

Chronicle of Teaching Expedition during the Pandemic

Never in my life has witnessed the shutdown of the schools around the globe wrecked by the deadliest force called Covid-19 and the students might not have envisioned either. Myriad messages were popping up every second on social media on shutting down of schools in the country but none could settle my mind except the BBS channel that also gets faked at times. I swiftly checked out the official group chat to further settle the news and Alas!!!! It's circulated and it means the same that just left my eyebrows raised and heart sunk. The fact is, it wasn't long enough in the school after we resumed and we have just laid the foundation for the current academic year. Accordingly, schoolchildren were sent back to their respective homes anticipating that it would be their sojourn at home.

As days slipped into weeks, the students were still at home without guidance from the teachers. The health protocol demands staying home and avoiding crowds to avert the transmission of perilous disease and while, the school invites a large crowd and avoids social distancing. Thus, it has reached to Catch-22 situation where teachers need a student to teach and students need teachers to learn. And of course, we were fortunate enough to proceed through Google classroom initiated by the Ministry of Education that requires technical skills and gadgets. A group of teacher volunteers have also recorded the lesson and aired through the BBS television and many more ideas were explored. And they deserve a big applause for timely intervention and service. But the predicament out here in Ladrong School was very different. Not to mention owning a television, the majority of the people are not fortunate enough to own a phone. In that case, the question of learning arises and I felt that we were in a failed situation.

Weeks elapsed and the ministry in collaboration with UNICEF has come up with Self Instructional Material (SIM) for those hapless students and that was the only applicable tool in our scenario which came as a great relief to us. And we are indebted to the ministry of education for their unwavering support to the students like ours.

For the love and care for school-going children, the school initiated a home visit to distribute SIM, and some teachers were found preparing mentally for the arduous journey to the far-flung and scattered villages under Jarey Gewog when the academic head floated the catchment area for each teacher in the official group chat. The next morning was the time where teachers started their early expedition and I could feel their happiness of overwhelming turn up of students in their first home

visit upon reading their updates in the group chat. Students and parents exhibited their keen interest in the learning and a handful of parents even tried their best to share in we-chat. In one way it has made the parents responsible for their child's learning and I was expecting the same to continue on autopilot in the time to come.

Several months passed while we were doing with a home visit and I could see the dwindling figure of a student turning up which was worrisome to us. The students submitting incomplete work and some even unattended work have further exacerbated the situation. And the country undergoing complete lockdown after detecting first Covid -19 to a woman was no exception to our case. It was a complete blow in teaching and learning which lasted for 21 days. But over time, I realized that staying at home at that time was Nobel service to the nation and one has to cope with the new normal with differently equipped tools in overcoming a fait accompli.

Lockdown lifted and our normal business of distributing SIM and worksheet resumed on a home visit. Teacher colleagues have observed students missing as usual and upon enquiring about their friends; some were reluctant to attend the lesson while some showing their lack of enthusiasm in studies. Few were out of our reach and few were shunned by the parent in attending the lesson. What surprised me most was the large group of students who have left for joining monks. Were they genuinely interested in it or were they carried away by the soothing words of others? Should the number of students be less, isn't the wastage of large resources which is the government coffer? These are the questions that need to comprehend and analyze. We cannot play a blame game instead local leaders and the community should act before it is late. We cannot let our costly built-up structures abandon and ruin should there be a complete shutdown of schools due to an insufficient number of students.

Now, what we must derive from the menacing of the covid-19 is that we cannot let the future to follow the same trajectory and repent on inaction. Every one of us has to be part of dealing and overcoming similar situations with appropriate tools. And of course, the problem is very negligible compared to the rest of the world. One should not forget the selfless and daunting service taken over by the great leadership of His Majesty the King in safeguarding the country. Time and again, the King has been reminding and showcasing unparalleled profound action but we tend to fail in our part, and until to what extent are we going to fail? We are indebted to His Majesty for flawless guidance in combating the deadliest virus and keeping the people safe. The pandemic hasn't claimed a single life of

Bhutanese all due to a vibrant health system and we have set an epitome to the rest of the world. Had there been leaders like ours, the world would have saved millions of lives.

Obeisance to HIS MAJESTY

“May the country shower with ceaseless happiness under his glorious rule”

Ladrong PS

The lesson without a Teacher

Learning a lesson without a teacher for the first time was a nerve-racking moment. It was about two months ago when the school got closed and we were to learn our lessons without a teacher. Though I was not comfortable with it, I had to give in. I have to grow up someday, so together; we took some alternatives to take up this challenge. It was to do with mobile learning.



After the E-learning began, I prepared myself for independent learning, I mean, trying to respond to the lessons sent by my teachers through mobile. With lots of butterflies in my stomach, I slowly got on to the lesson every day. I was getting better day by day. In the absence of one subject teacher, I got many at home; father, mother, brothers, and sisters, but not as knowledgeable and confident as my teacher in the class. I gripped the mobile number of all my teachers tightly as I do it with the handle of a bike on a rough ride. I called them whenever I had some problems. Sometimes my parents would give me a push, helping me with answers. I somehow learned to be independent. There were also problems attached to online learning. We had to equip ourselves with computer-based learning. Many of us are faced with connection problems as this new modality of teaching requires high bandwidth or strong connection. Many of us were not able to operate Microsoft word or micro powerpoint and therefore not able to manage our files. Time management was another problem of the E-learner as this program requires intensive work.





So, I knew teachers are arguably the most important members of society. They give children purpose, set them for success. Although technology has opened the door of new learning and has changed the course of new learning teachers have the power to ignite us most perfectly. I feel that learning without a teacher is challenging because they make learning easier by connecting subject to real-life situations. They cite examples and demonstrate how the most difficult topics can easily be understood by relating to everyday life and how it can be useful to us.

Dechen Pelmo B
VIII C, Autsho Central School

Minjey Middle Secondary School



How can we be safe from Natural Disaster?

Aim: To promote effective disaster management.

Objectives:

- To reduce or avoid the potential losses from hazards.
- To promote appropriate assistance to victims of the disaster.
- To prepare the staff for effective performance in a disaster situation.

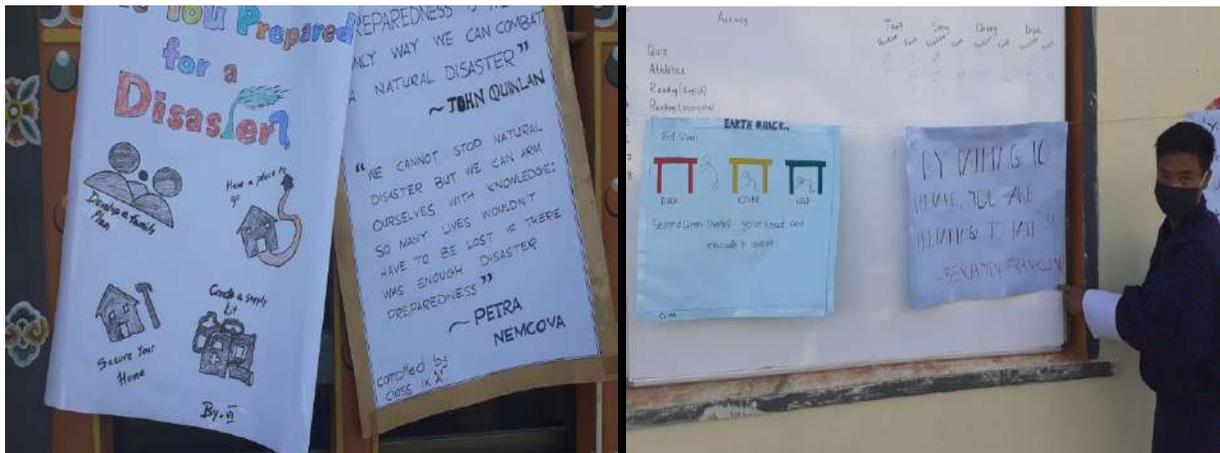
The school was fully engaged in 1st earthquake drill on 16th March 2020. The day started with pasting a banner in the assembly ground. Various chart papers were hung along the wall of the academic block giving information on how to prepare ourselves for a disaster. Students have also drawn

pictures on the charts so that it will give a better understanding to others like what is a disaster, how we can prepare for it, etc among others.



Activity:

- Earthquake drill will be carried out after the 5th period.
- Members of the school disaster management will be ready to help the victims in the disaster.
- After the drill, students will gather in the assembly hall and the coordinator will give a talk on disaster management.



Towards the last ten minutes of the fifth period, the drill was conducted and students were found trying to protect themselves in the best way they could. After gathering in the ground, respective class teachers immediately started counting their students and reported to Ugyen sir. Students found

missing were later known as they were injured during the drill and taken to the hospital by the active members of the Disaster club.



Conclusion

The earthquake drill was a successful practice in the school. Students know what to do during the disaster and the members of the disaster management were also seen carrying out their roles in a

better way. So conducting drills helps us to prepare ourselves for such unforeseen circumstances thereby reducing the damage done to people and property. Therefore, it was found important through the practices that school children should be thoroughly briefed with the skills of disaster management and always prepare for unpredicted situations.

Towards Woman Equality and Equity

Aims: To achieve gender equality.

Objectives:

- To create awareness about the importance of women in the school.
- To instill a sense of consciousness among the students about the equal opportunity women have in the world.
- To promote gender equality.



Mnje Middle Secondary School has celebrated International Women's Day on the 6th of March since the 8th of March was falling on Sunday. The day started with putting a batch of 'Happy Women's Day' on all the female staff of the school and displaying a banner, charts in which respective class teachers have written the pledges and feelings shared by the staff on the importance of women in their lives.

Activity

In the morning assembly, a member of the club spoke about women empowerment and on the importance of men and women coming together to uplift the nation.

In addition to that, the club coordinator also shared his views on the role women play in our lives. Moreover, vice Principal and teachers also wished 'Happy Women's Day' to all the women of the school.



- Students and teachers were asked to go through the charts during the interval, lunchtime, and in the free period.



- After the school hour, a volleyball match was played among the girls' students to mark the day.

Conclusion

It was found that it is important to remind ourselves about the equal role that both genders should play to contribute to nation-building. Otherwise, women's roles may be still limited to household chores. Therefore, displaying charts, conducting games, giving a speech on the importance of women are some of the many ways to show gratitude and respect towards women in achieving gender equality in the long run.

Clearing School Water Source

Aim: To ensure the continued flow of freshwater

Objectives:

- To keep the water source neat and clean.
- To create awareness among the people about water-related issues.
- To have safe and healthy drinking water.

The family of the school went to clean the school water source which is located a few kilometers above the school on 22nd March 2020. The initiative was strongly supported by the school since all the teaching staff along with the supporting staff was present to contribute for the day.



Activity

- Carrying metal sheets to the water source.
- Cutting of bushes around the area.
- Taking out unwanted things like papers, mud, clothes, etc from the water well and making the well neat.
- Covering the water source with metal sheets.



Conclusion

Clearing of water source was conducted in support of world water day. In the end, it was a satisfying day for the family of Minjey MSS for we were able to contribute to our small and little ways to help the mother earth which in return help us. Moreover, it displayed the unity of the school members in taking the school forward.

Global Hand Washing Day

Aim: To support a general culture of handwashing with soap.

Objectives:

- To increase children's knowledge of handwashing.
- To educate on how to prevent common health problems with hand washing.
- To make students and teachers wash their hands more often.



Activity

- Chart papers were pasted around the academic bloc and multipurpose hall.
- Students were asked to go through the charts on which their friends have written about the importance of handwashing and educate themselves.
- Students and teachers share the positive benefits of handwashing in the classrooms.

Conclusion

Handwashing with soap is a simple and effective way to keep us safe from unwanted diseases. In school, it is important to educate children on the positive health benefits that hand washing has. Both the children and students can share their knowledge of handwashing. So, educating children helps to increase their knowledge of handwashing, keeping themselves safe and sound. Moreover, the coronavirus pandemic has made it further important to wash hands regularly with soap.

ECCD Learning

Aim: To provide reliable child-care support to parents in rural communities.

Objectives:

- To allow young children to reach their full potential in terms of cognitive and socio-emotional development by creating an accessible space where it is safe and fun to learn.



Activity:

- Numeric numbers from 1-16 are written in two chart papers and are colored.
- Children need to identify the same numbers from two chart papers.
- Children should identify what number it is.



Conclusion

Children's minds must be nurtured right from an early age so that it can have a positive impact in the latter part of their lives. To make that happen there should be a good learning space or the environment in the schools. ECCD facilitators equally play a vital role in developing cognitive and socio-emotional parts of the children.

Games and Sports

Aim: To increase understanding of the school games program

Objectives:

- To engage students meaningfully during weekends.
- To physically keep students strong and fit.
- To pave the way for competition in sports available within Bhutan.

Bhutan is a unique country where tradition and modernity co-exist without much difficulty. This holds in the sports field too. Back then people knew only to play archery, which is the national game of the country but as time changes, various games like football and basketball among others started taking growth in Bhutan. Minjey Middle secondary school also conducts various activities to uphold the culture of games and sports in the country.

Activity

- Conducts sports activities for both girls and boys.



Conclusion

In this fast-changing world, students must learn and equip themselves with the knowledge that is being taught in the schools so that they can face the challenges later in their lives. However, it's equally important to engage in games and sports too as it has lots of positive impacts, physically and mentally. Therefore, playing games has also become a part of learning in school.

ECCD Activities during Pandemic

“Education is the key to unlock the golden door of freedom” - George Washington Carver

Our kings always have been reminding that our children are the future of the nation. All institutions, Corporations, and companies were closed with the nationwide lockdown for almost 21 days after the country’s first case of



coronavirus. Despite high schools and RUBs resumed looking for the benefits of the students following safety measures, however lower classes including ECCD are still closed.

As centers were closed in the wake of the pandemic, children no longer had the opportunity to learn,



play, and socialize with friends at the center. However, we facilitator had decided to use Wechat as a connecting platform to keep children engage and learn something. Through WeChat, we share rhymes and

theme-based activities with children and parents. In addition to online support, we used to do a home visit to every household to observe children and to ensure effective learning.

