**Interviewer**: Good afternoon, ASM2.

**ASM2**: Good afternoon.

**Interviewer**: How are you?

**ASM2**: I'm doing well, sir. I’m fine.

**Interviewer**: Thank you for agreeing to participate in my interview and agreeing to share your experiences and thoughts, your ideas, your opinions, your feedback on how you and your school practice and promote GNH values. I'm sure you know what GNH values are?

**ASM2**: Sure, sir, sure.

**Interviewer**: Whenever I ask people about GNH values, usually the kind of answer I get is that the GNH values are *Tha Damtsi Lay Juday,* honesty, responsibility, mindfulness, kindness, compassion, responsible, commitment, loyalty and so on. So, I'm sure you're very familiar with all these values. As a student, you must be learning and practicing these values. So I'll be asking questions on how you practice GNH values through different means in your schools. So, these are your opinions and your, your thoughts and your experience so, there are no right or wrong answers, ok? Whatever you speak is the right. I'm not going to assess you how well you did your interview. There are no marks assigned for this interview, ok? If you complete, if you, if you finish, you pass with 100 marks at the end, ok? So, there are no right and wrong answers, whatever you say is correct.

Following the rules at the University of New England, where I study, regarding the ethical conduct of this research, this interview will remain confidential. Nobody's going to know what you said and what I tell you to, you know, answer, or the questions that I ask you. The interview data will be de-identified and anonymized prior to my research publication so, it's going to be totally confidential. As I said earlier, I'll be recording this interview for transcription purpose. Is that ok with you?

**ASM2**: Sure, sir. I’m ok. Ok, sir.

**Interviewer**: Would you like to receive a copy of the transcription and the video recording. In future you want to watch and then listen back to what you said?

**ASM2**: Sure, sir.

**Interviewer**: If you want, I can give you, Ok. The only condition would be then; you know that you should not post this in the Facebook or you know, send it everywhere, now that shouldn't be done. Otherwise, it’s ok. So before I ask you the main interview questions, can you tell me about yourself?

**ASM2**: Yes, sir. I’m ASM2 and I’m born in 2006, and I'm 15 years old, right now and I'm studying at Authso Cental School in grade 10.

**Interviewer**: How long have you been studying in Authso Central School?

**ASM2**: From class 7, sir, 7 till 10, around three years.

 **Interviewer**: Where did you study up to class six?

**ASM2**: I studied at Zangkhar Primary School, sir.

**Interviewer**: Ok. Even Namgay Phunstho is from Zangkhar. He didn't study in Zangkhar, that's what he said, told me.

**ASM2**: Yes sir, once upon a time, he is my classmate at Zangkhar, sir. He studied till class two, sir.

**Interviewer**: Yeah. I am very familiar to Zangkhar, you know, because I, long time back, I studied in Mongar High School. And I have many friends who used to come from Zangkhar after passing class six. And they were very intelligent. Are you intelligent too? And many of these, many of my friends who came from Zangkhar, they are now doctors and engineers. Dr.Tashi Gyaltshen, Dr.Gyembo. I don't know if you know them.

**ASM2**: Yes, sir. I know Dr.Gyembo.

**Interviewer**: Yeah, they studies in Zangkhar. They are my friends. Gyembo was one year senior to me and Dr.Tashi Gyaltshen is my classmate.

**ASM2**: Dr.Gyembo is from Jadi, sir.

**Interviewer**: ok, ok. Yeah, so, I know them very well, they're from Zangkhar. I also had a senior friend; I think he is now a director in the Ministry of Foreign Affairs, Karma ASM2. Yeah, he's a tall guy. Yeah, he's I think a director. Yeah, they were all from Zangkhar, at least they studied in Zangkhar. Ok, so I think you will also follow them.

