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Centre for Educational Research and Development
Paro College of Education

Dedicated to His Majesty the Fourth Druk Gyalpo on the ocassion of his 60th birth anniversary

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Paro College of Education

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Editorial

The Centre for Educational Research and Development (CERD) is pleased to publish the 15th volume of RABSEL after an absence of almost four years since the 14th volume in 2010. With this volume, we would like to rededicate our energy and determination in bringing educational research to all our readers and researchers on a regular basis.

We are proud to announce that in our effort towards enhancing the quality of RABSEL, we have made a historic move ahead by putting in place a blind peer review process. Therefore, all the articles in the present volume have been peer reviewed by at least one experienced national/international reviewer who has immense experience in the educational research review process. CERD would like to express our deepest gratitude to all the viewers for their invaluable comments and suggestions for each of the papers. In the future, each article will have two reviewers.

The 15th volume addresses a wide range of educational issues ranging from classroom interaction and early childhood care to the promotion of university research culture. This volume also has two papers in Dzongkha, which looks into reading and writing practices in English and Dzongkha languages and the differences between written and spoken Dzongkha.

The first article by Tshewang Rabgay examines–Patterns of teacher-student verbal interaction in the tenth grade Biology classes in Samtse District using Flanders Interaction Analysis System. The findings generally indicate that Biology teachers dominate the teaching and learning processes with minimal student interaction. Developing and nourishing a research culture at Paro College of Education by Kezang Sherab and Roy Greenwood discusses the potential of evidence-based education. This paper presents some of the strategies that CERD would like to implement at Paro College of Education to support a research culture amongst both faculty and students and build a wider research network.The article also aims to document research activities initiated by CERD.

The third article by Amina Gurung, Kinzang Lhendup and Karma Chewang is based on a sequential mixed methods study conducted to understand if there is a need for a early childhood care and development Centre at the College. The authors argue that the establishment of a child care centre at the College would help narrow the gap between theory and practice by making some of the modules such as child development and psychology more practical oriented for the student teachers.

The fourth article by Ramesh Thapa, on using binary logistic regression to identify the factors inhibiting research culture at the RUB colleges reveals significant

positive relationships between faculty qualifications and their publication as well as presentation of papers in research conferences. This is an indication that in order to increase faculty research output, RUB Colleges need to provide additional attention to up-grade the qualification of all faculty members.

The 5th and the 6th articles are in Dzongkha by Penjor and Samten Tharchen respectively. Penjor's paper is based on a small-scale pilot study to see if there is any difference between reading and writing practices in English and Dzongkha languages under Paro Dzongkhag. The author argues that the prevailing practice among most respondents is that English is more commonly used than Dzongkha in both reading and writing.

The last article by Samten Tharchen is on the differences between reading and writing in Dzongkha language. The author highlights some of the key issues regarding speaking and writing in Dzongkha with some appropriate examples that all Dzongkha users need to keep in mind.

With much indebtedness, we would like to thank all our contributors and readers for their continued interest and support in working towards a common goal - enhancing the quality of education in Bhutan.

We would like to continue to make RABSEL an important forum to share educational research, visions, ideas and convictions.

Tashi Delek

Dean
Research and Industrial Linkages

Table of Content

Patterns of Teacher-Student Verbal Interaction in the Tenth Grade Biology Classes in Samtse District

Tshewang Rabgay [1]

Abstract

Grounded in the importance of classroom interaction in teaching and learning, this small scale study examined the pattern of teacher-student verbal interaction in grade ten biology classes using Flanders Interaction Analysis System (FIAS). The sample of the study consisted of 8 teachers and 383 class 10 biology students from three higher secondary schools and a middle secondary school in Samtse district. Seventeen grade 10 biology classes were observed using a coding chart. The data obtained were analyzed using the decoding process prescribed in FIAS. The study was significant because its findings and conclusions may stimulate teachers to improve their interaction practices inorder to maximize students' learning.

The findings revealed that 75.71% of the time was used for 'lecturing' making it the most popular approach. The findings also revealed that teacher talk (85.23%) was much more than student talk time (11.38%) which indicated that classroom interaction was dominated by teachers. It was also found that teachers used more direct influence (77.27%) through lecturing and giving directions than indirect influence (7.96%) which include behaviors like accepting student's, feelings, praising, encouraging, accepting or using students ideas and asking questions. By and large the findings indicated that teacher dominated classroom interaction continues to be the dominant teaching trend in teaching tenth grade biology in Samtse district. The study confirmed previous studies done in Bhutan which reported similar findings.

Key words: Classroom Interaction, Flanders Interaction Analysis System (FIAS), Biology Class

1. Teacher, Samtse Higher Secondary School

1.1 Introduction

1.1 Rational

Ever since the inception of modern education in Bhutan teacher-centered teaching was the most common method used by teachers. In teacher-centered teaching, the role of teacher was just to be knowledge transmitters. In doing so they became the dominant figure in the class and students were hardly given opportunity to talk, share ideas and ask questions. There was very little interaction between teachers and students. Such learning environment did not facilitate meaningful learning. Students became passive learners. Students mostly learned by rote memorization and found that the concepts they had learned had no practical value in their lives (Dorji, 2005).

However, later due to changing times and changing need of the country it became necessary for students to enhance the conceptual understanding of the subject content so that they could apply the knowledge in their day to day lives. Further, it was necessary for students to have other skills like communication, creativity, critical thinking, collaboration, problem solving and decision making. Students were also required to be more responsible for their own learning than relying on teachers to decide what and how to learn. This situation signified the importance of shift in teaching trend from being non-interactive teacher-centered to a more interactive and child centered learning. It required the teachers to change their roles from being someone who had authority and a dominant figure in the class to someone who facilitated learning through active interaction; giving more time for students to talk; share ideas and ask questions. In other words, teachers were required to create learning atmosphere that was characterized by active interaction between teacher and student. It was also expected that teachers use more indirect teaching by way of asking questions, accepting students' ideas, feelings, praising and encouraging than direct influence which included verbal behaviors like lecturing, giving direction, criticizing and justifying authority (Dorji, 2005).

Subsequently, in the years that followed efforts had been placed to bring about this change. Several rounds of curriculum

reforms were initiated to make the curriculum congruent with the idea of interactive teaching. One such curriculum review resulted in the launch of a new approach known as NAPE (New Approach to Primary Education) by the erstwhile Department of Education in 1986. The approach framed a new policy that laid emphasis on teaching through interaction and activity (UNESCO, 2000). Several INSET (In-service education and training) programs were conducted at the national level (National Based In-service Program), district level (District Based In-service Program) and school level (School Based In-service Program) to train in-service teachers on the use of interactive teaching techniques (Laird, Maxwell, Tenzin & Jamtsho, 2006). Moreover, the two teacher training colleges of education started training prospective, as well as in-service teachers on the use of various interactive teaching techniques like cooperative learning method, inquiry learning method, questioning method and activity-based learning method (National Institute of Education, 2003).

By now it has been almost over two decades since interactive teaching was given importance in Bhutan. Has there been a change? Do teachers create interactive learning atmosphere? What is the current pattern of teacher-student interaction? What proportion of class-time do teachers devote for their talking? Do teachers give enough time for students to share ideas and ask questions? Do teachers use more indirect teaching or direct teaching? Driven by these questions, this study attempts to examine the pattern of teacher-students interaction with reference to grade ten Biology in Samtse district using an interaction analysis tool called Flanders Interaction Analysis System (FIAS).

1.2 Significance of the study

Given the importance of teachers to constantly reflect and improve their classroom practices, the findings of the study would especially be useful for teachers to understand the current teacher-student interaction pattern; who was talking in the classroom, how much and what kind of talk took place. The results would stimulate teachers to reflect on their current practices and improve their interaction practices by using more interactive teaching approaches in order to maximize students' learning.

1.3 Research Objectives

Broadly, the objectives of this study were to determine the teacher-student verbal interaction patterns in grade ten biology classes. Specifically, this study will explore:

- The mostly used interaction category in Flanders Interaction Analysis System.
- The teacher talk time and student talk time.
- Time for teachers' direct influence and indirect influence.
- Students' response time and students' initiation time.

1.4 Research Questions

What are the patterns of teacher-student verbal interaction in grade ten biology classes in Samtse?

- What is the mostly used interaction category in FIAS?
- What proportion of the class time is teacher talk time and student talk time?
- Do teachers use more direct influence or indirect influence?
- What percentage of time is students' initiation and response?

2. Literature Review

This section presents the review of relevant literatures. It includes the meaning of classroom interaction, theory underlying classroom interaction, significance of classroom interaction and related researches.

2.1 Classroom Interaction

Biddle (1967) defined classroom interaction as an action-reaction or a two-way influence which may be between teacher and students or among students. Odinko and Monican (2011) provided an elaborate definition considering teacher, learners and learning material. They defined it as "behaviors exhibited by

the teacher and learners in the form of communication between teacher and learner in small groups or with the entire class as well as learner-learner, learner-material and teacher-material." Tuan and Nhu (2010) stated that classroom interaction consists of two types: non-verbal interaction and verbal interaction. Non-verbal interaction is related to behavioral responses in class. It means students interact through their behaviors such as head nodding, hand raising, body gestures, and eye contact. Verbal interaction, on the contrary, contains oral interaction. Oral interaction implies that students interact with others by speaking in class, answering and asking questions, making comments, and taking part in discussions.

In the concept of interaction the idea of two-way effect is essential, as opposed to a one-way causal effect. Interaction does not only occur from one side and it does not only involve the teacher. It involves all the participants, and there must be mutual influence between the teacher and the learner (Wagner, 1994; Rivers, 1987). According to Tsui (1995), classroom interaction is a co-operative effort among participants in which each participant contributes in determining the direction and outcome of the interaction.

2.2 Theory Underlying Classroom Interaction

Classroom interaction is based on social interdependence theory. The social interdependence theory claims that learning should be socially mediated (Ochongor & Daiko.,2011). By implication, the degree of social interaction in any class is assumed to influence learning. The extent of attainment in the class could be dictated by the extent of social cohesion between the teacher and the learners and among the learners. The theory also states that social interaction leads to conceptual growth. This implies that when learners are put in social context, they develop positive and promotive interaction with the teacher or among themselves. Positive and promotive interaction encourages children to share their ideas and points of view, getting feedbacks, give and receive support from friends and dig below the superficial level of understanding of the material they are learning (Johnson & Johnson, 1994).

2.3 Significance of Classroom Interaction

Interaction is viewed significant in learning because it influences students' academic achievement. Several interaction studies have indicated that some relation exists between classroom interaction pattern and student achievement. Okafor (1993) found a positive relationship between classroom interaction and student level of achievement. Udeani (1992) reported that classroom interaction accounted for about 74% of the variation in students' academic achievement.

Besides academic achievement, classroom interaction also leads to gains in social skills. Johnson and Johnson (1989) found that when students were placed in social context such as in cooperative learning where they engaged in active 'face to face interaction' (one of the five principles of cooperative learning), they shared ideas, point of views provided, got positive feedback and reached a common consensus which promoted skills like communication, decision making and leadership. They also found that students learned how to accept differences based on ability, ethnic background and gender.

Interactive classroom also brings about changes in students' behavior and motivation. Sheng and Fui-Hoon. (2006) reported that students in interactive classroom were more motivated to learn, more attentive, more participative and more likely to exchange ideas with instructors and fellow students. Furthermore, positive classroom interaction helps in building positive relationship between teacher and students or among students. Hamre and Pianta (2001) stated that when students had strong and positive relationship with teachers, they were more likely to believe, love the teachers and were more motivated while teachers were more motivated to spend time and energy to improve student success. A negative relationship with the teacher and students would lead to student dropout rates and teachers often handled only student behavior and prevented efforts to promote positive school environment.

2.4 Related Researches

Several studies have been conducted in Bhutan to determine classroom practices and environment. A study conducted by Royal Education Council (2009) to study the classroom practices in school in Bhutan reported the following findings:

- Teaching consisted mostly of one-way talk by the teacher to convey textbook content without being able to get students to comprehend and demonstrate their learning (p.27).
- Classroom instruction showed predominance of one-way talk by teacher and writing on the chalkboard with lesser evidence of student-centric activities (p.28).
- There was little evidence of active dialogue between the students and teachers (p.29).
- Inside the class, students rarely asked questions and were not seen to be participating actively in the teaching process.

In another study by Sherab and Dorji (2013) carried out to determine the types of teaching practices applied by primary school teachers in Bhutan, it was found that teacher dominated teaching prevailed in the Bhutanese classrooms. These studies indicated that non-interactive traditional teacher fronted classrooms is still prevalent in Bhutanese classrooms.

There are numerous studies done in other countries on classroom interaction using FIAS. Kalu (2004) in Nigeria observed and coded interaction pattern using FIAS during Physics lessons in 15 selected secondary schools in Nigeria. The sample included 516 Senior Secondary One (SS1) students and 15 Physics teachers. The results revealed that most of the teachers used direct influence than indirect influence. Most of the class time was dominated by teachers. The study also revealed a strong correlation between classroom interaction and students' attitude towards learning physics and academic achievement. The more teachers used indirect teaching, the more students developed positive attitudes towards physics and achieved higher in academic tasks. In other words, students' development of positive attitude towards physics and achievement in low academic tasks significantly increased with teachers' indirect influence of classroom activities.

Similar results were found in a study conducted by Babelan and Kia (2010) in Ardebil, Iran. The study aimed at finding interaction pattern among teachers and primary school students using FIAS as the research instrument. The sample included 400 teachers and 1083 primary school students. Regression analysis of the data gathered showed that from the total observation time teacher talk time made up 57.77% of which 16.7% was indirect influence, 41.04% was direct influence, while 33% made up student talk time and 10% made up silence time. In another study by Inamullah (2008) the results were along the same line. The study explored the ratio between direct and indirect influence of English teachers teaching college level students of North West Frontier Province of Pakistan using FIAS. It was found that majority of the teachers used more direct influence than indirect influence.

3. Research Methodology

The focus of the study was to examine the patterns of classroom interaction in tenth grade biology in higher and middle secondary schools. The study required observing classes using Flanders Interaction Analysis system (FIAS). Given the observational nature of the study, the study employed observational type of the descriptive method.

3.1 Research Design

The research design adopted for this study was coding and decoding process involved in interaction analysis. The coding process involved assigning numbers as codes for each interaction categories in the FIAS. The result of assigning codes to the categories in the FIAS was the coding chart as shown in Table 3. The coded chart was used to observe seventeen tenth grade biology classes in the sample schools of Samtse district. The classes were observed by a nominated teacher in each sample school. In the decoding process, the coded data were interpreted to get a picture of the interaction patterns in the classroom.

3.2 Population

As the purpose of the study was to explore teacher-student verbal interaction in grade ten biology classes in the light of Flanders' Interaction Analysis the target population comprised all grade ten classes of all the middle and higher secondary schools in Samtse district. The population was selected only from middle and higher secondary levels because only these levels had class ten.

3.3 Sample

Since the researcher could not go to far-flung schools due to lack of motorable road, classes of accessible schools were selected as samples for the study. Therefore, convenience sampling was used to select the samples for the study. The sample included 17 grade ten biology classes of higher secondary and middle secondary schools. The number teachers observed was 8. The number of grade ten students observed was 383. The sample details are shown in Table 1.

Table 1: Sample of the study

School	No. of Students	Classes Observed	No. of Biology Teachers
Samtse HSS	123	10A 10B 10C 10D 10E 10F 10G	3
Yoeseltse MSS	99	10A 10B 10C	2
Peljorling HSS	64	10A 10B 10C 10D	2
Tendruk HSS	97	10A 10B 10C	1
Total	**383**	**17**	**8**

3.4 Research Instrument

The research instrument and tool used for the study were Flanders' Interaction Analysis System (FIAS) as shown in Table 2 and coding chart shown in Table 3.

Table 2: Flanders' Interaction Analysis System (FIAS)

Teacher Talk	**Indirect Influence**	1. Accepts feeling: Accepts and clarifies an attitude or the feeling tone of a pupil in a non-threatening manner. Feelings may be positive or negative. Predicting and recalling feelings are included. 2. Praises or encourages: Praises or encourages pupil action or behavior. Jokes that release tension, but not at the expense of another individual: nodding head, or saying 'Um hm?' or 'Go on' are included. 3. Accepts or uses ideas of pupils: Clarifying, building or developing ideas suggested by a pupil. Teacher extensions of pupil ideas are included but as the teacher brings more of his own ideas into play, shift to category five. 4. Asks questions: Asking a question about content or procedure, based on teacher ideas, with the intent that a pupil will answer.
	Direct Influence	5. Lecturing: Giving facts or opinions about content or procedures: expressing his own ideas, giving his own explanation or citing an authority other than a pupil. 6. Giving directions: Directions, commands or orders to which a pupil is expected to comply. 7. Criticizing or justifying authority: Statements intended to change pupil behavior from non-acceptable to acceptable pattern; bawling someone out; stating why the teacher is doing what he is doing; extreme self-defense..
Pupil Talk		8. Pupil talk – response: Talk by pupils in response to teacher. Teacher initiates the contact or solicits pupil statement or structures the situation. Freedom to express own ideas is limited.
		9. Pupil talk – initiation: Talk by pupils which they initiate. Expressing own ideas; initiating a new topic; freedom to develop opinions and a line of thought, like asking thoughtful questions: going beyond the existing structure.
		10. Silence or confusion: Pauses, short periods of silence and periods of confusion in which communication cannot be understood by the observer.

The items in the Flanders' Interaction Analysis System were converted into an observation sheet called coding chart as illustrated by Gay (2000). The specimen of the observation sheet (coding chart) is given below (see Table 3). Each sheet represented 105 seconds for 10 FIAS categories. Each block in the sheet represented 3 seconds.

Table 3: Coding chart

	3x5=15 Secs	3x10=30 Secs	3x15=45 Secs	3x20=60 Secs	3x25=75 Secs	3x30=90 Secs	3x35=105 Secs
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

3.5 Observers

From each school, a teacher was appointed as on observers. They were familiarized on how to use the observation forms. Two rounds of pilot testing were conducted to make sure that the observers had clear knowledge about the observation procedures.

3.6 Observation Procedures

The following observation procedures were adopted.

1. Total time for observation comprised 45 minutes (2700 seconds)

2. Each observation sheet represented 105 seconds (1.75 minutes) and was considered as one observation session.

3. In each class of 2700 seconds (45 minutes) 26 observation sheets or sessions were used.

4. Each block in the sheet was considered as an observation period which spanned for 3 seconds duration.

5. The teacher's behavior in each observation period of 3 seconds was observed, classified and recorded in the relevant block of the observation sheet till the termination of observation session of 105 seconds.

6. Stop watch was used to note initiation and expiry of each observation period of 3 seconds.

7. The observer followed the following ground rules.

- When it is not clear to which category the behavior belongs, the serial number of the farthest category from the 5thcategory should be noted. If there is no decision between 2nd and 3rd category, then category 2 is the farthest category from 5th. Hence, the 2nd category must be recorded.

- If more than one category occurs during the 3 second interval, then all categories used in that interval are recorded. If no changes occur within 3 seconds, repeat the category numbers.

- When the teacher calls on a child by name, the observer records as 4.

- When the teacher repeats student's answer and if it is a correct answer, this is recorded as 2. This tells the student that he has the right answer and therefore functions as praise.

- A teacher's joke which is not made at the expense of the children is a 2. If the joke makes fun of a child, then it is coded as a 7.

- A 9 is recorded when several students respond in union to a narrow question.

3.7 Data Analysis Procedure

The data secured through above research instrument was analyzed using Microsoft Excel in the following sequence.

3.6.1 Observation Periods for Each Category

An observation period spanned for three seconds. The number of observation periods for each category was recorded by check marks in the observation sheets. At the end of each lesson observation, the checks were added to get the total observation periods for each category.

3.6.2 Percentage of Time for Each Category

The total observation periods for each category were multiplied by 3 to get the time in seconds. The time in seconds were converted to percentage using the following formula.

- Percentage for each category = (Time for specific category/ Total observation time) x 100

3.6.3 Teacher Talk Time

Teacher talk time comprised direct and indirect influence. To calculate the percentage of teacher talk time, time for direct and indirect influence was calculated first. They were then added to get the time for teacher talk.

- Time for indirect influence = Time for category 1-4/Total observation time) x100
- Time for direct influence = (Time for category 5-7/Total observation time) x100
- Teacher talk time = Time for indirect influence + Time for direct influence

3.6.4 Student Talk Time

Student talk time had two components- initiation and response. To get the percentage of student talk time, percentage of student initiation and responses was calculated first. Then the time for initiation and response were added to get the student talk time.

- Time for initiation = (Time for category 9/Total observation time) /100
- Time for response = (Time for category 8/Total observation time) /100
- Student talk time = Time for initiation + Time for response

3.6.5 Silence Time

The percentage of silence or confusion time was calculated by using the following formula.

- Silence or confusion = (Time for category 10 / Total observation) x 100

4. Results of Data Analysis

The data secured by using FIAS was analyzed using Microsoft excel in the following sequence.

4.1 Time for Each Category

Table 5 shows the time for each category. It was clear from the table that 'Lecturing' category accounted for 75.71 percent of the class time. The times for the rest of the categories were less than 10 percent. 'Pupil talk-response' accounted for 9.93 percent, followed by 'Asked questions'' Silence and Confusion'' Pupil Talk Initiation' and 'Giving Direction' with 6.67, 2.91,1.45 and 1.12 percent respectively. The lowest times were recorded for 'Criticizing or justifying authority' (0.44 percent), 'Accepts or uses ideas of pupils' (0.48 percent), 'Accepts feeling' (0.74 percent) and 'Praises or encourages' (0.81) of teacher's talk.

Table 5: Time for each category

FIAS Categories	Frequency	Time in Seconds (Frequency x 3)	Percentage
Accepts feelings	120	360 Sec	0.74
Praises or encourages	131	393 Sec	0.81
Accepts or uses ideas of pupils	77	231 Sec	0.48
Asks questions	1080	3240 Sec	6.67
Lecturing	12265	36795 Sec	75.71
Giving directions	182	546 Sec	1.12
Criticizing or justifying authority	71	213 Sec	0.44
Pupil talk – response	1608	4824 Sec	9.93
Pupil talk – initiation	235	705 Sec	1.45
Silence or confusion	471	1413 Sec	2.91

The time for each category is illustrated in Figure 1.

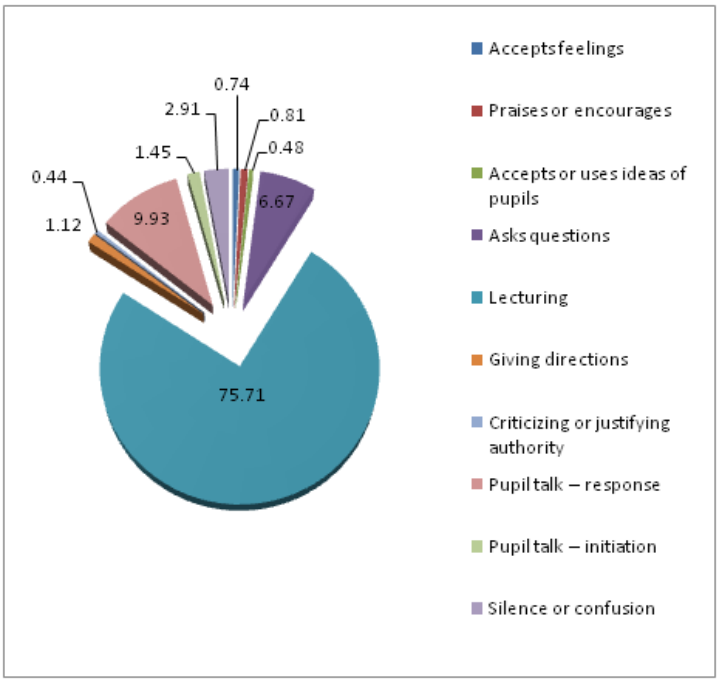

Figure 1: Time in percentage for each category

4.2 Teacher Talk Time

The percentage of time for teachers' indirect influence was 7.96 and direct influence was 77.27 as shown in Table 6. The seven categories of 'Teacher talk' accounted for 85.23 percent of class time. The difference between direct influence and indirect influence was 69.31 percent.

Table 6: Teacher talk time

FIAS Categories			%	% of Time For Direct And Indirect Influence	Teacher Talk Time (%)
Teacher Talk	Indirect Influence	1. Accepts feelings	0.74	7.96	85.23
		2. Praises or encourages	0.81		
		3. Accepts or uses ideas of pupils	0.48		
		4. Asks questions	6.67		
	Direct Influence	5. Lecturing	75.71	77.27	
		6. Giving directions	1.12		
		7. Criticizing or justifying authority	0.44		

4.3 Student Talk Time

The percentage of time for the pupil talk-response and pupil talk-initiation was 9.93 and 1.45 respectively. Their sum gave the pupil talk time 11.38 percent. The difference between pupil-response and pupil-initiation was 8.48 percent.

Table 7: Student talk time

FIAS Categories		Percentage	Pupil Talk Time (%)
Pupil Talk	Pupil talk-Response	9.93	11.38
	Pupil talk-Initiation	1.45	

4.4 Silence Time

The percentage of time for silence or confusion was 2.91 as shown in Table 8.

Table 8: Silence time

FIAS Categories	Percentage
Silence or confusion	2.91

5. Conclusion, Discussion and Recommendations

5.1 Conclusion

The major conclusions drawn from the study were:

1. Lecturing' was the mostly used teaching method.
2. Teacher talk time was much more than student talk time.
3. Teacher used more direct influence than indirect influence.
4. Students' response time and answering teachers' questions were much more than students' initiation.

5.2 Discussion

The study found that teacher talk time (85.23%) was much more than student talk time (11.38). This indicated that classroom interaction was dominated by teacher talk and students were not given opportunity to initiate questions, share ideas or opinions and respond to questions. This was supported by less time for student initiation (1.43%) and respond (9.93%). This lopsided result of high teacher talk time and meager student talk time indicated that teacher dominated interaction continues to be the predominant interaction trend in the classrooms. As stated by Dorji (2005) such learning atmosphere might not have given opportunity for students to be actively engaged in the learning process.

Even though teacher talk time was more it would have been ideal if teachers used the time for asking questions, accept feelings, using pupils' ideas, praising and encouraging (Flanders,

1963). Unfortunately, very less time was devoted for these categories (Ask questions-6.67%, Accept feelings-0.74%, Praise or encourage-0.81%, Accept or uses ideas of pupils-0.48%) and most of the time was used for lecturing which accounted for 75.71% of the total class time. It indicated that despite of having emphasized on the use of interactive teaching techniques, lecturing is still the popular approach used by teachers.

Another point of discussion was teachers' use of more direct influence than indirect influence. Flanders (1967) claimed that teachers should use more indirect teaching than direct teaching as indirect teaching leads to gains in students' academic achievement and cognitive development. He claimed that for teacher to have indirect influence, teachers should ask questions, accept pupils' ideas, praise and encourage. Science is best learnt in interactive environment, inquiry based, where students get more opportunity to ask questions, exchange opinions and share ideas. Unfortunately, the study showed the opposite. Kalu (2004) explained the implications of more direct influence:

> Direct teaching emphasizes control of students and their compliance. It is a situation where the teacher gives out the facts, does not use much (if at all) of students' ideas and students are not encouraged to think deeply about the facts. Consequently, students become passive recipients of facts and knowledge given by the teacher.

Nonetheless, a positive point to note in the findings was the less time for 'Criticizing and justifying authority' which accounted for only 0.44%. This is a good practice which teachers must keep practicing.

The findings of the study confirmed previous study conducted by Royal Education Council (2009) which reported that teaching consisted of one-way talk by the teacher with little evidence of active dialogue between the students and teachers. The study was also congruent with the study done by Sherab and Dorji (2013) where they found teacher dominated classroom to be the most common practice among primary school teachers.

From the foregoing, it can be concluded that little has changed since emphasis was laid on interactive teaching in Bhutan. However, this generalization may not apply to all schools in Bhutan because the study was conducted only in one district. While it was concluded that there has been little change, it would have been interesting to explore the militating factors against teachers' use of interactive teaching. Since the study limited its scope to quantitative analysis the factors could not be elicited.

5.3 Recommendations

Literature suggests that teachers are the single most important factor in improving classroom interaction. Their behaviors in the classroom have been found to determine the classroom environment (Flanders, 1970). Therefore, the study suggests teachers the following recommendations to improve classroom interaction:

5.3.1 Use of Interactive Teaching Techniques

An effective strategy to facilitate interaction in the classroom is questioning technique (Shomoossi, 2004). When students are encouraged to answer questions, it provides stepping stones for continued interaction. Asking question stimulates and provides scaffolding for children who are beginning to build their own understandings. It also helps students connect concepts, make inferences, increase awareness and deepen their level of knowing and understanding.

Another leading new approach to interactive learning is cooperative learning in which face to face interaction is the key principle. Cooperative learning is opposed to individualistic and competitive learning and has been found to be an effective instructional approach which involves the characteristics of learner-centered approach (Johnson & Johnson, 1994). It requires learners to work in groups, interact with the group members to achieve a common goal. Working together maximizes opportunities for student-student interaction with meaningful input and output in a supportive environment.

5.3.2 Teachers as Facilitators

In a teacher dominated classroom, teachers have been found

to take the center-stage in the classroom. To create interactive learning atmosphere, the study recommends teachers to step out of the limelight and allow learners to speak, share ideas, ask questions, take the least directive role and be a facilitator.

5.3.3 Professional Learning Community

A professional learning community (PLC) is a group of educators, most commonly teachers, who meet regularly, share expertise, and work collaboratively to improve their teaching skills and academic performance of their students (DuFour, 2004). PLC plays an important role in improving classroom practices by enabling teachers to continually inquire into their practice and, as a result, discover, create, and negotiate new meanings that improve their practices. The study recommends teachers to work as professional learning community in schools for professional growth.

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Developing and Nourishing a Research Culture at Paro College of Education

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Abstract

It has been encouraging to observe that there has been a growing number of faculty and students showing interest in research at the Paro College of Education. Over the last couple of months, the Centre for Educational Research and Development has provided assistance to more than ten groups of beginning researchers (both present faculty and students and other faculty pursuing their PhD in other countries) on various research areas. However, there are also many others in the College who lack basic research skills and also have low efficacy for research. This indicates that the past professional development programmes on research offered to the faculty has not been able to make sufficient impact in promiting a research culture at the College. This paper discusses the potential of evidence-based research in education and presents some strategies to promote and nourish research culture at the College.

Key words: Research culture, research skills, professional development, action research, seminar series, mentoring, statistics.

Introduction

It has been encouraging to observe that there has been a growing number of faculty and students showing interest in research at the Paro College of Education. Over the last couple of months, the Centre for Educational Research and Development (CERD) has provided assistance to more than ten groups of beginning researchers (both present faculty and students and other faculty pursuing their PhD in other countries) on various research areas such as writing a proposal, working with literatures, choosing the methodology, data analysis, and designing survey questionnaires.

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However, there are also many others in the College who lack basic research skills and also have low self-efficacy for research. Research (e.g., Bandura, 1997; Tschannen-Moran & Hoy, 2001) has shown that individuals with low self-efficacy for a particular task are less likely to put in required effort and also less likely to persist in times of difficulties. This indicates that the past professional development programmes on research for the entire faculty has not been able to make an impact in terms of raising their self-efficacy for research and promoting overall research culture at the College.

