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# **APPENDICES**

**Appendix I. The Office Order from the Ministry of Health and Education to conduct the study.**



Telephone No. 22627, 22148  
Gram : EDUCATION, THIMPHU  
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**ROYAL GOVERNMENT OF BHUTAN  
MINISTRY OF HEALTH AND EDUCATION  
EDUCATION DIVISION  
Curriculum and Professional Support Section**

Ref. CAPSS/Edn/16(b)/97- 149

20 October, 1997.

**Office Order**

In the last ten years or so our education system has achieved tremendous progress not only in indigenising the curriculum materials, but also making teaching and learning processes in schools more activity oriented and child centred. A lot of energy and resources have been spent in this wonderful development by our officers and teachers.

However, as we progress in our efforts to make education more meaningful both for the children and for the nation, it is important that what is programmed as 'education' should be critically studied from time to time. This will allow us to know the reality in schools as well as the worth of the curriculum materials that are developed at the Division. In particular, it is pertinent to see how modern education is linked with the traditions, customs and values.

As such, an analytical study of the curriculum materials and situation in schools where the curricula are being implemented, has become a priority. This study is also necessary before we decide to make further changes in our curricula. This will also help determine what we should expect from the Basic Education System the level of which is going to be raised from the present class VI to class VIII.

The main components of the study will be as follows:

1. Syllabus and textbook, including aims and objectives, and contents with reference to the needs and aspirations, values of national (culture) and global perspectives.
2. Methods of delivery in the classrooms - teachers teaching and children learning. This also includes other areas of learning not specified in the formal curriculum settings.
3. The assessment of the teaching and learning processes in the schools, including the monitoring system both at school, dzongkhag and national levels.

4. Teacher preparation and readiness in the implementation of the curricular changes and other plans and policies of the Division.
5. The facilities and management of the schools in the effective implementation of the education plans and policies.

The main task will be carried out by a task force consisting of the following members:

- |   |                       |
|---|-----------------------|
| 1. Mr. Nima Wangdi, Joint Director of Education,    | Chairman.             |
| 2. Mr. Pema Thinley, Principal, Sherabtshe College, | member                |
| 3. Ms. Kezang Doma, Secretary, BBE.                 | member                |
| 4. Mr. Mingbo Dukpa, Chief Inspectorate.            | member                |
| 5. Mr. Tenzin Choeda, Planning Officer, Education   | member                |
| 6. Mr. Phub Rinchen, Dy. Director, CAPSS.           | member                |
| 7. Mr. Wangchuk Rabten, Director, TTC, Paro.        | member                |
| 8. Mr. Jagar Dorji, Director, CAPSS.                | Secretary/Coordinator |

Due to distance problems, Mr. Pema Thinley and Mr Wangchuk Rabten will attend meetings only when possible and necessary, but they should participate through telecommunication and postal services.

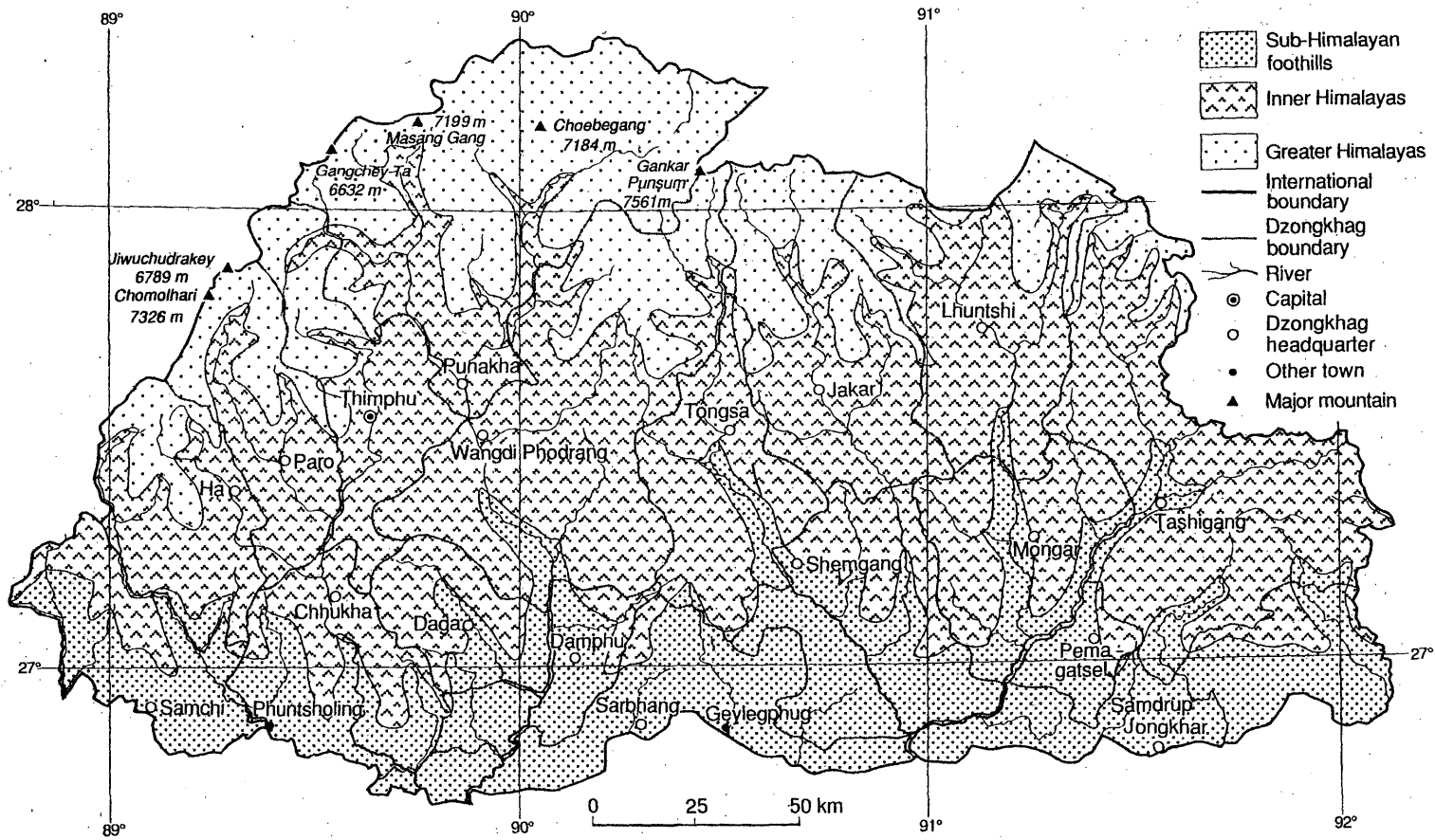
All the curriculum officers at the CAPSS will be involved in this study as well. As such some activities related to major curricular changes may be suspended until the study is over.

