Singh, 1981). The efficiency of the principal is often judged by the competence of the school office. The general office houses a team of administrative staff which supports the principal.

a. Principal's office

The principal's office houses numerous office records, personal files relating to staff and students, correspondence records and myriad other documents. Thus, special attention must be given to the management of the office. Some steps that could be taken towards it are:

- Arrange file racks, books shelves, table and chair for the principal, visitors' chairs, portraits, trophies, medals, etc
- Decorate the interior with aesthetic appeal and grandeur
- Display the school vision, mission and goals statements
- Clean the office regularly to ensure a healthy work atmosphere

It is the principal's personal responsibility to manage the office and supervise the maintenance of the office.

b. Administrative office and staff room

Administrative office like general office and the staff room are also important offices in the school. Therefore, these offices could also be managed in a

similar manner to ensure a healthy work environment for the staff.

1.9. Expansion of school

Plans for school expansion should be carefully plan in close consultation with the staff and other relevant stakeholders like DEO, community, engineers etc. The following points may be considered for expansion of school:

- a. Working out the expected enrolment from various catchment areas in coordination with community, the Dzongkhag/Thromdey Education Sector
- b. Location of buildings as per the layout design,
- c. Reserving space for playground, gardening, and outdoor activities,
- d. A careful layout of road, hedges, drains, and water pipes that would add aesthetic beauty to the campus.

2. Non-structural Resources

These include land, library books, textbooks, dictionaries, science equipment, workbooks, supplementary reading materials for students, manuals, references, resources for making teaching-learning aids (like chart paper, newsprints paper, picture books, markers etc) for the teachers.

2.1. School land

It is imperative that school plan the use and management of the land in such a way that the school can derive maximum benefits out of it. In doing so, the school has to ensure the following:

- a. Demarcation, registration and obtaining land registration certificate
- b. Develop master plan for its use for future expansion in consultation with DEO/TEO and District Engineer
- c. Plan and use the land for various school activities like games and sports, gardening etc. to ensure best possible use of the given land.

2.2. School Library books

Library is the intellectual nerve centre of a school and the hub of its academic life. Therefore, the library needs to have a variety of reading materials for both teachers and students, and also provide congenial reading environment through seating arrangement, ventilation and arrangement of books on shelves.

The MoE, in its attempt to promote reading habits amongst students through building of well-stocked library, has allocated budget as follows:

- a. Nu. 200/child for classes PP -VI
- b. Nu. 300/child for classes VII - XII
- c. A lump sum amount of Nu. 10,000.00 to each school irrespective of their level.

The school has to put in earnest effort to ensure that the amount is spent on buying good library books relevant to the level of the school. Further, school library committee could be formed to promote efficiency, transparency and

accountability of the purchases. In doing so, schools could consider the following:

- a. Propose budget based on the above mentioned rate and number of students in the school
- b. If possible, prepare list of books to be procured. This could be done by going through some catalogues, inviting staff to recommend some titles or browsing through the loan records of students to find out some popular authors/ series
- c. Procure books following financial norms and from identified sources like book fairs
- d. Maintain stock register of library books for accountability
- e. Maintain accession number for each book
- f. Classify books to make the library user friendly
- g. Develop conducive reading environment in library
- h. Repair and maintain the old stock.
- i. Develop library policy guidelines for students/staff
- j. Annually audit the existing stock of books and sort them into useful books and books that may be withdrawn at the end of the year
- k. Maintain a clear record of the books withdrawn from the library owing to damage or loss and update the record of such books in the accession/stock register
- l. Explore the possibility of starting an e-library

2.3. Submission of Requisition

Study the list of materials provided by the Procurement Division, MoE, in their website (www.education.gov.bt) or annexed in the EPGI. While working out the requisition, school need to follow the following steps:

- a. Note your school's entitlement and check the existing stock balance
- b. Work out the enrolment for the next academic session
- c. List textbooks, readers, dictionaries, stationery, chalk boxes, etc. required
- d. Work out the actual requisition
- e. Submit the requisition to the Dzongkhag/Thromdey Education office as per the time line

2.4. Receiving, entering and storage

The management or store in-charge needs to do the following:

- a. Crosscheck quantities received with those listed in the Goods Issue Note/bills/ invoices of suppliers
- b. Check the quality and condition of the goods
- c. In case of tampered or torn boxes/packages, make an inventory of the contents in the presence of the person delivering the goods
- d. Sign the receipt (chalan) and send a copy as an acknowledgement of goods received

- e. Unpack the goods and enter the details of the goods in the stock register.
- f. File the receipt (chalan) separately.
- g. Verify the bill(s) involving the committee sign on the bills and keep one with the school.
- h. Send the copy of bill(s) to the DEO/TEO for processing the payment with stock ledger number and page number where entered.

