Interviewer: Hello, Hello, Hello hello, hello, hello hello. Let’s get started, okay? Kuzu Zangpo BSM1.

BSM1: Kuzu Zangpo

Interviewer: Thank you for agreeing to participate in my and agreeing to share your thoughts, your experiences on the how you and your school, you know, engage practice and promote GNH values in your school. I'm sure you must have heard about GNH values, values such as Tha-dam-tse, Lay-jyu-dray, honesty, responsibility, mindfulness, kindness, compassion, the list can go on. As a student, I'll be asking questions about how you as students learn or practice or promote GNH values in your school. So therefore, as I said earlier in Dzongkha, there are no right or wrong answers. I would expect you to give your views and opinions and facts and if you know of course on what you understand and how you practice GNH values in your school. Following the rules of this University on the ethical conduct of research, this interview will remain confidential. This will not be shared with anyone other than myself and my supervisor. So, please feel free to share your ideas and thoughts about how you practice and promote GNH values in your school. The interview data will be transcribed and recorded only for the purposes of my data and transcription. The data would be deidentified and anonymized prior to my research publications. So, is there any problem with you for the record this interview, BSM1?

BSM1: nothing sir, nothing.

Interviewer: Thank you so much. Would you like to read through or have a copy of transcript later, when I am done?

BSM1: Okay sir.

Interviewer: Okay. So, before I ask question, can you tell me about yourself?

BSM1: Thank you. My name is BSM1 and I'm currently studying in Ura Central School in 10th grade. And I'm very honored to participate in sir's interview. And I hope that sir could conduct this kind of interview in the nearest future.

Interviewer: Yes, thank you. That's so good. How long have you been studying in this school, BSM1?

BSM1: Until now, it has been around six years.

Interviewer: Are you from Ura only?

BSM1: Yes, I'm basically I'm from Shingkhar. Yes, sir.

Interviewer: So can you tell me what you like doing most in the school and why?

BSM1: The basic, the basic responsibility of coming to school is to study so I mostly enjoy studying and getting help from teachers.

Interviewer: Oh, that's so good, so that thoughtful of you. Now, can you tell me your understanding of Gross National Happiness?

BSM1: From my point of view, the GNH is most, basically, I think that it is like a philosophy which contains the wellbeing and social wellbeing of people and happiness of people of a country.

Interviewer: Okay, so in the school based on the philosophy of GNH, I think, schools try to teach and promote GNH values in the school through, through teaching, through a lot of activities. So, what is your understanding about GNH values?

BSM1: GNH values are the values not only practiced in the schools or in the country but it is a basic values that one must have in our life, in our journey of our life.

Interviewer: So, will you be able to name a few basic values that you require in your life?

BSM1: The few basic values can, can be like a firstly, discipline.

Interviewer: Yes?

BSM1: Discipline.

Interviewer: All right.

BSM1: And then like respect to others.

Interviewer: All right.

BSM1: And respecting others opinion and respecting and having a kind of affection towards our younger ones and towards our teachers and elder ones.

Interviewer: Okay. So, we will definitely come back to these values later. For now, can you tell me how you communicate with your principal, with your teachers, with your friends, with your parents and also other people that you come across in your life?

BSM1: Most probably as a Bhutanese, as a citizen of our GNH based Country, I, most probably I used to communicate with my elders, my principal, my parents with respect, Bhutanese kind of, form of respect, like Zhaysa.

Interviewer: Can you elaborate a bit about how you would, you know, narrate a Bhutanese kind of respect. Is it only the words or how, how do you, how is Bhutanese respect different from others from your opinion? In your opinion.

BSM1: Bhutanese kind of respect is like it is not only a word. It can be, respect can be shown also through physically. Like, if for example, if we meet with our principals, teachers or someone that is elder than us, we could, like, give side and bend our head and show some respect.

Interviewer: All right, my basic question to you was, you know how you communicate with others and then you told me that you, you talk, communicate with your principals and teachers and elders with respect. Would you have few examples to share, you know, how you, how you speak with your principal?

BSM1: Okay. When I communicate with my principal, whenever I meet with my principal, firstly, I would do back two to three steps backward. And then like bend myself and I would greet a good morning or good evening, good afternoon like this. And whenever I talked to him, I would put the respect words, Bhutanese respecting words, after each word each sentence.

