

## **1.0. BACKGROUND**

Paro College of Education was established as a Pre-school Care Training Centre in November 1975 in the Rinpung campus with an initial enrolment of 15 student teachers. A demonstration school was also run as part of the centre where the student teachers applied their pedagogical knowledge and gained practical classroom experience. In June 1985, the centre launched a Primary Teacher Certificate (PTC) programme followed by Zhungkhag Teacher Certificate (ZTC) programme in February 1993. By then the centre was already named as Teacher Training Centre (TTC). While the PTC programme aimed to train high school graduates to teach at the primary level (PP-Class VI), the ZTC programme aimed to train graduates of the then Semtokha Rigney School to teach Dzongkha in schools. A major milestone in the College's history was the launching of the Bachelor of Primary Education (B. Ed) programme in August 1999. The programme, meant for post-secondary candidates, aimed to produce qualified teachers at the primary level (PP-Class VI), this way replacing the earlier PTC programme.

In the same year (1999), on 18<sup>th</sup> November the new campus at Nangkha was inaugurated by Her Majesty the Queen Mother Ashi Dorji Wangmo Wangchuck. In July 2000, the erstwhile Teacher Training College was renamed as the National Institute of Education (NIE). In May 2001, the Centre for Educational Research and Development (CERD) was established with the primary aim to support, encourage and foster a culture of research and scholarship that lead to improvement in the development of educational programmes and practices. In January 2003, the institute launched a Bachelor of Education (Dzongkha) programme and offered through the distance mode. In the same year a programme in Master of Education (M. Ed) in School Leadership & Management was launched. In the same year, NIE, Paro was affiliated to the Royal University of Bhutan in 2003 and was later renamed Paro College of Education. The year also saw the phasing out of the PTC and ZTC programmes. In February 2007, a Post-graduate Certificate in Education (PGCE) programme in Dzongkha was launched with the aim of training University graduates with Dzongkha backgrounds to teach at the secondary level (Class VII-XII).

## **1.2. Location**

Spread over a total campus area of 29.72 acres, Paro College of Education is located on a thickly-wooded grassy slope from whose many vantage points, one can take contemplative views of the Paro valley. The campus, located at a convenient distance of 54 km from the capital city, Thimphu and has the reputation of being aesthetically and intellectually congenial to learning and growth. The College currently has **62** full-time lecturers teaching in a wide variety of programmes.

## **1.3. Our Vision**

PCE aspires to excel in primary and *Zhungkha* teacher education, educational leadership and research by ensuring quality graduates based on the principles and values of Gross National Happiness (GNH).

## **1.4. Our Mission**

Paro College of Education aspires to:

- Prepare professionally competent, ethically sound, and progressive teachers based on the principles and values of Gross National Happiness;

- Offer courses that are responsive to the changing needs and aspirations of our learners and society at large;
- Create a positive learning environment for the intellectual, emotional, and social growth of our learners and staff;
- Strive to be a centre of excellence for educational research and consultancy.

### 1.5. Our Core Values

In all that we do to achieve our mission, we are driven by core values:

<i><b>Excellence</b></i>	We strive for excellence in everything we do and take pride in our achievements
<i><b>Honesty and Integrity</b></i>	We uphold and model the highest standards of honesty and integrity
<i><b>Innovation</b></i>	We value and encourage creative and innovative ideas, products and services
<i><b>Leadership</b></i>	We believe that shared leadership empowers people and enhances institutional growth
<i><b>Professionalism</b></i>	We practice professionalism in all our endeavours
<i><b>Social Responsibility</b></i>	We play a catalytic role in building a healthy and cohesive Bhutanese society
<i><b>Teamwork</b></i>	We model effective collaboration and team spirit

### 2.0. PROGRAMMES

The College currently offers six different programmes at undergraduate and Post-graduate levels. The one year Post-graduate Diploma in Education (PgDE) in Dzongkha as fulltime courses on campus. The four-year B. Ed programme in Dzongkha and B Ed Primary programmes are offered through both the regular and distance mode. The Masters in Educational Leadership and Management programme is offered as part time to in-service school and educational leaders.

#### 2.1. Bachelor of Education (Secondary in Mathematics and ICT)

This programme is offered to class 12 graduates and is comprised of a wide variety of modules that focus on personal and professional development. The programme also includes the study of current school curriculum subjects. A unique feature of the programme lies in the fact that it places equal emphasis on the learning of theory and of practice. A student teacher enrolled for the B. Ed Secondary programme can choose Mathematics and ICT as elective subjects based on his or her performance in the Class XII examinations. The training requires that they acquire the knowledge, skills and attitudes necessary for teaching the subjects of their specialization in secondary schools. The B. Ed Secondary programme was launched in 2002. The programme was reviewed and validated by the Royal University of Bhutan on 19<sup>th</sup> November, 2008. The B.Ed Secondary is going to phase out by June, 2020.

## **2.2. Bachelor of Education (Primary)**

The B. Ed Primary programme has come across many changes since its inception in 1999. The programme concerns the development of primary teachers, who can handle Classes from PP – VI with comfort and confidence and, more importantly, have passion for this job. The programme has 40 modules purely focusing on the education of Classes PP – VI children. Attempts are made to insert the most recent philosophies of learning and best practices into all the modules. All modules draw on recommended texts and references. The modules have been developed and arranged to provide a good balance between theory, practice and constant connectivity with the school curricula. The curriculum provides an improved trend for the B. Ed primary student teachers allowing an in-depth focus and a good foundation of primary education.

## **2.3. Post-graduate Diploma in Education (PgDE) in Dzongkha**

This programme started in 2007 as a Post-Graduate Certificate in Education (PGCE) with a view to provide in-country professional courses for Dzongkha University graduates. Selection interviews for the programme are conducted sometime in November - December each year by the RCSC and the selected candidates report to the College in February when the academic session commences. The actual duration of the programme is approximately ten months during which the student teachers learn a wide variety of courses related to personal and professional development and subjects of specialization. As the candidates normally have a fairly sound academic background the emphasis is on professional development. This programme was upgraded and validated by the Royal University of Bhutan to Post-graduate Diploma in Education (PgDE) in 2008.