**Jamyang Palden
Lham Deki
ECCD Facilitators**

Gortshom Primary School – Events Report

Uninterrupted Educations during Pandemic Crisis - Covid-19

COVID- 19 is a disease related to our coronary system which emerged from Wuhan city in China in the year 2019. This pandemic is reached in many countries in the world. Those countries that are

economically rich and have great military power were brought down to their knees. The economic developments were greatly affected globally. Every country in the world was fighting this pandemic. Likewise, Bhutan also faced the pandemic and fighting to contain it to the fullest ability including our leaders and government. As a measure to contain this pandemic, the Royal Government of Bhutan had closed all institutions and schools in the country. Therefore, to ensure the learning continuity of the children the school supported our children through various online Media. One such is the famous and user-friendly social media site (WeChat) used by most of the parents in the catchment area.

With the school preparing for its closure and support children's learning, the concerned class teachers created the class group in WeChat, adding the WeChat ID of those parents who use WeChat as one platform to share their ideas and chat. The teaching staff gathered in the staff room and discussed thoroughly, the ways to cater to the learning needs of the children and prepared a schedule for the respective classes. The teachers also discussed and agreed to take various disciplines from 6:00 pm to 8:30 pm during weekdays (including Saturday).

Teachers watched the lesson which was aired through BBS and clicked the pictures. Teachers sent the pictures in WeChat and explained to the students about the lessons in voice messages. Since some of the activities which were broadcasted on BBS were not as per the fixed level, we modified the activity level wise and provided it to them.

Gortshom Primary School

Meadtsho Lhuentse

Schedule for Wechat Teaching for the month of October, 2020



Date	Subject	Date	Subject
1/10/2020	Math	17/10/2020	Dzongkha
2/10/2020	Dzongkha	18/10/2020	SUNDAY
3/10/2020	English	19/10/2020	English
4/10/2020	SUNDAY	20/10/2020	Math
5/10/2020	English	21/10/2020	Dzongkha
6/10/2020	Math	22/10/2020	English
7/10/2020	Dzongkha	23/10/2020	Math
8/10/2020	English	24/10/2020	Dzongkha
9/10/2020	Math	25/10/2020	SUNDAY
10/10/2020	Dzongkha	26/10/2020	English
11/10/2020	SUNDAY	27/10/2020	Math
12/10/2020	English	28/10/2020	Dzongkha
13/10/2020	Math	29/10/2020	English
14/10/2020	Dzongkha	30/10/2020	Math
15/10/2020	English	31/10/2020	Dzongkha
16/10/2020	Math		

From June, the lessons taught in BBS were rebroadcasted. So, the concerned subject teachers prepared the lesson in PowerPoint presentation with aims, objectives, and activities the same as the lesson plan and taught the lesson by providing the pictures of the slides through WeChat for better understanding and to make the teaching and learning process as lively as possible. We even sent videos and pictures which is related to the topic in WeChat so that students could get a clear concept of the topic. Students were asked to maintain the notes and homework given to them in their notebook after which they sent their works' snapped pictures on WeChat. Upon receiving the students' work, teachers correct it and then return to the students back on the WeChat forum.



To encourage those students who don't have a smartphone or WeChat and to ensure learning continuity for them, teachers prepared project works for them to do and gave them during the home visit so that they don't feel left out. All the students were engaged in the teaching-learning process. Checklist for each lesson and lesson log for the topics taught were maintained in a folder, to keep track of the active participation and response from the students.

Checklist for September month

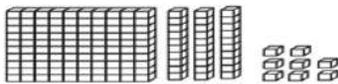
Name	3/9	7/9	10/9	14/9	17/9	21/9	24/9	28/9
Karma Wangchuk	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Khamsak Yonzor	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Kinley Drukpa	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Pelchen Dorji	Went as monk							
Pema Tenzin	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Pema Wangchen	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Sandrup Dorji	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Sangay Dorji	Went as monk							
Tashi Wangyel	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Tenzin Dendup	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Tenzin Dorji	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Ugyen Tshogy	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Pema Lhamo	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Pema Lhamzin	No wechat							
Pema Yangzom	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Singye Wangzom	No wechat							
Sonam Tshomo	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Tandin Pelmo	No wechat							
Tshewang Lhamo	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Tshedrin Lhamo	No wechat							
Tshedrin Zangmo	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Ugyen Lhamden	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Ugyen Palden	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Lesson log for teacher (Class V, Maths)

Date	Topic	Follow up activities	Assessment	Additional support provided
19/03/2020-27/03/2020	Home visit	Checked assigned works of the students in their respective houses.	Assessed assigned tasks and provided feedbacks.	Talked on prevention of COVID-19 such as washing hands, drinking warm water and eating healthy foods. Conducted reading activities.
25/03/2020	Whole number place value	Taught the lesson through wechat in Mp3 with the help of pictures.	Checked their answers and provided feedbacks through wechat.	Provided support when they have doubts from text book through wechat.
3/04/2020	Comparing and ordering numbers. Addition and subtraction.	Like shown in BBS, taught the lesson through wechat in Mp3 with the help of pictures.	Assessed their answers and provided feedbacks through wechat.	Helped students to solve the difficult questions.
7/4/2020	Angle and angle bisector	Like shown in BBS, taught the lesson through wechat in Mp3 with the help of pictures.	Assessed their answers and provided feedbacks through wechat.	Helped students to solve the difficult questions.
8/4/2020	Pyramid and prism	Like shown in BBS, taught the lesson through wechat	Assessed their answers and	Provided support when they have doubts from

Date: 6/11/2020

1. What number does the following set of base ten blocks represent?



2. Represent each number with base ten blocks. Sketch the diagrams of the blocks.

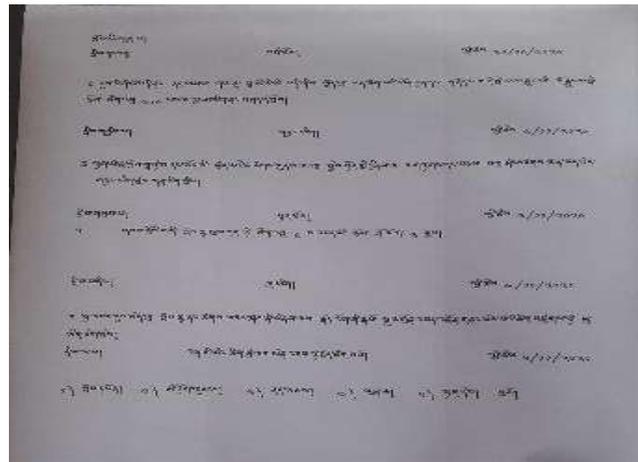
- a) 234
- b) 1468
- c) 500
- d) 2371
- e) 43

3. Describe each number as groups of hundreds, tens and ones.

- a) 263
- b) 458
- c) 507
- d) 200

4. Place the following numbers in a place value chart as given in the examples.

- a) 589
- b) 3647
- c) 853



Teachers have been maintaining a reflective journal after each lesson to keep account of the work in progress, but more essentially as an opportunity for reflection on the learning experience. These reflective journals have fostered a greater understanding of how children are learning and how teachers can help them in their learning. It allows us to think deeper about discoveries in children's learning and also helps us to find strategies for each effectively.

From 1st August, the Ministry of Education shared an adapted curriculum to all the schools in Bhutan to channel uniform learning in every school. This curriculum has important topics to be covered to children through online teaching. While doing online teaching, teachers made sure to teach all the topics mentioned in the adapted curriculum. The adapted curriculum worked as a guide to further move ahead with what to teach online.

Reflective Journal

Name of the teacher: Sangy Tezin

Date of reflection: 4.8.2020	Class: II	subject: English	Topic: Preposition
Strengths	Weaknesses	Future commitments	
I have started the lesson by providing slides through PowerPoint presentation. It works well as all the students could comprehend the topic that I have taught. I have designed simple and interesting activity. Almost all students participated and completed their works except few could not participate as they didn't have smart phones.	I have shared the power point presentation and explain the concepts to understand the topic. However some of the students could not differentiate between position and time thus they were confused.	I will continue to use slides for better understanding and make teaching and learning process as lively as possible. I will also continue to design simple, interesting and higher order thinking activities. I will make attractive teaching-learning materials gain attention and provide clear concepts.	
Date of reflection: 18.8.2020	Class: II	subject: English	Topic: Reader weather
I have started the lesson by sending photo. It was good as all the students could comprehend the topic that I have given to them. I have designed simple and interesting activity. All students have participated and completed the assigned tasks.	I have shared photos and did model reading to get the concepts and to acquire the reading skills. However there was confusion on pronunciation and they could not identify the related sounds. Moreover they could not focused on pace.	I will continue to use attractive photos to attract their concentration and for better understanding and make teaching and learning process as lively as possible. I will also continue to frame simple, interesting and higher order thinking activities. I will refer the teaching materials and practice the teaching thoroughly to give clear concepts.	

(អាន្យ តេសិន)
Reflective Journal (01)

ប្រធានគ្រូ: ឧបនាយករដ្ឋមន្ត្រី
ឈ្មោះ: ស្រី (ស៊ីវិល ; ប៊ុនណី)
ឈ្មោះស្រី: ២
ថ្ងៃ: ១៧/០៨/២០២០

ប្រសិទ្ធភាព (Strengths)	ខ្ញុំបានប្រើប្រាស់រូបភាព និង power point ដើម្បីបង្ហាញពីគោលបំណងនៃម៉ូឌុល ដែល ល្អប្រសើរណាស់។ គ្រូបានប្រើប្រាស់ power point ដើម្បីបង្ហាញពីគោលបំណងនៃម៉ូឌុល ដែល ល្អប្រសើរណាស់។ គ្រូបានប្រើប្រាស់ power point ដើម្បីបង្ហាញពីគោលបំណងនៃម៉ូឌុល ដែល ល្អប្រសើរណាស់។
កម្រិត (Weaknesses)	គ្រូបានប្រើប្រាស់រូបភាព និង power point ដើម្បីបង្ហាញពីគោលបំណងនៃម៉ូឌុល ដែល ល្អប្រសើរណាស់។ គ្រូបានប្រើប្រាស់ power point ដើម្បីបង្ហាញពីគោលបំណងនៃម៉ូឌុល ដែល ល្អប្រសើរណាស់។ គ្រូបានប្រើប្រាស់ power point ដើម្បីបង្ហាញពីគោលបំណងនៃម៉ូឌុល ដែល ល្អប្រសើរណាស់។
កំណត់សម្គាល់ (Remarks)	ខ្ញុំនឹងប្រើប្រាស់រូបភាព និង power point ដើម្បីបង្ហាញពីគោលបំណងនៃម៉ូឌុល ដែល ល្អប្រសើរណាស់។ ខ្ញុំនឹងប្រើប្រាស់រូបភាព និង power point ដើម្បីបង្ហាញពីគោលបំណងនៃម៉ូឌុល ដែល ល្អប្រសើរណាស់។ ខ្ញុំនឹងប្រើប្រាស់រូបភាព និង power point ដើម្បីបង្ហាញពីគោលបំណងនៃម៉ូឌុល ដែល ល្អប្រសើរណាស់។

Education in Emergency ADAPTED CURRICULUM & PRIORITIZED CURRICULUM KEY STAGE 2: Classes IV - VI May 2020

3. MATHEMATICS			
Key Stage	Theme/Topic	Pedagogy/Strategy/Tools	Remarks/Scope
I (P9-III)	Numbers and Operations	BBS1 & BBS2	<ul style="list-style-type: none"> Representing Numbers Counting and identifying set to five and numeral writing from 1-1000 Use place value chart Meaning of subtraction and addition Division as repeated subtraction Adding and subtracting 2-digit numbers using various ways Using varieties of strategies to add Calculating change
	Sorting and Patterns	BBS1 & BBS2	<ul style="list-style-type: none"> Describing object Describing repeating number pattern Creating pattern Apply patterns to problem based on number, geometry and measurement.
	Measurement	BBS1 & BBS2	<ul style="list-style-type: none"> Measuring and Comparing with non-standard and standard units Introducing and measuring length, volume, and capacity Days, weeks, months and seasons
	Geometry	BBS1 & BBS2	<ul style="list-style-type: none"> Identifying, describing and comparing 3-D shape Identifying, describing and comparing 2-D shape Name and explore geometric shapes according to attributes Polygons, combining polygon
	Data Management and Probability	BBS1 & BBS2	<ul style="list-style-type: none"> Collecting and organizing data Interpreting and Creating bar graph with scale Using probability language
Key Stage II (IV-VI)	Numbers and Operations	BBS1 & BBS2	<ul style="list-style-type: none"> Place Value: whole numbers to 5 and 7 digits Compare & Order Whole Numbers to 5-digits Mixed Numbers: modeling, use division meaning to change an improper fraction to a mixed number Rename simple fractions to decimals Ratio: part to part, part to whole Integers: negative and positive Addition & Subtraction: decimals and wholes choosing most appropriate method (pencil, mental, calculator, estimation)

Learning is only possible for students who owe their phones and able to recharge the data. Our country being very expensive on mobile internet, children are not able to afford to learn online. Most of the time they are out of balance to check the teacher's work and also, they fail to resent their work on time. Staying far from the shop is one of the reasons and parents being too busy at work makes them work rather than learn the daily lesson.

To overcome those challenges, we gave the facilities to use school wifi for the nearby students. For those students staying far away from school, we helped them by recharging. We have also given awareness on the efficient usage of data.

Google Classroom is only effective when the network is strong. Most of the students complain that they are not able to use due to poor network connection. Students are more aware of the use of

WeChat, even though they are made aware of the use of Google classroom. Effective teaching would happen when a student has all the conditions that are required for online learning.

Responsive Home Education Service

The whole world is experiencing the impacts of global pandemic covid-19. Similarly, our country too experiences a huge crisis from the noble coronavirus. However, we strongly believe and have faith in the concept of one nation, one people. Thus, tackling covid-19 in Bhutan has become a whole nation project, inspired by the visionary and selfless leadership provided by His Majesty the king. As His Majesty has always reminded us, "Nothing can destroy us if we are united internally". Thus, we are seeing unity among the people today in our country. The entire citizen is focusing on their strengths and strengthening their weaknesses. Besides economic damages, it impacts a lot in providing free education to our children as the nation got lockdown and all schools being closed. Therefore, to fulfil the theme reached unreached and to have continuity of their learning, we had received directives from the ministry of education.