A challenge for many new universities and colleges is how to establish, and nurture a research culture. Today, one of the strengths of any university in the world is its research capacity. Most universities in the world (e.g., University of Leeds, York St John University, University of New England, Macquarie University) provide an emphasis on teaching and learning that is informed by research. Such universities invest huge resources in research and publications and take their distinctive character from the fact that research is a major hallmark of what they do. According to Marginson and Considine (2000, p.145), "research culture takes different meanings in different universities. In institutions where research activity is already widespread, the task is to push it into more productive lines. In some universities the task is to create research from almost nothing." In the Bhutan context, while there has been some initial effort made to enhance a research culture, the response has been very insubstantial. This is a challenging task for new universities and faculties that are still establishing themselves on many different levels. Pratt, Margaritis and Coy (1999) acknowledge that:

> A major challenge for aspiring universities and new departments within existing universities is in raising the research output of the staff. Many of the newly designated universities have their origins in applied and vocational disciplines where there is a stronger focus on teaching than on research. (p. 43)

The Royal University of Bhutan (RUB) and the Paro College of Education (PCE) fit into this category. In 2003 the University was established through the amalgamation of ten colleges spread

across Bhutan (now only eight colleges). Each of the colleges had their own identity and culture and now they are being asked to blend those cultures into the greater culture of RUB. We believe that research culture needs to become more fundamental and imbedded in education.

This paper discusses the potential and importance of evidence-based research in education and presents some of the strategies such as seminar series, collaborative action research, faculty mentoring programme and hands-on sessions on statistics and quantitative data analysis to promote and nourish research culture at the College. Furthermore, this paper intends to document initiatives taken by the CERD to promote research culture at PCE.

Research and Teaching Nexus

Today we live in a world where "our knowledge is incomplete and problems are waiting to be solved" (Leedy, Newby & Ertmer, 1997, p. 1). Albert Einstein once said, "The significant problems we face cannot be solved at the same level of thinking we were at when we created them." Such assertions indicate that there is an emphasis needed on teaching and learning that is informed by evidence-based research. For instance, Clark (1997) states that:

> From high-school diploma to the doctorate, graduates will increasingly need habits of mind necessary for informed and disciplined problem solving. For life in an inquiring society, one where information becomes knowledge and knowledge occasionally becomes wisdom, a sense of inquiry and related research enlightenment may be the best common tools that higher education can offer its graduates. (p. 253)

There is no argument about the potential benefit of teaching and learning informed by research. Much research (e.g., Clark, 1997; Colbeck, 1998; Elen, Lindblom-Ylanne & Clementto, 2009) has shown that there is a positive relationship between teaching and research. Elen, Lindblom-Ylanne and Clementto (2009, p. 124) argue that teaching based on research provides up-to-date information and contextualises the information. They further stress

that by getting involved in research, researchers "demonstrate that knowledge is continuously evolving, continuously challenged, and changing" and that "by being actively involved, research brings knowledge to life" (p. 135). The Royal Charter and the Statutes of the Royal University of Bhutan (2003, p. 3) acknowledges the importance of research through one of its main objectives,"to promote and conduct research, to contribute to the creation of knowledge in an international context and to promote the transfer of knowledge of relevance to Bhutan." The university Strategic Plan also provides an emphasis on promoting a research culture in the colleges (Strategic Plan, RUB, 2007).

The positive influence of research on teaching has been summarised by Coate, Barnett and Williams (2001, p. 166) in the following points:

- research-active academics are at the 'cutting-edge' of their fields, and therefore have more 'authority' to teach their subject ('students love seeing their lecturers' books on the library shelves');
- academics gain enthusiasm from being research active, which 'rubes off' on the students;
- research-active academics teach more relevant, up-to-date material;
- research-active academics teach from their immediate research experience rather than reproducing secondhand knowledge from textbooks.

Further, academics need to understand that intuitive knowledge claims based on one's personal experience or anecdotal evidence would not have the same status as knowledge claim made through substantial body of scrupulously produced empirical data (Mnookin et. al. (2011).

In Bhutan, education historically was within the domain of the Monasteries. It has not been a discipline based on scientific research. The new idea of pedagogy is that it is a science and can be investigated by research to discover what should be used in a classroom. Research in education is something that is new compared to research in other disciplines and practising

teachers presently working in education may not be familiar with this new demand upon their discipline. According to Gemmell, Griffiths and Kibble (2010, p. 161) teachers' "histories and self-image as teachers signalled (to teachers) that our place within education was to use the results of research rather than to make a contribution to them". It has also caused a "tension between an identity as educator with a sense of responsibility to students and that of an active researcher" (Gemmell et al., 2010, p. 161).

Bennett and Rolheiser (2001, p. 3) point out that "teachers must be aware of and act on the science within the art of teaching." They go on to point out that educators must become aware of other methods and incorporate them into their practice. In chapter 12 of their book they point out the need to "focus more on the critical role that specific bodies of knowledge play in assisting educators to make wise decisions concerning the design of learning environments" (Bennett & Rolheiser, 2001, p.339). The specific bodies of knowledge discussed by Bennett and Rolheiser are: Multiple Intelligences, Emotional Intelligences, Learning Styles, the human brain, children at risk and gender, we would add to this list the necessity of understanding the culture in which the learning is taking place. This is important in Bhutan, as the culture in Bhutan is unique and different than it is in the west, and as such strategies and pedagogy that might be applicable in the west may not have the same result in Bhutan. As Bennett and Rolheiser explain these and other areas are just "lenses designed to extend teachers' understanding of how students learn, and from that understanding, to make decisions about how and when to select, integrate, and enact items in the … list" (2001, p. 340). The more "lenses" or tools that educators can use to evaluate or develop their repertoire the greater their "instructional intelligence" (Bennett & Rolheiser, 2001) will be and the better able they will be to deal with the complexities of their classroom. Research is just another lens for teachers to view their discipline.

If one was ill and went to the Doctor, the Doctor might prescribe a drug or therapy to help you recover. You might ask the Doctor why they are giving you this therapy and they would probably reply that the research shows that this therapy helps people with your symptoms. What if a parent comes to a teacher

and asks why did you teach that way? Educators should be able to respond in a similar manner. That is, that research says that this is the best way to teach that topic. Although there is no research carried out, there is adequate anecdotal evidence to show that most educators in Bhutan at present cannot answer this question

Even a weaver or wood carver who has great innate ability is limited, unless they have some understanding of the "science" of the wool or wood that they use. They may experiment with new ways to work with their wool or wood to discover new and better ways to develop their craft. With this additional "intelligence" they can become better weavers and carvers. Educators have the same opportunity. "Teaching effectively is an art informed by a science ... and personal experience" (Bennett & Rolheiser, 2001, p. 23).

As delineated above, education faculties tend to have a stronger "focus on teaching than on research" (Pratt, Margaritis & Coy, 1999). In the past it indicated that research has fallen into three categories as Arthur Ellis, Professor of Education and Director of the International Centre for Curriculum at Seattle Pacific University, has stated. Level I research refers to "basic research on learning" (Ellis, 2001, p. 21). This research is based on observation, experience or a philosophy. Level II research "involves studies designed to test the efficacy of particular programs or instructional methods in educational settings" (Ellis, 2001, p. 22). Level III research is an evaluation of programmes that have been implemented at the school or district level.

These are the basics and indicate that educators must use these categories and develop new ones to improve their discipline. As the field of education research continues to grow it is important that educators be part of this research. The development of a Research Culture for teachers then is very important so that they can bring their expertise and take an active role in directing the research that may be needed to improve classroom practice and student outcomes. Achieving an active and flourishing research culture cannot be accomplished over night– it takes time, direction and commitment. For PCE, the process has been very slow as is evident from the annual research output. The College's Centre for Educational Research and Development publishes its biannual

journal– RABSEL, the CERD Educational Journal, which has often lacked empirical research papers.

Research at PCE: Said or Done

At the Paro College of Education (PCE), a college of RUB, there is a desire to establish an active research culture. For example to enable this, a workshop on action research was conducted for the PCE staff in February 2010. At the workshop the basics of how to undertake an action research project was explained and time was given during this week-long workshop for the various departments at the College to establish a research project that they might like to undertake. During the workshop many ideas were discussed about the importance of a research culture and the difficulty of doing research while teaching. The difficulties that were mentioned at the workshop were similar to those concerns mentioned at any University. Time and money needed to undertake a research project being the major obstacles for staff to undertake a research project. We believe that these obstacles are persistent issues commonly mentioned by staff around the world. PCE, like other education faculties may face other unique difficulties in establishing an active research culture. One of these additional obstacles is the shift in an understanding of what is meant by being a College of Education within a University. In previous years, the study of learning was the domain of philosophers such as Socrates, Descartes, Locke, and more recently Dewey who explored learning through observation and discussion.

A recent (Spring Semester 2014) research support needs analysis carried out by the CERD showed that the self-efficacy of faculty at PCE in regard to research is low. This is also evident from the very low annual research output from the faculty. According to Bandura (1997) who is the founder of efficacy theory and other researchers (such as Tschannen-Moran & Hoy, 2001; Knobaluch, 2004), someone with low self-efficacy for a particular task is not likely to attempt and pursue difficult tasks. This can be attributed to various factors, which amongst others include academics' beliefs about teaching and research, research knowledge, administrative support, research mentoring and supervision, funding, and teaching culture. These are some of the factors that perhaps are playing a hidden role in lowering

the self-efficacy of academics at the college. While much has been achieved in the college's effort to enhance research self-efficacy of academics, we still believe that there is still more that can be done to increase the research output of PCE. For instance, putting in place effective mentoring and research supervision system, introduction of seminar series (to create a forum for sharing completed research work, work in progress, proposal, and perhaps an idea for research), adequate funding and providing incentives would also play a crucial role. Most universities that began their research culture from scratch found that paying attention to these self-efficacy lowering factors pay high dividends. PCE is not unlike many other Universities. Gemmell et al (2010, p. 162) point out "many (teachers) felt they lacked the experience and expertise to do the theoretical, "high quality" research which they saw as characterising university research."

Research Culture at PCE: What is the Way Forward?

There are many factors involved in this change. One of the first to be accomplished, according to Williams, Dobson and Walter (1993), is to change the faculties' beliefs and perceptions about research. Some of the strategies suggested by Pratt et al. (1999, p. 50) are convincing staff that they can be successful in doing research; giving staff the necessary support to do research; making research and having higher degrees necessary to be appointed, to be promoted, and keeping ones job; and that research is "expected of everyone as much as successful teaching." For many faculty members this will be a shift in their understanding of the role of an educator; however, it is not a shift that faculty members cannot accomplish.

Pratt et al. (1999) suggest ways to encourage this shift. Some of these suggestions may not be applicable to Bhutan but others might be modified so that they may have relevance for Bhutan. One suggestion that is worthy of discussion and consideration is that of a points system. Briefly a point system could be established in the college to reward points to a department that had undertaken a research project and /or had published their work. Departments that had earned points were financially rewarded from a Research Fund. For example the points criteria used in the Pratt study were if the department published;

Textbooks, research books	they earned 8 points
Edited books, monographs (< 100 pp.), revised editions	they earned 5 points
Refereed journal articles	they earned 4, 5, 6 points
Book chapter	they earned1.5 points
Conference proceedings	they earned 1points
Refereed conference papers	they earned1points
Commissioned reports	they earned1points
Working papers	they earned 0.5points

(Pratt, Margaritis & Coy, 1999, p. 52)

At the end of a year all the points earned by all the departments of the college were added up. The points earned by each individual department were added up and converted to a fraction of the college total. The department was then awarded whatever fraction their department had earned of a Research Fund that had been established at the beginning of the year. The department could spend this money on whatever it wanted and this money was above their regular budget. For example, if in total the College had earned 25 points and the Science Department had earned 5 points and the English Department 3 points, the Science Department would be given 5/25 or 20% of the money in the Research Fund and the English Department would be given 3/25 or 12% of the money in the Research Fund. Likewise a points system could be introduced for individual faculty to be used for performance evaluation at the end of an academic year and for promotion to the next grade level.

There are many other ways that the points might be awarded that would be more applicable to the research culture in Bhutan. For example in the beginning points might be awarded for starting a research project. Later this might not be enough to qualify for a portion of the research fund but it might be enough to start the development of a research culture. Along with rewarding research, obstacles to research need to be removed to aid the development of a research culture. One obstacle in the development of a research culture at PCE could be attributed to the lack of a data or research base to build upon. Although the situation is improving, academic journals and other resources are not easily available or accessible in Bhutan and as such research is difficult to carry out. A potential

researcher within Bhutan may be unable to consult studies that have already been undertaken or be able to access data that may have already been gathered or researched. This makes it difficult to build upon previous knowledge or not to waste time and or money repeating studies already completed. It is also important to build a research base that is specific to Bhutan, the Bhutan school system and the culture of Bhutan.

One step taken recently to establish a Bhutan-specific research base was placing RABSEL, the CERD Educational Research Journal at PCE online. This now makes research articles more easily accessible to anyone conducting a research project. Another way to build this research/data base would be to insist that all graduate students' thesis/projects at PCE and at the other teacher college in Bhutan (Samtse College) be produced digitally and then placed on the internet, perhaps as a special publication of the RABSEL once a year. Bhutanese postgraduate students studying outside of Bhutan could also have their theses included, thus expanding the research base for future Bhutanese researchers and researchers of Bhutan. Having this journal online and meeting the criteria and configured for inclusion in Google Scholar would make this research not only available to Bhutan researchers but researchers from around the world. These two steps would go a long way in developing a research base for future research in education and other disciplines in Bhutan.

Recently, Paro College of Education has been putting in extra effort to promote research amongst faculty, students and other staff. For instance, the College research fund has been increased from 1% of its annual budget to 2%, which is a significant increase. Faculty involved in research work are provided reduced teaching load as well as flexi-time by setting aside one or two free days every week to enable them to work on their research. Some other intervention strategies that will be implemented at PCE to promote research culture commencing 2014 Autumn Semester are:

Collaborative Action Research as Professional Development for Teacher Educators

Although action research (AR) has become a part of the compulsory course at Paro College of Education since 2010 with the introduction of four year B. Ed programme, not many faculty members have shown interest in conducting action research till date. This is an indication that the past professional developments for faculty on action research, data analysis, proposal writing and designing data collection tools have not made much impact in terms of skill development as well as raising their self-efficacy for action research. Such an inconclusive response is likely to have negative impact on the quality of the courses offered, as not many faculty members would have first-hand experience to share with their students. Theoretical teaching is not enough (as indicated by the needs analysis report 2014) to make such a practical oriented module meaningful and have long-term impact on student teachers. Keeping this in view, a collaborative action research (CAR) project has been initiated in the College for interested faculty members.

CAR is now increasingly used as professional development for teachers (e.g., Jaipal & Figg, 2011; Goodnough, 2011). Most often such research is lead by university researcher/s and is done in collaboration with small groups of school teachers or pre-service teachers. In the context of Paro College of Education, this model of CAR will be followed between CERD and interested groups of teacher educators. So it will be an on-going professional development process for teacher educators instead of focussing on 'one-shot' PD programme. There are adequate evidences (e.g., Ross, 1994; Hunzicker, 2011) to show that such 'one-shot' PD programmes are ineffective. Furthermore, AR is considered to be one of the effective models of PD for teachers (Kennedy, 2005; Timothy & Cooper, 2013).

Therefore, any colleague interested to join the CAR group will been couraged to form a group of two to three people depending on the area of interest that they would like to pursue as their AR during the Autumn Semester 2014. As most colleagues are aware. Their AR topic must originate out of a genuine concern/interest

for improvement in ones own teaching and student learning. Although each group will work on their own AR topic, all groups will meet on a regular basis to share their AR journey and learn from each other. CERD will facilitate the process and guide all the groups through the entire process of AR.

At the end of the CAR cycle, each group will be able to produce one AR paper for publication. Further, CERD will document the entire process of CAR to produce a paper. So this will be a double-layered research, where CERD will study the AR groups while they conduct AR with their students.

Seminar Series

Given that there is an increasing number of faculty and students engaged in research and many return to the College after completing their postgraduate studies abroad, there is a need to provide an avenue for these researchers to share their research work with other faculty and students at the College (in addition to the online posting discussed prevously). The seminar series could be either on completed research work, work in progress, proposal, literature review, methodology, data analysis, and referencing or anything related to research that would help promote research. The Seminar series will be open to interested staff and students and it is intended to have two-way impact- both on the presenter and the audience. While the presenter would benefit from the feedback provided by the audience (especially if it is a research proposal or work in progress), the audience would also benefit in terms of research knowledge and skills. Half of the time will be slotted for presentation and the other half for question-answer session. Any interested faculty and students who wish to share their work or need some feedback and suggestions could register with CERD. If there are not enough entries, CERD will approach appropriate researcher/s with a request to share their work. Efforts will be made to invite guest speaker/s who has passion for research.

Mentoring Beginning Researcher/s.

Mentoring/helping a beginning researcher is one of the important ways of promoting research culture. As discussed above many of our faculties are not able to initiate research journey because

of their low self-efficacy for research. Therefore, to help raise their self-efficacy for research, a mentoring group will be formed consisting of faculties with research experience, especially the PhDs. Research profile of all the mentors will be made available via college website, so that the faculty looking for specific research support could approach the right mentor. All mentors will be provided flexi time as well as considered for lighter workload depending on the overall situation in the College. Mentors will be required to slot a time frame everyday/week for consultation and maintain a diary of support provided using a template specifically designed for this purpose.

Hands-on Sessions on Statistics and Data Analysis

Although PD programmes in the past have not made much impact, there are still faculty members who would like to attend PD sessions on various research related topics. One of the areas that most faculty members desire to learn is about the quantitative data analysis using statistical softwares such as Software Packages for Social Sciences (SPSS) as indicated from the research support needs analysis. In response to this, the CERD has planned to offer about fifteen tailor-made hands-on sessions on statistics and data analysis beginning with very basics on statistics such as the nature of probability and statistics, and descriptive analysis to more complicated inferential analysis such as analysis of variance, correlation and regression for interested faculty members. Each session would be roughly about two hours. Based on the number of interested faculty signing up for a particular unit, statistics sessions will be offered either during lunch break, during free periods for a particular groups of faculty members, Wednesday afternoons or after classes in the evening.

Conclusion

Based upon the discussions presented in this paper, it is quite clear that evidence-based teaching has more relevance than teaching-learning process based only on textbooks. To reiterate, it is imperative that both faculty and pre-service teachers understand that knowledge produced through empirical data are

far better than intuitive knowledge claims based on one's personal experience or anecdotal evidence. Although the process is slow, academics and students at the College must be encouraged to learn that the government and its leaders in Bhutan are now signalling their support and interest in research. For example, the then Honourable Prime Minister Jigme Y. Thinley, during the RUB midterm review meeting stated, "we want you to focus more on research" (kuenselonline.com, dt. 11th December, 2010). The Royal University of Bhutan as well as the Ministry of Education have also now started recognising research output of its faculty as a basis for career promotion and further studies.

We hope to see enhanced faculty research output with the successful implementation of intervention strategies identified in this paper. Faculty at PCE are in a position to help establish a research culture and establish a research base for further study and in so doing help in improving the education system of Bhutan.

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Exploring the Need for ECCD Centre at Paro College of Education

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Abstract

Although there is adequate literature on early childcare practices in western context, there is hardly any study being carried out on childcare practices in Bhutan. This study has made an attempt to look at the feasibility of establishing a work-place based ECCD centre at Paro College of Education. A sequential mixed method was deemed appropriate for this study as it enabled the researchers to build an explorative interview questions from the responses gathered through survey questionnaire. The respondents included the administrative staff, the teaching faculty and the final year student teachers of 2010. A 34 item questionnaires were administered amongst 109 participants and four in-depth semi-structured focus group interviews were conducted among the faculty, student teachers, and the administrative staff. The analysis of both the sets of data indicated that there is a need for the College to establish a childcare center. The findings show that establishing a childcare centre at the College would have multifaceted benefits, among which teaching and learning child development and psychology modules would become more practical.

Key words: Early Childcare and Development, Early Childcare Education, Caregivers

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Introduction

Bhutan 2020 envisions maximizing the happiness of all Bhutanese so as to enable them to achieve their full and innate potential as human beings. In conformation to this vision the Royal Government of Bhutan has recognized the importance of early childhood care and development as the key to foundation for a happier society. The vital link between Early Childhood Care and Development Services and primary education is highlighted by the Education Sector Review Commission (2006-2007) which concludes that ECCD programmes and services are necessary for Bhutan to achieve the universalization of primary education by 2015. It is evident that a number of initiatives have been taken both at the national and international level on raising awareness on early childcare programme, and it is only appropriate that early interventions are put in place at the local level as well because children are increasingly at risk due to the vanishing traditional child rearing practices as a consequence of aping the western style of nucleus family system. The rapid increase in mothers working outside home and leaving children at the hands of inexperienced and unqualified baby sitters is a huge concern for both the parents and the government.

Context of the study

In the context of the importance of the critical link between early experiences, and achievement of universal primary education, it is important to understand the roles and responsibility of an education college and the positive contribution the college can make, especially Paro College of Education which till date is the only college trying to achieve excellence in primary education. The importance and need of having a childcare facility needs to be understood closely, not just in terms of the need of the population but from the perspective of the institute's specialization in primary curriculum.

Literature Review

The Convention on the Rights of the Child recognizes ECCD as a "right" that has to be bestowed on every child. This is further supported by the EFA- Global Monitoring Report's (2007)

emphasis on the impact of ECCD. Some of the rationales for early childcare programs are brain development, school readiness, school success, better health care for children and families and social impacts including stronger workforce and reduced crime rates. Further, Kagan (1994) supports that children are also looked at as the human capital for the future, and because this human capital will be directly affected by the kind of early experiences they have had, ECCD plays a major role in shaping the future human resource. ECCD programs also increase school preparedness, which results in increased learning and a decrease in grade repetitions and dropout rates. In Bhutan, The Education Sector Strategy: Realizing the Vision 2020 document clearly outlines the importance of supporting children through early childcare programme:

> All children aged 0-5 years will be supported to enhance their intellectual, emotional and physical development through a programme that enables them to grow in their familiar and natural environment. Priority will be give to home and family-based approaches, with additional inputs from institutional structures and options, which recognize the increasing diversity of life-styles and settings in which children are now being raised. (p. 10)

The Education Sector Review Commission's report Education without compromise (2008) confirms that "High-quality ECCD is one of the best investments a nation can make in its young people" (P.7). Realizing the importance ECCD programs have on children, the government has already outlined frameworks and strategies that support and enhance ECCD programs (Tenth Five Year Plan, (2008-2013), p. 91-93).

Description of the research study

This study employed sequential mixed method approach which is "an approach to inquiry that combines or associates both qualitative and quantitative forms of research. It involves philosophical assumptions, the use of qualitative and quantitative approaches, and the mixing of both approaches in a study "(Creswell, 2009, p. 230). One of the main reasons for

employing mixed methods paradigm is its complementarity- i.e., seeking elaboration, enhancement, illustration, clarification of the results from one method with results from the other method" (p. 22). Accordingly, findings from quantitative data gathered from a larger sample were explored through interviews with a smaller number of informants. This helped the study to explain the results of the quantitative data in greater depth.

In this study, though data obtained quantitatively provided relevant statistical and demographic information on the establishment of a childcare centre at the College, statistical evidence indicated a need to understand better the psychological dimensions and organizational issues of the College. Hence, data gathered in two phases from two groups of samples using both the qualitative and quantitative methods allowed us to corroborate and so also increase the validity and reliability of this study.

Data Gathering Procedures

In the first phase of the study, data were gathered through self- administered survey questionnaires from 109 participants. The participants were randomly selected so as to ensure that each individual had an equal probability of being selected, and the findings could be generalized to the larger population. The questionnaires were distributed to 59 college faculty and to 50 third year student teachers of 2010. The qualitative data in the 2nd phase of our study was gathered through focus group interviews. Twenty-four participants were selected for the interviews using purposive sampling technique. The interviews were conducted in four phases of six members each.

Seeking consent and gaining access

The proposal for the study was presented to the faculty and other staff of the College for their comments and approval. The researchers sought formal consent from the Director and the College faculty prior to the commencement of the study. The interview participants were briefed on the aims and purpose of the study once during the proposal presentation and once again before the interviews. For each of the interviews, participants were

requested to complete the consent form. A detailed explanation was given to all the participants regarding the modality of the interviews.

Data presentation and Discussion

This section presents an in-depth discussion of the themes that emerged from the data. Interpretation and findings are discussed after each analysis supported by relevant literature.

1. The need for an ECCD centre at the college

All categories of participants felt the need for an ECCD centre at the college. Faculty members teaching "Child Development" and "Learning Process" modules were very passionate about establishing such a centre. They thought that the centre would provide care giving experiences by directly "observing and recording" in their "assignments and case studies". The faculty in general also expressed the existing difficulties in teaching due to the disconnectedness of theory and practice. The availability of an ECCD centre within the college was seen as an opportunity to link theory and practice. The general tone of the discussion from the faculty could be summed up in the words of participant 1:

> At the moment …we don't really get the opportunity. I wanted to but it is very difficult. We don't have children around…So we just discuss in the class through lecture. We just say at this stage the child does this and that … we couldn't really practice. That's why I m saying that maybe in future if we could have a childcare centre it would be very different. (Interview -16th November, 2010)

The student teachers equally see the opportunity of having a childcare centre in helping them understand the practical aspect of the modules they are learning.

The findings from the quantitative survey revealed that 81.8 % of the staff respondents thought that having a childcare centre would increase their efficiency and 70.5 % thought that the centre could help increase their motivation. It can be safely

said that having an ECCD centre within the College will not only benefit the working community of the College contributing to the general well being, but also greatly enhance the quality of teaching learning at the College.

The Education Sector Review commission (2008) has highlighted the critical function of the ECCD programs and services which is necessary for Bhutan to achieve the universalization of primary education by 2015. The responsibility then, falls directly on Paro College of Education as it is the only college that offers primary curriculum and is to specialize in primary education in the country. Therefore, it is expected that Paro College will have to take the lead role in spearheading, facilitating, and enhancing ECCD programs in the country, and thus it is vital that the College has an ECCD centre. Given this opportunity, the college will benefit from having an ECCD centre. The College already has some contents and components of ECCD, so having an ECCD centre within the College could greatly strengthen the quality of ECCD modules.

2. ECCD as a Childcare Lab School

The findings from the study also show that there is potential for the ECCD centre to function as an excellent early childcare lab school. Quantitative data below show that 77.2% of the faculty participants feel that having the centre within the college premise will allow the student teachers to carry out practical observation on childcare and development.

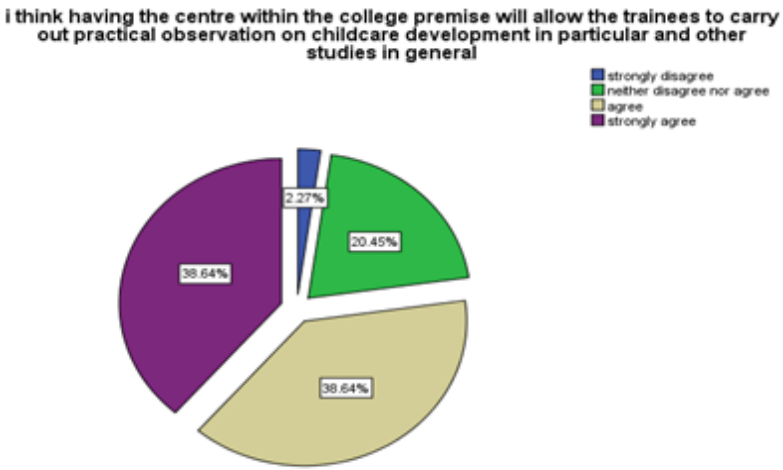

Fig 1: The Faculty view on using the centre as a lab school

This is substantiated by qualitative finding where the faculty seems to be the most resonating in having the centre and the benefits of using it as a lab school. A tutor presently teaching Child Development module in the College expressed the benefits of the childcare centre in his module which aligns well with the student teachers' perspective on the point where 84.6 % of the student participants agree on the benefits of the centre .

Fig 2: The student teachers' view on using the centre as a lab school

Qualitative findings suggest that the student teachers in general feel that there is a wide gap that exists between theoretical lessons they learn in the classroom and the lack of practice. Student participants felt that having the centre within the premises would give them opportunity in experiencing childcare practices and what they learn in the class. Participants expressed that at the moment modules like Learning Process and Child Development have been mostly theoretical. They said that having the centre would give them opportunity to come to the centre and observe children and their development. The childcare facility as bridging the gap between theory and practice in primary curriculum comes out clear in the lines of one of the participants:

> Learning just theoretically is not important- not enough for us. One way or the other we will become teachers … so having the centre will be very beneficial to the primary teachers. (P6, Interview, 7th Nov. 2010)

Further, quantitative data also suggest that it is not only the tutors teaching modules related to child development who finds the centre useful but 58.94% tutors who teach modules other than Child Development also find that it will be helpful and they see opportunities to link their courses with the centre.

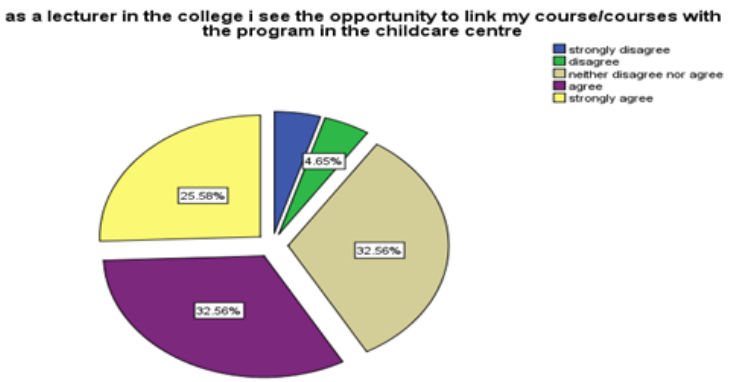

Fig 3: As a lecturer in the college I see the opportunity to link my course/courses with the program in the childcare centre.

A faculty member felt that the present teaching learning in the College is, "fairly restricted to classroom" and that having a Childcare learning centre "will, in fact, open new opportunity" for our students to explore. (P6, Interview, 7th Nov. 2010).

Linking theory and practice through ECCD lab school.

The study clearly finds a detachment in the theory they learn in the classrooms and the practice they lack as a result of not being able to observe in real situation. In an era when the quality of education in Bhutan is a major concern at all levels and teacher education colleges are looked upon as the main contributors to the quality of teachers, there is responsibility on the part of the College to address this issue by making classrooms more learner-centred. In light of this issue VanBalkom and Sherman (2010) warn that "Bhutanese schools will improve only if there is a shift to a culture of engagement in classrooms" and that the lecturers in the Colleges of Education play a vital role in creating such a culture. They also suggest that unless the experiences provided to students are authentic, practical and relevant, quality will be compromised. Therefore, it is recommended that the childcare centre we open in our college be used as a childcare lab school for the student teachers and the faculty. Student teachers will not feel that the theory that they learn is "divorced from reality." The childcare centre could give our student teachers and lecturers an opportunity to engage meaningfully in hands on research, practical observation, and other innovative and creative ideas that they will discover along the journey.

