**INTERVIEWER**: Kuzuzangpo Madam ATF3. I hope you would have listened to the introductory remark that I have made in our group forum. Keeping that in mind, I would straight away like to ask you a few questions before I go to the main question.

Can you tell me a bit about yourself?

**ATF3**: Kuzuzangpola. My name is ATF3 and I am currently teaching in Autsho Central School. I have graduated from Samtse B.Ed.

**INTERVIEWER**: How long have you been teaching?

**ATF3**: I have been teaching almost for five years now.

**INTERVIEWER**: In the same school, right?

**ATF3**: Yes, the same school la sir.

**INTERVIEWER**: How many periods of classes do you teach in a week?

**ATF3**: In a week, normally we get twenty four and above. In one period, it consists of 50 minutes to 1 hour.

**INTERVIEWER**: What subjects do you teach?

**ATF3**: I teach Physics and Science.

**INTERVIEWER**: And classes?

**ATF3**: Classes Seven and Ten.

**INTERVIEWER**: Ok. Looks like you have a good experience being in the school for last five years. I think that is really going to be helpful for me in terms of getting the complete understanding of your school’s situation and especially understanding about how Gross national Happiness Values are infused, promoted in your school.

So, to begin with, let me ask you, your understanding about Gross National Happiness values. So, what is your understanding about Gross National Happiness values?

**ATF3**: Let’s give one example. If we are infusing Gross National Happiness in the classes, for example, ‘Unity’. If you are teaching about some topic based on science, then if I infuse this value like unity, then I’ll be teaching them what does unity mean, how we have to come together to overcome any kind of situation. If you have problem, you can come up with this kind of problems with the values like ‘Unity’. This can explain GNH to them, not directly but indirectly they will know about some values about GNH.

**INTERVIEWER**: When you say they will know about GNH values and GNH, how would you, on your own understand or define GNH and GNH values?

**ATF3**: I think GNH values are used to understand GNH.

**INTERVIEWER**: So, what is GNH for you?

**ATF3**: Like, for example, for me, just for me, GNH is giving happiness and receiving happiness. Like, we can compare GNH with GNP that is Gross National Product. Like we said, Gross National Product is not very important compared to GNH. So if you have GNH then Gross National Product can come to you by any means. Kind of this.

**INTERVIEWER**: Ok, thank you so much. Probably as we discuss further, we might come across and be able to understand what GNH means to you and to your school. So, coming to the main, first question, can you tell me how you as a teacher communicate with other stakeholders of your school? So, when I say stakeholders, please consider how you communicate with your principal, with your teacher colleagues, with students, with your non-teaching staffs, like school workers and parents. So how do you communicate?

**ATF3**: Communicate in terms of GNH, sir?

**INTERVIEWER**: No, forget GNH but I am just asking how do you communicate? Communication can be verbal, written, and gestural. Just don’t think about GNH at the moment. How do you communicate with your stakeholders, principal, teachers, students, and others who come to school?

**ATF3**: It depends, sir. It depends upon situation. If they are far, then we’ll be communicating through phone calls, mails, and then if we are together then we sometimes use gestures, verbal communications and all.

**INTERVIEWER**: Let’s create a situation here, like; if you are with your principal in principal’s office, usually what kind of languages do you use? How do you communicate with your principal? And you can give few examples.

**ATF3**: Just, let’s take an example of yesterday. We were talking about this interview. We had just verbal communication on this. Like how we will be having this interview and then at what time we’ll be having this interview. So we had some gestures as well as verbal communication face to face.

**INTERVIEWER**: What kind of language do you usually use when you communicate with others, with your principal, with your students and other teachers?

**ATF3**: Most of the time we use Dzongkha and then another one we use English.

**INTERVIEWER**: Do you have any reasons why you use English and Dzongkha in the school?

**ATF3**: Before, we made one rule, like, in order to improve language, English and Dzongkha. For example if Dzongkha then it is our National language. In order to improve national language, we’ll have to speak either Dzongkha or if you want to improve your international language, like English then we’ll have to talk in English. So that students could also improve their language. That is why we were instructed before itself that we’ll have to be either talk in English or Dzongkha.

**INTERVIEWER**: I would like to come back to how you communicate with others. Well you said you communicate verbally, gestural, over the phone. I’m sure you must be also communicating through Facebook, group forum. But what I am actually trying to find out from you is, the kind of language that you use, like what kind of language do you use when you speak with your principal? What kind of language that you use with your colleagues, with your students? Do you use the same kind of language? As a Bhutanese, we do have so much of varieties in the way we communicate. Definitely the way we communicate with our elders and seniors and our supervisors, principals, and the way we communicate with our students, differs in terms of language use. So would you have few examples to share on this?

