


Opinions on Quality of Education in Bhutan



Proceedings of National Seminar
Rinpung, December 7-10, 2008

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Opinions Papers

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Centre for Educational Research & Development
Paro College of Education, Paro,
The Royal University of Bhutan.

Telephones: 00975 08-272011/272829
Facsimile: 00975 08-271620
Email address: cerdir@druknet.bt

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Keynote Address

*Excerpts from the address delivered by Lyonpo Thakur Singh
Powdyel, His Excellency Hon'ble Minister of Education*

His Excellency graced the opening of the seminar with His warmest greetings and gratitude in a House of Hon'ble Deputy Speaker of the National Assembly, Hon'ble Members of the National Parliament, Directors and Officials from the Ministry of Education and Royal University of Bhutan, Officials from the Royal Education Council, Lecturers from Colleges of Education, Teachers, student-teachers, students and participants from other agencies within and outside Bhutan.

His Excellency continued "The quality of education has pre-occupied the mind of all the concerned Bhutanese citizens for sometimes now, and for legitimate reasons. I commend the thoughtfulness of the planners and organizers of this national seminar in giving primacy to the quality-factor as the organizing principle of this important event.

Indeed, educational institutions, university institutions in particular, have to share in the concerns of the society and provide well-informed opinions and direction to the nation. University establishments are often called the wide-awake consciousness of the society by virtue of the fact that they ware home to the most qualified and educated group in any society and have access to all fields of knowledge and the accumulated wisdom of the human race.

It is only fair, therefore, that institutions such as the Paro College of Education and research facilities such as the Centre for Education Research and Development should enable the meeting of minds to ponder over and deliberated on issues that affect the life of the nation. This is the way to validate knowledge and to affirm the value of the seats of learning to the needs of the society.

Quality indeed, for small systems like ours, quality is of the essence. Within the imperative of our size and the scope of our economy, what creates and sustains our strength as a nation is the integrity of our services and the character of our people and as a nation, what ideals and values we stand on, what nourishes our nation's intellectual life.

Education is indeed the diet that builds and sustains the collective life of a people and of a nation, for good or bad. It is, therefore, critical to examine the integrity of the various elements that go to the making of an education system including vision, policy, programmes, provisions, pedagogy, modes and methods of learning, assessment and certification. I see that in the course of the next three days, we are going to examine the merits of these and allied issues that affect the quality of education.

I often hear of my fellow-teachers and managers who lost heart in the face of unbridled criticism of the quality of education. They feel that somehow the comments are directed at them-teachers and managers. Of course, as people entrusted with the task of leading

and guiding the future generations, we have the primary responsibility to build and maintain a standard of education worthy of the image and heritage of our country.

As for me, I am grateful to all the people for their views and opinions. If they are commenting on the state of our education, it means that they are concerned, that they want the best for their children, that they see value in education, that they want us to do better. If our fellow-citizens were to be indifferent to education or to all that happens in the name of education, it would be a sad thing. It would be a sign of responsibility towards something as important as education.

But, I also know that with all its imperfections, we have an education system that is up and running, a system that has built a whole new generation of professionals, bureaucrats, diplomats, parliamentarians, our leaders and managers in diverse fields of our national life. I know too that with all their deficiencies and the compulsions of circumstances, our teachers are doing the best that they are capable of, and with all the challenges that our young people face, our students are among the finest in the world.

This issues of quality of quality is compounded by the fact that it is not simply a question of intellectual achievement or a pride of place in a league table. Education has multiple dimensions-intellectual, academic, moral social, cultural, spiritual, psychological, emotional, political, economic, occupational and more. Any intervention in education has to take cognizance of these critical dimensions of education.

Quality is, therefore, a collective national responsibility because everybody from the humblest to the highest has a stake in education. If we want the best for our children, we must all-parents, civil society, media, non-governmental organizations, international agencies, administrators, managers, public sector, private sector-do our bit to support and promote quality. We must not leave this important social responsibility to teachers and schools alone even though they share the biggest share of the responsibility.

With the advent of democracy, expectations have risen high. It only means that we have to do more, do better. We cannot continue business as usual. Education must find its true nature and its soul. If expectations are high, there is hope. A society without hope cannot live.

We have achieved much, but this is not enough. We have to do better. And as the body responsible for building the knowledge-base of our country, the Ministry of Education, with the whole-hearted support of the Royal Government, is committed to providing the best education to all the children of our country on the basis of equity and justice.

Within the next five years, that is the period of our Tenth Five Year Plan, the Ministry of Education has two major objectives to fulfill-access, and quality. As a national commitment as enshrined in our Constitution and by virtue of our being a signatory to several important international conventions, we have to ensure Education for All our children, that is achieve 100% enrolment.

As major strategies to fulfill the first goal, we have to continue our programme of expansion of our educational facilities, establish as many Extended Classrooms as possible, provide mobile teachers to children who move with their parents and expand enrolment both in the formal and non-formal systems.

To address quality, we have to examine the scope and strength of our curriculum offerings, adequacy and integrity of our educational materials, teacher preparation, monitoring and support, and management, among others. The main focus thought will be on the professional development of teachers because no amount of intervention in the other areas will compensate for the need to invest in building the capacity of our teachers. After all, the quality of education cannot be better or worse than the quality of our teachers.

At the moment, we are faced with the problem not only of quality, but also of numbers. Over and above the increased numbers passing out of our teacher education colleges, we will recruit and engage international volunteers and expand the number of contract teachers particularly for Science and Mathematics. We are also negotiating with the Royal Civil Service Commission to examine the possibility of secondment of some civil servants to join education for a year or two under our *Light Druk Yul* project.

As you might have already learnt, the Ministry of Education is encouraging and supporting the establishment of a few fine international schools and institutions in the country. Many individuals and institutions have already expressed great interest in this venture. These international schools are expected to demonstrate the much-needed examples of good practice to the system and inspire our schools and institutions to aspire for excellence.

As soon as the National Education Policy prepared by the Ministry of Education is endorsed by the Royal Government, it will enable the participation of private individuals and institutions to set up schools and institutions in the country under the aegis of Foreign Direct Investment. This National Education Policy will guide the direction, dimension and scope of all educational services in the country.

We are happy about the establishment of the Royal Education Council which is doing an excellent job of supporting the Ministry of Education. We hope to commission several projects to the Council as soon as the terms of collaboration become clearer to avoid any possible duplication of efforts and of systems. We expect to benefit from the Royal Education Council especially in terms of research inputs and recommendations to improve quality.

All this is as it should be. However, over the years, I have come to realize that there is a limit to policy change, to curriculum reform initiatives, to teacher preparation interventions, to assessment enhancement efforts, and to material provision. No amount of intervention can replace or compensate for the human factor. If the person does not realize his or her deficiency and want to improve, external influences will only go so far

and no further. Quality is, therefore, a function of personal decision. It is a function of personal integrity.

In the ultimate analysis, quality is a function of the tension between the real and the desirable. A few thoughts from the great German thinker, Werner erHard come in handy. He says:

Life is a game.
Life is a game in which
Something is more important than something else.
But if *what* is more important than *what isn't*
Then the game is over.
So life is a game in which
What isn't is more important than *what* is.

In much the same vein, we can say that education is a game in which *what isn't* is more important than *what is*. I hope this seminar will give us some fresh insights and clearer directions. Education is founded on the principle of hope, of possibility. That is the reason I believe that with our collective efforts, we will be able to reclaim some of the lost trust and restore to education the pledge that truly belongs to it.

Education will be the foundation for the success of our country, especially since we aspire to make Bhutan into a knowledge-based society. If education succeeds, nothing will fail in our country. Education failing, nothing will succeed, nothing will fail in our country. Education failing, nothing will succeed. A sound education system will be our best tribute to our kings and to our nation in the year of the Coronation and of the Centenary of Monarchy.

I wish you every success with your deliberations and conclusions.

Tashi Delek.

Seminar Objectives

Over the decades, Bhutan has witnessed an unprecedented development in all spheres of national life that every Bhutanese today enjoy the continued peace, prosperity and happiness. Thanks to the enlightened and visionary leadership of His Majesty, Our Beloved kings, and all the leaders who have selflessly sacrificed their life for the development and happiness of its people.

It is evident that, Education is one which has always played an immeasurable role in the overall development of the country ever since Bhutan embraced the modern system of education in the early 1960s. Today we still see, our Education receiving an important development priority and are recognized both as a right and as a pre-requisite for achieving Universal Education or Education for All (EFA), which is one of the Millennium Development Goals (MDGs). Therefore, we know, this very well corresponds with our country's development philosophy of Gross National Happiness.

Our Royal Government of Bhutan's attempt to achieve its development philosophy of attaining a GNH state, through the realization of Millennium Development Goals and Good Governance Plus should therefore be built on a strong foundation, a strong education system.

However, despite the remarkable progress and developments that the education system has seen over the last four decades, the quality of education in the country has become an issue of concern at all levels of the Bhutanese society and all the time. Even in the recent 86th session of the National Assembly, it has been noted, "the standard of education in Bhutan is deterioration" (Kuensel July 15, 2006).

It is true; no other profession in Bhutan has been subjected to as much scrutiny, debate and discussion as our education profession. Definitely, this is one of the indications that everyone in the country are now aware of the challenges, the need of careful input into education, so that, our future generations, our country is always benefited.

Despite all limitations, every individual in the education have now seen a new commitment and are consciously aware of the responsibility that every individual should shoulder in contributing towards the good quality of education in Bhutan. We know this is because Education has been the critical instrument in unraveling the genius and creativity of the Bhutanese people and in providing crucial human resource to man the different public and private sector responsibilities of our fast-developing country.

In an attempt to improve the overall quality of education, our Royal Government of Bhutan has been able to mobilize the support and assistance of donor agencies in various fields of developmental activities and education receiving a major chunk of these assistance.

We wholeheartedly thank and recognize the initiatives and contributions, efforts and commitment of our close development partners in our education system such as Helvetas, Swiss “Development Corporation (SDC), DANIDA, Save the Children, CCO, UNICEF, UNESCO etc.

Given the current concern over the deterioration of quality of education in the country, there is an urgent need to look at our existing quality of education more closely and then devise measures and strategies to reform and improve the system in ensuring that all Bhutanese children receive the best quality of education.

However, in the light of such concerns and issues regarding the decline in the quality of education and the new political changes taking place in the country, the Centre for Educational Research and Development, in our own little possible ways, took this initiative to bring together the intellectual minds of the scholars and educators, the critics and the educational thinkers to discuss on one of the most talked about- the most controversial and debated issue of the era-the quality of education.

This is also our humble tribute to 100 years of monarchy of our glorious Wangchuck dynasty and the coronation of our His Majesty the Fifth Druk Gyelpo, Jigme Khaser Namgyel Wangchuck.

General aims and goals

We believed that this particular seminar would contribute towards the issue of quality of education in the following ways:

1. Create opportunities for teacher educators, schoolteachers, student teachers, and students, representatives from other agencies and Bhutanese society at large to express their views and opinions about the issue of decline in the quality of education in Bhutan.
2. Use the outcomes of this seminar as a base or a point of reference to devise measures and strategies to take up the challenge of combating the deterioration in the quality of education if this is the reality.

Specific Objectives

1. Holistically define what “quality” means in education and “why” quality of education matters in a Bhutanese context through the mass participation of stakeholders from different settings.
2. Authenticate with evidences if the quality of education in Bhutan has really deteriorated despite the immeasurable growth the education system has seen over the years.

3. Detect some of the core factors that determine and influence the overall quality of education in Bhutan.
4. Identify the roles and responsibilities that different stakeholders can take in combating the decline in the quality of education or in improving the overall quality of education.
5. Stock-take the praiseworthy achievements and products of Bhutanese education at the regional and international level.

Expected outcomes

1. Publish a seminar report on quality of education in Bhutan, which could be used as a reference point for the policy makers and educationists in the country.
2. Presentation of the summary of the outcomes of this seminar in the 2008 Annual Education Conference.

CERD was pleased to bring together scholars with a wide range of background and experiences. It brought the voices from schools and institutes; listened to the views and opinions of policy makers as well as concerns of the parents. It became an extravaganza of intellectual treat as the issue of education was dealt from different angles and discernment.

This forum indeed ushered in new thought and charted new pathways for education system to grow which at large will craft the destiny of our nation. CERD sincerely wished that this mind meet would be a guiding beacon to restructuring and further strengthening of our education system.

With more than 200 participants, the seminar witnessed an extensive deliberations among the teacher students, teachers, principals and DEOs, Lecturers from the colleges of Education, Officials from the Ministry of Education and Royal University of Bhutan, Officials from the Royal Education Council, International Educational agencies and Coordination offices in Bhutan, Hon'ble Members of the National Council, Hon'ble members of the Education Development Committee, National Assembly, and the kind presence of His Excellency, Hon'ble Education Minister, Lyonpo Thakur Singh Powdyel and Hon'ble Secretary of Education Aum Sangay Zam.

Teacher Morale in Bhutan

Karma Dorji, Chief
EMSSD, Thimphu

Abstract

At a time when everyone wonders what quality of Education really means, at a time when all fingers seem to point to teachers for the deterioration of the standards of Education, thinking of teacher morale, at least to me, seems to be not only appropriate but imperative.

Thus my paper focuses on my personal reflections on teacher morale, my experiences as a teacher, principal, curriculum developer and a monitor in the Education system of the Kingdom of Bhutan.

The paper also outlines a summary of what morale is and talks about why teachers' morale is important and how teachers can replenish the diminishing morale in themselves. The paper then suggests a few things that can be done to boost the morale of teachers.

If at all there is nothing we can do to boost the morale of teachers, at least talking about it may broaden our views about the teaching profession in general and in particular appreciate the need to value our teachers in the Education system.

1. Introduction

When I turn the pages of my life, I find you on each page, helping, guiding and tutoring me, making me go after my dreams, And teaching me to hold on to patience, so that I can reach my goals..... This is the work of a teacher, and when a teacher instills so much feeling in someone; wouldn't it be appropriate to remember the morale of teachers?

"Teachers are the heroes of the classroom, who are on the front line day after day, week after week, dedicated to meeting the needs of each child in their classroom,". "This is by no means a simple task -- youngsters have a wide range of learning styles that, in turn, require teachers to employ a wide array of teaching techniques, to use a variety of materials and to be constantly creative. (US Secretary of Education)

Teachers in Bhutan are also being stretched to the limit. Expectations placed on them seem to be exponentially expanding. Their roles encompass not only teaching specific content and

mentoring learners in the love of learning, but functioning as frontline social workers who are expected to produce what we call wholesome citizens.

Besides broader social problems that find their ways into classrooms, many other pressures plague our teachers. For example, how do we treat and deal with teachers for the lack of adequate textbooks, learning materials, limited professional and after training support, increased duty hours especially those that work in boarding schools (24 hr duty), large classes, problematic children, teachers who have to live and deal with rising costs of living and teachers who have to listen to scathing public criticism about quality of education.... The answer to this question, my colleagues, is not in the wind.... The answer is BLAME..... Teachers have to bear the brunt of the blame for all these inadequacies..... And yet there are teachers who still do so much for the cause of educating today's children in the Kingdom....and this leads me into talking about the morale of teachers in the country.

II. What is Teacher Morale?

There is no single definition that sums up teacher morale. However, morale has been variously thought of and talked about as a "feeling, a state of mind, a mental attitude, and an emotional attitude," (Mendel, 1987).

Washington and Watson, (1976), defines morale as, "the feeling a worker has about his job based on how the worker perceives himself in the organization and the extent to which the organization is viewed as meeting the worker's own needs and expectations."

Bentley and Rempel,(1980) say that morale is , "the professional interest and enthusiasm that a person displays towards the achievement of individual and group goals in a given job situation."

Hoy and Miskel (1987), are of the opinion that morale is high when the school environment is healthy, and that, "teachers feel good about each other and, at the same time, feel a sense of accomplishment from their jobs."

III. The Importance of Teacher Morale:

Teacher morale, as everyone is aware of, can have far reaching effects. Miller, (1981) says that teacher morale can have, "a positive effect on pupil attitudes and learning, and raising the morale of teachers, "is not only making teaching more pleasant for teachers, but also learning more pleasant for the students, "thereby resulting in an environment that is ideal for learning.