Interviewer: What languages do you use, usually use when you communicate with your principal and teachers?

BSM1: Most probably in school, we always communicate in our Dzongkha, our national language.

Interviewer: Okay, so you don't communicate with your teachers and principals in English, right?

BSM1: Sometimes.

Interviewer: okay. How different is the communication style? In terms of you know, how different is English from Dzongkha basically, in terms of communication?

BSM1: In terms of communication, for me, it is not that difficult to communicate in English but sometimes when we, when we wanted to share our suggestions and our points in English, it is, there might be a possibility that they might get the wrong way. That could be a problem so.

Interviewer: Can you give an example, how English can be misunderstood by the other receiver or listener?

BSM1: While communicating in English, it won't be a problem for the teachers but when he share, students share their points, most probably when I share my points, I would misuse the words and make the conversation worst.

Interviewer: Are you trying to tell me that it is because of your ability to communicate in English or the drawback of English itself?

BSM1: My ability of talking.

Interviewer: Okay. Can you tell me when and where do you usually communicate or talk with your principal and teachers?

BSM1: Most probably, it is, with principal we got a value education class with a principal sir and with teachers, we got to talk with teachers during the class periods, like subject periods.

Interviewer: Do you also get to talk or communicate with your teachers and principals outside the classroom or outside the school?

BSM1: Yes, sir. The teachers of my schools are more frankly with students because whenever it is weekend or holiday, they come to school and play games with the students. And then, like, they communicate with students like old friends and like this.

Interviewer: Okay. Can you think of few talks, either in the assembly or in the classroom or outside, that your principal or teacher gave to your students or it can be a general conversation, informal conversation where you as a student were able to learn just by listening to what your principal or teacher said?

BSM1: Can you repeat it again.

Interviewer: Okay. To make it simple, what do you usually learn or what did you learn so far from your principal and teachers talk, speeches?

BSM1: Most probably in school, the teachers mainly talks about the discipline, discipline of schools, rules and regulation of schools to be followed. And this shows that our country is right now currently independent and it stands on its feet without depending on any other country. So, we must be proud to say Bhutanes like we have to cut our hair short, we are our Ghos national, national dresses and speak our national language.

Interviewer: Now from your point of view, how do you think the ways that you communicate, the ways that you speak with your teachers or the way that the principals and teachers speak with you or communicate with you, help you learn and practice GNH values?

BSM1: While communicating with the elder ones like principals and teachers, it teaches us how to communicate, not only in school but there might be some time when we have to go for a further, beyond school, like in Dzongkhags and cities. So, it helps us to speak and communicate with other too, beyond the school boundaries.

Interviewer: For example, are you able to learn GNH values from your teacher’s talks?

BSM1: From our teacher’s talks, yes sir. We got to learn some GNH values like

in our school, our teacher mainly talks about, I am a member of culture, school cultural club, so the mainly talks about the cultural, origin of culture and or traditional songs and so on.

Interviewer: Okay. Can you reflect or think back of a time when you had a conversation with your teacher or a principal or can you think of our time where your principal or teacher were delivering a speech in the morning assembly or in the dining hall or in the prayer hall or the classroom, and through the talk itself, okay? Not teaching and advising, through the talk itself, you were able to derive or get GNH values?

BSM1: yes, sir. When like, last time when we are in, our school conducts cultural competition among the inter collaborative group, the cultural coordinator

acquainted us with the origins and importance of cultural. He proposed a speech. And then this from this, I came to derive idea that our, our country, Bhutan has a unique culture that nowhere in the country had. We have a unique culture, tradition that makes our country unique from other countries.

Interviewer: Okay. Do you have any examples to share, where your principal and teachers talk made you happy?

BSM1: Yes, for example like last year when, last year when Dzongkhag administration conducted a traditional music training in our Dzongkhag. So, at that time, I was selected to be one of the participants from our, our school, representing our school. So, this made me very proud and encouraged, inspired to learn the traditional values and traditional music cultures and all those things.

Interviewer: Okay, I think, I would like to repeat the question. I was asking you if you have any example where your principal or teacher’s talks, conversation or speeches made you happy?

BSM1: This could be,

Interviewer: Or, okay, go ahead.

BSM1: Can you repeat it again?