2.5. Issue, use and care of books

The issue of books and briefing on user education to the students are crucial for the life span of books. Therefore, the school could consider the following points towards issue, use and care of books:

- a. Sort out old books at the end of the academic year and check its utility
- b. Issue books through class teachers recording the details in the stock register
- c. Frame and explain user education on proper handling and care of books to both students and staff
- d. Monitor the use and care of books
- e. Collect books back at the end of the year through the class teachers

2.6. Building up of teaching-learning materials

The Teaching learning materials, either supplied or prepared by school, is an important resource in the school. Therefore, proper management of such resource is important both to save time and unnecessary expenditure in future. Making sustainable use of such resource through proper management is very crucial. In doing so, the following steps could be considered:

- a. Creating a resource room to store teaching-learning materials
- b. Arranging the materials class and subject wise
- c. Having a system of issue and return of the resources within a certain period
- d. Making teachers responsible for the care of materials
- e. Orienting new teachers on practices and procedures concerning teaching learning materials

3. Management of Finance

The financial management of school consists of budgeting, use of the approved budget as per financial rules, book-keeping, submission of financial statements to concerned authorities, auditing to ensure transparency, efficiency and accountability.

In the decentralized management system, the school is expected to exercise greater accountability in managing school finance. A Finance committee or the management team can manage the school finance (budget for the year, school development fund (SDF) and fees.

3.1. Approved Budget Heads and Formats

All Schools are required to budget and submit proposals on prescribed formats annually in December before the closure of schools for winter vacation to the Dzongkhag/ Thromdey Education Officer for compilation.

The bulk of the school finance constitutes staff salary and hostel stipend for boarding schools, if there is no major school development or renovation work. The budget for school finance needs to be done carefully by the school management/finance committee.

A sample of prescribed format of an approved budget heads with its sub program code is given below:

Summary of Proposed Budget Estimates, F.Y. [2011-2012]

Administrative Unit - [] - School

No.	Sub-Program Code	Title	Current (Approved Budget 2011-2012 Expenditure)	Capital Expenditure
1.01		Personnel Expenditures		
		Totals by DC		
2.01		Other Personnel Expenditures		
11		Travel- Incumbent		
		UTILITIES		
12		Utilities-Telephone,Fax, E-mail, Internet		
12		Utilities- WF, Postage,		
12		Utilities- Electricity, Water, Sewerage		
12		Utilities- others		
		SUPPLY & MATERIALS		
14		S & M- Office supplies,printing,Publication		
		MAINTENANCE OF PROPERTY		
15.01		Maintenance of Property- Buildings		
15.02		Maintenance of Property- Vehicles		
15.05		Maintenance of Property- Equipments		
15.07		Maintenance of Property- Computers		
15.09		M&P- Water Supply, Sewerage and Fly Field		
		OPERATING EXPENSES		
17.01		Op. Exp- Advertisement		
		New Students (includes ID Material)		
24.08		G P P Contribution		
		Enrichment Programs:		
14		S & M - Medicines & Laboratory Consumables		
14		Fertilizer,Chemicals, Manure		
14		Seeds and Seedlings		
14.1		S & M - Text Books, Stationeries		
17.1		Operating Expenses(Calibration/others)		
17.08		Operation Exp- Incumbent Meetings and calibration		
		Capital		
51.01		Construction of school gate with a guard House		
51.01		Extension of science Lab		
51.08		Construction of Toilets		
51.01		Construction of Multipurpose Hall		
54.01		Furniture		
		Concrete Compound Fencing (School fencing)		
58.01		Purchase of New Vehicle		
54.02		Office Equipment		
		Total	0.000	0.000