The task force will be expected to submit the report during the 2nd Education Conference and the 8th CAPSS Board meeting in Paro in August, 1998.



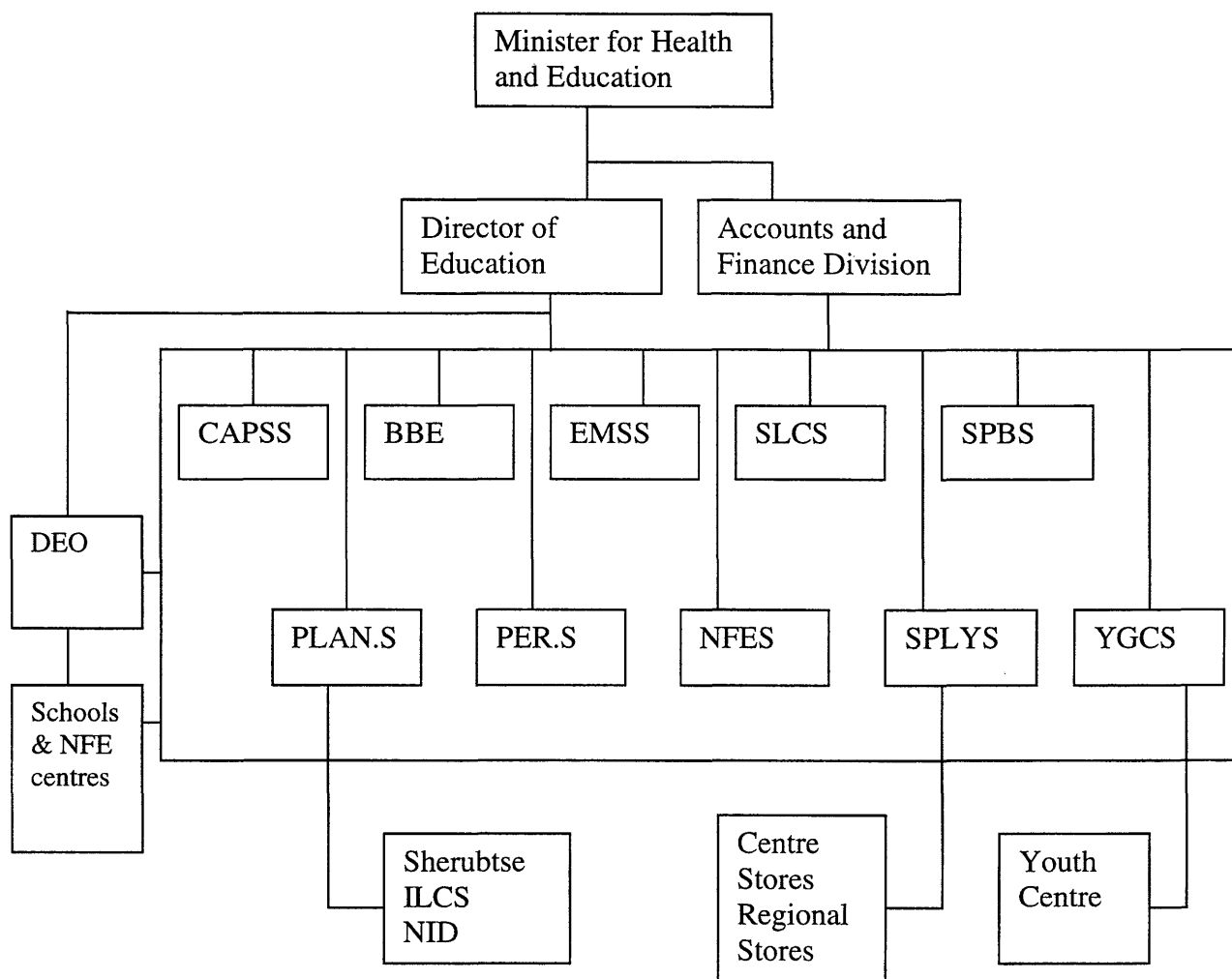
(Jangay Ngachup)  
Secretary of Education.

- cc: 1. Members of the task force.  
2. All section heads of the Education Division.



Map of Bhutan showing the Foothills, Inner and Greater Himalayas.