Interviewer: Yeah.

BSM1: I’m stuck.

Interviewer: You have any examples, you know, you don't have to answer if you don't have just, just tell me I don't remember anything. Okay, I'm just asking you, do you have any examples to share with me where your principal or your teacher’s talk, teachers talking to you or to the students, students, you know and by listening to your teacher or principal talk, that talk actually made you happy? Do you have examples to share like that, of that kind?

BSM1: Yes. I was just trying to tell that but my ability to speak English just got worst.

Interviewer: No problem.

BSM1: This, when the teacher, when my principal announced in the assembly that the Dzongkhag administration are conducting a traditional music training, I was very happy.

Interviewer: Or do you have examples where your principal or teacher’s talk made you sad or angry or emotional?

BSM1: No, I don't think, I don't remember.

Interviewer: Okay, no problem. Now, do you have examples to share with me where you or your friends love to imitate the way teachers or principal speak?

BSM1: Can you repeat it again?

Interviewer: Yeah. Do you have examples to share where you or your friends, student friends love to imitate, imitate, do what do you know what, what imitate means? Imitate means you know, you, you, you like to act like the teacher, the way teacher speak, okay? You love to speak like the teacher, so you repeat what they said and then you usually, our students love imitating the film dialogues, you know. Like in a similar way, do you have examples where you love to imitate the way your teachers or your principal speak?

BSM1: Not me but most of my friends imitate the dialogue of my principal.

Interviewer: Okay.

BSM1: Whenever we request principle for some conditions, he'd always say like, ‘problem mi, problem mi’. he would say like that.

Interviewer: Okay, so when, when the, when your friends imitate your principal saying ‘problem mi’, what, what do you think, why do you think your, your friends do that? And is there any value in doing that?

BSM1: I think like, it is, my friends were playing a joke about principal dialogue and I think like, my friends, somehow lacks the Bhutanese ethics, values. I feel that way.

Interviewer: Can't it, can't it be, can't it be, you know, taken from the positive sense where maybe your friends were happy that the principal was, you know, happy to agree and help, you know because when he said ‘problem mi’ it means you have no problem, I'm ready to help you whatever you ask, would that also indicate that way? What is your view?

BSM1: Yes, sir. I believe that. It is also true.

Interviewer: All right. Now I want you to think of many, many different ways that you communicate with others using GNH values, like you said, you, you talk to your teachers and the principles with respect by bowing down to the saying ‘la’. So, in this regard, can you tell me how you learned to communicate in these ways?

BSM1: My father is a layman and in, in my household, my father is keen to teach us the Bhutanese ethics and values every time. So, I learned to, most probably to my father and when I go to school, it is my teachers that taught me to, taught me how to respect and in our school, we got a program every Tuesday morning, like Drig-lam-nam-zha program. It is through these programs and it is through my father.

Interviewer: Have you ever been in a situation where it wasn't easy for you to communicate with others?

BSM1: No sir, I've never been. I've never faced a difficulty.

Interviewer: Do you think the way people in your school communicate each other in your school can be improved?

BSM1: I believe it can be improved.

Interviewer: In what ways?

BSM1: For example, if our school could like increase the activity and programs of GNH programs more frequently than the current activities.

Interviewer: What do you mean by GNH programs, so what, what, what kind of programs you would you call GNH programs?

BSM1: GNH programs like cultural programs, drig-lam-nam-zha programs and value education classes and those things.

Interviewer: Okay. What is your view about or on the use of Dzongkha and English only in your school?

BSM1: For Dzongkha, it is a national language and it should be, everyone, everybody, every, every citizen and students have to learn Dzongkha. And coming back to English, English, it is important because in this modern technical world, English is more mandatory language to communicate.

Interviewer: Does the school rules and regulations guide the way you communicate?

BSM1: Yes.

Interviewer:How?

BSM1: Because whenever the students, most probably my friends, not, not intentionally but accidentally, accidentally uses curse words. And like they commits disciplinary issues, teachers tries to help them, tries to put them on track.

Interviewer: Through the school rules you mean?

BSM1: Yes, sir.

Interviewer: Okay. Now can you tell me what activities and programs do you participate in your school that helped you learn or practice GNH values?