3.2. Budgeting

- a. Use the right format to estimate amount for each of the approved budget heads. To the costs estimated, add 10% of the costs for inflation. Budgeting personal emoluments, travel and maintenance of properties needs working out in detail.
- b. Budgets for personal emoluments should be substantiated with details on service records- pay scale, increment payable and impending promotions likely to happen during the financial period, and retirement benefits for superannuating staff. Estimate the budget needs for each staff member.
- c. To project the budget under the heading Travel, provide details on projected official trips during that period with specifics on the mode of conveyance, travel expenses and the grades of officials involved. The travel here refers to travel for official purposes only.
- d. Budgeting of maintenance of properties should be backed up by information on the buildings and other infrastructure. The budget proposal for maintenance of equipment requires details of work and estimated costs of materials and labour as per the latest Bhutan Schedule of Rates (BSR).
- e. To estimate the budget for educational activities and programmes, include details on cost, travel expenses, DA, supply of materials, printing and rental of properties.
- f. Budget requirements need to be justified. Write the justification clearly and objectively to enable the approving authority to understand the need for the budget.
- g. The government constitutes many ministries with numerous projects and activities that compete for funds. Therefore, budgeting must be based on the principle of sustainability. Spend the fund only on necessary areas.

3.3. Submission and obtaining sanctions of budget

The submission of budget should be routed through proper channel. The following requirements need to be met regarding financial operation.

- a. The school management/finance committee prepares the budget and then submits to the DEO/TEO before 18th December
- b. The DEO/TEO or the ADEO/ATEO studies it and submits to the Dzongkhag/Thromdey AFD, who will incorporate it into the comprehensive budget to be submitted to NBACD, MoF.
- c. Once the Dzongkhag/Thromdey receives the approved budget from the Ministry of Finance (MoF), the DEOs/ADEO/TEO/ATEO sends a summary of the approved budget to the schools.
- d. As per the approved budget, the school prioritizes current budget for expenditure. The school's School management/Finance Committee which could comprise of Principal as the chairperson and treasurer, and representatives from staff and students must utilize the allotted

- budget as per the financial rules of the MoF.
- e. The accountant/staff maintains the records as per the format given in the financial manual. Bills and vouchers are filed and sent with financial statements to the Dzongkhag/Thromdey. The records should be available for auditing purposes or committees to verify.
 - f. The committee needs to ensure that all records of financial transactions are up-to-date and the record maintained is monitored.

3.4. School Fees

As per the government policy, fees may be collected under various headings. The policy discourages the school from collecting any form of fee other than the ones listed below:

SlNo	Type of fees	Amount
a.	School Development Fund(SDF)	
	Classes PP-VI:	Nu. 30.00
	Classes VII-VIII	Nu.100.00
	Classes IX-XI	Nu.200.00
b.	Token fee for day school children	Nu. 5.00
c.	Boarding fee for boarders	Nu.50.00
d.	Tuition fee [Non-Bhutanese students]	Nu.200.00
e.	Admission fee (for new students)	Nu.10.00

The fees collected as token fee, admission fee, boarding fee and tuition fee are revenue to the government. Therefore, deposit it to the Government Revenue Account RGR-21-5087 and obtain receipts. Record and send a report to the Dzongkhag/Thromdey.

The SDF is meant for development areas where there is no budget head approved by the MoF. To ensure accountability and transparency in managing the SDF fund, the finance committee could include student representatives.

3.5. Management of SDF

- a. Framing of SDF utility policy,
 - With clear procedures for the submission of proposals and submission of accounts after the conclusion of the program
 - Identify areas where SDF could used
 - Assigning the accountability of the fund to School management/ Finance committee
- b. In case of huge amount under the fund, deposit the amount in SDF account in a bank operational under joint signatory of finance committee.

- c. Keep an up to date record of SDF accounts, and display the statement of SDF (see example below) expenditure at the end of every term to SMB/parents/authority.