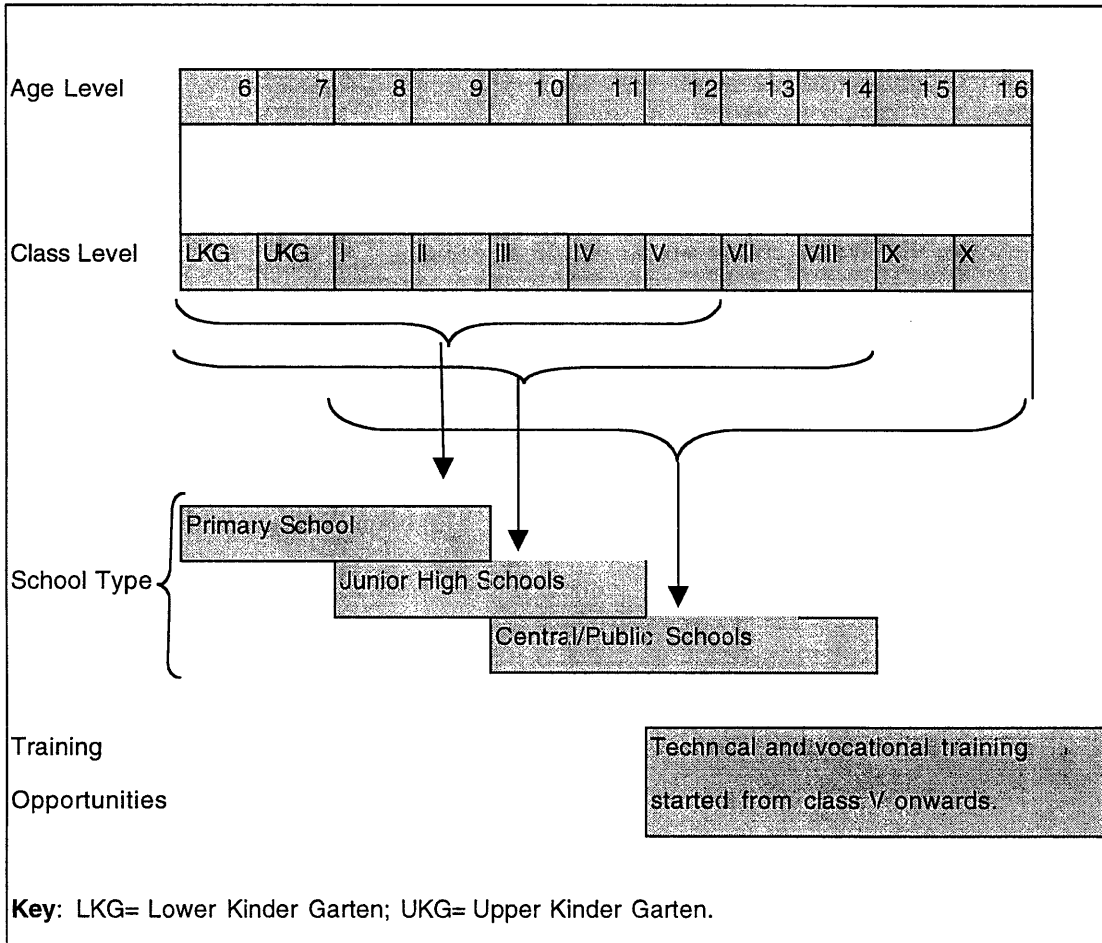
**Appendix III. Administrative Structure of the Department of Education, under the overall Ministry of Health and Education.**

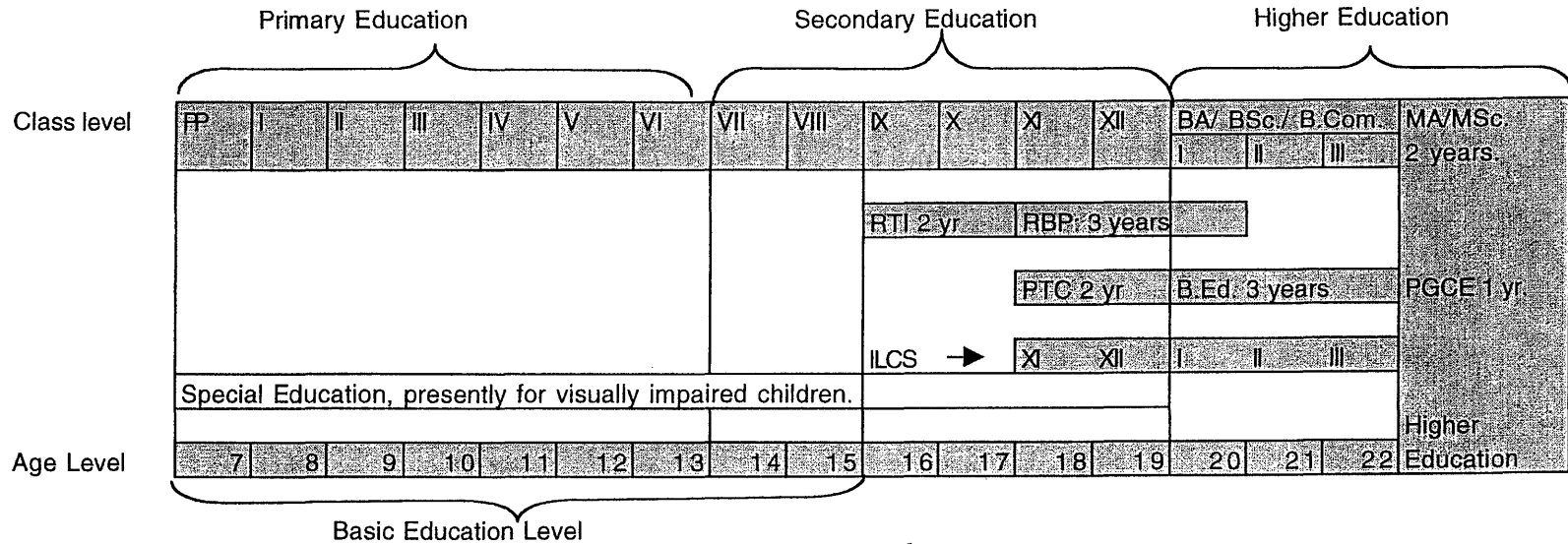


**Explanation**

CAPSS (Curriculum and Professional Support Section); BBE (Bhutan Board of Examination); EMSS (Education Monitoring and Support Section); SLCS (School Liaison and Coordination Section); SPBS (School Planning & Building Section); PLAN>S (Planning Section); PER>S (Personnel Section); NFES (Non Formal Education Section); SPLYS (School Supply Section); YGCS (Youth Guidance & Counselling Section); ILCS (Institute for Language and Culture Studies); NID (National Institute for the Disabled); DEO (District Education Office).

**Appendix IV a. The Bhutanese Education System in the 1970s.**





**KEY:**


PP = Pre-Primary.	RBP = Royal Bhutan Polytechnic
PTC = Primary Teacher Certificate	RTI = Royal Technical Institute
B.Ed = Bachelor of Education	ILCS = Institute for Language and Cultural Studies
PGCE = Post Graduate Certificate in Education.	Higher education usually for in-service people.


Source: Education Department, Annual Statistics, 1999.