**ASM2**: I'm trying, sir.

**Interviewer**: Good, ok. So tell me, what do you like doing most in the school?

**ASM2**: Mostly I used to write, sir.

**Interviewer**: You’re writer? Why? Do you want to be a writer? What do you like?

**ASM2**: I write, like, poems and all, sir

**Interviewer**: Oh, you want to be a poet?

**ASM2**: I like, mostly I write in Dzongkha poems and all, sir, *Tsom*.

**Interviewer**: Oh, so you want to be a *Tsampapo*? Good. What did you compose so far?

**ASM2**: I compose, in English, I compose one sonnet about my mother, and in Dzongkha I compose one *Tertsom,* a tribute to our His Majesty king, sir.

**Interviewer**: Ok. That's very good. Congratulation, keep writing.

**ASM2**: ok, thank you, sir.

**Interviewer**: As for myself, I was a very, I wasn't a very good reader. I wasn't a very good writer as well. Yeah, that’s why I didn't do so well, but that's still ok because every individual is different, you know. Everybody doesn't need to be writer; everybody's doesn't have to be, you know, poet, or doctors or engineers. We have to be different people, because world requires different people.

**ASM2**: Yes, sure, sir. Sure.

**Interviewer**: Yeah, so, with that, thank you for coming, and now my first question to you is, can you tell me, what is your understanding about National Happiness?

**ASM2**: From my point of view point of view, GNH, the Gross National Happiness means it’s a balance between, what so say now, economic and non-material. It’s in Dzongkha we call it *Paljor Gongphel and Gakyid,* Happiness. It’s a balance between economic and Happiness.

**Interviewer**: So, based on this profound philosophy of Gross National Happiness, schools in Bhutan are expected to, you know, promote, or infuse the values of Gross National Happiness in students. So what is your understanding about GNH values?

**ASM2**: GNH values, it is the foundation of, foundation for, us, sir, it is. It make ourselve bright.

**Interviewer**: Yeah, it's okay. Just take your time, you can think and speak slowly. Ok, I'll just keep quiet and listen to you.

**ASM2**: GNH value, GNH I think it is a value; we have 33 indicators in GNH so, which help us to build our character. And, which help to build our character to make ourselves bright in future.

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

**ASM2**: We have value class, sir, as a subject. So, our teacher used to teach us the value, human value, time management and all, sir, love, care and respect. He teaches us all about the human value which is essential and which helps to build our character.

**Interviewer**: So how is human value different from GNH values?

**ASM2**: It is similar, sir. Human value is all about building our own characters, sir, self-character building, and GNH is overall.

**Interviewer**: Now, we'll come back to that later about how you practice GNH values in the school. For now, can you tell me how you communicate with your principal, with your teachers, with your friends, with your parents, and whoever you come across in your life, in your school?

**ASM2**: I used to communicate with principal by whenever I’m in need, sir and whenever I need help from them. And mostly, I communicate with my friends and teachers, and I respect them, sir.

**Interviewer**: My question to you was, how do you communicate? *Ga day bay?* In person, speaking, writing, telephone, on Facebook, WeChat, Messenger, formal, informal, there are many ways of communicating.

**ASM2**: I used to communicate with, verbally, sir.

**Interviewer**: Verbally, ok, yeah. Ok, in terms of verbal communication, the speaking, can you describe to me, how you speak to your teachers, to your principal, and to your friends? How do you speak? Do you speak the same way as you speak to your brother?

**ASM2**: No, no, sir.

**Interviewer**: With the principal? How is it different?

**ASM2**: Principal is our head of our school and he’s the only, so I used to, in a, I used to respect to him. And this also, one of the values, sir, respecting. So, I used to respect him, sir, and with my brothers and friends, I'm trying my best to speak with them politely, sir. I'm trying sir; I'm trying to speak polite, in the polite way. And I also used to respect their views, sir, their points.

**Interviewer**: What language do you usually use to communicate with principals, teachers, and friends?

 **ASM2**: To communicate with teachers and principal, I used to speak mostly Dzongkha and sometimes in English, sir, and with my friends, most of the time we communicate with our local language, sir.

**Interviewer**: Is that allowed in your school?

**ASM2**: It's not allowed, sir, but its habit, sir, habitual, so.

**Interviewer**: In your opinion, do you think school should allow, is it okay for the school to allow you to speak in your local language with your friends?

