

Spring Semester Examination 2019
Paro College of Education
Royal University of Bhutan
Paro

Module: EDN206 (Bhutanese Education System) **Program:** B. Ed. (Dzongkha) **Level:** II

Writing Time: Three Hours

Full Mark: 100

Instruction: Do not write for the first *FIFTEEN* minutes. This time is to be spent in reading the questions. The time allotted above is for writing your answers. You must read the instruction carefully for each section and answer the questions accordingly.

SECTION A
One Question (30 marks)

Question 1

Direction: Choose the most appropriate answer out of the *four* options given below and write them in the answer booklet provided. (For example, for question I, if the correct answer is **A**, then write as follows: I. **A**.)

- a. Which among the following is **NOT** true about traditional/monastic education in Bhutan?
- A. Je Khyenpo was assisted by four Acharyas.
 - B. Guru Rinpoche came to Bhutan in 8th century.
 - C. Zhabdrung Ngawang Namgyel mastered 13 Arts and Crafts.
 - D. First official monk was established by Pekar Jungney at Tango.
- b. A compelling statement that provides is a clear picture of what the organization aspires to become in the future is
- A. Aims.
 - B. Vision.
 - C. Mission.
 - D. Objectives.
- c. The New Approach to Primary Education (NAPE) was introduced in the year
- A. 1983.
 - B. 1984.
 - C. 1985.
 - D. 1986.

- d. Under whose command was the mobile court school in Bhutan established?
- A. The first King of Bhutan.
 - B. The third King of Bhutan.
 - C. The fourth King of Bhutan.
 - D. The second King of Bhutan.
- e. Which one from the following pertaining teachers' code of conduct and ethics is **NOT** true?
- A. Be a friend and a guide to our students.
 - B. Be creative and innovative in teaching the learners.
 - C. Moral and religious beliefs of students is not respected.
 - D. Help children to explore their innate potential and overcome their weaknesses.
- f. Which among the following was found to be the major cause for high dropout of students from continuing their education in Bhutanese schools?
- A. Poor family economic background.
 - B. Remoteness and inaccessibility.
 - C. Incapable school leadership.
 - D. Shortage of classrooms.
- g. The NFE programs are offered to school dropouts, neo-literates and nuns. How many levels of program(s) are there in Non-Formal Education in Bhutan?
- A. One.
 - B. Two.
 - C. Four.
 - D. Three.
- h. In order for the school to function smoothly, services such as maintaining of records, cleanliness, management and maintenance of laboratories, school library, school facilities, etc. are the roles of
- A. teachers.
 - B. principal.
 - C. librarian.
 - D. support staff.
- i. The process of influencing an individual to achieve a common goal for an organization is
- A. leadership.
 - B. dictatorship.
 - C. management.
 - D. administration.

- j. The Bachelor of Education (Secondary) Program was reviewed and validated by the Royal University of Bhutan in
- A. November, 2008.
 - B. November, 2009.
 - C. November, 2010.
 - D. November, 2011.
- k. Which of the following is **NOT** a challenge to access tertiary education in Bhutan?
- A. Limited number of tertiary institutions in the country.
 - B. Limited intake capacities in institutions in the country.
 - C. Limited number of courses offered in tertiary institutions.
 - D. Limited number of students qualifying for tertiary institutions.
- l. The shortage of teachers in the rural schools in Bhutan is the result of
- A. limited intake of teachers in the colleges of education.
 - B. lack of adequate facilities in rural schools.
 - C. more teachers leaving the profession.
 - D. improper deployment of teachers.
- m. Which one of the following personnel should rightly get the credit for founding teaching and learning in the Bhutanese soil?
- A. Ugyen Guru Rinpoche.
 - B. Lam Ngawang Namgyel.
 - C. Gongsu Ugyen Wangchuck.
 - D. King Jigme Dorji Wangchuck.
- n. The Constitution of the Kingdom of Bhutan mandates that the state should provide free basic education from
- A. PP - Class X.
 - B. PP - class VI.
 - C. PP - class XII.
 - D. PP - class VIII.
- o. Which one is **NOT** the principles underlying organization of co-curricular activities in schools?
- A. Providing motivation.
 - B. Selection of activities.
 - C. Compulsory participation.
 - D. Providing time and venue.

SECTION B
Three Questions (30 Marks)

Direction: There are *FIVE* questions in this section. Choose *ANY THREE* questions from this section. Each question carries equal marks as indicated against each question in the bracket.

Question 2 (10)

Discuss three differences between NAPE approach to teaching and traditional approach to teaching in Bhutan.

Question 3 (10)

Elucidate the educational aspirations of Bhutan. Discuss the roles of teachers in achieving it.

Question 4 (10)

It is expected that enrolments in Non-Formal Education Centers will not only continue to grow but some learners will also be transferred into the formal system and continue their higher education in future. Discuss possible implications that this development might have on the education sector as well as the government?

Question 5 (10)

The Education Blueprint specifies many challenges Bhutanese education system faces currently. Mention three challenges and briefly discuss three important strategies outlined in the Education Blueprint to overcome those challenges.

Question 6 (10)

Why are teachers considered as professionals in our Bhutanese context? Discuss three professional roles played by the teachers in promoting Gross National Happiness in our country?

SECTION C
Two Questions (40 Marks)

Direction: There are *FOUR* questions in this section. Choose *ANY TWO* questions from this section. Each question carries equal marks as indicated against each question in the bracket.

Question 7 (10+10=20)

With an objective of improving the quality of education, the ministry has introduced central school system and autonomous schools in different parts of the country. In light of the statement above, discuss some the challenges and in what ways it helps in achieving the quality of education in Bhutan.

Question 8 (5+15 =20)

Why is the code of conduct for teachers important? Discuss three teachers' code of conduct and ethics each with the students and the community.

Question 9 (20)

The success of school depends largely on the instructional leadership quality of the principals. Discuss three *leadership* roles of school principals in creating positive school culture to promote students learning.

Question 10 (2x10=20)

Write short notes on any *TWO* of the following:

- a. Co-curricular activities.
- b. School records and registers.
- c. Department of School Education.
- d. Examination and evaluation system.