**ATF3**: For me, I don’t think I use different kind of language for individual person. I am same to all so I will be using the same gesture as well as language.

**INTERVIEWER**: Sorry, maybe I was not able to put the question properly to you. Like you know, in the Bhutanese culture, Bhutanese system, we do have *Phelkay* and *Zheysa*, the command, request, you know, all those different varieties of language. So, do you speak the same with everybody?

**ATF3**: In terms of that one, I think for the seniors I use different than compared to juniors. In terms of juniors, it’s different only to the students. For seniors, like we say *Zheysa* and for students, not actually command but not *Zheysa* also.

**INTERVIEWER**: Can you give me few examples of a kind of language that you use with different stakeholders.

**ATF3**: Example in terms of Dzongkha language or English?

**INTERVIEWER**: Any, any, whether, if you are speaking in Dzongkha or kind of words that you use. It’s ok to speak in Dzongkha just to give an example or in English if you would like to translate and share with me, that’s fine too. It’s ok if you have no examples but I can still give you time. You can think and then you don’t have to stress so much on giving an example if you don’t have.

**ATF3**: I think I’ll give in Dzongkha, the example. Let’s say I want to call my friend and then if I want to call my friend I’d say, I’ll tell one of my students to call my friend. For example, “Madam ATF3 atsi bo na” and if I am telling to my senior then, “atsi na lu zhu nang ba chin Kadrin chay ne may”

**INTERVIEWER**: Ok, thank you so much. Would you have any reasons why your school has a rule for the school to speak in English and Dzongkha? You said that, right?

**ATF3**: Yes, sir. It is just to let students improve themselves sir. That was our main aim.

**INTERVIEWER**: Alright. Now I would like to go to the second question which I would now like to connect the way you communicate with GNH values. So, from your point of view, to what extend do you think these ways of communication or communicating promote GNH values? So, do you think the way you communicate with your principal, teachers, students, promote GNH values?

**ATF3**: The way I have called my friend and the way I have called my students, by looking into this differences, students would know that, “oh, we’ll have to call our elders like this.” If we are friends then call like this. They will know this value. After knowing these values then automatically we are achieving some GNH values, especially respect.

**INTERVIEWER**: Ok, there are lot of GNH values which I have sent a small clip in our group forum, like, you know you say so much about *lay ju day, tha dam tse,* honesty, respect, kindness, compassion, being faithful, punctual or the list goes on and on. Just keeping few of these in your mind, how would you be able to promote honesty or integrity or respect or kindness or whatever values that comes to your mind through communication? How do you promote values, GNH values like honesty, respect, kindness, *tha dam tse*, *lay ju day,* through communication?

**ATF3**: Through communication?

**INTERVIEWER**: Through the way you communicate.

**ATF3**: If I am talking with my students, then the way I am talking to them, the gesture I show, these would show them the honesty, respect, punctuality. If I am punctual , if I go into the class on time, in time, then this will show them that this is how we’ll have to do and it will automatically, I think gain this values and they will know the differences by looking into this. There are, just a example sir, there are few who don’t turn up on time but if we go on time, then they will know that this is the difference. If we do like this then, this is how we’ll have to show them, this is how we can gain respect.

**INTERVIEWER**: You gave a very good example just now in terms of you coming to the school in time or going to the classroom in time. You are trying to demonstrate punctuality to the students which is a good GNH values. Ok, very similar to this, how would you be able to promote GNH values through your communication skills, by the way you communicate, by the way you speak? Let’s make it very specific, by the way you speak or by the way you write to them or while you set a text message or SMS message to your students, to the teacher or the principal. Is there any way you would be able to promote GNH values through communication? By the way you speak or write or show gesture?

**ATF3**: Can we say showing respect to the elders, loving juniors?

**INTERVIEWER**: Ok. Let me put this with to what extend do you infuse GNH values in your talks. If you can give few examples.

**ATF3**: For me sir, I don’t all the time use GNH values. If I am teaching in one class, just one GNH value so that they can concentrate on that GNH value and then they also can promote that GNH, one GNH value.

**INTERVIEWER**: Can you give an example?

**ATF3**: Like, I have given example on being punctual. So if you are punctual then this is how you are going to achieve anything in your life. By that I think we can promote GNH value as well as show them the values and they will understand about GNH values as well.

**INTERVIEWER**: Let me try to put the question in terms of few Bhutanese values in terms of speech, you know like , we talk a lot about, as a Bhutanese we talk a lot about, you know, ‘*le nga yed*’, Body, speech and mind, and through speech we are not supposed to tell lie or we are supposed to be honest, right? We are not supposed to be harsh, not speak harsh words; we are supposed to speak in polite words. So, how do you think as a teacher, you are able to promote GNH values through the kind of communication - speeches and the talks and the teaching that you do in the classroom or through the interactions that you have with your students outside the classroom or outside the school, wherever?