BSM1: For example, like the activities that I've attended so far are like, value orientation, that is conducted for a week before the school starts. And then, as, as I've said earlier, we have, value, Drig-lam-nam-zha program every Tuesday morning. And then we have, like, a value class, once in every week.

Interviewer: Okay. Besides, Drig-lam-nam-zha class, value class and value, value week in the beginning of the year, what GNH values have you learned in the class from your teachers through different subjects like Dzongkha, English, Math, Science, History, Geography, Economics, etc.

BSM1: From an economic point of view, as I'm an economic student, I came across like GNH is a philosophy that guides the economic growth of Bhutan. And then from history, we have a kind of government like democracy government, where the candidate, the representative of people are selected by the people. And we also came across that our 4th Druk Gyalpo handed over the throne to the people.

Interviewer: So, what, what values, do you, did you learn while you were studying math?

BSM1: From maths, sorry, I don't think I learned anything from maths.

Interviewer: How about science?

BSM1: I don't think so.

Interviewer: I’m sure, you'd have learned values in Dzongkha. How about English? English class.

BSM1: English, English classes are, the stories, the short stories and the stories that we, we had learned from English, it has a moral, moral or theme that gives us like helping others and all those things.

Interviewer: Now, can you tell me how you felt with, with the grades or the marks that you, that you received from your teachers during the class test, exam, group works, class works presentations, etc?

BSM1: Yes. I think like whenever my teacher recommends it, the positive recommendations, sometimes motivates us, motivates and inspires us, it's encouraged us to do better in the future. And sometimes, teachers used to scold fearlessly like it disheartening and demotivating but however, sometimes this positive, mostly teachers recommend positive, positive comments and it.

Interviewer: From your point of, from your point of view, how often does your teachers in general provide disheartening remarks?

BSM1: There is some, some of my friends that even they put a lot of effort and hard work in studying and even if they study so, too hard, they got, they used to got, feel and they cannot perform well. So, when this happens, like, teachers got aggressive and then they used to like scold and throw harsh words.

Interviewer: And what is your view on this, do you think the teacher who did that should have done differently?

BSM1: I think, they also haven't got any option rather than scolding because they're also are like they are.

Interviewer: They're frustrated, you mean?

BSM1: Yes sir, they’re frustrated and they are not able to do anything like, when the students got no appreciations.

Interviewer: Okay, now with respect to extra and co-curricular activities that you participate in the school you know like sports or cultural, beautification, social work, club activities. How do you think these activities help you learn and practice GNH values? And can you give examples if you have?

BSM1: I can cite one example from the co-curricular activities like games and sports. While, while we play games like football, basketball and volleyball, we learn how to communicate with our friends not by getting angry and frustrated when our friends fails but by encouraging them, by motivating them like saying ‘you can do it, you can do it’. This is just a matter of fact that we must practice.

Interviewer: Good.

BSM1: Like, promoting a good attitude.

Interviewer: Okay. With regard to many different activities or programs that you participate in your school to promote GNH values, do you think your school has enough resources, you know like sufficient teachers, sufficient classrooms, library books, computers, playgrounds to support your school to carry out these activities?

BSM1: As middle secondary school, there is like limited resources but not that there is not sufficient but at least there is limited resources.

Interviewer: So, can you tell me what, what resources are limited in your school?

BSM1: Like, resource, limited resources like library books and computing computers.

Interviewer: Computers. So otherwise, you have sufficient classrooms, multipurpose halls, prayer hall, dining hall, etc?

BSM1: They're all good. They are, they are sufficient and they are all limited.

Interviewer: How about furniture?

BSM1: There is, right now, there is available of furniture like chairs, tables. They're all available.

Interviewer: How many students are there in your class?

BSM1: In the class, there's only 20 students, 20 of us.

Interviewer: Okay. Do you think, your school has enough money to support your school activities?

BSM1: I think so.

Interviewer: Okay, what kind of extra support would you like to see in your school to further promote GNH values through activities? I think, you did mention that in the past but can you repeat if you have anything extra?

BSM1: Sir, I didn't get the question.

Interviewer: Okay. I thought, I remember you answering this question before but yet I would like to ask this question, what kind of extra support would you like to see in your school to further promote GNH values through activities?

BSM1: I believe like in providing as I said earlier that providing more GNH like a, providing.