## **2.4. Bachelor of Education through Distance Mode (Primary)**

This programme was initially offered in Samtse College of Education and from the year 2013, it was transferred to Paro College of Education starting with the first year batch of 92 candidates. Since then, it is being delivered through a distance-cum-residential school (during vacation) mode.

## **2.5. Master of Education (M. Ed) in Educational Leadership and Management**

The Master of Education (M. Ed) in Leadership and Management programme was launched in January 2003 with the aim to train educational leaders already working in school settings. This part-time post-graduate programme requires the students to complete prescribed courses of study and a dissertation.

## **3.0 EXPECTATIONS OF RUB DEGREE GRADUATES**

Graduates of degree-awarding programmes of the Royal University of Bhutan are expected to develop the following skills (Wheel of Academic Law, RUB):

### **3.1. A grounding in a discipline or in a coherent body of knowledge. This includes:**

- acquisition of the conceptual paradigms and frameworks relevant to the subject matter studied;
- understanding of the major relevant theories;

- ability to practice the appropriate methods and practical techniques;
- suitable knowledge of the subject content.

**3.2. The possession of general academic skills** mainly derived from subject matter identified above. This includes qualities such as:

- critical reasoning;
- analysis and evaluation;
- the handling of evidence;
- the identification of problems and their solutions;
- conceptualization;
- synthesis;
- creativity.

**3.3. An awareness of the contexts, boundaries and limits** of the subject matter studied. This includes:

- appreciation of the limitations and provisional nature of the knowledge acquired;
- understanding of its relationship to other fields;
- recognition of its ethical implications and constraints and awareness of its social and environmental implications.

**3.4. The possession of self-motivated study skills** and the readiness to continue learning. This includes:

- the ability to study independently;
- the ability to find information independently from relevant sources and to select appropriate ways of analyzing and structuring that knowledge;
- the ability to recognize one's own ignorance;
- the possession of an enquiring mind;
- the recognition of the need to learn throughout one's life.

**3.5. An understanding of and ability to undertake one's own personal development.** This includes:

- self reflection and self criticism;
- intellectual maturity and judgment, autonomy;
- a readiness to understand and respond to change;
- a capacity to challenge received wisdom and the ability to instigate change.

**3.6. Interpersonal skills and awareness.** This includes:

- leadership;
- group work;
- sensitivity to the views of others, an awareness of how others interpret one's own behaviour, and an appreciation of the influence of cultural differences on personal interactions;
- negotiation and relationship to clients;
- networking and the recognition or support of leadership.

**3.7. Communication and Presentation.** This includes:

- the ability to communicate in all modes appropriate to the matter studied;
- the ability to engage in debate in a professional manner;
- the ability to communicate technical knowledge to a lay audience.

**3.8. Information Literacy.** This includes:

- knowledge of and ability to use information technology relevant to the subject studied as well as skills in information search and retrieval;
- communication tools, word processing, etc.

**3.9. Personal Development and Personal Illumination.** This includes:

- a sense of service;
- a sense of moral responsibility for himself or herself, for other people, for his/her community and for the country.

**4.0. GENERAL POLICY GUIDELINES FOR STUDENTS**

All students enrolled for B.Ed. and PgDE programmes at Paro College of Education shall observe the guidelines and procedures stated in this handbook.

**4.1. Academic Timing**

The daily classes begin at 8.40 a.m. and end at 4.00 p.m. The College has 6 periods of 1-hour duration a day with 10 minutes break after every two consecutive periods. During class hours, no student teacher is permitted to leave the campus. The student teachers, during the free periods, are expected to engage themselves in some productive activities such as independent study or work on their assignments or prepare

for the class presentations. This can be done in the computer labs or in the library. Visit to the bank, post office or hospital must be done during the free period or lunch break between 12.45 p.m. to 2.50 p.m.

#### **4.2. Attendance**

All the student teachers are required to attend all the programme and functions organized by the College. If found absent, the student teacher concerned will have to bear a series of consequences based on the number of times missed.

##### **4.2.1 Academic Attendance**

All the modules offered at PCE are all taught courses, so student teachers are required to attend all the classes regularly. All the student teachers are treated as adults as they are University students and are expected to take full responsibility for their actions. **Under any circumstances, a student teacher must meet a minimum requirement of 85% attendance in each module (with or without exams), failing which he/she shall automatically be disqualified from sitting in the semester examinations.**

#### **4.3. Leave**

For weekend leave, student teachers must obtain prior approval from the Student Service Officer while for academic leave, student teachers must obtain approval from the Dean of Academic Affairs. A record is maintained by the Student Service Officer.

##### **4.3.1. Academic Leave**

Taking leave during the academic session is discouraged. However, during emergencies permission can be sought from the Dean of Academic Affairs who would grant leave of absence from the class. The Dean will then communicate the student's absence to the respective Student Service Officer for further support and record. Medical leave shall be granted only on the recommendations of the medical practitioner and in consultation with respective Student Service Officer for those who are residing as boarders. Upon return from the leave, the student teacher is required to submit a joining report to the Dean of Academic Affairs/Student Service Officer. **Unless this is done, his/her leave will not be regularized.**

##### **4.3.2. Unauthorized Absence**

Unauthorized absences shall be viewed seriously and the Student Service Officer in consultation with the DSA will issue a warning letter to the student teacher.

#### **5.0. MORNING ASSEMBLY**

Morning assembly is one of the most important activities of the College– it is a moment of prayer and sharing of thoughts by student teacher speakers as well as dissemination of important information or announcements. It is, therefore, extremely important that all student teachers attend it. The morning assemblies are conducted on the following days:

Mondays	→B.Ed IV yrs
Tuesdays	→B.Ed III yrs + PgDE
Wednesdays	→B.Ed II yrs
Thursdays	→B.Ed I yrs

Non-attendance is penalized by a series of consequences and in the case of those who repeat for the third time, they will be asked to see the President, followed by a written warning.