Teacher morale and student achievement, I have experienced, are highly related. It is only common knowledge that where teacher morale is high the student achievement is also high. In schools where teacher morale is high, students too have high moral standards and we hear less of disturbing news of student behaviour.

Mendel cites Holt (1980) who says that low levels of job satisfaction and morale can decrease teacher productivity, lead to teacher burn out, that will lead to, "a loss of concern for and detachment from the people with whom one works, decreased quality of teaching, depression, greater use of sick leave, efforts to leave the profession, and a cynical and dehumanized perception of the students."

My personal experiences tell me that many of our own colleagues feel this way and you know only too well how many of our colleagues are a lot happier working in other organizations.

IV. Factors that affect Teacher Morale:

There are many factors that affect the morale of teachers. The leadership in a school can be one of the most important factors of either high or low teacher morale. Adams,(1992) notes that, "principals who are the source of much reinforcement for teaching behaviour" is a key factor in improving the morale and the self-esteem of teachers.

Administrative support, transparent leadership, good student behaviour and a positive school environment and teacher independence are factors that promote the morale of teachers thereby increasing their enthusiasm for their work.

Strong public and community support can also indicate the faith in teachers and this can improve the morale of teachers. Frequent criticism of teachers and the media picking up on very little issues concerning teaching and learning can seriously hamper and damage the morale of teachers. Perhaps this is something we experience here in Bhutan very often.

Work load can stress teachers and stress can damage the morale of teachers. Teachers know they have to work so hard even on holidays and when they see other civil servants playing archery on a Saturday they feel they are overstressed and this can damage the morale of teachers. This feeling of stress can lead to the erosion of ones ideals as a professional; lose ones sense of purpose and enthusiasm and start feeling, "how can one civil servant develop a nation."

IV. (A) what can be done to boost the morale of teachers?

We need to reassess the value of our teachers. Teachers too on our part must reassess our jobs, our responsibilities. We need to reassess ourselves to realize what we need to value about our jobs as teachers.

Renewal is important too... and for teachers to become renewed, we need to reopen our case for teaching and realize why in the first place we ventured on such a vocational adventure. Perhaps the answer to our low morale or high moral for that matter may lie in realizing this purpose that we had in joining what is called one of the noblest of professions.

Also individuals must reflect enough on their jobs and find ways of replenishing themselves. I personally have been a happy teacher thinking in terms of how many students dreams I have been able to fulfill in my own small ways. I have always been proud to see my own students achieve and do well in life. I have never had any sense of bitterness when my own students have gone on to better positions and moved up the bureaucratic ladder and other social steps. The fact that I have been somehow involved in the success of someone else has made me a very happy teacher and I have always been a bubbly teacher when I was one.

Besides individuals attempting to renew themselves and trying to boost their own morale as teachers, administrators can play vital roles.

We all know that when we have a voice in what happens around us, and that when our work has more meaning in the community that we live in, our morale is, for obvious reasons high. Therefore would it not be the responsibility of the administrators, starting from the school Principal to empower teachers in anyway they can to boost the morale of teachers?

I have always observed that when teachers are allowed to dream a little and plan well and are supported in their plans and little dreams, they interact and relate to learners in a significantly better way and student achievements are enhanced to a great extent. Principals and administrators will agree with me I am sure and if you don't it is high time you try this out.

Involving teachers in decision-making and policy making activities at the school level, acknowledging their contributions and expertise in areas they are asked to work on, are some ways of sustaining the morale of teachers.

Principals and administrators can strengthen the morale of teachers by supporting them in student discipline matters, by allowing teachers to draw up their own disciplinary codes and empowering them to enforce their disciplinary codes. In other words Principals and administrators must stand behind teachers in times of crisis and not blame the teachers for the mistakes they commit unintentionally and for mistakes they make as human beings.

IV. (B) A Special Note for Administrators:

1. Here are a few things that administrators might want to consider while considering the question of how to boost the morale of teachers. It is however, not necessary for the concerned administrator to do all of these things. Teachers realize that administrators are hard-pressed for time, but even a single note in a teacher's *career* could make a big difference in his/her morale. Many of the suggestions given here could be in the form of letters and could be handled by clerical staff with just the need for an administrator's signature.

2. Every week or two call a principal and ask if there is a teacher or other staff member who has done something special "above and beyond." Get some details

about it. Then write a short, specific thank you note, expressing appreciation for the person's commitment to excellence and gratitude for their being a part of the team. Send it in school mail. This is a private, individual acknowledgement so there is no need to send one to every teacher. This can be easily done at the Dzongkhag Level.

3. When teachers are criticized in the media, write a rebuttal. Not saying *anything* seems like agreement. Would the DEO not think that this is a responsibility that he should shoulder?

4. Curriculum specialists could send out certificates at the end of the year to teachers they've noticed really putting forth effort in their area. For example, "This is to recognize _____ for outstanding teaching in the area of _____ during the _____ school year." Giving these awards a name could give teachers something to list on a resume if ever needed. Don't give away too many of these or they won't be special – the value will be lost.

5. Arrange for a "Teacher of the Week" spot in the city newspaper. "The Dzongkhag would like to recognize and commend _____ for his/her commitment to children and quality education." List a few special projects or areas of strength of the teacher, for example, compliments children have written, comments from parents or other teachers. Print a photo of the teacher and his/her students.

6. When seniors students are about to leave school, encourage their English teachers to have them write to an elementary, junior high and senior high teacher from whom they learned the most. Consider sending some of these letters to the newspaper. Deliver them all to the teachers if possible, through school mail if they're still in the Dzongkhag. Perhaps include an invitation to come to the School Foundation Day.

7. If teachers must be moved during the first weeks of school because of enrollments, a top administrator could send each a letter apologizing for the extra work and trouble. Teachers understand that difficult decisions have to be made sometimes but setting up a classroom twice is a great deal of trouble and those teachers put in a lot of unpaid time. It would make a big difference to be told that this effort is appreciated, and that the displaced teachers are considered a valued member of the district "team." A small gift to accompany this letter, perhaps reward stickers for the children, would make the transition a lot less burdensome. If someone *volunteers* to move, say a special thanks for that.

8. "We Want to Know". Print up an attractive form for teachers to fill out and send to the Ministry of Education/EMSSD at the end of the year if they wish. Have them write one to five good things that happened in their classrooms

during the year. These could be funny anecdotes or other classroom stories. Some of these could possibly be published or posted in the papers or they could just be sent back with a "thank you" sticker affixed. For teachers who go to the extra trouble to write and send in these success stories, have a drawing and perhaps offer a prize donated by a local business or agency.

9. Write a little note to any employee who's been written up in the paper for *anything*, especially if it brings positive press to the Dzongkhag.

10. Pay special attention to new teachers. Have a welcome tea after school early in the year. At the end of the first year, send a little note acknowledging them for their contributions and reaffirming that you're glad to have them "on the team."

11. Make the attempt to tell or write something like, "Welcome back to school. We wish you a great year and thanks for the work you've done to get this year off to a great start!" in the beginning of the school year.

12. Acknowledge teachers who have perfect attendance in any semester or year. Say with all the "bugs" and illnesses floating around in schools, it's noteworthy not to miss even one day! Wish the teacher continued good health.

13. Send a signed card to teachers who get married, have a baby, experience a death in the family or a serious emergency. A little P.S. could say, "Thank you for all you do for kids and for the Dzongkhag."

14. Send a note to teachers who give presentations at conventions, teach classes, or earn a degree. Commend them on their commitment to professional growth.

15. Thank any teacher who writes a letter to the editor saying something positive about the Dzongkhag and Education in general.

16. Host a banquet for retiring teachers. When teachers resign or go on leave, send a little thank you for what they've done to contribute to the system. Wish them well and say you're sad to see them go (if it's true).

17. If a teacher or administrator is involved in a crisis with parents that ends up being referred to you, write to them afterwards. Acknowledge the difficulty of the situation and say that you appreciate them hanging in there and resolving it. Validate their commitment to teaching.

V. Staying Positive in the job:

It is so easy to see why teachers have a difficult time maintaining morale and keeping a positive attitude under such stressful conditions. Day in and day out, they are asked to do more with less; they must improve quality of teaching while given less time and resources to do just that. Is it even possible to maintain a healthy, happy attitude when dealing with such a stressful environment?

Sure it is! It is possible to wake up each morning and look forward to going to work because, having a positive attitude not only allows us to enjoy life more, it can improve our health and relationships with others.

Here are 7 tips to help you stay positive.

1. Decide to have a positive attitude. We are responsible for our own happiness; other people can't MAKE us happy. We need to decide to make ourselves happy. This is wonderful because now we don't have to wait around for someone else to do it for us.
2. Surround yourself with positive people. We become like the people we spend the most time with. When we surround ourselves with negative people, we become negative. When we surround ourselves with positive people, their attitude is contagious. When we think of the people that we spend the most time with, we need to decide if these are people who bring us up or bring us down. It is beneficial if we surround our selves with positive, life-giving people and insulate ourselves or avoid those people that are negative.
3. Use positive affirmations. We need to replace our negative self talk with positive affirmations. Replace "I hate getting up in the morning" with "I am grateful for a new day." Eventually changing our self talk will lead to the changes in our attitude and behavior.
4. Be very selective of the music and news information that you listen to. Garbage in is equal to Garbage out! We need to examine of what we are feeding our mind with - information that is helping us and not hurting us.
5. Create victories for yourself. "Small victories will lead to larger victories by changing our view of our own personal success and ability." When we want to complete a large goal, we need to break it into smaller goals that will ultimately lead us to that large goal. The same holds true for improving our attitude. When we take those small steps each day, they add up to changing our lives.
6. Get in touch with your spiritual source. "It is faith that breathes life into hope. It is hope that fuels a positive life giving attitude." Take the time to connect or reconnect

with your spiritual source. Prayer, meditation and reflection can go a long way to fueling and recharging our attitude.

7. Don't stop; never give up. Even when we have a positive attitude, we still have days when we don't feel quite so positive. On these days, we may need to take some extra time to review the previous six tips and remember to not give in to the negativity around us.

VI. Conclusion:

Although teachers are responsible in preserving and boosting their own morale, realizing their job responsibilities, and maintaining the job satisfaction, their morale must also be nurtured, supported, valued by the broader school community, the Ministry and other agencies related to teachers and the teaching profession.

When teachers are provided with what they need to remain inspired in their work, in their classrooms and the school environment, both students as well as teachers and the nation at large are the beneficiaries.

So even if there is nothing we can do to nurture and improve the morale of our teachers, let us at the very least acknowledge the fact that teacher morale is important for the teaching profession and the Education system.

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Factors Affecting Effective Educational Organization in Bhutan

Jigme Dorji, Principal,
Changangkha LSS, Thimphu

Background and Rationale

Quality has become the new education catchword in Bhutanese society. There is a consensus that the quality of Education in Bhutan has declined over the years. The government and citizens now realize that current graduates do not fulfill the needs and expectations of the government and private sectors. Although, no studies had been carried out in identifying sources, types, and consequences of factors affecting educational organization in schools and exemplify how schools are working under their existing conditions, schools are widely criticized in relation to quality of education, students' achievements, and educational management. It is said that teaching methods do not help students to develop basic competencies in critical thinking, creativity, innovation, communication, and leadership. Consequently, new graduates do not qualified to become the workforce needed by the Bhutanese labor market.

This paper attempts to explore the types, sources, and implications of factors affecting educational organizations. The context of this report reflects situations of schools in Bhutan. This paper focuses on the quality of teachers, school leaders, academic learning time, resources, and school curriculum as some of the important factors for successful school performance. The information used in this paper is limited to the author's life experiences and personal observations.

Factors Affecting Effective Educational Organization in Bhutan

In the contemporary global world, it is essential that all social organizations optimizes and uses every individual's talents in order to achieve desired goals. The output and performance of individuals and teams vary greatly across the organizations and in regard to their context. Quality education specifically depends on teacher quality, the orientation of curriculum and school context.

A good Organizations need to ensure all employees are in the right positions, performing at the "top of their roles and responsibilities" with the right skills and tools for the assignments at hand. Thus, to deliver on this strategy, organizations need to ensure that their employees:

- Understand exactly what is expected of them and have no conflicting goals
- Capitalize on the opportunity to learn best practices from the organization's star performers
- Function in a work environment conducive to outstanding productivity

- Feel they are an integral member of a successful team
- Receive constructive feedback regarding their performance

Leaders (Principals) and the teachers within the school organization are directly responsible for planning and delivering the quality educational services to the students under their care. Effective education is a result of so many things happening in the school. It is influenced directly or indirectly by many forces within and without the school and classrooms. As a teacher and an administrator for the past 21 years, I feel the following critical issues are some of the factors affecting school organization in providing an effective education to our children:

Teachers

Study after study shows the single most important factor determining the quality of the education a child receives is the quality of his teacher. Effective education is effective teaching. Teachers directly influence the children's learning. Elbert Hubbard said, "The teacher is one who made two ideas grow where only one grew before." They are the ones who can make the education of children an effective one or otherwise.

In order to bring about an effective education, teachers need to be academically and professionally proficient. Teaching is one of the most complicated jobs today. It demands broad knowledge of subject matter, curriculum and standards; enthusiasm, a caring attitude and a love of learning; knowledge of discipline and classroom management techniques; and a desire to make a difference in the lives of young people. With all these qualities required, it's no wonder that it's hard to find great teachers.

In Bhutan, I have seen fresh graduate teachers joining their first school with full of enthusiasm and loads of ideas learnt. I've seen teachers who worked for hours on their lessons, who were scholars in the field fail miserably, and I've seen teachers who, if you gave them five minutes before they walked in to glance over their material, they could run a class for an hour on any topic under the sun. However, in course of time, I have seen them becoming more rigid and stagnate with the system in the school, teaching the children the same thing, the same way year in and year out. As a teacher, s/he is essentially powerless before the school system. I've heard a lot of our teachers saying that they want to do their best and our schools are workable, but the problem is the administration and whether or not they'll support their teachers.

To enable teachers to become sensitive to variation and to make them aware of what works for what purposes with what students in what situations, they need to learn to become more reflective. Reflecting on one's daily teaching helps the teachers to understand their own teaching and the way it impacts the students.

Teachers got to be able to ask why things went the way they did - both on the good and the bad days. And they have to be able to admit when the reasons it went bad were because of what they did, not what the students did. Equally important is the understanding that often things go right because of what the kids brought to the table, not because teachers lesson plan should be bronzed. Teaching requires a willingness to cast a critical eye on their practice, pedagogy and themselves. And it can be brutal.

This in turn helps them to make deliberate efforts to see situations from different practices. When the teachers investigate the impact of their teaching on learning achievement, it allows them to become more thoughtful planners, while adequately responding to the needs of different learners. This then, results in effective education.

In Bhutan, do our teachers have adequate opportunities to enhance all the above qualities through in-service trainings and or professional development programs? Some teachers are outdated by so many years although they express themselves as experienced teacher by that many years. Even if our teachers have all the opportunities and acquired all the qualities of a teacher, do our teachers have enough time and resources to implement everything that one is proficient of?

2. Leaders (Principals)

Effective education happens when there is a well organized and well managed lesson. Well-managed lessons happen when the teachers are well prepared. Teachers can stay well-prepared when they are given enough or ample time for it. Ample time can be provided when the school **Leaders** are good managers and thoughtful and concerned of the littlest thing in regard to teaching-learning. Richard Elmore, (2000) states that "Principal as an effective school leader develops and sustains a focus on instructional improvement and student learning while protecting teachers from the intrusions of the outside environment."

From my experiences as a teacher and a principal, I have come to see that the actual rhythm and the beat of a school lie in the management. Principal and managers often assume things and tend to see things in the school from their own single perspective. They seem to be more concerned about discipline of the school and are worried about the public's negative views and comments about the school, thus missing out on the real objective of providing effective education.

These kinds of Leaders tend to become dictators. They believe in maintaining strict rules and discipline through fear and threat: the teachers are threatened of losing their job; the students through fear brought about by corporal punishment and retaining them in the same class for a year more. The rules are imposed upon them which makes it all the more burdensome and loathsome. The desire to teach and learn is replaced by this fear: the fear that if something is not done, they would be blamed and must bear the imposed unpleasant consequences. There is no space or freedom for creativity, innovation, and thinking beyond because there always is that heavy rules weighing upon everybody.

