Interviewer: Hello, hello, hello, hello, hello, okay. What's the time there BSM2?

BSM2: It's 1:28 PM, sir.

Interviewer: Okay, it's good afternoon. Alright, good afternoon BSM2. Thank you for agreeing to participate in this interview and agreeing to share your experiences, your thoughts on how you and your school practice and promote GNH values. I’m sure you know what GNH values are, there are lot of values, *Tha-Dam-Tse*, *Lay-Ju-Dray,* honesty, responsibility, mindfulness, kindness, right? There are lot of values. As a student, I'm sure you must be practicing and learning and promoting GNH values in the school. So, I'll be asking questions about how you practice and experience GNH in your school. So, as I said earlier, there are no correct or wrong answers. So, your experience, your opinions are key to my research as I tried to understand the GNH practices in your school and some of the problems and challenges of infusing in promoting and practicing GNH values in your school. Following the rules and regulations of the University of New England regarding the ethical conduct of my research, this interview will be confidential. Nobody is going to know what you say, what you feel. It is going to remain between you and me. So, data will be anonymised and it’ll be de-identified and I'll be using this only for the research purpose and publications. So, don't have to feel anything, just feel free to share your ideas and thoughts.

I'll be recording for the transcription purposes, is it okay with you?

BSM2: Yes, sir.

Interviewer: Would you like to receive a copy of the transcript for your own record or would you like to have an audio transcript or audio file for you to listen again, if I share with you?

BSM2: Okay, sir.

Interviewer: Alright then. Before I begin with my question, can you, can you tell me about yourself, please?

BSM2: First of all, I would like to wish very warm, very warm good afternoon to you sir and my name is BSM2. I'm currently studying in ---- central School under ---- Dzongkhag. And I'm really interested.

Interviewer: Yes, please go ahead.

BSM2: I'm really interested in, I'm really honoured to have a talk with sir and I'm really interested.

Interviewer: Indeed, I'm very thankful to you. What class are you in, BSM2?

BSM2: I'm in class 10, sir.

Interviewer: Okay, how long have you been studying in Ura central School?

BSM2: It's been about seven years, sir.

Interviewer: Seven years, Oh! that's a long time. Where are you from in ----? Are you from ---- only?

BSM2: I'm, I'm from ------ under ----- gewog.

Interviewer: Okay. So, what do you like doing most in the school?

BSM2: I like reading and playing with friends, sir.

Interviewer: Okay. Now, my first question to you is, what is your understanding about Gross National Happiness?

BSM2: GNH to me, it is, I think it is, it is a guiding philosophy for our country to undertake the development, development, development activities in our country, which is propounded by our Fourth Druk Gyalpo.

Interviewer: So, in line with the GNH philosophy that His Majesty The Fourth King propounded sometimes in 1970s. A Long time back, the Ministry of Education wanted schools to infuse GNH values in students. So, what is your understanding about GNH values?

BSM2: GNH value means, GNH values means to under take activities along with the concept, the Bhutanese value *Tha-Dam-Tse* and *Lay-Ju-Dray and* doing our, doing our things along with the Bhutanese concept *Tha-Dam-Tse* and *Lay-Ju-Dray* in our schools.

Interviewer: Okay. How do you learn GNH values in your school?

BSM2: Commonly in our school, we learn about the GNH through many activities, such as, such as we, every Tuesday we have, we have *Driglam Namzha* sessions and we learned through subjects, in economics, economics, we learn about GNH as a chapter and GNH simply, we learn through the daily activities, what we do and we learn from our teachers.

Interviewer: Alright. We will come back to these GNH values and how you practice and promote GNH values later. For now, can you tell me how you communicate with your principal, teachers and friends in your school?

BSM2: We communicate with our friends, we live, we live with our friends and it is not, It's not difficult. We communicate with our teachers during the classes, during other times, during remedial class, during recreational times and with principal we sometimes talk, sometimes we communicate with our principal, sometimes comes in a class, teaches values about GNH, GNH values and we communicate with our friends.

Interviewer: Hello.