**ASM2**: No, sir.

**Interviewer**: Why?

**ASM2**: If we speak in our local language, sir, how can we develop our national language and English, sir, which is very important in our future? So if we always speak in our local language, sir, one day, we might lose our national identity that is Dzongkha. And since our, if we, our local language, that is *Kurtoep,* Sir, we’ll never forget them since it is a mother tongue, so it will never. So, I think it is very important to speak in Dzongkha and English, to develop and to improve our talking.

**Interviewer**: Yeah, ok, I understand. Now, is there somebody with you?

**ASM2**: No, sir.

**Interviewer**: Ok, because you're looking somewhere so i thought you know, because if there's somebody near you, sometimes they will disturb your view, you know, you will not feel comfortable to talk when somebody is near you.

Ok, think of a time where you listen to your principal and teachers talking to you in the classroom or in the assembly, or talking with you, you know, when you went to your principal, you had some conversation with him. You also had conversation with your teacher or think of a time, just before you came here for the zoom meeting with me, you met with Madam Rupa, and you'd have talked with her, right? So keeping that situation, in my, in your mind, through the way that you communicate with your teachers, principals and friends, what are you able to learn? Are able to learn something? What do you learn from the communication?

**ASM2**: Yes, I learned something from the communication between teachers and me, sir. What I learned is, I learn how to talk with, in different situation, sir. Most of the people think that, in principal, during the conversation with principal, we should respect more to principal and less to teacher. But for me, I respect equally, sir, when I'm going conversation with them, sir. So, I learn how to talk in, how to talk with- I’m stuck.

**Interviewer**: It’s ok, no problem because English is not your language so you will get stuck, it's ok. Just think, maybe if, if you're stuck with a word, it’s ok to mix few Dzongkha words in between, it’s still fine, I can translate later.

**ASM2**: Ok, so, what I learned is, I learnt that the way, the way to speak with people and the way to ,the way to communicate with people and way to respect in every, with every people, sir.

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

**ASM2**: I speak with them, in during programs and all, sir.

**Interviewer**: Ok. Now, keeping, you know, keeping in mind the way you communicate with your principal and your teachers, how do you think the way you communicate, or the way others communicate, or the way the principal and teachers communicate with you and others, help you learn and practice GNH values?

**ASM2**: It helps to build-

**Interviewer**: Ok, I’ll ask you the question, for example, are you able to learn GNH values from your teachers talking?

**ASM2**: Yes, sir.

**Interviewer**: Can you narrate the examples?

**ASM2**: When I'm speaking with teachers and all, it shows, I used to speak in, with respect. So it's, respect is also one of the values, it helps in GNH, so.

**Interviewer**: Do you have any examples to share, where your principal and teacher’s talk made you happy?

**ASM2**: No, sir.

**Interviewer**: Or do you have examples where your principals and teachers talking with you or other students made you sad or angry or emotional?

**ASM2**: No, sir, this.

**Interviewer**: Are you sure?

**ASM2**: Sure.

**Interviewer**: Do you have examples to share where, you know, you or your friends love to imitate the way teachers speak? Because our students have the habit of imitating the dialogue, the actors and actress, you know, would speak and they would imitate that, right? So, do you have any examples where you love to actually imitate the way your teachers and principals speak, just out of, you know, the way, the good habits that you are trying learn from them?

**ASM2**: My principal used to give advice to us and he used to speak like this, sir. When he is speaking, he used to tell us, “Okay, Okay”, so we used to copy this. But he's speaking the values, which is very important for us and, but sometimes he used to say, “Okay, okay”, so we used to copy his style.

**Interviewer**: Ok. Can you remember some examples of values that you learn from your teacher, talking to you, such as honesty, avoiding harsh words, punctuality, you know, commitment integrity, loyalty, etc.?

**ASM2**: I remember my teacher teaching me on integrity, sir. Integrity, which means that doing something, doing something without someone’s advice or so, integrity, it's very important values for me sir, I think. So it is doing some things are without anybody's notice. For example, without teachers saying pick this paper, so, if I am picking this paper without anybody's command or advice. So this is also one of the examples of integrity. So, integrity, I remember about integrity.