I have heard some of my colleagues saying that whatever and however much they try, their school doesn't do well in academic. Their school always has some problem with students. When asked further, I can see that they are imposing their ideas and single-minded views on a group of people with diverse background, intelligence, creativity, and needs. A Principal must know that one can carve out any creation from a block of wood but one cannot carve out the same thing from a mound of clay: it needs to be moulded.

The performance of teachers in a school depends on the kind of leadership. Jagar Dorji (2005), states that "An efficient teaching staff can either be wasted or lost without effective leadership in schools" (p.176). A Leader that cannot see the capability of an efficient teacher tends to become a discouragement to that teacher which in turns affects the effectiveness of education provided in the school. Similarly, a leader who is ignorant and blind to the inefficiency and negligence of certain teachers tends to make the school a breeding ground for incompetent teachers resulting in disorganized and ineffective education. I remember a friend of mine telling me that a school Principal is like a drummer: the Principal beats the drum and the teacher, the students, and the school dances to the rhythm of this beat. This clearly shows that a Principal plays an important role in making the education provided in the school effective or otherwise.

A Principal also needs to ensure there is co-operation in the school in bringing about an effective education. Cooperation among the teachers can be brought about with a "transparent management system" in the school (Dorji, 2005; p.156). This "transparent management system" also becomes a role model for the teachers to emulate which in turn would be emulated by the students thus resulting in effective education.

A Principal as a leader of the school organization also needs to be available to the teachers and students for not just administration work but also for the professional, academic and personal reasons. Monitoring and providing feedback that recognizes and credits a good job done helps provide incentives and encouragement both to the teachers and students. It also helps the Principal to guide and provide help wherever and however necessary both to the teachers and students as well as keep them in line with the school's mission and objectives of bringing about an effective education.

"Leadership has always been to provide coherence, structure and, ultimately, meaning in times of great change and dislocation." As leaders we must remember that "Leadership is Action, not Position." Position is power and power does not make anyone a leader. It simply makes us the *boss*. And a kind of world we are living in today, there is no place for the leader who is a *boss*.

In Bhutan, many principals hide themselves behind their position. We never are a human and friendly with our staff, creating a distance from the most important assets (teachers) of the school. Most of the time, principals are not ready to admit their mistakes. They always have one or other excuses to blame for the mistakes he/she has made.

The roles of the leaders in the school should become more pivotal and critical with the decentralized school management system. Leaders should be committed, open to change and should go extra miles. Robert L. Eicholtz, a school principal in his article 'School Climate: Key to Excellence states that "Principal must be perceived as the hardest-working person on campus. He would ask no one to do anything that he, himself would not do". But in a situation that we are working today, leaders are just a direction setter and they would want everything from their staff without realizing the difficulties of that particular task. Most of the time, because we are **'the boos'** principals forgets to **Acknowledge** their staff for task completed successfully. When a member of staff does a job well, a leader of the school must make sure that it is noticed, and acknowledge her/him for it. Don't let the opportunity to praise a piece of GOOD WORK go by.

3. Academic Learning Time

Research has shown that students who spend more time pursuing academic content learn more and receive higher achievement scores. Therefore, the key to determining student achievement is how effectively teachers provide for and manage academic learning time in their classrooms. It is not just the teachers that are involved in providing this academic learning time but the school Principal also plays an important role.

Realizing this importance, the Ministry of Education in Bhutan has made it a policy that every school must have an instructional period of 180 hours in one academic year. At the same time, the Bhutanese schools also strive to provide a wholesome education to the children. Schools engage their children in co-curricular activities after the school hours. Every school also has a club period once every week. A student can join in any club that he/she is interested in. The clubs range from arts and craft, literary, home science, nature, games and sports, weaving, carpentry, so on and so forth. The kinds of co-curricular activities, their objectives and activities lined out look and sound so very important in bringing about a wholesome and an effective education when written down in the school policy document. Considering the 180 instructional hours, most of the schools try to conduct these co-curricular activities after the school hours. Most often this activity stretch into the late afternoon thus taking away the learning time that the children would spend at home, since most students live far away from school.

When talking about the academic learning time, one must also remember that the time spent in learning needs to be quality and effective one rather than just having the high and more time spent in the school. If the students' time spent in the school is not used qualitatively, it does not contribute to effective education (Dorji, J. 2005).

To bring about an effective wholesome education, the school needs to cater to quality guidance and learning of personal development. Opportunities must be provided for teaching, guiding, and learning of life skills and moral education. Recognizing, exploring, and enhancing a student's capability is effective education since it helps the child learn to become "the person he/she is destined to be" (Dorji, J. 2005; p. 158).

At the same time, a teacher needs to ensure that not much of his/her academic time is spent on maintaining classroom organization or management. As Day, C. (2005) as cited in *Researching Pre-service Teacher Education*, "the strongest memories of my schooling are of the teachers who were more concerned with control than creativity and more interested in their subject than their students. (p.9). I have had the experiences of living through classes with such teachers. We were given corporal punishment which brought about fear instead of respect and the feel of the subject being imposed upon us without considering our learning needs and capabilities. We used to see such teachers as machine that would hammer down hard something we had no capacity or aptitude for. We used to resent such classes and anything related to it and the teacher. I now realize there never was any effective learning from such lessons.

I have also come across teachers who are very much prejudiced, makes use of negative language, and stereotypes students in my school days as a student and as a teacher myself and as an administrator later. Such teachers tend to be barriers to children's optimal learning and development. They would certainly not bring about any effective education. How can we expect students to learn, for instance, to be tolerant and respectful to others, if their own teachers continue to ridicule them? And, how can we expect students to resolve conflicts in non-violent ways, if their teachers continue using physical punishment on them? How can we expect these students to be innovative and creative when they have been stereotyped as standard or even worse learners and taught in a non-conducive learning environment?

Therefore, teachers' actions in the classroom enable or disable children's learning and development. Also how teachers grade, group and reward students may place some of them at risk. If such actions and teacher behaviours are not checked, their practices and the consequences of such actions on students learning would continue unquestioned which would be very detrimental to effective education.

4. Resources

Certain specific obstacles are associated with the use of active learning, including limited class time; a possible increase in preparation time; the potential difficulty of using active learning in large classes; and a lack of needed materials, equipment, or resources.

Along with the many factors that influence effective education, one factor that plays an important role in effective and quality teaching is resources. To make the lessons more concrete, learner friendly, and accessible, resources are required. A teacher can improvise certain things but even for improvising, certain materials are required. In a developing country like Bhutan, the curriculum, earlier in the sixties till the eighties, was borrowed from India and from the donor countries.

However, the resources that were required to teach this curriculum were mostly missing. Even with the Bhutanizing of the curriculum, every school lacked most of the resources. We have still schools that were built to cater to certain numbers of students but in reality catering to students exceeding far beyond that number. When a classroom that was meant for 35 students has to take in 45 students, how can we expect to provide quality and effective teaching-learning? And how can we be able to set up the classrooms according to the principles states by Sadkar and Sadkar (1994), (Refer below).

According to Sadkar and Sadkar (1994), effective classroom managers set up their rooms according to the following principles:

1. *Teachers should be able to see all the students at all times. Students' desk should be arranged so that the teacher can see everybody from any instructional area where he or she may be working.*
2. *Teaching materials and supplies should be readily available. Those that students can take themselves should clearly be marked.*
3. *High-traffic areas should be free of congestion. For example, student desks should be placed away from supply cabinets, pencil sharpeners, and so on.*
4. *Students should be able to see instructional presentations. Research shows that students who are seated far away from the teacher or the instructional activity are less likely to be involved in class discussions.*

When a classroom should be made conducive to learning, how can we make it learner-friendly with the minimum of basic materials and resources? When a teacher who is brimming with ideas and enthusiasm goes to teach in a school that receives the basic resources such as the text books and readers just half the numbers of students in the school, let alone the teaching materials, how can that teacher retain his/her enthusiasm for long?

Lack of basic resources handicaps teacher's enthusiasm and creativity which in turn handicap effective education. I have seen Bhutanese teachers trying their best to improvise what little and scarce materials and resources they can have their hands onto but I just wonder for how long this effort would survive if the same condition continues.

I have seen most school Leaders saving up the school finances for the use of other 'important' areas and things required for the school but rarely are it used on buying resources for academic teaching-learning. Some Principals and educators feel that the parents must now share the cost of education. The education ministry in our country has already looked into this and the parents do have to share the cost of education by buying stationeries and other bric-a-brac but getting the students to pay for the resources required for everyday teaching-learning would prove to be very taxing for most common people. And an education that is becoming taxing would certainly not be effective.

5. Curriculum

Bhutan's education system has not been able to produce students with sufficient technical and scientific knowledge and skills. Many students do not perform well in science and math, which is a prerequisite to many programs of higher education in the country.

I think that Bhutan may need to reshape secondary education to better cater for a diversity of occupations for school leavers. This could be done probably by introducing courses in the vocational areas for employment in the private sector of the economy (trades, business, tourist, hospitality, transport, communications, etc.). The private sector must cooperate in providing opportunities for work place experiences and employment after school years.

The study conducted on factors affecting career aspiration of secondary school leavers in Bhutan found out that 46.8 percent and 52.9 percent of secondary school leavers had high and moderate career aspirations respectively. The possible reason for such aspirations would be due to the inability of the Bhutanese government to encourage its school graduates to opt for the low prestigious occupations that are readily available within the country. Thus, the government should:

- help through its education system by creating an educational environment that would attract more adolescence to the vocational related field of study.
- create an enabling environment for the greater provision of qualified vocational teachers through the provision of appropriate incentives.
- provide ongoing support for school counsellors and careers advisors. Those already in the system should have improved in-service provision and opportunities for higher degree studies in this specialist field.
- introduce a comprehensive career planning curriculum from as early as at class 6 or 7 in order to support students through this important process.

The results of this research also indicate that adolescents as young as 14 are thinking about their future career by considering a variety of occupational aspirations and rationales for their choices. Respondents also suggested that 'apprenticeship and trainings to learn practical things in school that will better prepare them for the work place and school assignment work on career related projects are important and valuable to them'. In the light of these issues, it is recommended that:

- Apprenticeships in the trades area and training to learn practical things while in school must be given the top priority and be included in the school curriculum. This will encourage more school graduates into a wider diversity of occupations beyond the civil service.
- Schools should facilitate and monitor their apprentice trainees by forming partnerships and linkages with different firms in the private sector. Such experience will stimulate employment aspirations among school leavers.

- There must be better career guidance at schools. Those schools which already have this guidance should concentrate on giving a wider range of careers information to school leavers.
- Further, schools should invite local wisdom teacher and or vocational teachers for motivational talks and to their career exhibitions. Educational tours to the vocational centres should also be embarked on by the schools.
- Finally, since parental influences strongly affect career aspirations of Bhutanese secondary school adolescences, parenting education must be expanded and given due recognition, especially in informal education programs.

Findings also indicated that the greater part of the students today are aspiring to high careers and occupational goals without much knowledge on the skills, education and training they needed to successfully accomplish their goals. Thus,

- Teaching and learning of life skill education should be made fun, more interesting and more practical.
- Teachers should concentrate on building self-efficacy in all learners as a means of encouraging further education in both vocational and academic/professional education.

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Quality of Education in Bhutan: Current Scenario

Singye Yonden Jamyang, Teacher
Peljorling MSS, Samtse

Abstract

This opinion paper aims to look at “The current scenario and its effects on the Bhutanese education system; its contribution towards achieving quality results, thus quality education”

The opinion is based on the working conditions in Peljorling Middle Secondary School; Sipsu; Samtse. It is based on the experiences of the varied teaching faculty who has had first hand experience of teaching in the field; ranging from a year up to three decades.

The participants include students, teachers and the Head of the Departments. The opinion is based on feedback, reflections and much of it, my own reflections as the curriculum focal person of this school.

I shall briefly highlight

1. Quality Education
2. My experiences as a teacher
3. Teaching- Bhutanese Educational System
4. Issue of Quality Education
5. Current Trends
6. Critical Analysis (Curriculum and Administration)
7. Implementation of Curriculum
8. Curriculum Overview- A review
9. Conclusion: On the culture and norms for teaching in Bhutanese School (Ways to do).

Quality Education

The societies in the past lacked seats to put principles and practices of teaching in act. People intending to become teachers were required only to exhibit a little knowledge of those subjects they preferred to teach. It was not until the rise of democratic ideology and principles during the 17th and 18th centuries, with their affirmation that the political, social, and economic development of nations could best be achieved through education of the individual citizen, those measures were taken to establish institutions to provide teacher training (with regard to teaching as profession). That is the beginning of an era of professional teachers and a new profession. ‘The Pillars of Virtue(s).’ Up here at the home front, the societal inclination towards Buddhist philosophy and text; teaching can be traced back up to the 7th and 8th A.D and comparatively like that of the other civilization, but it lacked the cutting edge principles and practices that the society deemed for, the society later on adapted the ‘Gurukul’ system. This is

still evident in monasteries and monastic schools in Bhutan. The beginning of the modern education in Bhutan could be traced back to the time as early as the first king and the second king, some teachers gained wide recognition for their willingness to learning and ability to teach, but the training of teachers was given little attention. It was in 1966-1967 under the leadership of His Majesty the Third King of Bhutan. A plan laid upon for introducing teachers of international standards to the Bhutanese society, the T.T.I was established. In 1968, the first batch of Bhutanese teachers enrolled for two years teaching course at the erstwhile T.T.I (Teacher Training Institute) and the first batch of women enrolled in the following year. Miss. Chandrakala Gurung, Mr. B.B Sharma, Mr. Tika Gurung, Mr. Rajakala and Mr. Damchoe Lhendup has to be credited for infusing new pedagogical shift to a new education system of the country and the system never looked back. Long gone are those days, after much deliberation and alteration the current system is adapted. Teaching strategies and skills, psychological studies, curriculum studies, language and the content studies. We are doing well to help literate and liberate the young minds.

As long as teaching, as a profession had been recognize. The critics have played it part in it too. Personally, to be a part of this family and to play a little part in it is indeed a privilege in itself. I have this opportunity to share my thoughts on the norms and the culture of teaching.

With the waking dream and as new measures are drawn for educational reforms, many pedagogical turn are being measured and adapted. The superlative choices are being made and infused into our curriculum. The very given fact of turning crude mind into humane mindset and instill the sense of dialogically dealings along with rationalistic thinking. The given curricula are not to be measured as how it has been put into the text and other tangible resources but in its malleability to this challenging world. The very essence of education should not entirely be based on what and how much a learner may be able to acquire; but the inquisitiveness of the teacher along with the zest of the learner can only measure the quality of our educational productivity. After all education is not just a way of instilling academics into our anatomy, it is also the installation of various avenues for a person to deal with situations rationally with outmost jurisdiction. This recurrence of question 'quality of education' should not be adversely affecting our system; in fact, the very reason as why that given person critically comment on our system in itself is an indicator is in itself. The very essence and the quality of the questions asked by him determines the quality that we ensue and encompass, because the very critics are educated by us the teachers.

While reasoning out our reasons for the quality, we should keep the following points in mind that follows in the later chapter, remember it take much criticism to achieve perfectness and positivity. Equally it needs perseverance for perfection. But, I do not take my stance for asking to treat my work as a 'Bible' it is to give a vivid understanding of the concept as what and where we are heading for in our quest for perfect educational fraternity and if we need to apprehend the very reason of so called 'decline in quality'.

My experiences as a Teacher

I have this habit of smoking, though the law of the land has 'exerted' a ban on it. With utmost respect, the fact overtures this habit of mine. As I draw another piece to light, I hear my friend, with the same old habit; say with a vile smile "Teachers are the pillars of virtue". With a hint of self consciousness, a grim awkwardness creeps inside me and my mind wheels away momentarily. Then the moment I rest my burdened head on the hard pillow, a question creeps in intoxicatingly "Are we protected, or are we just another bunch of targeted cult? Are we the lamb or the Buddha?"