BSM2: Hello, sir.

Interviewer: Continue. I can’t hear you.

BSM2: we, I think it's about, there is some problem with internet, sir.

Interviewer: Okay, I can hear you now.

BSM2: We, we can, we communicate with our friends daily, so we all, all the students are from Bumthang, within Bumthang, so we communicate using our Bumtab and Bumtab language and Dzongkha, sir. And we talk, we communicate with our teachers during the classes, classes and it is now very comfortable for us to communicate with our teachers and so with principal, we sometimes, we communicate sometimes, sir. We talk during the recreational times and our principal sir used to come in the class to teach us about the values and from there we communicate with him.

Interviewer: Communication can be done in many ways. You can communicate by speaking, you can communicate by writing, you can also communicate through the gestures and body language, some communications are formal, some are informal. You can communicate directly, sometimes you can also communicate some with, with some kind of indirectly but implied. We also use communication networks like social media Wechat, Whatsapp, Facebook. So, in this regard, what are the other ways you use to communicate with people around you?

BSM2: We communicate, mostly, we communicate by talking and by, through writing. So, there is, I think there is, I think, we don't communicate with people using other ways. I mean, we all are Bumptaps and here we all speaks Dzongkha. So, we has no other ways in which we communicate, sir.

Interviewer: In terms of speaking, can you describe how you speak to your teachers and how you speak to your principles and how you speak to your classmates? I mean, the kind of language and words that you use. Because as Bhutanese, the way we speak with the friends are different from the way we speak with our teachers and principals. So, can you speak about this?

BSM2: It's true, sir. There is a difference in talking and communicating with our friends and with our teachers. With friends we communicate using our *Bumtab*, our *Bumtab* language. We communicate friendly with our friends. But, but with our, with our teachers we communicate with respect by putting, in Dzongkha we call it Zhabsa and respecting our teachers.

Interviewer: What language do you usually use to communicate with your principal and teachers?

BSM2: We use our national language Dzongkha and sometimes English.

Interviewer: Can you tell me, what you learn from your principal and teachers talk, either in the classroom or in the assembly or in the dining hall and prayer hall. So, when the teachers give a talk to you. So, what do you learn from your principal and teachers talk?

BSM2: We learn about, we learn how to, how to, we learn about the values, values, we, how to communicate with each other and how to make aware of ourselves and how to respect other, how to be a friendly, a friendly person and how to be a caring person for us.

So, we learn, mostly we learn about the way they speak through and the way they communicate and so by, we learn about the Bhutanese etiquette and, and some other important about concepts.

Interviewer: Can you give few examples?

BSM2: For example, respecting others, how to respect others. We should respect them using a word, when we speak, when we, when we, when we speak, when we do things.

Interviewer: When and where do you usually talk to your principal and teachers?

BSM2: We, as a student we mostly communicate with our teachers, when they, when they come into class, they teach and when you, when they ask questions we answer their questions. So, our communication with teachers goes with, but the principal, we, in our school we are, as I said earlier that our principal used to come in the class to teach about our values. So, we, we communicate without principal during these classes and doing talks when our principal organizes some, coordinate some talks and in this way, we communicate with our teachers and principal.

Interviewer: How often do you speak with your principal and teachers?

BSM2: We, with teachers, we talk very often, we communicate with our teacher most of the time, but with principle we talk, we communicate with principal rarely, sir. Because principal are, principal is, our principal don’t teaches us because he, because he don't, he, he takes only one classes in a week. So, we, we talk only, we communicate less with our principal than our teachers.

Interviewer: Okay. From your point of view and, and considering the different ways that you communicate, how do you think these ways of communicating help you learn and practice GNH values?

BSM2: I would say that by respecting, by communicating with our teachers, we, when we communicate with our teachers, we learn about the Bhutanese etiquette by, by respecting our teachers, principal and our friends, it would, it would, we would, we would be able to able to follow our GNH policies and we would follow our GNH values such as honesty, honesty and honesty, like this.