**Interviewer**: Ok, I want you to think of many different ways you communicate with others using these GNH values like, you know, using respectful words like saying *La, laso* and being honest and trying to bow down to your teachers. These are the ways you communicate. So can you tell me, how you learned to communicate with others in these ways?

**ASM2**: How I learned to speak with teachers by respecting *la* and,is, when I’m in, when I am small, I've seen my brothers and seen respecting to teachers while speaking, communicating with each other. So, I think, I realized that this is one of the values, and I copy their way they respect to teachers and I learned, sir.

**Interviewer**: Ok. Now, can you tell me, if you have ever been in a situation where it wasn't easy for you to communicate with others?

**ASM2**: Can sir please repeat the question, sir?

**Interviewer**: Yeah. Have you ever been in a situation, where it was difficult for you to communicate, to speak, or to tell what you think in you to others, you are not able to, you're asked to do but you are not able to speak, you were not able to communicate, you were not able to pass the message that you want. Do you have such situation in your life? Have you experienced such situation?

**ASM2**: No, sir. No.

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

**ASM2**: Yes, sir. Yes.

**Interviewer**: In what ways? Can you give a few, you know, examples, what needs to be improved in terms of communication?

**ASM2**: Bhutanese, we usually speak article ‘the’, this, sir, this need to be improved, sir. If something happens bad to us, we speak the bad language, sir. So this needs to be improved.

**Interviewer**: What is that bad language? Is it okay to share with me? That’s ok, no problem.

**ASM2**: We Bhutanese usually speak article “the”, sir. So this needs to be improved, if they can. So, I'm also trying my best, sir.

 **Interviewer**: Do you also speak that?

**ASM2**: Sometimes, before I used to speak, sir, when I'm not feeling well, and when I'm, when I'm feeling angry with my friends and all, sir.

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

**ASM2**: It helped me to guide, sir. But we have an rules, sir, to speak, to only speak the English and Dzongkha in school, sir, but it, I'm, my friends are trying, sir, but since, but they're not able to do, sir.

**Interviewer**: Why do you think you are not able to do?

**ASM2**: Because it has been habit for them, sir, speaking in their own language. So it is more, it is more prominent in, it is more prominent to communicate.

**Interviewer**: Earlier, I asked you a question whether you have any situations where you were not able to communicate, you know, difficult situation and you were not able to communicate properly with others, and there, but you said no. I'm now trying to think, you know like, the reason why you, although you know you're supposed to speak English and Dzongkha in the school, but yet, you know, you always speak local language with your friends, which means you come across a situation where you have some inconveniences or, you know, awkwardness or difficulty not being able to communicate in Dzongkha and English with your friends. Would you agree with that?

**ASM2**: Sir, I used to, sir, to speak with, to communicate with teachers and teachers, we used to speak, sir, in Dzongkha and English sir, but with friends, sir, with friends it has been habit, sir, we all speak in local language.

**Interviewer**: So, habit? So, do you think this habit is a bad habit, to speak in your local language with your friends?

**ASM2**: I think it’s one of the bad habits, sir. It's not, its bad habits, sir. It's bad habit because if you always speak in this, our in our local language, so, how can we improve other language that is English and Dzongkha. So, we will face some challenges in our future, sir, in, if you also speak in our local language.

**Interviewer**: Maybe you should, maybe you should, it’s outside my interview by the way, I'm sorry for this, I would think, you know, like it's okay to speak in your local language with your friends because you don't feel comfortable speaking in Dzongkha and in English, with your friend who come from your village. You know, who always speak in your local language, but you said you don't feel awkward, or you know, uncomfortable, you don't have the feeling of uncomfortable speaking in Dzongkha and English with your teachers. You should continue doing that, but I think you should also find other ways to improve your English, by listening to the English music, maybe reading a lot of books, by watching movies, or maybe trying to participate in English dramas and skits, you know, or giving more public speeches in English by practice, write the speech, you are good in writing. So don't write only poems, write speeches, right? Read the speeches and then try to speak the speeches. Probably, that’s how you can also improve, right? And ask, you know, madam Rupa, on Sundays and you know, Saturdays, madam come, I want to spend with you at least 10 minutes, I want to talk with you in English. And, you know, you do that but it's, I feel it's ok to speak in local language with your friends, I don't know, but don't tell this to your principal, he may not like it. So, right so because I don't want to spoil your school rule, that’s not my reason. So anyway, let's move to the next question. Can you tell me what activities and programs you participate in your school that help you learn or practice GNH values?