3. Quality of ECCD centre:

Participants from all categories had concerns on several issues related to the functioning of the centre. All these concerns raised connected to the quality of the centre, which is perhaps the most interesting finding of this research. Participants' concern for the quality of the centre was quite inspiring. Initially, the quality of childcare was not a part of our original investigation, but it emerged as one of the most prominent themes through qualitative data. This issue directly relates to what kind of ECCD centre we might have in the College. The participants expressed that if the College opened a childcare centre they should not replicate

the existing centres that private organizations have established. They are of the view that the centre at the College should serve with the quality of international standard. For some participants, quality meant the experiences provided by the teachers and the caregivers, while for others it meant the empowerment of the parents and community by the centre in childcare and support. Quality also meant the availability of adequate resources and infrastructure as well as the curriculum we implement at the centre. The two issues that repeatedly came up were:

a) The quality of the management of the centre and
b) The necessity for employing a full-time supervisor.

The survey showed that 86.4% of the staff respondents wanted a full-time supervisor at the centre.

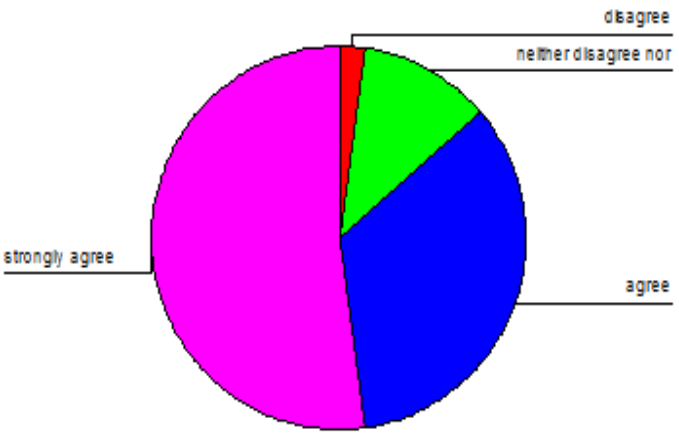

Fig 4: The faculty's view

The survey also showed that 82.5% of the student teachers thought that a full-time supervisor at the centre is necessary even though the parents could be involved.

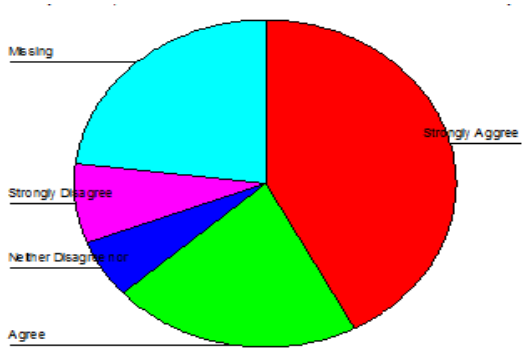

Fig: 5 Student teachers' view on having a full time supervisor

In addition, having someone at the centre with adequate knowledge and experience in early childcare was very strongly voiced by majority of respondents from all categories. It is, therefore, recommended that the college form a committee who will start working on establishing a centre that is fitting for all children.

It is not without reason that ECCD has been called the "Missing Link" by the ESRC (2008) report. It reminds us of ECCD's untapped potential and unrecognized strength. The PCE ECCD centre could provide the highest quality because of the fact that the College has experts and professionals in early childcare. The untrained and uninformed manner in which the present childcare centres around the country function should inform the College ECCD committee to focus on quality and enhance quality services. Rather than replicating what exists in the present daycare centres, Paro College should situate itself in a position to lead the development of quality centre.

Summary of recommendations

1. Form a committee to do the ground work in exploring for fund, planning infrastructure and identifying human resources to man the centre.

2. Before the centre opens, the committee should have at least identified a competent full-time supervisor and well trained caregivers willing to work full time.

Conclusion:

In Bhutan the global transmission of urbanization has touched every section of the society, directly affecting social and cultural lifestyle. Home-life in Bhutan is becoming increasingly diversified as more people move towards the urban centres and an increasing number of women join the workforce outside their homes. These changes directly affect family structures and child rearing practices, creating new demands for childcare and education services. According to a GNH report, "In urban centres, the emerging trend of working parents, and extended family system gradually shifting to nuclear families, pose serious challenge to childcare. Under this circumstances the traditional childcare support system is fast disappearing, causing a serious imbalance in the Bhutanese family and child rearing system. Childcare centres thus, are increasingly becoming an answer to address these increasing challenges, with the government taking swift actions in their plans to give importance to Early Childhood Care and Education (ECCE) (Tenth Five Year Plan, 2008-2013, Early Childhood Care and Education in Bhutan, Situational Analysis, 2008, Education Sector Strategy, Realizing Vision 2020). Hence, a quality childcare centre at the College is an integral part of providing holistic primary curriculum education to our student teachers.

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Using Binary Logistic Regression to Identify the Factors Inhibiting Research Culture at the Colleges of Royal University of Bhutan

Ramesh Thapa[1]

Abstract

Universities play a very significant role in any society. They are the main source of wisdom and knowledge production. Its role has been changing rapidly from mere knowledge dissemination to knowledge production. It helps to strengthen the country's economy and develop nation as a whole. The Royal University of Bhutan has been attempting to develop research in its member colleges since its inception but the take up by the academics has been very slow. This study was mainly geared towards finding out the key factors that influenced the development of university research culture. A survey data of 228 faculty members from all colleges under the university was used for the study. Two different binary logistic regressions for response variables; 1) Published papers in research journals 2) Presented papers in research conferences and seminars, which measured university's research productivity was modeled with a set of 12 selected predictor explanatory variables. Results revealed that two explanatory variables; qualification of the faculty members and participation in research conferences and seminars was statistically significant for response variable published papers in research journals. Similarly, three explanatory variables; qualification of the faculty members, attending research trainings and workshops and participation in research conferences and seminars was statistically significant to the response variable presented papers in research conferences and seminars. Thus, this study revealed that there is still a need for the Royal University of Bhutan to address such urgencies towards building a strong research culture at the university. The university should continue to reinforce greater support in encouraging faculty members to upgrade their qualifications besides providing necessary support in relevant research trainings as well as participation in the research programmes.

Keywords: Research culture, logistic regression, significant variables, stepwise selection

1. Research Officer, Centre for Educational Research & Development

Rationale of the Study

Universities anywhere in the world place much of its strength in research capacities. They put lot of importance on research based curriculum or teaching and learning informed by research. Universities also spend lot of resources on research and publication activities. In fact, universities acquire their unique popularity because of their greater focus on research as major activities. Universities are the crucial hubs for producing knowledge. Besides these, universities also play a crucial role in the society. Margison and Considine (2000) while trying to discuss the role of the university has rightly stressed that "there can be little dispute about the need for universities to play an active and constructive role in the economic and social renewal of their communities" (p.5). To fulfill such a significant role in the society, universities need to build strong research cultures.

Research in Bhutan, in the Western sense, is relatively new. The recent establishment of the Royal University of Bhutan (RUB) provides the opportunity for research in Bhutan to be led by the RUB. The advent of the RUB means that the role of academics in the previous colleges now forming part of RUB needs to change to encompass research (Strategic Plan, RUB, 2007). Implied here is a change from a culture of teaching to a culture of teaching and research in the constituent RUB colleges and institutes. The importance of these developments has been foreshadowed in the development of the Research Department in the Office of the Vice Chancellor, RUB.

The Royal Charter and the Statutes of the Royal University of Bhutan (2003, p. 3) emphasizes that one of the core objectives of the university is to "promote and conduct research, to contribute to the creation of knowledge in an international context and to promote the transfer of knowledge of relevance to Bhutan." Similarly, the university's Strategic Plan also give much importance on promoting research culture in the constituent member colleges (Strategic Plan, RUB, 2007). According to Sherab (2009, p.1) RUB like other universities elsewhere, "is also giving more emphasis and encouragement on research activities for the enhancement of the quality of courses offered". Various research training programmes and professional development workshops

are being organised to equip the faculty with research skills. These programme are training for research but the numbers are still very few. Likewise, if we look at the list of the faculties within RUB, not even 10% of our faculty has doctorate degrees. On the other hand, any university in the west would have more than 90% of their faculty with doctorate degrees. However, within its limited capacity RUB has also been providing generous support with research funding and supply of research materials to its member colleges. RUB has launched its own annual publication journal entitled the Bhutan Journal of Research and Development to provide the platform for the researchers to publish their research work. The RUB has been also able to institute research and publication as one of the key criteria for selection to higher posts and further studies. Such developments clearly indicate the significance of research and publication.

In spite of all these efforts, we do not see many faculty members taking up research, and surprisingly the only university journal often does not have adequate research papers to be published. The calls for the submission of research proposals for funding have not been successful either. All these are indicators that show research at the colleges of RUB is not a priority at the moment. We can conclude that a research culture has not been developed in each of the colleges and institutes of RUB.

As implied above, there are a range of reasons why this might be the case. Is it because faculty members are not skilled enough to carry out research? Is it because research funds are not readily available? Is it because our faculty members are heavily loaded with teaching? Is it because our faculty members do not get sufficient administrative and research support? Is it because research materials are not easily accessible? Is the past practice of only teaching and no research by the RUB academics difficult to change? Is it because the RUB academics are not mandated to carry out research? There could be many reasons and the likely cause is in fact a combination of these. However, no research has been carried out to find out possible reasons for the lack of research productivity at RUB. In the RUB colleges, lots of effort has been made to enhance research culture, however, the response by the faculty members has been very slow. Therefore,

the main purpose of this study is to gain a better understanding of the research culture, research planning and priorities of each of the RUB member colleges.

Main Research Question

How well do the explanatory variables concerning research culture explain the over all RUB faculty's research experiences and productivity?

Research Objectives

1. Identify significant explanatory variables that influence the university research experiences and productivity.
2. Examine the direction of the relationship between the explanatory variables and the university research experiences and productivities based on sign (+ and -) of the regression coefficients.

LITERATURE REVIEW

Introduction

Researching the research culture at the Royal University of Bhutan presents two broad associated areas in the Bhutanese context; the research itself and the concept of culture that has to be understood. The recently established Royal University of Bhutan (RUB) has been providing much emphasis on enhancing the research culture in the member colleges. According to Sherab (2009), RUB like other universities elsewhere, "is also giving more emphasis and encouragement on research activities for the enhancement of the quality of courses offered" (p. 1). However, RUB is a recently established, and the first, university in Bhutan. Bhutan as a country itself does not have a tradition of research in the Western sense of that term. It is therefore attempting to develop research without a history of research to support it, and that means that research capacity is being developed from a low base. Moreover, the colleges, prior to amalgamation into the RUB, were closely affiliated with government Ministries and their primary task was to produce graduates that could work in the Ministries. College staffs were, therefore, teachers and not

researchers. The focus has been on teaching since the inception of the colleges from about the 1970s onwards. A culture, 'the way we do things around here'; that has been built up in each college that revolves around teaching and does not include research. Moving from a culture of no research to one which centrally includes research involves going through a process of change. To provide a clear picture of the factors that support and inhibit research at RUB colleges one needs to understand the history and current practices and policies surrounding research and its production at each of the RUB colleges. Therefore, the literature analysis that follows presents a detailed discussion on the importance of research grounded in the concept of culture and change.

Concept of the Research

The word research has been very loosely used in our everyday life to convey different meanings. Today we live in a world where "our knowledge is incomplete and problems are waiting to be solved" (Leedy, Newby & Ertmer, 1997, p. 1). The general understanding is that these problems can be resolved through research by asking significant questions and seeking authentic answers. Tan (2002, p. 2), defines research as "a careful and systematic process of inquiry to find answers to problems of interest". In a similar tone, Kothari (2004, p. 1) defines research as "a scientific and systematic search for pertinent information on a specific topic". We can say then that research in the context of a university means undertaking a systematic process of enquiry to find answers to significant questions. In brief, research refers to a search for knowledge.

According to Bernard (2006), research is like a craft which requires practice to perfect it. Researchers require skills. Researchers need a range of technical and ethical skills to undertake the rigorous processes of identifying a problem for study, asking questions, formulating hypothesis or specific research questions, conducting literature reviews, designing the study and identifying relevant methodologies, developing data collection tools, identifying sources of data, selecting participants, collecting data, analysing the data, writing to particular audiences and sharing the findings with others and finally publishing the

results. The search for knowledge demands highly developed skills that vary across disciplines and professions and takes time.

Importance of Research

The 21st century landscape is changing at a rapid pace. What is relevant today becomes obsolete tomorrow. New knowledge is being generated at an alarming rate. Universities which are the learning hub of any society struggle to excel in discovering and producing knowledge through research. Today one of the strengths of any university is its research capacity. Most universities in the world provide much emphasis on research as an end in itself as well as teaching and learning that is informed by research. A careful study of the strategic plans of universities abroad will show that a research agenda is always at the top of priorities. For instance, according to the University of Leeds (2006) in the United Kingdom, they have a "world-class ambition" which is expressed in the following words:

> Our world-class ambition is a standard of excellence to which we aspire. It means, firstly, that our learning and teaching takes place in a research-intensive environment, that our programmes and courses are constantly refreshed by new research findings, that our students are taken to the cutting-edge of knowledge and that they learn about the research process, how new knowledge is created and are given opportunities to contribute to that knowledge base. (p. 4)

Another relevant example is the mission of the Macquarie University in Australia for 2009-2011, which states that the university aims:

> to establish a pervasive research culture across all areas of the University, and in particular to achieve internationally and nationally leading research in selected concentrations of research excellence, by maximizing the institution's intellectual and physical resources and by maintaining a continuous improvement framework (p. 1)

Looking at the vision and mission statement of these universities we understand that universities use research and its output to strengthen their status as leading universities. These universities invest huge amount of time and resources in research. This demands investments not only in research capacity building of staff but also in other areas such as research infrastructure e.g, libraries. In Bhutan too the Royal University of Bhutan has recognised the importance of research in its mission statement (2007, p. 3), which states that, "the Royal University of Bhutan will continue to enhance access to tertiary education and its quality through advancement of research, ..." (The Royal University of Bhutan: Strategic Plan 2004-2012). Discussing the role of research in the university, the RUB strategic plan also states that, "research is a crucial element of any institution of higher education and without the active involvement of staff in research, no institution can justifiably be recognised as a university" (p. 33)

Examining the mission statement of RUB, several questions immediately arise. Do member colleges under the Royal University of Bhutan invest their time and resources in the research capacity building? What is their vision? What are their missions? What is the annual research product in these colleges? Are their teaching-learning processes based on research findings? What are the priorities of the Royal University of Bhutan and its member colleges? Is there any gap between the existing literature and the actual practices at these member colleges? If there is any gap, what immediate and long term measures should we employ to reduce the gap? These are some of the concerns that this research would addresses

Much of the practices in the developed countries and even many developing countries are based on evidence. For instance, implementation of any new change in teaching and learning, or the introduction of new policies in the system is all evidence based as against ideology based. Research is considered to be the driving force for policies and it helps in the development of inquiring minds to inspire students to be innovative and creative through critical thinking. Until recently in Bhutan research was not very much a part of the teaching learning process or for that matter the introduction of any new changes in the system were not based on evidence. One's ideology played important role in the

Bhutanese society. Such practices have resulted in the failure of the programmes and policies that were implemented. This clearly indicates the importance of introduction of programmes, policies, and teaching learning practices that is underpinned by research. Discussing the importance of research, Thailand has integrated into their developmental activities a philosophy of "Triangle that moves the mountain" propagated by Professor Prawase Wasi in 2000 as shown in figure 1 below;

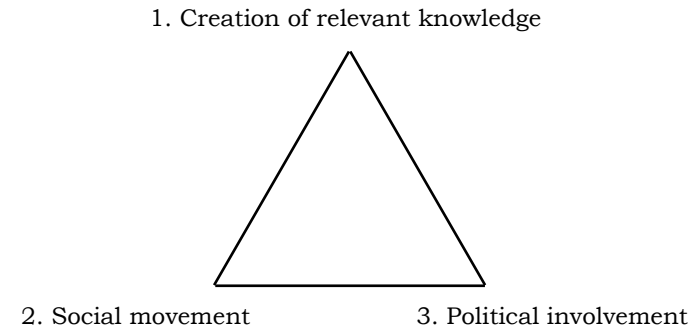

Figure 1 Triangle that Moves the Mountain (Wasi, 2000)

According to this triangle there should be three things working in close collaboration to make anything possible in this world. First and the most important thing is to create relevant knowledge through research which has to interact with social movement or social learning. Wasi (2000) states that, "without relevant knowledge, social movement cannot go very strong or may deviate to something else" (p.4). He further claims that to complete a working structure political involvement is a must. He also warns that without knowledge production and social movement politics cannot do much. So this philosophy is imperative to solve difficult problems. In fact, Thailand has moved a few mountains using this philosophy. For instance, through research, social movement and political involvement they have rewritten "the Constitution which led to political reform, developed 8th National Economic and Social Developmental Plan, and the National Education Act for education reform was issued" (Wasi, 2000, p. 5). Ever since then this philosophy has been applied to formulate policies, design and implement programmes, and initiate major reforms.

Thus it is time now that faculties under the Royal University of Bhutan as academics show and prove to the outside world that we are also capable to carrying out research works which can support the overall development of the country.

Culture and Change

It is essential that this study consider culture and change to understand fully the research culture of the colleges of RUB. As stated above, research is a fairly new concept in Bhutan. It was only after the establishment of RUB in 2003 that research has gained some importance. Prior to this there was little research produced at the colleges who are now members of RUB. After the establishment of RUB much emphasis has been provided to encourage and build research capacity at the member colleges. Some generous funding has been provided, capacity building such as refresher courses and professional development programmes have been initiated, and seminars and conferences have been organized. When such innovations are introduced it is likely that there will be demands on the change in culture of those affected. In fact such innovations are part of a process to effect change at RUB to influence the development of research at RUB.

According to Schein (2004, p. 1), "culture is both a dynamic phenomenon that surrounds us at all times, being constantly enacted and created by our interactions with others and shaped by leadership behaviour, and a set of structures, routines, rules and norms that guide and constrain behavior". For instance, it is imperative that first we understand the kind of leadership our colleges have. Are our leaders supportive to the changing culture? Are our leaders able to visualize the potential of research and its products? On the other hand, it is also equally important to understand the work culture of our faculties and the colleges to change the culture of research amongst the faculties of the Royal University of Bhutan. What is the work load of each lecturer? Do they have adequate time to take up research? Do they have adequate research skills? How comfortable are they taking up new responsibilities? Bridges (1991, as cited in Sherab, 2001, p. 19) shares that, "Inevitably accepting something new often means letting go of something old". So how are the faculties of RUB responding to this culture change? Are they receptive? Are they

adequately prepared to undergo change? What arrangements are made to support the faculties so that they undergo a smooth transition? Are these arrangements adequate? These are some of the issues addressed in this study.

However, change in culture requires time and often it is met with resistance from the change practitioners. O'Niel (2006) states that, "all cultures are inherently predisposed to change and at the same time, to resist change" (p. 1). Educational theorists such as Fullan (1999) and Lieberman (1995) highlight the significance of resistance as a natural phenomenon in the process of implementing a change initiative. Change in culture means changing ones beliefs and ways of doing things. Change can be painful causing stress and discomfort for some and liberation for others.

Factors that Support Research Culture

One needs to acquire the skills of researching through university training and adequate experiences. Existing literature (e.g., Robinson, 2005) indicate that there are various factors such as training, administrative support, funding sources, infrastructure and resources, mentoring, the role of colleagues and collaborators, research conferences and faculty meetings, and recognition of research efforts of the faculty that support research culture in an institution or a university. Each of these areas is discussed below

Training and Experience

One requires adequate training and experience to be able to conduct research. Specialist skills are necessary and these vary depending upon the demands of each discipline or profession.

Administrative Support

Adequate training and experiences are not just enough for someone to take up research. According to Robinson (2005) administrators need to understand the importance of the potential of research and support research activities. This can be achieved through administrative guidelines including ethical procedures to follow in undertaking research.

Funding Sources

Research usually involves money. In other developed countries there are various private and non-governmental organisations funding research activities besides government funds. Do we have such funding sources in Bhutan? Are funds adequately available for our researchers?

Infrastructure and Resources

Infrastructural support for carrying out research is crucial. Do our colleges have facilities and resources such as digital recorders, adequate working space, support staff and library facilities, etc. to encourage faculties to take up research?

Mentors

Existing literature indicates that mentors play a crucial role in building up the confidence level of these academics. Many academics at the colleges of the Royal University of Bhutan have just started taking up research. Confidence level has been very low due to lack of experience. Do we have mentoring process established in our colleges to support novice researchers? What systems are in place to support the new researchers? Are international partnerships in research another way forward? While research is a new development in our colleges, we do have some experienced researchers. It is important that these experienced researchers work in close collaborations with novice researchers.

Research Conferences and Faculty Meetings

Research conferences and faculty meetings are often considered to be good ways of promoting research in the established universities. They provide platforms for researchers to share their work where novice researchers could learn. They are the bottom rung for research presentation that can lead to refereed publications (Maxwell, 2006).

Recognition of Research Efforts of the Faculty

It is significant that research efforts of the faculty are recognized through various mechanisms. For instance, promotions are based on the number of papers published, reduce number of teaching hours, opportunities to attend the international conferences, seminars, trainings and workshops and provide incentives for taking initiatives.

METHODOLOGY

Introduction

The methodology applied in this study is quantitative. This study involved the primary survey data collected from faculty members of all the colleges of RUB on research culture. The survey instrument was pre-tested using reliability test involving the samples size of 25 faculty members. The Cronbach's alphas for the 6 research output and 12 perception and research experiences items were .894 and .807 respectively which indicated high level of internal consistency of the scale in the instrument. The questionnaire consisted of 25 items on demographic information and faculty member's perception and experiences about the overall research culture at the RUB. The response (outcome) variables were measured on binary categorical - 'Yes' and 'No'. The explanatory (predictor) variables included 12 items that were dichotomous and ordinal measured on five-point Likert scale related to demographic, responsibilities of the faculty member, training and experiences, research and publication services, research knowledge, facilities and resources, perception of research and research policies. The binary variables were coded as 0=No, 1=Yes. The variables which used five-point Likert scale was coded as 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree.

An attempt was made to collect data from every faculty member in all the colleges; however, the data was collected from those faculty members who were present at the colleges during the time of the survey administration. A census (enumeration of all the faculty members of each college) method was applied as every faculty members who were present on the day of the survey

administration were included in the sample. The sample size was estimated based on the following statistical formulation.

$$n = \frac{Z^{2*}p^{*}q + ME^{2}}{ME^{2} + Z^{2*}p * \frac{q}{N}}$$

n=required sample size, Z^2=Z^2 is the abscissa of the normal curve that cuts off an area α at the tails (1 – α equals the desired confidence level, e.g., 95%), N=the population size, p=the population proportion (assumed to be. 50 since this would provide the maximum sample size), ME=Margin of Error (Sample Size: SRS, n.d). From the total faculty members of 485 in all the colleges, with 5% margin of errors, 95% confidence interval and 50% response distribution, the recommended sample size was estimated to be 215. However, the data collected from a total of 228 faculty members were used for this study. The Statistical Package for Social Science (SPSS) version 16 was extensively used to analyze the data. In this study, the researcher was interested to see the effect of explanatory variables to response variables which were among others the core research objectives of the university. A binary logistic regression method was used to model the relationship between the variables to see the extent of the effect. While developing the model, some of the cases with high missing values were removed as it was highly sensitive to chi-square test and goodness of fit in the model building process.

In order to suitably select factors or variables that are believed to have significant effect on the research experiences and productivity, a careful judgment of each factor on the basis of cause and effect relationship was first established. A univariate regression analysis was then carried out to select the covariables (with p-value <0.25) to enter into the model. The use of more traditional level ($p<0.05$) often fails to identify the variables known to be of importance (Bendel & Afifi, 1977, Mickey & Greenland, 1989 as cited in Hosmer & Lemeshow, 2000). After the factors have been identified for the model, the logistic regression procedure was used in combination with stepwise method for binary response variables. The stepwise method enables to select those significant variables which are most effective in predicting

response variables while at the same time removes those variables which are of lesser effect.

Description of the Variables Specified in the Model

In this study of research culture and productivity, two different response variables were selected which measured the research performances and productivity of faculty members at the university. It comprised of two variables; published papers in research journals and presented papers in research conferences and seminars. These variables among others were considered as the central objectives of research and development initiatives carried out at the university. Thus, two models were developed to find out the effect of explanatory variables on each of the response variables. For each of the model, only those significant explanatory variables were entered which were identified by the univariate regression analysis.

The explanatory variables included all those variables that explained the response variables; qualification,attended research trainings and workshops, attended research conferences and seminars, research discussed in faculty meetings, received fund for conducting research, aware of the procedures for application of research grants, receive support for research from the Office of Vice Chancellor, aware of existing RUB research policies and guidelines, RUB researchers are rewarded for their research contribution through promotion, RUB researchers are rewarded for their research contribution through both in-country and ex-country trainings, and RUB researchers are rewarded for their research contribution through leadership positions.

In an effort to build the most effective logistic regression model, the following variables were discarded from the analysis; teaching hours, number of students teaching, research discussed in department meetings, library has materials and references to support research, access to online database (eg. E-journals like AGROBA, HINARI, PROQUEST, JSTOR, ERIC, etc.), office space to facilitate research study, access to reprographic facilities that support research study, receive support from College Research Committee, receive support for research from colleagues, There

are mentors/senior researchers to support and guide beginning researchers, RUB should provide research grants for researchers, incentives in place for the beginning researchers. These variables were either statistically non-significant or p > 0.25 of the univariate analysis of variable selection.

RESULTS AND DISCUSSION

Background

A total of 228 faculty members from all 10 colleges completed and returned the questionnaires with a response rate of 47% (228/485). Table 1 shows the percentage distribution of respondents for all the colleges. Of the total respondents, male accounted for 77.2% where as women accounted for 22.4% and missing values 0.4%

Table 1 Frequency distribution of college respondents

Sl. No	College	Frequency	Percent	Cumulative
1	SCE	32	14	14
2	SC	44	19	33
3	RIHS	13	6	39
4	NITM	6	3	42
5	ILCS	7	3	45
6	GCBS	45	20	65
7	JNP	12	5	70
8	CST	18	8	78
9	CNR	13	6	83
10	PCE	38	17	100
	Total	228	100	

Majority of the faculty members had qualification of master's degree which constituted 69.7%, followed by bachelor's degree 19.3% and only 9.2% with doctorate degree as shown in table 2.

Table 2 Highest qualifications

	Bachelors	**Masters**	**PhD**	**Total**	**Missing**	**Total**
Frequency	44	159	21	224	4	228
Percent	19.3	69.7	9.2	98.2	1.8	100.0
Valid Percent	19.6	71.0	9.4	100		
Cumulative %	19.6	90.6	100.0			

Majority of the faculty members (36.4%) just had the teaching experience of less than 5 years, 28.1% between 6-10 years and 15.4% with experiences of 11-15 years. Less than 6% constituted above 16 years of teaching experiences.

Most of the faculty members (44.3%) in all the colleges taught about 11-15 hours per week followed by 34.2% who thought around 6-10 hours (Table 3). Similarly, most (41.7%) of the faculty members in all colleges taught around 51-100 students, 21.5% taught 21-50 students and 20.2% taught about 101-150 students.

Model 1: Published Papers in Research Journals

A stepwise logistic regression was performed to find the most parsimonious set of predictors that are most effective in predicting the response variable with 'published papers in research journals' as response variable. The response variable published paper in research journals was binary; Yes coded as 1 if the faculty members have published, and No coded 0 if otherwise. Explanatory variables included both dichotomous as well as ordinal which are qualification, attended research trainings and workshops, attended research conferences and seminars, research discussed in faculty meetings, received fund for conducting research, aware of the procedures for application of research grants, receive support for research from the Office of Vice Chancellor, aware of existing RUB research policies and guidelines, and RUB researchers are rewarded for their research contribution through promotion, RUB researchers are rewarded for their research contribution through both in-country and ex-country trainings, RUB researchers are rewarded for their research contribution through leadership positions.

Table 3 Omnibus Tests of Model Coefficients

	Chi-square	df	Sig.
Model	43.149	3	.000

Table: 4 Model SAummary

step	-2 log likelihood	Cox & Snell R	Nagelkerke R Square
2	167.073	.225	.317

A test of full model against the constant only model was statistically significant and reliable (x^2 (3, N=228) = 43.149, p<.001). This model accounted for between 22.5% and 31.7% of the variance in published papers in research journals. The prediction overall success was 79.8% (89.7% for No and 57.7% for Yes). The Wald statistics demonstrated that two variables; qualification (p=.001) and attended research conferences and seminars (p=.004) made significant contribution to prediction. All others were not significant predictors. There were two steps in the process and all other variables were removed from the model in which the step selection was terminated at step two.

Table 5 Classification table

Observed			**Predicted**		
			published papers in research journals		**percentage Correct**
Step 2	published papers in research journals	no	104	12	89.7
		yes	22	30	57.7
Overall Percentage					79.8

In table 6, the sign of the coefficient for Qualif(1) is negative (doctorate degree as reference category) which implies that the probability of faculty members with bachelor degree to publish papers in research journals is lower than the faculty members with doctorate degree.The EXP(B) value of Qualif (1) was 0.14 which means that the probability of the faculty members with

bachelor`s degree to publish papers in research journals was 0.14 times lower than the faculty members with doctorate degree. If we calculate the inverse of EXP(B) here, i.e. 1/0.14 = 7.14, we can say that a faculty who has doctorate degree is 7.14 times more likely to publish than faculty members who just have bachelor degree.

The value of EXP(B) of Qualif (2) was 0.209 meaning that faculty members with master`s degree have probability of 0.209 times lower than of faculty members with doctorate degree to publish papers in research journals. The inverse of EXP (B) i.e 1/0.209 is 4.78 which we can say that a faculty who has doctorate degree is 4.78 times more likely to publish papers than the faculty with masters.

Similarly, the probability of publishing papers for faculty members who attend research conferences and seminars is 3 times larger than those who did not attend. The EXP(B) showed positive sign indicating positive relationship between the papers being published in research journals and attended research seminars and conference.

Table 6 Variables in the Equation

Step2	B	S.E.	Wald	df	Sig.	Exp(B)
qualif			13.835	2	.001	
Qualif(1)	-4.246	1.179	12.977	1	.000	.014
Qualif(2)	-1.566	.621	6.363	1	.012	.209
iv3new	1.158	.404	8.212	1	.004	3.184
Con-stant	-.969	.942	1.059	1	.304	.379

The two significant variables; qualifications of the faculty members and their lack of participation in research seminars and conference were therefore the two major contributing factors for lesser research papers being published in research journals. Improving the qualification level of the faculty members and allowing them to attend more seminars and conferences would let them carry out more research and publish papers in research journals.

The qualification is integral for any academic successes and in the RUB, not even 10 percent of faculty members have doctorate degree. The achievement of high academic qualifications and vigorous research involvement would stimulate greater influence on research contributions as well as production in the universities.

The existing literature suggests that research conference and faculty meetings among others are the important factors that support research culture. Participating in the research conferences and faculty meetings are often considered to be great ways of promoting research in the established universities. They provide platforms for researchers to share their work where novice researchers could learn. They are the bottom rung for research presentation that can lead to refereed publications (Maxwell, 2006). In the RUB and its member colleges, an effort has been made to organize the research conferences and seminars both at the international and national level, however, the regularity of organizing such events are still minimal. The university and its colleges also lack the capacity to allow its faculty members to participate in the research forums outside of the country. Thus, higher the opportunities to participate in the research forums and meetings; there could be higher probability of presenting their research productivities.