Interviewer: When I, when you say about GNH values like honesty, apart from the knowledge and information and the advice that your principal and teachers give to you as students about how, why importance of honesty or, or, or the way you should talk, the way you should respect. So, apart from the teaching or the information, or the advices, are you able to learn GNH values from their talks? Not necessarily the advices. Did you understand my question?

BSM2: Sorry, sir. I couldn’t get your question.

Interviewer: Okay, let me put like this, are you able to learn GNH values by listening to your teachers talk, through the talk itself. Not the teaching or the advice that he or she gives about values and GNH values. I'm not talking about your teacher talking about GNH values in a classroom, like you know, GNH, GNH means there are four pillars. You have to respect your teacher, you have to respect your elders, you should be committed, you should be honest. I'm not talking about such kind of teachings and advices. Just by listening to your teachers talk, are you able to get or are you able to feel or are you able to learn? Oh, my teacher is honest, my teacher is truthful or these are few words that I like to imitate. So, are you able to get the values directly from the way teachers talk?

BSM2: I could say that we cannot, we cannot understand this way GNH values 100 percent because GNH value should be should be applicable, should, we should apply. So, when teachers, when teachers talk, we don't, we really don't understand, because it is, when, it would be, I think it would be better if our teacher would show physically and how to respect others. So, I think that we cannot hundred, we cannot understand the GNH values only by talking.

Interviewer: Yeah, of course I would agree with you. But at the moment, my question is only specifically trying to find out how you are able to learn values through the way you communicate. Definitely we will, I will have many questions about learning GNH values through other activities. Now, my other question is, do you have any examples to share, where your principal and teachers talk made, made you happy?

BSM2: Yes, sir.

Interviewer: Can you good example, narrate an incident?

BSM2: When, when our exam was about a week, when our exam was, when we had exam before, before our exam, our principal, our principal and our teachers briefed us about briefed us that it is, it is our primary duty to study well to apply our exam well. With these, with these lectures and briefings given by our principals and teachers, it made us realize that it is our primary duty, it is our primary duty to study and, and I think that it is through, I think that the talk that our teachers have given made us realize that we should study hard and become a, become a good person in our lives.

Interviewer: Okay. On the other hand, do you also have any examples to share, where your principal and teachers talk made you sad or angry or emotional?

BSM2: Yes, sir. When, it happened yesterday, sir.

Interviewer: Okay.

BSM2: Because, because, when our, our juniors, our junior students, our junior friends went, went a week before, sir. when they, when they went to their home, we feel sad because I would, I think, we think, we thought that our principal and teachers are not understanding.

Interviewer: Hello. I lost you again, BSM2. You are muted, BSM2. BSM2 you're muted. Put on the mic. There is a red mic against your name. If you press that you should be able to unmute yourself. Hello.

BSM2: Yes, sir.

Interviewer: Okay, can you repeat?

BSM2: This incident happened a day before, sir. when our teachers, our principal said that we class 10 are only allowed to go home only after the national, national day. So, when our juniors, Junior mates are gone, we felt sad and irritating.

Interviewer: So, I think that was not necessarily because of your principal or teacher talk, but because some of, some others, because you didn't get to go home. But my question, my question was, do you have any examples to share where your principal or teachers, when you, when you talk or when they talk to you or when they communicate to you, the communication, the way they communicate, the way they talk actually made you angry or sad or emotional? Do you have such examples?

BSM2: When our teachers and principal talks in really, in a very aggressive, in a very, in a very aggressive way without, without our fault, without, without understanding about our false, without understanding our mistakes. So, when they scold us without understanding our mistakes and our emotions and our situation, we feel sad and angry.

Interviewer: Do you have a specific example to share like, how was, how was the, what was the situation like where, your teacher or your principal was not able to understand your problem, your situation and because of that, they actually started scolding you or speaking you badly. So, do you have any specific examples on this?

BSM2: When, when we sometimes, in students, as it happens mostly, it happens often, when students fight with each other. So, when, when it was not our fault, teachers scold us, teachers scold us without, they scold us that we have fought, that we have fought, by only looking at.