The profundity of his remarks jitters me, as my mind travels back into history, the preamble to my unfilled mind tells me, if a question be asked, I would ask *the* question, what are virtues? I make peace with my ego and go to sleep, the mangy dog; who calls the space below the chassis of my mother's Toyota pickup, yells a resounding alarm, too early for me to rise and shine. Through my semi conscious eyes I see my father, a man who talks and lectures me on Buddhist philosophy (an of course an ardent fan of educational criticism), rage with fury as he picks up a rough stone and hurl it straight at the dog. 'The best part of it my dad went out in rage chanting hymns for long life,' I being an inquisitive asked 'Apa, why are you chanting the hymns for long life?' He said, "Son, this is for the well being of all sentient beings on earth", well versed indeed, but not educative at all. The simple living and maintaining low profile life comes to the mind of the mediocre. I feel, I am a renegade to the faith in whom my family has the utmost trust and revered. But, I and my way of thinking, had always landed myself being branded as an atheist; an honor indeed.

The question lingers my soul, I put all my books and experiences into it and I have drawn a conclusion to appease myself. Who are virtuous, the director of our Home department who is honored with PhD? It is the same old story, the PhDs, red scarves, glittering land cruisers and fancy lifestyles; this is in the mind of the people who proclaim to be the master of virtues. The red robe, shooting pool, Versace shoes, jockeys and i-pods underneath the red robe, topped with pearl rosary. The symbol of cult is virtue for those who self proclaims to be the bearer of virtue. Then, with the passing thoughts I come to a consensus, is it because of my alter- ego, is it my love for literature and criticism, that is empowering 'what you may label it as an -rationalistic approach'. I may be a little provocative, but I too am a Buddhist by birth.

The thinkers of the ancient Greece could tell everything about virtues and remedies for any problem that may arise in course of life and I would hold them in highest of the esteem if they had only resorted to their philosophies and lived their life to a ripe age. Nor, did the man of truth live a virtuous life. My dear reader, you may feel I am performing the act of blasphemy, I am not, for I am little less educated than all the people that are, but it is the time to find out as why are the teachers 'the pillars of virtue' My incapacity to use the common sense to the fullest may be the backlash for my lack of understanding or you may have a part to play in it, for

trouncing and running away from the legitimacy and verity of life. I have waited for thirteen years to find out the reasons and answers about the truth. But, even to this day I am shrouded in the mystery, the mystery of this fact.

I remember I was twelve and half, the curiosity inside me called for the truce between my thoughts and the question. I asked my teacher, the encyclopedia for my budding mind, "Ma'am, do you like being a teacher?" She flatly said, "Singye, you are too young to ask this question". Like I said, my inquisitiveness again made me ask her a question, "Ma'am, why don't you have a desk and a table like in an office?" I had been to my father's office a couple of times and I saw the exaggerated scenario, with all self importance attached on the door, [Personnel Officer] proudly displayed. I do remember it very vividly. This was the reason behind my elusive question; it seemed like that to my master. She said "We are teachers and we have to lead a simple life, we are not free" this is all I can remember. In my tenure as the school curriculum focal person, I had this rare opportunity of having leisure time and decided to go through the entire text book published by a printing house in Bhutan to be read by the students in Bhutan. One of the highly used book had this, a picture definition of an office, 'a man with stern look sitting on the chair and a big desk in front of him.' The picture definition of a teacher showed 'a man with short hair, standing, typically dressed holding a stick and the famous blackboard behind him.'

If I have to share my personal view on this issue the picture for me has lots of implications 'the man sitting on his chair shows and gives an impression of how easy life in the offices are.' Ask a child some crude news, the child will say, "I retrieved this news from my father's office." I once said "we have IT facilities in our school and we are connected." The child looked at me and said "Sir, you know my father has a broadband internet facilities at his office." I felt, all of a sudden, primitive again, felt my chalk turn into a stone tool and blackboard turn into the walls of the cave. If we are to be the pillar we need the iron rod inside us so as not to collapse, when we attain certain height, but forget the iron; even the plastering concrete is so heavily mixed with sand it might fall down anyway. So who in the world would like the child said, in sense use the school computer with a bunch of outdated programs and virus filled old juke box instead of ultra slim apple computers that is free of cost.

The fact is who would want to be branded as the pillar of virtue, when in this modern world nobody renders support unless there are some motives behind it. In fact I doubt this very thing call virtue. I dug a hole to the centre of the earth and drained the ocean to find that pillar of virtue but I always returned defeated. Today I understand the sentiments and the outlook of life that my dearest ma'am had, but now I realize and know the implication of a tough man standing, typically dressed holding a stick, one who always has to run after a bunch of kids, distorts the blooming mind of the youth. I am scared this single impression would soon eradicate the quality of teachers we enroll and the quality of education we outsource. Don't blame me and I am not throwing the bug to you either. I have had an incident that happened to me last year. I once had to visit the office of an official in Thimphu. I had an appointment and my

schedule was a bit tight. I incessantly waited for the official for around two hours. By the time he arrived it was almost lunch time. I hope you understand what I mean when I talk about lunch. It is not like in school, life governed by bell. For, the officers' lunch is the time to relax after heavy working time of five minutes. I am being too cynical, I shall say one hour at the most. I, having travelled, had no other option but to wait. I complained a bit and was warned that there would be serious backlash. Scared to lose the bread and butter for my family I had to bear the role that I was offered, the role of a pumpkin and I don't know who the pins were. I thought one of the pillars of Gross National Happiness is Good Governance-"if I happen to rob a little time from them, they are robbing a millions of people like me every day." Where is the trait of good governance reflected? I may be prejudiced, by claiming all the rights for us, but by the virtue of default, I have to because this is not just spoiling my broth, along with me it is poisoning the mind and the heart of my colleagues, and by any means, I am not emotionally over pouring the sentiments. I am neither depicting any form of anger or frustration; I am just being a good Buddhist and telling the truth (as truth is one of the guiding principles of Buddhism). With all this factions around me where should I go in search of virtue? I am being a hypocrite if I say "I am the pillar of virtue". The code of conduct is so stern that I am not allowed to express self and show my affinity with the things that I love to do and had been doing. I sometimes doubt if we, the most orthodox working class in the world are the most charlatan model. I have waited and hoped the dirty sea water would soon lose its saltiness but I am indeed promoting absurdity. This is one thing that I do not want to practice and preach. Every time I step inside the classroom these forty-pairs of eyes stare at me and in them I see the virtue, but their virtues are already on its way to transformation into something extraordinary. That is by far the most severe crime a man can commit, a crime not committed with intention but the crime of fraternity. When I want to confess the truth and go in search of a great master, he tells me to aim for emptiness; it does make sense but like what my father tells "Yig, Lam, Den". My son, "It consists of Eighty Four Thousand books each, but if you analyze all what has been written in it, it concludes in your search for emptiness". Yes, being a teacher, your mind is filled with formulae and if I am to write a formula for virtue, it may look like ' $Yig+Lam+Den=0$ ' the meaning of '0' is what I have never found and shall never find, but it gives me a hint telling me there is no hint of virtue and there is no such thing called "Pillars of Virtue". Expectation can be frustrating, and people like you and me, could easily put the teachers to the guillotine. It is not like; it is the people who make a teacher live like this, knowing all the facts and truth about the profession. It requires the most demanding energy, most daunting heart and yet be as virtuous as possible. This is what a teacher needs to be like, but talking in '*Tshangla*' to an African in Ethiopia is, without a doubt, next to impossible and people should not be expecting and have volatile sentiments towards a teacher, because if there is no peace in mind how can I pretend to be happy. When somebody is not happy, then even that unhappy soul shall take long lunch breaks. But as you read it, without a doubt, think and step in the shoes of a teacher and slug it out with a class for a day. You will know the sweet and sour story. I am not telling you that you are basking in the sun and taking a tan, sipping lemonade at the beach in Pattaya. I don't even doubt your certificates and your claims. I am not suspicious, I am not advising you or am giving you my piece of mind, I am just doing my job and this job is to educate people, mind you 'I am a

pillar of virtue', because you said so and branded me as one. That is because a serious disease is on a rise as H.E Sherig Lyonpo Thakur Singh Powdyel states "The Pygmalion Effect" is creeping in.

Teaching - Bhutanese Educational System

The affluence does not buy morale, a sense of community does. Educationist in our society is not an epitome of status or an endemic culture. As a practitioner of this and in articulated consciousness, I would want to bring out the plasticity and malleability of this 'species of profession.' I may be a little skeptical about this paradoxically affixed profession and its superstructure, but I do not intent to be a renegade or anti-natalist credence. This is to bring out the civilization malaise of our education culture and its approach to so called 'wholesome education'.

The incredulity of our system awe spires the imperturbable sense in me, the very given fact of totalitarian approach and the concept of tying up thirsty horse in front of water hole. The proletariat has a little voice on the review and the panacea of our education palate. Hence I shall briefly highlight 'Some of the many reasons of so called declining quality of our educational system and the Pygmalion effect on the teachers'.

The issue of quality of education

When the issue of quality of education comes into effect, there is one question that we need to ask ourselves, do we have any yardstick to measure quality? There is one question that we need to answer. Are we familiar with the curriculum that we deal with? Maybe an analysis on competency of each teacher would give us a better picture about what kind of quality are we outsourcing to the population. Maybe the reaction of the teachers could be studied and then the resolution drawn, I personally feel the lack of orientation for the people in the field must be dampening the quality. The chance that should be given to listen to the outburst of teachers may not be appealing, yet I think this would be best yardstick to assess quality of education given that the people in the field are the ones who in reality has the first hand information, but are our voices heard? In the end who is to be blamed or should we say who is the scapegoat?

It would be a very positive endeavor if the curriculum is seriously review and the bridge is maintained between the people in the field and the CAPSD

Current Trend (A Review)

The introduction of new curriculum

Professional Development program

The new curriculum

The changes in the Bhutanese curriculum started with the nationalization of the examination, and its need to cater to the younger, yet inquisitive learners.

This led to changing and implanting this presently hugely popular curriculum. Now let us look at the various subjects and the given curricula.

English

The introduction of which we believe as student based activities has led to more innovation and explorations by the student in quest of their learning, i.e.

Dramatization of the contents in the text which had made student recognize their role and take up their responsibilities seriously and more importantly enthusiastically.

Collective teaching, which we often refer to as team teaching, provides ample opportunity to explore beyond the black and white.

Religiously make learners read, one thing that we Bhutanese are very poor at.

Devised an assessment strategy for 'portfolio' the current portfolio that is being used in the schools are based on those portfolios used in Canadian schools. The portfolio is one of the measures that can make the maintainer monitor, assess and reflect one progress along with the time; this strategy is and will be very useful as learners gradually move along to the next higher grades.

This makes learning challenging yet more fun.

Dzongkha

The new curriculum which, from my point of view modeled on the English curriculum has broken the shackles of the old methodology of teaching but more importantly learning.

The present Dzongkha curriculum has all the features of a fully developed language i.e. etymology and transliteration are the most popular amongst the learners, more importantly it is functioning.

The new curriculum has brought out the versatility of the national language and has some positively intriguing content.

Mathematics

An interesting part of the mathematics curriculum is said to be the introduction of Bhutanese version of places and characters. The in depth approach towards mathematics has also made

this curricula attractive and interesting. The focus on the methodology rather than the final sum is encouraging learner to take math as an upscale subject rather than once labeled orthodox subject.

The introduction of games and other fun activities has made math interesting.

Social Studies

Currently the new curriculum has not been implemented and it is still in its draft version, yet I know after the introduction of civics, it will offer more choice to the learner to have a wider choice of subjects to study. The information in the text needs to be updated and teaching history in Dzongkha seems to have an adverse effect as students are not competent.

New Approach to Primary Curriculum The need to streamline teachers to teach NAPE is very important, the teachers should have more concept and ideas about bringing cognitive and psychomotor skills of the students. Special attention needed for teachers teaching NAPE. It is of the utmost importance the Government to address this problem and devise a scheme to retain and attract proficient teachers at this level.

Prevailing curriculum

Science for lower classes, history for IX and X and geography should be reviewed in depth and reach a concrete resolution as what should be implemented and what should not be in order to avoid further tribulations. It should also be review based on needs assessment and relevancy.

Professional Development program

The PDP's have always a good time to learn and reflect amongst the teachers, it has also immensely added to the resume of the given individuals.

After much reflection and self analysis I came up with topic among my colleagues, they have come to the conclusion that it would be better if more of CBIP's, SBIP's and NBIP's would be conducted.

It would be more convenient if more of the programs are decentralized as cluster based or school based, it would be less strenuous for the resources as well as more diversify.

This would even encourage and motivate teachers to take more initiatives and look beyond the classroom walls.

Critical Analysis

The curriculum

I may be branded as a recalcitrant obsolete. I think the very quiescent curriculum mixed with the

option of bourgeois approach is not a formula for dynamic and affluent curricula: The implementation of curriculum has to be exercised in a classroom not on the desk of the school director or the director of the curriculum officers. The so called blend between the old and the new, the east and the west has in history never revealed itself as a forerunner or an effective pedagogy. The very essence of English as the *lingua franca* is being compromised, where is proliferation of standards of English and its application. The fusion has led to a disastrous culture cross road we do not know as in which direction should one look at, I think Ashley Eden is not meant to and never meant to be taught in Zhungkha, the modern genre of hip-hop song has been endorsed in the new curriculum but the authorities are very skeptical about the way a child dress. Is this what we teach is this integrity, intelligence, perseverance and is it the very rational behind the malleability of Bhutanese philosophy. The élan has been lost a long time back but are we conscious of the stratum of this modern approach. Is the abode of institution now being turned into the wastelands? The crux, are we reviewing and approaching the right blend of curriculum, nevertheless are we ready for the pedagogical shift.

The changes in the curriculum can not be accredited at par with the universities all around the world, yet the proletariats has made it mandatory for the implementers to apply in our context. The few dollar grants of the so called helpful government should not compromise the information that we feed our budding mind.

i.e English curriculum based on 'Silken Knot' has emphasized on the four strands of developing English as the mainstream subject. But what we have forgotten is the fact that some of the learners haven't been outside their community the least about remembering the *skateboards* and *ice hockey rinks* even as I as a teacher find it obnoxious to drill that information into the skulls. Where are we that is the question? I know we have to adapt to the changing curricula and pedagogy. In fact, it is of utmost importance that such a thing has to be implemented but the shift I think is shifting too early, look at American curriculum reforms in the early 20th century. They have taken decades to cater to the needs of the career based curriculum. The foremost and the pioneering edifices states; Aristotle in his Physics refers to curriculum: 'The means of balancing the learning' if we analyze his statement what are we providing to balance this learning there is no wherewithal, what has this got to do with implementation of new curriculum.

The Administration

Talleyrand remarked that; who had lived in the *ancien regime* could know what "*les doucers de la vie*" could be. He was referring to the doucers of a court in which elegance and extravagance knew no bounds, in which the wealthy and highly placed could indulge their whims and caprices.

This is no different in our system of administration and resource structure. The approach of the general glut has led us to nowhere; the glut is for those who have tangible, ubiquitous and sanguine views of Victorians behind them. The proletariat with un-tangible cannot move further

than the knob at the Human Resources Officers door, incidentally the PCS happens to place him a level below an average teacher. The scathing exhortations of the officer refuses even to grant an audience with the ubiquitous director.

What is the vantage in it? Where is the point to get job satisfaction? The totalitarian prognostic approach will not be of any benefit, when a line is drawn between the proletariat and the ubiquitous, the yak and the *Bjop* I find a tinge of xenophobic credence. But are we in fact aware of the mere rhetorical talk about the noblest profession and so on. The conformity of un-sanguinity is clearly reflected in the dossier of the teachers' contract. The very fact of non-release of the teachers by the ministry and the respective school going against the very will of the employee is in itself distorts the faith and confidence of what I shall herein refer to as proletariat. 'Is there hope for man?'

'The Pygmalion effect' is taking its toll on the motivation and the morale of a teacher. The condemnation of the authorities to shun to the media and the very fact of publicity and its rebounding effect has taken away the very heart and the soul of teaching. The shenanigans have to say a word before retiring, what are the measures of the central government, talk quality talk money.