As per the directives from the ministry of education, we have started providing school to home service to the students to upscale their learning abilities and to follow up their learning. Since, it is very important to learn from the past, to better understand the present, and to know where their learning is heading towards in the future. At the same time, we had to raise awareness of the importance of hand hygiene to practice a healthy lifestyle. Furthermore, we have stressed about the current covid-19 pandemic as every citizen should be aware of, to make the pandemic far better, and to realize of being responsible is our responsibility.

Most importantly, for the betterment of their learning, we had given constant supports and remedial with clear instructions.

Carried out the Door to Door Service

We have made a door-to-door service twice a month to follow up on their learning as some of the students are not participating regularly and to encourage and motivate students to participate in online teaching. We have also provided clear instructions on how to use SIM books to upscale their learning abilities, to acquire the right mode of skills and knowledge. Moreover, we have distributed learning

materials that are not available at home. Also, we did through the correction of their works with constructive written and verbal feedback for the betterment of their learning.

The following are some of the general feedback that we have received from students, regarding online teaching and usage of SIM books.



- ✓ We cannot send our works on time as we don't have a mobile phone and have to depend on our parents' feasibility
- ✓ It is very difficult to understand the questions while doing activities by ourselves
- ✓ We cannot clarify our doubts instantly, unlike in school we can do it as and when we required
- ✓ Network connectivity is another problem for us to learn through we-chat teaching

We had frame door to door services schedule collaboratively during the staff meeting. As per the schedule, we have provided door to door service in different places. While we were on the spot firstly, we did through correction of student's work and



provided constructive written and verbal feedback for the betterment of their learning. Secondly, we



have collected feedback from students, and as per their feedbacks; we did the necessary follow-up to overcome the obstacles.

Thirdly, we have advised students to avoid downloading un-essential resources, which ultimately consume memory and slow down the performance.

As per the schedule, we had raise awareness on the importance of hand hygiene and organized wash programs smoothly with the help of the class teacher. Since hand washing is not only simple and

inexpensive but remarkably, handwashing with soap can drastically reduce the number of diseases specially to combat the current noble covid-19 pandemic.



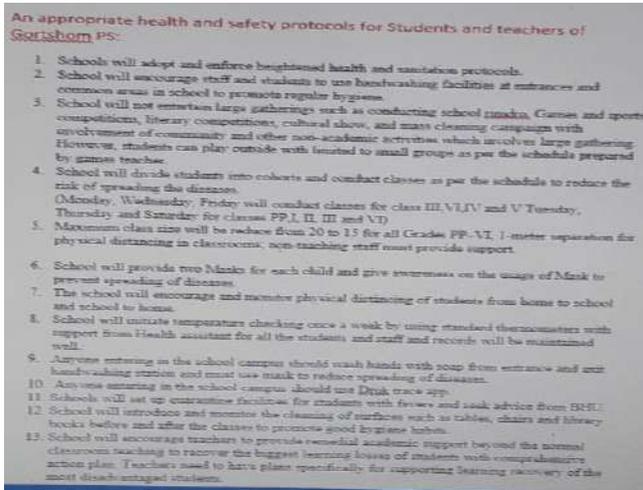
We have created awareness on the importance of hygiene based on the appropriate health and safety protocols such as social distancing, avoid public gathering, and usage of face masks mainly to practice a healthy lifestyle and to keep a distance from the current covid-19 pandemic. Furthermore,

we have demonstrated handwashing steps as it is a noble reminder and should be an everyday practice as Hand hygiene is a critical and most effective way to stop the spread of a virus. We have also shared some of the important measures to cope up with covid-19 such as avoiding non-essential movements,

Schedule for wash programs that we have followed till 20/3/2020

Days	Activities	Frequency	Location
Monday-Saturday	Brushing	Every after lunch	Tap stand in front of teacher quarter
Monday-Saturday	Hand washing	After play, before and after the meals.	Tap stand in the school
Saturday	Hair cutting	Twice a week	In the school
Monday	Nail cutting	Once a week	After and before the class

social or cultural gathering, remain alert against coronavirus, respect frontline workers, who are serving our nation selflessly, stay safe and stay protected from noble coronavirus as our careless attitude may put others at risks. Thus, we will put our hands together and come forward in keeping ourselves and our country safe.



- Reported by Gortshom PS

From Peace to Pandemic Turbulence

Fresh and energetic students happily joined the academic session. The little freshers had just started their new journey in the field of education. They were warmly welcomed by the Principal, teachers, and students to the assembly ground after having a welcome ceremony inside the Naktsang. They had campus orientation on the very first day of school. Some of them were shy and some were mischievous barely having any knowledge of the school environment. Teachers were called uncle and aunties by those little students. They had just started to mingle with their elders. Some of them were happy and some were not.

As time passed by all the students started to hear the unknown word “Corona” from their teachers since there used to be constant reminders and updates of the COVID news. The virus that stayed miles away swayed its way even to this cozy kingdom of happiness. The schools were closed, the mode of education changed with an immediate effect. Students were unhappy to leave the school, to depart from their teachers and friends too when the ministry closed the schools. But the situation forced them to return to their homes hardly learning anything new in their new standards that they were placed.

When the situation compelled everyone was out of schools for safety, lucky were those who had television and smartphones back at their homes. Those who did not have smartphones and television were left out and untouched by the academic lessons disseminated by the teachers. Teachers too were used to the new normal, they started visiting their beloved students to help them learn. Challenges didn't resolve there, it became impossible to meet some of the students as back in their villages they were completely disconnected by the network issues, some didn't have phones and others were busily rearing the herds amidst the dense forest with their parents. As a blessing to students who did not have television, they started to get Self Instructional Materials (Book). Teachers shifted from their comfort zone and started giving the instructions through various forms of social media and keeping intact the frequent visits to resolve the doubts students had. Paying a visit to the students was never too easy for the teachers either, as they had to walk for hours to meet students who were staying in the scattered houses of the villages. Moreover, the dense forest always set in the fear of wild animals, whenever the teachers moved around, but that never a big concern over the learning of students. However, the teacher's expectation of meeting the students mostly went in vain, as

the students did not turn up. And many would already be not at home as they would be engaged in helping their parents –which was good but they completely neglected the school work.

Some backward students were experiencing difficulty at home especially those whose parents were alcoholics. They are not getting time to study. They got disturbed when their parents' quarrel, their home provided no proper learning environment. They had to do household chores and had very limited time for their school works, some even lost the enthusiasm for learning and they became inactive. Those students were missing the school environment the most. They wished the COVID situation would end as soon as possible. Students who had a supportive family were the lucky ones. They were well encouraged by their parents to complete their works on time, hence they showed good and active participation in learning.

No matter what economic and family background each type of student belonged to, they just wanted to join the school like before. They wished to learn, in a real school where they received better attention from the teachers and a place that could provide more educational facilities.

Today, the students and teachers are eagerly waiting for the next academic session to commence with a new normal but without COVID 19.

**Cheni Zangmo (Teacher)
Dungkar Primary School**

Clean Hands to Prevent Covid-19

A culture of handwashing must be there to lead a healthy and hygienic life. Many people are victims of diseases, and some even lose their lives due to a lack of handwashing habits. Many concerned researchers have found out that hands are the dirtiest part of the body and vulnerable to get diseases. So, washing hands is inevitable to lead our lives healthily.

Unexpected biological disaster had taught us or reminded us about the essentiality of handwashing habits for wealthy health. It not only helps us to enhance our health but also to prevent diseases from spreading.

To adopt such a preventive measure, the school administration of Lhuentse Higher Secondary School took several steps. They are:

1. Water facilities:

The number of water taps was increased. Taps were found insufficient for us, the students, to

wash our hands freely. Therefore, the school provided sufficient taps. The taps were installed is near the way of toilets and the school gate. Water shortage may be a problem elsewhere, but it is not one in our school.

2. Soap facilities:

To stop the spread of the Covid-19 and other diseases, the school started to distribute soaps to every tap every week.

3. Interval duration:

The interval duration was also increased from fifteen minutes to twenty minutes so that the students could maintain social distance for their restroom breaks.

Our school adhering to the handwashing culture not only prevents diseases from entering but also to maintain our hygiene.

**Cheki Gyeltshen XI Sci 'B'
Phuntsho Choden XI Sci 'B'
Pema Lhendup XI Sci 'A'**

SEN Learning Vs Covid-19

Autsho Central School is not a SEN School but a School with a SEN program. There are eleven students under this program who come from diverse backgrounds. To mitigate the spread of covid- 19, School closures were among the most consistently



applied interventions. From the Mid of May 2020, all of the schools in Bhutan and childcare centers, all colleges and universities got closed. These closures were unprecedented



in scope, affecting the learning of all the children.

Persons with disabilities generally have more health-care needs than others, both standard needs and needs linked to impairments, and are therefore

more vulnerable to the impact of low quality



or inaccessible health-care services than others. Compared to persons without disabilities, persons with disabilities are more likely to have poor health.

The consequences of the coronavirus disease (COVID-19) outbreak is being felt around the world. For many children, this means having to cope with disrupted education, family illness, and loss of household income, things that disproportionately affect girls and boys from poor families.



Firstly, let me thank the Ministry of Education's response to COVID-19. The rapid delivery of lessons on television and radio, through online learning, as well as via the mass distribution of Self-Instructional Materials or "SIM" has helped many children to continue learning despite schools being closed. The teachers are also impressed with the Prioritized Curriculum developed by the Royal Education Council to facilitate students out of school to continue learning and progress to higher grades. Teachers, School Counselors, and ECCD facilitators across Bhutan have gone beyond the call of duty, adapting to new teaching modalities and using innovative ways



Flame of Passionate Teachers

The COVID-19 pandemic around the world has touched the lives of every human being on the earth. COVID-19 has brought a lot of destruction to the world including Bhutan. The COVID-19 pandemic has affected educational systems worldwide, leading to

to ensure that their students continue to learn and receive support.

While teachers worry about children's learning due to school closures, teachers and ECCD facilitators are also facing immense disruptions and stress. This is because children's signs of progress vary greatly depending on their learning ability, support received at home, and access to distance learning resources. To balance these diversities, the teacher approached individual children at home to teach them, met them through video conferencing, called them frequently to track them on task, messaged them time and again, and sort to all possible ways.

**Kinga Thinlay – X'C'
Autsho Central School**

the total closures of schools, universities, and colleges.

Most governments around the world have temporarily closed educational institutions in an attempt to reduce the spread of COVID-19. As of 30 September 2020, approximately 1.077 billion learners are currently affected due to school closures in response to the pandemic.

According to UNICEF monitoring, 53 countries are currently implementing nationwide closures and 27 are implementing local closures, impacting about 61.6 percent of the world's student population. 72 countries' schools are currently open.

Ever since the first case of the COVID-19 was diagnosed on the 5th of March, 2020 through a foreigner from the USA, under the dynamic of the leadership of His Majesty and the government, Bhutan has been working endlessly to combat the pandemic. Following the outbreak of COVID-19 in Bhutan, all the schools have been closed as a precautionary measure considering the health and safety of the students. Closures impact not only students, teachers, and families. But have far-reaching economic and societal consequences. School closures in response to the pandemic have shed light on various social media including student's digital learning. The impact was more severe for disadvantaged children and their families, causing interrupted learning and consequent economic cost to families who could not work. The only measures we can use our distance learning programs platforms that schools and teachers can use to reach learners remotely and limit the disruption of education.

On March 18th when the Nation affirmed the closure of schools and institutes made me felt like an empty vessel without students. The planned activities are all shuttered. As soon as schools were closed, my mind was numbed, don't know what to do and from where to start. I was worried and left idle for almost a week. This year has been emotionally challenged and physically exhausting for me. Both teachers and students faced the most daunting challenges brought about by the pandemic. We love our students like our own children and this separation is painful. I am thinking of them and miss them daily. The memories of their smiles, stories, and antics bring me joy in rough times.



His Majesty rightly said, “Hope for the Best and prepare for the worst.” Distribution of readers to students as soon as school was closed so that students can at least spare time effectively and building reading culture in

our community was the first step taken by school administration and we continue delivery door to door library books.

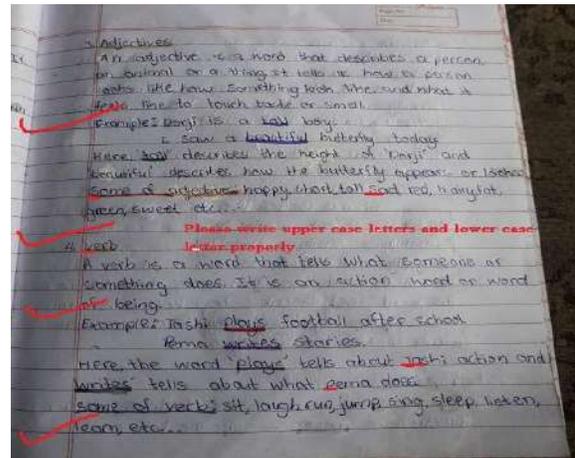


No sooner did school closed we have traced to bond their parents and guardians to connect them through social media. When it was time for a home to be school and parents as their teachers, we could only get a few of their parents having a smartphone and television at home. Through the V-TOB initiative, teachers across the country received the opportunity to volunteer to prepare a lesson that is aired through BBS for students across the nation during closures of school. Teachers play a vital role in



supporting young students by engaging them

at home productively in education through e-learning.

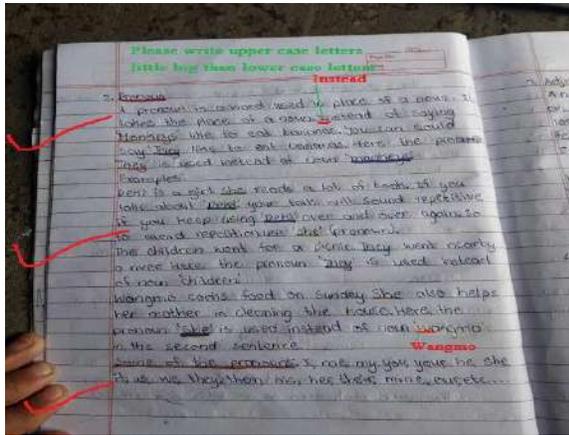


Despite the summer monsoon season, we have reached the Self Instructional Materials (SIM) to students with access to BBS TV going door to door and explaining how to go on about the activities. We have also printed SIM and distributed it to the students without access to the BBS service.



Digital resources can be a learning aid, but also a barrier. Not all families necessarily have access to the same technological tools like the internet, smart mobile, television, etc. They also don't have the same level of knowledge and skills in the use of

technology. This can lead to further inequalities among students. We have tried to teach through Google classroom and weChat. But some students don't have access to the Internet and we have to make notes and gave them a printed one.