**NB:** This chart includes only the areas that come directly under Education Dept.

## Appendix V. Areas of Studies for General Education Programme (PP to X)

Learning Areas	Subject Areas	Primary Schools						JHS		HS		
		PP	I	II	III	IV	V	VI	VII	VIII	IX	X
Language	Dzongkha	1	1	1	1	1	1	1	1	1	1	1
	English	1	1	1	1	1	1	1	1	1	1	1
Mathematics	Mathematics	1	1	1	1	1	1	1	1	1	1	1
Science and Technology	Science					2	2	2	2			
	Physics										2	2
	Chemistry											2
	Biology											2
	Computer Science											2
Human Society & Environment	Environmental Studies	1	1	1	1							
	Social Studies					2	2					
	History							2	2	2	2	2
	Geography											2
	Economics											2
Creative and Practical Arts	Visual Arts & Crafts	2	2	2	2	2	2	2	2	2	2	2
	Songs, Dances, Music	2	2	2	2	2	2	2	2	2	2	2
Health, Physical Education & Personal Development	Reproductive Health					2	2	2	2	2	2	2
	Games and Sports	2	2	2	2	2	2	2	2	2	2	2
	Moral/Value Education.	1	1	1	1	1	1	1	1	1	1	1
	Scouts.				2	2	2	2	2	2	2	2
Socially Useful & Productive Work.	Agriculture				2	2	2	2	2	2	2	2
	Social Forestry				2	2	2	2	2	2	2	2
	Basic skills in Vocation							2	2	2	2	2

1  Learning areas with specific subjects and periods allocated in the time-table.

2  Learning areas addressed in the co-curricular activities, school organizations or integrated in the subject areas in 1 above.

Source: Annual Statistical Report, Education, 1999.



## Appendix VI. Major curricular changes since 1986.

Year	Details of changes initiated.	Implementation.	Teacher preparation.
1986	*Environment Studies (EVS) in lower primary schools. Later became a project called New Approach to Primary Education (NAPE).	Pilot test in 13 primary schools on the EVS.	150 PP and class I teachers trained in Kharbandi, December 1985.
1987	*Expansion of NAPE approach to English and Mathematics and Dzongkha. *English textbooks and manuals for class VII & VIII.	Expansion to 50 schools in PP and class I in 13 pilot schools. Monitoring done by team of curriculum officers.	In-service courses for teachers continued. Teachers oriented to changes along with NAPE.
1988 1989	*Biology textbooks and handbooks for class VII & VIII *Teachers handbook on History of Bhutan introduced to be used for class VI-VIII.	Completed and introduced in schools. Monitoring of NAPE continued. DRT concept introduced.	In-service courses for NAPE continued. No orientation for History.
1990	*New Science for class IV. *New Social studies for class IV and V. *History and Geography textbooks of Bhutan for class VI.	All published and sent to schools as provisional editions. Comments sought from teachers.	NAPE in-service continued. Social Studies (also History and Geo.) organised.
1991	*New textbooks for PP to III. *English Readers for class PP-III.	Published and sent to schools. DRT reduced.	In-service courses conducted. Idea of SBIP introduced.

1992	<ul style="list-style-type: none"> <li>*Science for class V.</li> <li>*Social Studies for class V.</li> <li>*History and Geography of Bhutan for class VII&amp;VIII.</li> </ul>	Published and sent to schools as provisional edition. Review class VI History and Geography continued.	-do-
1993	<ul style="list-style-type: none"> <li>*Review and revision of textbooks and manuals for Social Studies.</li> </ul>	NAPE continuing.	-do-
1994	<ul style="list-style-type: none"> <li>*Geography of Bhutan for class IX and X introduced.</li> <li>*Class VI examination weighting made 50% internal.</li> <li>*Continuous assessment initiated.</li> </ul>	<p>Published and sent to schools in April 1994.</p> <p>Through notifications of QPGI.</p>	Continuous assessment discussed during in-service courses. No courses for this purpose.

1995	<ul style="list-style-type: none"> <li>*10 Readers in Dzongkha for PP to IV to be used.</li> <li>*Today's Math replaced with Systematic Math for PP-IV. The former being out-dated.</li> <li>*EVS was to be taught in Dzongkha.</li> <li>*School calendar changed from 3 to 2 terms.</li> <li>Continuous assessment reiterated.</li> <li>*History of Bhutan for class X.</li> <li>*Economics for class IX provisional edition.</li> </ul>	<p>Through notification.</p> <p>Pilot test in 25 primary schools.</p> <p>PP-VI 50% continuous, VII to VIII 20% continuous assessment.</p> <p>Sent to schools.</p>	<p>In-service course organised.</p> <p>In-service courses conducted.</p>
1996	<ul style="list-style-type: none"> <li>*Revised Dzongkha textbooks for class I-III.</li> <li>* 2 workbooks for class I written.</li> <li>*History of Bhutan for class X.</li> <li>*Economics textbooks for class IX.</li> <li>* Purpose of school education.</li> </ul>	<p>Sent to schools.</p> <p>Sent to schools</p> <p>Sent to schools</p> <p>Sent to schools for use as reference by teachers.</p>	In-service courses conducted.

1997	<p>*Economics for class X.</p> <p>*Supplementary reading programme for children introduced.</p> <p>*Values education to be part of school education; draft booklet for values education developed.</p> <p>*Concept of wholesome education being discussed through CAPSS Newsletters and Education Conference.</p>	<p>Sent to schools. Language teachers to implement this programme.</p> <p>Library books being procured and distributed to schools.</p>	<p>Sent to schools.</p> <p>Teacher librarians trained to manage school library.</p> <p>In-service for reading not done; but guidelines given in CAPSS Newsletter</p>
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- Source: 1. Primary Education Review (Harley, 1993),  
2. Quarterly Policy Guidelines and Instructions # 14 & #15 (1995).  
3. Education Policy Guidelines and Instructions # 17 (1997).

Key Questions	Research Items	Ref.	Comments
1. What are the teachers and parents views on Curriculum contents and syllabuses?	1. What goals have been laid down for schooling in Bhutan? 2. What Bhutanese and international values have been included in the syllabuses ? 3. How are the values reflected in the textbooks? 4. Which subjects have emphasized values? 5. What comments have people to make in terms of the learning areas at different levels of school? 6. What ideas can they suggest to make school curriculum conducive to wholesome education? 7. What do the teachers, parents and students think about NAPE?	1.1 1.2 1.2 1.2 1.6 1.6 1.5	Questions/ Interviews:
2. What are the teachers and students views on teaching methodologies in schools?	1. What methods of teaching do our teachers generally apply in classrooms? 2. What reasons can they provide for doing so? 3. What kind of teachings aids are generally used? 4. To what extent the teaching handbooks are helpful in schools? 5. How interactive are the classroom lessons?	2.1& 2.6 .. .. 2.3& 2.4 ..	Questions. Questions. Questions. Questions. Observe.
3. What are the teachers' views on assessment and evaluation?	1. Why do schools organize continuous assessment? 2. What policies have the schools adopted for assessment and evaluation? 3. What are the main purposes behind assessment? 4. How do common examinations influence the assessment in schools? 5. How do schools assess student works? 6. What do the schools do about the assessment results?	3.1 3.2 3.4 3.5 3.5 3.2	Interview. Questions. Interview. Questions. Interview. Questions.
4. What are the views of the teachers on the profession?	1. What challenges do teachers confront in teaching? 2. What are the problems and frustrations they face in teaching? 3. What are the various means available to them in developing themselves for the profession?	4.1 4.2-3 4.5-7	Questions. " "