Implementation of curriculum

Curriculum overview

How do we do it, the Peljorling way?

Curriculum overview (Peljorling Case)

The school currently caters to the mainstream subjects and offers economics as the additional subject. By next year, ITC shall be offered as the additional subject, if time permits we are looking for more varied subjects that would match the needs and the demand of the learners. The curriculum is implemented like everywhere in Bhutan, that is basically examination oriented, the learners are also rated and awarded continuous assessment grades, where we look into various course works (portfolio, projects, group research, home assignment and class assignments) for the learners at all level, this make up around 20% of their final ratings for the given academic year. Some outstanding achievements of learners are also taken into consideration and we live up to our school's mission of "in pursuit of building a school culture that has at its core, academic excellence, value-laden education system, professionalism and collaborative leadership founded on democratic principles". But the question is, are we efficient enough?

How do we do it, the Peljorling way?

The school vision states “Gross School Happiness”, this paves the way for the faculty and the learners alike to make suggestion and raise their voice to learn better.

Any issues related to curriculum are dealt in accordance to the guidelines provided by CAPSD, but keeping the best interest in the learners. The school has a varied level of learner and has a tedious task of providing congenial learning environment. The latest curriculums demands students to work and analysis more than ever before, it would have been better if we had better privileges and our basic requirement are met by at least providing us with text and other learning material, this school being the third biggest in terms of student enrollment makes it more difficult for the school to manage with just a meager amount of resources , yet some of the in school programs have brought immense changes and eased a great deal of pressure, yet more support is needed. In long run we do see lots of prospects about this school.

Conclusion: On the Culture and Norms of Teaching in Bhutanese School (Ways to do)

The key to the development of human mindset and contention is an effective school, which is the ultimate grooming ground for the citizens and humanity.

The curriculum implemented should look towards development of pupil i.e. the ideologies of contentment, the third eye to look into the avenues of life rather than to excel in rational reasoning and comparison of one’s life, be it materialistic values or spirituality.

Implementing a balanced curriculum does not mean the education system as a whole is working and helping the learner to achieve their aspirations, what we need is Effective school along with effective curriculum. Where the balance between the learners and the giver is in harmony, not on just a plain educational hegemony.

Education is a system where the basis mindset of a human is molded and chiseled; if the concept of happiness is instilled amongst the learners what we can do; is to make an impact on a much larger scale.

The idea is to study and create awareness amongst the learners in Bhutan where luxuries of life haven’t made a pre-determined end result, now what I am trying to tell is, let us measure their dreams with intimate questions and let learners answer with reasons.

Let us survey and see how many schools have done their home work and given importance to heart rather than head; let us see whether happiness or other by-products are given priority. This would give us candid information about the school, its culture and climate.

This would then be followed by rating schools based upon their practices and their culture as how can they make differences; in context to catering to the needs of the members based on priority, importantly not overdoing it.

The inclusion of importance of happiness and seeking happiness as a part of one's destiny can be included in value classes; that most of the schools practice.

The question of how to measure an effective school may arise?

The simple answer to achieve the goals will definitely by following this yardstick

As this yardstick could be ideal if it is practiced with utmost consensus:

The introduction of more collaborative initiatives

Sense of collective ownership.

Introducing short term realistic goal.

The introduction of more collaborative initiatives

If some measures are taken into account by the CAPSD for more collaborative initiatives between the school and the CAPSD about the implementation of new idea or in other words share ideas about new strategies and skills that suits the understanding of the learners.

The school in the same cluster could share a similar patter of question standard and have same evaluation procedures. The project and the portfolios could be standardized.

Sense of collective ownership.

This has been an issue for many years now. It is important for the school and the CAPSD to take the implementation of the curriculum collective. The school could write drawbacks and CAPSD could take further actions and could do needs assessment to gear up teacher with more resource and ideas to teach more effectively. The success and the failure should be accredited to both the parties for successfully implementation of any curriculum.

Introducing short term realistic goal

There is a need for teachers and the curriculum officers to frame short term realistic goals that we could work to achieve it within a short span of time.

After the achievement of the goal we could work on next goal and this would act as a motivator for the teachers as well as a challenge.

The changes in the atmosphere of the school as its conduciveness

(See the climate of the school)

The utility of the resources

(As how well it is being utilized)

The culture of the school

(How positive or toxic a culture is)

Ultimately the graduates of the school in long run

(Their attitude and mental wavelength)

and most importantly effective school

If the primary root of the society has the sense of Gross National Happiness, I think the rest of the members in the community and society will follow their suit for they are the ones who are the citizens of tomorrow.

An effective school can be promoted by concentrating more upon the culture and the climate of the school. Measuring how happy or sad a faculty member or a student may be. What remedies and measures does that school have to solve the puzzle? After all quality is achieved if quality services and quality facilitators are introduced.

The role and responsibility of teaching community

Sarang Deshmukh, Lecturer
Gaeddug college of Business Studies

The greatness of country is determined by its people. The productiveness and character of the people is in turn determined by the quality of education they receive. The destiny of our country lies in the hands of our younger generation, and the students must play a progressive role and shoulder the responsibility of shaping the destiny of our country¹.

His Majesty Druk Gylpo Jigme Singye Wangchuck

The universal truth of education is it plays a vital role in the overall development of the nation. The individual growth and development is associated with the quality of education which he/she receives at the school and college level. This theory of progress is widely accepted by most of the countries. Hence when the issue of quality of education is associated with the personal and national development, almost all the countries in the world are some what conscious on this aspect. Most of the countries have accepted that access to education should be the fundamental right of its citizens. Since ancient period philosopher like Socrates, Plato, Aristotle, Confucius, Chanakya, expressed the importance and value of quality of education. Thus the debate on quality of education is not new. Even today almost all the nations are concerned over the declining factor of education and there are different opinion and advices by renowned educationalist on how to tackle this problem. Before I present my evaluation on this issue let us first see some fundamental aspects of quantity and quality of education.

Education should be a lifetime experience, not merely something that ends when a person graduates from some school.

The students often come out of university over-educated and under trained.

A graduate degree is seen as the passport to a “decent” job and a comfortable life. Thus education today is viewed more as a means to an end i.e. a better job and a better salary².

A student is encouraged even at an early stage of learning to opt for subjects through which he or she can develop skills to earn a better living or choose professions that are financially lucrative and socially beneficial³.

These above statements gives us a critical outlook of the fact that education is important for the personal development while it clarifies the bitter truth that when we talk about education in term of quality or quantity the prime focus of providing education to the pupils is to make them competent for individual survival. We do not teach our children the importance of socio-cultural

values. Neither the present system of education teaches our children and (specially) their parents how to cope up with the "real" world.

Robert Kioski the author of one of the best seller book in Europe (Rich Dad Poor Dad 2005/6) explains that the modern education system is not free from error. According to him

We as parents either do not understand the quantum of education or enjoy satisfaction in misinterpreting its perspective. He further adds, today's modern education has given birth to a rat race, where we judge educational success of our children on numeric achievement. The rat race of numeric passion starts with better school, better marks, better college or university and at last a better safe and secure job for a better settlement. The parents, society and unfortunately teachers involve themselves building a cocoon of set-ideology around our children. We knowingly or unknowingly restrict vision, imaginative thinking of our children and force them to play safe by eliminating their natural ability of taking risks in their life. We hardly teach our children that it is not financial security but economic freedom which is more important.

The Kioski's theory of rat race makes us to think whether the modern education is really able to generate quality?

I don't blindly support the above theory, but the question which he has raised regarding the quality of modern education itself forces me to redefine parameters of modern education. When we say that the quality of education is declining in Bhutan, I feel the moderate answer is, it is declining everywhere and Bhutan is not an exception. If the sole aim of education is to provide employment, then I do agree that the present Bhutanese educational system has certain drawbacks. The present Bhutanese educational system may not be able to sell its products (graduates) in the market and the system is targeted for its mismatch reality negligence. To put it in other word there is no country on this globe which has solved or eliminated problems as such completely. On the other hand the traditional Bhutanese education system based on ethics and values of Buddhism, gives a stable base for overall development of a student. I don't say that eliminate modern education and follow traditional education in total. But there is definitely a need of a proportionate mix of both the systems to gain fruitful results.

When we discuss the issue that the quality of education is declining in Bhutan normally we are more eager to find a solution for unemployment and the means to cope up with the issue effectively. Now the question is if the unemployment ratio in Bhutan is growing steadily, for this whether to blame the quality of education or there are other factors which have to be taken into consideration. We also have to discuss the role of traditional values and their influence on the quality of education. Further when the present debate is how to provide education to all as a fundamental right and create equal opportunities for everybody? The problem area is not of denial of educational right but while providing mass education especially to the rural population and when the issue is superseded by quantity of education rather than quality. Which should be

preferred? There might be different opinion of educationalists on this issue but to reach on a common platform let's first see the concept of quality of education;

Quality is the ongoing process of building and sustaining relationships by assessing, anticipating, and fulfilling stated and implied needs⁴.

Quality is a momentary perception that occurs when something in our environment interacts with us, in the pre-intellectual awareness that comes before rational thought takes over and begins establishing order judgment of the educational line⁴.

Some experts interpret quality of education as academic excellence as seen in marks; others see it as developing a sense of responsibility towards oneself and the world around⁵.

Educationist Dr. Krishnkumar and Dr. Swaminathan say what is required is to ensure quantity, equity and quality in education. If we provide access to education for all it takes care of quantity. Ensuring that all get the same kind of schooling ensures equity. Using the right methodology ensures quality.

Improving educational quality requires simultaneous and systematic attention to many important issues. Quality is about student learning outcomes and the schooling environment. It is about the qualification of teachers and the teaching and learning process. It is about effective leadership as well as competent system management and administration. It aims about the effective, efficient, and equitable delivery of inputs as well as the distribution of outputs and outcomes. It is about creating broad-based participation in a unified effort to improve education. It is about aligning goals, objectives, and investments across all levels-pre-primary, primary, secondary and above⁶.

I would like to present here the view of our **Honorable education minister Thakur S Powdyel: Message published in Bhutan times October 5, 2008: Give us Your Best, Dear Country;**

We can never thank our teachers enough for what they make of our nation, nor, perhaps, forgive them for what they do not make of it. Indeed, we can never forgive ourselves for not giving to education what it takes to build the people and a nation. We could forfeit our moral authority if we only expect the best out of education but withhold the best that we have.

The stakes are too high to let the say go by. If our education succeeds, we will never fail. If our education fails, we will never succeed. And, if our education is right, nothing can go wrong. It being wrong, nothing can get right. The fate of nations is rooted in the quality of its education. And the quality of education can only be as good as its teachers.

Looking to the above statements we may assume that the quality and quantity of education are two important aspects related to the Bhutanese environment. No doubt quality of education is far more important than quantity of education, but when we promise education for all, need for quantity education can not be neglected. To define quality of education in Bhutanese term I would like to modify the views of experts further as;

Quality of education must be judged in terms of availability, reliability, sustainability and productivity of knowledge offered to the students so that they may be able to take advantage of their knowledge respecting the social and traditional values of the society and nation as a whole.

The problem of quality of education is a universal, and it's not only Bhutan who is victim of this. If we further analyze this issue we need to accept the reality that the quality of education is judged by its practical applicability rather than its philosophical credibility. The changing employment market is the prime cause of this issue to certain extent. When the market requirement for employment changes it directly reflects on the present education system. For example if we consider the computer education (syllabus) which the universities were teaching in 1980's has become outdated today. So as there are many subjects we may find with the same issue of marketable need. In this context if the educational institutes remain static on the required acceptance of change then the conclusion of the situation is that the quality of education is declining. But this example is not the complete truth. There are many other areas of concern which may affect the quality of education. In brief I feel following are the areas of concern which can be evaluated for the quality issue;

- Educational background, interest, work environment, attitude and motivation of the teacher.
- Student participation in learning- his objective-goal, willingness, family background, economic condition, intensity and need to receive education.
- Parents outlook and attitude towards education (optimistic, casual, need based, lethargic)
- Learning environment- Curriculum, learning facilities, student-teacher relationship and Infrastructure.
- Social environment- Value of education, socio-cultural influence on education.
- Government role- Educational policy, model of education, resources, educational ideology (planning and implementation constraints).
- Traditional values- Moral (value) education verses marketable education.

Before I address the above issues in quality of education, I would like to trace in brief the history of modern education in Bhutan;

In 1914, forty six boys from Bhutan were put into the Scottish Mission School in Kalimpong (India) known after its founder as Dr. Graham's Homes. All or much of the expense of this was born privately by Ugyen Dorji from his own resources. In the same year (1914) a school was started in Ha and in 1915 one was founded at the Kings palace in Bumthang especially for his heir and a few other boys. Lack of funds prevented many other projects from getting off the ground but 12 out of the original students were trained in the 1920's as teachers and in other fields⁷.

The real growth to the modern education in Bhutan started in 1959 when His Majesty himself took keen interest in establishing strong modern educational foundation. In 1959 eleven schools were established and a total of 440 students were recorded to have been enrolled in them. By the year 1974 there were 97 schools and the student enrolment reached to 10,300. According to the official statistics report 2000 there were 343 educational institution in the country and the student enrollment reached to 1, 07,792. The survey conducted by the education ministry recently (2008), states that 65 percent of students in the country study in urban and semi-urban areas. Of the 1, 57,000 students, about 1, 01,000 are enrolled in urban and semi urban schools⁸.

The vision of His Majesty (The third and fourth Druk Gyelpo) also delivered fruit in Higher education sector. Many Bhutanese students availed Government support for their higher education in India and other western countries which marked the foundation of the intellectual Bhutanese society. The first degree college (Sherubtse) was started at Kanglung in collaboration with Delhi University. Since then the higher education sector did a rapid progress in this country. Presently eleven higher education learning centers are already functioning and there will be a few which will be coming in near future. The establishment of Royal University of Bhutan propagated a new dimension to the higher learning.

In brief if we see the statistic of 2007 out of a total of 4096 students who completed class XII, 1216 gained admission in colleges of the Royal University of Bhutan. At the same time 635 students went to study in the Universities outside Bhutan of which 115 were fully supported by various forms of scholarships and about 520 were privately funded. In total 1851 or 45.2% of those students who completed class XII gained admission into tertiary education. The Royal University of Bhutan is planning to increase its student intake capacity from 3800 in 2007 to 9000 by 2012⁹.

The following official statistical report will provide a brief description about the educational scenario of the county till 2006.

Schools (in numbers)	1985	1995	2006
Community Schools	----	102	245
Primary Schools	145	143	88
Lower Secondary Schools	22	18	84
Middle Secondary Schools	8	8	18
Higher Secondary Schools	----	----	21

Institutions	8	8	18
Private Schools	----	7	23
Non Formal Centers	----	----	646
Day Care Centers	----	----	5
Total Enrolment	51,835	77,276	1,69,776
Schools	49,175	77,483	1,46,524
Institutes	2,660	1,793	4,433
Non Formal Centers	----	----	18,550
Day Care Centers	----	----	269
Teachers	1,668	2,223	6,094
Schools	1,668	2,223	4,963
Institutes	----	200	449
Non Formal Centers	----	----	669
Day Care Centers	----	----	13

The brief history of educational development in Bhutan gives us a clear picture that the importance of modern education has been clearly understood by the kings and their initiative produced remarkable change in the establishment of modern Bhutanese intellectual society. Initially when the educational expertise were unavailable in the country the policy which was followed was to hire intellectuals from India and western world while efforts were made to increase Bhutanese youth participation to boost the growth of the educational sector. The model of higher learning which was adopted in this country shows three levels of influences.

- Traditional education (Monastic)
- Indian education system
- European/Western education system

Thus it can be easily understood from above factors that the sincere attempt to maintain and improve the quality of education was made since beginning. In early times though the benefits of learning could not reach to the mass community but, the dream of the Kings to provide quality education started to take shape. If we see the issue of quality of education in Bhutanese context the problem is of recent origin. The acceptance of the quantity education philosophy is somewhat responsible for this issue to certain extent. The need to educate mass community which is living in rural area and semi-urban area created stress on the system to expand the educational network in a short span of time. The unplanned development, lack of economic support, unavailability of skilled human resources and geographical condition, are other factors which we have to take into account while forming any opinion on the quality of education issue. Based on the information which I could make available, here is the core issue which I tried to analyze from my point of view;

Role of a teacher in maintaining quality of education:

Here I am trying to focus issues related to teacher in maintaining quality of education in a general perspective, hence the opinion theory is for primary, lower secondary, higher secondary and graduation teaching faculty.