Interviewer: Hello, I lost you again. Hello. Again, your mic is muted. Put on your mic, BSM2. The red mic against your name. Hello.

BSM2: Can you hear me, sir?

Interviewer: Yeah, yeah, now I can hear. No, I lost you again.

BSM2: yes, sir.

Interviewer: Okay, again. Hello.

BSM2: Yes, sir. I was, I was saying that.

Interviewer: Can you repeat, I lost you actually.

BSM2: Sir.

Interviewer: There is some problem with the internet. Mic, please.

BSM2: Sir, I think it is internet, internet problem.

Interviewer: Yes, yes, it is. Okay, can you repeat?

BSM2: Sir, can you hear me.

Interviewer: Yes, yes.

BSM2: I was saying that I was saying that when our teacher scolds us because when, as a student we fight, we've, we’ve, we sometimes have problem with our friends. We intentionally, sometimes we unintentionally fight with each other. So, when, when you are informed to our teacher, they scold us because they only understanding that we had, we had fight, that we had fought. So, without, we feel sad because they scold just without, we think, we thought, we thinks that they scold us because they didn't understand about the, they didn't understand about the, understand that they, it was not our mistake. It is, it was not done intentionally, so they scold us, we feel sad and angry, sir.

Interviewer: Do you have examples to share where you as students or your friends love to imitate the way teachers speak?

BSM2: Sir, I couldn't get your questions.

Interviewer: Imitate means to speak like others, okay. So, I'm saying, do you have examples to share where you love to speak like the way your teachers or principal speak?

BSM2: Yes, sir. When our teachers and, when our teachers use, when our teachers uses new words and new examples, new proverbs. We feel like that, we will feels like, we like to be, wish to speak like them so when our teacher briefs us about the, about our primary duties and our about the, example, for example, about speaking when they speak about our, the 10 core life skills. When they use new words and new proverbs, the new examples, we wish that we'd also like to be, we wish that we can also like, we can use, we also can talk like them when they use this new proverbs and new words.

Interviewer: Okay, I want you to think of the many ways that you communicate with others, using GNH values. Like, respecting, using *Zhebsa*, being honest or through your body language, you bow down while speaking, you bend your head down as a sign of respect. So, these are the ways, many ways that you communicate. So, in this regard, can you tell me how you learned to communicate with others in these ways.

BSM2: Most of the time we learned from our senior, we most of the time in school, we learn from our senior, senior mates and when they, when they bow their head as a sign of respect, so we also unintentionally we, we, I think it is like this, it is, it is like a value inherited, sir. When they bow down we also used to bow like them. Bow our head like them in sign of respect. And in our village, home, as Buddhists, we uses *Zhebsa* with our, our with our parents and in schools we use *Zhebsa* with our teachers.

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

BSM2: Yes sir,

Interviewer: Can you describe the situation?

BSM2: when we, when we have done some mistakes, when you have done some mistakes, we feel guilty to talk with others. We feel uncomfortable to communicate with others and so, we, we unintentionally, we intentionally don't want to, don't want to talk with, communicate with others, when you have done some mistakes because we feel guilty.

Interviewer: Is it okay to share what mistake that you did?

BSM2: When we steal some things.

Interviewer: Okay. Do you think the way, the people in your school like principal, teachers, students, your friends, Do you think the way they communicate with each other in your school can be improved?

BSM2: La, sir?

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

BSM2: Yes sir.

Interviewer: In what way?

BSM2: Because between students and teachers they use *Zhebsa* to communicate with teachers so it. When, when student uses *Zhebsa* with our teachers, it, it. It mainly promotes the GNH values and it is, I think it is good for, it is for good for us to learn the way we could, I think it is good for us to promote these values to, when we communicate with our teachers.

Interviewer: What is your view on the use of Dzongkha and English in your school?

BSM2: I think it is very important to use Dzongkha in our school because Dzongkha being, Dzongkha being our national language. So, when we use Dzongkha, it promotes, it promotes our, it promotes our national language. And it is very important to use English because in this modern world, we use English is a very mandatory, mandatory language to be used.