Interviewer: It's okay, it’s okay, I think, I think. No problem I think somewhere. Can you provide examples of how your school has helped you in particular learn GNH values such as honesty, respect, compassion?

BSM1: From my point of view, particularly the school have provided their best to provide me the value of GNH like if I cite an example of subject from Dzongkha, we got to use, we got to learn Gyalsey-lag-len, where I got, I've got many things like we must have compassion towards animals, you must like turn towards Buddhism, like you we have to give up the greed, all those things. And also like, honesty from this.

Interviewer: Okay. How important do you think is budget, school budget and facilities and equipment for the school to help you learn GNH values?

BSM1: Can you repeat it again?

Interviewer: How important do you think is budget, facilities, equipment in your school to help you learn GNH values?

BSM1: Sorry sir, my net is not working well and I haven't got the question.

Interviewer: How important do you think is budget, you know what budget means?

BSM1: Yes, sir.

Interviewer: Facilities and equipment in the school to help you learn GNH values better? Hello? Hello? Oh, I think, did you get my question?

BSM1: The net is not working well.

Interviewer: Okay, now I can hear you, did you hear my question?

BSM1: No sir.

Interviewer: Can you hear me now?

BSM1: Yes, sir.

Interviewer: Okay. I'll repeat the question. How important do you think is budget, facilities and equipment in the school to help you learn GNH values?

BSM1: Okay. if there is more budget, more facilities then school could provide a lot of activities.

Interviewer: So, it’s important?

BSM1: Yes sir, basically it is important.

Interviewer: Okay, now we are coming to the last segment of our discussion now. Can you tell me about your relationships with other people in your school with like principal, the teachers, your friends, parents and other, other staff in the school?

BSM1: I can say that, I have a healthy relationship with my school families like staff, non-teaching staff, principal, vice principals and all my fellow mates.

Interviewer: What do you mean by healthy relationship?

BSM1: Like, we are always by each other's back and everybody helps each other. We like, communicate in a good, proper way, we respect each other, and all those things.

Interviewer: How would you describe the relationship that you have with your parents?

BSM1: I could say that I have also a good relationship with my parents because.

Interviewer: Go ahead.

BSM1: Like, I used to listen to whatever my parents, parents suggests me to do and they also respects and listens to my opinions and suggestions.

Interviewer: How would you describe the relationship that you notice among the teachers and between the principal and teachers?

BSM1: I could say there is a good relationship among them like also a teacher, they got to communicate with each other with respect and I think they have a relationship among them.

Interviewer: How would you describe the relationship between the school and the community and the parents?

BSM1: I believe they have a good relationship like whenever the school conducts any programs, the parents and community immediately cooperates with schools.

Interviewer: Why do you think your school and you have such good relationship?

BSM1: This is more particularly because of the ethics and Bhutanese value of GNH, Tha-dam-tse and Lay-jyu-dray, I believe.

Interviewer: Okay, okay, I would like to ask this question to you then you later. According to you, how much do you think the relationship that the school, the good relationship that the school has now with the students, within the teachers and principal, with the community, help the school promote GNH values? Hello?

BSM1: I'm sure. Can you repeat it again?

Interviewer: Okay. According to you, how much do you think the relationship, the good relationship that your school has, okay that you have described earlier, promote GNH values?

BSM1: I think like this promotes the good social wellbeing of people like when, when they cooperate and communicate with each other in a like I've mentioned before it promotes good attitude and strong relationship between each other, they could help each other, like.

Interviewer: Okay, how does your school provide safe, caring and supportive environment for in the school, like there are no abuses, no bullies, no harassment, no corporal punishment, etc?

BSM1: In our school, this kind of issues rarely happens and whenever this happens, teachers solve it in a proper way and then, like, they could paste on like information board and they could inform children through the post, posters like pasting the posters, bully free posters, preventive measures while disasters happens and the building walls.

Interviewer: Have you, have you as a student ever received you know, punishment or have you ever been harassed by somebody?

BSM1: No sir. I never faced this kind of harassments.

Interviewer: Have you, have you seen your friends being punished?

BSM1: It doesn't happen these days but I have seen this kind of issues, when I was first enrolled in the school and in fifth grade. Like the elder brothers used to bully the smaller ones like sending them to fetch water, making them to wash their clothes and all those things.