## 6.0. CO-CURRICULAR ACTIVITIES

The College conducts a variety of other educational activities alongside the core academic programme. They are intended to provide hands-on-experiences in various fields of learning, and hence, it is mandatory that all student teachers participate. Their participation is assessed in groups such as classes, and clubs. These programme include (i) literary activities (ii) cultural programme (iii) Games & sports and (iv) Service Learning & Citizenship (SLC)

### 6.1. Clubs

The College offers a range of club activities for student teachers to choose from based on their interests. Clubs are held every Wednesday afternoon from 2.00 p.m. to 4.30 p.m. These activities are usually organized and managed by the student teachers themselves and are supervised by Club Advisors (volunteer lecturers).

The following clubs are approved by the management for 2019; therefore, if you are interested to join any one of the clubs please contact the club coordinators for registration at the earliest.

#### Clubs for autumn 2019-spring 2020

Sl.No.	Name of the Club	Club Advisors
1	Tarayana Club	Tandin Peljor (Lec.)
2	Social Service Club	Penjor (Lec.)
3	Media Club	Sonam Dorji W, (DRIL)
4	Rovers Club	Karma Dorji (Lec.)
5	Karate Club	Tashi Phuntsho (Adm.)
6	Art Club	Ngawang Phuntsho (Lec.)
7	Taekwondo Club	Tempa Gyeltshen (RC)
8	YPEER Club	Wangchen, Mess In-charge
9	Performing Arts Club	Tshewang Tashi, Ugyen Namdel, Dechen Tshomo (Jr) Lecturer
10	Traditional Games Club	Thinley Dorji, Kezang Dorji (Lec.)
11	Literary Club	Karma Lhaden (Student)
12	Bhutan Sharing and Loving Youth (National Programme)	Karma Wangchuk, 3 PCD (student)

## **6.2. Service Learning & Citizenship (SLC)**

Supervised social work is organized for the whole student teacher body as Service Learning & Citizenship (SLC) twice in a week at the Residential area and at mass once in a month. This is done to inculcate the dignity of labour in student teachers and also to maintain the cleanliness of the campus.

## **7.0. Pregnancies**

Pregnancies during the training period are extremely straining for the mother, perhaps equally straining for the unborn or the newly born, and can obviously affect one's academic work. **If any student teacher is found to be pregnant during the academic session, she will be asked to take a year off immediately.**

## **8.0. PROFESSIONAL CONDUCT AND BEHAVIOUR**

As practicing teachers, student teachers are expected to practice certain standards and abide by a code of ethics during the training period. They should **value certain standards of integrity and moral character, and conduct themselves in the manner that is suitable for a good teacher.** Any breach of this code of ethics and behaviour will be viewed seriously and referred to the Ethical Committee for action.

### **8.1. Alcohol**

Consumption of alcohol or any intoxicating substances, and coming drunk/intoxicated into the campus is strictly prohibited. It is ethically and morally unbecoming of a teacher. Student teachers are strongly warned that breach of such conduct can result in **expulsion from the programme.**

### **8.2. Drugs**

It is important that student teachers refrain from substance abuse and refrain from inducing others to abuse drugs. Other than those drugs prescribed by an authorized medical practitioner as part of medication, anyone found indulging in drug abuse will be considered to be committing a criminal offence, which is punishable with 6 months of imprisonment by law. It is unbecoming for an aspiring teacher to have trouble with the Law of the Land.

### **8.3. Smoking**

Smoking is another substance that is prohibited in the College. The College compound is a **SMOKE FREE ZONE** and all student teachers must observe it at all times. Defaulters will be charged with appropriate administrative actions as per the standing norms of the College.

### **8.4. Dress Code**

Student teachers are required to observe proper dress code both within and outside the College at all times, i.e. by wearing *gho* and *kira*.

**It is particularly important for student teachers to portray exemplary roles in the society by being properly attired.** Nevertheless, exceptions are considered during some selected activities such as games, sports, and social work.

### **8.5. Care of Facilities and Resources**

The College is equipped well with certain facilities and resources. It is therefore important that all student teachers take the responsibility for ensuring optimum care and use of the available facilities and services.

If any student teacher causes damage to the College properties through vandalism or misuse, he/she not only has to bear the cost of replacement of the damaged property, but will also be deprived of the **use of the facilities and services thereafter.**

**8.6. Theft**

Stealing is legally and morally not a right act. It is wrong to own or possess someone else's property as one's own. Any instances of thievery will be referred to the Ethical Committee and may result in expulsion of the thief from the College.

**8.7. Unethical Acts**

Misuse of identity cards, impersonation, and forgery of other signatures are acts of crime and are liable for legal actions.

**8.8. In-subordination**

All the student teachers are expected to uphold the highest standards of Bhutanese values including *tha-dam-tshe* and *le-judrey*. Any form of direct confrontation with the authority, including the office-bearers or someone bestowed with administrative responsibility, will be referred to the Ethical Committee for necessary action.

**8.9. Groupism**

Groupism is a form of politics and the College is free of such politics. Avoidance of such activity is crucial to the general health, fraternity and harmony of the College. Therefore, the College shall not accept groupism of any sort among the student teachers. Formation of such groups can result in serious consequences.

**8.10. Assaultive Conduct**

Engaging in conduct that endangers or threatens the health, safety, or welfare of another person will result in serious consequences and be referred directly to the Ethical Committee/CMT.

**8.11. Sexual Harassment**

Sexual harassment means unwelcome sexual advances, requests for sexual favours, and other verbal or physical conduct of a sexual nature. Any sexual harassment will result in serious consequences and be referred directly to the Ethical Committee/CMT.

**8.12. Rape**

Rape is forced sexual intercourse, sexual assault, sexual intercourse between an adult and a minor or adult and an adult. It may be heterosexual (involving members of opposite sexes) or homosexual (involving members of the same sex). It can also include forced oral sex and other sexual acts. Any charge of rape will result in serious consequences and be referred directly to the Ethical Committee/CMT.