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

Interviewer: Hello. Again, you are muted. Does, does the school rules and regulations guide the way you communicate?

BSM2: Sorry, sir. I couldn’t get your questions.

Interviewer: Okay, do you think the school rules and regulations guide you the way you communicate?

BSM2: Yes, sir. I think it is yes because the school rules and regulation also states that we should respect, we should respect our teachers. So, by following these rules, we students respect our teachers like by, by, by bowing as a sign of respect and without, by putting *Zhebsa* in between our, in between our talks.

Interviewer: Now what, now I'm going to, we're going to move to the next section of my question. So, can you tell me what activities and programs you participate in your school that help you learn or practice GNH values?

BSM2: As I said earlier, we used to, every Tuesday we used to, we used to, we used to do *Driglam Namzha* sessions. This session make us to understand the Bhutanese values etiquettes, in accordance with the *Driglam Namzha.* I also attend the talks, talks, which was coordinated by our principal. By when they, when they talk, when they organize such talks, we used to be in, be in silent by respecting them. And I used to attend, we use to attend the cultural shows and cultural shows.

Interviewer: Okay. What GNH values have you learned in the class from your teachers, teaching you different subjects like Dzongkha, English, Maths, Science, History, Geography, Economics, Environmental science, AGFS is Agricultural for food security, so forth?

BSM2: I could say that commonly we use to, it happens often when our teacher asks us questions. We should stand up and we should stand up and say our answers and we should, we should, we should show respect, we should show respect to them while answering, while answering their questions. And by, when they teach, when they teach in front of us, we should be silent and we should be silent and respecting them.

Interviewer: Besides that, what GNH values are you able to learn from their talks, their teaching of different subjects?

BSM2: GNH values.

Interviewer: Dzongkha, when your Dzongkha teacher teaches you Dzongkha, does teaching of Dzongkha also give you GNH values?

BSM2: Yes, sir. GNH values, when our teachers talk, when our Dzongkha teacher talks it gives us GNH values such as valuing things. When our Dzongkha teacher teaches we learn values such as we should promote and preserve our national language, and we should promote our, we should promote our culture.

Interviewer: In the same way, do you have any examples to share what values you could, you have learned from other subjects?

BSM2: subjects such as, subjects such as, subject like science.

Interviewer: In science, what values do you did you learn?

BSM2: In science, we learn that in this, in this world, in this 21st century, we, we should, we should go in accordance with our, we should go in accordance to the science, to the modern technologies and we should respect, we should respect and we should agree with the science.

Interviewer: How about other subjects, do you have any examples?

BSM2: No, sir. I couldn't get any.

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

BSM2: I feel happy and I feel really, I feel, I feel, I felt really, I feel thankful to my teachers because when we, when we, when we get good marks we firstly thank our, thanks our teachers for teaching us and for making us do well in our exam and we feel happy, we feel, we respect to our teachers.

Interviewer: do you also feel the same when you get low marks?

BSM2: I feel, I don't feel happy, sir, because when you get low marks, we couldn't make our teacher happy because when you get low marks, our teachers feels very disheartened, demotivated.

Interviewer: Okay. With respect to other co-curricular activities that you participate, like sports, games and sports, agriculture, clubs, how do you think these activities help you learn and practice GNH values? Can you give examples if you have?

BSM2: Other curricular activities such as sports, during sports, we should, we should play with our heart, we should play, we should play with, we should play fair. So, I think when we do curricular activities us as sports, we learn about the justice, fairness and justice. And when we do agricultural works, we should, we should work hard. We should not cheat others and we should be more, we should be more, should be honest when we do works.

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 that support your school to carry out these activities? So, when I say resources, think of teachers as the human resource, infrastructure such as classrooms, library books, library, MPH hall, playground, equipment such as computers, projectors and all those things. So, do you have sufficient resources to support you?

BSM2: Yes, sir.

Interviewer: So, did you say yes you have sufficient resources?

BSM2: Yes, sir.