The teaching community is supposed to be responsible to shape the future of the nation. To a great extent the ideological development of a youth is influenced by his teachers. While we accept the fact that teacher's role is important not only in educating the Bhutanese youth but for their overall development, we also have to accept the reality that the socio-economic and socio-cultural environment in which a teacher works makes the basic difference on quality of education.

Qualification: The key issue is the qualification of the teacher in maintaining quality in education. The proposal of providing quantity education forced to accept candidates with lower qualification at many of the places. This has violated the basic quality norms. The problem in Bhutanese education is lack of exposure to the teachers, which is affecting the teaching standard. The two teaching colleges definitely contributed a lot to improve the scenario but their efforts can not be enough as the requirement of teachers training is far more than their carrying capacity.

In case of higher education at college level qualification is not an issue but there are certain other issues which I have mentioned below.

Interest: Teachers in the profession to certain extent lack interest. The problem of interest has certain dimensions. The first and foremost thing is the pay package which is not adequate. Unattractive salary package is one of the key reasons that the teachers are not able to put their best in the system. This is the general problem for all level of teaching jobs. The problem is again quite serious in higher education as most of the nationals who are in education field are not due to interest but due to compulsion. The polity of foreign scholarship leaves no options for most of the educated youths to accept the teaching

profession for a certain period of time as per the contract regulation. The issue with foreign teachers mainly Indian is regarding their nature of employment. Most of the foreign teachers are on contract of a certain period. The migrating population of teachers especially in professional and technical subjects creates unstable environment which is harmful for consistent quality.

Work environment: The work environment especially for school teachers is sometimes very frustrating when they were asked to do job on those places where basic facilities are absent. This problem is not that critical at higher educational institutes as infrastructure and work environment is better.

I am trying to show the seriousness of this issue by a couple of examples is as follows;

**Article (Column) by Dorji Wangchuk published in Bhutan Observer October 31, 2008 pg 2:
As the teacher is, so is the nation:**

Recently, a very senior official from the Education Ministry said that teachers must be either in the profession or out of it and there is nothing called the middle way. The comment was expressed by the official as many of the teachers are planning to resign from the job.

Over the last five years, 320 teachers have resigned voluntarily and joined other satisfying jobs. This year 19 teachers are on long extraordinary leave, at a time when Bhutan is recruiting fresh graduates and superannuated teachers to combat teacher shortage in the country.

Other teachers, who toil doggedly in the classrooms and brave public criticism about falling standards, work with half-hearted enthusiasm. What the government should accept is that no teacher will ever do justice to teaching if they are frustrated.

The fact is that motivated teachers, good curriculum and conducive learning environment are indispensable for quality education. Do we have motivated teachers in the country? Yes, but only a minuscule few. Do we have error free textbooks? Yes, but only a minuscule few. Have we built conducive learning environment? Yes, but only a minuscule few. **The real answer to these questions is, sadly, no.**

Article by KB Sinchuri, Vice Principal, Tsenkharla MSS, Trashiyangtse published in Bhutan Observer September 5, 2008: Teachers are burdened;

There has been a lot of talk about teachers in the media. The talks are not always affirmative of teachers. I'd like to express that teachers work more than any other civil servant and the entire community needs to regard and understand how teachers are burdened instead of pointing finger at them.

The teachers other than teaching spend extra time in planning lessons, preparing teaching materials, correcting student work (class work, homework). In a very comfortable school (a

school where there are sufficient teachers), teachers teach at least 25 periods in a week, covering at least three different classes.

A teacher works a minimum of 15 hours daily (Mon-Friday) and about 9 hours on Saturdays in a school with insufficient teachers. Other activities where teachers are involved include scouting, club-activities, games and sport, meal duties, SUPW etc.

The working environment for teachers is rather unhealthy. Standing throughout the instructional time, inhaling chalk dust and other inconveniences.

Even while working in such conditions, teachers are hardly acknowledged and are unfairly blamed, for petty things and for children's bad behaviors and falling standards.

Article by Phuntsho Choden published in Kuensel October 22 2008: Quantity over quality in town schools;

Bhutanese children in urban and semi-urban schools are being taught in overcrowded classes of 40 or more students which officials feel could be affecting the quality of education.

According to a 2008 survey, conducted by the education ministry, 65 percent of students in the country study in urban and semi-urban areas. Of the 1, 57,000 students, about 1, 01,000 are enrolled in urban and semi urban schools.

The education ministry's report also stated that classes in the lower secondary, middle secondary and higher secondary schools are more crowded than in the primary and community schools.

The participation of students also makes a key difference in the process of quality improvement in education. The committed student workforce can be of great help in motivating teachers for achieving desired goals in quality. The present situation in the country in terms of student participation is not very satisfactory. Considering the following statistic of student dropout from schools will give us a brief outlook of the issue that the problem in achieving quality in education is not that easy.

- The number of class PP students who left school increased to 216 from 21 in the academic year 2006/07.
- The dropout number for class IV students also increased to 691 from 257 last year.
- About 673 class VII students left school compared to 581 in 2007.
- According to figures gathered by education ministry, it is estimated that within the 9th plan period, around 10,000 students left the education system as illiterates, who did not complete the minimum five years of education.

The academic experts feel that lack of teachers to many of the schools is only one reason for such dropouts. There are other issues like;

- Student transfers away from home increases financial burden on the families (though the education is free in the country). Families have to bare travel expenses and other contributions.
- Most of the families (especially form rural area), are unwilling to send their children far away places for education as they loose an additional hand for agricultural work.
- Families of children do not understand the value of education and fail to encourage them to continue education¹⁰.

The above (example) realities give us a picture that everything is not all in well for the teaching community which is working in this county. At one side the educated youth population feels that there is a shortage of employment in the country, On the other hand the education sector is facing shortage of teachers.

There is a growing voice in the community and especially in private sector that the present education system is creating mismatch equation of demand and supply. The complain form private sector is regarding the lack of technical and professional ability of the students to cope up with their requirement. Further most of the educated youths of this country wants a safe and secure government job and are unwilling to join in private sector¹¹. At this level the unemployment problem is not that serious hence students lack competitive ability and willingness to experiment in knowledge diversification. This situation has not motivated the policy maker to come up with some new educational fields (courses) to improve and diversify the present education pattern. For this situation three parties should be blamed; teaching community, Policy maker and students (including parents).

The teaching community is certainly responsible to change this present picture. They can bring substantial change to improve the productivity in present educational system and could be of great help in formulating new policy in education. The country does not lack the population of intellectual Bhutanese scholars, what is lacking is their participation in improving quality of education. The Objective here is not to analyze who is responsible for the declining health of education but how in the present scenario teachers can put their best to improve the quality of education. The theory of progress states that progress in much faster if the conditions are adverse. Hence we need to convert our challenges into opportunities¹².

To improve the quality of education we have to first clearly understand what is mean by quality of education in Bhutanese context and how teachers can contribute their best to reach this goal. In my opinion quality of education must be seen here from a different perspective as it is seen in most of the western world. For example the social and economic situation of Bhutan is different from most of the countries and hence the educational requirement of the society in general differs from the western world. Therefore though Bhutan is following the similar model of modern (western) education it must be modified according to the requirement of the country. I feel following issues may be studied with priority.

- Defining purpose of education (at all levels)
- Defining quality of education (at all levels)
- Study of factors responsible for declining educational standard

To improve quality of education the Governing body (Education Ministry):

- Should set and follow standard in academic recruitment
- Appointment should not only be based on merit but the interest, attitude and devotion of the candidate for teaching must be given priority.
- Without an attractive pay package for teacher's quality education concept can hardly be achieved.
- Teachers especially from rural educational institutes must be given incentive remuneration so to motivate them.
- Teachers must be provided infrastructural facilities (mainly accommodation) in places which require most.
- Higher learning and educational research activities should be promoted.
- The teaching quality standards must be set on paper and teachers should be evaluated on regular basis.
- Workload other than teaching should be minimum and unnecessary paper work must be reduced from academic institution.
- Intake capacity of students per class should be controlled.
- Education expenditure per student must be increased.

The academic staff must:

- Involve them self in research work. Without academic research activity quality standard can neither be maintained nor improved.
- Teaching is a passion which requires personal interest hence teachers must do self appraisal whether to continue this profession or not.
- Teachers must pay vital importance towards continuous and student centered learning.
- Creating a work culture is the prime responsibility of the teaching community.
- Teachers must develop zeal among students to be more participative and interactive in the learning process.
- Lastly the teacher must understand that it hardly matters what subject you teach what matters is how you teach.

I do agree that education must be made available to all. Every Bhutanese must get an opportunity to educate himself. The present need of penetrating education to the ground level is a must to improve the socio-economic standard of the mass community but while doing so let us not compromise on quality of education against quantity.

Conclusion:

The issue of quality of education creates a need to study multiple factors and parameters within and outside the educational institutes that have an influence on the quantity and quality of teachers. The quality can only be possible if we have a devoted army of teachers dedicated and passionate in producing results. The quality of education does not come only from the good academic curriculum but the way how this curriculum has been transformed to the student's community by the academicians. The teacher must penetrate the ideology of continuous learning among student community. Teachers can maintain and promote the quality concept in education to the academic level, but it's the student's personal efforts which can expand this concept beyond academic horizon.

The obsession for numerical success must be transformed into dynamic growth of our children. We need to reintroduce our rich traditional and social values into the present education system. Further unless we enrich our education system with devoted and satisfied teaching workforce the dream of quality education will be far from our reach. The society which does not respect teaching community fails to progress in changing environment and suffers for its own faith. The teachers and students must learn by heart what Dr. Muhammad Yunus (father of micro credit movement in Bangladesh) has said, that, "Nothing gives a young person more self-confidence than being able to meet obstacles and overcome them". In my opinion the teaching standard and output must not be based on the numeric ideology. The quality of student must be judged in a border perspective. Education must definitely teach the art of survival to the students but it should not be the sole aim in accessing it to quality.

One of the key issues in improving the quality in education is to motivate student's participation on participative and interactive level. The present scenario of student non participation has to be changed to improve quality norms. When we talk of student centered learning without their interactive participation the goal of improving quality in education can not be achieved. There are two key issues such as student intake capacity and teacher-student ration per class. This problem must be paid attention at primary and secondary level which is supposed to be the formative age of a child. The spirit of inquiry must be boosted by teachers in this age to make them comfortable in later stage to be more participative and interactive in the process of learning.

Quality of education should cover relevant indicators which quantify key phenomena pertaining to student performance and educational productivity for society focusing on achieving socio-cultural values. His Majesty the Fifth Druk Gylpo expressed his views in the graduate orientation program recently in Thimpu that we all have to succeed with our own hard work and sweat to convert our dreams into reality. We have to turn every challenge into opportunity and this is the only way to build a strong Bhutanese economy and attain Gross National Happiness. The academic community can do this difference by providing quality education and transforming age

old Bhutanese traditional values to the generations to come and contribute their share to fulfill His Majesties dream.

Notes:

- 1) His Majesty's message to Sherubtse students during the Silver Jubilee Celebration of the college- 1993.
- 2) Tashi Wangyal – Ensuring Social Sustainability: Journal of Bhutan Studies- Volume 3, number 1, 2001.
- 3) Karma Phunso – On the Two Ways of Learning in Bhutan: Journal for Bhutan Studies- Volume 2, 2000.
- 4) Winder, Richard and Judd – Quality-How do you define it: ASQC Seventh National Conference by American Society for Quality.
- 5) R. Krithika- Article in The Hindu: Bringing quality to education.
- 6) Harvard graduate school of education- Seminar on Improving Quality in Education System- April 27-May 8, 2008.
- 7) History of Bhutan.
- 8) Phuntsho choden- Quantity over Quality in Town Schools: Kunsel October 22, 3008.
- 9) Annual Report- The Royal University of Bhutan- 2007, pg. 2.
- 10) Phuntsho choden-Student dropouts: Kunsel November 5, 2008.
- 11) New Industrial Policy to stimulate private sector- Kunsel, October 25, 2008.
- 12) Address delivered by His Majesty the fifth Druk Gylpo to graduates, October 2008.

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Quality of Education in Bhutan

Quality of Education = Quality of Experience

Sonam Phuntsho, Teacher
Samdrupjongkhar MSS

"Change the child or change how he/she is taught"

Quality of education is unmatched in the extent to which it moulds the personality of the youth of society. While other organization, garbage collection and streets lights are essentially neutral in their effect on the individual psyche, education system actively attempts to shape a child's personal development in the good manner chosen by the child, parents and by the nation.

Proceeding pages especially focuses on some of the direct practical observation in the field.

- 1) Some of the suggested remedies to measure and prevent the decline in the quality of education.(my opinion)
- 2) Some of the common failures in the schools. Where we need to work together to find the solutions.
- 3) Where is the place of education in modern societies?

"An educated citizen is a greater Defence to the country than a vast standing army"

Definition of quality of education from different perspectives.

- ✚ Quality education is good for our economy, good for our community and good for individuals. It will help create more jobs and higher wages, and will create better opportunities for all Bhutanese.
- ✚ Working together to deliver greater accountability and better out comes.
- ✚ Giving/getting the basics right at school is fundamental to help all the students reach their full potential.
- ✚ The quality of our classroom teachers is critical for giving every child the best start in life.
- ✚ When parents, families and the community are engaged with schooling results improve across the board.
Common wealth of Austrila-2008.

✚ Today we consider that, as our children leave school, our young adults should possess adequate knowledge of science and technology, of culture and faith, values and tradition and of ethics and good living. Apart from these, we expect our young adults to have adequate skills to be able to deal with the day to day challenges at their work places, to be gain fully employed and to think critically and morally for the benefit of self and society. We then might say that this constitutes quality of education in Bhutan.

- ***-The story of growth and change in BES.***

- ***Dr. Jagar Dorji.***

✚ It has been said that quality is a complex phenomenon and its definition is multi-dimensional.

- ***(KARMEL, 1985***

I have been teaching for thirty three years with same skills and strategies, all the batches of two and half decades did well some are on the top rank official and rest I find them in satisfying job of their life; but what is happening to this new generation students. As I am the same teacher, in fact with more experience and upgraded. I am teaching with much enthusiasm than ever before in my profession. Where and what went wrong?

: A Senior Teacher code.

Are we doing justice to our own profession?

Management of decline in quality of education. Some pros and cons of success and failure in our schools

Educational management capacity is fragile at provincial, district and school levels.

The system is finding it difficult to attract skilled managers. Many principals have not yet received sufficient support or training to enable them to be creative about local management of education. The situation will become worse as the pandemic takes hold.

In the private sector, some companies are already training replacements for skilled technical and managerial personnel. Similar strategies are not yet in place in education. In addition to the loss of managers, the system will lose experienced senior teacher-mentors and teacher educators in universities and colleges .whose career experience cannot be replaced. Institutions will depend on younger, less experienced educators and the quality of teacher education will decline and vice versa our students.

There is no proper training for heads as per the demand of educated parents.

Some of steps that we can follow in our education system (personal opinion)

Education and training starts with early childhood development, which provides the foundations for future skills formation. Investing in early childhood development provides benefits to individuals (parents/students), our community and the economy.

- ❖ Pursue significant reform in the areas of education, skills and early childhood development;
- ❖ Deliver significant improvements in human capital outcomes for all Bhutanese.

Schooling, along with early childhood development, is an important enabler of economic potential, and is central to helping Bhutanese children to reach their individual potential. It is a key element of building a just and participative society. The basic literacy and numeracy skills developed in school provide the necessary foundation for developing higher order skills that contribute to a more productive workforce. Further, for most children school continues to be the primary environment for social engagement outside of their homes.