Model 2: Presented Papers in Research Conferences and Seminars

The response variable for this model is papers presented in research conferences and seminars. It is a binary variable coded Yes=1 if faculty members have presented papers and No=0 if they have not. Thus, binary logistic regression with stepwise method was used to model this response variable. The explanatory variables are binary as well as ordinal which includes qualification, attended research conferences and seminars, attended research trainings and workshops, received fund for conducting research, and aware of the procedures for application of research grants. All other variables were found insignificant while analyzing univariate analysis and were discarded from the model. There were three steps in the process and two variables were removed from the model in which the step selection was terminated at step three.

Table 7 Omnibus Tests of Model Coefficients

	Chi-square	df	Sig.
Model	79.547	4	.000

Table 8 Model Summary

step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
3	163.895[b]	.354	.480

A full model was considered to be statistically significant and reliable (x^2 (4, N=228) =79.547, p<.001). The model accounted for between 35.4% and 48.0% of the variance. The prediction overall success was 79.1%. For the papers presented 81.7% were predicted. However, 77.5% of the predictions for the non-presenter were accurate. The Wald statistics showed that three variables; qualification (p=.010), attended research conferences and seminars (p=.001), and attended research trainings and workshops (p=0.20) made significant contribution to prediction. All others are not significant predictors.

Table 9 Classification table

Observed			**Predicted**		
			presented papers in conferences and seminars	**Percentage Correct**	
Step 3	presented papers in conferences and seminars	no	86	25	77.5
		yes	13	58	81.7
Overall Percentage					79.1

In table 10, the sign of the coefficient of Qualif(1) is negative (doctorate degree as reference category) which implies that the probability of faculty members with bachelor's degree to present papers in conferences and seminars is lower than faculty members with doctorate degree. The EXP value of Qualif (1) was 0.024, implying that faculty members with bachelor's degree

had probability to present papers in conferences and seminars 0.024 times lower as compared to faculty members with doctorate degree. If we calculate the inverse of EXP (B) here, i.e. 1/0.024 = 41.6, we can say that a faculty who has doctorate degree is 41.6 times more likely to present papers than faculty members who just has bachelor degree. The EXP (B) value of Qualif (2) was 0.035 implying that faculty members with master's degree had probability to present papers in conferences and seminars 0.035 times lower than faculty members with doctorate degree. The inverse of EXP (B) i.e 1/0.035 is 28.57 which we can say that a faculty who has doctorate degree is 28.57 times more likely to present papers than the faculty with masters.

When faculty members attend research conferences and seminars, the probability to present papers in conferences and seminars is 8 times greater than the faculty members who did not attend. When they also attend research trainings and workshop, the probability to present papers is 3 times greater than the faculty members who did not attend research trainings and workshops.

Table 10 Variables in the Equation

Step2	B	S.E.	Wald	df	Sig.	Exp(B)
qualif			9.303	2	.010	
qualif(1)	-3.729	1.229	9.210	1	.002	.024
qualif(2)	-3.361	1.165	8.322	1	.004	.035
iv3new	2.097	.456	21.144	1	.000	8.141
iv5new	1.045	.450	5.400	1	.020	2.843
Constant	-2.396	1.369	3.062	1	.080	.091

Thus, to encourage the participation of the faculty members to present their papers in research conferences and seminars, besides improving their education level, they should also improve their participation not only in attending research conferences and seminars but also in attending research trainings and workshops.

Describing the factors that support research culture, Robinson (2005) has stated that an adequate training and experience is necessary to be able to conduct research. He has

also pointed out that specialist skills are necessary and these vary depending upon the demands of each discipline or profession. For most of the faculty members at RUB, research has been a new phenomenon and lacked necessary skills and trainings to carry out research. This indicates that RUB requires to conduct regular trainings to develop research skills of the faculty members.

Conclusion

From the analysis of the above two model, it is clear that qualifications and research education were highly significant to both the response variables (published papers in research journals and presented papers in research conferences and seminars). It showed that majority of the faculty members who had qualification of bachelors or master's degree did not have much research experiences. While the faculty members who obtained doctorate degree on the other hand was very minimal. The university should continue to expand the qualification of faculty members so that they are fully exposed to the intellectual as well as research environment. For faculty members with doctorate degree, opportunities must be created to revitalize their knowledge and skills so that there is a continuous generation of research output. It would build their confidence and enthusiasm for renewed involvement in research activities.

The faculty members in the university also lacked opportunities to participate in research conferences and seminars as well as the trainings and workshops which are the important avenues required for enhancing and exchanging research know how. Faculty members must be encouraged to participate more often in attending such forums. The university should also hold more professional conferences and meetings so that the space for faculty members to bring up their research works is being created. The study showed that low research productivity at the university was not because of heavy teaching hours of the faculty members, large numbers of modules handled or large numbers of students taught but it was other infrastructure and support factors which were causing greater effect. However, all these supports alone are not enough if RUB wishes to excel in research and development attempt, RUB should strive forward to both internalize as well as pressurize its faculty members to take up research.

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སྤྱི་དོ་ རྩོང་ཁག་གི་མངའ་ཁོངས་ལུ་ རྩོང་ཁ་དང་ཨིན་སྐད་གཉིས་ཀྱི་ཐོག་ལུ་ འབྲི་ལྟག་ལག་ལེན་གྱི་གནས་ཚད་ གཅུར།

དཔལ་འབྱོར།[1]
རིན་ཆེན་མཁའ་འགྲོ།[2]

ཞུལ་ཁབ་རང་དབང་རང་བཙན་གྱི་ངོ་རྟགས་ངོམ་ཅིག་ སྐད་ཡིག་འདི་འབདཝ་ལས་ དེ་དང་འབྲེལ་བའི་དཀའ་དལ་དང་གདོང་ལེན་ཚུ་ ངོས་འཛིན་འབདཝ་དེ་ སྐད་ཡིག་ཡར་རྒྱས་ཀྱི་ཐབས་ལམ་སྟོན་ཤེས་ནིའི་དོན་ལུ་ ཞིབ་འཚོལ་འདི་འགོ་འདྲེན་འཐབ་འཐབ་ཨིན།

ཞིབ་འཚོལ་འདི་ནང་གཙོ་བོ་ར་ སྐད་ཡིག་ལུ་རིག་རྩལ་བཞི་ཡོད་པའི་ནང་ལས་ འབྲི་ལྟག་ལག་ལེན་གྱི་གནས་ཚད་འདི་གི་དེ་ཅིག་གུ་ལྟོད་དེ་འདུག་ག་ གྲངས་འབྲེལ་ཐབས་ཤེས་ལག་ལེན་འཐབ་ཐོག་ལས་ དབྱེ་དཔྱད་འབད་དེ་ཡོད། དེ་མ་ཚད་འབྲུག་མི་ཆེ་འབྲིང་ཆུང་གསུམ་གེ་ར་གཞིས་ རྩོང་ཁ་འདི་འབྲུག་པའི་ངོ་རྟགས་ཅིག་འབདཝ་ལས་ བདག་འཛིན་འཐབ་དགོས་གལ་ཆེ་ཟེར་ ཁ་ལས་དེ་སྦུ་བཤད་སྟོལ་འདུག། ཨིན་རུང་ཁ་དང་ལག་ལེན་གཉིས་ རྟགས་མ་མཐུན་པར་ཡོད་པའི་སྐྱེབས་བྱེད་ཡང་ ཞིབ་འཚོལ་འདི་གིས་བྱིན་ཆུགས།

ཞིབ་འཚོལ་འདི་མ་འོངས་པ་ལུ་ གནད་དོན་འདི་གི་ཐོག་ལུ་ཞིབ་འཚོལ་རྒྱ་སྐྱེམ་སྦུ་འབད་ནིའི་དོན་ལུ་ མོ་བཏབ་ཀྱི་ཞིབ་འཚོལ་བཟུམ་ཅིག་འབདཝ་ལས་ ཞིབ་འཚོལ་གནས་སྡུད་སྡུད་ཁ་ཁོངས་ཡང་ སྤྱི་དོ་ རྩོང་ཁག་གཅིག་ལུ་གཞི་བཞག་སྟེ་འབད་ཡོད་པའི་ཁར་ ཞིབ་འཚོལ་ཐབས་ལམ་ཆུ་ལས་ གྲངས་འབྲེལ་ཐབས་ཤེས་རྒྱུངམ་ཅིག་ལུ་གཅོ་ཚོ་བཟུང་སྟེ་ གནས་སྡུད་བསྡུ་ལེན་འབད་འབད་ཨིན།

1. ལེགས་བཤད་པ། སྤྱི་དོ་ཤེས་རིག་མཐོ་རིམ་སློབ་གྲྭ།
2. ཞིབ་རོགས་ལེགས་བཤད་པ། སྤྱི་དོ་ཤེས་རིག་མཐོ་རིམ་སློབ་གྲྭ།

དོན་སྒྲིག། (Introduction)

༡.རྒྱབ་ཁྱངས།

རྩོང་ཁའི་བརྡ་གཞུང་གསར་རྙིང་ (༡༩༥༤)རྒྱལ་ཡོངས་སྐད་ཡིག་རྩོང་ཁ་འདི་ དུས་དང་སྡུགས་རྒྱལ་ཁབ་འདི་ནང་ མིའི་འགྲོ་བ་ཚགས་པའི་དུས་སྐབས་ལས་ཡོད་པའི་ ཁ་སྐད་ཅིག་ཤེས་པའི་རྒྱུ་མཚན་ཡང་ སངས་རྒྱས་བཅོམ་ལྡན་འདས་དང་དུས་མཉམ་ལུ་ ཞང་ཞུང་གི་གཡུས་ཁབ་བྱོན་མི་ བོན་ཀྱི་སྟོན་པ་གཤེན་རབ་མི་བོ་ཆེའི་དུས་སྐབས་ལས་ཚུར་དང་བའི་ ལྷ་གསོལ་བོན་གསོལ་གྱི་ཆོག་ཚུ་ནང་ རྩོང་ཁའི་ཆོག་ཚུ་ཚུད་དེ་འདུག།(ཤོག་གྲངས་༠༡-༠༣) དེ་མ་ཚད་ཞབས་དྲུང་བག་དབང་རྩལ་རྒྱལ་གྱིས་ བའྲག་རྒྱལ་ཁབ་འདི་ནང་ཚོས་སྲིད་གཉིས་ལྷན་གྱི་གཞུང་འགོ་བཙུགས་གནང་པའི་སྐབས་ལས་རང་ རྒྱལ་ཁབ་ཀྱི་གཞུང་ཁ་འབདཝ་ཚ་འཛོག་མཛད་གནང་ཡོད་པའི་ཁབ་ ལྷག་པར་དུ་ སྤྱི་ལོ་ ༡༩༤༧ལས་རྒྱལ་ཁབ་གོང་འཕེལ་གྱི་འཆར་གཞི་འགོ་བཙུགསཔ་དང་ མི་དབང་འབྲུག་རྒྱལ་རབས་གསུམ་པ་ མངའ་བདག་འཛིགས་མེད་རྡོ་དབང་ཕྱུག་མཆོག་གིས་རྩོང་ཁའི་ འབྲུག་རྒྱལ་ཡོངས་ཀྱི་སྐད་ཡིག་འབད་དོས་འཛིན་དང་ ཁྱབ་བསྒྲགས་གནང་ནུག།(ཤོག་གྲངས་-ཉ)

དེ་བཟུམ་སྦེ་ མི་དབང་འབྲུག་རྒྱལ་བཞི་པ་ འཛིགས་མེད་ཞེརྒེ་དབང་ཕྱུག་(རང་ལུགས་གནམ་ལོ་ ཆུ་མོ་བྱ་ལོ་ཟླ་བ་ ཉ་སའི་ཚེས་ ༡༠)འབྲུག་རྒྱལ་ཁབ་ཀྱི་ངོ་རྟགས་དོམ་གཅིག་ཤེན་པའི་རྒྱལ་ཡོངས་ སྐད་ཡིག་འདི་ལུ་ འབྲུག་པའི་མི་ཁྱངས་གེ་ར་གིས་བཙུ་བཀྱར་དང་དང་འདོད་བསྐྱེད་དེ་ལག་ལེན་ འཐབ་དགོ་པའི་བཀའ་རྒྱ་གནང་སྟེ་འདུག།

འདི་ལུ་བརྟེན་ཏེ་རྒྱལ་ཡོངས་ཀྱི་སྲིད་བྱུས་ཚུ་ནང་ རྩོང་ཁ་འདི་ལག་ལེན་འཐབ་དགོ་པ་འབད་འགོ་དེ་ཡོད་པའི་ཁར་ ཤེས་རིག་གི་སློབ་གྲྭའི་རྩ་གཞུང་ནང་ཡང་རྩོང་ཁའི་ཚོས་ཚན་འདི་ལྷག་སྟོན་ཀྱི་ལས་རིམ་ཅིག་འབད་ཚུད་དེ་འདུག། གནད་དོན་འདི་ལས་བརྟེན་ ད་རེས་རྩོང་ཁའི་མཁས་མཚོག་ཚུ་གི་བར་ན་ གོས་འཛོམས་ཆོགས་དགོ་མི་འདི་ཡང་གཙོ་བོ་ར་ རྩོང་ཁ་འདི་ དར་ཁྱབ་དང་གོང་འཕེལ་གཏང་དགོ་པ་ཅིན་ཐབས་ལམ་ཚུ་གི་ཅི་བཟུམ་རང་སྟོན་དགོས་ཤིན་ན? རྩོང་ཁའི་གནས་ཚད་ འདི་གི་དེ་ཅིག་ལུ་ཐུག་སྟེ་ཡོད་ཤིན་ན་ཚུ་ འབྲུག་མི་སྤྱི་བཏང་གིས་མཁྱེན་དགོས་འདི་ གལ་ཆེཤ་ལས་བརྟེན་ཏེ་ཤིན་མས།

འདི་འབད་ཕུ་ལས་ང་བཅས་ཀྱི་ཞེབ་འཚོལ་འདི་ཡང་ གནད་དོན་དེ་ལུ་གཞི་བཞག་སྟེ་ རྩོད་ཞའི་སྐད་ཡིག་གི་རིག་རྩལ་བཞི་ལས་ འབྲི་ལྷག་གི་རིག་རྩལ་གཉིས་པོ་དེ་ སྤུ་རི་རྩོད་ཐག་གི་མངའ་ཁོངས་ལུ་ ལག་ལེན་འཐབ་མི་ག་དེ་སྟེ་འདུག་ག་ལྟ་ནི་དང་ རྩོད་ཀ་དང་ཕིང་སྐད་ཀྱི་བར་ན་ལག་ལེན་གནས་ཚད་ ག་འདི་མཐོ་བས་ག་ལྟ་སྟེ་ དེ་དང་བསྟུན་པའི་སྤོས་འཚར་ཚུ་ཕྱལ་ཚུགས་ནིའི་ དོན་ལུ་ཡིན།

༢.ཞེབ་འཚོལ་གྱི་དམིགས་ཡུལ། (Research objective)

ཞེབ་འཚོལ་འདི་འབད་དགོ་པའི་ དམིགས་ཡུལ་གཙོ་བོ་རང་ ང་བཅས་རའི་རྒྱལ་ཁབ་ནང་ ཉེ་མ་ལས་དར་ཏེ་ཡོད་པའི་ རྒྱལ་ཡོངས་ཀྱི་སྐད་ཡིག་རྩོད་ཐ་འདི་ མི་ཚེ་འཐིང་ཚུང་གསུམ་གེ་ར་གིས་ རྒྱལ་ཁབ་ཀྱི་ངོ་རྟགས་བཟང་ཞོ་ཅིག་ཡིན་ལས་ བདག་འཛིན་འཐབ་དགོས་གལ་ལས་ འབད་བཤད་སྦོལ་ཡོད་རུང་ ཁ་དང་ལག་ལེན་གཉིས་རྟགས་མཐུན་མི་མཐུན་ ཞེབ་འཚོལ་ཀྱི་ ཐོག་ལས་དབྱེ་དཔྱད་འབད་དེ་ དེ་དང་བསྟུན་པའི་སྤོས་འཚར་ཚུ་བཀོད་ནི་དང་ གཞན་འཁོད་ཀྱི་ དམིགས་ཡུལ་ཚུ་འགྲུབ་ཐབས་ལུ་ཡིན།

๑. ན་ཚོད་ ཆུང་ཀུ་ལས་ཆ་ཤས་ཚུན་ཚོད་ཀྱི་བར་ན་ འབྲི་ལྷག་གི་རིག་རྩལ་གཉིས་པོ་ འདི་ རྩོད་ཐ་དང་ཕིན་སྐད་གཉིས་ལས་ ག་དེ་མངམ་ལག་ལེན་འཐབ་ཡིན་ན་ལྟ་ནི།

๒. སྤྱིད་བྱུས་དང་ལག་ལེན་ཀྱི་བར་ན་ ཁྱད་པར་ཞུགས་ཏེ་ཡོད་མེད་ལྟ་ནི།

๓. ཞེབ་འཚོལ་ གྲུབ་འབྲས་དང་བསྟུན་པའི་གནད་དོན་ཚུ་ འོས་འབབ་ཅན་ཀྱི་ཡིག་ཚང་ཚུ་ལུ་ སྤོས་བསྟུན་ཀྱི་སྤོས་གཞི་འབད་ཐུལ་ནི།

๔. མ་འོངས་པ་ལུ་གནད་དོན་འདི་གི་ཐོག་ལུ་ ཞེབ་འཚོལ་འབད་མི་ཚུ་ལུ་ ལམ་སྟོན་ཀྱི་ གནས་སྐབས་བྱིན་ཐབས་ལུ་ཡིན།

དམིགས་ཡུལ་དེ་ཚུ་འགྲུབ་ནིའི་དོན་ལུ་ ཞེབ་འཚོལ་གྱི་གཙོ་དོན་དྲི་བ་ སྤུ་རི་རྩོད་ཐག་གི་མངའ་ཁོངས་ལུ་ རྩོད་ཐ་དང་ཕིན་སྐད་གཉིས་ཀྱི་ཐོག་ལུ་ འབྲི་ལྷག་ལག་ལེན་གྱི་གནས་ཚད་ ག་འདི་མཐོ་བས? ཟེར་བའི་དྲི་བ་ དེ་ལས་ ཡན་ལག་གི་དྲི་བ།

ཀ། རྫོང་གའི་སྐད་ཡིག་བདག་འཛིན་འཐབ་དགོས་འདུག་གི?

ཁ། རྫོང་ཁ་ནང་སྐྱག་ནི་དང་འབྲི་ནི་ལུ་སྦྱོ་བ་འདུག་གི?

ག། དུས་རྒྱུན་དུ་འབྲི་སྐྱག་ནང་རྫོང་ཁ་དང་ཞིན་སྐད་གཉིས་ལས་ལག་ལེན་མངམ་གི་འདི་འཐབ་སྟེ?

ཟེར་བའི་དྲི་བ་ཚུ་བཀོད་དེ་ཞིབ་འཚོལ་འབད་ཡི།

རྩོམ་རིག་བསྡུར་ཞིབ། (Literature review)

རྩོམ་རིག་བསྡུར་ཞིབ་ཀྱི་ངོས་སྟྲེད།

རྩོམ་རིག་བསྡུར་ཞིབ་འདི་ ངཁཅས་རའི་རྒྱལ་ཡོངས་སྐད་ཡིག་རྫོང་ཁ་འདི་ དར་ཁྱབ་དང་གོང་འཕེལ་གཏེ་འབད་འགྱོ་ཡི་གི་ དེ་གི་རྒྱབ་ཁྱངས་དང་ རྫོང་གོང་འཕེལ་གྱི་དོན་ལུ་ གཞུང་གི་སྲིད་བྱུས་དང་ཐབས་ལམ་གི་ཅ་བ་ཧ་ཅམས་ནུག་གི་ དེ་བཟུམ་སྦེ་ སྐད་ཡིག་གོང་འཕེལ་གྱི་དོན་ལུ་ ལྷ་སྙའི་བྱུང་རིམ་ཚུ་གི་ཅ་རང་མཇད་ནུག་གི་ དེ་ཚུ་ལུ་གཞི་བཞག་སྟེ་ བསྡུར་ཞིབ་འབད་དེ་ ཡོད་པ་ཞིན། ཞིན་རུང་ ཞིབ་འཚོལ་གྱི་དོན་ཚན་དེ་གི་ཐོག་ལུ་ ཉེ་མ་ཞིབ་འཚོལ་འབད་དེ་ཞེད་པ་ལས་ དེ་དང་འབྲེལ་བའི་རྩོམ་རིག་ཚུ་ གཅི་ཡང་ཐོབ་མ་ཚུགས།

1.འབྲུག་ལུ་རྫོང་ཁ་ལག་ལེན་གྱི་རྒྱབ་ཁྱངས།

ངཁཅས་རའི་ དཔལ་ལྡན་འབྲུག་པའི་རྒྱལ་ཁབ་ནང་ རྫོང་ཁ་འདི་དུས་རབས་༡༧པའི་ནང་ མཐུ་ཆེན་ཆོས་ཀྱི་རྒྱལ་པོ་ཞབས་དྲུང་དགའ་དབང་རྣམ་རྒྱལ་མཆོག་ ཞལ་བཞུགས་པའི་བསྟུང་ལས་རང་ རྫོང་གཞི་ཁག་ཚུ་ནང་ཕྱག་ལྟ་གནང་ནི་ཚུ་གིས་ གཞུང་སྐད་འབད་ལག་ལེན་འཐབ་སྟེ་ སྟོད་ཡོད་པ་ ཞིན་མས། ཞིན་རུང་སྤྱི་ལོ་༡༩༧༡ཚུན་ ཆོས་སྐད་ནང་མ་གཏོགས་ རྫོང་ཁ་ཉག་རྒྱུད་གི་ཐོག་ལུ་ འབྲི་ནི་མེད་པ་ཞིན་མས། (www.dzongkha.gov.bt).

དེ་ལས་ སྐད་ཡིག་དང་ཁྲབ་གཏངཔ་ནིའི་དོན་ལུ་ ནང་པའི་རིག་གཞུང་སྟེ་བ་ཅིག་ སེམས་རྟོགས་ཁ་ རྫོང་ནང་ལུ་ གཞི་བཙུགས་འབད་དེ་ཡོད་མི་འདི་ ཤུལ་ལས་རྒྱ་བསྐྱེད་འབད་དེ་ མིང་ཡང་ སེམས་རྟོགས་ཁ་རིག་གཞུང་མཐོ་རིམ་སློབ་གྲྭ་ ཟེར་བཏགས་གནད་ནུག། དེ་ལས་ སྤྱི་ལོ་༡༩༧༡ལུ་ རྒྱལ་

ཁབ་ནང་སློབ་གྲྭ་ཡོངས་བསྡོམས་༤༧ཡོད་ལས་ སློབ་གྲྭ་གཅིག་ནང་རྫོང་ཁའི་ཚོས་ཚན་ལྷག་ནི་ཚུ་འགོ་བཙུགས་ནུག། མ་གཞི་ འབྲུག་རྒྱལ་ཁབ་ནང་ཤེས་ཡོན་ལྷག་ནི་འདི་ སྤྱི་ལོ་༡༩༩ཨལས་འགོ་བཙུགས་ཡོད་རྟེད་ ཚུ་ཕིར་སྐད་དང་ ཏིན་དིའི་ཐོག་ལུ་མ་གཏོགས་ རྫོང་ཁ་དང་ཚོས་སྐད་ཐོག་ལུ་ ལྷག་ནི་མིན་འདུག། སྤྱི་ལོ་༡༩༨༧ལོ་ལུ་ རྒྱལ་ཡོངས་ སྐད་ཡིག་འབད་རོས་ལེན་བྱུང་ཞེནམ་ལས་རྒྱབ་ཅིག་ འབྲི་ལྷག་གི་ཤེས་བྱ་ཚུ་ག་ར་ རྫོང་ཁའི་ཐོག་ལུ་འབྲི་ནི་འཆར་གཞི་ཚུ་ འགོ་བཙུགས་ཏེ་ སྤྱི་ལོ་༡༩༩༤ལུ་ ཤེས་རིག་གི་འོག་ལུ་རྫོང་ཁའི་སྟེ་ཚན་ཅིག་ ཡང་ རྫོང་ཁ་དང་འབྲེལ་བ་ཡོད་པའི་ལས་སྡུད་ར་ འཆར་གཞི་ཚུ་བརྩམ་ནིའི་དོན་ལུ་ ཡིག་ཚང་གསར་པ་ཅིག་ གཞི་བཙུགས་འབད་ནུག། འདི་གི་ཤུལ་ལས་རྒྱལ་ཁབ་ནང་ ལོ་གཅིག་བ་ལོ་གཅིག་རྫོང་ཁའི་ལག་ལེན་འདི་ ཡར་རྒྱས་ཀྱི་གོམ་པ་མདུན་དུ་ཐྱོ་རུང་ ཞིང་སྐད་བརྒྱམ་སྟེ་འགྲོ་ མ་བཏུབ་ལས་ སྤྱི་ལོ་༡༩༩ཡུ་ མི་དབང་འབྲུག་རྒྱལ་བཞི་པ་ འཛིགས་མེད་སེང་གེ་དབང་ཕྱུག་ མཆོག་གིས་ རྫོང་ཁ་གོང་འཕེལ་གཏོང་དེའི་དོན་ལུ་ རྫོང་ཁ་གོང་འཕེལ་ལྷན་ཚོགས་ཀྱི་ཡིག་ཚང་ཅིག་ རང་སྐྱོང་ལས་སྟེ་འབད་གཞི་བཙུགས་མཛད་གནང་ནུག།(www.dzongkha.gov.bt)

2.རྒྱལ་ཡོངས་སྤིད་བྱུས།

Driem (1994) མི་དབང་འབྲུག་རྒྱལ་གསུམ་པ་མཆོག་གིས་ སྤར་བ་ལྷགཔ་འབད་ ཡར་རྒྱས་གཏང་ཐབས་ལུ་དམིགས་ཏེ་ སྤྱི་ལོ་༡༩༨༩ལུ་ རྫོང་ཁའི་རྒྱལ་ཡོངས་སྐད་ཡིག་འབད་ ངོས་འཛིན་འབད་གནང་ནུག། རྫོང་ཁའི་བརྡ་གཞུང་གསར་པ། (༡༩༩༠)འབྲུག་རྒྱལ་ཁབ་ནང་ ཁ་སྐད་དང་སྐད་རིགས་ལེ་ཤ་ཡོད་པའི་གྲལ་ལས་ རྫོང་ཁ་ རྒྱལ་ཡོངས་ཀྱི་སྐད་ཡིག་འབད་ ངོས་འཛིན་འབད་དགོ་མི་དེ་ཡང་ འབྲུག་རྒྱལ་ཁབ་ཀྱི་གཞུང་ཁ་རྫོང་ཁ་འདི་ ད་རེས་ ནང་ས་བརྒྱས་བརྒྱས་ཚེན་པར་ དུས་དང་ཐུག་ལས་རྒྱལ་ཁབ་འདི་ནང་ མིའི་འགྲོ་བ་ཆགས་པའི་ནམ་དུས་ལས་རང་ འགྲོ་བ་མིའི་རང་གཤིས་རང་ཆས་ཀྱི་ རྒྱུ་མཚན་དང་འབྲེལ་བར་འབྱུང་བའི་ ཤེས་བརྗོད་འཛུགས་པའི་ མཚན་ཉིད་དང་ལྡན་པའི་ ཡུལ་སྐད་རྣིངམ་ཅིག་འབད་ལས་བརྟེན་ཏེ་ཕེན་པས། (ཤོག་གྲངས་༡༨)

བསོད་ནམས་ཚོས་གྲགས(2010) འབྲུག་གཞུང་གི་ རྫོང་ཁའི་སྐད་ཡིག་གོང་འཕེལ་དང་ དར་ཁྱབ་གཏངཔ་ནི་ཚུ་ སིད་ཐུབ་དང་ཐབས་ལམ་ཚུ་ཡང་ འཛམ་གླིང་གཅིག་སྐྱུར་གྱི་གནས་སྟངས་དང་འཁྲིལ་ཏེ་ གོང་འཕེལ་གྱི་ལས་སྡུ་ཚུ་རིམ་པ་བཞིན་དུ་ སྤྱི་ལོ་༡༩༨༧ལོ་གངས་ལས་

འགོ་བཙུགས་གནང་ནུག། དེ་ཡང་ རྩོང་ཁ་འདི་འབྲུག་རྒྱལ་ཁབ་ནང་གི་ སྐད་རིགས་མི་འདྲ་བ་ག་ར་གི་གཙོ་བོ་སྟེ་ རྩོང་ཁག་མཐའ་དབུས་ཀྱི་ མི་སེར་གཅར་ལུ་བརྟ་འཕྲོད་ཚུགས་པའི་ ཁ་ཅིག་ཕིན་པའི་ཁར་ རྒྱལ་ཡོངས་སྐད་ཡིག་རྩོང་ཁའི་ རྒྱལ་ཁབ་ཀྱི་ངོ་རྟགས་ཐུན་མོངས་མ་ཡིན་པ་ ཅིག་ཕིན་པའི་ཁར་ རྒྱལ་ཁབ་ཀྱི་ངོ་རྟགས་ཚུ་མི་ཉམས་གོང་འཕེལ་ བཟོ་དགོ་པའི་སྲིད་བྱུས་ནང་ལས་ གལ་ཆེ་ཤོས་ཅིག་རྒྱལ་ཁབ་ཀྱི་ངོ་རྟགས་ རྒྱལ་ཡོངས་སྐད་ཡིག་འདི་གཅེས་འཛིན་འབད་དགོ་པ་ ཕིན་འབད་བཀོད་ནུག། (ཤོག་གྲངས་༤༧)

༣. སྐད་ཡིག་གོང་འཕེལ་གྱི་དོན་ལུ་ལུ་སྤྱའི་བྱུང་རིམ།

Driem (1994) གཉིས་ཀྱི་ཐྲིས་མི་ཀི་དེབ་ ཞིབ་འཚོལ་སྤྱན་ཞུ་དང་འཁྲིལ་བ་ཅིན་ སྤྱི་ལོ་ ༡༩༧༡་ལོ་ལུ་ རྩོང་ཁའི་ཤེས་རིག་སྤེ་ཚན་ནང་ལས་ སློབ་དཔོན་གནག་མདོག། སློབ་དཔོན་པརྒྱ་ལ། སློབ་དཔོན་ སངས་རྒྱས་བསྟན་འཛིན་གསུམ་གྱིས་ མི་དབང་འབྲུག་རྒྱལ་བཞེ་པའི་བཀའ་རྒྱ་ལྟར་དུ་ རྩོང་ཁའི་ལག་དེབ་ ཐབས་ཤེས་གསར་པ་ཞེར་མི་ཅིག་བརྩམས་མི་འདི་ གསར་བརྩེན་འབདཡོདཔ་
འབད་བཀོད་ནུག། (ཤོག་གྲངས་༡ཤ)