**9.0. CODE OF CONDUCT FOR STUDENT TEACHERS**

This code of ethics is adapted to the end that the teaching profession may be advanced; that the dignity and honour of the profession may be upheld; its standards maintained, and its benefits extended. Adherence to the code makes a teacher proud of his/her profession and the responsibilities it places upon him/her. Adherence to the code of ethics will promote cooperation, understanding and a sense of dedication among teachers in the Kingdom. It is accepted in our Kingdom that educating the child include, among other

things, nurturing and developing his/her moral, intellectual, physical, social, and spiritual capabilities. Therefore, a student teacher must inculcate:

**9.1. A sense of responsibility towards students that includes:**

- guiding them, through role modeling, self-discipline, counseling and personal examples;
- creating an enabling learning environment for them;
- treating them with dignity and honesty;
- developing a trusting relationship with them;
- protecting them from all kinds of intimidation, abuses and self-destruction.

**9.2. A sense of love, respect, gratitude and patriotism towards colleagues and the profession that includes:**

- building an atmosphere of trust, mutual respect and candour;
- acting within the wider principles of cooperation and broadmindedness to enhance the status of the teaching profession;
- reflecting and sharing effective learning and teaching strategies;
- assisting and supporting newcomers to the profession.

**9.3. A sense of respect and service towards parents and community that includes:**

- making the students informed citizens, especially in relation to values, customs and practices that prevail in the society;
- providing professional services which are responsive to the needs of the community;
- developing in the members of the community a respect for laws and policies, which protect and promote the well-being of the people and nation at large;
- building an atmosphere of mutual respect, cooperation and harmony with the parents and the community.

**9.4. A sense of strong commitment towards the teaching profession that includes:**

- providing his/her pupils an optimum standard of learning experience;
- applying with vigour and integrity one's knowledge and skills and continually advancing these through appropriate study and inquiry;
- maintaining allegiance and dedication to the *tsa-wa-sum* and the laws of the Kingdom;
- using one's talents in the greater service of the King, the country and colleagues;
- preserving the cultural and traditional characteristics of the nation;
- the maintenance of the moral and intellectual integrity of the teaching profession;
- promoting, through personal examples the highest standards of rightful conduct and behaviour and courteous and selfless living.

## **10.0. FACILITIES AND SERVICES**

The College provides a good set of facilities as part of student services to facilitate proper learning for student teachers. Whenever asked, a student teacher must produce his/her College ID card in order to avail the services of these facilities. The following are some of the facilities and services available:

### **10.1. Library**

The College has a well-stocked library and a good set of trained staff that render library services. The library is open from 8.30 a.m. to 8.00 p.m. (*tentative and can be extended further*) on all working days except on Saturdays and government holidays. The College library is centrally heated and is an ideal place for research and serious study. The College library has currently holds more than 30,000 collections of books and monographs. It also has a small collection of government documents and professional journals, school textbooks, international publications, and another small section comprising of Dzongkha literature.

### **10.2. Computer and Internet Services**

The College has a good set of computers with internet connections maintained in three separate laboratories for student teachers' use. Labs are open from 8.30 a.m. to 8:00 p.m for seven days a week during academic sessions. Student teachers may also use their laptop computers and connect to the Internet via wireless access points. Wireless is accessible in and around academic blocks and College residential areas (Hostels). To use this facility, users must get an ID/password from LAN administrator.

### **10.3. Transport**

For any educational tours, hospital visits and emergencies, the College provides transport. However, transport for recreational activities is not provided unless it is a College activity.

### **10.4. Cafeteria (College Canteen)**

The College has a cafeteria within the campus for the welfare of the student teachers. It is open on all working days. A good variety of tea and snacks and some typical dishes are available at very reasonable prices. It also arranges official parties and social events and provides a venue for the student teachers and faculty to meet and socialize outside the classroom.

### **10.5. Bookshop**

For any stationery and book requirements, a bookshop is also located within the College campus. It offers required and recommended books for courses at the lowest possible prices. Photocopying, printing, scanning and laminating services are also available at the lowest charges.

### **10.6. Lecture Theatre**

There are two lecture theatres at two different campuses at Manju Sheri Hall and Rinpung with a seating capacity of 260 and 130 in each lecture theatre respectively. Students can organize debates, discussions, seminars and other entertainment activities at these venues.

### **10.7. Health Care**

There is a well-established hospital with qualified doctors and medical teams within a distance of 2 km from the College. All the diagnostic tests are conducted in that hospital. In case of emergency, transportation is arranged by the College.

### **10.8. Learning Centre**

Paro College of Education as an educational institution places paramount importance on rendering additional academic support services. The College recognizes the need of academic literacy skills for the learners to grow professionally and academically. In response to the ever growing academic needs of the student teachers, the College has resolved to establish the Learning Centre (LC) through which student teachers can easily avail themselves of academic assistance, including help with academic writing, critical reading, understanding assignments, preparing presentations, developing study skills, and more. The LC was established in the Spring Semester of 2010. Presently, LC is collectively managed by the blend of efficient lecturers. The detail of services provided will be given in the LC brochure, which will be updated and distributed to the student body in the beginning of every academic year. Currently, LC is located beside the Library Reading Room.

### **10.9. Student Service Centre**

This office is set up to serve students with the capacity to facilitated 2 Student Service Officers and Mess In-Charge. The office is located just above basketball court at the residential area between Prayer hall and the dining hall.

### **10.10. Salvation Group**

A group of senior student teachers have volunteered to run this service for those student teachers who are in need of help to improve themselves and avoid undesirable habits. The group insures your trust and faith in them and will not reveal any information about you.

### **10.11. Counselling Unit**

The College is very proud to have a qualified counsellor cum lecturer to help the student teachers who are in need of counseling services. The detail of the College Counsellor is given below, in case you require an appointment to meet him:

*Mr. Karma Nidup*

*Mobile Number: 17741376/Email ID: [karma\\_nidup@pce.edu.bt](mailto:karma_nidup@pce.edu.bt) or [karmanidup.pce@rub.edu.bt](mailto:karmanidup.pce@rub.edu.bt)*

### **10.12. Other Services**

Every individual should be treated with respect in and around the College campus. An individual can appeal against offences imposed by another individual or group. The following groups of bodies are to be consulted and referred to if any problems and issues arise on the College premises:

#### **Matters relating to student welfare**

- i. Student Councillors
- ii. Student Service Officers
- iii. Dean of Student Affairs

#### **Matters relating to academic issues**

- i. Module tutors
- ii. Programme Leaders
- iii. Dean of Academic Affairs

### **10.13. Accommodation**

As of now, the College has on its campus three hostels for men and five for women (including self-catering facilities). At present the hostels have a capacity to accommodate only 173 men and 221 women. Accommodation is provided to the student teachers based on the criteria developed by the Hostel

Management Committee (HMC). Management of the hostels is coordinated by the Student Service Officers and respective student Councillors.