Statement of SDF Expenditure as on 30/4/2011

Particulars	Cash (Ru.)	Bank (Ru.)	Total (Ru.)
1. Opening balance from 2010	253/-	1275/-	12310
2. Collection in 2011	840/-	14910	15750/-
3. Total amount of SDF in 2011	1093/-	26985	28078/-
4. Total Expenditure as per bills	773/-	10234/-	11007/-
5. SDF Balance as of 30/4/2011	320/-	16751/-	17071/-

Signature of the head

Signature of accountant

Note:

1. Ensure that the SDF collection is spent on school welfare. This amount is neither to be wasted on trivial things nor needs to be saved. Spend it judiciously and keep proper records of accounts.
2. The SDF and its use are auditable at any time. So maintaining proper book of accounts is crucial
3. Some of the activities that the SDF may be used are Games and Sports, Prizes and awards, Cultural, Religious, Nature club, Career and counselling, Literary, Scouting, etc.
4. The balance of the SDF, if any, could be opening balance for next academic session.

Chapter 12

RECORDS AND REPORTING

A well managed school maintains clear and useful records that are updated, all the staff has stake in it and the information from the records are used for school improvement. They also use the information from the records to authenticate the provision of services that are useful for personal development of both the students and staff. Moreover, the school is accountable to the parents, School Management Board (SMB), Local Government, Dzongkhag and Ministry of Education in its mandate for delivering access and quality educational services. On the whole, the school's ability to maintain and provide authentic records ensures transparency, accountability and efficiency. Specifically, the records are required for the following reasons:

- To assess the effectiveness of educational programmes in the school;
- To assess & authenticate the academic achievements of the students;
- To show the health and personal development of both the students and teachers;
- To maintain the attendance and statistics pertaining to both the students and teachers;
- To authenticate the records of financial and material resources;
- To prepare budget for the development and maintenance of the school;
- To use the information from all the above points to plan for school improvement;
- To use the records for reporting to relevant stakeholders; and
- To trace the origin, growth and development of the school;

1. Forms of Records

- Personal files of students and staffs (appointment, performance, trainings, transfer);
- Admission, transfer and student leaving records;
- Student's academic performance record/assessment and examination records;
- Co-curricular & extra-curricular activities records;
- School Self-assessment and Improvement Plans;
- Education Management Information System (EMIS);
- Registers and ledgers for accounts, stores and assets;
- Files containing correspondence within school and with different agencies;
- Handing-taking over records.

2. Samples of records

2.1. File

While some schools maintain files based on the agencies with whom they are in contact with, others maintain based on subject and area of correspondence. In

both the cases, reference number is given for easier retrieval and referencing. A sample of filing system based on subject is given here. On a subject based filing system, correspondence from all agencies, be it from the Ministry, Dzongkhag and other agencies having same or similar subject could come in one. However, it does not mean that the school cannot use filing system based on agencies.

3. Categories of Files - a sample

3.1 School Governance

- 3.1.1 School Management Board meeting
- 3.1.2 Parent Teachers Meeting

3.2 Circulars and Notifications

- 3.2.1 Circulars
- 3.2.2 Notifications

3.3 Policy and Plans

- 3.3.1 Policy
- 3.3.2 Plans
- 3.3.3 School Statistics – admission, placement and transfer
- 3.3.4 School Construction
- 3.3.5 School Disaster Management Plan

3.4 Human Resources

- 3.4.1 Human Resource and Management (appointments, transfers, leave)
- 3.4.2 Performance Appraisal and Promotion
- 3.4.3 In-service Programmes
- 3.4.4 Staff Welfare Scheme

3.5 Accounts

- 3.5.1 Accounts and Finance (Govt. budget – duplicate bills and vouchers)
- 3.5.2 School Development Fund (bills and vouchers)
- 3.5.3 Good Receipt Notes and Challans

3.6 Curriculum and Assessment

- 3.6.1 Curriculum
- 3.6.2 Examination
- 3.6.3 School Monitoring Support Services

3.7 Special Programmes

- 3.7.1 Student Welfare Support Services (Kidu)
- 3.7.2 School Feeding Programme
- 3.7.3 School Agriculture and Environment
- 3.7.4 Special Education and Early Childhood Care and Development
- 3.7.5 Career Education and Counseling Services
- 3.7.6 Games and Sports
- 3.7.7 School Health and Hygiene
- 3.7.8 Scouting
- 3.7.9 Culture and Literary Competition
- 3.7.10 Spiritual Education