While schools are closed, parents are asked to teach and facilitate learning at home. Many may have difficulty doing this especially in the rural areas where most of the parents are uneducated. A home visit is another measure we have taken to reach beyond the classroom.

We could visit every student and evaluate their learning. It was proud moments when small kids asking me their muddiest point of the home task. One of the students asked me, 'Madam when do we need to come to school?'. My eyes were filled with tears and I convinced her that one day when this pandemic is getting better and I told her that just read and write whatever you find at

home. Students are so eager to come to school and missed their friends and classrooms. We could see their sad and worried face.

We have also played important role in the communities in promoting a safe and healthy environment by creating an awareness program by visiting door-to-door service. We have advocated to them on the importance of We have advocated to them on the importance of handwashing, avoid unnecessary travel, sharing fake news, and wearing face mask.



So, I would like to thank our great king for his selfless service to the nation and every front line worker who work very hard to protect our country from coronavirus. I pray to God to get rid of this pandemic as soon as possible so that people can work and lead their normal life.

Pema Youden, Teacher Ney PS

Life Before and after Lockdown

Coronavirus has proved that everything around us is temporary. Things our lives revolve around have been taken away from us. Works, gym, malls, movies, and societies have all been locked away. And we have been forced to live without them. It has taught us that in the end, it's our own home and family that keeps us safe.

For us, the students of Lhuentse Higher Secondary School, our home is our school. The situation during the lockdown in our school hadn't been all bad, unlike other countries where there had been complete restriction and even some parts of Bhutan. When other parts of Bhutan and the world at large were locked down, strictly prohibited from movements, our school had been relatively unconstrained. Our school, being categorized into an isolated community, we had movements inside the school campus.

The students were privileged enough to enjoy smartphones and computer labs. There had been other activities like literary competitions, games, and sports including football on an artificial turf bequeathed to the school by his majesty the king of Bhutan in the year 2018. The students of Lhuentse Higher Secondary School are indeed blessed to be able to stay in such a school. These events empowered us to improve our team spirits, learn how to look for the brighter side of things, stay physically and mentally strong, and steered youths away from indulging in substance abuse.

The pandemic had its favorable side too in enhancing the lost bond between family members and neighbors as well. We were lost in the era of technology and gadgets that we hardly had time for our nearest relations, we lost connection with those who were around us. This period of lockdown proved significant in reviving the lost linkage among people. The world experienced tremendous change because of this global phenomenon. It informed people about the Importance of agriculture. In brief, this short period of lockdown taught everyone to cope up with harsh circumstances, to value simple but essential things like family, and to appreciate the initiatives taken by the government.

Literary Competition

School administration, masterminded by our principal, came up with a brilliant plan to organize a creative writing competition in two categories: essay and story. It was based on the experiences each individual had during the school closure's time. This was duly notified to us during the first

week of July. The reason behind such an initiative was to help students to express their thoughts and experiences. Every student needed to write either an essay or a story or both if one wished. The organizers even reiterated to deduct class points in case the students do not submit either of the two writings. The students fearing this started writing right away.

The competition had cash prizes and certificates for the winners in each category. Students started working on their choice of writing including the hardships they faced aiming for the prizes and the certificates. The transition from holding pens and papers to holding spades and hoes, self-learning through a digitalized platform with no guidance from their loving teachers had been the pitiful fate of the students. For those who are residing in urban centers, their parents taught them how to do basic household chores whereas for those living in rural areas it hadn't been that easy. They had to do hard labor from dawn till dusk which made them miss online classes. The plus point is that they got extra knowledge which isn't in the school curriculum. The general notion among all the young learners had been that classroom learning is far better than online. Some of the students even submitted their drafts for correction before the final one was sent for completion.

The writings were collected and checked by the English Department of LHSS. They proceeded and culled the top ten writings and awarded prizes and certificates for the best three.



Games and sports competition

Games and sports are one thing that the school organized to keep students occupied. Our principal announced a football tournament that required everyone in the school to take part in it.

Not long after our return to school, our school's head, Mr. Dorji Nidup, proposed a football competition where all the students and staff of the school were involved. Students were grouped by lucky draw into twelve teams of fifteen girls each and eleven teams of fifteen boys each. The teams were divided into two pools and competed against each other. The competition lasted for about a month. The final match for both girls and boys were held on the same night. The opportunity to play night matches was given to all the players. For the final match, it was presided over by Dasho Dzongda and Lam Neten of Lhuentse Dzongkhag. The male category was won by Team Youngster, and the female category was won by the Potato Team. There was a cash prize of Nu. 3000 with a trophy for the Winners and Nu. 2000 for Runners-up with a trophy. Certificates were awarded to all the winners.



All these competitions were held to keep the students engaged both physically and mentally. In these trying times, due to the global pandemic, every one of us needs to keep ourselves physically fit and energized when the whole world seems bleak.

Sonam Chopel, XII Sci 'A'
Rigzin Gaylay, XII Sci 'B'

Yoezer Choki, XII Sci 'A'
Chimi Yangden, XII Sci 'B'

Mindful Engagement during the Lockdown

During the time of the pandemic caused by the Covid-19, people started to be more cautious about the new virus. The World

Health Organization suggested having a temporary lockdown, worldwide. Our government put thoughts on it and announced

the lockdown all over Bhutan. If the lockdown continued for a long duration, it may have caused serious mental health issues to almost 90% of the people within Bhutan in the form of anxiety and depression. Taking those things into account, Principal of Lhuentse Higher Secondary School conducted many co-curricular activities. He was assisted in his effort by the warden, matron, the school counselor, and the school health in charge.

The principal hosted co-curricular activities for the students such as access to games and sports, the use of technologies, access to the internet, and television. The students were also allowed into the library to distract and occupy their minds, keeping them away from any stress and anxiety.

In LHSS, the students were allowed to play both in-door and out-door sports. There was also a football tournament held at the school called 'The Fortune Tournament', which

Early Childhood Waits for None

Being connected helps children adjust to all the changes happening and encourage them to continue with their lives. But it also presents a new set of challenges for every parent. We must help children communicate

lasted over a month. The football matches were played mostly at night, with lights on, which increased the interest of the participants and the audience during the football match.

Students were also allowed to use mobile phones and laptops, but within a limited time (from 1 pm to 8 pm). Those students who were interested in watching movies were given access to television in two venues: Multi-purpose Hall and the Dining Hall. Students were allowed to use the IT lab with internet access during the day. Those who were interested in reading books were allowed to go to the library in the presence of the librarian every Tuesday.

These were some kinds of measures taking by the school to take care of the mental health of every individual who was in the school during the lockdown.

Sonam Wangchuk XI Sci 'A'

Ugyen Tshomo XI Sci 'B'

with the world by helping them reach their potential and by nurturing their strength to overcome the obstacles we face.

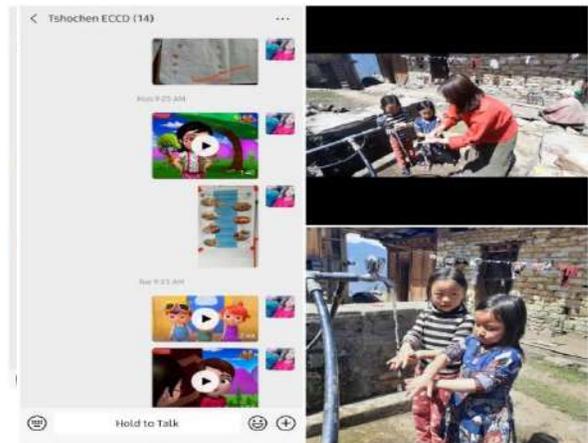
After the pandemic hit our country, I was worried about how I could keep our children engaged in their homes to continue their

learning because it has been my responsibility to keep my children engaged. This became an immediate priority for me and I started connecting with the children to find out whether they had access to ICT (Information & Communication Technologies) facilities and whether their families used smartphones. After finding out that most parents had smartphones and access to 3G services, I created a social media group on WeChat and used this platform to share all learning resources. I push our parents and children to interact with us daily.

A key priority for me was to first share information about the importance of handwashing with a focus on handwashing steps with soap, which I did through pictures and videos. I urged parents to maintain hygiene and follow all preventive measures against the pandemic. I always make it a point to let parents know that I am available to clarify any doubts or queries. The parents have been supportive and we have rich discussions on how to promote, enhance, and extend learning through home-based activities. I encouraged parents to interact with their children as much as possible.

I shared activities and resources every week on weekly themes. I also send short video clips and rhymes so that it is easier for parents

to guide their children. These include some outdoor play as well as relevant activities focusing on art, literacy, music, movement, and play. I also asked parents to maintain a home portfolio so that all the documents and evidence of a child can be recorded and filed

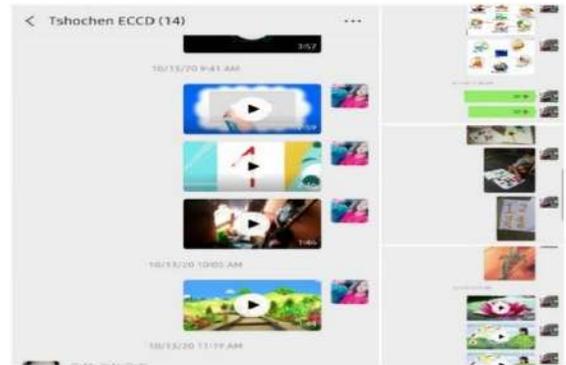


in it. I also encourage parents to allow their children to help them with household chores and gardening through fun so that children learn live education. I advised that the activities be done when the children have the mood to do it and we frequently request parents not to force their children. I take this platform positive that, it gives special opportunities where children and their parents spend time together effectively at home. Before, parents keep themselves engage with their farm as farming is the main source of living in the community and they are the least concerned about what their children are doing at home but now parents give special care and give extra time so that their children learn at home. It gives children

dual learning as parents give their best to help their children learn aside from resources I have provided through the social media forum. Children acquire more funds of knowledge as all the resources I provided have to be passed through their parents and their parents being their immediate teachers. This forum helps not only for the children to learn but also parents to get familiar with the daily schedule that has been practicing so far at the Centre. It is the parents who implement all daily schedules at home now and they get clear ideas on how the Early Childhood & Care Development (ECCD) Centre has been operating. This improves parenting skills at home and more learning take place.

Parents are responsive and even share short clips of their children in the forum, where children are playing different games by using different materials which are made by their parents with wood, clothes, etc. I was happy to see them working on some activities that I shared with their parents. They were also singing some of the songs I shared. Parents are mostly occupied with daily household work and I am finding it hard to keep them proactively engaged. Despite these challenges, I try my best to keep encouraging and reminding them to share their daily activities. As an ECCD facilitator, I love to see my child playing. It's incredible to hear

their ideas and to learn about the new worlds they create. It's also fun to see how creative they can be as they put their imagination to use in learning about the world around them.



Aside from parents' guide at home and resources passed through the WeChat group, I make home visit plan and visit homes with ECCD SIM book to ensure children learn through ELearning. This SIM book provides parents with some suggested activities that can be done at home with children. When I reached home, I check children's work in a portfolio and give extra work to ensure continuous learning. I spend little time recollecting what things have been shared through our social forum. I request children to sing or sometimes to narrate a story. Though most of the parents are responsive to the ELearning forum, few are not responsive as they are busy with their livelihood. Thus, the home visit makes ELearning more effective for all the children at home.

COVID-19 has affected the whole nation in every possible way and at the same time, it

has taught us valuable life lessons like family bonding, the value of money, dignity of work, and the importance of education among others. Despite all the challenges, COVID-19 has also shown us that learning never stops, especially for ECCD programs. So one should know that children's early experiences and the bonds they form during their earliest years shape their future physical, cognitive, emotional, and social development. Optimizing on these earliest years of a child's life is the best investment one can make as a parent, an educator, teacher, and policymaker and as a society to

ensure the child's future success. Therefore, early childhood should not be taken for granted.



**Pema Buddha
Tshochen ECCD**

New Horizon

“COVID-19 has shut down our routine for a while,” shares Karma Yuden, the ECCD facilitator of Onggar ECCD center under Lhuentse Dzongkhag. She is also a desuup.

“This is my fifth year in the field and for the first time this year, I felt lost for the first when we were asked to close our ECCD center.

However, our Chief DEO instructed us to create a social media group to communicate with parents and our children. We have also been using WeChat to assess the learning progress by requesting parents to send pictures and videos of their interaction with children. This step has opened a whole new

world of learning mode for me due to the advancements in technology.





At our level, we tried and advocated with parents on the need to use digital tools so that



children are meaningfully engaged as well as to stay updated on how to prevent the spread of COVID-19.

“Initially, parents were reluctant to let their children learn through social media because of the following reasons:

- Parents need to take time off their work to assist their children in learning through a social network;
- Some parents were not very experienced in using digital platforms;
- Some parents cannot afford to buy a smartphone as well as the data packages for internet connectivity.

We also distributed Parenting Booklets as



self-instructional materials for parents to use, especially parents who do not have smartphones. Through this platform, I have been communicating and interacting with children and their parents daily. We provide parenting education and share appropriate activities that are play-based to keep children engaged.

A major concern for me is the few children whose parents do not have smartphones because I am unable to stay connected to them daily. However, I do home visits twice a week to ensure that they are staying meaningfully engaged while at home.

I believe that children learn best through play and this is why when I visit children, I take educational resources to share with them and

support their mental, physical, and social development. These are the simple ways in which I am coping with the COVID-19 situation.

I would like to thank His Majesty for keeping us safe from COVID-19. Let us all follow His

Majesty's leadership and adapt to the guidelines provided by the Ministry of Health to combat COVID-19."

Onggar ECCD, Maedtsho

Adapted Education

Due to the COVID -19 pandemic crises in the country, the education system was affected at a greater height. To facilitate the continuity of learning, MOE develops several programs to roll out an education in an emergency. The Self-Instructional Materials (SIMs) with the theme 'Reaching the Unreached' is one of the programs that was developed primarily to facilitate the education of the students living in remote places with either limited or no access to BBS and Internet for e-learning lessons. As our school is situated in one of the remote places, our school has children who are not able to access online facilities. Those children are fortunate to receive SIM to keep them self-engage in learning. The school administration with collaboration with the teaches has managed to reach SIM books volume I-V supplied by MOE to all profound students leaving around all catchment areas.