5. What are the views on the management and resources in schools?	<ol style="list-style-type: none"> <li>1. What do teachers think about the supply and qualities of materials supplied?</li> <li>2. What do schools do when there is excess or shortage of the materials supplied?</li> <li>3. What spaces are available for schools to organize classroom and other activities efficiently?</li> <li>4. What do teachers think student population in schools?</li> <li>5. What facilities are lacking in schools to run the school efficiently?</li> <li>6. What are the goals and policies of your school for 1998?</li> </ol>	5.4 5.5-6 5.7 5.9 ..	Questions. Questions. Questions. Questions. Questions. Interview.
6. What do teachers say about the curricular changes during the decade 1987 to 1997?	<ol style="list-style-type: none"> <li>1. How many curricular changes have the schools been asked to implement since 1986/87?</li> <li>2. How many of them do they confidently implement and how many have been failed?</li> <li>3. How are the teachers prepared for curricular changes?</li> <li>4. What factors have led to the success or failure of the new changes?</li> </ol>	6.3 6.4-7	Interview. Interview. Questions. "
7. What are the strengths and weaknesses of the support from the Education System?	<ol style="list-style-type: none"> <li>1. How do schools receive information from the headquarters in Thimphu?</li> <li>2. What difficulties have been faced when implementing the instructions and guidelines from the headquarters in the past?</li> <li>3. What do the teachers and parents suggest the headquarters to help run the schools efficiently?</li> </ol>	7.1-2 7.4 7.4	Questions. " "
8. What are the teachers' views on co-cur. activities in schools?	<ol style="list-style-type: none"> <li>1. What kind of co-curricular activities are organized in the schools?</li> <li>2. What are the main purposes behind organizing the co-curricular activities?</li> </ol>		Interview with teachers.

## Appendix VII b. Research Question Matrix (approved by the Task Force).

Key Questions	Research Items	Ref.	Comments
1. What are the teachers views on <i>Curriculum organisation</i> such as the syllabuses, textbooks and handbooks?	1. How do teachers view the syllabuses, textbooks and handbooks? 2. What are the values reflected in the syllabuses and textbooks? 3. How helpful do they find the handbooks? 4. What do they think of the relevance of the contents of subjects they teach? 5. What is the general curriculum aimed at? 6. What are their views on the recent changes in curriculum? 7. What issues would the teachers like to raise regarding value education in schools?	1-2 & 13 a 3 & 9  6-7 4 ,8,10  11 12 5, 13 b 13 c	Closed Q. Open Q. Close questions  “ “ “ Open questions
2. What are the teachers views on <i>curriculum practices in schools</i> , albeit teaching methodologies ?	1. What methods of teaching do our teachers generally apply in classrooms? 2. What difficulties do they face in teaching effectively? 3. What are the good things happening in their schools in teaching? 4. What issues would they wish to raise that would help implement curriculum effectively in schools?	1-3 & 7 4-6,8b 8 a  8 c	Close questions.  Open questions.
3. What are the teachers' views on <i>assessment and evaluation</i> ?	1. How do teachers practice assessment in classrooms? 2. What difficulties do they face in practising assessment of students work? 3. What other means do they use to evaluate students works? 4. What do teachers think about the assessment in schools?	1-2 3-4  5-9 10 a 10 b	Closed questions  Open questions
4. What are the views of the teachers on the <i>teacher preparation and teaching</i> ?	1. What do teachers think about the way they are prepared to take up the task of teaching? 2. To what extent do they find in-service courses adequate to update their profession? 3. What is the level of confidence in the teachers regarding the mastery of the subjects they teach? 4. What difficulties do they face in the initial period of their employment? 5. How do they look at their works in the schools?	1-3  4-5  6  7-9  10 a 10 b	Close questions    Open questions

5. What are the views of teachers on the <i>management and facilities</i> in schools?	1. What do teachers think about the way the school is being managed? 2. What is the working atmosphere like in their schools? 3. What facilities are lacking in schools to run the school efficiently? 4. What do they have to say about the facilities and management style in their schools?	1-5 9-10 6-8 11 a 11 b	Closed questions.  Open questions.
6 What are the strengths and weaknesses of the <i>support from Education Division, Dzongkhag and parents?</i>	1. What kind of support and encouragement do teachers and schools get from Education Division, Dzongkhags and parents? 2. What support do the teachers expect from Education Division and Dzongkhags to help run the schools efficiently?	1-7  8 a 8b.	Close questions  Open Questions
7. What are the other issues that are not addressed in the 6 areas above?	Open question		Written comments.

## Appendix VIII. CURRICULUM REVIEW QUESTIONNAIRES

May, 1998

### **IMPORTANT:**

*Dear Teacher,*

*The questionnaires are intended to help gather your views on the organisation and practice of the curricula, and assessment of students learning as well as study the real situation in our schools. This study is then hoped to result in designing better strategies to improve the curricula and the way they are implemented. Please remember your honesty can make a big difference.*

*While in general it should be anonymous you may choose to write your name on the top or bottom of this page. The questionnaires should be used by full time teachers employed before 1995. Since Dzongkha is done in a separate study, Dzongkha teachers need not participate in this. The information you provide should also be about the present school.*

*There are six sets of questions. Each set has some objectives given at the top of the page. The grading scale is also explained on each page.*

*There is a sixth box at the right side after every statement. This is the code box. Whatever box you have ticked in the grading scale, please write that number in the code box. Suppose you have ticked grade scale 4 then you write 4 in the code box. Once again, your views will be most valuable for the study. Please start now.*

*Thank you*

*(Signed)*

*Jagar Dorji*

*Director CAPSS*





## B. Questionnaires

Please put a tick (+) in any one of the 5 boxes against each statement that matches with your views. Each box represents a grading scale as explained here:  
1 = Strongly Disagree; 2 = Disagree; 3 = Uncertain; 4 = Agree; and 5 = Strongly Agree.