Higher educational attainment leads to significantly better wages, with each additional year of schooling being associated with around a 10 per cent increases in earning (example Australia). It is likely that children who receive a better education are less likely to commit crimes in later life. Low educational attainment is also associated with inter-generational poverty and poor social inclusion. High quality schooling is critical to the life chances of individuals and generates a range of economic, social and inter-generational benefits, which would be indirectly fulfilling one of our national goals (Gross National Happiness)

How to improve the quality of teaching in our schools

1. Ensuring all students are benefiting from schooling by building strategies based on high expectations of attainment, engagement and transitions =E+R=Result.
2. (Change in morally (sense of high esteem), physically, (health care/ child friendly school) mentally (prepare them to take the challenge with the change of time, giving many alternatives) and socially (testing them how much they know about where they are living) for every student, in school communities.)
3. Improving transparency and accountability of school systems at all levels.
4. We need to build a culture of high expectations in our schools for students and teachers. This culture must also be matched to effective transparency and accountability mechanisms that meet the needs of parents, policy makers and in the broader community.
5. It is well established that teacher quality is the single greatest influence on student engagement and results. In addition evidence indicates that improving

the quality of the teaching workforce is fundamental to any overall improvements in schooling.

6. The impact of teaching is cumulative –a poor-quality teacher not only imparts less knowledge for the period they teach the student, but can leave the student worse off when they later attempt higher level work.
7. The quality of an education system simply cannot exceed the quality of its teachers and that the only way to improve the outcomes is to improve instruction. (System should not neglect the teachers in both bad and good times)
8. Systems also strive to get the right teacher to become principals, to develop their instructional leadership skills, and to focus their time on the task of instructional leadership in the school.
9. Research also demonstrates that one highly effective way to improve the quality of teaching is to increase the pool of potential teachers. This means improving pathways into teaching, improving recruitment and safeguarding policies (that affect hiring, retention of quality teachers and removal of low performers) and linking pay and promotion more closely with teachers' performance. Function of PC System into strict action.
- 10. These include the development of a core set of nationally-consistent teacher standards and a system for official recognition of all the teacher of high achiever. Who have come done much in the field of teaching within short time or after repeatedly tried for long time to come to the high achievers position. Right choice for right post and higher education courses.**
11. Raise the average level of performance overall, by improving pathways into teaching, for example by developing a new scheme to recruit high-achieving graduates into teaching in partnership just like business.(more richer more hard working is business motives and is the idea so...)
12. Support improvement in recruitment and retention policies (that affect hiring, retention of quality teachers and removal of low performers) and reward outstanding teacher performance: and allocate the right teachers and school leaders to the schools with high needs, by providing the right incentive and support on the right time.
13. There is a growing recognition that the current system of remuneration based on qualifications and length of service needs to improve little in order to recognize and reward Bhutan's best teachers.

14. More also needs to be done to attract talented individuals to the teaching profession and ensure high-performing teachers and principals are working in those schools where they are needed and where they can have the biggest effect.
15. We also need to ensure that teachers spend their time doing what they do best-teaching. We should also consider whether specialist teachers and support staff will provide a better mix of skills in each school and the extent to which this will improve outcomes.
- 16. We can learn from the experience of the Teach First program in the United Kingdom and Teach for America in the United States. These programs bring together business, charitable organizations and government to attract the best and brightest graduates to teaching in the hardest to staff schools. These graduates get accelerated teacher training, incentives monitoring and support, and future opportunities with some of the leading business in their country.**
17. High-quality schooling is critical to improving the life chances of individuals. It brings with it a range of economic, social and intergenerational benefits. Schools with high levels of parent and community involvement achieve improved student learning, attendance and behaviours. Family and community involvement in schools is therefore central to high quality education.
18. Develop new national standards for teachers and school leaders and enable official recognition of high performing, highly accomplished teachers.
19. Facilitation and reward system which will improve the career pathways available to teachers and the performance culture in schools.
20. Provide more funding and greater discretion to those school leaders and local school communities facing the greatest education disadvantage to employ strategies that address the particular challenges they face.
21. Achieve stronger links between the schools and the services available in local communities that will support their student's engagement in learning.

Greater accountability to parents

- ❖ The focus must be on providing parents with clear, meaningful and comparable information about student achievement across all areas of the curriculum in a format and other activities too. Parents are entitled to honest judgments about how students are progressing at school, and without this clear communication, learning cannot be effective.

- ❖ Schools should also be able to provide information, on an annual basis, on student characteristics and backgrounds, student outcomes, especially academics achievement, the level of student attendance, income and funding sources, and satisfaction levels of parents, students and teachers.
- ❖ Being open about how schools perform against 'like schools' serving comparable student groups, and about the value that they add through improvement over time, is essential to building a system in which effort and resources are directed to the needs of every learn

Some of the policy issues

If teachers fail to understand or believe in an educational innovation, they have the capacity for doing the same old thing under the new name. (Beeby-1988)

- I. Introduction of the NAPE system in 1987.
- II. Deployment of mismatch teachers for teaching subjects.

Example: From the training institutes it is made clear that B.Ed (primary) is supposed to teach general subject up to classes PP-VI. They are well trained in it. But in the real situation in the school it doesn't happens. B.Ed (sec) is sometimes given general subject, which they are not trained. Therefore dragging the quality of education. This scenario is not created purposefully but to adjust the shortage of teachers in the school by school heads.

Experimentation of the curriculum with students or frequent change of new curriculum

- III. Promotion criteria- max pass %= good result OR Excellent teachers(no explanation)
 Max fail % = bad result (teachers are asked to give explanation; therefore because of this situation and fear, Maximum students are made pass. C/A- are one of the major factor-fall in the quality.

Class room experiences

- I. School Language policy
- II. Multi grade class and teaching of the entire subject by class teacher.
- III. De motivation for both teachers and the students.
- IV. Disruptive disbehaviours - more cases to be dealt with words. As corporal punishment is abolished.....

- ❖ Why some of the remote schools are doing much better than urban schools?

PARENTING STYLES

Before parents were more relaxed than today and had good time with their family and children. Now a day more and more parents are educated and quite young

They find hard time to live with changing development and the culture and to cope up with the change of time. Money becomes the key factor to the solution. Therefore they find less time with their children and more of their works.

Now those old days of story telling days by our grand parents have also changed. No more moral and values are instinct to our children through the tales and the ancient moral myth.

@ Inclusion of values becomes or given least importance now a days.

Use of teaching methods and strategies

- I. Vastness of the syllabus and the allotment of the periods are less.
- II. Time bound is very less.
- III. Within the walls of the class room.
- IV. Rote learning in remote places.
- V. Size of the class room is very much important.

Work load and quality teaching.

Our teacher is a human being not much different from our other fellow citizen/parents, with the weakness and biases and, perhaps with the same misgivings deep inside about taking the destinies of other peoples children into his own hand.

- I. Too many sections with variety of subject.
- II. Extra responsibilities- class teacher/warden/mess-in charge/house master/club coordinator/ study duties/ games and sports and cultural activities.
- III. Assessment and too much of criteria in one area. (EXAMPLE...
- IV. Proper monitoring and tips for teacher's works are not acknowledged properly.
- V. Workshop and any other courses should be fair and equally given to all the teachers in the country.
- VI. Any kind of competition and work should be decentralized to all the schools not only nearby school.
- VII. Right time of information is reached out to all the schools so that none of the fulfilling criteria school and teacher is left uninformed. To have right person on the right courses and post.
- VIII. Less effort from the student's side. (Example: $E+R=O$)

Resources availability and quality

- I. No appropriate teaching aids/ materials.
- II. Time bound.

Teacher shortage and teaching

- I. If given or is forced to take up any other subject which/he or she is not trained=teaching problem=learning problem=quality problem.

Example: Indian teacher teaching Bhutan history.

Geography teacher teaching English and economics?

- II. Apprentice teacher should not be given major subject.

Incentives and motivation

By far, the main problem in teaching is not how to get rid of the dead wood, but rather to motivate good teachers throughout their careers (Fullan-1991)

A. Students are not recognize with their effort and the talents and are force to take up other area forcefully.

Example; Student is genuinely interested in arts and craft, because there was enough nos. Of student he/she is sent to other club and from there to another. At last student's attitude and feelings are distracted firstly to concern authority, who may be in turn a major subject teacher and he/she loses the faith in the subject

B. Teachers are not really recognized well for their hard working=no motivation from any where+no oppourtunities for exam duties+workshops+further studies or up gradation=loss of interest and attitude problem.

Example; Role model+attitude+Initatives+punctual+sound knowledge=teacher=quality

Teachers are bonded from all the direction and there is no little space left to commit any kind of mistakes. Such hardship in human is really difficult therefore they should deserve something more than disheartening them.

Inclusive education

I. Free education should be made little bit expensive.

Assessment of teaching

Our responsibility of educating the students in all aspect through teaching ,to achieve all kind of development that the normal human needs like socially,morally,spiritually and sense of loyalty and dedication to the kings and the country. If these sense is there in our teachers than= assessment of teaching.

Example; Role model+attitude+Initatives+punctual+sound knowledge=teacher=quality

How can we shape our children and profession for quality of education?

Parents are last of all others to be trusted with the education of their own children therefore parents have to have continuous support and helping hand to the school and teachers.

Some suggestion or my opinion sharing for the solution to shape our children to their distain destination

Example

Sl.no	What we want our children to learn and acquire.	How we need to work.(my personal opinion only)
01.	<i>Acquisition of information about past and present: traditional disciplines such as driglam chusum,dza-cha-dog sum,history and literature.</i>	<i>Formation of healthy social/formal relationships among and between parents,students,teachers,professionals,others...</i>
02.	<i>To develop the capacity to evaluate information and to predict their own future outcomes(decision making)</i>	<i>Capacity to seek out alternatives solutions and evaluate them(problem solving)</i>
03.	<i>For the development of mental and physical skills: motor,thinking,communication,social,and aesthetic</i>	<i>Knowledge of moral practices and ethnical standards acceptable by society and culture should be in practice</i>
04.	<i>Ability to recognize and to evaluate different points of view.</i>	<i>Respect: giving and receiving recognition as humans.</i>
05.	<i>Indoctrination into the culture.</i>	<i>To live up to the fulfilling life. whether we like it or not we have to show the interest in it.</i>

06.	<i>Capacity to earn a living: career education.</i>	<i>Sense of well being: mental and physical health. Confirmative and determinatives types of person.</i>
07.	<i>To be a good citizen.</i>	<i>To be able to think creatively in every thing around you.</i>
08.	<i>Cultural appreciation: arts. Music, humanities.</i>	<i>Understanding of human relations (ethnic culture) and motivations (appreciations, thanking and congratulating).</i>
09.	<i>Acquisition of values related to physical environment.</i>	<i>Clarification of your personal values.</i>
10.	<i>Self-realization/self reflections:</i>	<i>You shall try to have good self-esteem/self-efficiency.</i>

Some of the reasons why the quality of education is on decline

<i>Sl.no</i>	<i>Reasons.</i>	<i>Measures.</i>
01.	Over burden (home works, extra curricular activities, and co-curricular activities) for both students and teachers.	Monday-Saturday=home work for each subject should be identified by the school professional and academic section according to the time table of the day.
02.	Exposure to media (T.V,internet,cell phones and new culture	Free access to media should be restricted and guided and schedule of time should be strictly followed. On top of that there should be strict home rules.
03.	Lack of sense of competition/self motivation. (Lacks in almost all the Bhutanese as they are easy going/ majority of students think just pass marks is enough	Success stories sharing forum among the youths be it on national level or at the local and recent successful books should be given to the students. Rewards and punishments should be effectively applied to students as and when it is required. Reinforcement and acknowledgement for the smallest contribution of the students should be done after every event of any good things done by the students.
04.	Lack of self time table/lack of reading habits.	If they are told rapidly to use the Time table provided by YGCD and also parents can help them in making self time

		table.
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SOME THING TO SHARE AND DISCUSS WITH THE FLOOR

- ❖ Love affairs and drop out problems.(due to effect of media and peer pressure. love affairs and drop out seems to be increasing all over the school.
- ❖ How can we solve or minimize the problem to the access of cell phones, mails and chat system among the students of the schools?

Example: in the boarding schools due to the access to the cello phones in the hostels give rise to many kinds of problems to the stake holders of the schools.

- ❖ Substance abuse. (Awareness programme = students are getting more involved and expose especially for the novice.
- ❖ More numbers of school hours/more instructional hours.
- ❖ Lack of parent's motivation on right time.
- ❖ Frequent transfer of parents.
- ❖ Peer pressure/company.
- ❖ Language problem (not able to express)
- ❖ Effect of climate and environment.
- ❖ Health problem/ frequent medication.
- ❖ Lack of listening skills (e.g. as soon as students they start catching the tunes of the song, they think they can sing the song well= same attitude is adopted in studies. No revision.
- ❖ More number of parents divorce cases.
- ❖ Insecure of their future. (Issues of unemployment in the country and several reminders made by teachers, parents and others make them insecure of their future.
- ❖ Pocket money misuse.
- ❖ Economic back ground.
- ❖ Age limits/age shyness.
- ❖ Teenage pregnancy. (Real life experience encounter with the student. how I managed her being drop out student and made her to complete her studies)
- ❖ Easily influence by their peers (children starts believing their friends more than teacher or a parents.
- ❖ Lack of guidance, love and motivation from parents, teachers and the community.

Quality of Education

Mani Gyeltshen, Teacher
Wangdue LSS, Wangduephodrang

Abstract

Education has played a pivotal role in the entire advancement of our country. Under the benevolent leadership of our monarchs, lots of relevant amendments were made for the interest of the nation.

Education had drastically improved in our country as it brought our country from isolation to inclusion in the international community. To further enhance the quality, we have pre-service and in-service teacher education programmes. In the school system, we have teachers who are highly motivated and competent in the academic and professional practices rendering their services with utmost dedication and commitment. Our education system has also been highly supported by the foreign donor agencies with immense help to develop teacher training. Those foreign ideas refined our education system and brought immeasurable development at the national, societal and individual level. Education truly accelerated the social and economic developments.

Nevertheless, despite the incredible progress and developments that the education has seen over the last four decades, the quality of education in the country has become an issue of concern at all levels of Bhutanese society. There are multiple factors that deteriorated the quality of education. The main reason that hampered the delivery of quality service is increase in number of students and shortage of teachers to meet the needs leading to inadequacy of resources. Economic developments influenced the change of human attitude and conduct taking away the attention of our youths towards modern lifestyles. The unequal distribution of teachers automatically brought the quality of education backward due to disparities in work load. More importantly the quality has gone down due to lack of translation of theory into behaviour and parent education also pulled the quality backward. In many cases the new curriculum made many of the teachers and students difficult and uncomfortable to carry on. Work load and lack of incentives and motivation has driven our many versatile, qualified and competent teachers into other professions. As observed by the teachers in the field, improper coordination and operation was found among the people working in the ministry. So I feel that consequently the society perceived the decline in quality of education.

Introduction

Education is the progressive discovery of our own ignorance and once discovered it makes the life of the community better than we found it. But getting mere education does not suffice. It should be education with quality. Since quality matters, it has become a national issue in our Education system.

If I emphasize on quality from my own perception taking note of our context, it shouldn't be just the dictionary meaning, but more involved and wholesome. It should go beyond acquiring quality book knowledge and pouring in an examination. If a person possesses the ability to translate theoretical knowledge into practical, he/she should be considered a person with quality education. If a child fails to implement the classroom learning into daily practical experience, here goes the quality in vain. Our fourth and Fifth monarchs commanded that *"the future of our nation lies in the hands of our children."* Our youth definitely form 100 percent of the future society and if honourable nation should be emerged, the citizens should build their character. To build an individual's character quality education is the only cheapest means. So I define quality as development of physical and mental character holistically.

There is a debate over decline in the quality of education in our country, but nobody seems sure and gives evidence. Looking at the rapid economic progress of our country, we have achieved a lot and we profusely acknowledge the education for playing pivotal role in bringing all these tangible modern changes. On the other hand, we get time to lament when we measure the education standard and find people of higher grade with low standard. Who to blame is a big question mark for the nation? There is an abstract problem in our education movement which is a collaborative accountability.