SIM ASSESSMENT

As per the resolution of the staff meeting, we have conducted a SIM assessment twice a month every two weeks. Teachers are divided into teams, each team representing an English teacher, Dzongkha teacher, and mathematics teacher and carried SIM assessment tasks in different catchment areas. After every assessment task, necessary feedbacks were provided for reinforcement. Some children who failed to complete the task were encouraged to complete the task by the next visit. It took two to three days to carried out SIM assessment in all catchment areas.



Some children raised a few challenges faced while going through the SIM book. They are difficult to understand instructions, concepts, and difficult to solve questions. To overcome those challenges, we have explained the difficult instructions clearly to individual students. To make the concept clear, we have explained the term with meaning and provided examples. Helped the children to read the question then understand the meaning of it. Children who completed solving questions in the SIM book were provided with extended learning activities to keep on continuous learning.



We have also provided other essential supports besides SIM correction. Parents are encouraged to spare time to be with the children, motivate and help with the lessons. Encourage elder siblings, educated families, and close friends to help students and work together to make difference in educating our children.



Ceaseless Teaching and Learning

While this year started like no other, we remain super excited to welcome all of our students and were dedicated to providing the best learning experience possible. All of us had been hard at work to prepare for the academic year 2020. We had lots of activities designed with our students in mind, to best support their academic success, their social and emotional growth.

Unfortunately, the covid-19 pandemic hit the nation and shattered all our plans but we didn't lose our hope. We continued our daily activities about teaching and learning through various means. We shifted from contact teaching to virtual learning.

To overcome the pandemic, we began classes through virtual learning for the very first time. To provide safe and proper social distancing we started to give lessons through social media platforms such as google classroom, WeChat, telegram, and emails. It was the first-time experience for our students and found it quite challenging to learn through it.

Communication is essential in the online classroom environment therefore teachers of

our school maintained a consistent online presence to motivate our students. To make



sure worth learning we teachers also visit students' home on weekly basis. When we visit their homes, we make sure that they have done all the activities provided to them and also helps them with doubts and queries if any.

We also make sure that students are engaged in positive, safe, and ethical behavior when using technology, including social interactions online. We ask our students to check their social forums regularly for announcements and updates regarding learning.

Since it is their first-time experience it is yet to be determined how much virtual learning can impact our students' learning.

**Bikram Limboo, Teacher
Tshochen PS.**

Boosting Immunity and Keeping Healthy

“Sports serve society by providing vivid examples of excellence”, George F. Will.

The volleyball pickup tournament was organized by Mr. Sherab Chezang, teacher, and Mr. Anil Rai, School Sports Instructor of the school from 7th August to 9th August 2020. The tournament comprised of 8 teams formed amongst the staff and students. The mode of the tournament played was league cum knock out.



The main objectives of the tournament were to:

- Offer 1000 butter lamps for the swift rebirth of all COVID-19 victims.
- Enhance social relationships amongst students and staff.
- Keep everyone physically and mentally fit.

The final match was played on 9th August 2020 between Team Magic and Team Sonam Puen Suum. Team Magic won the tournament after battling hard for 3 sets. To make the final exciting, the exhibition match was played between 2 female teams which were formed amongst female staff and students. The players were awarded a butter lamp each as an individual trophy by the School Administration.

The tournament helped staff and students remain physically active during the Covid-19 pandemic. It was a special tournament after everyone was inactive for a few months because of the pandemic. The tournament gave everyone a space to relax and enjoy.

Reported by

Anil Rai, School Sport Instructor & Tshering Dendup, Teacher, Tangmachu Central School



HISTORY AND IMPORTANCE OF WORLD SIGHT DAY

World sight day is a day-long event intended to bring global attention to blindness and vision impairment. World sight day always occurs on the second Thursday of October and features a central theme.

While 2020 is the eighth annual world sight day under the **VISION 2020** Global initiative at the direction of WHO and IAPB.

Facts

- Globally, at least 1 billion people have a near or distance vision impairment.
- The leading cause of vision impairment and blindness are uncorrected refractive error and cataracts.
- The majority of people with vision impairment and blindness are over the age of 50 years.

World sight day is an annual day of awareness held on the second Thursday of October, to focus global attention on blindness. Dzongkhag Health Sector has organized the celebration at Tangmachu Central School on 8th October 2020 with the Theme “Hope in Sight”



Staff and students were specific target group for the eye awareness camp held. Some of the issues covered during their presentation are:

- a) Presentation on eye related issues by Dr. Phuntsho Dorji, Ophthalmologist, ERRH.
- b) Importance of the World Sight Day by Dr. Samten Dorji, Ophthalmologist,ERRH.
- c) Presentation on study report of Bhutan School Sight Program (BSSP) - on Refractive Error by Sonam Tshering, Sr. Ophthalmic Assistant.



Second Thursday of every October is observed as World Sight Day. This year it is celebrated on 8 October. The theme of World Sight Day 2020 is “**Hope In Sight.**”

A Picture is worth a thousand words



The art competition was carried out by the students of Tangmachu Central School on the Theme HOPE IN SIGHT. The students of 20 sections ranging from Classes IX to XII have participated in the art competition. The arts were displayed on the wall for the Gallery walk and assessment. The assessments were done by the teachers before the celebration of the day. The results were declared on World Sight Day.



Choosing an Eye Doctor is just as important as selecting a general health physician. Your eyes are not only a window to the world but they also serve as an essential part of everyday life. A total of 43 boys, 71 girls and 7 staff availed their services for their eye-related issues and a general check-up as well.

Apart from the eye clinic during the eye camp, the Dzongkhag Health Sector carried out the general patient screening by the medical doctors for those who cannot afford to visit the Dzongkhag Hospital.



The sector has successfully organized the program and provided the medical services to the unreached populations. Our school has participated in this program and appreciated the effort made by the Lhuentse Dzongkhag Health Sector consulted with the best ophthalmologist from MRRH for student's eye checkups and follow-ups.

Budget Donor Agency: Primary Eye Health Care Program, Department of Public Health, Ministry of Health, Thimphu.

Tshewang Choden, Tshering Yangzom & Tshering Choden
Teacher, Tangmachu Central School

TCS at Her Safety During Pandemic

Nation announced the lockdown on the 11th August 2020, and it has drastically impacted the growth of national Economy, Education and Health sectors. Movement of people and vehicles within and beyond was restricted unless authorized. Though Lhuntse Dzongkhag is located in one of the remotest corners in Bhutan, it has not failed to imply the safety protocols during a pandemic. Aligning to the nation and Dzongkhag notice, COVID-19 focal teachers made the presentation to teachers on guidelines of reopening the school, safety measures and communicable diseases. Tangmachu Central School implemented plans abiding the national contingency plan.

Safety

In the wake of a pandemic, safety is prioritized and the school has adopted safety protocol to be implemented. The school prepared by marking routes at all locations including classroom, dining hall, hostel, MPH, library, laboratory, hand washing stations, toilets, exit and entry points.

The school arranged to occupy 15 - 25 students in each classroom. On 1st July, students of class X and XII reported followed by IX and XI On the 21st September. Both

students and teachers were greeted with thermal screening and briefed on safety protocol. The pandemic has created havoc and stress in the life of many people. Ministry of Health in force has come up with



many possibilities to fight against the noble corona virus. A large number of students in the school have provoked the school to have mandatory wearing of the mask.

Moreover, to ensure the safety for all those residing in campus, the school administration has put up with a Desuup on duty to monitor the school's safety. Zone duty is responsible for registering and flu screening of day-scholar students and staff daily every morning while entering school, and authorized visitor at any time. For

boarding students, Flu screening is done every Monday morning before breakfast.

Zone duty consistently reminds students, staff, and family members residing in the campus on timely hand washing, wearing of face mask and maintaining a physical distance.



Furthermore, on duty assures of an unauthorized visitor to enter the zone including officials and parents unless for genuine and notified by the school management. Overall zone duty takes accountability as supervisor of the day from 5.30 am till 9.00 pm for COVID-19 Safety Protocols and Preventive measure. In total School has 37 Desuup.

Health and Wellbeing

Better health is central to human happiness

“The Instant Solution for Safe Drinking Water”

Tangmachu Central School received SkyHydrant water filter from Rotary Club of Smithton, Australia worth million in collaboration with SPBD (School Planning and Building Division), Ministry of Education in May 2020. The Rotary Club is a club who assists and sponsors the development and empowerment of youths in the community and globally as well, through various enriching activities.

and well-being. It also makes an important contribution to economic progress, as healthy populations live longer, are more productive, and save more. Many factors influence health status and a country's ability to provide quality health services for its people. The school has placed the safety of the student first and 129 water taps are



used for hand washing. There are four points of entry not every point of entry is opened as the health and safety of students and staff is must, PoE 1; the main entrance opened and guarded 24/7 hours and daily thermal screening is undertaken and the record is maintained.

The donation of SkyHydrant water filter in the school has immensely helped our family in providing affordable safe drinking water. Water is essential and it is very important to provide safe drinking water since our body is composed of more than 60% water. Today, in a big institution like ours, having many students and staffs in the school are glad to drink safe water filtered from it.



A recent study by the World Health Organization (WHO) states that

80% of most diseases that occur worldwide are water-borne diseases. Thus, the installation of a



SkyHydrant water filter in school would prevent various water-borne diseases like typhoid, cholera, and ringworms. The school hosts various departmental meetings, seminars, competitions and it has become an instant solution

to provide sustainable and affordable safe drinking water minimizing the expenses for water. Straightaway after the installation, the school discourages bringing bottled water, rather the school provides SkyHydrant filter water for consumption during any events taking place in the school.



We remain grateful to the Rotary Club of Smithton, Australia for enriching global initiatives through community mind and looking forward to the same initiation.

Cheda Jamtsho
Teacher
Tangmachu Central School

COVID-19 Expression

In the beginning of the academic year it seemed hopeful with excitement of having a new and fresh to start for the seemingly bright year, 2020. However all my expectations

were ruined by the devastating force of the world wide pandemic, COVID -19.

As every country was affected by the pandemic, it caused tremendous negative impacts on the education sector all over the world including Bhutan. Our country also

became a victim of pandemic with the increasing imported cases of COVID-19.

Phones which used to be a cause of distraction in a child's learning earlier, now has become one of the means to continue this academic year. Now my learning had to be done by following up the lessons from my teachers through the app known as Google Classroom.

In the beginning, it was a challenging to use Google Classroom but later on I find it very convenient to learn my lessons. My teachers assign us the activities through Google Classroom and I carry out all activities and submit them on time. I feel very happy when my teachers give me supportive and positive feedback on my assignments and activities.

My Lockdown Experience

The deadly corona virus disease has spread all over the world and there is no vaccine for the virus and lockdown was the only option in many countries to control spreading the virus. This lockdown was my first experience where I had to stay at home for long period of time.

It was on 11th August morning, I saw the prime minister of Bhutan Dr. Lotey Tshering giving national address about Bhutan to do nationwide lockdown. The prime minister said that the lockdown would be enforced

Being at home all the time is sometimes too boring to me but I do a favour to my mom by lending her a helping hand in doing some household chores. Sometimes listening the stories from my grandmother was very fun and learning too.

As the global was against the virus, I along with my people of Bhutan will pray and hope for the best to come. I as a student shall study well and try to adapt in all my power to the



new norms.

Sonam Bidha
Class V
Lhuentse Primary School

from five to 21 days to identify and isolate all positive cases, immediately breaking the chain of transmission.

I was very scared at the beginning and I started praying so that the god would help us to stop spreading the virus all over the country. The novelty of being at home wore off and I started to struggle. I suffered from regular panic attacks, frozen on the floor in my room, unable to move or speak. I had nightmares most nights, and struggled to sleep. It was as if I was stuck, trapped in my



3 ལྱི་ཟླ་ 6 པའི་ལྱི་ཚེས་ 4 ལུ་ རྒྱལ་ཆེན་པོ་འཛེམས་ རྒྱལ་ཆེན་ལྷན་པར་ཅན་དང་འབྲེལ་ སློབ་གླེན་རྩྱེད་ལས་སློབ་གླེན་མཚོན་གཤམ་ནང་ལྱི་འཛེམ་གྲིང་
 གཞི་བདེ་འབྲུང་གི་དང་ཉམ་པར་དུ་ རྟན་ཡམས་གོ་རིམ་ལེ་རྒྱལ་འདི་མཚོན་གསུང་བཅད་ མེད་པ་འབྲེལ་བཅུག་ཟེ་བའི་མོན་འདེབས་ལུ་ ཚེགས་དང་ དཀའ་མེ་བརྒྱ
 མཚོན་ཕུལ་ ཡུག་འཚལ་སངས་རྒྱལ་མཉམ་ཉམ་ལྷ་གིས་མཚོན་ལེགས་བསག་གཞན་ལོ།



3 ལྱི་ཚེས་ 24/04/2020 ལས་འགོ་བཅུགས་ཏེ་ ལྱི་ཚེས་ 12/06/2020 ཉིན་གཤམ་ 10 ཤུམ་རིང་ལུ་ སངས་རྒྱལ་མཉམ་ཉམ་གི་མཚོན་ལེགས་ ང་
 བཅས་ ཡུལ་མཚོ་སློབ་གླེན་ཏེ་བའི་ སློབ་དཔོན་དང་སློབ་དཔོན་དང་སློབ་ཡུག་ཚུ་གིས་ ལྱི་འཛེམ་གྲིང་གི་བདེ་འབྲུང་གི་དང་ ཉམ་པར་དུ་ རྟན་ཡམས་ཚབ་ཆེན་གི་
 ཟབས་ཤིན་ལྷས་ བསགས་གཞན་ལོད་པ་ཡིན། དེ་ཉམ་པར་གསུང་པའི་དགོས་ལུ་བརྟེན་ མཚོན་གསུང་པར་ འཛེམ་གྲིང་ལྱི་དང་ དགོས་ལུ་ཉམ་ཉམ་གསུང་གསུང་པའི་གིང་
 འམས་