- 3.7.11 Non-Formal and Continuing Education
- 3.7.12 Scholarships and Youth Exchange Programme

3.8. School Self Assessment and School Improvement Plan

- 3.8.1 School Self Assessment and School Improvement Plan

4. File Index - a sample

Dewachen MSS (3.3.3) indicates name of the school, subject of correspondence and location (school statistics) of the file. As an example, the letter pertaining to this subject/file can have Dewachen MSS (3.3.3)2011/123 dated 29.4.2011 as the dispatch identity for a letter pertaining to school statistics. This type of filing based on subject is more professional and it is suggested for filing records. However, some schools prefer to use Dzongkhag and agencies in place of subject to denote the file indices. In this case, the schools will experience the mixture of both the agency and the subject based filing and the list of file runs to 40-50 files. Now with Local Government in place, the school needs to see to whom it is more accountable and accordingly the file indices can be placed. Some prefer to use the name of agencies in place of subject.

5. Registers

- 5.1 Admission
- 5.2 Academic Assessment and Progress
- 5.3 Student and Teacher Attendance
- 5.4 Cash Book/ SDF Records
- 5.5 Fixed Assets
- 5.6 General Stock and Issue.
- 5.7 Furniture
- 5.8 Equipment
- 5.9 Text Books
- 5.10 Library
- 5.11 Stationery
- 5.12 Science Chemicals and Equipments
- 5.13 Cultural Items
- 5.14 Games Items

6. Brief Guide to Maintenance of Registers

A cash book register needs to have a 'receipt' page in the left hand side (if you are facing the register) and 'expenditure' page in the right. The receipt page will have 6 columns - for date, source of receipt, total amount, bank (if the receipt is in cheque), cash (if the receipt is in cash) and a remark column (for the Principal to authenticate). The expenditure will also have 6 columns - for date, voucher number, purpose of expenditure with some description to whom the amount has been paid, bank(if paid in cheque), cash(if paid in cash) and a column for the initial of Principal to counter check the approval of the payment. For school that has accumulated good amount of fund and if the school is located near a bank, it advisable to do the transaction in cheque and minimize the transaction in cash.

7. Cash Register - a sample

Receipt						Expenditure					
Date	Source	Amount	Bank	Cash	Rmk	Date	Vchr	Expdt	Bank	Cash	Remark

In a similar manner, a stock register (goods, furniture, equipments etc.) will have two sections – ‘receipt’ of good on one page and the ‘issue’ on the other page. However for the fixed assets such as land and building, there will be no issue page. The receipt side of the stock register will need to have 6 columns - for date, source of goods receipt(reference to bills and voucher number if it is bought from government or school fund and also for goods received from the Education store), quantity, cost /unit, total cost and a remark column(condition of the good need to be mentioned). On the issue side, there should be 6 columns - for date, quantity of issue, cost per unit, total cost, issued to (to whom the goods have been issued) and a remark column (to describe the condition of the goods and also to indicate the return of the goods).

8. Goods Register - a sample

Receipt						Issue					
Date	Source	Quantity	Cost/ unit	Total cost	Rmk	Date	Quantity	Cost	Total cost	Issued to	Rmk

Note: It is advised not to display the qualification, salary, grade of the staff and date of joining the service openly in the display boards. These information are personal in nature and require privacy. They are important for professional development and Human Resource Development (HRD) purposes. Therefore, information and record pertaining to personal growth of the staff can be kept either in a file or in a register.

9. Handing-Taking Over procedures

It is extremely important to maintain continuity in implementing the programmes in the schools as well as perpetuate institutional memory. Therefore, a proper handing-taking over of the records of all the plans and activities during the change of school leaders is very crucial. This will enable the incoming principal to get a fair idea about what has happened, is happening and what needs to be done next. Moreover, all school properties are public property and are accountable. Hence, it is important that they are properly accounted for during the change of leadership.