Interviewer: Do you think this is still happening?

BSM1: Right now I, these kind of issues, it hasn't happened.

Interviewer: Okay, now I would like to come back to, you know, the reason that you gave why the school has such a good relationship, you told me it is all because of Tha-dam-tse and Lay-jyu-dray. So, now can you tell me, firstly, what do you understand by Tha-dam-tse, Lay-jyu-dray and also, can you tell me, you know how your school promotes and practices Tha-dam-tse and Lay-jyu-dray?

BSM1: Firstly, our schools, Tha-dam-tse and Lay-jyu-dray is mentioned or it is reflected in our school’s vision. And then, from our point of view, Tha-dam-tse and Lay-jyu-dray is Bhutanese kind of ethics. It is also like circle of karma like what we give, gets back to us.

Like what we give to others, come back to us. And if we, if we do our appointment, our work with our full, full determination without thinking of making somebody feel jealous and like, if he does our work. Can you wait for a second? My network is.

Interviewer: Okay, yeah, I can hear you. Sorry.

BSM1: If, I'm trying to say like, if we like does our appointments, our own business in a proper way like in a good ethics then there is no need of suffering, ill-treat in the future.

Interviewer: So, how do you, in your opinion, how does your school practice and promote this Tha-dam-tse, Lay-jyu-dray?

BSM1: Like, like, Tha-dam-tse and Lay-jyu-dray, I would, like Tha-dam-tse and Lay-jyu-dray, I would, as a student, the basic responsibility of mine is to study, so while studying, I would do my own business that, I would study without indulging my friends in a bad issues like bad situations. And I would also encourage my friends to study, to become more like, encouraging them to be independent in the future, where I will be.

Interviewer: Okay. Now, according to you, how much do you think these kinds of relationships support the promotion of GNH values?

BSM1: I would say like, for example, if the person lacks this kind of ethics, they would surely be go to the wrong path. They would promote any bad activities but like I've learned from a counselling sessions like if there is a peer pressure, like if I could help my friends from such kind of situations and there, the more, there will, it could help to promote the GNH more.

Interviewer: Okay, finally, what is your view about the importance of rules and regulations on, about the relationships within the school and beyond the school to promote GNH values?

BSM1: I would say like, if there is rules and regulations then, there, there is a possibility that people will won’t go any, promote like, they won’t commit any, like, a Tramaship, they won’t commit any.

Interviewer: Mistakes.

BSM1: Bad activities, bad ethics .

Interviewer: Okay

BSM1: Bad ethics and bad ethics then they would, they will be under the control of the same rule, whee nothing would and nothing bad would happen in nearest future.

Interviewer: Yeah. All right, thank you BSM1 Jungney. With this we have come to the end of our discussion. Thank you for participating. Your time and your views expressed have been very useful for me and have been able to understand how you practice GNH in your school and how your school actually promote GNH and make and how your school is trying to help students learn GNH values. So, do I have your permission to contact you again at a later time to clarify or verify your understanding, your response, your responses, just in case, if I am not able to interpret or understand you, your words, when I listened back to your record, our recording and as I read through the transcription? Hello? Hello? Hello? Hello?

You're muted BSM1. Can you put on that mic, that red, red mic? Can you just press on it?

BSM1: Yes sir.

Interviewer: Did you hear what I said? Did you hear what I said?

BSM1: Not clearly sir.

Interviewer: Okay.

BSM1: The net, the network is.

Interviewer: Yeah, I was just going to say thank you and then I was asking if I have your permission to contact you again in the future to be able to, you know verify or interpret your words properly, if I'm not able to do so well in, in future?

BSM1: It’s okay sir. I would be happy to contribute to you again.

Interviewer: Yeah, yeah. So, how do I contact you? Do you have, you know like, usually how do you, do you have a network at home, like in the winter if I have to contact you, do you have a Facebook Messenger or WeChat or what do you use?

BSM1: I most probably use Facebook Messenger.

Interviewer: So, what, what, what is your Facebook Messenger name?

BSM1: It is BSM1 Jungney but in Dzongkha.

Interviewer: Okay, that would be difficult for me. All right.

BSM1: If sir could give me then I could send you a friend request.

Interviewer: Yeah, you can just search Interviewer Interviewer.

BSM1: Okay sir.