**ASM2**: We have culture shows sir and we have also culture competition between houses in our school, sir. So, I used to participate in dancing sir, which will preserve and promote our culture, sir, which is also one of the pillars of the GNH. So, I used to participate in the dances house competition and which will help to preserve and promote our culture values, sir.

**Interviewer**: Ok. What GNH values, have you learned in the class from your teachers teaching, different subjects. Dzongkha, English, math, science, history, geography, agriculture and Food Security, IT, there are many subjects that you learn. So, from the teachers teaching you different subjects in the class, have you been able to learn GNH values and what did you learn and how did you learn?

 **ASM2**: I learned about, in Geography, I learned about wildlife safety, about ecological issues and responsibility towards environment, sir, and AgFS, I learned about the responsibility towards food security and all, sir, and, in IT we learn about the importance of the IT in present, in 21st century, sir.

**Interviewer**: Can you tell me how you felt with your grades, or your marks that you received from your teachers, during the class tests or exams or group work or class works or presentations that you make?

**ASM2**: I feel good sir, happy because

**Interviewer**: Do you always get good marks? Good grades? Good exam?

**ASM2**: Yes, sir.

**Interviewer**: Oh, that’s good. Do you think, all the, all your classmates also were happy when they received their grades or their marks?

**ASM2**: No, sir.

**Interviewer**: Why?

**ASM2**: Because, some of my friend used to study hard, sir. They study and even, they're studying, they cannot perform, sir. So they are feeling sad and all, sir. They are not feeling good with their marks, sir. Since they haven't, even though they have studied, but they're performing less mark, sir. So they are not feeling happy with this, sir.

**Interviewer**: Have you ever discussed with such friends about their performance and what did you what, what kind of advice and how did you, what do you usually, what would be your advice to students, very hardworking, they're doing very hard but yet they are not able to do well?

**ASM2**: I used to give advice that, “try and try until succeed”, sir. Try and try, sir, one day you can be.

**Interviewer**: Ok. So, do you think teachers know about such students?

 **ASM2**: Yes, sir. They know, sir. So, even though teacher help them sir, but they're not able to do, sir.

**Interviewer**: How about group work and class works, you know, presentation that you do in the group, and you get a group mark, group grades, were you always happy and were your friends always happy on such situations?

**ASM2**: In personal sir, in personal I feel happy but in group presentation and in group work, I feel not that much satisfied with my marks, sir.

**Interviewer**: Why?

**ASM2**: Because, because everybody do not participate, sir, so when they are not giving full cooperation in group, we lose mark and doing that, in this situation I feel.

**Interviewer**: Cooperation is one important GNH value, right?

**ASM2**: Sure, sir.

**Interviewer**: Ok. With regard to many different activities and programs that you participate, you said you participated in cultural programs and you said through that you are able to promote cultural values. Do you think your school has enough resources to support your school to carry out such activities?

**ASM2**: Yes, sir

**Interviewer**: Can you tell me how sufficient the classrooms, laboratories, library, multipurpose Hall, are for your school, to promote learning and activities?

**ASM2**: We have Multi-purpose Hall, sir, which, which will help to, help in, help during the shows, sir. The cultural show and during programs, during different programs and we have library. Yes, we have sufficient rooms for.

**Interviewer**: How about computers and furniture and other equipment, like sports equipment, other equipment for the school, are they sufficient?

**ASM2**: We have also IT lab, sir, computer lab and we have two rooms for computer, sir, two computer rooms. We have around 30 computers in each room. And we have also IT class and after class we have also IT sir. We have timetable for IT, whenever we want to research, we want to browse, we want to do research about and whenever we want to and we also whenever we want to play code monkey, sir. And we also have games, games room, sir, games room many games.