**Objective:** This section is intended to find out your interpretation of the school curriculum in terms of clarity of the contents, relevance to children's learning needs and to social and cultural needs.

### 1. Curriculum Organisation: Syllabuses,

#### Textbooks and Manuals.

	1	2	3	4	5	Code
1. The syllabuses contain clearly defined objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Syllabuses provide clear guidelines on how to assess student performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Traditional values are adequately covered in the syllabuses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The contents in the syllabuses are relevant for children's learning needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Project works are too many for students to cope.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The present syllabuses are too vast to cover in time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Teacher's handbooks are flexible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Contents of the textbooks are relevant for the children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Present textbooks cover Bhutanese moral values adequately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Games and sports are given less importance at present.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. The present curriculum fully prepares children for life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. There has been too many changes in the syllabuses in recent years.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13 (a). Write any comments on syllabuses, textbooks and manuals that are being implemented at present. (12 line spaces left for writing).						
13 (b) Please write below what Bhutanese are given in our curriculum. (12 line spaces left for writing)						
13 (c) What do you think are the main issues with regard to value education in your school today? (12 line spaces left for writing)						



- |    |   |                          |                          |                          |                          |                          |                          |
|----|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 4. | At present continuous assessment is in confusion.                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. | I find examinations more effective than continuous assessments.       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. | Project works enhance students learning.                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. | Evaluation of student works can reveal problems in teaching practice. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. | Evaluation of students' work can reveal problems in syllabuses.       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. | I do communicate problems related to syllabuses to CAPSS.             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

10(a). Please give your views on assessment and evaluation procedures in your school and classroom.

(18 line spaces left for writing)

10(b). What are the main problems do you come across in conducting students' assessment in your class?

(18 line spaces left for writing)

Each box represents a grading scale as explained here:

1 = Strongly Disagree; 2 = Disagree; 3 = Uncertain; 4 = Agree; and 5 = Strongly Agree.

**Objectives:** This section asks you questions regarding the way you were prepared as a teacher and how practical and relevant are the pre-service courses to your job.

- | 4. <b>Teacher preparation and teaching:</b>                               | <b>1</b>                 | <b>2</b>                 | <b>3</b>                 | <b>4</b>                 | <b>5</b>                 | <b>Code</b>              |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Pre-service training has prepared me with adequate teaching skills.    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Pre-service training has strong links with school curriculum.          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. I feel confident to teach after my pre-service training.               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. In-service courses have improved my skills in teaching.                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. There are opportunities in this school to update my subject knowledge. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. I feel I must study more in the subjects that I teach.                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Teaching is a mentally satisfying job.                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

8. The status of teachers in Bhutan is improving.
9. In the initial period of my career, senior colleagues encouraged me to use the skills I had learnt from training.

10(a) Please provide additional comments on the pre-service teacher education programme and on the teaching profession.  
(18 line spaces left for writing)

10(b) Describe how you have been able to implement the teaching skills that you acquired in the pre-service teacher training.  
(18 line spaces left for writing)

Each box represents a grading scale as explained here:

1 = Strongly Disagree; 2 = Disagree; 3 = Uncertain; 4=Agree; and 5 = Strongly Agree.

**Objectives:** This section intends to understand your views on the management styles such as leadership quality, support to you as a staff, how accountable you are, the relationship among the staff and the atmosphere of working in your school.

- | 5. Management and Facilities   | 1                        | 2                        | 3                        | 4                        | 5                        | Code                     |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. I have well defined responsibilities apart from teaching.                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The head teacher has helped me improve my teaching.                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. My school has high expectations from students.                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. We usually tell our students about the expectations.                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. I have to give progress reports on my works to the head teacher once in a term. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. My school has acute shortage of furniture.                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. There is adequate supply of learning materials in my school.                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. The rooms is too small for the number of children in my class.                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Working atmosphere in my present  |                          |                          |                          |                          |                          |                          |

- school is pleasant.
10. There is mutual respect among the teachers in this school.

11(a). Give your comments on the existing facilities in the present school.  
(18 line spaces left for writing)

(b) What do you think of the way your school is managed at present?  
(18 line spaces left for writing)

Each box represents a grading scale as explained here:

1 = Strongly Disagree; 2 = Disagree; 3 = Uncertain; 4 = Agree; and 5 = Strongly Agree.

**Objectives:** In this section you may give your honest views on the kind of support your school gets from the Education Division, Dzongkhag, and Parents that makes your job smooth and enjoyable and inspiring.

**6. Support from Education Division, Dzongkhag and Parents.**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Code</b>
1. My requests are usually responded to by Education Division.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Guidelines and instructions from the headquarters are clear.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. My hard works in the school are recognized by the Education Division.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Parents are very cooperative for school development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. We have too many things to do in the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I would more officials from Education Division, Dzongkhag and parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I know who to write to about the various problems we face in the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8(a). What material support do you expect from Education Division and Dzongkhag?  
(18 line spaces left for writing)

8(b). What professional support do you expect from the Education Division and Dzongkhag?  
(18 line spaces left for writing)

**7. Please make any comments you wish to make on the areas and issues that are not covered in the items above.**

(26 lines left for open comments)

---

**THANK YOU.** You may now hand over the completed questionnaires to the person who gave it to you or put it in the envelope provided , seal it, sign on it and hand it to your head teacher.