རྩོང་ཁའི་བརྡ་གཞུང་གསར་པ(༩༠༠༠)རྩོང་ཁའི་སྐད་ཡིག་འབྲི་ནིའི་ལམ་སྟོལ་འདི་ ཅུ་མ་ལས་ཡོད་རུང་ འབྲི་ཐངས་ཀྱི་ལམ་ལུགས་བརྡ་སྤྲོད་པའི་ཡི་གུའི་སྒྲུབ་བ་སྟོན་པའི་ གཞུང་ཅིག་ཤེད་པ་ལས་ ༡༩༧༡ལུ་ དཔེ་མཛོད་མདོ་ཆེན་ སློབ་དཔོན་པརྒྱ་ཆེ་དབང་མཆོག་གིས་ རྩོང་ཁའི་སྒྲ་བཤད་རབ་གསལ་སྐུ་རེངས་དང་ཡོ་ཅན་ཞེར་མི་གི་ ཡི་གུ་སྒྲུབ་བའི་གཞུང་ གསར་བརྩམས་མཛད་གནངམ་ལས་ ཚུར་ རྩོང་ལག་ལེན་གྱི་དོན་ལུ་ ཤན་པ་སྒོམ་འབད་བྱུང་ནུག། (ཤོག་གྲངས་༢ཤ)

Driem (1994) དེ་ལས་ ཕྱི་འཛེལ་བློན་པོ་ཟླ་བ་ཆོ་རིད། འབྲུག་གི་དམག་སྡེའི་དཔུག་ཤོས་ རིན་ཆེན་ཆོ་རིད། རྒྱ་གར་གྱི དམག་སྡེའི་འགོ་དཔོན་ དཔུག་ཤོས་མེ་བྱར་ཚུ་གིས་ འབྲུག་གི་དམག་སྒྲུང་འབད་མི་ཚུ་གི་དོན་ལུ་ རྩོང་ཁའི་ལམ་སྟོན་གི་དེབ་ཟེར་མི་ཅིག་ བརྩམས་ནུག། དེ་ལས་ཚུར་རིམ་པ་བཞིན་དུ་ སྤྱི་ལོ་ ༡༩༧༧་ལོ་ལུ་དགོས་རིག་དཔོན་རྗེ་རྗེ། བོའི་ཤ་ཤེགའི་ ལོབས་ཀི་མར་གྱན་མ་ཟུ་ཉོན་ཟེར་མི་ཚུ་གིས་ སློབ་དཔོན་གནག་མདོག་གི་སྒོགས་རམ་ཐོག་ལུ་

ཨན་དེབ་རྩོལ་ཁའི་དོན་སྒྲུབ་ཟེར་མི་ཅིག་ དེལ་ལི་ལུ་འབད་གསར་བཏོན་འབད་གནང་ཀུག། སྤྱི་ལོ་ ༡༩༨༤ལོ་ལུ་ རྩོམ་པ་པོ་རོ་རྩེ་ཆོས་སྒྲོན་ཟེར་མི་འདི་གིས་ རྩོལ་ཁ་དང་ཕིང་སྐད་ཨན་སྦྱང་ཐོག་ལུ་ རྩོལ་ཁའི་ཨན་དེབ་ལག་དེབ་ ཟེར་མི་ཅིག་ གསར་བཏོན་འབད་ཀུག། (ཨོག་གྲངས་ ༡༥)

Thinley (2002) དེ་ལས་ སློབ་དཔོན་ཀུན་བཟང་ཕྲེན་ལས་དང་ཆོས་སྐྱིད་དོན་གྲུབ་གཉིས་ཀྱི་ བརྩམས་ཡོད་མི་རྩོལ་ཁའི་ཆོག་མཎོད་འདི་ཡང་ ཤེས་རིག་ལྷན་ཁག་གིས་འབད་ གསར་བསྒྲུན་འབད་ཡོད་པ་འབད་བཀོད་ཀུག། སྤྱི་ལོ་ ༡༩༨༩ལོ་ལུ་ ཉེ་མ་ཡོད་མི་ རྩོལ་ཁའི་བློ་གསོ་ཆོགས་སྡེ་དང་ ཤེས་རིག་ལྷན་ཁག་ནང་ རྩོལ་ཁའི་སྡེ་ཚན་ཟེར་ཡོད་མི་འདི་ ལོ་གངས་འདི་ནང་ མི་དབང་འབྲུག་རྒྱལ་ཁཞི་པ་ འཛིགས་མེད་སེང་གེ་དང་སྡུག་མཆོག་གིས་ བཀའ་རྩུ་དང་འཁྲིལ་ དཔྱལ་ཇོས་བློན་པོ་ རྡོ་རྗེ་ཆོ་རིའི་ཁྲི་འཛིན་ཐོག་ལུ་ རྩོལ་ཁ་གོང་འཕེལ་ལྷན་ཆོགས་འདི་རང་སྐྱོང་ལས་སྡེ་ཡིག་ཚང་འབད་ གསར་བཙུགས་གནང་ཀུག། སྤྱིལོ་ ༡༩༩༠ལོ་ལུ་ གནམ་ལོ་ ༡༩༣༣ལོ་ལུ་བརྩམས་ཡོད་མི་ རྩོལ་ཁའི་ དོསྒྲུབ་ལག་དེབ་ཟེར་ཡོད་མི་འདི་ ཞུན་དག་དང་ལེགས་བཅོས་འབད་ཐོག་ལས་ རྩོལ་ཁ་ རབ་གསལ་ལམ་བཟང་ཟེར་མི་འདི་ གསར་བཏོན་འབད་གནང་ཀུག། (ཨོག་གྲངས་ ༡༥)

དེ་བཟུམ་སྒེ་ ལོ་འདི་ནང་རང་ དྲྭཨོས་ སངས་རྒྱས་རྡོ་རྗེ་མཆོག་གིས་ རྩོལ་ཁའི་བརྡ་གཞུང་གསར་པ་ ཟེར་མི་འདི་བརྩམས་གནང་ཀུག། སྤྱི་ལོ་ ༡༩༩༧ལོ་ལུ་ རྩོལ་ཁ་གོང་འཕེལ་ལྷན་ཆོགས་ཡིག་ཚང་གི་འབད་ དཀེ་ཁཨེས་འཛམ་དབྱངས་འོད་ཟེར་ཏུ་ རྒྱབ་སྐྱོར་ཐོག་ལས་རྩོལ་ཁ་ རོ་མ་ནའི་ཟེ་ཤེས་ན་ཟེར་མི་འདི་ གསར་བརྩོན་འབད་གནང་ཀུག། དེ་ལས་ སྤྱི་ལོ་ ༡༩༩༤ལོ་ལུ་ རྩོལ་ཁ་གོང་འཕེལ་ལྷན་ཆོགས་ཀྱིས་འབད་ རྩོལ་ཁའི་བརྡ་གཞུང་དང་ རྩོལ་ཁའི་སྐད་ཡིག་ལག་དེབ་ཟེར་མི་གཉིས་ གསར་བཏོན་འབད་གནང་ཀུག། གནམ་ལོ་ ༡༩༩༠ལོ་གངས་ལས་རྒྱལ་ཁབ་ནང་ལེགས་ཉེས་ཀྱི་བསྒྲུབ་བ་ མཁྱེགས་དྲགས་འབད་ཐོན་མི་དང་འཕེལ་ གཞུང་གི་ ཁ་ཐུག་ལས་རྒྱལ་ཡོངས་སྐད་ཡིག་གི་ཐབས་ལམ་ཚུ་ཡང་ གནས་སྡུངས་དང་འཁྱིལ་ཏེ་ རྩོལ་ཁ་གོང་འཕེལ་གཏུང་ནི་ལུ་ དམིགས་གཏུད་བསྒྱེད་དེ་ སློབ་གྲྭའི་ཤེས་རིག་རྩ་གཞུང་ཚུ་ རྩོལ་ཁ་ཉག་རྒྱུང་ཐོག་ལུ་འབྲི་སྟེ་ སློབ་གྲྭ་ཁག་ནང་སློབ་སྟོན་འབད་ནིའི་ འགོ་བཙུགས་ཡོདཔ་མ་ཚད་ཡིག་ཚང་ཁག་ཚུ་ནང་ གཞུང་གི་ཕྱག་ལྟ་གནང་མི་ཚུ་ ཡིག་འགྲུལ་འབད་བའི་སྐབས་ ག་ར་ རྩོལ་ཁའི་ཐོག་ལུ་ གནང་དགོཔ་འབད་མདའ་བདག་རྒྱལ་ཡོ་མཆོག་ལས་ ཡིག་ཚང་བཀའ་རྩུ་གནང་ནུག། འདི་མ་ཚད་ རྒྱལ་ཁབ་གོང་འཕེལ་གྱི་བསྒྲུབ་བ་དང་འཁྲིལ་ སྤྱི་ལོ་ ༡༩༩༩ལོ་ལུ་ མི་མང་ལུ་གནས་

ཚུལ་དང་ཁྱབ་བསྒྲགས་ཚུ་ ཕྱིན་ཞིའི་དོན་ལུ་ འབྲུག་རྒྱང་བསྒྲགས་ལས་འཛིན་ཡིག་ཚང་འདི་ གཞི་བཙུགས་འབད་ནུག། དེ་ལས་ གནམ་ལོ་༢༠༠༥ལས་ཚུར་ མི་མངཔཁན་ཐབས་དང་རྒྱལ་ཡོངས་སྐད་ཡིག་ ཡར་རྒྱས་གཏང་ཞིའི་དོན་ལུ་གསར་ཤོག་ དཔེར་ན་ ཀུན་གསལ། འབྲུག་གི་གནས་ལུགས་ འབྲུག་འོད་ཟེར། ལ་སོགས་པའི་གསར་ཤོག་ཚུ་ཡང་ གསལ་བཀྲོན་འབད་ཡོད་པ་ཨིན་མས། ནི་གིས་ཡང་མ་དོ་བར་ ཇོང་ཁ་གོང་འཕེལ་ལྟན་ཚོགས་ཡིག་ཚང་ཐྲུག་ལས་ གནམ་ལོ་༢༠༡༡ལས་འགོ་བཙུགས་ཏེ་ རྒྱལ་ཡོངས་སྐད་ཡིག་ཡར་རྒྱས་གཏང་ཞིའི་ཐབས་ལམ་ དཔེར་ན་ ཞིབ་འཚོལ་ཚུ་འབད་ཞིནམ་ལས་ ཀེ་དེབ་མང་ངབ་ཅིག་བརྩམས་ཡོད་པ་མ་ཚད་ དུས་ཀྱི་བསམ་བ་བསྟུནམ་ད་ དེང་སང་འཕྲུལ་རིག་གི་ཐབས་ལམ་ཚུ་བཀོད་ཐོག་ལས་ མི་མངཀ་གོཕྲ་བཟོ་ཐབས་ལུ་ ཇོང་ཁའི་བརྡ་གཞུང་གསར་པ་དང་ ཕིང་སྐད་དང་ཇོང་ཁ་སྒྲ་བསྡེས་ཀྱི་ཚོགས་མཛོད། ཚོས་སྐད་ཀྱི་ཚོགས་མཛོད། ཀེ་དེབ་དང་ཚོགས་མཛོད་ཀྱི་དོན་དག་ཚུ་ སྒོག་རིག་ཡོངས་འཛེལ་ནང་ལས་ ཨབས་ལེན་འབད་ཚུགས་ནི་དང་ ཇོང་ཁ་ཡུནི་ཀོཕ་གི་མཐུན་རྐྱེན་ཚུ་ཡང་ འཕྲུལ་རིག་གི་ཐོག་ལས་ཐོབ་ཚུགསཔ་བཟོ་སྟེ་ཡོད་པ་ཨིན་མས། (www.dzongkha.gov.bt).

སེང་གེ་རྣམ་རྒྱལ(༢༠༠༣)འབྲུག་གི་ སྐད་ཡིག་འཁོད་ཡོ་ཟེར་བའི་ ཀེ་དེབ་ཞིབ་འཚོལ་སྟན་ལྷ་དང་འཁྲིལ་བ་ཅིན་ གནམ་ལོ་༢༠༠༣་གྱི་ནང་འགོད་ ཇོང་ཁའི་ཁ་སྐད་ ལག་ལེན་འཐབ་མི་འདི་ ༡,༤༠,༠༠༠དེ་ཅིག་ ཡོད་པ་བཀོད་ནུག། འདི་འབདཝ་ད་ དཔེར་ནང་པ་འབད་བ་ཅིན་ ཇོང་ཁའི་ཁ་སྐད་ལག་ལེན་འཐབ་ནི་འདི་ རྒྱལ་ཁབ་མཐའ་དབུས་ཤེད་པའི་ མི་སེར་ཚུ་གིས་དེང་སང་རྒྱང་མཐོང་གནས་ཚུལ་དང་ ལས་རིམ་ཚུ་ལས་བརྟེན་ བརྒྱ་ཆ་༨༠% དེ་ཅིག་ ཡར་དྲགས་སོང་རུང་ འབྲི་ནི་དང་སྒྲག་ནི་གཉིས་ལུ་ དཀའ་དལ་འབྲུང་སྟེ་རང་ཡོད་པ་ཨིན་མས།(ཨོག་གྲངས་ ༩༥པ) དེ་འབད་ཞིནམ་ལས་ ཀུན་གསལ་(གནམ་ལོ་༡༨༨༠དཔྱིན་ཟླ་༣པའི་དཔྱིན་༡༠)འཆར་གཞི་༥་པ་ནང་ རྒྱལ་ཡོངས་ཚོགས་འདུའི་ འཐུས་མི་ཚུ་གིས་ ཇོང་ཁ་ གོང་འཕེལ་གཏང་ཞིའི་ཐབས་ལམ་ཚུ་ཡོངས་སུ་བཙལ་ཞིནམ་ལས་ གོས་བསྟུན་ལོག་ཅི་ལོག་ཅི་བྱུང་བའི་ཁར་ འཐུས་མི་ལ་ལུ་གིས་ ཇོང་ཁ་ལག་ལེན་ཀྱི་སྐོར་ལས་ སྲིད་བྱས་དང་ལམ་ལུགས་ཚུ་ཡང་ ཚུལ་མཐུན་འབད་ཅིག་ཅར་ཞུས་ནུག(ཨོག་གྲངས་༢་པ) ཨིན་རུང་ ད་ལྟོའི་བར་ན་ཡང་ འགན་ཁྲི་ཅན་ཀྱི་ཡིག་ཚང་དང་ མི་ངོམ་ཚུ་གིས་མ་གཏོགས་ གཞན་མི་ཚུ་གི་ཉོང་ལས་ ལག་ལེན་ནང་ལུ་རྒྱབ་སྐྱོར་དང་ སེམས་ཤུགས་སྤེལ་མི་བསྟུངཝ་ངོ་ཡོད་ཨིན་པས།

ཞིབ་འཚོལ་ཐབས་ལམ།(Methodology)

གཙོ་བོ་གྲངས་འབྲེལ་ཐབས་ཤེས་ལག་ལེན་འཐབ་སྟེ་ གནས་སྤུད་ཚུ་བསྡུ་ལེན་འབད་དཔྱད་ཡི། དེ་སྟེ་ གྲངས་འབྲེལ་ཐབས་ཤེས་ཀྱི་ཐོག་ལས་གནས་སྤུད་བསྡུ་ལེན་འབད་དགོ་མི་དེ་ཡང་ Creswell (2009) གྲངས་འབྲེལ་གྱི་ཐབས་ཤེས་ཟེར་མི་འདི་ ཞིབ་འཚོལ་གྱི་གྲུབ་འབྲས་དང་བཅུད་ཚུ་ གཙོ་བོ་གྲངས་ཀ་ལུ་བརྟེན་ཏེ་ གསལ་སྟོན་འབད་ནི་དེ་གིས་ གྲངས་འབྲེལ་ཐབས་ཤེས་ཟེར་སྨན་ཞིན་བསམ།(ཤོག་གྲངས་ ༤) ཞིབ་འཚོལ་འདི་གི་དམིགས་ཡུལ་ཡང་ ཞིང་སྐད་དང་རྫོང་ཁ་གཉིས་ལས་ ལག་ལེན་འཐབ་མིའི་གྲངས་ཀ་མང་ཆུང་གི་ཁྱད་པར་ལྟ་ནི་འབད་ཐུབ་ལས་བརྟེན་ཏེ་ཞིན། གནས་ སྤུད་བསྡུ་ལེན་འབད་མི་ཚུ་དབྱེ་དཔྱད་འབད་དེ་རྟེ་ཐེག(graph)གྱི་ཐོག་ལས་བཀོད་དེ་ འགྲེལ་བཤད་བརྒྱས་ཏེ་ཡོད།

གནས་སྤུད་བསྡུ་ལེན་གྱི་མཁོ་ཆས། (Data Collection Tools)

གྲངས་འབྲེལ་ཐབས་ཤེས་དེ་ལུ་མཁོ་ཆས་བརྟག་དཔྱད་མཁོ་ཆས་དང་ བརྟག་ཞིབ་མཁོ་ཆས་ཟེར་ དབྱེ་བ་གཉིས་ཡོད་པའི་ནང་ལས་ ཞིབ་འཚོལ་འདི་ནང་གཙོ་བོ་གྲངས་ཁ་གི་ཐོག་ལས་ གནས་ཚུལ་བསྡུ་ལེན་འབད་དགོཔ་ལས་བརྟེན་ བརྟག་ཞིབ་མཁོ་ཆས་ལག་ལེན་འཐབ་ཅི།བརྟག་ཞིབ་ མཁོ་ཆས་ཟེར་མི་འདི་ དྲི་བ་ཚུ་བཅའ་སྒྲིག་རྒྱབ་སྟེ་ ཞིབ་འཚོལ་ནང་བཅའ་མར་གཏོགས་མི་ཚུ་ ལས་ བསྡུ་ལེན་འབད་མིའི་གནས་ཐོ་དེ་ལུ་སྨན་ཞིན།

དཔེ་ཚད་ལེན་ཐངས། (Sampling)

སྤུ་རོ་རྫོང་ཁག་གི་མངའ་ཁོངས་ལུ་ཡོད་པའི་ ཞིན་སྐད་ཡོན་ཏན་ཀྱི་གཞི་རྟེན་འབད་མི་སྨོན་དཔོན། སྨོན་ཕྲུག། ཆོང་པ། གཞུང་སྐེར་གྱི་ཡིག་ཚང་ནང་སྡུག་ལྟ་གནང་མི་ ཡོངས་བསྟོམས།༤༥དེ་ཅིག་ ལས་གནས་སྤུད་བསྡུ་ལེན་འབད་ཡི། དེ་ཚུ་ཡང་ དམིགས་བསལ་དོས་བཟུང་མེན་པར་ གཅིག་གདམ་འཐུ(random picking)འབད་དེ་ཞིབ་འཚོལ་ནང་བཅའ་མར་གཏོགས་བཙུགས་ཅི།

ཞིབ་འཚོལ་འབད་ཐངས་ཀྱི་གོ་རིམ། (Procedure)

བདག་སྐྱོང་དང་མི་ངོམ་རང་རང་སོ་སོ་ལས་གནང་བ་ཞུ་ཞིནམ་ལས་ ཞིང་སྐད་ཤེས་ཡོན་ཀྱི་གཞི་

རྟེན་འབད་མིའི་ མི་ངོམ་ཚུ་ལུ་གནས་སྡུད་ཚུ་བཀམ་སྟེ་བཀང་བཅུགཔ་དང་རྩོད་ཁའི་ཆོག་གཞི་དེ་ཚུ་ ཉ་མ་གོ་མི་ཚུ་ལུ་ གོ་བ་བཤད་ནིའི་གྲོགས་རམ་ཡང་འབད་ཐུབ་ཡི།

གནས་སྡུད་བསྡུ་ལེན་འབད་ཚར་ཞིནམ་དུ་རྩི་མིག་ནང་བཙུགས་ཏེ་ གནས་སྡུད་དབྱེ་དཔྱད་འབད་ཡི།

དབྱེ་དཔྱད་སྐྱན་ཁུ་དང་འཁྲིལ་ཏེ་ སྒྲུབ་འཐས་བཏོན་ཞིནམ་ལས་ དེ་དང་འཁྲིལ་བའི་གྲོས་འཆར་ ཚུ་ཡང་གོད་དེ་སྤྱན་ཁུ་འབད་ཡི།

དེ་མ་ཚད་ ཞིབ་འཚོལ་འདི་འབད་བའི་སྐབས་སུ་སྐབས་མ་བདེ་ཁ་ཚུ་གི་ཅི་རང་བྱུང་ཡི་གུ་ ཞིབ་འཚོལ་གྱི་ཚད་འཛིན་ནང་ལུ་བཏོད་དེ་ཡོད་པའི་ཁར་ མ་འོངས་པ་ལུ་ དོན་ཚན་འདི་གི་ཐོག་ལུ་ཞིབ་འཚོལ་འབད་མི་ཡོད་པ་ཅིན་ དེ་ཚུ་གི་ཕན་ཐབས་ལུ་དམིགས་ཏེ་ གྲོས་འཆར་ཚུ་ཡང་བཏོ་དེ་ཡོད།

ཞིབ་འཚོལ་གྱི་བྱོ་གཏད་དང་ཆ་བཞག། (Research reliability and validity)

གནས་སྡུད་བསྡུ་ལེན་གྱི་དོན་ལུ་བཟོ་མིའི་དྲི་ཞོག་འདི་ དུས་ཚོད་མ་ཐོག་མི་ལུ་བརྟེན་ཏེ་ མ་བཏང་འབད་མ་ཚུགས། ཡིན་རུང་དྲི་ཞོག་ཚུ་ སྤྱ་ངོ་ཤེས་རིག་མཐོ་རིམ་སློབ་གྲྭའི་ མཉམ་རོགས་ལེགས་བཤད་གཅིག་ལུ་ ལྷག་བཙུག་སྟེ་ སྐྱར་བཅོས་འབད་དགོ་པའི་རིགས་ཚུ་ དག་བཅོས་འབད་ཚར་ཞིནམ་ལས་ཆུང་མ་ཅིག་ དྲི་ཞོག་ཚུ་བཏུམ་སྟེལ་འབད་ཡི།

གནས་སྡུད་ནང་ལས་ཐོབ་པའི་གནས་ཚུལ་ཚུ་ཡང་ཨེས་པི་ཨེསི་ཨེསི་(spss) ལག་ལེན་འཐབ་སྟེ་འདི་ནང་ལས་ཐོབ་པའི་གནད་དོན་ཚུ་ལུ་ ཕྱོགས་སྡུད་གི་སྡུན་མ་ཞུགས་པར་ རང་བཞིན་གཅིག་ ཨིན་མི་དེ་རང་ སྒྲུབ་འཐས་ནང་བཙུགས་ཏེ་ཡོད།

ཞིབ་འཚོལ་གྱི་ཀུན་སྤྱོད་རྣམ་གཞག། (Research Ethics)

ཞིབ་འཚོལ་གྱི་གནས་སྡུད་བསྡུ་ལེན་འབད་བར་འགྱོ་མིའི་དོན་ལུ་ སྤྱ་ངོ་མཐོ་རིམ་སློབ་གྲྭའི་ཡོངས་ཁྱབ་མདོ་ཆེན་ལས་ གནང་བ་ཡིག་ཐོག་ལས་ཞུ་ཡོད་པའི་ཁར་ ཞིབ་འཚོལ་ནང་ལུ་བཅའ་མར་ གཏེགས་མི་ཚུ་ལུ་ སྐབས་ལས་ ཞིབ་འཚོལ་གྱི་སྤྱི་གཞི་དང་གསང་བ་བཞག་ཐབས་ཚུ་ཁ་གསལ་འབད་བཤད་དེ་ཁྱེན་མཁོ་ཡོད་པ་མ་ཚད་ སློབ་དཔོན་དང་སློབ་ཕྲུག་ཚུ་གི་དོན་ལུ་ ས་གནས་ཀྱི་སློབ་གྲྭའི་དབུ་འཛིན་དང་ མི་ངོམ་རང་སོ་ལས་གནང་བ་ཞིནམ་དུ་རྒྱངམ་ཅིག་ གནས་སྡུད་བསྡུ་ལེན་འབད་ཡི།

ཞིབ་འཚོལ་གྱི་ཚད་འཛིན། (Limitations)

ཞིབ་འཚོལ་འདི་མ་འོངས་པ་ལུ་ གནད་དོན་འདི་གི་ཐོག་ལུ་ཞིབ་འཚོལ་རྒྱ་སྤྲོམ་སྤྲེ་འབད་ནིའི་དོན་ལུ་ མ་བཏུབ་ཀྱི་ཞིབ་འཚོལ་བརྒྱམ་ཅིག་འབདཝ་ལས་ ཞིབ་འཚོལ་གནས་སྟུད་ས་ཁོངཡང་ སྤྱ་རོ་རྩོད་ཁག་གཅིག་ལུ་གཞི་བཞག་སྟེ་འབདཡི། སྤྱ་རོ་རྩོད་ཁག་གི་མངའ་ཁོངས་ལས་ཡང་ ཞིབ་འཚོལ་ནང་བཅའ་མར་གཏོགས་མི་ཚ་མི་བསྟོམས་ཏེ་༤༠འདེ་ཅིག་ལས་མ་ཐོབ་ལས་ དུ་ལྷའི་གྲྭབ་འཐས་དེ་གིས་ རྒྱལ་ཡོངས་ལུ་འགྲབ་མི་ཚུགས་ནི་ཞིན་པས།དེ་འབདཝ་ནི་དེ་གིས་ ཞིབ་འཚོལ་འདི་གི་ཉམས་སྐྱོངདང་འཁྲིལཡག་དུ་ མ་འོངས་པ་ལུ་དོན་ཚན་འདི་གི་ཐོག་ལུ་ཞིབ་འཚོལ་འབདཝ་དགོ་པ་ཅིན་ གནས་སྟུད་ཀྱི་དམིགས་གཏད་དེ་ རྩོད་ཁག་ཆ་མཉམ་ལུ་བསྒྲེད་ཚུགས་པ་ཅིན་ འོས་འབབ་ཆེནི་ཞིན་པས། ཞིབ་འཚོལ་གྱི་དོན་ཚན་འདི་གི་ཐོག་ལུ་ ཉེ་མ་ལས་ཞིབ་འཚོལ་འབད་འབདཡ་མེད་པ་ལས་ རྩོམ་རིག་བསྒྲུབ་ཞིབ་ནང་ལུ་ སྤྱིར་བཏང་གཞུང་གི་སྲིད་བྱུས་དང་འཁེལ་བའི་དོན་ཚན་ཚུ་མ་གཏོགས་ཐོག་མ་ཚུགས། ཞིབ་འཚོལ་ཐབས་ལམ་ཚུ་ལས་གྲངས་འཁེལ་ཐབས་ཤེས་རྒྱངམ་ཅིག་ལུ་གཅོ་ཙེ་བརྒྱངས་སྟེ་གནས་སྟུད་འབད་འབདཡ་ཨིན། ཨིན་རུང་ཤུལ་མ་ ཐབས་ལམ་ཡང་སྟེལ་མ་ལག་ལེན་འཐབ་པ་ཅིན་ སྐྱབ་འཁྲས་ལེགས་ཤོམ་འབད་འཐོན་ཚུགས་པའི་ཁེ་ཕན་དོར་ནི་མས།

ཞིབ་འཚོལ་གྱི་དམིགས་ཡུལ/དྲི་བ།

ཀ ཇོང་ཁའི་སྐད་ཡིག་བདག་འཛིན་འཐབ་དགོས་འདུག་གི?

ཁ ཇོང་ཁ་ནང་སྐྱ་ནི་དང་འབྲི་ནི་ལུ་སྦྱོ་བ་འདུག་གི?

ག དུས་རྒྱུན་དུ་འབྲི་སྐྱ་ནང་ ཇོང་ཁ་དང་ཨིང་སྐད་གཉིས་ལས་ ལག་ལེན་མངམ་ག་འདི་འཐབ་སྟེ?

ང སྲིད་བྱུས་དང་ལག་ལེན་གྱི་བར་ན་རྟགས་མཚུན་པས་ག?