#### **10.14. Student Mess**

The Mess is run by a Mess In-Charge. There is a common mess for men and women together. It is here that the student teachers develop the art of living together, maintain healthy relationships, respect fellow human beings and observe social etiquette.

### **11.0 MANAGEMENT AND ORGANISATION**

#### **11.1. Student Governance**

##### **11.1.1. Chief Councillors**

The student body and the College faculty members elect one Chief Councillor and Dy. Chief Councillor supported by eight Councillors to represent the student body and support the smooth functioning of the College. The Chief Councillor will coordinate the overall College administration related to the student teachers' services and welfare.

##### **11.1.2. Councillors**

All the Councillors are responsible for the student teacher activities and render help and support to the Chief Councillor in overall College administration related to the student teachers' services and welfare.

##### **11.1.3. Student In-Charges**

There are also student teachers who are in charge of various responsibilities such as Health, Prayers, and Equipment. They are nominated by the respective Student Service Officer in consultation with the Dean of Student Affairs.

### **12.0. STUDENT ASSESSMENT REGULATION (*The Revised Regulation*)**

The authority for approving programme and granting awards rests with the RUB Academic Board. These regulations provide the structure within which students shall be assessed and whereby their assessment contributes to their award. Each University student is enrolled in a programme and is subjected to the regulations of that programme, which in turn, is subjected to the University's overall policy and regulations.

#### **12.1. An award will be conferred upon satisfaction of the following conditions:**

- the student is a registered student of the University at the time of his or her assessment and has fulfilled all financial obligations to the University;
- the student has completed a programme approved by the University as leading to the award being recommended, and
- the award has been recommended by the Board of Examiners convened, constituted and acting under regulations approved by the Academic Board;
- the student has no advance disciplinary record.

## 12.2. Principles and Purposes of Assessment

Assessment practices must:

- enable students to demonstrate that they have fulfilled the objectives of the course they have enrolled in and that they have achieved the required standard;
- help to reflect on student achievement and serve as useful feedback to the student by informing the student of his/her performance and making the student aware of his/her progress;
- be used as a matter of judgment to provide information upon which to base a final decision, rather than just the computation of marks;
- be used to influence the procedure for and consequences of assessment, rather than the standard of performance expected.

## 12.3. Modes of Assessment

*The Wheel of Academic Law* mandates that the form and balance of assessment for each module should provide the most accurate assessment that is valid and reliable. The student's achievement must be based on the module's aims and objectives. Therefore, the courses at the CoEs are assessed using two modes: Continuous Assessment and End of Module Examinations. Students need to pass in both the components separately. All assessments of the RUB awards shall be conducted in the language of the module's instruction except where specific provision has been made and agreed upon by the Academic Board of the University. Alternative assessment methods may be arranged for any disabled student who is unable to be assessed by the prescribed method for any module.

- The assessment of student teachers is carried out in a modular approach. Each module is considered a unique entity of the course and therefore assessed separately.
- While some of the modules are assessed purely on the coursework, most of the modules have both coursework and examinations. The nature of the expectations determines the method of assessment.

## 12.4. Continuous Assessment

Continuous Assessment is of a formative nature. It focuses on immediate feedback on students' learning with follow-up remediation. It is carried out as an ongoing assessment throughout the course of study. Such forms of assessment should be focused on the students' *process* of working, rather than the product of their work. Some of the forms of Continuous Assessment (CA) include:

### *Class Participation*

Frequency of participation and quality of expression is, to some extent, a measure of the competency of the participant. A student's participation in class activities – such as clarifying, asking questions, reacting to ideas, initiating and leading discussions, willingness to participate, etc. are observed and assessed:

### Class Presentation

Individual/group presentations on micro-lessons, book/article reviews, themes, demonstrations, etc., are sometimes considered for assessment.

### Reaction Papers

These are short write-ups as a follow-up to lectures. These are usually reflective in nature and are intended to demonstrate the degree of student understanding.

### Written Assignments

These are written works on that additionally explore a topic discussed in lecture.

### Practical

Some subjects demand learning by doing, such as the skill of information- gathering. Practical assess a student's practical ability to complete a task.

### Project Works

A Project Work is an extended exploration on a theme that encompasses philosophy and practice and the compatibility of the two. Students are provided with opportunities to explore further on topics of their interest and to carry out projects related to those topics.

### Dissertations

Some subjects can be studied in-depth through a detailed analysis followed by a set of recommendations.

## **12.5. Semester Exams**

Examinations at the end of each semester are expected to provide for:

- a better management of student progress with more regular assessment of their progress and more opportunity to know their progress and problems;
- a closer relationship between teaching a module and its assessment;
- a more orderly management of the overall programme;
- a better delivery of teaching and clearer intellectual development;
- a more flexible programme with shorter duration with specific content.

## **12.6. Eligibility for Sitting Semester Exams**

- A candidate must be enrolled for the programme. The College identity card bearing the distinct student number will be used throughout the training period.
- A candidate must have 100% attendance. However, the Examination and Evaluation Unit (EEU) may relax up to a minimum of 85% with acceptable genuine reasons authenticated by supporting documents. This will be reported to the Programme Board of Examiners.
- The module tutors shall submit the monthly class attendance record to the office of the Dean of Academic Affairs (DAA) at the end of every month. The office of the DAA shall compile and scrutinize the semester attendance and forward it to EEU for further action.
- The EEU shall register the student teachers for semester examinations and issue admit cards to those who qualify for the examinations, and also notify the attendance defaulters who will be debarred from sitting for the examinations; module tutors will also be notified.
- The EEU shall inform the Dean of Student Affairs in writing about the registered and non-registered (if any) student teachers for the semester examinations.
- The EEU will work out the details of the organization and conduct of the semester examinations.
- Each student must fulfill the coursework requirements at least a week before the commencement of the semester examinations.