**ATF3**: Normally I give example in the class also. I just give example and I tell them that they’ll have to, they shouldn’t do this particular which is not good for them. Let’s say if they are not studying properly then I give example like how their friends, senior friends who are not able to perform well has landed somewhere else. They were not able to follow up with their education. I all the time give them example sir, in order to help them understand. Until and unless we give some example they don’t understand sir, according to our students. If they are given example then they will come to know that was my friend, now this is how he has landed up because he did not study properly. So only after giving some example they understand, otherwise just verbally talking to them and then if example is not set then they are not able to get the concept properly sir. So with the help of an example I try to promote GNH values as well as try to teach them and they understand by that particular term then they will also come across how real life is sir.

**INTERVIEWER**: Ok, now let me ask you another question. In reference to various ways that you communicate with others, you gave me few examples of how you communicate to others and with reference to that can you tell me what supports you to communicate in those ways? What helps you to support in those ways.

**ATF3**: What helps me to support in those ways sir?

**INTERVIEWER**: Let me repeat the question. In reference to the various ways that you communicate others to promote GNH values in, can you tell me what supports you in communicating in those ways?

**ATF3**: Can you rephrase the question please?

**INTERVIEWER**: Ok. You gave me few examples, like; students would be able to follow you by the kind of language you use with your students. Now, the question is, keeping that language that you have used in your mind, what has actually helped you to use in that way? It’s still difficult for you?

**ATF3**: I’ll try sir. I have seen some students who have already, who all I have already taught and then who all have passed out of the school. They have gained some of the values that I have taught and then after looking at those students, so it supports me to go on with this same method and same ways to talk and then teach in that same manner.

**INTERVIEWER**: Ok. So you have been able to, you know, communicate, I mean the way you communicate has been passed down to you from your colleagues in the past, is that what you are saying?

**ATF3**: Passed down to my students, not colleagues, sir. Then they were able to showcase those, so after that positive things that they have shown then it supported me to go on with the same methods sir.

**INTERVIEWER**: Ok. So you are saying that by the kinds of a language that teachers and other peoples use in the school, students were able to imitate and learn from the way others speak?

**ATF3**: Yes

**INTERVIEWER**: And you also said that since this is kind of working and being able to help students, you are also trying to adopt that style. Is that what you are saying?

**ATF3**: Yes, sir.

**INTERVIEWER**: Yeah, alright. So this talks, I think, probably about the good school culture you have there then. Do you think, are the kind of school policies you have in your school would be supporting the way you communicate and the way the school students communicate, the way teachers communicate. If you think so, how do you think these would be helping you communicate?

**ATF3**: I’ll not focus on school policies but if something is good for the students, for their lives, then I think it is good on itself, not depending upon the policy.

**INTERVIEWER**: Does the school have any kind of rules and regulations related to the use of language in the school?

**ATF3**: Yes, sir.

**INTERVIEWER**: Can you give an example of it if you can remember?

**ATF3**: Sorry, I don’t really, properly remember that one.

**INTERVIEWER**: Does the school have the teacher’s code of conduct and ethics?

**ATF3**: Yes, sir.

**INTERVIEWER**: Does the teacher’s code of conduct and ethics, you know, have anything to do about how the teacher and students should communicate, talk?

**ATF3**: If I directly talk about this one sir, simple term, like students and teachers while communicating, there is some kind of good touch and bad touch example sir. If teachers and students are communicating then good touch and bad touch are also taught to students as well as we’ll have to remember by teachers and then based upon this good touch and bad touch we’ll have to communicate.

**INTERVIEWER**: What do you mean by good touch and bad touch? Can you please explain?

**ATF3**: For example, there are so many cases like harassment sir. If students and teachers are communicating, then while this, in this communication, I think good touch and bad touch is important. If teacher is not able to handle himself or herself, and then is trying to teach some subject based on bad touch then it will be termed as harassment. The good touch and bad touch for this one I think, will have to, we have to some ways to communicate with students. Without any reasons if you go and touch that student then I think it will fall under bad touch only sir.

**INTERVIEWER**: Do you have such incidences in your school?

**ATF3**: I don’t remember, sir. Good touch and bad touch, no.

**INTERVIEWER**: You said, you know like, the school emphasizes students and teachers to speak in English and in Dzongkha. So, what is your view about restricting the school to speak only in English and Dzongkha, you know, in terms of promotion of GNH values? Would that be helpful or would that be harmful? What is your opinion on this?