The out-going Principal must make a list of:

- all the programmes in the school;
- all the activities and projects with status of implementation;
- existing and future plans;

- audited(RAA or Dzongkhag Internal Audit) financial records;
- all other registers and files;
- records of students(mention could be made for student requiring guidance & support)
- record of staff appraisals;
- relationship with the community;

to be handed over to the incoming Principal. The incoming Principal must verify the documents physically and see that he/she had received adequate briefing to take over the school. Where ever possible, the new Principal can be introduced to the staff and Local and Dzongkhag authorities. We can call this smooth transition.

10. Handing-Taking over charges - a sample

<i>Ref. No.....</i>	<i>Date:</i>
<p>I, Mr/Ms _____, Principal (out-going) of _____ school, _____ Dzongkhag Administration, hereby handover the charge of the school to Mr./Ms _____ Principal(incoming)in accordance with the Government order No.EDN/PERS-TRANS/4/2010/____, dated _____. I have also handed over the documents/ records/files as per the list attached.(the list has number of page inscribed and each page is signed with date)</p>	
Place:	(Name of the Principal)
Date:	Name of the school

<p>I, Mr/Ms _____, Principal (in-coming), _____ School, _____ Dzongkhag, hereby take over the complete charges of the school from Mr/Ms _____, Principal (outgoing) in accordance with the Government order No.EDN/PERS-TRANS/4/2010/____, dated _____. I have also taken over the documents and records as per the list attached. I have taken over the charges having examined the documents and being satisfied with the handing over procedures (each page signed)</p>	
Place:	(Name of the Principal)
Date:	Name of the school
<p>(Name of the vice principal/ senior teacher) Witness</p>	

11. Reporting System

Schools are required to send reports to various stake holders such as the Dzongkhag, Ministry, other organizations and agencies, etc. Some of the reports required to be sent includes:

- PA form - annually
- Assessment of the school's performance – its achievements and challenges and submit to bi-annual SMB meeting and Principals' annual meeting;
- School statistics through EMIS to the PPD, MOE annually within 30th March;
- BHSEC and BCSE registration forms to BBE within 15th June;
- Reports of class VI, IX and XI academic performance to the DEO/TEO by December 18;
- School Self-assessment (SSA) and School Improvement Plan (SIP) to the Dzongkhag Education Office. Conduct SSA and prepare SIP by March/Mid April to appraise and seek support from the DEO and review the same in July/August and submit its progress to Dzongkhag Education Office;
- Requisition for text books and other curriculum materials, stationery, games and sports by the end of October for the following year;
- Requisition of staff should be done by August and submit to DEO;
- Curriculum related feedbacks to be submitted to DCRD whenever need arises;
- Budget proposal for next financial year to be submitted to the DEO latest by December.

Chapter 13 SCHOOL ROUTINES

School routine is key to promoting positive behaviour and instilling a sense of consistent and organized approach to activities and programmes in the schools. It provides a sense of direction and helps to stay focused and prepared. In framing school routine the following may be considered:

- National education policy pertaining to time for instructions
- Psychological needs of the children
- Time allotment for other activities
- Social and cultural myths and beliefs
- Principle of work and recreation
- Geographical Locations
- Seasons

1. Daily Routine

Daily Routine is the schedule of daily activities of the school. The duration of daily routine depends on the type of school:

1.1 A day school begins when the students arrive in school and end with adequate time for children to reach home.

1.2 A boarding school may begin early and end late in the evening with separate provision for the day scholars.

<i>A sample Day School's Routine (40 minutes per periods as per policy)</i>		<i>A sample Day School's Routine (50 minutes per periods as per new syllabus)</i>	
Time	Activities	Time	Activities
08.15 – 08.30	social Work	08.15 – 08.30	social Work
08.30 – 08.40	Washing	08.30 – 08.40	Washing
08.40 – 09.00	Assembly	08.40 – 09.00	Assembly
09.00 – 09.45	1st Period	09.00 – 09.50	1st Period
09.45 – 10.25	2nd Period	09.50 – 10.40	2nd Period
10.25 – 10.35	INTERVAL	10.40 – 10.50	INTERVAL
10.35 – 11.15	3rd Period	10.50 – 11.40	3rd Period
11.15 – 11.50	4th Period	11.40 – 12.30	4th Period
11.50 – 12:35	LUNCH BREAK	12.30 – 01:10	LUNCH BREAK
12.35 – 01.20	5th Period	01.10 – 02.00	5th Period
01.20 – 02.00	6th Period	02.00 – 02.50	6th Period
02.00 – 02.10	INTERVAL	02.50 – 03.40	7th Period
02.10 – 02.50	7th Period	03.40 – 04.20	Games/activities
02.50 – 03.30	8th Period	04.20 – 04.30	Students leave for home.
03.30 – 04.20	Games/activities		
04.30 PM	Students leave for home		