---

## Appendix IX. Sample of Nodes coded in NUD\*IST for Curriculum Organisation.

(2)/CO(13)  
(2 1)/CO(13)/13a CO  
(2 1 1)/CO(13)/13a CO/Syllabus  
(2 1 1 1)/CO(13)/13a CO/Syllabus/Vast  
(2 1 1 1 1)/CO(13)/13a CO/Syllabus/Vast/Math  
(2 1 1 1 1 1)/CO(13)/13a CO/Syllabus/Vast/Math/Primary  
(2 1 1 1 1 2)/CO(13)/13a CO/Syllabus/Vast/Math/Secondary  
(2 1 1 1 2)/CO(13)/13a CO/Syllabus/Vast/Science  
(2 1 1 1 2 1)/CO(13)/13a CO/Syllabus/Vast/Science/primary  
(2 1 1 1 2 2)/CO(13)/13a CO/Syllabus/Vast/Science/Secondary  
(2 1 1 1 4)/CO(13)/13a CO/Syllabus/Vast/Social Studies.  
(2 1 1 1 5)/CO(13)/13a CO/Syllabus/Vast/English  
(2 1 1 1 5 1)/CO(13)/13a CO/Syllabus/Vast/English/primary  
(2 1 1 1 5 2)/CO(13)/13a CO/Syllabus/Vast/English/secondary  
(2 1 1 2)/CO(13)/13a CO/Syllabus/Relevancy  
(2 1 1 2 1)/CO(13)/13a CO/Syllabus/Relevancy/Relevant  
(2 1 1 2 2)/CO(13)/13a CO/Syllabus/Relevancy/Not relevant  
(2 1 1 2 2 1)/CO(13)/13a CO/Syllabus/Relevancy/Not relevant/Math  
(2 1 1 2 2 2)/CO(13)/13a CO/Syllabus/Relevancy/Not relevant/Social  
Studies.  
(2 1 1 2 2 3)/CO(13)/13a CO/Syllabus/Relevancy/Not relevant/Science  
(2 1 1 3)/CO(13)/13a CO/Syllabus/Change often  
(2 1 1 4)/CO(13)/13a CO/Syllabus/No tallying  
(2 1 1 5)/CO(13)/13a CO/Syllabus/Manuals important.  
(2 1 1 6)/CO(13)/13a CO/Syllabus/Manuals help  
(2 1 1 7)/CO(13)/13a CO/Syllabus/Problem in Supply  
(2 1 1 8)/CO(13)/13a CO/Syllabus/No Flow  
(2 1 1 9)/CO(13)/13a CO/Syllabus/No change  
(2 1 1 10)/CO(13)/13a CO/Syllabus/Suggestion  
(2 1 2)/CO(13)/13a CO/Textbook  
(2 1 2 1)/CO(13)/13a CO/Textbook/Appropriate  
(2 1 2 2)/CO(13)/13a CO/Textbook/Supply  
(2 1 2 3)/CO(13)/13a CO/Textbook/Math  
(2 1 2 3 1)/CO(13)/13a CO/Textbook/Math/Problem  
(2 1 2 3 2)/CO(13)/13a CO/Textbook/Math/Good  
(2 1 2 4)/CO(13)/13a CO/Textbook/Science  
(2 1 2 4 1)/CO(13)/13a CO/Textbook/Science/To improve  
(2 1 2 4 2)/CO(13)/13a CO/Textbook/Science/Good  
(2 1 2 5)/CO(13)/13a CO/Textbook/English  
(2 1 2 5 1)/CO(13)/13a CO/Textbook/English/ok.  
(2 1 2 5 2)/CO(13)/13a CO/Textbook/English/to improve  
(2 1 2 5 3)/CO(13)/13a CO/Textbook/English/overlap  
(2 1 2 6)/CO(13)/13a CO/Textbook/Physics  
(2 1 2 7)/CO(13)/13a CO/Textbook/Biology  
(2 1 2 7 1)/CO(13)/13a CO/Textbook/Biology/Change oft.  
(2 1 2 7 2)/CO(13)/13a CO/Textbook/Biology/continuity  
(2 1 2 7 3)/CO(13)/13a CO/Textbook/Biology/like manual  
(2 1 2 7 4)/CO(13)/13a CO/Textbook/Biology/support  
(2 1 2 7 5)/CO(13)/13a CO/Textbook/Biology/sensitive  
(2 1 2 7 6)/CO(13)/13a CO/Textbook/Biology/manual good  
(2 1 2 8)/CO(13)/13a CO/Textbook/EVS  
(2 1 2 8 1)/CO(13)/13a CO/Textbook/EVS/To revise  
(2 1 2 8 2)/CO(13)/13a CO/Textbook/EVS/overlaps  
(2 1 2 8 3)/CO(13)/13a CO/Textbook/EVS/need textbook  
(2 1 2 8 4)/CO(13)/13a CO/Textbook/EVS/Link problem  
(2 1 2 8 5)/CO(13)/13a CO/Textbook/EVS/vast  
(2 1 2 8 6)/CO(13)/13a CO/Textbook/EVS/difficult  
(2 1 2 9)/CO(13)/13a CO/Textbook/History



(2 1 2 9 1)/CO(13)/13a CO/Textbook/History/vast  
 (2 1 2 9 2)/CO(13)/13a CO/Textbook/History/reference  
 (2 1 2 9 3)/CO(13)/13a CO/Textbook/History/weighting  
 (2 1 2 9 4)/CO(13)/13a CO/Textbook/History/revise  
 (2 1 2 10)/CO(13)/13a CO/Textbook/Geography  
 (2 1 2 10 1)/CO(13)/13a CO/Textbook/Geography/relevance  
 (2 1 2 10 2)/CO(13)/13a CO/Textbook/Geography/standard.  
 (2 1 2 10 3)/CO(13)/13a CO/Textbook/Geography/vast  
 (2 1 2 10 4)/CO(13)/13a CO/Textbook/Geography/short  
 (2 1 2 10 5)/CO(13)/13a CO/Textbook/Geography/ok  
 (2 1 2 10 6)/CO(13)/13a CO/Textbook/Geography/confuse  
 (2 1 2 10 7)/CO(13)/13a CO/Textbook/Geography/revise  
 (2 1 2 11)/CO(13)/13a CO/Textbook/Social Studies  
 (2 1 2 12)/CO(13)/13a CO/Textbook/Suggestion  
 (2 1 2 12 1)/CO(13)/13a CO/Textbook/Suggestion/quality book  
 (2 1 2 12 2)/CO(13)/13a CO/Textbook/Suggestion/old-new  
 (2 1 2 12 3)/CO(13)/13a CO/Textbook/Suggestion/exposure  
 (2 1 2 12 4)/CO(13)/13a CO/Textbook/Suggestion/flow  
 (2 1 2 12 5)/CO(13)/13a CO/Textbook/Suggestion/instruct.  
 (2 1 2 13)/CO(13)/13a CO/Textbook/Chemistry  
 (2 1 2 14)/CO(13)/13a CO/Textbook/Problem  
 (2 1 2 14 1)/CO(13)/13a CO/Textbook/Problem/contents  
 (2 1 2 14 2)/CO(13)/13a CO/Textbook/Problem/contents ok  
 (2 1 2 14 3)/CO(13)/13a CO/Textbook/Problem/changing  
 (2 1 2 14 4)/CO(13)/13a CO/Textbook/Problem/supply  
 (2 1 2 14 5)/CO(13)/13a CO/Textbook/Problem/Binding  
 (2 2)/CO(13)/13b CO  
 (2 2 1)/CO(13)/13b CO/National  
 (2 2 1 1)/CO(13)/13b CO/National/Identity  
 (2 2 1 2)/CO(13)/13b CO/National/Legends  
 (2 2 1 3)/CO(13)/13b CO/National/History  
 (2 2 1 4)/CO(13)/13b CO/National/Love, loyalty  
 (2 2 1 5)/CO(13)/13b CO/National/Pride  
 (2 2 2)/CO(13)/13b CO/Cultural  
 (2 2 3)/CO(13)/13b CO/Religion  
 (2 2 4)/CO(13)/13b CO/Social  
 (2 2 5)/CO(13)/13b CO/work values  
 (2 2 6)/CO(13)/13b CO/Sources  
 (2 2 7)/CO(13)/13b CO/Methods  
 (2 2 8)/CO(13)/13b CO/Aims  
 (2 2 9)/CO(13)/13b CO/Personal  
 (2 2 10)/CO(13)/13b CO/Environmental  
 (2 2 11)/CO(13)/13b CO/No value  
 (2 2 12)/CO(13)/13b CO/Miscellany  
 (2 3)/CO(13)/13c CO  
 (2 3 1)/CO(13)/13c CO/Parents  
 (2 3 2)/CO(13)/13c CO/Youth problem  
 (2 3 3)/CO(13)/13c CO/Bad influence  
 (2 3 4)/CO(13)/13c CO/Exposure  
 (2 3 5)/CO(13)/13c CO/Teachers  
 (2 3 6)/CO(13)/13c CO/Issue lists  
 (2 3 7)/CO(13)/13c CO/Relationship  
 (2 3 8)/CO(13)/13c CO/Focus  
 (2 3 9)/CO(13)/13c CO/Abuses  
 (2 3 10)/CO(13)/13c CO/Discipline  
 (2 3 11)/CO(13)/13c CO/Materialism