**ATF3**: I cannot directly talk about harmful and helpful. I don’t know about this too much sir but what I think is letting them talk only in English and Dzongkha is good idea only sir. Why? Because they will be improving themselves, after improving themselves they will come across different kind of people where they will just have to talk in English or either in Dzongkha. So if they are not able to talk in English and Dzongkha properly and if they just stick on their mother language then they’ll land up nowhere sir. So I think it is better only.

**INTERVIEWER**: Ok. In terms of being able to promote GNH values through communication, what kind of additional support do you think you would like to have in your school?

**ATF3**: Can you repeat, sir.

**INTERVIEWER**: What kind of additional support would you like to have in your school to further promote GNH values through communication?

**ATF3**: Through communication? Can you give me some examples, sir?

**INTERVIEWER**: For example, like, if you said that your reason for emphasizing students to speak in English and Dzongkha is to help them, right? Help them be able to speak in Dzongkha and English. Now if you want your students to do very well, even if they’re doing very well, if you want them to improve further, even much better than what they are at the moment, what kind of additional support do you think the school will require for them to be able to communicate even better than what they are doing now?

**ATF3**: Give them more opportunity to meet other friends, other students from different Dzongkhags and let them realize how good, if they are not that good, then how good other students are from different Dzongkhags sir.

**INTERVIEWER**: To be able to do that what kind of additional support do you think is required?

**ATF3**: Fund, maybe, sir.

**INTERVIEWER**: Ok. Fund is something that will come later too ok. Otherwise, I can understand through your responses that your school doesn’t have so much problems or your school is doing quite well in terms of how you communicate with your teachers and students. I just want to bring one thought which I am sure is a practice everywhere in Bhutan. Like, let’s talk about morning assembly.

**ATF3**: Yes.

**INTERVIEWER**: Ok, because I have myself been a principal for so long, we do so much of communication in the morning assembly. Where students will come and talk morning speech and after that a principal or teacher in duty would give a comment on the student, right?

**ATF3**: Yes, sir.

**INTERVIEWER**: Probably a principal would further supplement on what the student talked and this is usually followed by lots of announcements for the day. A lot of interaction, speeches and talks, the communication happens in the morning assembly. Keeping that scenario, keeping that in reference, do you think that the way that you communicate in your morning assembly by your principal, by the teachers, speeches that the students deliver in the morning assembly promote GNH values?

**ATF3**: Yes, sir.

**INTERVIEWER**: Can you give an example?

**ATF3**: Let’s say sir, most of the time students when they give speech, they select such kind of topic where by any means, teacher always supplement on their speech, sir. When they supplement on this speech then automatically GNH values come across. Like, sir said honesty. Obviously all the students will be talking, giving speech on honesty and then honesty itself is GNH value and when teachers supplement on this then he can also say that this is GNH value and this is how we’ll have to keep in mind about the term called honesty and then by this communication, by this example, this scenario itself gives them some values. And they perceive them, then they keep it in their mind, and thereafter they always remember that this is how we have learnt and it will also be very helpful in their future also.

**INTERVIEWER**: Ok. So now let’s take, keep this value honesty as a reference for a GNH value and besides the assembly, morning talk and the talk on honesty that was given in the assembly, which would have given students information and knowledge about what honesty is and how important honesty is, but once you are outside, you know, the assembly, outside their classroom, in the daily conversation with your students, outside and inside the school, how would you be able to promote honesty through communication?

**ATF3**: Again example, sir. Let’s say I have given them some homework. If they have done some homework and honestly they will raise their hand and then they’ll say this homework they did themselves. Otherwise they are few students who copy from their friends and for me, I have some students who tell me when they have copied from their friends but they have gone through what they have copied, not just blindly copying those. So by this, I think I was able to integrate on, I was able to promote honesty, and then they have learned what honesty is.

**INTERVIEWER**: Ok. I think we did talk a bit about the use of English and Dzongkha. Now I would like to ask once again, what is your view on the use of Dzongkha and English to promote GNH values in your school?

**ATF3**: Let’s say promoting culture. Dzongkha is our national language, so promoting culture.

**INTERVIEWER**: Anything else?

**ATF3**: Just promoting culture, sir.

**INTERVIEWER**: Ok. To what extend do you feel school rules and regulations promote GNH values in your school?

**ATF3**: To what extent, sir?

**INTERVIEWER**: Yeah.

**ATF3**: How should I say this one? Almost 100%, sir.

**INTERVIEWER**: When you said 100% what was in your mind? Can you give me few thoughts?

**ATF3**: I was just thinking about the question you have asked me earlier sir, about Dzongkha and English being the only language which is being used in our school. So, just because of this Dzongkha and English being used in our school promotes culture and this culture when we talk about just the culture it talks about the domain of GNH, so the important part is domain of GNH and then fall the pillars and indicators. So that is why is think, 100%, sir.