འདི་ནང་ ཏེ་མ་བཟུམ་སྟེན་ དགའ་ལྷོད་དཔལ་ལྱི་ཏེ་མ་དགུང་ལས་ཚེས་ཏེ་མི་དབང་ཡབ་མེས་སྤེལ་གསུམ་གྱི་ གཅོས་པའི་སྐུ་འཁོར་ཉམ་དང་ འབྲུག་མིའི་
 ཕ་བའི་བྲམ་སྐུ་བས་ཇེ་རྟེ་པོ་ཆེ་གིས་གཅོས་པའི་ བརྟན་འཛིན་གྱི་སྐྱེས་པ་རྣམས་ སྐུ་ཚེ་ཞབས་པད་བརྟན་ མཚོན་པ་འཕྲོད་ལྷས་དཔེ་ལྷས་ཏེ་བཞུགས་བཅུག་

ཟེང་པ་ཐངས་ལུ་མཚོ་སློབ་གྲྭ་ལཱ་གི་སློབ་དཔོན་དང་སློབ་དཔོན་དང་སློབ་ཡུག་ཡོངས་ལས་མགྲིན་དབྱེད་གཅིག་གིས་ཐོག་ལས་ལོ་འདུག་ལུ་ཡིན།



ནད་ཡམས་ COVID - 19 གསལ་ལུ་སྐད་ཀྱི་ལཱ་གི་སློབ་གྲྭ་གི་སློབ་ཡུག་ཚུ་གིས་ཡོན་ཚུན་མ་ཚད་པར་འཐོབ་ཡོད།

3 གནམ་ལོ་ 2020 དེ་ལྟོ་ཟླ་ 2 པའི་ལྷོ་ཚེས་ 9 ལུ་སློབ་དཔོན་ཚུ་སློབ་གྲྭ་ནང་འཛུགས་ཞིན་མཁུ་ལས་སློབ་དཔོན་རང་རང་སོ་



སོའི་འགན་ཁུར་སློབ་གྲྭ་ལྷན་ཚོ་ལོ་བཟུང་འཆར་གཞི་ཀྱི་བཟུང་འཆར་གཞི་སློབ་གྲྭ་འཛུགས་ཚུ་བཟོ་ཡི།

12/2/2020 ལུ་སློབ་གྲྭ་སློབ་རིམ་དང་གསར་པ་འཛུགས་མི་ཚུ་ལུ་རྩི་འབྲེལ་བཅི་སྤེལ་ལུ་ཞིན་མཁུ་ལས།

སློབ་གྲྭ་ནང་འགོ་དང་པ་འོང་བའི་སྐབས་ལུ་སློབ་གྲྭ་ལོ་ལྟོ་ལྟོ་གིས་རང་ལུ་གསལ་དཔལ་ལྟ་ལུ་འབྲེལ་པའི་སློབ་ཡུག་གཅི་ཡིན་ཏེ་གིས་



དགོ་པ་ལས་སློབ་གསར་ལས་སློབ་རིམ་གསལ་པ་ཚུན་འོང་བའི་ལོ་ཚད་དང་འཛུགས་བཟུང་ཡུག་གཅིག་གི་རིང་སློབ་ཡུག་ཚུ་རྩོད་ཡི།

27/2/2020 དེ་ལྟོ་ཚེ་བའི་མམ་འབྲུག་ལུ་ལཱ་པའི་འབྲུངས་



སྐད་དུས་ཚད་ལང་སློབ་གྲྭ་འཛུགས་དང་སློབ་ཡུག་ཚུ་གཅིག་ལུ་འཛུགས་ཞིན་མཁུ་ལས་བཅི་སྤེལ་ལུ་ཡི།

སྲོབ་ཡུག་ཚུ་གིས་ ཡམ་གྱི་རྒྱབ་སྐྱོར་ཐོག་ལས་ སྲོབ་གྲུའི་མཐའ་
 འཁོར་ཚུ་ ཉིང་སངས་ས་བཟོ་ཡོད་པ་མ་ཚད་ སྲོབ་གྲུའི་ མཐའ་འཁོར་
 གྱི་རྩ་ཚུ་ཡང་ལེགས་ཤོམ་འབད་ མྱོར་ཡི།

སྲོབ་ཡུག་རང་རང་སོ་སོའི་ འགན་ཁུར་ཚུ་ཡང་ བཅག་འབྲུའབད་
 ཞིན་མ་ལས་ལཱ་འགན་ཚུ་ལོ་སྲོད་འབད་ཡི།

ཉིན་བཟུའི་ འཕྲུལ་གྲུ་ལཱ་འཁོར་ ཚོས་ཚན་ ཡིན་སྐད་དང་ཡོང་ལ་
 གཞན་སོ་སོ་ ཕུད་རིགས་ བསམ་འཆར་བཟོ་སོང་ རྟེན་ རྒྱུ་གུ་ལས་
 རྒྱུ་ཡོངས་དག་ལྟེ་དཔལ་འཛུམས་ མི་ཚོ་རིག་ཕུལ་ རྒྱ་ཕུལ་ཚུ་
 སྲོབ་ལྟོན་འབད་ཡི།



ནད་གཞི་ ཀོ་མི་ ༡༩ འདིང་བཅའ་རྒྱུ།

འབ་ནང་མ་ཉོན་རུང་གསོ་བ་དང་ཤེས་རིགས་གྱི་ལམ་ལྟོན་དང་འཁྲིལ་
 རྒྱ་རྒྱུ་ལཱ་ལག་ལུ་འབྲུ་དགོ་པའི་སྐོར་ལས་ སྲོབ་ཡུག་ཚུ་ལཱ་ བན་
 སྲོད་ཚུ་འབད་དེ་རང་སྲོད་ཡི།

༡༩/༣/༢༠༢༠ ལཱ་ནད་གཞི་ ཀོ་མི་ ༡༩ ལཱ་བཟོ་སྲོབ་ལྷ་ མོ་
 དམ་བཞག་ཡི།

ཤེས་ཡོན་འཕྲོ་མཐུན་རྒྱུང་གི་དོན་ལཱ་ ༢༡-༢༢/༣/༢༠༢༠ ལཱ་
 སྲོབ་ཡུག་ཚུ་གི་ ལྷི་མོ་བཟོ་སྲོབ་ འགྲུལ་འཕྲིན་ ཡང་གྲངས་ཚུ་

བཟུ་ལུ་ཉེ་འབད་ཞིན་མ་ལས་ སྲོབ་རིམ་དང་འཁྲིལ་ མི་ཅེ་ རྟེན་
 བཟོ་ཡི།

༢༣/༣/༢༠༢༠ ལས་འགོ་བཟུང་ རྩི་པ་ཚུ་ཚོད་ ༤ ལས་ ༡༢
 ཚུན་མི་ཅེ་ཐོག་ལས་སྲོབ་ལྟོན་འབད་གི་དོན་ལཱ་ འཆར་གཞི་ཚུ་བཟོ་
 ཞིན་མ་ལས་ རྩི་པ་ཚུ་ཚོད་ ༥ ལས་ རྒྱ་ལུ་ ཚུ་ཚོད་ ༢ གྱི་རིང་
 སྲོབ་ལྟོན་འབད་གི་ཡོད།

མི་ཅེ་ མེད་མི་ཚུ་ལཱ་ ལྷི་མོ་བཟོ་སྲོབ་ལྷི་མོ་བཟོ་སྲོབ་ལས་ སྲོབ་
 ལྟོན་འབད་ཡི།

ལུང་སྐར་སྲིད་འོག་ནང་ ལྷི་མོ་བཟོ་སྲོབ་ཞིན་མ་ལས་ ཀོ་མི་ ༡༩ གྱི་
 ནད་གཞི་སྐོར་ལས་དང་ ལག་ལུ་འབྲུ་གི་ གོ་སྲིམ་ཚུ་ཡང་ བན་སྲོད་
 འབད་ཡི།



འགོ་འགྲུལ་ བཞག་
 དམ་མ་འབད་བའི་ཉེ་
 མ་ གཞུང་བཞེས་

ཡ་རྟག་རང་ ལྷི་མོ་བཟོ་སྲོབ་ཞིན་མ་ལས་ སྲོབ་ཡུག་གི་ རང་ཉིད་སྲོབ་
 ལྟོན་ལོ་ཚས་ཚུ་ དཔྱེ་ཞིབ་འབད་ཡི།

ཕྱི་ལོ་གམ་ཐོག་ལས་ སྲོབ་ལྟོན་འབད་གི་དོན་ལས་ གཞུང་གིས་
 སྲོབ་ཡུག་རང་སོ་སོའི་ འགྲུལ་འཕྲིན་ཡང་གྲངས་ དང་འཁྲིལ་ རྩི་པ་ཐོབ་
 ཐོབ་གི་བཟོ་ཡོད་པ་ལས་ སྲོབ་ལྟོན་འབད་གི་དོན་ལས་ སྲོབ་རིམ་དང་
 འཁྲིལ་ ཕྱི་ལོ་གམ་གྱི་ རྟེན་བཟོ་ཞིན་མ་ལས་སྲོབ་ལྟོན་འབད་
 བཞིན་པ་ཡོད།

སློབ་ཚམས་སློབ་གྲྭ་ནང་ ནད་ལམས་གྱི་སྐབས་འགོ་འདྲེ་འབྲེལ་ཡོད་པའི་ལས་རིམ་ཉུན་ལྷན།

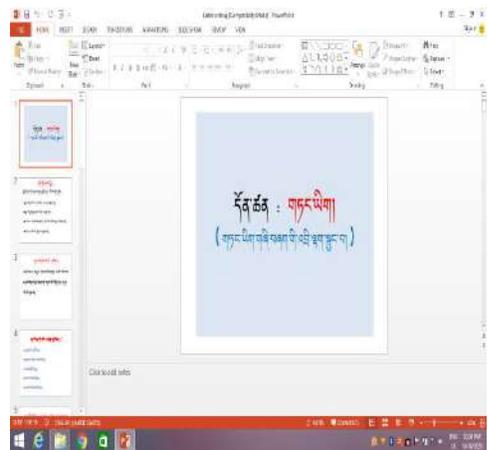
WeChat གི་ཐོག་ལས་ སློབ་ཚོན་འབད་དེ་ཡོད་པའི་ ཉུན་ལྷན། །

ཕྱི་ཚེས་ ༡༩/༠༩/༢༠༢༠ ལུ་ སློབ་གྲྭ་ སློབ་ཚམས་པའི་ཉེན་མེད་ལས་ འགོ་བཟུགས་ སློབ་རིམ་ སློབ་མཁུམ་ལས་ དུག་པ་ཚུན་གྱི་ཨ་ལོ་ཚུ་ weChat གི་དེ་ཚུན་བཟོ་ཞུ་མཁུམ་ལས་ རེ་ག་ཟུམ་ དམིག་དམའ་ལས་ ཉེན་མེད་ ཕྱི་ཕུ་ཚུ་ཚུན་ ༨:༠༠ ལས་ ༤:༣༠ ཚུན་སློབ་ཚོན་ ཉེན་མེད་གཅིག་ རང་ཉུག་ཚད་མཉམ་པའི་འབད་ཡི་ཟེའུ་ལྷན་ སློབ་ཚོན་འབད་དེ་ཡོད་པའི་ ནད་ལམ་འབད་ ལག་ཆེ་བའི་ ཉེན་ཉུང་ སློབ་ཚོན་གྱི་འཕུ་མིག་ཚུ་བཟོ་ དེ་ལས་



Gortshom Primary School
Meadtsho Lhuentse
Schedule for Wechat Teaching for the month of October, 2020

Date	Subject	Date	Subject
1/10/2020	Math	17/10/2020	Dzongkha
2/10/2020	Dzongkha	18/10/2020	SUNDAY
3/10/2020	English	19/10/2020	English
4/10/2020	SUNDAY	20/10/2020	Math
5/10/2020	English	21/10/2020	Dzongkha
6/10/2020	Math	22/10/2020	English
7/10/2020	Dzongkha	23/10/2020	Math
8/10/2020	English	24/10/2020	Dzongkha
9/10/2020	Math	25/10/2020	SUNDAY
10/10/2020	Dzongkha	26/10/2020	English
11/10/2020	SUNDAY	27/10/2020	Math
12/10/2020	English	28/10/2020	Dzongkha
13/10/2020	Math	29/10/2020	English
14/10/2020	Dzongkha	30/10/2020	Math
15/10/2020	English	31/10/2020	Dzongkha
16/10/2020	Math		

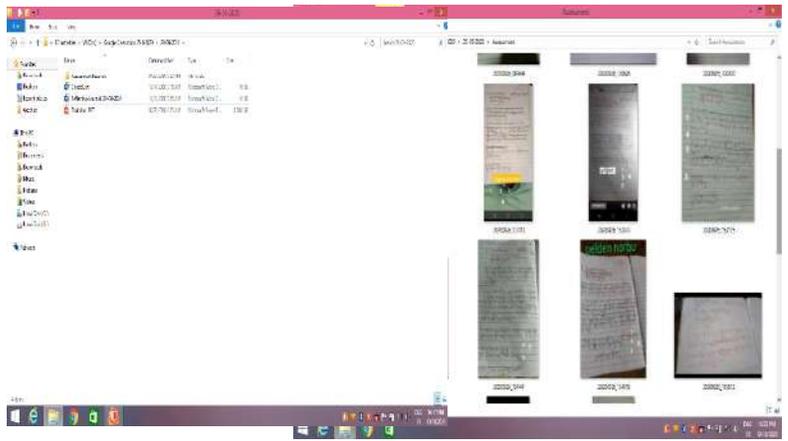


འདི་དང་འཕྲིལ་བའི་ དོན་ཚན་ཚུ་ རང་སོའི་ཚོས་ཚན་སློབ་དཔེ་ཚུ་གིས་ གྲོག་ལ་ PowerPoint གི་ཐོག་ལས་ སློབ་ཚོན་གྱི་དོན་ཚན་ཚུ་ བཅའ་སྒྲིག་ རྒྱབ་ཉེ་དུས་ཚུན་ འཕུ་མིག་དང་འཕྲིལ་སློབ་ཚོན་འབད་ཡི་ཟེའུ་ལྷན།

དེ་ལས་ སློབ་དཔེ་ཚུ་གིས་ སློབ་ཚོན་འབད་དགོ་པ་ཚུ་ PowerPoint གི་ཐོག་ལས་ལེགས་ཤོམ་སླེ་འབད་ཚུ་བའི་ལུ་ལུ་ དོན་ཚན་དང་འཕྲིལ་ལུ་ ཨོ་ཚུ་ལུ་ ཉན་ནི་ ཉུག་ནི་ སྐབ་ནི་དང་ འཕྲི་ནི་ སློབ་ལུ་ཚུ་ཡང་ སློབ་ལུ་བཀོད་ཀྱི་ལཱ་གསལ་ལུ་འབད་བྱིན་པའི་ཐོག་ལས་འབད་བཟུགས་ཅི་ ཨ་ལོ་ཚུ་