Interviewer: How many students are there in your class?

BSM2: About 20, sir.

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

BSM2: I could say that yes because, yes because with limited, with only. with limited students, the budgets provided by, the budgets that our school has is, it's adequate, is adequate and it's enough for us to support.

Interviewer: Oh, you said you have enough classrooms and laboratories and library, multi-purpose hall, prayer hall but how how good are they in terms of quality?

BSM2: I think they are highly, they have the highly, they have high qualities because the, the prayer hall and the MPH hall are very new and which was constructed of 5 years or 10 years, or 10 years before so they are new and there are equipped with modern facilities, which is more comfortable for us to, for us.

Interviewer: What are those modern facilities that you just said?

BSM2: Such as the new library books, new, new library books.

Interviewer: Do you think your library has enough books for students to be able to choose, you know, varieties of books that you like to read?

BSM2: Yes.

Interviewer: Do you think your school has sufficient computers or do you have to sometimes share computers?

BSM2: In terms of these computers, I could say no, because with the, when there is no net and there is no internet and with less internet in, in computers we should, we sometime have to share. I think there is no, there is no, enough computers for us.

Interviewer: Okay. So, besides what I have asked you what kind of extra support would you like to see in your school to further promote GNH values through various activities?

BSM2: I could, I could recommend, I would say, I would suggest that it would be better if you, if we had some, some briefings, talks weekly about our, about our GNH values and about our GNH values in promoting, in promoting them and, and, and programs related, programs related to, related to our values, which will promote either our GNH values.

Interviewer: You said, your school do not have sufficient computers in terms of internet facilities and etc. How important do you think your school would be able to help you learn GNH values better, if there are enough computers?

BSM2: With enough computers, we can, we can do our work well and with enough computers, we will be able to promote this GNH values by, by doing all the work on time, doing our work on time and using our computers wisely. So, this would promote our GNH values.

Interviewer: Okay. Now, we are moving to the third segment of the question. Can you tell me about your relationships with other people in your school like your principal, the teachers, your friends, your parents and other non-teaching staff in your school?

BSM2: I say, I should say that I have a very close, I'm really close to our, I’m really close to my friends, teachers, to our non-teaching staffs.

Interviewer: Why are you not very close to your principal?

BSM2: Because. Ah.. I cannot sir

Interviewer: You don’t have to give reason, if you don't have, don’t, don't try to answer if you don't want to answer it. Okay, just feel free. How would you describe the relationship that you have with your parents?

BSM2: Sir, I couldn't get because of this, there is some problem internet problems.

Interviewer: Yeah, how would you describe the relationship that you have with your parents, with your parents?

BSM2: As a students, we rarely get times, we get only limited times because most of the time, about nine months we spent in our schools, with our teachers so, with our parents we, we, we, we spend about nine months in school with our teachers, so we get limited times to communicate with our parents.

Interviewer: I'm not talking about the communication with your parents but even if your parents are not in the school. You would still have a relationship, you would still to have a relationship. To have relationship, kind of relationship, a good or a bad relationship you don't necessarily have to be together. So, how would you describe your relationship with your parents?

BSM2: I would say that I'm, when we are in school, we are more close to our teachers and so we are more close to our teachers than our parents during school times.

Interviewer: Okay, that's quite interesting. Now, how would you describe the relationship that you notice, okay that's, that you notice of, that you hear or that you get a sense by being in the school, among the teachers and between the principal and the teachers?

BSM2: We could, I could say that with the, with the developments taking in our school, I would, I would say that our teachers and teachers are really close to each other, they work together and they work together in order to, in order to develop our school, in order to, in order to have a qualitative, qualitative students. So, our teachers and principal are really close to each other, they work together.

Interviewer: So, according to you, how much do you think the relationship that you have just described, the relationship, the relationship that you have with your teachers and principal, the relationship that is happening between the teachers and the principal and among teachers. So how, how much do you think the relationship that you have just narrated promote GNH values in you and in your school?