**INTERVIEWER**: Ok, so it appears to me that in your school you have strong policy of using Dzongkha and English but I am pretty sure students must be speaking in their local language too. What happens if they speak in their local language, what happens? What does the school do?

**ATF3**: For now, we don’t actually have some punishment, let’s say just kind of a punishment, we don’t have this kind, sir. We just influence them to talk in English and Dzongkha because they know if they are very poor in this language then the main subject, they will land nowhere. They will be scoring very low if they are not able to speak properly in these main languages. So that is why it is because most of the time we do oral tests is because of this as well, sir. So when you are doing oral test, for other subject also we use English. If you are not able to speak properly then you are not able to score good marks. If you are not able to score good marks then you will land nowhere, like I said.

**INTERVIEWER**: Do I also understand that English and Dzongkha are spoken even within the teachers? I am sure there are a lot of *Sharshop* teachers, there are lot of *lhotsampa* teachers as well. Do you also have non-Bhutanese teachers in your school?

**ATF3**: No, sir. We do not have non-Bhutanese. In previous year we had non-Bhutanese; with them we always talked, we always communicated through English language only. But within our friends, other colleagues, we were said that we will have to either talk in English or Dzongkha. So we are trying to speak in English or Dzongkha. Otherwise, sometimes, like sir said, most we out here are *Sharshops*, sometimes they talk in *Sharshop* also, but we try to promote Dzonglha and English so that students could learn something from us. They would think that even teachers are speaking in Dzongkha and English, why shouldn’t we try. So this is the aim and that is why we are trying our best.

**INTERVIEWER**: Alright, thank you so much. I think we did talk quite for some time with regard to communication. Now I would like to switch our focus a bit. Now you tell me what actions or what activities or programs take place in your school to promote GNH values?

**ATF3**: Activities, sir?

**INTERVIEWER**: Yeah. What actions, activities, programs, school programs? Schools have a lot of programs.

**ATF3**: We have Art competition and sometimes we do variety shows also, sir. Variety show, we were not able to do this year and last year because of COVID. Then sometimes we have literary festivals, in a year we have literary festival, learning festival, science exhibition, and all that.

**INTERVIEWER**: Ok. How does these Art competition, variety show, literary festival, science exhibition, promote GNH values?

**ATF3**: One thing is time use; if you know how to use your time properly then we can promote time use, psycho-social wellbeing, we will gain some knowledge and I can give only those examples for now.

**INTERVIEWER**: Thank you. No worries. How are you able to promote GNH values through curriculum deliveries, I mean, when I say curriculum delivery, I mean through your usual classroom teachings. You said you teach science and Physics? So through your teaching in your classroom, science and physics classes how are you able to promote GNH values?

**ATF3**: Most of the time I talk about punctuality, honesty and time use. Based upon these three values I will give some examples, sir. As I said, Honesty I have given example, when they are doing some homework, if they have not done their homework by themselves, if they have copied from their friends, they would honestly say that they have copied from their friends but they have gone through what they have written, what their other friends have written. So, for me I also say that they can copy homework but when they are copying homework, they should know where they have copied from their friends. Even if they are not writing themselves, they are copying from their friends; they can gain some knowledge by looking into what their friends have written. So, this can promote honesty.

Punctuality, again, if I go in time for my period, then they'll thereafter always know what is the meaning of punctuality. I’m very punctual so they will think that madam is very punctual, she always comes in the class on time, in time. So, thereafter they will learn because what I believe is I have also learned from my teachers only. They were also punctual they were coming into the class on time, in time. And then I have gained this knowledge from my teachers that I am now trying to implement this values into my students so that they can promote on behalf of me later on in the future.

And next one is time use. After coming into the class on time, or in time, then we have certain amount of time where you can teach your subject for 50 minutes, let’s say. In exact 50 minutes, not more than that, even if it is more than that just, let's say five minutes. If you wrap up your session within this, then you are using your time wisely. So I could say that the time use, student would also know, oh this is time use, this is how we’ll have to use our time, and they will come to know the values of time use as well. And later again, like I learned from my teachers they will also learn from me something and then they will also implement in the future.

**INTERVIEWER**: Yeah, thank you. Regarding assessment and evaluation practices, in your school, how do these contribute to the promotion of GNH values?

**ATF3**: No bias. Whatever they have done, whatever they are able to do, based upon this, if we do assess correctly with proper rubrics, then it is obviously promoting some GNH values in them, as well as in us.

**INTERVIEWER**: Regarding professional development programs that take place in your school, how do you think this contribute to the promotion of the GNH values?