Checklist to see the students' participation in E-learning
Date: 22/09/2020
Class: VI

Sl NO	Name	Cell No to be used for E-learning	Dzongkha Subject		Remarks
			Yes	No	
1	Dechen Pelden	No smart phone			Sharing phone with friends
2	Dorji Wangmo G	No smart phone			
3	Dorji Wangmo T	1569659	Yes		
4	Kunzang Wangmo	1725206	Yes		
5	Lhamo Dama	No smart phone	Yes		Sharing phone with friends
6	Penlon Norcho	15891667	Yes		
7	Pema Tenzin	No smart phone			
8	Pema Yangzom	1725206	Yes		
9	Phendro Wangdi	1691216	Yes		
10	Ranzin Dorji	1746154	Yes		
11	Ranzin Wangchuk	15891667	Yes		
12	Sangay Ladsen A	17752179	Yes		
13	Sangay Ladsen B	17716089	Yes		
14	Sangay Ladsen	1587509	Yes		
15	Sangay Wangchuk	No phone	Yes		Sharing phone with friends
16	Tashi Yangzom	1532104	Yes		
17	Tshering Dama	1544810	Yes		
18	Tshering Nidup	17276137	Yes		
19	Tshering Wangchuk	17557734	Yes		
20	Ugyen Choden	17396297	Yes		
21	Ugyen Tashi	15854801	Yes		
22	Wangchuk Namgyel	17552158	Yes		



ལྷིང་པར་དང་ རྒྱལ་ཁྲིའི་ རྒྱ་ཡམས་འདི་ལས་བརྟེ་ སློབ་ཉེན་འབད་དགོ་པའི་རིགས་ཚུ་ ཡ་རྫོག་བཟུམ་སློབ་ཉེན་འབད་མ་ཚུགས་ཅུང་
 སློབ་ཚམས་གཞི་རིམ་སློབ་གྲྭའི་ སློབ་དཔོན་ཚུ་གིས་ ཅི་ཚུགས་གང་ཚུགས་གི་ཐོག་ལས་ རིགས་པ་གསར་པ་ཚུ་ལག་ལུ་འབྲེལ་བཟུགས་ལྟེ་ གྲོག་
 རིག་ཡོངས་འབྲེལ་ཐོག་ལས་འབད་དགོ་པའི་ སློབ་ཉེན་ཚུ་ ཉམ་ཚད་མེད་པར་འབད་དེ་ཡོད་པ་མ་ཚད་ ལྷ་ལས་པར་ཡང་ ཤེས་རིག་ཉེན་
 ལག་གི་ བཀའ་རྒྱ་དང་ ལམ་ཉེན་བཟང་པོ་དང་འཁྲིལ་ ཡུག་ཡིན་ལུ་འོང་བཟུགས་ལུ་ཡིན་ལགས།

འཛམ་གླིང་ནང་ རན་ཡམས་ཀོ་མི་ཙ་ཏེ་ལས་བརྟེན་ སློབ་ཕྲུག་ཚུ་
 ལུ་ སློབ་སྦྱོང་གི་དཀའ་ངལ་ཕོག་ཡོད་པ་ལས་ འདི་ཚུ་གསལ་
 ཐབས་ཀྱི་ཐབས་ཤེས་སྟོན་ཡོད་པའི་སྟེན་ལུ།

༤ གནམ་ལོ་ ༢༠༢༠ ཟ๳་བཟའ་ལྷིང་ཚེས་ ༡༧ ལས་ འཛམ་གླིང་ནང་ རན་ཡམས་ཀོ་
 མི་ཙ་ཏེ་འཐོན་འོང་པའི་རྒྱུ་རྐྱེན་གྱིས་འབད་ ང་བཅས་རའི་རྒྱབ་ཁབ་ནང་ བཀའ་ལོན་
 ཚུ་ལུ་ ཤེས་ཡོན་དང་འབྲེལ་བའི་ དཀའ་ངལ་འཐོན་ཡོད། དེ་འབད་མ་ལས་ བ་
 གཞིན་ཚུ་གི་དཀའ་ངལ་གསལ་ཐབས་དང་ ཤེས་ཡོན་འཕྲོ་མཐུན་ལྷབ་ཞིའི་གོ་སྐབས་
 སྟོན་ཐབས་ལུ་ ཤེས་རིག་ལྷན་ཁག་དང་སློབ་གྲྭ་ཁག་གིས་ འབྲུག་རྒྱུ་བསྐྱབས་གིས་
 ཐོག་ལས་སློབ་སྟོན་འབད་མི་ནང་ བཅའ་མར་གཏོགས་ནི། སློབ་ཕྲུག་གསལ་སྤངས་
 ཤེས་ཡོན་གྱི་རང་ཉིད་སློབ་སྟོན་མཁོ་ཆས་ཀྱི་ཐོག་ལས་སློབ་སྦྱོང་འབད་ནི་དང་། ཡོངས་
 འབྲེལ་གྱི་ཐོག་ལས་སློབ་སྦྱོང་འབད་ནིའི་ལས་རིམ་སྤྱོད་ཚུགས་བཅུམས་ཡོད་ཅུང་
 མཐུན་ལུ་གི་སློབ་གྲྭ་འབད་མ་ལས་ གོང་འཁོད་གྱི་ལས་རིམ་ཚུ་ནང་ བཅའ་མར་
 གཏོགས་ནི་གི་མཐུན་རྐྱེན་མེད་པའི་ སམ་མཉམ་རྒྱུ་གི་ཨ་ལོ་ལེ་འཕྲོད་པ་ལས་ ཁོང་
 ཚུ་གི་དཀའ་ངལ་གསལ་ཞིའི་དོན་ལུ་ སློབ་ཕྲུག་རང་སོའི་ས་ཁོངས་ནང་སོང་ཡོད་པ་
 ཡིན།

མཐུན་རྐྱེན་མེད་པའི་ཨ་ལོ་ཚུ་ལུ་ ཤེས་ཡོན་འཕྲོ་མཐུན་ལྷབ་ཚུགས་ཞིའི་དོན་ལུ་ སློབ་
 གྲྭའི་ལ་ཕྲུག་ལས་ སློབ་སྟོན་མཁོ་ཆས་ཚུ་བཟོ་ཞིན་ལས་སྟོན་ནི་དང་ ཤེས་ཡོན་ལུ་
 སེམས་བྱུགས་བསྐྱེད་དགོ་པའི་སླབ་བྱ་ཚུ་བྱིན་ཡི།

དེ་དང་འབྲེལ་ དེང་སང་འཛམ་གླིང་ནང་ ལྷབ་ སློབ་འགྲོ་ཡོད་པའི་ རན་ཡམས་ཀོ་
 མི་ཙ་ཏེ་ལས་སྦྱང་སྦྱོབ་ འབད་ནི་དོན་ལུ་གལ་ཆེ་ཤོས་འདི་ མི་ངོམ་རང་ར་སོ་སའི་



གཟུགས་ཁམས་ཉིང་སངས་ལས་འབད་བཞག་དགོས་འདི་ཨིན་མ་ལས་ འདི་ཚུ་ཚུལ་མཐུན་སྡེ་འབད་བཅས་ཚུ་ ག་དེ་འབད་ཡོད་པ་ཨིན་ནའི་
 རྫོང་ལས་ ཅུས་རྒྱུན་ཅུས་དང་བཅས་འདི་གསོ་བའི་སློབ་བྱ་དང་འབྲེལ་འབད་དགོ་པའི་རྫོང་ལས་ ཁོང་ཨ་ལོ་ཚུ་དང་ ཨ་ལོའི་མམ་ཚུ་ལུ་ གོ་
 བ་བན་སྲོད་དང་དཔེ་སྟོན་ཚུ་འབད་ཡོད་པ་ཨིན།

འདི་མ་ཚད་ ང་བཅས་སློབ་སྟོན་པ་ཚུ་གིས་ ཡོངས་འབྲེལ་(སྤྱི་ཚན)ཐོག་ལས་སློབ་སྟོན་འབད་བའི་སྐབས་ ལྷ་བས་བདེ་མ་བདེ་མ་ཚུ་ག་དེ་
 འབད་ཡོད་པ་ཨིན་ན་དང་ ཁོང་སློབ་ཚུ་གི་མམ་ཚུ་གིས་ཁ་བྱུག་ལས་ ཨ་ལོ་ཚུ་ལུ་སློབ་སྟོན་དང་འབྲེལ་བའི་ རྒྱབ་སྐྱོར་ཚུ་ག་དེ་སྡེ་འབད་
 ཚུགས་དོ་ཡོད་པ་ཨིན་ན་གི་རྫོང་ལས་ སློབ་ཚུ་དང་ སློབ་ཚུ་གི་མམ་ཚུ་དང་ ཇི་བ་
 འདི་ལན་ཚུ་འབད་ཡི། དེའི་སྐབས་སུ་ ཁོང་སློབ་ཚུ་ཨ་ལོ་ཚུ་ལུ་ སློབ་སྟོན་དང་
 འབྲེལ་བའི་དཀའ་ངལ་མང་ཤོས་ར་ ཡོངས་འབྲེལ་རྒྱུད་ལམ་དང་ རྐབས་སྐབས་
 ཡོངས་འབྲེལ་རྩིས་ཤོག་མེད་པའི་དཀའ་ངལ་ ཡོད་པ་ལས་ སློབ་སྟོན་སྲོད་ལུ་ཚུ་ འབད་
 ཞིན་མ་ལས་ཅུས་ཚོད་ལུ་བསྐྱུལ་མ་ཚུགས་པའི་དཀའ་ངལ་ཡོད་པ་འབད་བཞག་པ་ཨིན་
 མས།



སློབ་སྟོན་དང་འབྲེལ་བའི་དཀའ་ངལ་གསལ་བཤམས་ལུ་ སློབ་སྟོན་པ་ཚུ་གིས་
 ཅུས་ཚོད་བཟོ་ཞིན་མ་ལས་ ལྷོ་རོ་ལོ་བར་ན་ཚར་གཉིས་ ཁོང་ཨ་ལོ་དཀའ་
 ངལ་ཡོད་མི་ཚུ་ལུ་ སློབ་སྟོན་ཡིག་ཆ་ཚུ་ ཚུལ་མཐུན་འབད་བཟོ་ཞིན་མ་ལས་
 བཀའ་སྲེལ་འབད་ཡོད་པ་མ་ཚད་ དབྱེ་ཞིབ་དང་རྒྱབ་སྐྱོར་ཚུ་ཡང་ཅུས་རྒྱུན་ཅུ་
 འབད་ཡོད་ཟེར་ལྟུ་ནི་ཨིན།



དཀའ་སྟོན་ལྷ་བ་སྐྱུང་།

༩ དཀའ་སྟོན་ལྷ་བ་སྐྱུང་འདི་བཅི་སྐྱུང་ག་དེ་སྡེ་ལུ་ཡི་ག་
 དེའི་རྫོང་ལས་སྐྱུང་ཀྱང་འབྲི་ནི་ཨིན། ཅུས་སྟོན་འདི་དང་བཅས་
 ལྷ་བ་ཚེ་རྫོང་ལག་ སློབ་གྲྭ་ཡོད་རིགས་ཡོད་ཚད་ནང་ བཅི་

སྐྱུང་ལུ་ཡི། དེ་བསྐྱུང་ ང་བཅས་འདི་མེད་འོག་གཤོ་གི་དབུ་
 གཙོས་པའི་ ལས་ཁུངས་ལག་གི་ འགོ་དཔོན་ཚུ་གིས་ ང་
 བཅས་སློབ་གྲྭ་གི་ཅུས་སྟོན་བཅི་སྐྱུང་ལུ་བཟོན་གནང་ཡི།

ལས་རིམ་མ་འདུལ་ལེ་ག་ཡོད་པའི་ནང་ལས་ ང་གི་རྫོང་ཁའི་
ཚོས་ཚན་ནང་ བཅའ་མར་གཏོགས་ཅི། དེ་སྐབས་
མི་རང་རང་སོ་སོར་

ཤེས་པ་མ་ཤེས་པ་ཚུ་གཅིག་གི་གཅིག་ལུ་གྲོས་བསྟར་དང་དོག
སེལ་ཚུ་འབད་ཡི། དེའི་ནང་ལས་སྐྱུ་མགོན་གཙོ་བོ་གི་
ལྟ་ཁང་གི་སྐོར་ལས་ ངི་བའི་ལན་ཡང་ང་རང་ཤེས་མི་ཅིག་
ལུ་མ་ཚད་ གཞན་མི་གིས་བཀོད་པའི་ངི་བའི་ལན་ཡང་
ཚགས་ཁར་ཚུད་ཏོག་ཏོ་སྟེ་ལུ་ཡི། དེ་བཟུམ་སྟེ་
ངའི་ཆ་རོགས་ཚུ་གིས་ཡང་ ཅོག་འབད་པ་སྟེ་
ཚོས་ཚན་དང་འབྲེལ་བ་ཡོད་པའི་
ངི་ལན་ཚུ་འབད་ས་མཐོང་མ་མ་ཚད་
རང་རང་སོ་སོའི་ཚོས་ཚན་གྱི་ངི་ལན་ བརྗེ་སོར་ཚུ་ཡང་
འབད་ཡི།

མཚུག་རང་རང་མ་ཤེས་མི་ཚུ་དང་མ་མཐོང་མི་ཚུ་གར་ཤེས་པ་མ་ཚ
ད་སྒོ་སྒོ་བས་ཡང་བཏགས་ཚུགས་ཅི། དེ་འབད་མ་ལས་བརྗེན་
ང་བཅས་གར་འབད་རུང་དགའ་སྟོན་ལྟུང་སྤང་ནང་བཅའ་མར་གཏོག
ས་དགོཔ་འདི་ཁག་ཚེ་བས་ཟེར་ལུ་ནི་ཡིན།