**Interviewer**: Ok, ok, alright. How many students are there in your class?

**ASM2**: Students, sir?

**Interviewer**: Yes.

**ASM2**: We have 23, sir, 23.

**Interviewer**: Do you think your school has sufficient money needed to support school activities?

**ASM2**: I think, there’s not that much, sir for, but for important programs we have the teacher; our school management conduct a program, sir.

**Interviewer**: What kind of extra supports would you like to see in your school to further promote GNH values through activities, through different activities?

 **ASM2**: If principal or if its good management could manage some money and conduct programs like, programs like drama competition among class, in order to learn how to speak, sir. Communicate with friends and how to, and if teacher could, school management could manage their money and conduct one, conduct, school management could conduct programs like, value orientation.

**Interviewer**: Is that happening in the beginning of the year?

**ASM2**: Yes, sir, before pandemic but after pandemic, when you're back to school.

**Interviewer**: Oh, Ok, ok. Can you provide examples of how your school helped you learn GNH values?

**ASM2**: Sir, if sir could repeat the question.

**Interviewer**: Can you provide examples, of how your school helped you learn GNH values, more GNH values, besides what you said now?

**Interviewer**: It’s ok, alright. Let’s move to the third segment of the question. What can you tell me about your relationships with other people in your school like your principal, your teachers, your friends, your parents and other staff in the, other non-teaching staff in your school?

**ASM2**: Everybody in this school, we are, we have from teacher and, the relation between teacher and student, we respect each other we, they also care us, they also love us. And we also respect them and they also help us when we are in need and we are, we are friendly sir, they are friendly.

 **Interviewer**: Ok, how would you describe, you know, in a similar sense, how would you describe the relationship that you notice among the teacher, and between the teachers and the principal.

**ASM2**: They're friendly, sir, they discuss each other.

**Interviewer**: How about the relationship that you notice between the school and the community, or the parents?

**ASM2**: The relation between community and parents, between teachers is, parents also respect teachers, sir. They also are respecting teachers and principal, and they respect teachers and they also, the parents also listen what teachers says about the rules and regulations, sir. They also listen the rules and regulation of the school, sir, and during the such pandemic they are not allowed to come inside, sir, so they also listen.

**Interviewer**: Ok, now you talked about a lot of relationship that happens in the school between the school, within the principal, the teachers like respecting, caring, loving, so according to you, how much do you think the relationships that you have with others in your school promote GNH values?

**ASM2**: Respecting each other, and having love, care between teachers and students shows, there is a, shows respect among each other which will help to, which will preserve the culture diversity.

**Interviewer**: Ok. How does your school provide a safe, caring, and supportive environment, you know like, there are no abuses, no bullies, no harassment, no corporal punishments, do you have some examples to share with me?

**ASM2**: Yes, sir. If somebody happen to bully, a younger one, and if teacher notice, sir, that situation, the teacher used to directly into discipline.

**Interviewer**: What does that mean? Directly discipline means?

**ASM2**: Teacher used to directly note into the TC, sir, character certificate and teacher used to give briefing to him, and he also give some punishment like suspend.

**Interviewer**: Ok. Can you tell me how, what you understand by *tha damtsi and lay juday.*

**ASM2**: *Tha damtsi and lay juday* is which, working in a good manner and believing in religion, Buddhism and doing the good deeds and respecting each other, and loving, caring.

**Interviewer**: Ok. Now tell me, how is your school able to make students learn and practice the values of *tha damtsi and lay juday* in the school?

**ASM2**: We have one Dzongkha *lopen*, sir, Dzongkha teacher. He's monk, sir. He is *lopen gelong,* we have one *lopen gelong,* and he's used explain us what's the real meaning of *lay juday* and how *lay juday* is important in our life, sir, so, and how about the values of *lay juday,* the importance of *lay juday* in us, sir.