**ATF3**: The knowledge that we gain, the more we do this professional PD programs, more knowledge we gain and then more we know about GNH and how to promote it. If you are exposed more, then more knowledge, so I think it is also promoting directly or indirectly, it is always talking about GNH only, sir. So it is one of the, I would say one of the pillar, which is promoting GNH values.

**INTERVIEWER**: You did talk about Art, variety show, Literary Festival, science exhibition, which I consider them as extra or co-curricular activities. But besides these, they are also like sports, games and sports, beautification, gardening, clubs. I'm sure that your school has these programs too. How do you think this program promotes GNH values?

**ATF3**: Let's take an example of sports. Nowadays, our students are done with the examination, still then we teachers are coordinating some sports for them. Why? Just to promote GNH values. If students are happy, we're happy, and then school performance will also be good. Similarly, I think all of this example that sir said is again one example which could promote GNH values within our school. It is key point. Actually, all this examples are key point, which helps in promoting GNH values.

**INTERVIEWER**: Thank you. On these activities I have one last thing. I'm sure you are familiar with the eight Greeneries. Are you familiar with Add Greeneries? This used to be quite popular long time back and then.

**ATF3**: I had gone through once or twice but I, forgot, I'm really sorry

**INTERVIEWER**: No, No, but I just wanted to ask you if you're familiar with these and then if your school has, if your school is using this eight Greeneries. You know, I just want to ask you how do you think your school promotes GNH values through this eight Greeneries. We have that you know, natural greenery, or environmental greenery, and then we have social greenery, the cultural greenery, Intellectual greenery, and Moral greenery. Do you have this in your school? No?

**ATF3**: I don’t know, sir.

**INTERVIEWER**: No worries, Ok. Now again, with reference to these various activities that we have discussed in the previous question, like, like art competition, variety show, Literary Festival, science exhibition, games and sports clubs, oh there a lot of programs the schools. So with reference to these various activities that take place in your school to promote GNH values, can you tell me about resources that support the school to carry out these activities?

**ATF3**: We get help from our communities, sir.

**INTERVIEWER**: Yes. Let me rephrase, ok. It is good that your community is helping. How adequate are your school’s resources? How sufficient are your school’s resources? The moment you seek help from community, my understanding was that your school doesn’t have sufficient resources so you are seeking support from the community.

**ATF3**: Yes, yes, sir.

**INTERVIEWER**: So, can you talk a bit about how adequate or how sufficient the resources are for the school to be able to support these activities; Games and sports, cultural program, festival, Art festival, all those?

**ATF3**: With some programs, we don’t have sufficient equipment, we don't have sufficient fund as well, so we get help. I think we would say that we don’t have that much within our school so that is why we are getting help from other sectors and all, sir.

**INTERVIEWER**: How adequate is your school’s infrastructure, like classroom, laboratory, library, multipurpose hall, prayer hall, sports field, etc. You have sufficient?

**ATF3**: With regard to infrastructure, it is good, sir. We have newly built classes.

**INTERVIEWER**: How comfortable are you with your school’s equipment like, computers, furniture, library books, sports equipment, etc.?

**ATF3**: With regard to library books, sports and all, we have enough, sir. So that it can sustain in our students so that it can make our students happy. We have, sir.

**INTERVIEWER**: Can you talk about the teacher-student ratio and related issues of your school, in your school?

**ATF3**: How should I say this one now?

**INTERVIEWER**: Is your classroom crowded?

**ATF3**: No, sir. Not that crowded also.

**INTERVIEWER**: What would be the average classroom size of your school?

**ATF3**: twenty eight to twenty nine, maximum thirty.

**INTERVIEWER**: That’s a good classroom size.

**ATF3**: Yes, sir.

**INTERVIEWER**: You did mention about insufficient fund and you also indicated that in certain areas we lack budget, so can you talk a bit about how adequate your school budget is? Where do you require more support?

**ATF3**: I think I cannot answer this properly because I have less knowledge on this. It is just my opinion, sometimes when we need then we get help, and that’s all, sir.

**INTERVIEWER**: You said help from the parents and community, right?

**ATF3**; Yes, not directly parents, sir. We don’t call them or we don’t send them messages saying that we need some fund. We just ask them to the community if they can help, then if they are willing, yes, if they are not able to, then we don’t force, sir.

**INTERVIEWER**: Can you provide example as to how you seek support from the parents or community?

**ATF3**: In terms of fund, sir?

**INTERVIEWER**: Whatever, it can be anything, any support. Support can come in the form of labour, in terms of contribution, in terms of budget, so whatever support.

**ATF3**: Let’s talk about just one example when sir asked about this question. Something struck into my mind. Let’s say about building some statue in our MPH, sir. For that one, we had collected some money but we needed some so that is why we asked our community if they could help because it is for wellbeing for all of us, not just school, sir. It was the only example that I could remember.