གྲུབ་འབྲས་སྙིན་ཞུ། (Findings)

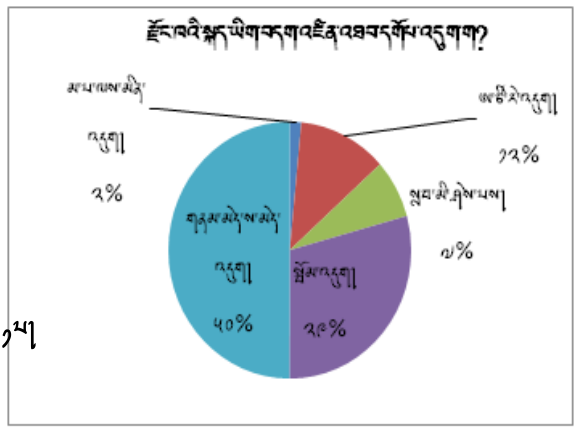
གཞན་སྣང་བཅུད་དོན་གྱི་མིག་ཁམ (overview)

འོག་གི་མིག་ཁམ་འདི་ གཞན་སྣང་བསྡུ་ལེན་འབད་དེ་ཡོད་པའི་ དྲི་བ་རེ་རེ་བཞིན་དུའི་ལན་ཚུ་ མཉམ་བསྡོམས་འབད་དེ་ བརྒྱ་ཆ་ནང་ཚབས་ཏེ་ཡོད་པའི་གཞན་སྣང་བཅུད་དོན་གྱི་མིག་ཁམ་ཞིན། མིག་ཁམ་ ०१།

གཞན་སྣང་གྱི་དྲི་བ།	བརྒྱ་ཆ།	དན་གསོ།
1. རྩོད་གའི་སྐད་ཡིག་བདག་འཛིན་འཐབ་དགོས་འདུག	87.2%	12.8% བདག་འཛིན་འཐབ་དགོས་མེད་མི།
2. རྩོད་ག་འཐི་ནི་ལུ་སྤྲོ་བ་འདུག།	51.3%	48.7% འཐི་ནི་ལུ་སྤྲོ་བ་མེད་མི།
3. རྩོད་ག་སྐྱ་ནི་ལུ་སྤྲོ་བ་འདུག།	56.4%	43.6%སྐྱ་ནི་ལུ་སྤྲོ་བ་མེད་མི།
ཞལ་འཛོམས་ནང་ག་སྐད་རྩོད་ག་ལག་ལེན་འཐབ་ཡོད་པ།	28.2%	71.8% ལག་ལེན་མ་འཐབ་མི།
ཞལ་འཛོམས་ནང་ག་སྐད་ཕིང་སྐད་ལག་ལེན་འཐབ་ཡོད་པ།	61.5%	38.5% ལག་ལེན་མ་འཐབ་མི།
གཞུང་འབྲེལ་ཡིག་ཚང་གི་ཡིག་འགྱུལ་ཚུ་རྩོད་ག་ནང་ལག་ལེན་འཐབ་ཡོད་པ།	20.5%	79.5% ལག་ལེན་མ་འཐབ་མི།
གཞུང་འབྲེལ་ཡིག་ཚང་གི་ཡིག་འགྱུལ་ཚུ་ཕིང་སྐད་ནང་ལག་ལེན་འཐབ་ཡོད་པ།	74.4%	25.6% ལག་ལེན་མ་འཐབ་མི།
སྤྱི་བླ་ཪ་ལས་ད་ལྷོ་ཚུན་ཚོད་རྩོད་གའི་གསར་ཤེག་ཚུ་སྐྱག་ཡོད་པ།	56.4%	43.6%མ་སྐྱག་མི།
སྤྱི་བླ་ཪ་ལས་ད་ལྷོ་ཚུན་ཚོད་ཕིང་སྐད་ཀྱི་གསར་ཤེག་ཚུ་སྐྱག་ཡོད་པ།	92.3%	7.7%མ་སྐྱག་མི།
10. སྤྱི་བླ་ཪ་ལས་ད་ལྷོ་ཚུན་ཚོད་རྩོད་གའི་ཀི་དེབ་ཚུ་སྐྱག་ཡོད་པ།	61.5%	38.5%མ་སྐྱག་མི།

11.	སྤྱི་ཟླ་༧ས་ལས་དཔྱོད་ཚུན་ཚོད་ཞིང་སྐད་ཀྱི་ཀི་དེབ་ཚུ་ལྟ་ཡོད་པ།	89.7%	10.3%མ་ལྟ་མི།
12.	སྤྱི་ཟླ་༧ས་ལས་དཔྱོད་ཚུན་ཚོད་རྩོལ་ཁའི་ནང་གཞུང་འབྲེལ་གྱི་ཡི་གུ་འབྲི་དགོས་སོན་ཡོད་པ།	20.5%	79.5%མ་པ་ལས་འཛི་དགོས་མ་བྱུང།
13.	སྤྱི་ཟླ་༧ས་ལས་དཔྱོད་ཚུན་ཚོད་ཞིང་སྐད་ནང་གཞུང་འབྲེལ་གྱི་ཡི་གུ་འབྲི་དགོས་སོན་ཡི།	71.8%	28.2%མ་པ་ལས་འཛི་དགོས་མ་བྱུང།

འབྲུག་གི་སྤྱི་ནོར་དམ་པ་མི་དབང་མངའ་བདག་རིན་པོ་ཆེའི་ཞབས་ལས་ རྒྱལ་ཡོངས་ཀྱི་སྐད་ཡིག་འདི་བདག་འཛིན་"འཐབ་དགོས་འབད་བཀའ་རྒྱ་གནང་མི་དང་འཁྲིལ་ཏེ་ རྒྱལ་ཁབ་ཀྱི་སྲིད་བྱས་ཚུ་ནང་ཡང་རྩོལ་འདི་ལག་ལེན་འཐབ་དགོས་སྤེ་ཚུད་དེ་འདུག། དེ་བཟུམ་སྤེ་འབྲུག་མི་ཚུ་གིས་ར་འབད་རྩྭ་རབ་ལས་༤༣.༢%ཀྱིས་བདག་འཛིན་འཐབ་དགོས་འབད་བགོད་དེ་ཡོད་པ་མ་ཚད་ ལྟག་པར་དུ་བརྒྱ་ཆ་༤༠% (ཨང་གཟུགས་༧ས) གིས་རྩོང་ཁའི་སྐད་ཡིག་འདི་ བདག་འཛིན་འཐབ་དགོས་ གནམ་མེད་ས་མེད་གལ་ཆེཤ་འབད་བགོད་དེ་འདུག། དེ་ལུ་ལྟཤ་ད་རྩོང་ཁའི་སྐད་ཡིག་འདི་ རྒྱལ་ཡོངས་ཀྱི་ངོ་རྟགས་ཅིག་འབད་ཤ་ལས་ མི་ཚུ་གིས་དེས་པར་དུ་བདག་འཛིན་འཐབ་དགོས་ཞིནམ་ཤ་ཚད་ ཆ་བཞག་ཡང་བསྟུངས་ཞིན་པས།

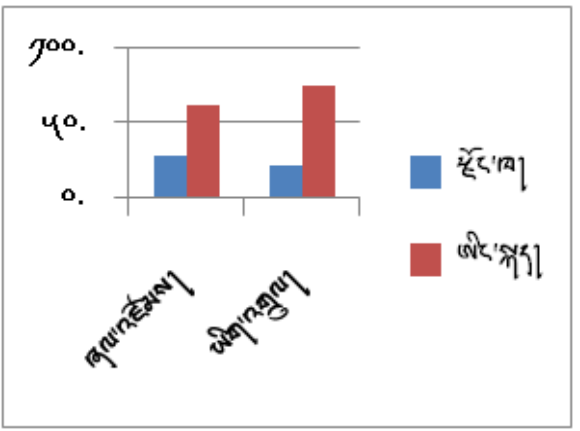


ཨང་གྲངས་༧ས།

མི་དབང་མངའ་བདག་རིན་པོ་ཆེའི་བཀའ་རྒྱ་གི་དགོངས་དོན་དང་འཁྲིལཤ་དང་ གནད་དོན་གཅི

གི་སློབ་ལས་འབད་རྩད་ ཞལ་འཛོམས་དང་མི་མང་འཛོམས་སར་ གསལ་བཤད་དང་གློས་བསྡུར་ ཚུ་ རྩོད་ཁ་ནང་སླབ་དགོ་པའི་ཁར་ ཕྱི་མི་རེ་ཡོད་པ་ཅིན་ དེ་གི་ཤུལ་ལས་དོར་ཁ་སྐྱུར་ཏེ་ སླབ་དགོ་པ་འབད་འཚོད་དེ་ཡོད་རྩད་ གནད་བསྡུད་དང་འཁྲིལཡ་ད་ ཞལ་འཛོམས་རྩོད་ཁའི་ནང་པའི་ལེན་འཐབ་མི་དེ་ བརྒྱ་ཆ་ལས་ ༢༡.༢% ལས་མེད་རྩད་ ཕིང་སྐད་ནང་བརྒྱ་ཆ་ལས་ ༤༩.༤%(ཨང་གཟུགས་ ༢པ)གིས་རྩོད་ཁ་ལས་མཐོཤ་འབད་ལགཀ་ལེན་འཐབ་ན་ཨིན།

དེ་བཟུམ་སྦེ་གཞུང་འབྲེལ་གྱི་ཡི་གུ་གཏོང་ལེན་ཚུ་བརྒྱ་ཆ་ལས་ ༩༠.༤%མ་གཏོགས་རྩོད་ཁ་ནང་ལགཀ་ལེན་མ་འཐབ་རྩད་ ཕིང་སྐད་ནང་བརྒྱ་ཆ་ལས་ ༧༩.༩% (ཨང་གཟུགས་ ༢པ)གིས་ལགཀ་ལེན་འཐབ་ན་ཨིན།



ཨང་གཟུགས་ ༢པ།

གནད་དོན་འདི་ལུ་དཔྱད་དེ་ཤུ་བ་ཅིན་ སྤེད་བྱས་དང་ལགཀ་ལེན་གཉིས་རྐགས་མ་མཐུན་མ་ཚད་ མི་དབང་མངའ་བདག་རྒྱལ་པོ་གི་བཀའ་དགོངས་དང་ཡང་འགལ་ལས་ འབྲུག་མི་ཚུ་གི་ཐུགས་ཁར་ གནད་དོན་དེ་ལུ་ཚང་གུང་ལངས་དགོ་པའི་གཞི་ཅིག་ལུ་ཐུག་སྟེ་འདུག།

ང་བཅས་རའི་རྒྱལ་ཡོངས་སྐད་ཡིག་འདི་ དར་ཁྲབ་ཀྱི་དོན་ལུ་གསར་ཤོག་ལས་འཛིན་ཚུ་གིས་ རྩོད་ཁའི་ཐོག་ལུ་གསར་ཤོག་འགག་ཁ་འདེ་ཅིག་རྒྱལ་ཡོངས་ལུ་བཀྲམ་བཞིན་དུ་ཡོད་རྩད་ བརྒྱ་ཆ་ལས་ ཁ།.ཅ%(ཐིག་ཁྲམ་ ༡.༢)གིས་མ་གཏོགས་སྐྱག་མི་མེད་པའི་ཁར་ དེའི་ནང་ལས་ཡང་ ༤༣.༢%གིས་ སྤྱི་ཟླ་ ༡པ་ལས་ད་ལྟོ་ཚུན་ཚོད་ཀྱི་བར་ན་ ཚར་གཅིག་རང་མ་སྐྱག་པས། འདི་དང་འཕྲུངས་དྲ་ཞིང་སྐད་ཀྱི་གསར་ཤོག་འདི་བརྒྱ་ཆ་ལས་ ༡.༡% རྒྱངས་ཅིག་གིས་མ་སྐྱགཔ་མ་གཏོགས་གཞན་ ༥༢.༣%

(ཐིག་ཁྲམ་༡.༨)གིས་སྟྲག་སྟེ་འདུག།

དེ་བཟུམ་སྤེ་རྩོད་ཁའི་ཀི་དེབ་མ་སྟྲག་མི་བརྒྱ་ཆ་ལས་ ༩༥.༤%འདུག། རྩོད་ཁའི་ཀི་དེབ་སྟྲག་མི་བརྒྱ་ཆ་ལས་ ༤༡.༤% ཐོན་མི་ཚུ་ཡང་སྤོབ་སྟྲག་ཚུ་གིས་ ཆོས་ཚན་རྩ་གཞུང་ནང་ཚུད་དེ་ཡོད་པའི་སྟྲག་དེབ་ཚུ་བརྩིས་ཏེ་ཨིན། (ཐིག་ཁྲམ་༡.༡༠) ཨིངསྒྲ་ཀྱི་ཀི་དེབ་མ་སྟྲག་མི་འདི་ ༡༠.༣%(ཐིག་ཁྲམ་ ༡.༡༡)རྒྱངམ་ཅིག་རང་ཨིན་པས།

སྤྱི་ཟླ་ ༡ཡ་ལས་དཔྱོ་ཚུད་ཚོད་ཀྱི་བར་ན་ སྐེར་དོན་གྱི་ཡི་གུ་ཚུ་གཞུང་སྒྲ་ཀྱི་ཐོག་ལས་བྱེས་མི་བརྒྱ་ཆ་ལས་ ༩༠.༤%(ཐིག་ཁྲམ་ ༡.༡༢)རྒྱངམ་ཅིག་ཨིན་ཏེ་ཨིངསྒྲ་ཀྱི་ཐོག་ལས་བརྒྱ་ཆ་ལས་ ༣༡.༢%(ཐེག་ཁྲམ་ ༡.༡༣)གིས་བྱེས་མི་ཐོན་ནུག།

དེ་ཚུ་ལུ་སྟྲཡ་དང་ འབྲུག་མི་ཚུ་གིས་ རྩོད་ཁ་འདི་བདག་འཛིན་འབད་དགོས་ཁག་ཆེ་ཤེར་སྐྱབ་མི་དེ་དང་ ལག་ལེན་དངོས་འཐབ་གཉིས་ ཕྱི་འགྱུར་འབད་འགྱོ་སྟེ་ ཁ་དང་ལག་ལེན་གཉིས་མ་མཐུན་པའི་ རྟགས་མཚན་མངོན་སུམ་སྟེ་ཐོན་ཏེ་འདུག།

དེ་ལུ་བརྟེན་ཏེ་སློབ་གྲྭ་ཚུ་ནང་ རྩོད་ཁའི་སློབ་དཔོན་ཚུ་གིས་ སློབ་སྟོན་ཐབས་ལམ་གཅིག་ལག་ལེན་འཐབ་སྟེ་འབད་རྒྱང་ སློབ་ཕྲུག་ཚུ་གིས་ རྩོད་ཁ་སྟྲཡ་ནི་ལུ་སྤྱོ་བ་བསྒྱེད་མི་ གནམ་མེད་ས་མེད་མི་འོངདེ་ཡོད་པའི་ཁང་ ཨིངསྒྲ་ཡོན་ཏན་གྱི་གཞི་རྟེན་ཡོད་པའི་ ཨ་ལོའི་ཨམ་ཚུ་གིས་ ཡང་ ཨ་ལོ་ཚུ་རྩོད་ཁ་སྟྲཡ་ནི་ལུ་སེམས་ཤུགས་བསྒྱེད་མི་བཟུགདོ་ཡོདཔ་ལས་ ཨ་ལོ་ཚུ་གིས་ རྩོད་ཁའི་ཡི་གུ་ཐུང་ཀུ་ཅིག་ནི་ལུ་ཡང་ ཆོག་དང་སྤྱོ་ཡོད་མི་དེ་ རྒྱ་མཚན་འདི་ལུ་བརྟེན་ཏེ་ཨིནམ་འབད་ ཞིབ་འཚོལ་པ་གིས་ཚོར་ཡི། ཨིན་ནུང་ གནད་དོན་འདི་གི་ཐོག་ལུ་ ཞིབ་འཚོལ་ལོགས་སུ་སྤེ་མ་འབདཔ་ལས་ དཔྱད་དགོས་ཡོད།

གྲོས་འཆར། (Recommendations)

གནས་སྤུད་ཚུ་ནང་དབྱེ་ཞིབ་འབད་དེ་སྟྲཡ་དུ་ རྩོད་ཁ་འབྲི་སྟྲག་ལག་ལེན་གྱི་གནས་ཚད་འདི་ མར་ཕྱམས་འགྱོ་ཡོདཔ་འབད་གསལ་སྟོན་འབདཔ་ལས་ དུ་སྟྲ་མ་ཕྱི་མ་ཀ་བར་རྟ་ཁ་སྦག་གྱིས་སྐྱུར་བའི་དུས་ཚོད་འདི་ནང་ འབྲུག་པའི་མི་ཁྲངས་སྤྱི་དང་སྐོས་སུ་ དབང་ཚད་དང་གོ་གནས་ཁར་བཞུགས་པའི་འགན་ཁྱི་ཅན་ཚུ་གིས་ རྒྱལ་ཡོངས་སྐད་ཡིག་རྩོད་ཁ་འདི་ བདག་འཛིན་འབད་དགོས་ཁག་ཆེ་ཤེར་སྐྱབ་ཨིན་ ཞལ་ལས་གསུངས་མི་འདི་རྒྱངམ་ཅིག་གིས་ བཏུབ་འབད་མ་བཞུགས་པར་ མི་ཉམས་གོང་འཕེལ་གཏང་ཚུད་ཀྱི་དང་ ཉམས་པ་སོར་ཆུད་འབད་ནིའི་ཐབས་ཤེས་རྣམ་པ་སྤྱ་ཚོགས་སྟོན་

ཏེ་ ཕྱག་ལྟ་མཛོད་དགོས་འདུག། ཞིབ་འཚོལ་གྱི་གྲུབ་འབྲས་དང་འཁྱིལཁ་དུ་ འབྲུག་མི་ཚུ་གིས་ ཁ་ལས་བཤད་མི་དེ་དང་ ཡག་ལེན་གཉིས་རྟགས་མ་མཐུན་འབད་ཡོད་པའི་སྐུབ་ཁྲེད་ཡང་ རྩོད་ཐའི་སྐད་ཡིག་བདག་འཛིན་འབཐ་དགོས་ཐག་ཆེ་ཆེར་སྣབ་མི་ བརྒྱ་ཆ་ལས་87.2%(ཐིག་ཁྲམ་ ༡.༡)ཀྱིས་སྣབ་ཡོད་རྟུང་ གཞུང་སྐད་ཀྱི་ཐོག་ལས་བྱིས་མི་ བརྒྱ་ཆ་ལས་ ༡༠.༤%(ཨང་གཟུགས་ ༤ཨ) རྒྱབ་ཅིག་མ་གཏོགས་ མ་ཐོན་པས། དེ་བཟུམ་སྦེ་རྩོད་ཁ་ནང་ལྷག་མི་དང་ ཞལ་འཛོམས་རྩོད་ཐའི་ཐོག་ལས་ཚོགས་མི་འདི་ ཕིར་སྐད་དང་འཕྲུད་པ་དང་ བརྒྱ་ཆ་དེ་ཅིག་དམའ་དྲག་ཡོད་ཕིན་ན་ གོང་ལྟ་བཀོད་དེ་ཡོད་པའི་གནས་སྟུད་བཙུད་དོན་རེའུ་མིག་དེ་གིས་སྟོན་ཚུགས།

མ་གཞི་གོང་གི་རྩོམ་རིག་ཚུ་ནང་ལྟ་བ་ཅིན་ རྩོད་ཁ་གོང་འཛེལ་ལྷན་ཚོགས་དང་ སྒེར་གྱི་རྩོམ་བྱེས་ལས་ཁང་ཚུ་གི་ཁ་ཐུག་ལས་ དེབ་གསར་བརྩམ་དང་རྩོད་ཁ་གོང་འཛེལ་གྱི་ཐབས་ཤེས་ཚུ་ བཀོད་དང་བཀོད་བཞིན་དུ་འདུག།ཕིན་རྟུང་རྩོད་ཁ་ཡར་རྒྱས་འགྱོ་མ་ཚུགས་པའི་གནད་དོན་འདི་གཅི་ཡུ་བརྟེན་ཏེ་ཕིན་ན་ གཤན་གསལ་གྱི་དྲི་བ་ཚུ་གུ་ ཞིབ་འཚོལ་གྱི་ཐོག་ལས་ལན་འཚོལ་ནི་དུས་ཚོད་ ན་འཐན་ར་སྒོར་ཆེ་ནུག། མི་དབང་མངའ་བདག་རིན་པོ་ཆེའི་ཐུགས་ཀྱི་དགོངས་བཞེད་དང་ རྒྱལ་ཡོངས་དགའ་སྐྱིད་དཔལ་འཕེལས་ཀྱི་དམིགས་གཏད་དང་འཁྱིལ་ཏེ་ རྒྱལ་ཁབ་ཀྱི་སྐད་ཡིག་འདི་བདག་འཛིན་འཐབ་ནི་གི་དོན་ལུ་ རྒྱལ་ཁབ་ནང་ཁྲོད་ནང་ལག་ལེན་འཐབ་ཐོག་ཀྱི་ཡིག་འགྲུལ་གཏོང་ལེན་ཚུ་ དེས་ པར་དུ་རྩོད་ཁའི་ནང་ལག་ལེན་འཐབ་དགོས་འདུག། དེ་བཟུམ་སྦེ་ འབྲུག་མི་སྤྱི་ཚོགས་ཀྱི་ཞལ་འཛོམས་གནང་ས་ ཁ་སྐད་རྩོད་ཁ་འདི་ལག་ལེན་འཐབ་དགོས་འདུག། དེ་མ་ཚད་ རྩོད་ཁ་ལག་ལེན་གྱི་སྤྱིད་བྱུས་ཚུ་ ཡིག་ཐོག་ལུ་མ་བཞག་པར་ ཆེར་མོ་གནས་འཆང་མི་ཚུ་ལས་འགོ་བཙུགས་ འབྲུག་མི་སྤྱིར་བཏང་གིས་ ལག་ལེན་དངོས་འཐབ་འབད་བ་ཅིན་ རྩོད་ཁ་ཡར་དྲག་འགྱོ་མ་ཚུགས་པའི་དྲི་བ་ཅིག་ཡོད།

དེ་འབད་ཀི་དེ་གིས་འབྲུག་མི་སྤྱི་དང་ སྐྱ་པར་དུ་འགན་ཁྲི་ཅན་ཚུ་དང་ ཤེས་རིག་མཁས་མཆོག་ཚུ་གིས་ འོག་གི་དྲི་བ་དེ་ཚུ་གི་ལན་འཚོལ་ཞིན་ལས་དེ་དང་བསྟུན་པའི་ ཐབས་ལམ་ཚུ་སྟོན་ནིའི་འགན་ཁུར་འབག་དགོས་འདུག།

དྲན་གསོའི་དྲི་བ།

༡. རྒྱལ་ཁབ་ནང་ལུ་རྩོད་ཁའི་ཐོག་ལུ་འབྲི་སྐྱག་ལག་ལེན་ཡར་རྒྱས་འགྱོ་མ་ཚུགས་པའི་རྒྱུ་རྐྱེན་གཙོ་བོ་གཅིག་ཅི་ཞིན་ན?

๓. རྫོང་ཁ་འདི་གཱ་ཅི་འབད་མི་ཚུ་གིས་ལཱག་ལེན་མ་འཐབ་ཨིན་ན?

๓. མི་སྡེ་ནང་རྫོང་ཁ་ཤེས་རྟུང་ཨིན་སྐད་མ་ཤེས་པ་ཅིན་མི་གིས་བརྡི་མཐོང་གཱ་ཅི་འབད་མ་བསྐྱེདཔ་ཨིན་ན།

๔. འབྲུག་རྒྱལ་ཁབ་ཀྱི་སློབ་ཁྲིག་ཚུ་བློ་གསར་ལས་འགོ་བཙུགས་ཏེ་མཐོ་རིམ་སློབ་གྲྭ་ཚུན་ཚོད་རྫོང་ཁའི་ཚོས་ཚན་ཡྱིན་ནི་ཡོད་རྟུང་མང་ཆེ་ཤོས་ཀྱིས་ཡི་ཀུ་ཐྲུང་ཀུ་ཅིག་ཡང་ཆོག་སྤྱོད་ཚར་ཁ་འབད་འཐེ་མ་ཚུགས་མི་འདི་རྐ་ཁྲིམས་ཀྱི་རྒྱུན་ཨིན་ན?སློབ་སྡེན་པའི་རྒྱུན་ཨིན་ན?སྤེད་བྱས་ཀྱི་རྒྱུན་ཨིན་ན?

๕. མི་དབང་མང་བདག་རིན་པོ་ཆེའི་ཐུགས་ཀྱི་དགོངས་བཞེད་ལྟར་དུ་སྤེད་བྱས་དང་ལཱག་ལེན་རྐུགས་མཐུན་བཟོ་དགོ་པ་ཅིན་ཐབས་ཤེས་སློན་དགོས་གཱ་ཅི་འདུག་གཱ

མཇུག་བསྡུ། (Conclusion)

རྫོང་ཁའི་འབྲི་ལྷག་ཤེས་ཚད་ཀྱི་ལཱག་ལེན་འདི་ དུ་ལྷེའི་གནས་སྟངས་ནང་འབདཝ་ཅིན་ འགན་ཁྱི་ཡོད་པའི་ཡིག་ཚད་ཆུ་མ་གཏོགས་ མངཆེ་ཤོས་ཀྱིས་ འབྲི་ལྷག་གཱ་ཉིས་ཨིང་སྐད་གཅོ་བོ་བཟུང་སྟེ་ ལཱག་ལེན་འཐབ་དོ་ཡོདཔ་ཨིན་པས།

དེ་བཟུམ་སྟེ་ Namgay Thinley ཀྱི་ལོ་ལྟ་ཡང་ཞེབ་འཚོལ་འབདཝ་མི་ རྣམ་རྒྱས་ཁྱིན་ལས་ ཀྱིས་བྱིས་མི་ འབྲུག་དང་ཐའི་ལན་ཀྱི་ཁ་སྐད་ལཱག་ལེན་ཟེར་བའི་ ཀི་དེབ་སྟེན་ཞུ་དང་འཁྲིལ་བ་ཅིན་ ང་བཅས་རའི་རྒྱལ་ཁབ་ནང་ ཨིང་སྐད་དང་རྫོང་ཁ་གཉིས་འབདཝ་ཡ་དུ་ ཨིང་སྐད་ནང་རྩོམ་བྱེས་དང་པར་བསྐྲུན་འབདཝ་འབདཝ་ཡ་ བརྒྱ་ཆ་༨༡.༥%དང་རྫོང་ཁའི་ནང་བརྒྱ་ཆ་༡༨.༥%ས་གཏོགས་ མེད་པ་འབདཝ་བཀོད་དེ་འདུག།(ཤོག་གྲངས་༡༥) གོང་གི་གནད་དོན་ཚུ་ལྟ་དབྱེ་ཞིབ་འབདཝ་དེ་ལྟ་ཡ་དུ་ ཡིག་ཚད་ཚུ་གི་བར་ན་གཞུང་སྐེར་གྱི་ཡིག་འགྲུལ་ཚུ་གཏོང་ལེན་དང་ ཞལ་འཛོམས་ཚུ་ཆོགཔ་དང་ མངའ་ཤོས་རང་ཁ་སྐད་འདི་ཨིང་སྐད་ཀྱི་ཐོག་ལས་ ལཱག་ལེན་འཐབ་དོ་ཡོདཔ་འབདཝ་ དོས་འཛིན་བྱུངམ་ལྟ་བརྟེན་ཏེ་ སྤེད་བྱས་བརྩམ་མི་དང་སྤེད་བྱས་ལཱག་ལེན་འཐབ་མི་ འབྲུག་པའི་མི་རིགས་ ཚུ་གིས་ ཐུགས་ལྟ་ཚ་གྱང་ཐེབས་བཞེས་ཏེ་ རྫོང་ཁའི་སྐད་ཡིག་བདག་འཛིན་འཐབ་ནིའི་ཕྱག་ལྟ་ཚུ་ དཔྱེ་ལས་འགོ་མ་བཙུགས་པ་ཅིན་ མ་ཏོངས་པ་ལྟ་རྫོང་ཁའི་འབྲི་ལྷག་གི་ལཱག་ལེན་འདི་ མིང་ཙམ་ཅིག་ཀྱ་ལྟས་ནིའི་ཉེན་ཁ་ཡོདཔ་མ་ཚད་ ནམ་མཇུག་ལྟ་འབྲུག་རྒྱལ་ཁབ་ནང་ འབྲུག་པའི་མི་ཚུ་གིས་འབྲུག་པའི་སྐད་ཡིག་ལྟ་ དང་འདོད་བསྐྱེད་ནི་ཕར་བཞག་ ཐ་ན་རྫོང་ཁ་ཡི་ཀྱའི་

ངོས་འཛིན་ཙམ་ཅིག་ཡང་ འབད་མ་ཚུགས་པའི་དུས་ཚོད་གུ་སྟོང་ནི་འཛེ་ཆེན་ཁ་སྦོམ་འབད་རང་འོང་ནི་ཨིན་པས། འདི་འབདཔ་ལས་ འབྲུག་མི་ཚུ་གིས་རྫོང་ཁའི་སྐད་ཡིག་ལག་ལེན་འཐབ་ནི་ནང་ཁ་དང་ལག་ལེན་རྒྱས་མཐུམ་འབད་མཛོད་དགོཔ་འདུག་ཟེར་ཞུ་ནི་ཨིན།

རྒྱབ་རྟེན་དཔེ་ཚ། (Reference)

རྫོང་ཁ་གོང་འཕེལ་སྒྲུབ་ཚོགས། (༢༠༠༢) རྫོང་ཁའི་བརྡ་གཞུང་གསར་རྩལ། ཀེ་ཨེམ་ཀྱི་དཔེ་སྐྲུན་ཁང་ ཐིམ་ཕུ།

Thinley, N (2002). *Language use in Thailand: A comparative study to the case of Bhutan, online Retrieved May 13, 2013, from: www.dzongkha.gov.bt/research/.../Language_use_Thailand-Bhutan.pdf*

བསོད་ནམས་ཚོས་གྲགས(༢༠༡༠) སྨོན་གྲའི་ཚོགས་བཤད། ཀེ་ཨེམ་ཀྱི་དཔེ་སྐྲུན་ཁང་ ཐིམ་ཕུ།

Namgay. S (2003). *The Language Web of Bhutan.* Thimphu: KMT Publisher

མངའ་བདག་རྒྱལ་པོ་ (རང་ལུགས་གནམ་ལོ་རྒྱལ་པོ་བཟླ་བ་ཁཤའི་ཚེས་༡༠) བཀའ་ཤོག། ཀུན་གསལ་(གནམ་ལོ་༡༩༥༠དཔྱིན་ཟླ་༣ཁའི་དཔྱིན་ཚེས་༡༠)རྫོང་ཁ་གོང་འཕེལ་སྒྲུབ་ཚོགས། www.dzongkha.gov.bt ནང་ལས་ སྤྱི་ཚེས་༡༤སྤྱི་ཟླ་༤ཚ་༢༠༡༤་ལུ།

Van Driem, G. (1994.) Language policy in Bhutan. In Michael Aris and Michael Hutt, eds., Bhutan: *Aspects of Culture and Development.* Gartmore: Kiscadale Publications.

Van Driem, G. (1998.) *Languages of the Greater Himalayan Region: Dzongkha.* Leiden: CNWS Publications.