*A sample Daily Routine for Boarding school
(40 minutes per period)*

Time	Activities
05.30AM	Rising bell
06.00 – 07.00	Morning study
07.00 – 07.45	Breakfast
07.45 – 08.15	Social work
08.15 – 08.30	Washing
08.30 – 09.00	Assembly
09.00 – 09.40	1st period
09.40 – 10.20	2nd Period
10.20 – 10.35	INTERVAL
10.35 – 11:15	3rd period
11.15 – 11.55	4th Period
11.55 – 12.55	LUNCH
12.55 – 01.35	5th period
01.35 – 02.15	6th Period
02.15 – 02.55	7th Period
02.55 – 03.35	8th period
03.35 – 04.05	Prayers
04.05 – 05.10	Games/CCA
05.10 – 05.40	Washing
05.40 – 06.40	Evening study
06.40 – 07.40	Dinner
07.40 – 08.40	Night study
08.40 – 09.30	Recess hour
09.30PM	Lights off

*A sample Daily Routine for
Boarding school
(50 minutes as per new syllabus)*

Time	Activities
05.30AM	Rising bell
06.00 – 07.00	Morning study
07.00 – 07.45	Breakfast
07.45 – 08.15	Social work
08.15 – 08.30	Washing
08.30 – 09.00	Assembly
09.00 – 09.50	1st Period
09.50 – 10.40	2nd Period
10.40 – 10.50	INTERVAL
10.50 – 11.40	3rd Period
11.40 – 12.30	4th Period
12.30 – 1:10	LUNCH BREAK
1.10 – 02.00	5th Period
02.00 – 2.50	6th Period
02.50 – 3.40	7th Period
03.40 – 04.15	Prayers
04.15 – 05.10	Games/CCA
05.10 – 05.40	Washing
05.40 – 06.40	Evening study
06.40 – 07.40	Dinner
07.40 – 08.40	Night study
08.40 – 09.30	Recess hour
09.30PM	Lights off

2. Routine for Social Work

In order to foster sense of hygiene, cultivate work ethics and develop ecological consciousness among the school community, schools should allot areas to different groups such as the houses, classes, committees etc for social work. Areas for these social works may include:

- a. Class Surrounding (CS)
- b. Corridors (COR)
- c. Play fields (PF)
- d. Prayers hall (PH)
- e. Assembly ground (AG)
- f. Dining hall (boarding School) (DH)
- g. Toilets/ latrines (Lts), etc.
- h. Campus beautification (CB)

A sample routine for morning social work

Day	Taag House/ CI IV	Singe House/ CI V	Chung House/ CI VI	Druk House/ CLVII	Zig House/ CIVIII	Dom House/ CI IX
Mon	CS	COR	PF	AG	DH	Lts
Tue	Lts	CS	COR	PF	AG	DH
Wed	DH	Lts	CS	COR	PF	AG
Thu	AG	DH	Lts	CS	COR	PF
Fri	PF	AG	DH	Lts	CS	COR
Sat	COR	PF	AG	DH	Lts	CS

3. Routine for Cultural Activities

To allow students' to explore and nurture their talents in cultural activities, routine for cultural activities may be prepared after identifying the activities. Some of the cultural activities that could be taken up may be:

- Zhungdra/Boedra
- Driglam Namzha
- Mask Dance
- Choeshay – Religious discourses by Lams or Lopens
- Painting, Sculpting, Tshemdru, etc.

A similar roster may be prepared for the students to fit in all timetable of CCAs so that all students get opportunity to participate in various activities.