**INTERVIEWER**: Ok. What kind of additional support would you like to have in your school to promote GNH values through activities?

**ATF3**: I did not hear properly, can you repeat?

**INTERVIEWER**: What kind of additional support would you like to have in your school to further promote GNH values through these programs and activities?

**ATF3**: Further support?

**INTERVIEWER**: Let me, can I rephrase the question?

**ATF3**: Yes, please.

**INTERVIEWER**: This is the same question, but if I ask you differently, Can you provide examples of how you may have wanted to promote GNH values better and that has been constraint by physical facilities or budget or equipment or chemicals? Have you ever had some kind of, you know, “If I had this, I would have done this in a better way, but because this wasn’t there in the school, or this was not within my ability, I was not able to do well. So probably if I have these equipment or budget, or support, I could have done better.” Did you ever have this thought?

**ATF3**: I think no, sir. Whatever we have, we adjust from them. So no more about thinking I would have done this and that if I had, we didn’t have this kind of thought.

**INTERVIEWER**: In your opinion, how important is budget, facilities and equipment to promote GNH values?

**ATF3**: If we have, then I think, we can promote. If we have then we can put it in some clubs, as well as in libraries bringing new books, updated ones. Every day there are lots of books which are getting published, so I think this can be done.

**INTERVIEWER**: Ok, ok. Thank you. Now, can you tell me how you as teacher, how you relate with others? Can you tell me how you as teacher, relate with others? How do you relate yourself with your principal, with your teacher colleagues, with your students, with other staffs and parents? How do you relate?

**ATF3**: Relate, sir?

**INTERVIEWER**: Alright, how would you characterize the relationship that you have with your principal? What kind of relationship do you have with your principal, with your friends, with your students, with parents?

**ATF3**: Same, sir.

**INTERVIEWER**: What do you mean by ‘same’? Can you explain?

**ATF3**: Relationship between me and my- I think I need some example on this one.

**INTERVIEWER**: Ok, alright. Do you trust your principal? Do you love your principal? Do you consider him or her as somebody who you can look up to? Do you trust him? What kind of relationship do you have with your principal? Kind of bonding that you have, how do you see him? So I’m just giving an example for principal but you can have this similarly with others as well. With your colleagues, with your students, with your parents, do you have open relationship with your principal or do you have some reservation, you know? What kind of relationships do you share? So either way, you know, I am putting this a bit bluntly but that’s why I was saying how do you as teacher relate with others? How do you relate? In other words, you can say, how do you think your principal think of you? You know, oh, would your principal say, “oh, **ATF3** choki is a very nice, competent teacher or a useless teacher” or, you know, there can be some kind of relationship, know, like, “I trust her”, “I don’t trust her”, “She is good”, “She is able”, “She is like my daughter/ Like my friend”. How do you consider students? You consider your students a student and look down upon them or you think, oh they are somebody who needs knowledge, skills and it is my duty to help them. So, you have a lot of relationship that you, we undergo a lot of relationship with others that we come across in our live. Did I give you example? Good examples?

**ATF3**: Like I said, it is same, like family.

**INTERVIEWER**: Oh, good.

**ATF3**: Trust is there, sir. If there is no trust, then I don’t think he would be as my leader and I would be under him. We trust each other, that is why he is guiding me properly and then we are able to work like family in school.

**INTERVIEWER**: How about your students? How would you characterize your relationship with your students?

**ATF3**: Trust, Family. We consider them as our children only, sir. Because they always tell us that we are their second parents and then we’ll have to act as parents only. That is why we need to build family relationship so that we have some trust, so that they can learn good things from teachers, from this family.

**INTERVIEWER**: Ok. Now, from your point of view, to what extend do you think the relationship that you have with others, you know, relationship that you have expressed about the trust, like a parents, like a friends, these relationships promotes GNH values in the school? Should I repeat? From your point of view, to what extend do you think the relationship that you have with others in your school, promotes GNH values?

**ATF3**: If there is trust, then we can work together. If we work together we will be achieving GNH values, and then together if we achieve GNH value, we promote GNH values. That's how.

**INTERVIEWER**: How does your school provide a safe, caring and supportive environment for your students?

**ATF3**: We have counselling programs, we have counsellor in schools. In classroom, it is very conducive class, friendly class; we always look upon how they're doing. And then based upon them, if they need any help, then we refer them to counselling. So we have conducive classroom I’d say.

**INTERVIEWER**: I'm sure I was told, I had been out of the Ministry of Education and been away from home for last three years, of recent times, I was told that all the schools are now mandated to have the education vision imprinted in the school, displayed.