ཟུར་སྦྲགས།(Appendix)
གནས་སྤྱད་དེ་ཤོག།
འབྲུག་རྒྱལ་འཛིན་གཙུག་ལག་སློབ་སྡེ།

སྤྱ་ངོ་ཤེས་རིག་མཐོ་རིམ་སློབ་གྲྭ།

སྤྱ་ངོ་རྩོང་ཁག་གི་མངའ་ཁོངས་ལུ་ཡོད་པའི་འབྲུག་མི་ཚུ་གིས་བཀངས་ནིའི་འཐེ་ཤོག།

བཀོད་རྒྱུ། སྤྱ་ངོ་ཤེས་རིག་མཐོ་རིམ་སློབ་གྲྭའི་ཤེས་རིག་ཞིབ་འཚོལ་དང་གོང་འཕེལ་ལྟེ་བ་གིས་འབྲུག་གི་ཤེས་རིག་ལམ་ལུགས་ནང་རྩོང་ཁའི་ཆོས་ཚན་དང་འབྲེལ་བའི་དཀའ་ངལ་དང་ གདོང་ལེན་གྱི་སྐོར་ལས་རྒྱལ་ཡོངས་གྲོས་བསྡུར་ཞལ་འཛོམས་ཅིག་སྤྱི་ལོ་༢༠༡༤སྤྱི་ཟླ་༣པའི་སྤྱི་ཚེས་ ༡༩ལས་ ༢༠ཚུན་ཉིན་གཉིས་ཀྱི་རིང་ལུ་འགོ་འདྲེན་འཐབ་ནི་ཨེན་མི་འདི་ནང་ རྩོང་ཁའི་སྐད་ཡིག་གོང་འཕེལ་གྱི་དོན་ལུ་སྲིད་ཐུས་དང་ལེགས་བཅོས་ཐབས་ཤེས། ཟེར་བའི་ནང་གསེས་དོན་ཚན་འདི་གི་ཐོག་ལུ་ གསལ་ཞུ་འབད་ནིའི་དོན་ལུ་ གནད་ཐོ་བསྡུ་ལེན་འབད་འབད་ནི་ཨེནམ་ལས་བཅའ་མར་གཏོགས་མི་གཅིག་རྣང་ བློ་ལུ་སྤྲ་གསང་དང་ སེམས་ལུ་འཚོར་སྣང་ལ་སོགས་པ་གཅིག་ཡང་མེད་པར་ རྩོང་ཁའི་སྤྱས་ཚན་འདི་ ཡར་དྲགས་བཟོ་ཐབས་ལུ་དམིགས་ཏེ་ དེས་བདེན་གཅིག་མི་འདི་ བཀོད་གནང་ཟེར་ཞུ་ནི་ཨིན། ཁྱོད་ཀྱིས་བཀོད་མིའི་གསང་བའི་གནས་ཚུལ་ཚུ་གསང་བའི་ཐོག་ལུ་རང་བཞག་ནི་ཨིན།

༡/སྤྱིར་བཏང་གནས་ཚུལ།

འོག་གི་སྒྲིམ་ཆུང་ཚུ་ནང་ ཁྱོད་ར་གཅིན་མི་འདི་གུ་ རྟགས་འདི་བཀལ་ (×)

༡.༡ ཞ་མ་འི་དབྱེ་བ།

(ཀ) མོ་ ☐

(ཁ) ཞོ་ ☐

༡.༢ ལོ་ཚད།

(ཀ)སྐྱེས་ལོ་༡༥མན་ཆད ☐

(ཁ)སྐྱེས་ལོ་༢༥མན་ཆད ☐

(ག)སྐྱེས་ལོ་༣༥མན་ཆད ☐

(ང)སྐྱེས་ལོ་༤༥ཡན་ཆད ☐

༡.༣ ལྷ་འགན།

(ཀ) སློབ་སྦྱོག ☐

(ཁ) སློབ་དཔོན། ☐

(ག) ཞིང་པ། ☐

(ང) གཞན། ⌈ཡིག་ཚང་☐ ཕལ་སྦྱོལ་ཁང་☐ ཚོང་ཁང་⌋☐

༢/ སྐད་ཡིག་ལུ་རང་སོའི་བསམ་འཆར།

འོག་ལུ་བཀོད་མིའི་གནད་དོན་ཚུ་ ཞང་ ༡ ལས་ ༥ གི་བར་ན་ གཅིན་མི་གཅིག་ལུ་རྟགས་བཀལ།

༣.༡

རྩོད་གའི་སྐད་ཡིག་བདག་འཛིན་འཐབ་དགོས་	མ་པ་ལས་མིན་འདུག	ཨ་ཅི་རེ་འདུག	སྐབས་མི་ཤེས་པས	སྤྱོམ་འདུག	གནམ་མེད་མེད་འདུག
	༡	༢	༣	༤	༥

༣.༢

རྩོད་གས་ནང་འཛིའི་ནི་ལུ་སྤྱོ་བ་	མ་པ་ལས་མིན་འདུག	ཨ་ཅི་རེ་འདུག	སྐབས་མི་ཤེས་པས	སྤྱོམ་འདུག	གནམ་མེད་ས་མེད་འདུག
	༡	༢	༣	༤	༥

༣.༣

རྩོད་གས་ནང་ལྷག་ནི་ལུ་སྤྱོ་བ	མ་པ་ལས་མིན་འདུག	ཨ་ཅི་རེ་འདུག	སྐབས་མི་ཤེས་པས	སྤྱོམ་འདུག	གནམ་མེད་ས་མེད་འདུག
	༡	༢	༣	༤	༥

༤/ སྐད་ཡིག་གི་ལག་ལེན།

༤.༡ འཕལ་འཛོམས་ཚུ་ནང་གས་སྐད་

(ཀ) རྩོད་གས་ཉག་རྒྱང་ལག་ལེན་འཐབ་ཨིན། ☐

(ཁ) ཨིང་སྐད་ཉག་རྒྱང་ལག་ལེན་འཐབ་ཨིན། ☐

(ག) མང་ཚོས་རྩོད་གས་ལག་ལེན་འཐབ་ཨིན། ☐

(ག) མང་ཚོས་ཨིན་སྐད་ལག་ལེན་འཐབ་ཨིན། ☐

༣.༢ གཞུང་འབྲེལ་ཡིག་ཚང་གི་ཡིག་འགྲུལ་ཚུ་

(ཀ) རྩོང་ཁའི་ཐོག་ལས་འབད་ཐུབ་ཨིན། ☐

(ཁ) ཨིང་སྐད་ཐོག་ལས་འབད་ཐུབ་ཨིན། ☐

(ག) མངའ་ཐོས་རྩོང་ཁའི་ཐོག་ལས་འབད་ཐུབ་ཨིན། ☐

(ཀ) མངའ་ཐོས་ཨིན་སྐད་ཐོག་ལས་འབད་ཐུབ་ཨིན། ☐

༣.༣ལྷུམ་ཟླ་ཤ་ལས་དལ་ལྷོ་ཚུན་ཚོད་ རྩོང་ཁའི་གསར་ཤོག་ཚུ་

(ཀ) རྟག་བུ་རང་ལྷག་ཅི། ☐

(ཁ) འཕྲལ་འཕྲལ་སྐབས་ལྷག་ཅི། ☐

(ག) ཚར་གཅིག་ལྷག་ཅི། ☐

(ང) ཚར་གཅིག་ཡང་མ་ལྷག། ☐

༣.༤ལྷུམ་ཟླ་ཤ་ལས་དལ་ལྷོ་ཚུན་ཚོད་ ཨིང་སྐད་ཀྱི་གསར་ཤོག་ཚུ་

(ཀ) རྟག་བུ་རང་ལྷག་ཅི། ☐

(ཁ) འཕྲལ་འཕྲལ་སྐབས་ལྷག་ཅི། ☐

(ག) ཚར་གཅིག་ལྷག་ཅི། ☐

(ང) ཚར་གཅིག་ཡང་མ་ལྷག། ☐

༣.༥ལྷུམ་ཟླ་ཤ་ལས་དལ་ལྷོ་ཚུན་ཚོད་ རྩོང་ཁའི་ཀི་དེབ་

(ཀ) གཅིག་ཡང་མ་ལྷག། ☐

(ཁ) གཅིག་ལྷག་ཅི། ☐

(ག) གཉིས་ལྷག་ཅི། ☐

(ང) གསུམ་ལས་མང་ལྷག་ཅི། ☐

༣.༨ སྤྱི་ཟླ་ཤས་དག་ལྷོ་ཚུན་ཆོད་ ཞིང་སྐད་ཀྱི་ཀི་དེབ་

(ཀ) གཅིག་ཡང་མ་ལྷག། ☐

(ཁ) གཅིག་ལྷག་ཅི། ☐

(ག) གཉིས་ལྷག་ཅི། ☐

(ང) གསུམ་ལས་མང་ལྷག་ཅི། ☐

༣.༩ སྤྱི་ཟླ་ཤས་དག་ལྷོ་ཚུན་ཆོད་ རྩོང་གནང་ཞུང་འཛེལ་གྱི་ཡི་གུ་

(ཀ) འབྲི་དགོས་ཚར་གཅིག་ཡང་མ་ཐོན། ☐

(ཁ) ཚར་གཅིག་ཐོན་ཡི། ☐

(ག) ཚར་གཉིས་ཐོན་ཡི། ☐

(ང) ཚར་གསུམ་ལས་མང་ཐོན་ཡི། ☐

༣.༡ སྤྱི་ཟླ་ཤས་དག་ལྷོ་ཚུན་ཆོད་ ཞིན་སྐད་ནང་གཞུང་འཛེལ་གྱི་ཡི་གུ་

(ཀ) འབྲི་དགོས་ཚར་གཅིག་ཡང་མ་ཐོན། ☐

(ཁ) ཚར་གཅིག་ཐོན་ཡི། ☐

(ག) ཚར་གཉིས་ཐོན་ཡི། ☐

(ང) ཚར་གསུམ་ལས་མང་ཐོན་ཡི། ☐

༩/ སྐད་ཡིག་གི་གཞི་འགྱུར།

༩.༡ རྫོང་གའི་ཐོག་ལས་ གཅེའི་འབྲི་དགོས་འཐོན་རྒྱུང་

(ཀ) འབྲི་ཚུགས་པའི་ལྟོགས་གྱུབ་སྒོམ་ཡོད། ☐

(ཁ) ལྟོགས་གྱུབ་ཙ་ཅི་རེ་ཡོད། ☐

(ག) ལྟོགས་གྱུབ་མ་པ་ལས་མེད། ☐

(ང) རྟག་བུ་ར་གཞན་ལུ་རེགས་དགོ། ☐

༩.༢ ཕེན་སྐད་ཀྱི་ཐོག་ལས་ གཅེའི་འབྲི་དགོས་འཐོན་རྒྱུང་

(ཀ) འབྲི་ཚུགས་པའི་ལྟོགས་གྱུབ་སྒོམ་ཡོད། ☐

(ཁ) འབྲི་ཚུགས་པའི་ལྟོགས་གྱུབ་ཙ་ཅི་རེ་ཡོད། ☐

(ག) འབྲི་ཚུགས་པའི་ལྟོགས་གྱུབ་མ་པ་ལས་མེད། ☐

(ང) འབྲི་དགོས་ཚུ་རྟག་བུ་ར་གཞན་ལུ་རེགས་དགོ། ☐

༩.༣ རྫོང་གའི་ཐོག་ལས་ གཅེའི་ལྷག་དགོས་འཐོན་རྒྱུང་

(ཀ) ལྷག་ཚུགས་པའི་ལྟོགས་གྱུབ་སྒོམ་ཡོད། ☐

(ཁ) ལྷག་ཚུགས་པའི་ལྟོགས་གྱུབ་ཙ་ཅི་རེ་ཡོད། ☐

(ག) ལྷག་ཚུགས་པའི་ལྟོགས་གྱུབ་མ་པ་ལས་མེད། ☐

(ང) ལྷག་དགོས་ཚུ་རྟག་བུ་ར་གཞན་ལུ་རེགས་དགོ། ☐

૯.૯ ཞིན་སྐད་ཀྱི་ཐོག་ལས་ གཅིག་པུགཏོང་འཐོན་རྒྱང་

(ཀ) པུགཆུགས་པའི་ལྟོགས་གྱིབ་སྒོམ་ཡོད། ☐

(ཁ) པུགཆུགས་པའི་ལྟོགས་གྱིབ་ཚ་རེ་ཡོད། ☐

(ག) པུགཆུགས་པའི་ལྟོགས་གྱིབ་མ་པ་ལས་མེད། ☐

(ང) པུགདཏོང་ཆུ་རྐག་བྱ་ར་གཞན་ལུ་རེགས་དགོ། ☐

བཀྲིན་དགའ་ཚོར།(Acknowledgement)

ཞིབ་འཚོལ་འདི་འབདཔ་དཔུ་རོ་ཤེས་རིག་མཐོ་རིམ་སློབ་གྲྭའི་འབྱུང་རབས་ལེགས་བཤདཔ་བསོད་ནམས་རྡོ་གིས་གནས་སྤྱད་བཙོ་ནི་ནང་ཆ་རོགས་འབད་ཡོད་པའི་ཁར་ཞིང་སྐད་ཀྱི་ལེགས་བཤདཔ་མཁས་དབང་ཀུན་ལེགས་རྡོ་གིས་ཞིབ་འཚོལ་དབྱེ་དཔྱད་འབད་ནི་ནང་གཞི་ཁྱབ་འབད་ཐངས་ཀྱི་ལམ་སྟོན་ཚུ་ཡིད་ཆེས་ཅན་ཨིན་པའི་ཁོང་ཚོ་ཐམ་པ་ཨིན་ཞེས་ཁས་ལེན་གྱིན་ཡོད། ཁོང་ཚོ་བདག་སྐྱོང་གིས་གནས་སྤྱད་བཙུ་འབ་འགོ་ནི་ཞིབ་འཚོལ་ཚུ་ལུ་ཐོག་ཐོག་ཁ་ཐོག་ཏུ་ཡོད་པའི་ཞིབ་འཚོལ་པ་དཔལ་འབྱོར་དང་རིན་ཆེན་མཁའ་འགྲོ་གཉིས་ཀྱིས་གྲོགས་རམ་དང་ལམ་སྟོན་གནང་མི་གེ་ར་ལུ་བཀྲིན་དགའ་ཚོར་ཧིང་ལས་རང་

རྫོང་གསྲབ་ནི་དང་ འབྲི་ནི་གཉིས་ཀྱི་ཁྱད་པར་ལུ་ རྒྱར་ཅམ་དཔྱད་པ།

བསམ་གཏན་མཐར་ཕྱིན།[1]

དོན་སྤྱོད།

དེའི་ཁ་ཐུག་ལས་ དོན་ཚན་འདིའི་ཐོག་ལུ་ དབྱེ་ཞིབ་ཀྱི་བསམ་འཆར་འབྲི་དགོ་པའི་ ཁྱངས་ཡང་ དཔེས་དུས་རབས་ ༡༧ པའི་ནང་གཞོན་རྫོང་ཁུལ་ དང་འདོད་དང་ཡིད་ཆེས་ ཡོད་མི་ཚུ་ རྫོང་ཁ་ལུ་ སློབ་སྦྱོང་འབད་བའི་སྐབས་དང་ ལག་ལེན་འཐབ་པའི་སྐབས་ ལུ་ མི་ལ་ལུ་གིས་ ཡིག་ཐོག་ལུ་འབྲི་ནི་དང་དག་ཐོག་ལུ་ སྒྲབ་ནི་གཉིས་ལུ་ ཁྱད་པར་ཤེ་དགོ་པ་འབད་སྲིད། ལ་ལུ་གིས་ ཁ་ལས་སྒྲབ་ནི་དང་ཡིག་ཐོག་ལུ་འབྲི་ནི་གཉིས་ལུ་ ཁྱད་པར་མེད་ཟེར་སྲིད་སྟེ་ ལམ་སྟོན་གཏན་གཏན་ཅིག་མེད་པ་ལས་ མཁུ་འཐོམས་ཏེ་ ལུས་སར་མཐོང་པའི་རྒྱུན་དང་།

ལ་ལུ་གིས་ ཁ་ལས་གཱུབ་དོ་བཟུམ་སྟེ་ ཡིག་ཐོག་ལུ་ འབྲི་དགོ་པ་ཚིན་མ་འབད་ཏ་ གོ་སྟེ་ བྱིས་ཡོད་མི་ཚུ་ནང་ལུ་ལྷག་ད་ འབྲི་མི་དང་ལྷག་མི་གཉིས་ཀྱི་བར་ན་ གོ་བ་བརྟ་ ལོག་འབད་ ཏ་གོ་ནིའི་ཉེན་ཁ་སྤྲོམ་ཡོད་པའི་རྫོད་ཆོག་ ལེ་ཤ་ར་འདུག། དཔེར་ན། ང་ གྱབ་ད་ མོ་ཉན་བཏུབ། མར་སྟོད་ ཟ། ཟེར་ཁ་ལ་སོགས་པའི་རྫོང་ཁའི་བརྡོད་པ། འབྲ་ མིན་སྐ་ཆོགས་མཐོང་མི་ཚུ་ལུ་ མནོ་བསམ་ཅིག་ལེགས་ཤོམ་འབད་བཏང་ དབྱེ་བ་དཔྱད་ ལྷ་ཁ་ད་ དཔྱོ་ཚུན་ཆོད་ རྫོང་ཁ་འབྲི་གཱུབ་གཉིས་ཀྱི་ཁྱད་པར་ལུ་ དབྱེ་བ་དཔྱད་དེ་རྩོམ་ འབྲི་འབད་འབད་བའི་དེ་ལེ་དེད་ ལམ་སྟོན་ཅིག་མིན་འདུག།

འདི་འབད་ཁ་ལས་ དོན་ཚན་འདིའི་ཐོག་ལུ་ ངང་གིས་ཅི་ཤེས་གཱུ་ཤེས་ཅིག་ དབྱེ་བ་ཞུ་ སྟེ་བཀོད་ཚུགས་པ་ཅིན་ དཔྱོ་རྫོང་ཁ་ལྷབ་ནི་ལུ་ སློ་བ་ཡོད་མི་ ཨ་འོངས་འབྲུག་གི་སློག་ ཤིང་ ན་གཞོན་ཚུ་ལུ་ ལམ་སྟོན་བཟུམ་ཅིག་འོང་ནི་དང་། དེ་མ་ཚད་རྫོང་ཁ་ཡར་རྒྱས་ཀྱི་ དོན་ལུ་ ཐུགཱ་ལྟ་གནང་མི་ ཨཁས་མཆོག་ཚུ་ལུ་ཡང་ ཨ་འོངས་རྫོང་ཁ་ཡར་རྒྱས་དང་ ཞིབ་འཚོལ་ལུ་ གོས་འདེབས་ཆུང་ངུ་ངེ་ ཐུལ་མི་ཚུགས་གཱ་ ཨནོ་བའི་རེ་བ་བསྐྱེད་དེ་ དོན་ཚན་ རྫོང་ཁ་སྒྲབ་ནི་དང་འབྲི་ནི་གཉིས་ཀྱི་ཁྱད་པར་ལུ་ དབྱེ་བ་དུམ་དྲ་ཅིག་དཔྱད་

1. ལེགས་བཤད་པ། སྤྱ་རོ་ཤེས་རིག་མཐོ་རིམ་སློབ་གྲྭ།

དེ་ བྱིས་འབྱིལ་ཞིན།

ལས་དོན།

- རྩོང་ཁ་སྨྲབ་ནི་དང་འབྱི་ནི་གཉིས་ལུ་ ཁྱད་པར་གཅི་ཡོད་པ་ཞིན་ན་ ངོས་འཛིན་ཚུགས་ནི།
- འབྱི་བའི་སྐབས་ལུ་ ལྷག་མི་ལུ་ གོ་དོན་མ་འཛོལ་བར་སྤྲོད་ཚུགས་ནི།
- སྨྲབ་པའི་སྐབས་ལུ་ ཕྲད་ཀྱི་བསྟུན་ཐབས་དང་ བརྩོན་སྐྱེའི་ཁྱད་པར་ ཤེ་སྟེ་ སྨྲབ་ཚུགས་ནི།

གཞུང་དོན།

༡. རྩོང་ཁ་འབྱི་སྨྲབ་གཉིས་ཀྱི་རྒྱབ་ཁྱངས་མདོར་བསྟུས།

རྒྱ་གར་དང་རྒྱ་ནག་གཉིས་ཀྱི་བར་ན་ གངས་རིའི་སྤུག་ལུ་ ལོ་སྟོང་ཕྲག་ལེ་ཤ་ཅིག་གི་ཉེ་མ་ལས་ ཆགས་པའི་འབྲུག་རྒྱལ་ཁབ་འདི་ སའི་རྒྱ་ཁོན་ཆུང་ཀུ་དང་ མི་བློ་བས་ཡང་ཉུང་སུ་ཅིག་ལས་མེད། ཞིན་རྒྱང་ ཕྱིའི་བཀོད་པ་ གངས་རི་གི་སྤུག་ལུ་ ཤིང་དང་མེ་ཏོག་བྱ་དང་རི་དྭགས་ འབྲུ་སྐྱ་དང་སྐན་ཤིང་སྐྱ་ཚོགས་ཀྱིས་གང་བ། ཚ་དྲོད་སྟོམ་པའི་ཁབ་ནད་དང་མུ་གེ་ ས་ཆུ་མེ་རླུང་སོགས་ འབྲུང་བཞིའི་འཛིགས་པ་ཉུང་བའི་རྒྱལ་ཁབ་འདི་ནང་ལུ་ ནང་གི་འགྲོ་བ་མིའི་རིགས་འདི་ སྤྱོན་དང་ཤུ་ལས་ ཆགས་ཏེ་ཡོད་པ་ཞིན། མི་རིགས་ ཆགས་ཞིན་ལས་ གཅིག་གིས་གཅིག་ལུ་ ཕྱིའི་ཡུལ་ཀྱི་མཐོང་སྣང་དང་ ནང་སེམས་ཀྱི་བདེ་སྤྲུག་ཚུ་ ཤར་ཚུར་བརྟ་དོན་སྤྲོད་ལེན་འབད་ནིའི་དོན་ལས་ ཁ་སྐད་བྱུང་ཡོད་མི་འདི་ རྒྱལ་ཁབ་གཞན་དང་ ལུང་པ་སྤྱིའི་ལམ་ལུགས་བཟུམ་སྟེ་ཞིན།

སྐྱན་ལྡོངས་འབྲུག་ཡུལ་འདིའི་མི་སྟེ་དང་སྤྱི་ཚོགས་འདི་ དུས་རབས་ལས་དུས་རབས་ མི་རབས་ལས་མི་རབས་རིམ་པ་བཞིན་ ཡར་རྒྱས་འགྱོཔ་དང་བསྟུན་ ཁ་སྐད་འདྲ་མིན་སྐྱ་ཚོགས་དང་ཡོད་མི་ཚུ་ སྤྱི་ལོ་ ༢༠༠༤ ལུ ཡར་བསྒྱུན་འབད་ཡོད་པའི་ཇོང་ཁའི་བརྡ་གཞུང་གསར་པ་ནང་ལས་ ཤར་ཕྱོགས་འཁོར་ལོ་རྩེ་བ་བརྒྱད། བུམ་ཐང་སྟེ་བཞི། ཤར་

ཁང་སྤུ་གསུམ་སོགས་ འབྲུག་གི་རྒྱལ་ཁབ་ཀྱི་ཤར་ ལྷོ་ ནུབ་ བྱང་ དབུས་ཀྱི་ས་ཕྱོགས་ སོ་སོ་ལུ་ ཁ་སྐད་མ་འདྲཔ་ ཡོངས་བསྡོམས་ ༢o དེ་ཅིག་དང་ཉེ་ཡོད་པ་འབད་ བྱིས་ཡོད་དོ་བརྒྱམ་ཙིན། (DDC, 2002, p. 2)

སྟོན་དང་ཐུ་ གཅིག་གིས་གཅིག་ལུ་ རང་སོའི་ལུང་པའི་ཁ་སྐད་ཀྱི་ཐོག་ལས་ བརྡ་དོན་ སྤྲོད་ལེན་འབད་ནི་མ་གཏོགས་ ཡིག་ཐོག་ལུ་འབྲི་སྟེལ་མེད་རྟུང་ ངུས་རབས་བརྒྱུད་པའི་ ནང་ ཡོན་རིན་ཡོ་ཅེའུམ་ཐང་ལུ་ བྱོན་པའི་སྐབས་ ཕྱག་ལྟ་སྟེ་ ཡོན་རྒྱན་རིན་ཡོ་ཅེ་ རང་གི་སྤྱོབ་མ་ ལོ་སྟོ་བ་ལྷན་མ་རྩེ་མང་ཟེར་ ཡི་གུ་འབྲི་ནི་ལུ་མཁས་པ་ཅིག་བྱོན་ཡོད་ མི་དེ་གིས་ རྒྱལ་ཁབ་འདིའི་མིང་ཚིག་བརྩོད་པ་ཚུ་ གསལ་བའི་གཞི་ འབྲུག་ཡིག་འདི་ བརྩམས་གནང་ནུག (DDC, 2002, p. 5) །དེ་ལུ་མིང་གཞན་ མཁྱོགས་ཡིག་ དང་ བཟོ་རྣམ་བོད་ཡིག་དང་མ་འདྲ་བའི་རྒྱུན་གྱིས་ བོད་མི་ཚུ་གིས་ལྷག་མ་ཚུགསཔ་ལས་ ལྷོ་ཕྱོགས་སྨན་གྱི་ལྷོངས་འདིའི་ཡི་གུ་འབད་རྩིས་ཀྱི་ ལྷོ་ཡིག་ཟེར་ཡང་སྤྱན་སྟོལ་ཡོད་མི་ འདི་དང་ཀྱི་ ཡིག་ཐོག་ལུ་འབྲི་ནིའི་སྟོལ་དང་མི་འདི་གིས་ ཡར་རྒྱས་ཀྱི་འགྱུར་བ་འབྱུང་ བའི་རྐགས་དང་ རྟེན་འབྲེལ་འགྲིགས་ནུག། ཞིན་རྒྱུ་ ཁ་སྤྱད་པའི་སྐབས་ལུ་ གཡུས་ སྤྱོ་སོ་སོ་ལུ་ དང་ཁྲབ་འབད་སྤྱད་སྟོལ་ཡོད་པའི་ཁ་སྐད་འདི་ར་སྤྱད་དོ་ཡོད་པ་དང་ འབྲི་བའི་སྐབས་ལུ་ སྐད་ཡིག་འདི་ རྩོང་ཁ་མེན་པར་ ཆོས་སྐད་ཉག་རྒྱུང་གི་ཐོག་ལས་བྱིས་ཏེ་སྟོད་ནུག (Pema, 1971)། དེ་འབདཔ་ལས་ ངག་ཐོག་ལས་སྤྱད་ནི་དང་ ཡིག་ཐོག་ལུ་འབྲི་ནི་གཉིས་ཀྱི་བར་ན་ཁྲད་པར་ཅུ་དགོཔ་འདི་ འགོ་དང་པ་ ངུས་དེ་ལས་རྒྱུན་ བྱུང་བྱུངམ་འོང་ནི་ཨིན་མས།

(Pema, 1971) ངུས་རབས་ ༡༣ པ་ སྤྱི་ལོ་ ༡༩༡༤ གི་ལོ་ལུ་ འབྲུག་མི་ཡོངས་ ལུ་ བཀའ་དྲིན་གསུམ་ལྷན་གྱི་བློ་མ་ ཞབས་དྲུང་རིན་པོ་ཆེ་ འབྲུག་རྒྱལ་ཁབ་འདི་ནང་ ལུ་བྱོན་ཞིནམ་ལས་ རྩོང་གཞི་ཁག་མང་རབ་ཅིག་བཞེངས། ཆོས་སྲིད་ལུགས་གཉིས་ཀྱི་ སྟོལ་བཙུགས་ཏེ་ ཕྱག་ལྟ་གནང་པའི་སྐབས་ལུ་ ལུང་པའི་ཁ་སྐད་ལེ་ཤ་ཅིག་ཡོད་མི་ཚུའི་ གལ་ལས་ རྩོང་ཁ་འདི་ ཆོས་སྲིད་གཉིས་ཀྱི་ཕྱག་ལྟ་གནང་པའི་སྐབས་ཀྱི་ ཁ་སྐད་འབད་ གདམ་འཐུ་མཛད་དེ་ རྩོང་གཞི་ཁག་ལུ་ ལག་ལེན་འཐབ་ལས་ རྩོང་ཁ་སྤྱད་ནི་འདི་དང་ ཁྲབ་སོངཡོད་རྟུང་ འབྲི་ནི་འདི་དང་ཁྲབ་བྱུང་མ་ཚུགས་པས།

དེ་ལས་ (Rinzin, 1985) སྤྱི་ལོ་ ༡༩༨༥ ལས་ཚུར་ འབྲུག་གི་ལེགས་བསྒྲུར་གྱི་ ཚ་མཆོག་ མི་དབང་འབྲུག་རྒྱལ་གསུམ་པ་མཆོག་གིས་ རྒྱལ་ཁབ་རང་དབང་རང་བཙན་ལུ་ ཐུགས་བཞེད་རྒྱ་ཆེས་ལས་གནང་སྟེ་ རྩོང་ཁ་འདི་ འབྲུག་རྒྱལ་ཡོངས་ཀྱི་སྐད་ཡིག་ འབད་ ཆ་འཛོག་གནང་སྟེ་ ཡར་རྒྱས་འཛུགས་གཞིའི་ལས་རིམ་ནང་ལུ་ རྩོང་ཁ་ཡིག་ཐོག་ལུ་འབྲི་དགོ་པའི་སྒྲིག་བྱུས་བསྒམས། (DDC, 2002) སྤྱི་ལོ་ ༢༠༠༢ ལས་ འགོ་བཟུང་སྟེ་ རྩོང་ཁ་ཡིག་ཐོག་ལུ་ཡང་འབྲི་ནི་ འགོ་བཙུགས་ཞིནམ་ལས་ ད་ལྟོ་ཚུན་ཆོད་ མི་ལོ་ ༤༢ དེ་ཅིག་གི་རིང་ལུ་ རྩོང་ཁ་འབྲི་སྒྲབ་གཉེས་ཐེའོ་ འཆས་གཅིག་ལས་ བཅོ་ལྔའི་ཐྲེ་བ་ ཉ་གདོང་བཟུམ་སྟེ་ གོང་ནས་གོང་འཕེལ་ འགྲོ་དང་འགྲོ་བཞིན་ཡོད་པ་ཞིན་ རུང་ འབྲི་སྒྲབ་གཉེས་ཀྱི་ཁྱད་པར་ལུ་ མགུ་འཐོམས་ཏེ་དཀའ་ངལ་རེ་ཡང་ འཐོན་དོ་ ཡོད་མི་ཚུ་ བསལ་དགོ་པ་གལ་ཆེཤ་ལས་ འོག་ལས་མར་འབྲི་སྒྲབ་གཉེས་ཀྱི་ཁྱད་པར་ མདོར་བསྡུས་ཅིག་བཀོད་དེ་ཡོད།

2. རྩོང་ཁ་ ཁ་ལས་སྒྲབ་པའི་སྐབས་ལུ་ ཚ་དཀོ་པའི་ཁྱད་ཆོས།

རྩོང་ཁ་འདི་ངག་ཐོག་ལས་སྒྲབ་པའི་སྐབས་ལུ་ སྐྱོན་མེད་འབད་ཚ་བཞག་ནི་དོ་ན་ལས་ ཁྱད་ཆོས་ལེ་ཤ་ངང་ཚང་དཀོ་ཡིན། དེ་ཚུའི་གྲལ་ལས་ དང་པ་ ཡི་གུའི་སྐྱེ་གནས་དང་ བསྡུན་པའི་རྩོད་སྒྲ་དག་དཀོ་འདི་གལ་ཆེ། དེ་ཡང་ དག་ཡིག་སྒྲ་སྐོ་མཚོན་ཚ་ལས། ཁོག་པ་མཐིན་པ་ཤ་ཀད་དང་ལྡེ། །སྐུ་དང་སྤྱི་བོ་སོ་དང་མཚུ། །སྤྲོ་ཏེ་ (n.d.) ཟེར་གསུངས་ བཞག་ཡོད་དོ་བཟུམ་སྟེ་ རྩོང་ཁའི་རྩོད་སྒྲ་འདི་ཡང་ སྤྱིར་བཏང་སྤྲོད་རིག་པའི་གཞུང་ལས་ བཤད་པའི་ཡི་གུ་རེ་རེ་བཞིན་ཀྱི་སྐྱེ་གནས་ སྒྲ་གདངས་ ཁྲེད་རྩོལ་ཚུ་དང་མཐུན་མ་ཅིག་ དགོ་པ་ཞིན། དེ་མེན་པ་ཅིན་ དངཁིས་སྒྲབ་མི་དེ་ ཉན་མི་ཚུ་གིས་གོ་དོན་ འཛོལ་ཏེ་ གཞན་ཐུམ་དང་ཐུན་མོང་ཁྱད་ཆོས་ཀྱི་ ཐུན་མོང་ཁྱད་ཆོས་ཀྱི་ཁྱད་པར་ མདོར་བསྡུས་ཅིག་བཀོད་དེ་ཡོད།

གཉིས་པར་ རྩོང་ཁ་འདི་སྒྲབ་པའི་སྐབས་ལུ་ མིངཆིག་དང་བརྗོད་པ་ རེ་རེ་བཞིན་གྱི་ནང་ དོན་དང་འཁྱིལ་ཏེ་ སྐད་ཀྱི་སེང་ཐབ་དང་ བར་མཚམས་ཀྱི་ངལ་གསོ་ཐུང་ཀུ་རེ་བཞག་སྟེ་

སློབ་དགོས་ཞེན། ཁ་སློབ་པའི་སྐབས་ལུ་ ཆོས་འབྱམ་དང་མདོ་མང་ལྷག་དོ་བཟུམ་སྦེ་མེན་པར་ གནད་དོན་དང་འཁྲིལ་ འཕྲལ་འཕྲལ་སྐད་ཡར་སེང་ནི་དང་ འཕྲལ་འཕྲལ་མར་ཕབ་ནི། དེ་ལས་ གཅིག་ཤུལ་གཉིས་ཤུལ་ མཐོ་གས་དྲག་སློབ་ནི་མེན་པར་ གནད་དོན་དང་འཁྲིལ་རྩོད་ཚོག་གི་བར་ན་ ས་སྟོང་ཐུང་ཀུ་རེ་ བཞག་སྟེ་སློབ་པ་ཅིན་ རང་གིས་ གཅིག་སློབ་ནི་ཞེས་ན་ དཔྱད་རིག་གཏང་ཚུགས་པ་མ་ཚད་ གཞན་གྱི་གདོང་ཁར་ དཔའ་ཤུམ་ཤུམ་བཟུམ་སྦེ་མི་མཐོངམ་ཞེན།