### 12.7. Registration for Examinations

- Having fulfilled the eligibility criteria stated above, each student must register for the semester examinations through his/her concerned module tutors.
- The last date of registration will be as per the decision made by the Programme Board of Examiners (PBE).
- The College Academic Committee has the ultimate authority to allow or not allow any candidate eligible on academic grounds.
- It is also mandatory that the candidates be familiar with conduct in the examination hall, including filling the exam booklet cover page correctly.
- Each candidate must take note of the timetable and prepare all the materials required including the College identity card.
- Unless otherwise barred, candidates are allowed to carry a calculator. Any other materials, such as required mathematical tables and graph papers will be supplied.
- Any candidate requiring sitting for the additional module examinations must contact the Examination Unit three weeks before the start of the semester examinations.

### 12.8. Conduct in the Exam Hall

- The candidate must report on time with all required materials. He/she may not be allowed to enter the hall after 10 minutes of the reporting time. Those without admit card & student ID will not be allowed to enter.
- If a candidate is barred from entering the hall, it will be considered as re-assessment.
- The conduct and behaviour in the examination hall is very important especially for future teachers. Students are not allowed to move, eat, or disturb anyone, either inside or from outside the exam hall.
- Candidates should be present 15 minutes before the commencement time of an examination but should not enter the examination hall until asked to do so by the Invigilator.
- No candidate can leave the examination hall during the first hour or during the last 15 minutes of the examination. Candidates may leave the examination hall after expiry of half the time of the duration of the paper is over.
- **No candidate will be allowed to commence the examination after half an hour of the commencement of the examination.**
- Candidates will not be permitted to commence writing on answer books until the Invigilator instructs them to do so, otherwise, it will be treated as a breach of examination regulations.
- Each candidate will sit at the place indicated or allotted only for him or her.
- Candidates must keep their student ID/E cards visible on their desks for the purpose of checking, without undue disturbance, after the start of the examination. **Candidates must have their Exam Admission cards at all examinations; otherwise, they will not be allowed to write exams, whatever excuse may be.**
- All candidates must complete the cover sheet of the answer book properly as required. Candidates should read the instructions at the head of the question paper carefully before starting work.

- In the examination hall candidates cannot use dictionaries, notes and other reference books, or even mathematical tables, unless expressly approved and arranged by the College.
- Each candidate must ensure that he/she has an adequate supply of pens, pencils, ink, etc., required for an examination. The borrowing of such materials will not be permitted during an examination.
- Candidates are not permitted to bring mobile phones or any electronic equipment, other than a standard calculator, into the examination hall.
- Candidates cannot leave the examination hall temporarily unless accompanied by an Invigilator. In any event, no person may enter or leave the examination hall without the Invigilator's permission.
- A candidate must not, on any pretext whatsoever speak to nor have any communication with any other candidate. If a candidate needs to ask a question or obtain an extra answer sheet, he/she should raise his/her hand and one of the Invigilators will attend to him/her.
- At the end of the examination, each candidate must remain in his/her place until an Invigilator has collected his/her answers book(s), the answer books have been checked, and the Invigilator has announced that candidates may leave the examination hall. It is the responsibility of each candidate to ensure that his/her answer booklet(s) are handed to the Invigilator. (*RUB Wheel, D2: 4.1 to 4.16, p.100-101*).
- If a candidate is found engaged in malpractice (copying, carrying written materials, helping others, getting help from others, looking at somebody's answer scripts), he/she will be asked to leave the examination hall immediately.
- Candidates must ensure that they submit their answer scripts before they leave the examination hall; they are not allowed to take their answer scripts out of the examination hall, otherwise their answer scripts will be considered invalid and not be evaluated. They also must ensure that their student numbers are written correctly, otherwise, once again, their answer scripts may be considered invalid.

#### **12.9. Absence from an Examination and Illness during an Examination**

- An Invigilator will come around with the examination attendance sheet to note the attendance of candidates appearing for the examination.
- If a candidate is absent from the examination, a detailed explanation must be submitted to the Head of School immediately, together with a medical certificate if the absence was due to illness. Details of such absences shall be reported immediately to the chairperson of the Programme Board of Examiners.
- A candidate who is absent from an examination without an acceptable excuse and proper documentation will receive a zero for that examination paper.
- A distressed or ill candidate may be permitted to leave the examination hall temporarily during an examination, accompanied by an Invigilator, and subsequently return to complete the examination, provided the continuity and quality of supervision is not affected.

#### **12.10. Provisions for Candidates with Disabilities**

The Head of School should arrange for additional services for special education students during their examinations. If required, specific reasonable adjustments will be made to enable students to sit for examinations, including any written, practical or oral examination. Candidates who have a temporary

disability during the exam time should contact the Head of School directly, if possible, at least seven days before their examinations commence. A candidate's request for additional provisions must be supported by a medical certificate.

#### **12.11. Breach of Examination Regulations**

- A candidate who is found to have unauthorized materials in his/her possession in the examination hall shall be deemed to be in breach of the Examination Regulations. Any written or printed materials not written on official answer books or electronic devices containing text shall be considered to be unauthorized materials.
- The unauthorized materials, together with the candidate's student identity card, shall be removed and retained by the Invigilator who shall make a written report to the Chair of the College Academic Committee.
- The same procedure will be followed when a candidate is considered by the Invigilator to have copied or to have attempted copying any material from another candidate.
- A candidate alleged to be in breach of the examination regulations shall be referred to the College Disciplinary Committee in advance of the relevant Programme Board of examiners meeting and a report from the Disciplinary Committee shall be placed before the Board.
- A candidate found to be in breach of examination regulations may have all written examinations of that semester declared void. Such candidates may be permitted to present for that semester examinations in the next round of the relevant semester examinations. (This paragraph should be read in conjunction with paragraph 6 under Section C1). (*RUB Wheel, D2: 7.1 to 7.5, p.102*).