4. School Academic Calendar

The School calendar is the master plan of School Programmes for the year. It provides information to the school on educational activities for the academic year. The school needs to collect and incorporate information like:

- National Holiday list for the year
 - List of local holidays and special occasions in the Dzongkhag
 - Distribution of time for teaching, assessment, term break, timeframe for common examinations, duration of vacation etc.
 - Co-curricular activities, various competitions, school foundation day, orientation for staff and students, annual sports day, etc.
 - The list of important international days
- The head should collectively finalize the annual school calendar ensuring that the instructional time is not affected.

Chapter 14

Meeting Management

An effective staff meeting will provide forum for interaction among the teachers. It can promote participatory planning, decision making and democratic management of the school. Staff meeting to discuss school calendar, delegation of responsibilities, common management issues, performance assessment and school improvement plan, school based professional development programmes, meeting within committees and subject groups are some common meetings in the school. They provide forums where the teachers interchange ideas and come out with creative solutions on matters pertaining to school improvement. These meetings expose each teacher to the broader scope and ownership of the school.

It will be difficult for a school to function without meeting. The frequency of the meeting will depend on the need of the school. Some schools function well with a few and well organized meeting, while some school conduct meeting frequently. It will greatly depend on the management style, newness of the Principal to its staff and also at times the effectiveness of the Principal. Schools having less meeting but more meaningful ones will have less of administrative and managerial meeting and more of professional development meeting. However, if communication between the school administration and teachers is difficult to achieve or if teacher-to-teacher sharing need improvement or if teacher enthusiasm is lacking, perhaps having frequent staff meetings can enhance the school program.

The meeting could begin with prayer and inspirational thoughts or a short meditation. The one in charge of a meeting could keep the discussions focused and time bound. Effective staff meeting can take place only in an environment of mutual respect. Teachers are encouraged share, hear and see what other teachers do, so much so, that at the end of the meeting, they leave the meeting encouraged and inspired to work. They need not be formal, but extreme casualness can be harmful and distraction to bringing concrete solution. At times firm administrative direction will be good, even though he or she may not totally agree on what is advised.

On the overall, the Principal need to have very good art and skills in effective management of the meeting.

1. Some elements of the effective meeting are:

- Purpose and relevancy of the agenda
- Order of agenda based on priority
- Preparation before the meeting
- Meeting management skills of the Principal
- Content knowledge of the Principal on the topic of the meeting
- Giving sufficient time

- Good attendance
- Maintain sequence of the agenda during discussion
- Effective communication
- Good attention and participation
- Focus to outcome and time bound
- Development focused and less of adhoc meetings
- Taking out concrete decisions accepted by all.

2. Before the Meeting

- Notify all the staff about the meeting with agenda, date, time and place
- Circulate the invitation to the relevant stakeholders, well ahead of time
- Schedule the meeting in a comfortable place
- State the time of the meeting and time during the meeting
- Review the minutes of the previous meeting that needs to be followed up
- Develop clear written agenda divided into sections of priority
- Prepare materials and equipments required for the meeting
- Staff attendance for the meeting
- Identify the recorder

3. During the meeting

- Introduction and Objectives
- Adopt the agenda
- Review of the last meeting's minutes where necessary
- Stick to the agenda and time limits
- keep discussion on track and discourage side conversation
- Refer items to the committee when they need further study
- Take breaks with some refreshments, when group energy is sagging(SBIPs)
- Ensure everybody's participation, it should not be an individual's show
- Talk one at a time
- Collective decisions
- Bring out matured outcome or solutions
- Ensure the minutes are written by the recorder

4. Sample format for minutes keeping

Sl.#	Agenda	Discussion	Resolution	Accountable Person	Remarks, e.g. datelines

5. After the meeting

- Read and confirm the minutes (emphasize on few key areas of the decision)
- Maintain the minutes in proper records
- Follow up on the decisions

In conclusion, as stated above, the school can have different type of meeting depending upon the need and accordingly form the composition. The group composition of the meeting can vary from big meeting like Parent-Teacher meeting to that of specific task oriented meeting like SMB, general staff meeting, staff professional development programme where either selected staff or all the staff are involved. The meeting can take place within small group like committees and subject group. In all these form of meeting, the same strategy can be adapted. All in all, the effectiveness of a meeting will entirely depend on the amount of preparation by the principal.