གསུམ་པར་ ཏོ་སློབ་པའི་སྐབས་ལུ་ ཏོ་གི་ནང་དོན་དང་བསྟུན་པའི་ལུས་དང་ གདོང་གི་རྣམ་འགྱུར་ དེ་ལས་མིག་ཏོ་གི་འཛེལ་བ་ཚུ་ ལག་ལེན་འཐབ་དགོས་གལ་ཆེ། གཟུགས་དང་གདོང་གི་རྣམ་འགྱུར་ དེ་ལས་མིག་ཏོ་གི་འཛེལ་བ་ཚུ་ལག་ལེན་འཐབ་པ་ཅིན་ རང་གིས་སློབ་པའི་ཏོ་གི་ནང་དོན་ཚུ་ ཤར་ལོགས་མ་གིས་ ལེགས་ཤོམ་འབད་ཏ་གོ་ནི་ལུ་ ཤན་ཐོགས་སྤྲོམ་ཡོད་པ་ཞེན།

བཞི་པར་ ནང་སེམས་ཀྱི་ཚོར་ཤུགས་དང་འཁྲིལ་བའི་ཉམས་ཚུ་ཚང་དགོས་ཚད་ ཆོག་དང་རྫོད་པ་ལུ་བསྒྲུར་བརྗོད་ཚུ་ཡང་ མེད་པའི་དག་གཤིས་ གཅངཀྵ་ཀྱི་ཅིག་དགོས་ཞེན། རང་གིས་ག་ཅི་ར་སློབ་རུང་ རྫོག་ཆོག་གི་ནང་དོན་དང་འཁྲིལ་བའི་ཉམས་དང་ལྡན་པའི་ བཀའ་སློབ་པ་ཅིན་ ཉན་མི་ལུ་ སྤྲོ་སྟངས་སྤྲོམ་འབྱུང་ཚུགས་པ་མ་ཚད་ གཞན་གྱིས་རང་གི་བློའི་བཅུད་ལེགས་ཤོམ་འབད་ ཀ་གོ་མ་ཚུགས་པར་ མགུ་འཐོམས་ལུས་དོ་ཡོད་པ་ལས་ དེ་ཚུ་སྤང་དགོས་གལ་ཆེཤ་ཞེན།

3. རྩོང་ཁ་ ཡིག་ཐོག་ལུ་ འབྲི་བའི་སྐབས་ལུ་ ཚང་དགོ་པའི་ཁྲད་ཆོས།

རྩོང་ཁ་འདི་འབྲི་བའི་སྐབས་ལུ་ཡང་ ལྷག་མི་ཚུ་ལུ་ རང་གིས་བྱིས་ཡོད་མི་འདི་གིས་ དགའ་བ་དང་བལ་རབས་ འབྲུང་ཚུགས་ནིའི་དོན་ལས་ ཁྲད་ཆོས་ལེ་ཤ་རང་ཚང་དགོས་ཞེན། དེ་ཚུ་ལས་དང་པར་ ཡིག་བཟོ་འདི་ ལེགས་ཤོམ་ཅིག་དགོས་ཞེན། དེ་ཡང་

མཁས་དབང་དག་འདུན་རིན་ཆེན་ཞབས་ཀྱིས། ཡིག་གཟུགས་ལེགས་ཤིང་མཚོགས་པ་དང་། །སྒྲ་ཆད་མེད་ཅིང་དག་པ་སྟེ། །ལེགས་མཚོགས་དག་གསུམ་ཚང་འགྱུར་ན། །དེ་ལ་མཁས་པའི་གྲགས་པ་ཐོབ། ། (n.d. p. 352) ཟེར་གསུངས་ཏེ་ཡོད་དོ་བཟུམ་སྟེ་གཞན་སྒྲ་མི་ཚུ་གིས་ལེགས་ཤོམ་འབད་ ཕྲ་ཚུགས་ནི་དང་ ངལ་རངས་འབྱུང་ཚུགས་ནིའི་དོན་ལས་ དང་པར་ཡིག་བཟོ་འདི་ ལེགས་ཤོམ་འབད་སྦྱང་བ་འབད་དགོས་ཨིན།

གཉིས་པར་ སྐེབ་དང་སྦྱོར་བ་དག་ཏོག་ཏོ་དགོས་ཨིན། དེ་ཡང་ མཁས་དབང་དག་འདུན་རིན་ཆེན་ཞབས་ཀྱིས། འདི་ལ་ལེགས་པར་མ་བྱང་བར། །འབྲི་དང་རྩོམ་པར་ཁས་འཆེས་ན། །རང་གི་ནང་ཆཱུར་འགྲེམས་པའི། །ཚོང་དཔོན་དེ་ལས་གཞན་ཅི་ཡོད། ། (n.d. pp. 355) ཟེར་གསུངདོ་བཟུམ་སྟེ་ རང་གིས་བྱེས་ཡོད་པའི་དོན་བརྡ་འདི་ ཕྲ་མི་ཚུ་གིས་ལེགས་ཤོམ་འབད་ཀ་གོ་ཚུགས་ནི་དང། རང་བློ་རང་གིས་མི་བཅོངཔར་ གཞན་གྱི་རྒྱུད་ལུ་ དགའ་བ་བསྒྱིད་ཚུགས་པའི་ཐབས་ལམ་ཅིག་ སྐེབ་དང་སྦྱོར་བ་དག་ཏོག་ཏོ་འབད་འབྲི་ནི་ལུ་གཅོ་ཙ་བཏོན་དགོས་ཨིན།

གསུམ་པར་ བརྡ་གཞུང་གི་ཐུད་འདི་ཚུ་ ཁ་ལས་སྐྱབ་པའི་སྐབས་ལུ་བཟུམ་སྟེ་ བསྟུ་སྟེ་ མེན་པར་ ཐོབ་ལམ་གཅིན་མར་ཚང་མའབད་འབྲི་དགོ། དེ་ཡང་ ཁ་ལས་སྐྱབ་པའི་སྐབས་ལུ་ ཐུད་བསྟུ་སྟེ་སྐྱབ་རྒྱབ་སྐྱོན་མེད་མི་འདི་ ཐུད་བསྟུ་སྟེ་སྐྱབ་པའི་སྐབས་ལུ་ ཐུད་བསྟུ་ཡོད་པའི་རྩོད་སྐྱེ་འདི་ ཆོག་གཞན་ལས་ཁྲད་པར་ཡོད་པ་སྟེ་ སྐྱབ་ལས་ དོན་བརྡ་ཀ་གོ་ཚུགས་ཨིན་རྐྱངམ་ཅིག་ ཐུད་ཚུ་ཚང་མའབད་མེད་པ་ཅིན་ རྩོད་སྐྱེ་མེད་པ་ལས་ དོན་བརྡ་ཕྱི་འགྱུར་འབད་ཀ་གོ་ནིའི་ཉེན་ཁ་ཡོད་པ་ཨིན།

བཞི་པར་ ཆོག་གཅ་ཚང་མ་དང་ ཡང་ན་ཆོག་འདི་གིས་ལྷག་མི་ཚུ་ལུ་ འབྲི་མི་རང་གིས་མཛོ་བའི་དོན་དེ་ལས་ གཞན་ཅིག་ལུ་ཀ་གོ་འཐོབ་ནིའི་ཉེན་ཁ་མེད་པའི་ཆོག་ཚུ་ ལག་ལེན་འཐབ་དགོས་ཨིན། དེ་མེན་པ་ཅིན་ འབྲི་མི་དང་ལྷག་མི་གཉིས་ཀྱི་བར་ན་ གོ་དོན་སོ་སོར་ འབད་ལེན་ཏེ་ གནས་ཚུལ་བརྗ་ལོག་འཐོབ་ནིའི་ཉེན་ཁ་ཡོད། ཨིན་རྩིད་ཁ་ལས་སྐྱབ་པའི་སྐབས་ལུ་ཨིན་པ་ཅིན་ ལུས་ཀྱི་རྣམ་འགྱུར་དང་ ལོག་སྟེ་དོགས་སེལ་གྱི་དྲི་བ་ཚུ་དྲི་ནི་

ཡོད་པ་ལས་ འབྲི་བའི་སྐབས་ལུ་བརྟུམ་ཅིག་སྒྲོན་མི་འབྱུངམ་ཨིན།

4. ཁ་ལས་སྨབ་ནི་དང་ ཡིག་ཐོག་ལུ་འབྲི་བའི་རྫོང་ཁ་གཉིས་ཀྱི་ཁྱད་པར།

སྤྱིར་བཏང་འཛ་མ་གྲིང་ནང་གི་སྐད་ཡིག་མང་ཚོས་ལུ་རང་ ཁ་ལས་སྨབ་ནི་དང་ ཡིག་ཐོག་ལུ་འབྲི་ནི་གཉིས་ལུ་ ཁྱད་པར་ཕྱེ་དགོཔ་ཨིན། དེ་བཟུམ་སྦེ་ རྫོང་ཁ་ལུ་ཡང་ སྨབ་ནི་དང་ འབྲི་ནི་གཉིས་ལུ་ ཁྱད་པར་ལེ་ཤ་རང་ཕྱེ་བཏུབ་རྐྱང་ དཔྱོད་རྟུལ་ རྟེ་མ་ལས་དཔེ་དེབ་དང་ཚིག་མཛོད་ཚུ་ནང་ལུ་ ཁ་གསལ་ཚེ་ཁྱད་པར་གཅོ་བོ་ ༡. མིང་ཚིག་གི་རྫོད་སྐྱེ་ཁྱད་པར། 2. ཕྲད་དང་རྟགས་དབྱེ་བསྡུ་མ་བསྡུ་བའི་ཁྱད་པར། ༣. བར་མཚམས་ཀྱི་ས་སྟོང་དང་ཤད་ཀྱི་ཁྱད་པར་ གསུམ་འབད་ཕྱེ་ནི་ཨིན།

4.1 མིང་ཚིག་གི་རྫོད་སྐྱེ་ཁྱད་པར་ནི།

མིང་ཚིག་གི་རྫོད་སྐྱེ་ཁྱད་པར་ལུ་དཔྱད་པ་ཅིན་ མིང་ཚིག་ལ་ལུ་ཅིག་ མི་སྟེ་ནང་ལུ་ལག་ལེན་འཐབ་པའི་སྐབས་ལུ་ རྫོད་སྐྱ་ཁག་གཉིས་རེ་ སྨབ་སྟོལ་དང་ཁྱབ་སོང་ཡོད་མི་གཉིས་ལས་ གཅིག་ལེན་འཐབ་རྟུང་ སྒྲོན་སྟོམ་འབད་མ་ཚོར་བའི་རིགས་ཚུ་ འབྲིའི་སྐབས་ཀྱི་སྟེབ་དང་མཐུན་པའི་རྫོད་སྐྱ་འདི་ར་ ལག་ལེན་འཐབ་པ་ཅིན་ སྟབས་བདེ་ཏོག་ཏོ་འོང་ནི་མས། དཔེར་ན་

ཡིག་སྟེབ་དང་མཐུན་འབད་དུ་ཁྲབ་སོང་ཡོད་མི།	ཡིག་སྟེབ་དང་མ་མཐུན་འབད་དུ་ཁྲབ་སོང་ཡོད་མི།
ཆོས།	ཆོའོ།
མི་ངོ།	མི་ངོམ།
ཕྱག་མདའ།	ཕྱགན་མདའ།
ཉི་བཟི།	ཉིན་བཟི།
དཔལ་འབྱོར།	དཔལན་འབྱོར།
ལྟ་འབད་དེ་གླ་ལེན།	ལྟ་འབད་འདི་ གླ་ལེན།
གོ་ལ་ཐྱོན་ཏེ་ ཤོག	གོ་ལ་ཐྱོན་འདི་ ཤོག

མིང་ཚིག་ལ་ལུ་ཅིག་ གཡུས་སྒོ་སོ་སོའི་ངག་གཤིས་དང་ མི་རང་སོའི་ལྷེའི་དབང་པོ་བདེ་མི་བདེའི་ཁྲད་པར་ལས་བརྟེན་ཏེ་ མིང་ཚིག་གཅིག་ཨིན་རུང་ ཟུར་ཆག་པའི་རྗེད་སྐྱ་ གཉིས་གཉིས་གསུམ་གསུམ་རེ་ སྐབ་སྒོལ་དར་ཏེ་ཡོད་མི་ཚུ་ཨིན་པ་ཅིན་ སྤྱིར་བཏང་རང་སོའི་གཡུས་སྒོ་ལས་ཡར་ དར་བའི་བློ་ཟེར་དང་ ཁ་བཤད་ཚུ་ནང་ལུ་ ལུང་པ་སོ་སོའི་གཡུས་སྐད་ཨིན་ལས་ རང་སོའི་གཡུས་སྒོ་ནང་ལུ་ གཅར་ཏེ་ཡོད་པའི་རྗེད་སྐྱ་འདི་སྐབ་རུང་སྐྱོན་མེད། ཨིན་རུང་ མི་དམངས་འཛོམས་པའི་སྐྱགས་ལུ་ སྐབ་དགོ་པའི་རྗེད་ཁ་ནང་ལུ་ ཨིན་པ་ཅིན་ གཅོས་འབབ་དང་ཆགས་ཡོད་མི་དང་ སྟེབ་དང་མཐུན་མི་འདི་ར་ ལག་ལེན་འཐབ་དགོ་ཨིན། དཔེར་ན་

ཡིག་སྟེབ།	འོས་བབས་ཡོད་པའི་རྗེད་སྐྱ།	ལང་པའི་ངག་གཤིས་ཀྱིས་དབང་ ༦ བའི་རྗེད་སྐྱ།
ལ་ལ།	ལ་ལ།	ཨ་ལ།
ཇི་ཞི།	ཇི་ཞི།	ཇི་ཞི། ཇི་ལ།
ཤ་མ།	ཤ་མ།	ཤོ་མ། ཤེ་མོ། ཤ་མོང་།
ཨཁེ་པ།	ཨཁེ་པ།	ཨེཁེ། ཨཁ།

མིང་ཚིག་ལ་ལྟ་ཅིག་ ཡིག་སྟེབ་དང་འཁྲིལ་བའི་རྟོད་སྒྲ་འདི་མེན་པར་ རྟོང་ཁའི་དག་གཤིས་ལྟ་ཡོད་པའི་རྟོད་སྒྲ་ཁྲུད་པར་ཅན་ཅིག་ ཡོད་མི་འདི་ལག་ལེན་མ་འཐབ་ད་ སྐྱོན་འབད་ཚོར་བའི་རིགས་ཚུ་ཞིན་པ་ཅིན་ ཡིག་སྟེབ་ག་ཞིན་པའི་རྟོད་སྒྲ་འདི་མེན་པར་ རྟོང་ཁའི་དག་གཤིས་དང་མཐུན་པའི་ རྟོག་སྒྲ་འདི་ར་ ལག་ལེན་འཐབ་དགོཔ་ཞིན། དཔེར་ན་

ཡིག་སྟེབ།	སྒྲིར་བཏང་ཡིག་སྟེབ་རང་གི་རྟོད་སྒྲ།	རྟོད་སྒྲ།
ཐྱ།	ཇ'	ཐྱཱ།
ཁྱ།	ཅ'	ཁྱཱ།
སྨོབ་ཁོཊ།	སྨོབ་ཁོཊ།	སྨོས་སྦེ།
བཅོ'ལ།	ཅོ'ལ'།	བཅེ'ལ།
ཀོ།	ཀོ།	ཀོཀ།
ཏྲག་ཤོས།	ཏྲག་ཤོས།	ཏྲག་ཤོ།

4.2 ཕྱད་དང་རྣམ་དབྱེ་ བསྡུམ་བསྡུ་བའི་ཁྱད་པར་ནི།

ས་སྐྱ་རྩེ་བཙུན་ བསོད་ནམས་རྩེ་མོ་མཆོག་གིས། གང་གིས་ཡི་གེའི་བྱེ་བྲག་དང། །དབྱེ་བསྡུ་འབྱུང་གནས་མི་ཤེས་པར། །སྒྲ་ངོག་རྟོད་པ་མཁས་མ་ཡིན། །དོན་ཀུང་རྣམ་པར་འཁྲུལ་བར་འགྱུར། । (n.d. p. 5) ཟེར་གསུངདོ་བཟུམ་སྟེ་ སྒྲིར་བཏང་རྟོད་ཁ་ཅིག་ སྒྲབ་པའི་སྐབས་ལུ་ ཕྱད་དང་རྣམ་དབྱེ་ཚུ་ བསྡུ་སྟེ་སྒྲ་རྩུང་སྐྱོན་མེདཔ་ཞིན། ཞིན་རུང་ ཡིག་ཐོག་ལུ་འབྲི་བའི་སྐབས་ལུ་ ཕྱད་ཚུ་ཚངམ་འབད་མ་འབྲི་བ་ཅིན་ དོན་བརྟེ་ཕྱི་འགྱུར་ འབད་ ཏ་ཚོ་ནི་ཡི་སྐྱོན་ སྟོམ་རངཡོདཔ་ཞིན།

དཔེར་ན་

དག་ཐོག་ལས་སྒྲུབ་པའི་སྐབས་ལྟ།	ཡིག་ཐོག་ལུ་འབྲི་བའི་སྐབས་ལྟ།	ཕྲད་གྱི་ཅི་བསྟུཔ་ཚིན་ནི།
ཁྱོད་ གཏེ་སྦེ་སྟོ?	ཁྱོད་ཀྱིས་ གཏེ་སྦེ་སྟོ?	ཟེད་སྒྲ་བསྟུ་བ།
ཁྱེམ་མེ་ ཚོག་སོ་ནུག	ཁྱེམ་མེས་ ཚོག་སོང་ནུག	
མི་ཅིག་ཚུ་ འབག་ཆི་ནུག	མི་ཅིག་ཚུས་ འབག་ཆི་ནུག	
མི་ཅིག་དོམ་མ་ ཟ་དུ་ནུག	མི་ཅིག་དོམ་མ་གིས་ ཟ་དུ་ནུག	
ཡར་ལོང་ བལྟ།	ཡར་ལོང་སྟེ་ བལྟ།	ལྟག་བཅས་བསྟུ་བ།
ཁྱེམ་ནང་ལུ་འགྱོ་ ལྟོ་ཟ་ཤོག	ཁྱེམ་ནང་ལུ་འགྱོ་སྟེ་ ལྟོ་ཟ་སྟེ་ཤོག	
ལུ་འབད་ ལྟོ་ཟཁ་དུག	ལུ་འབད་དེ་ ལྟོ་ཟཁ་དུག	
ཁོ་དེ་ཆ་ཚེན།	ཁོ་ (འི/གི)དེ་ཆ་ཚེན།	འབེལ་སྒྲ་བསྟུ་བ།
མོ་མིང་ཐོ་ཁར་ཡོད།	མོ་ (འི/གི) མིང་ཐོ་ཁར་ཡོད།	
ཀྱི་ཆུང་འདི་ ངཱན་ད།	ཀྱི་ཆུང་འདི་ ང་ (ར/ལུ) གནད།	ལ་དོན་བསྟུ་བ།
ཁོ ལྷོད་ད།	ཁོ་ (ར/ལུ) ལྷོད་ད།	
མོ་ སྒྲ། ངམི་ཤེས།	མོ (ར/ལུ) སྒྲ། ངམི་ཤེས།	

ཁ་ལས་སྒྲ་བའི་སྐབས་ལུ་ཡང་ ཕྲད་དང་རྟམ་དབྱེ་གཅེ་ལུ་ བསྟུས་ཏེ་ཡོད་སའི་རྗེད་སྒྲ་འདི་ ཚ་ཚོ་ཕར་བསྟར་སུ་ཅིག་འབད་ སྒྲ་དགོཔ་ཚིན། དེ་མེན་པ་ཅིན་ ཕར་ལོགས་མ་ ཉན་མི་འདི་གིས་ རང་གིས་སྒྲ་མི་དོན་བརྟ་འདི་མེན་པར་ ཕྱི་འགྱུར་སྦེ་ཏ་གོ་ནིའི་ཉེན་ཁ་ཡོད་པ་ཚིན།

དཔེར་ན་

སློབ་པའི་སྐབས་ལུ་ བརྡོད་སྒྲ་ཚོ་རེ་ ཚར་བསྣར་དགོཔ།	ཕྲད་གཱ་ཅི་བསྟུཔ་ཨིན་ན།
ཁྱོད་འོས་ གཱ་དེ་སྦེ་སྨོ? ཁྱེམ་མེ་འེས་ ཆོགཱ་སོང་ནུག མི་ཅིགཱ་ཆུའུས་ འབགཱ་ཆི་ནུག མི་ཅིགཱ་དོམ་མའ་ ཟ་དཱ་ནུག	ཁྱེད་སྒྲ་བསྟུ་ག།
ཡར་ལོངའོ་ བལྟ། ཁྱེམ་ནང་ལུ་འགྱོའོ་ ལྷོ་ཟའ་ཤོག ལུ་འབདའེ་ ལྷོ་ཟཁ་དྲག	ལྷག་བཅས་བསྟུ་ག།
ཁོའོ་ དཔེ་ཆ་ཨིན། མོའོ་ མིང་ཐོ་ཁར་ཡོད།	འབྲེལ་སྒྲ་བསྟུ་ག།
གྱི་ཐུང་འདི་ ངའ་ གནང ཁོའོ་ སྨྲོད་དུ། མོའོ་ སློག ང་མི་ཤེས།	ལ་དོན་བསྟུ་ག།

4.3 བར་མཚམས་ཀྱི་ས་སྟོང་དང་ ཤད་ཀྱི་ཁུད་པར།

འབྲི་བའི་སྐབས་ལུ་ ཚོག་གི་བར་ན་ས་སྟོང་དང་ རྟེད་ཚོག་གི་མཇུག་ལུ་ ཤད་ཚུ་མ་འབྲི་བ་ཅིན་ ཚོག་དང་རྟེད་པ་གོང་འོག་གཉིས་མཐུད་དེ་ ལྷག་མི་གིས་ གོ་དོན་ཕྱི་འགྲུར་འབད་ལེན་ནི་ཡིན་མ་ལས སྐྱོན་ངོམ་ཅིག་འབད་རྩིས་སྟེལ་ཡོད་རུང་། སློབ་པའི་སྐབས་ལུ་ བར་མཚམས་ལུ་ དབུགས་ཀྱི་བར་ཐེམ་ཐུང་ཀུ་རེ་ བཞགཔ་ཙམ་ཀྱིས་ ཉན་མི་ཚུ་གིས་ དོན་བརྡ་གསལ་ཏོག་ཏོ་འབད་ ཏ་གོ་ཚུགསཔ་ལས་ སྐྱོན་ལུ་མི་འགྱོཔ་ཡིན།

མཇུག་བསྡུ།

གོང་ལྟ་བཀོད་དེ་ཡོད་པའི་རྩོད་གཞི་ནི་དང་ འབྲི་ནི་གཉིས་ཀྱི་ཁྱད་པར་ མདོར་བསྡུས་ཅིག་ འབྲི་དགོ་མི་འདི་ཡང་ དཔྱོ་ཚུན་ཆོད་ལྟ་ དེ་ལས་ཆ་ཅི་ནང་ལྟ་ཡང་ དེ་གཉིས་ཀྱི་ཁྱད་པར་ ཤིང་སངས་སངས་ཅིག་འབད་བྱེས་འབྲིཕ་མ་མཐོང་བའི་རྒྱུ་མཚན་དང་། ངར་ལུ་ཨ་ཚའི་ཆར་རོགས་ལ་ལུ་ཅིག་གིས་ དོན་ཚན་འདིའི་ཐོག་ལུ་ དུམ་དུ་ཅིག་དབྱེ་བ་དཔྱད་དེ་ འབྲི་ཚུགས་པ་ཅིན་ སྤྱིར་བཏང་རྩོད་ལུ་དག་སྣང་དང་ སྤྱོ་བ་ཡོད་པའི་ན་གཞོན་ཚུ་ལུ་ ཕན་ཐོགས་ཡོད་པའི་གྲོས་འདེབས་གནང་མི་ལུ་བརྟེན་ཏེ་ ངར་ལུ་ སྐྱེས་སྐྱོབས་ཀྱི་ཤེས་རབ་མེད་པའི་ཁར་ ཐོས་བསམ་ཤེས་རབ་ཀྱི་མིག་ཏོ་ཁབ་ལུང་ལས་ཆུད། ལྟ་རྩུ་མཐོང་རྩུ་གི་གདན་ཡང་ སྤྲོམ་མེད་དེ་འབད་རྩད་ རང་གིས་གཡེས་ཤེས་མཁས་ཅིག་ མདོར་བསྡུས་ཏེ་ བྱེས་ཡོད་མི་འདི་གིས་ རྩོད་ཁ་ཡར་རྩུས་དང་ གོང་འཕེལ་ལུ་ ཕན་པའི་རྩུར་གྱུར་ཅིག།

རྩུབ་རྟེན་ཀྱི་ཐོ།

མཁས་དབང་དགེ་འདུན་རིན་ཆེན་ཀྱིས་མཛད་པ་ སྤྱི་ལོ་ ༡༩༥༡ ལུ་ པར་བསྒྲུན་འབད་ཡོད་པའི་ ཐ་སྙད་བརྡ་དག་གི་བསྡུན་བཅོས་ངོ་མཚར་འཕྲུལ་གྱི་ལྷེ་མིག། ས་གནས་དང་ པར་བསྒྲུན་ཁང་ ཁ་གསལ་མེན་འདུག

རྩོད་ཁ་གོང་འཕེལ་ལྷན་ཚོགས་ཀྱིས་ སྤྱི་ལོ་ ༢༠༠༢ ལུ་ པར་བསྒྲུན་འབད་ཡོད་པའི་ རྩོད་ཁའི་བརྡ་གཞུང་གསར་པ། ས་གནས་དང་པར་བསྒྲུན་ཁང་ ཁ་གསལ་མེན་འདུག

རྩོད་ཁ་གོང་འཕེལ་ལྷན་ཚོགས་ཀྱིས་ སྤྱི་ལོ་ ༢༠༡༢ ལུ་ པར་བསྒྲུན་འབད་ཡོད་པའི་ རྩོད་ཁའི་རྩོད་སྤྲ་དག་རྩུན་དག་པའི་ཁྲུས་ཆུ།

ས་སྐྱ་རྩེ་བཙུན་བསོད་ནམས་རྩེ་མོས་མཛད་པའི་ (n.d) ཡི་གེའི་བཀྲ་ཤདས་བྱིས་པ་ བདེ་བླག་འཇུག་པ་ཞེས་བྱ་བ། ས་གནས་དང་པར་བསྒྲུན་ཁང་ ཁ་གསལ་མེན་འདུག

པན་ཆེ་དབང་གིས་ སྤྱི་ལོ་ ༡༩༨༠ ལུ་ བྱིས་ཡོད་པའི་ འབྲུག་གི་ཡིག་རིགས་དང་ སྐད་ཡིག་འབྱུང་ཁུངས་གསལ་བཤད། རྒྱལ་ཡོངས་དེ་ཡེ་མཛོད་ཁང་། ཐིམ་ཕུག

རིན་འཛིན་རྒྱལ་མཚན་གྱིས་ སྤྱི་ལོ་ ༡༩85 ལུ་བྱིས་ཡོད་པའི་ འབྲུག་གི་ལམ་སྟོལ་གྱི་འབྱུང་རབས། ཐར་པ་གླིང་དགོན་སྡེ། ཨིན་དར་པར་བསྒྲུན་ཁང། རྒྱ་གར་དེ་ལི།

པཏྨི་ཀ་སྒྲོ་ཀྱིས་མཛད་པའི་ (n.d) སྒྲ་སྒྲོ་མཚོན་ཆ། སྐ་གནས་དང་ པར་བསྒྲུན་ཁང་ཁ་གསལ་མེན་འདུག

http://poshj.wordpress.com/2012/05/23/ The Difference between Spoken and Written English

RABSEL – the CERD Educational Journal
Guidelines for Manuscript

RABSEL – the CERD educational journal

The CERD Educational Journal is published twice a year in spring and autumn by the Centre for Educational Research and Development, Paro College of Education, Royal University of Bhutan. The Journal welcomes contributors which promote the exchange of ideas and rational discourse between practicing educators, researchers, planners, administrators, educational thinkers and practitioners, learners and policy makers from Bhutan and abroad. To this end the Journal publishes articles on empirical and theoretical studies, research reports, commentaries and scholarly reviews that attempt a systematic analysis or synthesis of educational processes and systems from different viewpoints and approaches.

Notes for Contributors

Manuscripts are considered for publication with the understanding that they are original material and have not been submitted elsewhere for publication. Submission of a paper to a professional journal is considered to be a definite indication of the author's commitment to publish in that journal. A paper submitted to this journal while it is under review by another journal is regarded as unacceptable. Submitting an already published manuscript is considered to be unethical. The author should consult the Editor if he or she has any questions to whether or not the paper is suitable for publication.

Editorial Procedures

CERD Educational Journal is a research journal. All papers considered appropriate for this journal are reviewed anonymously by at least two outside reviewers. The review process usually takes one to two months. Papers are accepted for publication subject to nonsubstantive, stylistic editing. The Editor reserves the right to make any necessaryminor changes in the papers, or request the author to do so, or reject the paper submitted. A copy of the edited paper along with the first proofs will be sent to the author for proofreading. They should be corrected and returned to the Editor within 10 days. Once the final version of the paper has been accepted, authors are requested not to make further changes to the text.

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The CERD Educational Journal is a multidisciplinary publication presenting research and scholarly reviews related to education. Guidelines specified herein were prepared for the convenience of authors, reviewers and publishers.

Types of articles

Three types of manuscripts are appropriate for submission to CERD journal (a) Reports of empirical research, (b) Scholarly reviews (c) Project reports

Reports of empirical research

Reports of empirical research are descriptions of research studies. These studies must have clear and important implications for education and/or research. CERD considers research representing diverse methodologies, including group design, single-subject research, case study etc. The major criteria for publication are quality of design, implementation, and writing, as well as importance to the field.

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Scholarly papers take the form of essays that represent well-developed arguments on philosophical, theoretical, or practical problems in the field of education. They are not required to adhere to an empirical research design (i.e., methods, data collection, and data analysis). Instead scholarly papers pose analytical or conceptual frameworks.

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These articles will be shorter and more preliminary reports about interesting educational projects (innovative courses, learning communities, etc.). Several of these reports could be published in each issue. The focus of a project report is on the progress or outcomes of an academic innovation that addresses issues in education.

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1. The complete title of the paper, the names of the author(s), institutional affiliations, e-mails, and other identifying material should be typed on a separate sheet/the title page only to assure anonymity in the review process. The first text page of the article should have the complete title of the manuscript, but not the names of the author(s).

2. The length of manuscripts should be not more than 3000 words.

3. All manuscripts should be sent with an abstract of 150–200 words and 4 to 5 keywords. The abstract should be placed preceding the paper.

4. Articles should be double spaced and 12-point, Times New Roman font. Do not use forced section, page breaks, or automatic footnotes.

5. Make sure to provide complete, APA-formatted references and text citations, making sure the two correspond exactly. Pages 207–281 of the APA Manual (fifth ed.) detail these guidelines.

6. Change all instances of passive voice to active voice whenever possible, as these changes will be necessary before publication. Spell out each acronym at its first use.

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