#### **12.12. Communication of Examination Results**

- Results are formally communicated to students, after the relevant meetings of the Programme Board of Examiners, as indicated in the annual College Academic Calendar.
- Only information regarding pass/fail results may be given by telephone. Enquirers must be able to quote the student's identity number. No member of staff other than the relevant Head of School, module tutor, or authorized staff in the College may disclose details of results to candidates.

#### **12.13. Assessment of a Module and Progression**

- To pass a module a student must obtain a minimum of 50% in aggregate. This includes both the continuous assessment and semester end examination. In addition, students must obtain a minimum of 40% each in continuous assessment and semester end examinations in each module.
- A student will be awarded zero for non-submission of a component of course work.
- A student who has been absent from the examination or who has performed badly due to illness or other cause acceptable to the Programme Board of Examiners shall be allowed to take the examination and it shall be treated as a first assessment.
- Student teachers are required to clear the examinations/assignments prior to the beginning of the next semester as announced by the EEU. Otherwise, the student teachers may have to repeat the module.

#### **12.14. Passing in Teaching Practice**

- Each student teacher must pass in the Teaching Practice separately by obtaining at least 50% in aggregate.
- If a candidate fails in Teaching Practice with 49.9% and below, he/she will be allowed to repeat it at his or her own expense in the next academic year. However, if he/she is unsuccessful in the second attempt, he/she will have to leave the programme.
- Attendance required for the Teaching Practice is 100%. However, the Board of Examiners may consider up to a maximum of six working days in a semester on production of authentic documents for unavoidable circumstances such as illness or national call.
- The candidates who fail in Teaching Practice will not be eligible for re-evaluation of Teaching Practice unless the candidates have had acquired experiences for one more year. Re-evaluation in Teaching Practice will be allowed only once.
- The mentors will award the marks and the supervising lecturer will moderate the students. A joint assessment of a lesson may be arranged if needed.
- The views of other teachers involved might be solicited too. The other teachers will evaluate at least three lessons. The final mark will be based on the overall performance as deemed fit by the evaluators.
- The final mark will be submitted to the Dean of Academic Affairs, who will compile and submit it to the Examination Evaluation Unit.

#### **12.15. Re-assessment and Repeat of a module**

- Reassessment is permitted to allow a student to make good an initial failure. It thus affords the student an opportunity to succeed in the failed component of a module (s) (coursework or end of semester examination) and ultimately gain an award.
- The Board of Examiners shall decide on the form of the re-assessment (e.g. written examination, viva voce, or an additional assignment, or any additional requirement which was not met), taking cognisance of the nature of the failed module and the nature of the failure. This may differ from the format of the first assessment and need not be the same for all students.
- A student may be re-assessed in a failed module(s) provided that he or she:
  - \* has not failed in more than 30% of the total number of modules prescribed for that semester (rounded off to the nearest whole number of modules).
  - \* shall not be re-assessed in a module more than once.
  - \* Re-assessments should take place before, or at the commencement of the next semester.
  - \* A student who is re-assessed for a module failure, where there are no clear extenuating circumstances (extenuating circumstances is defined in section B10 of this document), shall be awarded no more than 50% on passing the re-assessment, this being the minimum pass mark.

- A student shall be eligible to repeat failed module(s) where he or she:
  - \* has failed in the re-assessment of a module(s). In such an event, the student shall meet all assessment requirements of those modules. For students under this category, attendance in lectures is not mandatory.
  - \* has failed more than 30% of the total number of modules prescribed for that semester (rounded off to the nearest whole number of modules). In such an event the student shall meet all teaching, learning and assessment requirements of the failed modules. For students under this category, attendance in lectures is mandatory.
- A student will be given the opportunity to repeat a module when it is offered at the first available instance.
- Where a module is repeated the mark obtained will replace the mark achieved at earlier attempts.
- A student may repeat a failed module up to two times. In the event a student fails a repeated module, he/she will not be eligible for reassessment.

#### **12.16. Declaration of Results**

The only decision available to the Board of Examiners on progress and awards shall be:

- to allow a student to continue in the next semester if the student has passed assessments for all modules;
- to allow a student to continue in the next semester after being reassessed and having passed the specified failed module;
- to allow a student to continue in the next semester after he/she repeats the failed reassessed module (when the modules are offered);
- to allow a student to repeat the failed modules of that semester before continuing to the next semester;
- to allow the student to withdraw from the programme, if failed after repeating the course/module(s).

#### **12.17. Accessing the Results**

- After the declaration of the results by the Programme Board of Examiners (PBE), the EEU Coordinator shall publish the examination results at [www.rubexamresults.com](http://www.rubexamresults.com).
- The candidates can then access their results using the 8-figure alphanumeric student number and their password from any part of the world.
- All declaration and publication of results is subject to formal ratification by the College Academic Committee (CAC). Any change in the decisions of the Programme Board of Examiners (PBE) ratified by CAC will be formally communicated to the student teachers concerned.

#### **12.18. Compilation of Consolidated Mark Sheets**

- The consolidated mark sheets for each graduate will be prepared at the end of the course incorporating all the modules taken during his/her study at the College.

- The PgDE candidates will have all the professional subjects weighted to 50%, electives to 30%, and personal studies modules to 20%.
- The five modules offered during each semester of the four-year B. Ed programme will be given equal weighting.