**Interviewer**: Ok, how do you practice *Driglam Namzha* in your school?

**ASM2**: We have also one club, sir, *Driglam Namzha* club and we learn different, how to wear *gho,* how to wear *kabney* and how to eat, *za cha dro sum,* sir. And we learn from in *Driglam Namzha club* and *Driglam Namzha* club will give awareness to the rest other students, sir. How to wear gho, they have to show practically, by practically, not just from theory, they’ll show practically and during summer vacation, sir, we don’t have summer vacation, we are in school, sir so we have also one summer engagement program, we have *Driglam Namzha* program. We learn, sir, we also learn how to perform *marchang* and we also learn how to wear *kabney, gho*, and we also learn *marchang* and how to, if I tell in Dzongkha, *chang wa cha ne (bow).* We learn how to bow in front of the king and prime minister.

**Interviewer**: Ok, with regard to relationships that you have with others in your school and that promote GNH values, now can you tell me what factors helped you in shaping such relationship?

**ASM2**: Some of the factor that helps in shaping relation, sir?

**Interviewer**: Yeah, your relationship with others.

**ASM2**: Its communication, one is communication, how to, speaking, sir, speaking way. Speaking way differs and-

**Interviewer**: You said in the beginning, you said like you have good relationship. You are able to maintain good relationship with your principal, you respect them and also you take care of others, you help others, so these are, so which means you have, you know, helping relationship, you have a caring relationship, you have, you know, relationship based on trust and faith. So what factors, help you in shaping such a good relationship in you? What factors help you to develop such good qualities?

**ASM2**: One is help to, the help from teachers and taking help from seniors

**Interviewer**: Who do you, when you say seniors, who do refer to, students or the teachers?

**ASM2**: Teachers only sir, we have only, in our school, we have only class 10. Class 10 is the senior most.

**Interviewer**: But I think last year you were in class 9 so you had seniors?

**ASM2**: Yes, sir. I used to take help from the senior which is good, sir, good student, but some students are bad also, sir. Some seniors are bad.

**Interviewer**: Ok, can you describe that bad student, senior student?

**ASM2**: We have student who abuses, sir.

**Interviewer**: Ok, and did that go unnoticed to the teachers?

**ASM2**: Yes, sir, some.

**Interviewer**: Ok, alright. What policies, rules and regulations are in place, are there in your school, to promote safe, caring and supportive relationships?

**ASM2**: Seniors are not allowed to bully the younger ones and the senior have to help younger ones.

**Interviewer**: How important is *Driglam Namzha* for your school? Can you give some examples?

**ASM2**: *Driglam Namzha,* itsignifies the way of, it signifies the character of the student, sir. If the student wear gho below our knees, if one of the student wear gho below the knee, it signifies that the student is bad, sir. The people will directly notice that the student is a bad, sir. So, to avoid such, it is very important to wear gho above the knee, so just like that, so if we follow.

**Interviewer**: Ok. So, we talked about, we are still talking about relationship, so according to you, how much do you think, relationships, good relationships, support the promotion of GNH values?

**ASM2**: If we have good relationship, then we can help each other, sir, so we can, when we can help each other and if student want to, example, sir, for example, if student want to learn about something, if student want to lean about something, he can directly go to teacher and take help, sir, so if he have good relationship, sir, so which will help to, which will help the student and which will promote the good relationship between teacher and student.

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

**ASM2**: Importance of policy and regulation to promote relationship is-

**Interviewer**: No, no, promote GNH values, regulations, rules and regulations, and policies on relationship within the school and outside to promote GNH values.

**ASM2**: Promote? Importance, sir, importance?

**Interviewer**: Importance, yes.

**ASM2**: it’s very important to, importance of rules and regulations to promote GNH is, it’s very important to respect each other, it is very important to respect each other and love and care between, love and care between student and teacher and between the parents and children.

**Interviewer**: I think we have come to the end of our conversation. I hope you enjoyed talking with me. I enjoyed listening to you. Thank you for participating, your time and your views expressed today have been very useful for me to understand how GNH is practiced by you, and by your school. Finally, Do I have your permission to contact you again in future to clarify, or to verify and check whether I have understood you, you and your views properly in terms of what we discussed?

**ASM2**: Yes, sir.