As a simple teacher I would like to stand for both improved and declined in quality of education in our country with justification of my own experiences and perceptions. As a nation, the space between the leaders, policy makers, educator, educational thinkers, teachers, parents and students should be bridged as all are interdependent and downside of either affects all. In this opinion paper I would like to highlight on some of the points which contributed in the improvement of quality of education and some points which deterred the quality of education eventuating to decline in quality of education in Bhutan.

This paper intends to help the concern authorities to devise measures and strategies to take up the challenge of combating the deterioration in the quality of education if the inference is reality.

Quality of Education in Bhutan has improved- *Personal perspective with justifications*

Quality and wholesome education was the farsighted vision of our monarchs and it brought our country to its destination. What we are today is the true outcome of free education provided by the Royal Government of Bhutan. So we cannot misjudge our education standard for it has come a long way from infancy to parenthood making majority of the population literate. It's important to value and acknowledge for its maturity and accomplishment. Let me substantiate with following viewpoints after observation, experience and self-generated findings.

- **Use of teaching methods:** Looking at the ways of instruction in the schools, the primitive way of teaching which we call '**sage on the stage**' is little extinct in our education system and was replaced with varieties of skills and strategies due to blessings of development and advancement of knowledge. Teachers used those methods and aids learnt at the college and delivered the concept differently and meaningfully where students got practical and firsthand experience. Students felt the need of their classroom learning and learning went beyond classroom learning and examination purpose which resulted in improving the standard. Variety in teaching method made learning more entertaining and increased the retention power. That way it contributed a lot in improving the quality of education over the past years.

- **New Curriculum:** With the rapidity of development, the life style changed and it becomes more challenging and competitive due to new evolution and findings. It is fundamental to prepare our youth according to changes that is taking place in this modern era. This require was felt by our policy makers and the curriculum developers and there came a change in the curriculum like English, Dzongkha, Mathematics, Science and history. To my knowledge and observation, I found the new curriculum more standard, child-centered, realistic, practical, refined, and life skill oriented. For instance, I learnt figures of speech only when I joined Paro College of Education. But the new curriculum of English addresses this concept from class V and VI onwards. This clearly depicts improvement in quality of education. The out come of new curriculum can be seen even in the children of class PP. Before, PP children can hardly write their name. But now forget about writing their names, they can frame their own sentences and tell many high frequency words. After the implementation of new curriculum, I presume that a child in class one today possesses the standard of class III earlier. So new curriculum made children more exposed and experienced.

- **Dzongkha History curriculum:** Translation of Bhutan History into national language is a noble idea. I believe that history of our own country can be made more explicit, comfortable and easy to understand when it is expressed through our own language. Through my own experience, I found many advantages over the text in English. More significantly it acts as a mechanism to enhance our national language. After teaching history for the past two years I found lots of difference in me, in terms of academic knowledge, overall Dzongkha standard and awareness of our country. Likewise, I found children understanding better in Dzongkha and their enthusiasm to learn in mother tongue. So overall quality of Dzongkha and history knowledge has improved a lot in both teacher and student due to change in curriculum.

- **Library and references:** In the past years, there was lack of library facilities in majority of schools. If we look at the scenario from few years back, almost all the schools had library facilities and every year the ministry spends huge amount of budget to update the school libraries with new relevant books. We can see the availability of reference books for different subjects and books on other relevant and life related topics. We see students making best use of the facilities and exploring to prepare their life for future. So situation would be different if these facilities were there in the past. Students today strive for wholesome education and our country is proud to have more talented citizens and youths. This is the indicator that quality of education had improved.

- **Curriculum standard:** Comparatively the standard of curriculum has become better, meaningful and broad. Children get opportunity to learn more concepts. It has been changing to adjust with the change of the world. I also find it high standard from how I studied during my school days. When the standard is high, people become more hard working and focused. When people endeavor, they become more efficient, productive and more knowledgeable. So the standard of curriculum has improved and it produced competent individuals serving the nation and talented students studying in schools. I can conclude that the children of today possess rich knowledge and wisdom in the entire field than that of the past.

- **Assessment of teaching:** Monitoring system in teaching is a good step taken. It really made those passive teachers active resulting in improving efficiency, competency, productivity and professionalism. Assessment facilitated teachers in rendering quality service which improved the life of children. Quality was taken care by the assessment mode as teachers gave sincere, punctual and active service. As the teachers fulfilled the assessment formalities, teachings became prolific.

- **Child friendly School:** The schools in our country are child friendly school with good learning environments. The schools are gender sensitive, child seeking, right- based, inclusive and the policies are based on the rights of children. These were some of the contributing factors for the improvement of education. Children are the priority for education and the schools take care of the interest of children to instill quality education.

- **Inclusive education:** As a developing country we already embarked on the road towards inclusion based on the belief that every child can learn and need to be respected. Many schools started admitting children with disabilities and also opened separate special schools. So there isn't any disparity for education in mainstream society. When all the category of people got opportunity to learn, quality people were produced with quality education irrespective of disability.
- **Technological knowledge:** Technological advancement made learning more fascinating and easy. We can rarely find youth without computer knowledge due to pace of

development. Technology improved the quality of education with more facilities and exposure. If I cite a comparative example; I saw computer when I reached class XI, but today a child of class IV can do some basic works using computer. This can be one best proof to say the quality has improved.

- **Exposure and learning:** Today's youth are smarter than their parents. They are more exposed to media, technology and other sources of knowledge which helped them acquiring more experiences, knowledge and skills. Their learning exceeded the content addressed by the curriculum. Forget about days our elders lived, during my days also we just grasped what our teachers taught in the classroom. There wasn't any other source of knowledge. We learnt to pass an exam, but today children learn differently to prepare their life for future generation.
- **Co curricular activities:** Modern education system emphasizes on wholesome education where children are inspired to climb greater heights beyond curricular activities. Today we find children with multiple potentials; they are alert intellectually and physically. Through co curricular activities, children learn essential life skills making themselves quality human being. In this era, the youth graduating from the schools are more wholesome through which we can easily measure the quality of education.

Sometimes I feel that we are wrong to undervalue the quality of education when no one has compared an essay/write up written by a child of past years with which is written by a child of today. I think the difference between the qualities of education of the past and today is seen in what we are now.

Quality of Education in Bhutan has Declined- *Personal perspectives with justifications*

- **80% pass percentage:** The education division demands 80% pass percentage from each class. In this way many of the students who are not eligible were promoted to next class to meet the required percentage and also assuming that basic qualification is class X. So the quality went down.
- **Language across curriculum:** Teachers as role model are required to refine the language of children as and when they teach curriculum. But students were underestimated that they will not comprehend and teachers used different languages and dialects to teach. Moreover due to subject combination in the lower classes, teachers of these classes fail to use the appropriate language for a particular subject and tend to mix language. Consequently the English language couldn't be standardized.
- **Assessment and evaluation:** Teachers are encouraged to conduct test often, but it was just to award marks and fill up the continuous assessment forms. Had there been a follow-up activities designed to concentrate on the weaker areas of a child, it may lead to acquiring quality education.

- **Early admission:** Parents admit their children before the age of six by manipulating the health card from the hospitals without realizing the shortcomings of being under age. Psychologically, a child is not matured enough to learn when they are under age. I found many under age children having complications to learn in my school. A child admitted early faces learning difficulty as their mentality and intellectual capacity is immature. So there comes a mismatch between a child's age, class level and standard of curriculum. It deteriorated the quality of education.
- **Teacher student ratio:** For the delivery of quality service, we prefer an appropriate number of students in a class. Now a teacher has to teach minimum forty five children and goes up to seventy numbers in a class. This one of the biggest problem which is unavoidable considering the rights of the children. Large number of children prevents a teacher from rendering equal and quality service. That way quality has declined.
- **Gap between Ministry and CAPSSD:** As a teacher in the field, I found the need of more consultation between the ministry and curriculum framers. What I feel is that the implementation of the new curriculum should be done after the ministry and the stakeholders are prepared. The teachers were asked to commence teaching new curriculum, but no materials like text books and other equipments were issued on time. In between children lost two-three months of their time. The new curriculum demands to have a new format of entering child's performance, but we are provided with the old result sheet which gave teachers an extra work to be done. If the existing the gap is bridged, I think the field workers would be comfortable and quality can be enhanced.
- **Gap between policy makers and field workers:** The policy should be made for the possibility of both teachers and students. Teachers are made to adhere many obligations and to do something impossible. What the teachers feel is that policy should be framed realizing the responsibilities teachers shoulder in the field. More obligations obstruct the morality and conduct of teachers. If the policy makers come to teacher's shoe, I think quality can be maintained.
- **Classroom space affecting learning:** Classroom space is a major problem due to increase in number of students. The new curriculum anticipates lot of group activities and it is total failure as teachers can hardly group children due to congested classroom. When group activities are rarely conducted, it affects learning. Teachers can't have free movement in the process of teaching which hinders child-centered learning and the quality goes down.
- **New curriculum:** New curriculum has both advantages and disadvantages. New curriculum is totally child centered and teacher remains as a facilitator. It is totally foreign idea and many things are not feasible. Bhutanese students are attuned to the

old system where teacher does the majority of the work. When the teachers make it child-centered to deliver a concept, only the high achiever does well and others remain passive and irresponsive. Perhaps the implementation is at an initial stage and it will take time to make it a total success. Objective can't be totally fulfilled as child centered is partially productive. Moreover new system is a work load for teachers and teachers rarely can perform all the things mentioned in the teachers' guide due to other administrative responsibilities. Again the quality is avoided.

- **Use of teaching methods:** Teachers rarely translate theoretical aspects into practical due to physical environment of the school and other influences. Through my observation; I found that majority of the teachers honestly utilize the skills and strategies only during training period and TP. Quality won't emerge in such cases.
- **Work load:** If classroom teaching is the only responsibility for teachers, then we can see lot more differences in the society. But with teachings come chaotic home works, office works and overtime work and other co curricular accountabilities which are turbulence in teaching syllabuses. So when the quantity is more, the quality will be less.
- **Resources availability and quality:** Many schools don't get adequate resources. Even if we get many of the resources are not according to the curriculum. In some schools, they provide resources like teaching aid materials only to lower classes and higher classes are not given importance. Many schools don't have computer facilities that affect the quality of work. Schools provided with computers also lack useful facilities. If the computers in the schools are equipped with internet facilities, I am confident that teachers would update themselves and cater children with more useful information. It also would motivate teachers and make working environment more fascinating. Lack of resources and quality makes the work of teachers intricate and time-consuming.
- **Importance of professional support:** Professional support is very necessary for the refinement of an individual. As a human being we have the tendency to forget, ignore and neglect. If professional support is provided, then we get reminded and sensitized. But in the real field, professional support seldom happens. Teachers rarely conduct SBIP on the teaching skills and strategies to refresh and crossbreed ideas. We even don't receive any directives from the ministry to attend or conduct professional activities to motivate us. Lack of professional support is one that brings the quality down.
- **Teacher shortage:** Teacher shortage is a national concern and still the government is unable to combat this issue. Many schools face this problem and a teacher had to teach the entire subject by him/her self. Many schools use multi -grade teaching which a hectic job is. Few teachers with more number of students means a curriculum can't be delivered well leading to failure of the aims of education.

- **Teaching the subject in which one is not trained:** It has become a habit in our education system. A teacher is provided with any subject according to the convenience of the school. In some cases, due to lack of teacher in that specific subject and in few cases random basis. A teacher teaching a subject in which he/she is not specialized won't be able to give justice in that subject, only a few teachers will be able to teach adequately. If I cite myself as an example; I was trained in English and the destination I landed was as a history teacher from my initial appointment. It is the sole responsibility of the ministry to place or transfer teachers according to the subject requirements. The two training colleges can also train teachers according to the requirements in the field. It can definitely address this problem. Quality is lost when the teachers are not made to do what they should do.

- **Incentives and motivation:** Incentives for teachers remain under discussion from assemblies to assemblies demoralizing and disappointing the teachers. When the teachers are not given what they deserve, the quality of work has declined. Motivating factor is also crucial as human being. But in Bhutanese society we encounter narrow minded people those who consider teaching as the cheapest and the final alternative choice. For instance; a man is provided with incentives and motivated for the work he has done, honestly he will perform better in the next attempt. Teachers work doesn't end in the school, but transcends to add along with household chores and leisure time, making the teachers more exhausted affecting the instructional hours. That way quality people found the job less attractive and they relinquish.

- **Associate teachers:** The Paro college of Education is consciously aware of its responsibility and provides refresher course for the associate teachers every winter spending huge amount to contribute towards quality education in the system. Despite that fact, many associate teachers remain very passive without providing any academic and professional support, instead give their own work and put an end to the day by doing table observation. The trainees take advantage and find it less important. Finally fulfill the requirements by doing for the sake of doing. Forget inculcating quality education, it further deteriorates.

- **Recreational facilities outdo school education:** Modernization has altered the lives of both adults and youths all across the world. More recreational facilities make people engrossed and they forget the essence and preparation of their life ahead. Especially the youths learn both good and bad simultaneously. Majority of the day's time is lost in entertaining themselves and left with no time for their studies. Their performance in the exam goes down as their attention was taken away by the entertainment facilities.

- **Parent Education:** Parents are very complacent. They entrust their children to the teachers and feel that everything is done and will be done by the teachers. It is without doubt important for children to get good academic training, but the values parents teach their children are more important for real success. The greatest gift of the parents for their children should be importance of hard work and education. A breakdown of the

values in the family amounts to a breakdown in the life of the youth. Our parents fail to do majority of the work for children's education. So the teachers alone fail to make the children fully sound and competent. Quality should emerge with major effort from the parents.

- **Recent life style:** People's way of living changed as the outcome of development. The focus was more on updating the styles rather than preparing for their future ahead. Resources are spent more on styling than on educational purpose. Even the thoughts and outlook of people are compelled to change and the change brought ignorance on education. So youths are satisfied if they are literate and don't realize to cultivate quality life with quality education. I said "*Syethpa lhagi Syethpey, mapa rangi syego;*" so it is not only teachers who can contribute to improve quality of education. It is the youths who should possess positive attitude and behaviour towards life and education. As a consequence, quality education will automatically appear. To bring quality in our education system, our youth should be more concerned, competitive, responsive and positive toward changes and challenges.

Countries are not built by bricks but by minds and minds are built by quality education. Combating decline in quality of education should be our common goal and it can be achieved with collaborative effort. The citizens at all the levels should be sensitive and meticulous, so that we can overcome all those deteriorating factors.

Recommendations from the Seminar

1. CERD to initiate creation of network of educational researchers and institute for regular seminar and workshops to study and resolve national educational issues immediately.
2. Participation of key people in the future seminars including officials from MoE, RUB, Principals, EMOs, DEOs, teachers and parents to encourage effective ways to address the issues in education.
3. MoE to provide a subject based teacher requirement projection for 5 years to the CoEs to reduce the mismatch between demand and supply of teachers in future
4. Using and capitalizing indigenous Knowledge of field teachers/researchers to improve the quality of education
5. Develop a system for adequate and timely supply of resources including teaching learning materials (create a budget head) to schools
6. Strong mechanism of regular review and revision of curriculum based on the research studies
7. Reduction in class size
8. Follow Teacher deployment policy/equitable distribution of teachers
9. Institute the working committee to address the issues related to quality of education and urgent need to carry out research/survey to confirm that the quality has decline and Develop benchmarks based on research data
10. study the mismatch between the curriculum and examination
11. Updated examination system based on the change in the curriculum
12. Legitimize the involvement of Parents/train teachers
13. Institute teacher award
14. Coordination between stakeholders need to be improved
15. Share the recommendations of this seminar during AEC
16. Institute the In-service professional development division to address the needs of effective Professional development of teachers.
17. Standardizing the enrolment of student teachers to CoEs/entrance examination
18. Institute teaching incentives
19. Uplift the teacher morale through service recognition
20. Protection of instructional time/ less disturbance from other school activities/regularize extra curricular activities
21. Urgent need to develop Strategies to retain teachers in the profession.

22. Additional Support for rural teachers
23. Introduce teaching license for teacher graduates
24. Recognition of recommendations provided by the heads of the schools for prospective heads
25. Introduction of kindergarten classes in primary schools
26. Open and fair competition for any in-service scholarship nominations and other appointments based on the performance ratings rather than mere marks to improve teacher motivation, transparency and efficiency in the system.