Year	Weighting	No. of modules
Year 1	10%	10
Year 2	20%	10
Year 3	30%	5 and TP (TP equivalent to 5 modules)
Year 4	40%	10
<b>Total</b>	<b>100%</b>	<b>40</b>

- Please note that Teaching Practice is given the equivalent weighting of five modules and therefore will include different requirements as detailed by the TP Committee.
- Students will be awarded divisions as follows:

<b>Distinction</b> (an outstanding performance)	<b>80 and above</b>
<b>First division</b> (very good performance)	<b>70-79.9</b>
<b>Second division</b> (good performance)	<b>60-69.9</b>
<b>Third division</b> (satisfactory performance)	<b>50-59.9</b>
<b>Fail</b> (unacceptable performance)	<b>49.9 and below</b>

### 12.19. Appeals

The College Academic Committee has the authority to make judgments on a student's ability to gain from continuing on in the programme. The following rules apply in cases of appeal:

- Students have the right to appeal the decisions to the Programme Board of Examiners. Such appeals will be processed in accordance with the procedures detailed by the Academic Board.
- Students can request for re-check of their semester end examination answer scripts. The re-check will ensure that all sections of student's responses are marked and that all marks are accounted for in the total. An administrative fee of Nu. 200/- per module will be levied.
- Academic staffs are required to submit to the Academic Appeal Committee any documentation relevant to a student's performance, including written reports from tutors, certificates of illness, or written warnings. Such material will be retained in a student's file so as to provide written evidence, should an appeal arise.
- In the case of a student who opts to exercise his/her right to appeal, the decision of the Programme Board of Examiners must present such an appeal with supporting documentation to the Secretary to the Academic Appeals Committee within fourteen days of the date of promulgation of the decision appealed.
- The student appeal should be supported by a medical certificate or other acceptable documentary evidence outlining the circumstances which have given rise to the appeal.
- Students must ensure that the medical certificate provides sufficient detail/information for the Academic Appeals Committee to assess the impact of the condition (s) cited.

- Students may appeal against a decision of a Programme Board of Examiners on the following grounds only:
  - That his/her performance in the assessment was adversely affected by illness or other factors which he/she was unable or for valid reasons unwilling to divulge before the Programme Board of Examiners reached its decision;
  - That the Programme Board of Examiners did not give sufficient weight to any extenuating circumstances previously conveyed to the College prior to the holding of the meeting of the Programme Board of Examiners;
  - That the examiners were not conducted in accordance with the current regulations as prescribed by the Programme Board and as approved by the Academic Board;
  - That there was a substantial error of judgment on the part of the Examiners with the result that the assessment given was totally at variance with previous assessment and performance levels;
  - That there was a material administrative error or a material irregularity in assessment procedures which made a real and substantial difference to the student's result.
- Each valid appeal, lodged with the Secretary to the Academic Appeals Committee at OVC within fourteen days of the date of promulgation of the decision appealed, shall be referred to the Academic Appeals Committee.
- Students lodging an appeal are required to submit a nominal fee of Nu. 1,000/- (subject to periodic review) with their appeals documentation. The appeal fee is non-refundable.

#### **12.20. Final Results and Awards**

To gain an award, a student must normally be a registered student at the University for at least one academic year. The overall mark at the end of each year is the mark awarded for each module in that year weighted by the proportional size (or credit value) of that module. This can be expressed by the equation:

$$\text{Overall mark} = \text{Sum of (module mark X credit value)} / \text{sum of the credit value of all the modules}$$

For example, a student gains 50% in subject a (credit value 2) and 80% in B (credit value 1). His overall mark will be  $(2 \times 50 + 1 \times 80) / (1 + 2) = 60\%$ . This system of calculation is similar to the grade point average system but avoids the inherent statistical inaccuracies introduced in that system. The overall mark for a student at the end of a programme should be designed to reflect his or her entire performance throughout the period of study. The final mark should be a combination of the overall mark of all the years weighted in the following manner:

- 2-year programme 30:70
- 3-year programme 20:30:50
- 4-year programme 10:20:30:40

#### **12.21. Academic Dishonesty and Plagiarism**

The maintenance of fair and honest conduct is an essential part of any assessment system. The University views any form of academic dishonesty as a serious offence and will deal with it accordingly. Academic

dishonesty may be defined as any attempt by a student to gain an unfair advantage in any assessment. It may be demonstrated by one or more of the following:

**Collusion:** the representation of a piece of unauthorized group work as the work of a single candidate.

**Commissioning:** submitting an assignment done by another person as the student's own work.

**Duplication:** the inclusion in coursework of material identical or substantially similar to material which has already been submitted for any other assessment within the University.

**False declaration:** making a false declaration in order to receive special consideration by an Examination Board or to obtain extensions to deadlines or exemption from work

**Falsification of data:** presentation of data in laboratory reports, projects, etc., based on work purported to have been carried out by the student, which have been invented, altered or copied by the student.

**Plagiarism:** the unacknowledged use of another's work as if it were one's own. The work may have been retrieved from any medium – published or unpublished.

**Note:**

- Each student must submit all their course work with the "Plagiarism Declaration Form." They must be aware of the consequences of false declaration.
- Students must ensure the proper acknowledgement of ideas from other sources.
- Any form of plagiarism and academic dishonesty is unacceptable and will be referred to the Committee which may decide to cancel that paper and award a zero and refer the case to the PBE (note: *there is possibility of introducing a software to trace out the plagiarism in the college soon*).

### 13.0. GRADUATION DAY:

PCE has a Graduation Day culture which celebrates the student teachers' achievements at the end of the year, and thanks and recognizes all those student teachers who have achieved academic excellence and made significant contribution to the College.

#### 14.0. GLOSSARY

RUB	→ Royal University of Bhutan
B.Ed	→ Bachelor of Education
CAC	→ College Academic Committee
CFC	→ College Finance Committee
CMC	→ College Mess Committee
DSA	→ Dean of Student Affairs
DAA	→ Dean of Academic Affairs
DRIL	→ Dean of Research and International Linkage
EEU	→ Examination and Evaluation Unit
GSC	→ Games and Sports Committee
SRMC	→ Student Residence Management Committee
HRC	→ Human Resource Committee
HoS	→ Head of School
HPE	→ Health and Physical Education
M. Ed	→ Master in Education
PBE	→ Programme Board of Examiners
PCS	→ Primary Curriculum Studies
PCE	→ Paro College of Education
PgDE	→ Post-graduate Diploma in Education
RUSFoB	→ Royal University Sports Federation of Bhutan
SSMC	→ Student Support Management Committee
SSSC	→ Student Support Service Committee
WAL	→ Wheel of Academic Law