

Royal University of Bhutan  
Paro College of Education  
Spring Semester Examination – 2014

**B.Ed(S) IV – Bhutanese Education System (EDN-408)**

**Full mark: 100**

**Time: 3 hours**

**Instruction:**

*This paper has two sections: **Section A and Section B**. Read the instructions in each section carefully and write your answers as required.*

**Section A (40 marks)**

Answer all questions.

**Question 1**

*Each question is followed by four possible answers. Choose the most appropriate answer and write it in your answer booklet. (2x20=40 marks)*

- a. The teaching of \_\_\_\_\_ was the foundation of teaching and learning in the Bhutanese soil.
  - i. ZhabdrungNgawangNamgyel
  - ii. DenmaTsemang
  - iii. KuenkhenLongchenRabjam
  - iv. Guru Rinpochhe
  
- b. The foundation of education based on the western model of schooling using English as the medium of instruction began in
  - i. 1952.
  - ii. 1914.
  - iii. 1921.
  - iv. 1960.
  
- c. The Education Sector Strategy: Realizing the Vision 2020, recognizes education both as a basic right and as a pre-requisite for achieving the wider social, cultural and economic goals set for the country. Following are the strategic objectives for this sector **except**
  - i. Continuously improve the quality and relevance of education
  - ii. Expand basic education to the entire population
  - iii. Develop a highly motivated and competent teaching cadre
  - iv. Make higher education at SherubtseCollege more relevant to the Bhutanese context.

- d. All of the following are the policy objectives of the National Education policy of 1976, **except**
- Prepare every student to take more mature, loyal and responsible role in the society.
  - Preserve our country's rich cultural and spiritual heritage.
  - Education must be applicable to local conditions.
  - Develop a Bhutan Primer and a Bhutan Reader for schools.
- e. Which of the following is **not true** about our Education System?
- Children are admitted to school at the age of six.
  - Wholesome education is a national priority.
  - The examinations for classes III and VI have been decentralized to the schools and the questions, model answers and marking schemes are provided by the respective schools
  - Values and principles of GNH are infused into the education system and practiced.
- f. At present, general education in Bhutan is defined as
- 10 years of education.
  - 11 years of education.
  - 12 years of education.
  - 16/17 years of education.
- g. All of the following are features of NAPE, **except**
- adequate resources and professional support
  - learning by doing
  - class teacher system
  - stressing the history and culture of the country
- h. Education Monitoring & Support Service Division (EMSSD) is under the department of
- Adult and Higher Education
  - School Education
  - Curriculum Research and Development
  - Youth and Sports
- i. Considering the role of teachers in the schools, the greatest opportunity for most teachers to participate in professional decision making is in
- choosing textbooks and developing the curriculum.
  - setting promotion and retention policies.
  - deciding school budgets.
  - evaluating teacher performance.

- j. The Department of Adult and Higher Education of the ministry of education is responsible for
  - i. liaising with the Royal University of Bhutan
  - ii. delivering youth related information and services
  - iii. organizing coordination meeting with the school heads
  - iv. developing the school curriculum
- k. The establishment of a mobile court school can be traced back to the reign of
  - i. the 1<sup>st</sup>DrukGyalpo.
  - ii. the 2<sup>nd</sup>DrukGyalpo.
  - iii. the 3<sup>rd</sup>DrukGyalpo.
  - iv. the 4<sup>th</sup>DrukGyalpo.
- l. A Curriculum Handbook for Schools developed by the Curriculum and Professional Support Division (CAPSD), now known as DCRD, was developed with an intention to
  - i. guide teachers in preparing their lessons at different levels of school.
  - ii. provide extra roles and responsibilities to the teachers.
  - iii. strengthen teaching and learning materials in the school.
  - iv. motivate teachers in day-to-day instructional activities.
- m. The correct order of non-formal education programme in Bhutan is
  - i. basic literacy programme, self-learningprogramme, post literacy programme.
  - ii. post literacy programme, basic literacy programme, self-learningprogramme.
  - iii. self-learningprogramme, post literacy programme, basic literacy programme.
  - iv. basic literacy programme, post literacy programme, self-learningprogramme.
- n. The direction of more regular NBIP will be towards credited courses offered through
  - i. in-service education programme.
  - ii. pre-service education programme.
  - iii. distance education programme.
  - iv. out-country education programme.
- o. Homework is an additional time on learning tasks. A well-planned homework policy is an essential part of the Bhutanese school system which is always not essential
  - i. to promote reinforcement of knowledge in already taught lessons .
  - ii. to give and receive regular feedback for teachers as well as students.
  - iii. to develop students' independent learning skills.
  - iv. to get maximum marks and pass the examinations.