**ATF3**: Yes, sir.

**INTERVIEWER**: So, when I look at this ministry of education’s vision, I see there, you know, *tha dam tsi* and *lay ju dray*, we have that, right?

**ATF3**: To enhance *tha dam tsi* and *lay ju dray.*

**INTERVIEWER**: So now I just want to ask you, how does your school, promote or translate this *tha dam tsi* and *lay ju dray*, into practice? Just your opinion and views, don’t have to be, I think, I hope I am not making you stressed so much yeah. Just feel free, toy know, just talk about what you feel. It’s your feeling and your opinion, what you know, not about what is right and wrong. I don’t want right answer but I want your opinion, your answer, what you do.

**ATF3**: *tha dam tsi* and *lay ju dray* talks about trust only, sir. If you trust then everything will go according to what you have planned. Otherwise, if there is no trust, then there will be some bad things happening within us as well as in the school.

**INTERVIEWER**: Ok. I would also now like to ask you about how the school practise *Driglam Namzha,* traditional etiquette. *Driglam Namzha,* do you practise *Driglam Namzha* in the school?

**ATF3**: First of all, we have club as *Driglam Namzha,* sir.

**INTERVIEWER**: oh, ok.

**ATF3**: Why it is as club is because, first of all, few students will be taught and then these students will teach their friends because we have trust to one another, few students will be taught by teacher and then these students will teach their friends. So there is some good sequence, good points, and good thoughts because they trust one another. Otherwise if they don’t trust then other students may think “he is doing just what he likes.” But in our school, we don’t have this kind of issues, this kind of problem. Instead they learn from one another, so we do have this *Driglam Namzha.*

**INTERVIEWER**: Ok, Alright. I think I am now coming toward the last segment of few questions I have. Just, please be patient. In reference to the professional or personal relationship that we just discussed, about the trust, and like a family, you know, so in reference to this kind of relationship that you have with others in your school and that promote GNH values. Now, can you tell me what factors helped you in shaping to build such relationships. You said you have trust; you have that friendly relationship, what has actually helped you to build that kind of relationship, trust, friendly, like a family? What helped you build that relationship? Where did that come from, in you and in your school?

**ATF3**: Learning through experience.

**INTERVIEWER**: Through your experience?

**ATF3**: Yes, because we have gone through what we shouldn’t. By looking into that, we, then we have learned that this could be one factor, because of this that shouldn’t be happening, that had happened before, which shouldn’t be happening. Taking that as factor, I think, that is why we are now working as a family, that is why we have trust.

**INTERVIEWER**: What policy, rules, regulations are in place in your school that promote or enable safe, caring and supportive relationship?

**ATF3**: What policies, sir?

**INTERVIEWER**: Does your school have kind of policy, rules and regulations that enable or promote safe, caring and supportive relationship?

**ATF3**: Yes, sir.

**INTERVIEWER**: So if you are saying yes, can you name few of those policies and rules that you have in your school?

**ATF3**: I don’t really remember the policy but we do have, sir. We are always reminded that we’ll have to have this kind of relationship, this kind of environment.

**INTERVIEWER**: How important is *Driglam Namzha* for your school?

**ATF3**: I would say very much, sir. If *Driglam Namzha* is not very important then, let’s say out of nowhere if our king visits our school, then it would be great problem. *Driglam Namzha,* it can give them some knowledge, it is etiquette which they need. Like we say, good things should always be kept within yourself, sir.

**INTERVIEWER**: Ideally, what factors do you think are required in schools to enable good relationship?

**ATF3**: Good relationship?

**INTERVIEWER**: Relationship, Yes.

**ATF3**: Trust, again, trust, honesty, punctuality. If you are not punctual then there’ll be no good relationship, I think.

**INTERVIEWER**: Ok. Hopefully, this should be the last question. What kind of additional support would you like to have in your school to further promote GNH values through relationship building?

**ATF3**: Through relationship building?

**INTERVIEWER**: Let me ask you differently if you have problem with the question. In terms of improving how your school promotes GNH values, do you think you need the policies, rules or regulations that determine how relationships are formed within and beyond your school to be modified?

**ATF3**: No, sir. We are fine with what we have, sir. It is you who will be building relationship, if you are building well, then it is.

**INTERVIEWER**: So, that’s a very good sign. Looks like at least with you and the kind of relationship you have with your school, it appears to me that the school has a very sound, congenial, you know, friendly, supportive environment. Which is a very good, you know, very good system that would enhance a kind of positive environment for the school, so which is a good thing. I think we will end our conversation here. Thank you for participating and thank you for your time and your views, your opinions, your frank opinions that you have shared with me. It is really going to help me in my research. I hope, as much as I did, I hope that you’ve enjoyed conversing with me.

**ATF3**: Yes la, sir.