BSM2: When we work together, we, we could build a good relationship with each other and we could build a good relationship with each other. We work hard when you are together, we work hard when you are together. So, when we do, when we are together we work hard, so which will promote our GNH values.

Interviewer: How does your school provide a safe, caring, and supportive environment for the students? Like there are no abuses, there are no bullies, no harassment, no corporal punishment, etc.? Do you have some examples to share with me?

BSM2: Yes, sir. There is a routine for, routine for the teachers called TOD and which is responsible for, for the, for them to look after the, look after the students during the day time. So, which helps the students, which guides the students not to go, not to, not to do bad things and we have the peer helpers, which, which provides, which helps the students in supporting them in, in, in, in, which helps them.

Interviewer: I remember you telling me about value *Tha-Dam-Tsa and Lay-Ju-Dray right* in *the* beginging. Now, can you tell me what you understand by *Tha-Dam-Tsa and Lay-Ju-Dray?*

BSM2: *Tha-Dam-Tsa and Lay-Ju-Dray,* to me *Tha-Dam-Tsa and Lay-Ju-Dray* means understanding the karmic, understanding the karmic, Karma, so called as karma and working in, in, working along, along with that understanding about the karma, we, we should work, we should understand, we should realize that whatever we are today is all, all prescribed, prescribed for, by, for the prescribed, prescribed because when we feel sad, when we feel happy, when we, when we are in bad mood, when our parents, when our relatives die, we think that it is our, it is our karma. *Tha-Dam-Tsa and Lay-Ju-Dray* means I say that it is karma.

Interviewer: Okay, so how does your school help you learn or practice *Tha-Dam-Tsa and Lay-Ju-Dray* in the school? Besides your understanding.

BSM2: Our school, our school, our school provide, our school guides the students by saying making aware that we students, that we should, we should, we should be more aware about this values *Tha-Dam-Tsa and Lay-Ju-Dray*, that we should be honest, that we should be sincere, that we should work hard in order to meet, in order to become a good person.

Interviewer: Okay, now. Earlier you told me that you have a very friendly and good relationship with your teachers and with your friends. So, can you tell me what factors helped you in shaping such good relationship?

BSM2: The main factor that we are, we are, we are, we live in, we live in one place. We live in one place and we communicate often which each other and with teachers, teachers we communicate every time because the teachers and the student must work together. And so, I can say that when we are together, when we are in one place, when we are in, when we are together, this can lead us a good relationship.

Interviewer: What policies, rules and regulations are in place in your school that enable or that promote safe, caring and supportive relationships?

BSM2: Our school, our school does not allow us to indulge in, in, our school doesn't allow us to indulge in relationships such as boyfriend and girlfriend.

Interviewer: Is that all?

BSM2: And yes, sir. I think that’s all.

Interviewer: Okay. According to you, how much do you think these kinds of relationship, you said good relationship, cooperation, all this. How much creating such relationships support the promotion of GNH values?

BSM2: Cooperation mainly talks about being together and working together, respecting each other by knowing the limits. It can promote GNH values such as honesty, truthful between each other’s and we should be hard hardworking and sincere.

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

BSM2: Policies, with policies and regulations, rules and regulation, we, we can know our limit, we can know our limits and we, we cannot, in our school, we cannot go beyond the relationship such beyond friend. So, this can help us to do, can help us to have just, can help us to put each put us together, put us together and we, when we know limit there will be no problems and we can respect each other's and there will be no problem. So, I think that it it wouls promote the GNH values.

Interviewer: Okay, with this we come to the end of our interview. Thank you, BSM2. Thank you BSM2 for participating, your time, your views expressed have been very useful for me to understand how GNH is practiced in your school and how you personally practice values.

Finally, do I have your permission to contact you again, maybe in future, maybe about a month later because after about a month, I'll be listening to our talks again, I'll be reading the transcriptions to further understand what you said and what you mean by each of these words that you have spoken and I should be able to interpret your views and ideas clearly. So, if I’m not able to understand, I would like to get back to you. So, is that okay with you?

BSM2: Yes, sir.

Interviewer: With this, thank you so much,