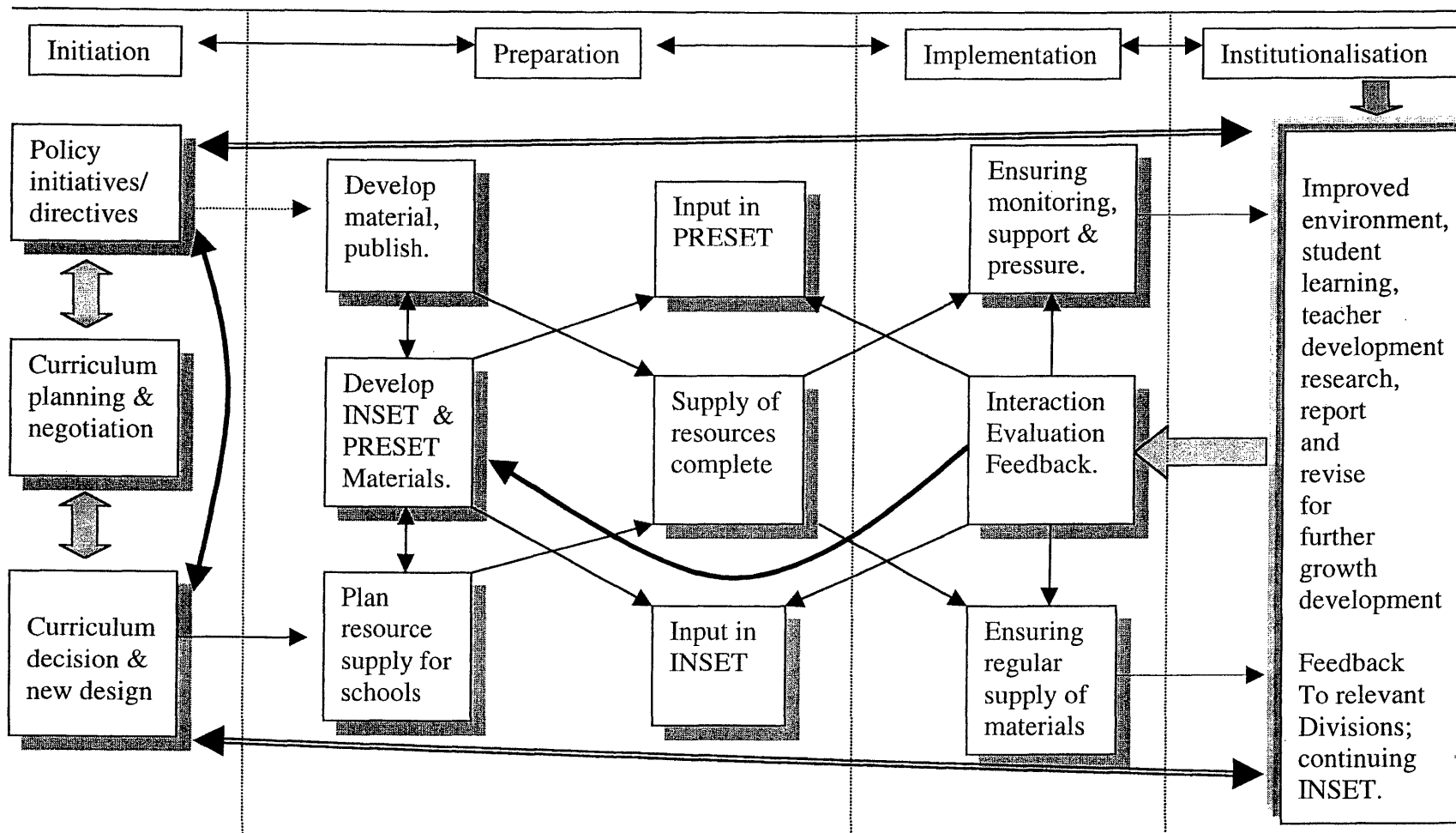


Figure 7.1. A schematic diagram for management of curriculum change in Bhutan based on Fullan (1991).

Note: Double arrows mean two-way interaction; thin lines indicate normal flow of information while thick line indicates emphatic communication and feedback. Double lines indicate interaction directly bypassing the normal channel which is sometimes necessary.