- p. In the history of the Bhutanese education system, a tradition was established to send a son from each family to a monastery as a gaylong (monk) to study Buddhist scriptures. This was during the time of
- the 1<sup>st</sup>DesiTenzin Drugyal
  - the 2<sup>nd</sup>Desi Tenzin Drugda
  - the 3<sup>rd</sup>DesiMinjurTenpa
  - the 4<sup>th</sup>Desi Tenzin Rabgye
- q. The Royal University of Bhutan is an autonomous body responsible for delivery, quality control, and certification of various educational programmes at
- all levels of education.
  - tertiary level
  - secondary level
  - vocational and training level
- r. All the planning of the extended classrooms including curricular, co-curricular, extra-curricular, resources and other activities must be done by the
- parent school
  - gewog administrative office
  - non-formal educational Centers
  - community service centers
- s. Pre-service teacher education is provided at the Colleges of Education (CoE) in Samtse and Paro, the former established in 1968 and the latter in \_\_\_\_\_.
- 1985
  - 1972
  - 1975
  - 1980
- t. Bhutanese children are nurtured with educational services which emphasize a holistic approach focusing on the child's physical, emotional, social and cognitive development, so as to promote sound parenting and child care practices for young children using home and family based interventions through a programme called
- inclusive education
  - special education
  - parenting education
  - early childhood care and development

### **Section B (10x6=60 marks)**

*There are EIGHT questions in this section. Answer **any six** questions. All questions carry equal marks*

#### **Question 2**

Until the beginning of modern education in the 1960s, the only education available in Bhutan was in monastic schools. In view of the above statement, discuss the components of monastic education and their significance and roles in building a strong foundation for the modern Education System. (10 marks)

#### **Question 3**

The Royal Government seeks to maintain an inclusive approach to improve educational access to and meet the special needs of those with physical disabilities and learning impediments and also it is one of the policy objectives of the education sector in the recent five year plans.

- a. How do the curricula and Bhutanese education system need to change to improve learning and encourage the inclusion of all pupils?
- b. What is your role in establishing inclusive education? (5+5=10 marks)

#### **Question 4**

What are some of the major challenges that our education sector is facing at the moment? Explain in detail FIVE major challenges and mention how as a teacher, you will contribute towards addressing each challenge. (10 marks)

#### **Question 5**

The primary purpose of school education in Bhutan is to deliver education that would foster the blooming of children to be innovative, creative and enterprising to join the world of work in a competitive job market. In your view, state how the Bhutanese education system is preparing our children to fulfill this purpose. (10 marks)

#### **Question 6**

- a. Why do we need a teachers' code of conduct and ethics in the Bhutanese education system? Explain with focused arguments and personal experiences.
- b. Justify teaching as a professional activity and teachers as professional workers within the cultural context of Bhutan. (5+5=10 marks)

### Question 7

The Bhutanese education system is at the verge of experiencing 'generational learning differences' between teachers and the changing needs of the students.

- a. What are the factors that affect learning differences in the new generation? Discuss the needs and expectations of the 21<sup>st</sup> century teachers.
  - b. What are the challenges faced by the colleges of education to meet the increasing demands and producing competent, efficient, inspiring and professional teachers?
- (5+5=10 marks)

### Question 8

Gross National Happiness (GNH) as a developmental philosophy has become popular not only in Bhutan but also in other parts of the world. How would you infuse GNH values and principles in the schools and classrooms to enhance an educated and enlightened society of 'gyalyong gakid pelzom'.

(10 marks)

### Question 9

Write short notes on (**any two**) the following.

(2x5= 10 marks)

- a. Non-formal and continuing education.
- b. Importance and implication of parent-teacher meeting in the schools.
- c. The importance of formative assessment.
- d. Significance of school records and reports.