བཟློན་ཚེ།



འབྲི་མི་རྒྱུན་བཟང་སྟོལ་ལ།
སྟོབ་རིམ་རྒྱག་པ།
ལ་གོང་སྟོབ་ལྷ་ཚུང་བ།
རྒྱ་རས་སྐྱུན་ཅེ།

བཅོན་མཁའ་གཡུས་མཚན་གྱི་ཁར་མ་དུས་སྟོན།

ལོ་བསྟར་རང་ལྷ། ༤ པའི་ཚེས་ ༢༦ དང་ ༢༧ ལུ་ བཅོན་མཁའ་རྒྱུ་ལོག་གི་ མི་སེར་ཚུ་གིས་ ཁར་མ་གྱི་དུས་སྟོན་ ཉེན་གངས་གཉིས་ཀྱི་རིང་ལུ་ བརྗེ
སྤང་འབད་མ་ཡིན། དུས་ཅིག་ལོ་འདི་ནང་ ཁོང་མི་སེར་ཚུ་གིས་ ལྷ་བ་ ༤ པའི་ཚེས་ ༢༤ འདི་ཚུད་ཡོད་པ་ལས་ ཚེས་ ༢༤ གི་ཚེ་བལུ་ ཚེས་ ༢༩ ལུ་ ཁ
ར་མ་གྱི་དུས་སྟོན་འདི་ ལ་རྟག་བཟུམ་འབད་རང་ ཉེན་གངས་གཉིས་ཀྱི་རིང་ལུ་ བརྗེ་སྤང་འབད་ལུ་གི། གཡུས་ཁའི་མི་རྒྱས་ཤོས་ཚུ་གིས་ སྤབ་དོ་བཟུམ་འབད་བ
ཅིན་ ཁར་མ་བརྗེ་སྤང་འབད་དགོ་མི་འདི་ རང་གི་བཟུམ་ཚང་དང་ འོ་སེམས་ཅན་ རང་གི་རྒྱ་ལོ་དང་ ཞིང་ནང་གི་ལོ་ཐོ་ཚུ་ལུ་ མི་གི་ལོ་ཐོ་ལས་ རྟོག་ནི
གི་དོན་ལུ་ ཁར་མ་འདི་ ལོ་རིམ་བཞིན་དུ་ འབད་དགོཔ་ཡིན། དེ་མེན་ མི་གི་ལོ་ཐོ་སྟེ་ རང་གི་བཟུམ་ཚང་དང་ འོ་སེམས་ཅན་ཚུ་ལུ་ བཅོན་མཁའ་འདི་དང་
ཤི་རྩོམ་འབྲུང་ནི་ ཞིང་ཁར་ཡོད་པའི་ལོ་ཐོ་ཚུ་ འབྲེལ་བུ་ལེགས་ཤོམ་སྟེ་ མི་སྐྱེས་ འདི་བཟུམ་མི་འབྲུང་ནང་གི་བཟུམ་ལུ་ ལོ་ལ་རྟག་རང་ ཁར་མ་འདི་ བརྗེ
ཨིན་ཟེར་ ལུངས་བཤད་ནི་འདུག།

ཁར་མ་ཉེན་གངས་གཉིས་ལས་ ཉེན་མ་དང་པ་འདི་ ལྷ་སྟོར་ཟེར་ ཉེན་མ་འདི་ཁར་ རང་གི་བཟུམ་ཚང་ཚུ་གར་ གཅིག་ཁར་འཛོམ་སྟེ་ བྱིམ་ནང་གི་ གཙོ་ཅན་འདི་
གིས་ ལྷ་སྟོན་གཅིག་འབག་འོང་སྟེ་ བཟུམ་ཚང་ཚུ་གི་གཟུགས་ཚུ་ འཕྲུག་དོ་ཡོད་པ་མས། ལྷ་སྟོན་གི་འབད་ གཟུགས་འཕྲུག་དགོ་མི་འདི་ ཁོང་རའི་བཟུམ་ཚང་ཚུ་
ལུ་ ལོ་ཐོ་ལོ་ཐོ་མི་ཚུ་གར་འཕྲུག་སྟེ་ ལྷ་སྟོན་གིས་ ཁག་ར་འབག་པ་ཨིན་ཟེར་བཤད་ནི་འདུག། རྩོམ་མ་འབད་བཅེན་ ལྷ་སྟོན་གི་འཕྲུག་ཚར་བའི་ལུ་ལུ་ ལྷ་སྟོན་

འདི་ བསད་དེ་ཟམ་ཡིན་ཟེར་ མི་ཆས་ཤོས་ཚུ་གིས་སྲིབ་ནི་འདུག་ ཡིན་ཅུང་ད་རེལ་ནངས་པར་འབད་བ་ཅིན་ བྱ་མོད་འདི་ མ་བསད་པར་བཞག་པ་ཡིན་ཟེར་ སྲིབ་ནི་འདུག།

ཉེན་གསུངས་གཉིས་པ་འདི་ ཁར་མ་ཟེར་ སྲོན་མ་འབད་བ་ཅིན་ ཉེན་མ་འདི་ཁར་ གཡུས་ཁའི་མི་ཚུ་གེར་གཅིག་ཁར་འཛོམ་སྟེ་ དེ་ཁར་རང་སོའི་ནོར་སེམས་ཅན་ཚུ་ ཡང་གཅིག་ཁར་བཞག་སྟེ་ གཡུས་མི་གཡེལ་ལས་ སླམ་ཚོས་པ་ཚུ་ལྟ་སྟེ་ དེ་མ་འགོ་འབད་ནི་ཡོད་པ་ལས་ ད་རིས་ནངས་པར་ མི་མང་ཤོས་ཀྱིས་ རང་རང་སོ་སོ་སྟེ་ འབད་དོ་ཡོད་པ་མས། གཞན་ཡང་ ཁར་མ་གྱི་ཉེན་མ་འདི་ནང་ སོ་སྟེ་ཚུ་གིས་ བད་འ་ཚེད་མོ་ཚེ་ནི་དང་ ཡམ་སྟུ་ཚུ་གིས་ འདི་ཁར་བཞེས་སྟོན་ཚུ་ བཅའ་སྲིག་རྒྱུ་བ་ འབག་འོང་སྟེ་ འཛོམ་ཟམ་ཡིན་མས།

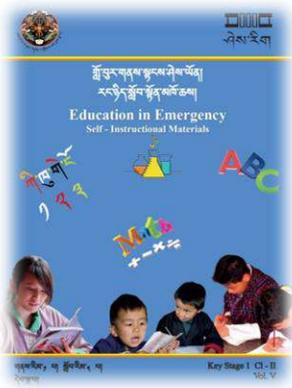
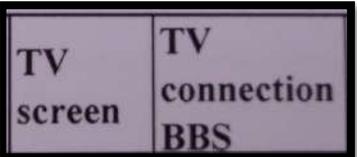
ནོར་བུ་ཚོ་བཏུན།

རང་ཉིད་སློབ་སྟོན་མགོ་ཚུལ་བཀའ་སྲིབ་དང་ དབྱེ་ཞིབ་སྟོན་ལུ།

3 རྟེན་ཡམས་འདི་ལས་བརྟེན་ ལྷོ་ཚེས་ ༡༩/༠༣/༢༠༢༠ ལས་འགོ་བཟུགས་ཀྱི་སྟོན་ཕྱི་དུ་ སློབ་གྲྭ་ཚུ་གོ་ བསྟན་པ་དགོ་པ་འཛོམ་པའི་སྐབས་ལུ་ ཤེས་རིག་ཉུན་ཁག་གི་ཁ་རྒྱག་ལས་ སློབ་ཡུག་གིས་ ཤེས་ཡོན་འཕྲོ་མཐུན་དེ་ སྤྱད་ཚུགས་ནི་འདོད་ལུ་ ལས་རིམ་ལྷན་ཚུགས་བཅའ་ཡོད་པའི་ གཤམ་ལས་གཅིག་པོ་འདི་ སྟོན་ཕྱི་དུ་གནམ་ལུངས་ ཤེས་ཡོན་གྱི་ རང་ཉིད་སློབ་སྟོན་མཁོ་ཚུ་གི་ཚེག་ལས་སློབ་སྦྱོང་འབད་ནི་འདི་ཡིན་མཁོ་ལས་ རྒྱལ་ཁབ་གྱི་གནམ་ ཚོད་ཁར་ སྟོན་ཕྱི་དུ་གནམ་ལུངས་ ཤེས་ཡོན་དང་འབྲེལ་བའི་ལས་རིམ་དང་འཚུར་གཞི་བཅའ་ཡོད་མི་དང་ ལག་ ལཱ་འབྲེལ་བའི་གོ་བཟུགས་ཡོད་ དོ་བཟུམ་སྟེ་ ང་བཅས་སློབ་གྲྭ་ལཱ་གནམ་ཚོད་ཁར་ཡང་ སྟོན་ཕྱི་དུ་གནམ་ལུངས་ དང་འབྲེལ་བའི་ ལཱ་དང་ལས་རིམ་ལྷན་མང་བཅའ་ལུ་ ལག་ལཱ་དོན་སྦྱོར་འབྲེལ་ཡོད་པའི་དྲུང་ལས་ གཅིག་འབྲེལ་ གི་རྒྱུ་བསྐྱེད་ལས་འཛིན་དང་ ཤེས་རིག་ཉུན་ཁག་མཉམ་འབྲེལ་གྱི་ཚེག་ལས་ ཉེན་བསྟན་བཞིན་ཕྱི་དུ་གནམ་ རིམ་ལུ་ རྟེན་བཟོ་ལྷན་མཚོང་དང་ སློབ་སྟོན་འབད་དོ་ཡོད་པའི་ལས་རིམ་དང་ལུ་ བཅའ་མར་གཏོགས་ནི་འདོད་ སྐབས་མེད་པའི་སློབ་ཡུག་ཚུ་ལུ་ རང་ཉིད་སློབ་སྟོན་མཁོ་ཚུ་བཀའ་སྲིབ་དང་ རྒྱུ་མཐུན་ཀྱི་མེད་པའི་ སློབ་ ཡུག་གི་གནམ་ལུངས་བསྟན་པའི་ལས་རིམ་འདི་ཡང་ སློབ་གྲྭ་ལཱ་གནམ་ཚོད་ལུ་ འགོ་འདྲེན་ཚེག་ལས་ སློབ་དཔོན་དང་སློབ་ གྲྭ་ལས་བྱེད་པ་ག་ར་གིས་བཅའ་མར་གཏོགས་ཞུ་མཁོ་ལས་ སློབ་ཡུག་གིས་ལྷན་པའི་ས་ཁོངས་དང་སོང་ལྟེ་ སློབ་ཡུག་ རང་སོའི་ལྷིམ་དང་ རྒྱུ་མཚོང་དང་འབྲེལ་བའི་རྒྱུ་བསྐྱེད་ལས་རིམ་གྱི་ཚེག་ལས་ སློབ་སྦྱོང་འབད་ནི་འདོད་སྐབས་

List of students having personal smart phone, Parents or guardian smart phone, TV screen, TV connection, Laptop or Computer

No.	Class	Name	Gender	Personal phone	Parents smart phone	TV screen	TV connection BBS	Laptop or Computer
1	1st	Amendun Chabral	Male	Yes	Yes	Yes	Yes	Yes
2	1st	Wangmo Wangmo	Male	Yes	Yes	Yes	Yes	Yes
3	1st	Wangmo Wangmo	Male	Yes	Yes	Yes	Yes	Yes
4	1st	Wangmo Wangmo	Male	Yes	Yes	Yes	Yes	Yes
5	1st	Wangmo Wangmo	Male	Yes	Yes	Yes	Yes	Yes
6	1st	Wangmo Wangmo	Male	Yes	Yes	Yes	Yes	Yes
7	1st	Wangmo Wangmo	Male	Yes	Yes	Yes	Yes	Yes
8	1st	Wangmo Wangmo	Male	Yes	Yes	Yes	Yes	Yes
9	1st	Wangmo Wangmo	Male	Yes	Yes	Yes	Yes	Yes
10	1st	Wangmo Wangmo	Male	Yes	Yes	Yes	Yes	Yes
11	1st	Wangmo Wangmo	Male	Yes	Yes	Yes	Yes	Yes
12	1st	Wangmo Wangmo	Male	Yes	Yes	Yes	Yes	Yes
13	1st	Wangmo Wangmo	Male	Yes	Yes	Yes	Yes	Yes
14	1st	Wangmo Wangmo	Male	Yes	Yes	Yes	Yes	Yes
15	1st	Wangmo Wangmo	Male	Yes	Yes	Yes	Yes	Yes
16	1st	Wangmo Wangmo	Male	Yes	Yes	Yes	Yes	Yes
17	1st	Wangmo Wangmo	Male	Yes	Yes	Yes	Yes	Yes
18	1st	Wangmo Wangmo	Male	Yes	Yes	Yes	Yes	Yes
19	1st	Wangmo Wangmo	Male	Yes	Yes	Yes	Yes	Yes
20	1st	Wangmo Wangmo	Male	Yes	Yes	Yes	Yes	Yes
21	1st	Wangmo Wangmo	Male	Yes	Yes	Yes	Yes	Yes
22	1st	Wangmo Wangmo	Male	Yes	Yes	Yes	Yes	Yes
23	1st	Wangmo Wangmo	Male	Yes	Yes	Yes	Yes	Yes
24	1st	Wangmo Wangmo	Male	Yes	Yes	Yes	Yes	Yes
25	1st	Wangmo Wangmo	Male	Yes	Yes	Yes	Yes	Yes
26	1st	Wangmo Wangmo	Male	Yes	Yes	Yes	Yes	Yes
27	1st	Wangmo Wangmo	Male	Yes	Yes	Yes	Yes	Yes
28	1st	Wangmo Wangmo	Male	Yes	Yes	Yes	Yes	Yes
29	1st	Wangmo Wangmo	Male	Yes	Yes	Yes	Yes	Yes
30	1st	Wangmo Wangmo	Male	Yes	Yes	Yes	Yes	Yes



ཡོད/མེད་ཀྱི་གནས་ལུགས་ལྟར་བསྟུན་ཞིན། དེ་ལས་ སློབ་དེ་མེད་ཀྱི་ནང་སློབ་ཕུག་གི་ཁྱེད་ལ་ལ་ག་དེ་མེ་ཅིག་ཡོད་ཀྱི་མཐའ་དཔུན་བཟོ་ཞིན་མཁུ་ལས་ སློབ་ཕུག་གི་ཐོ་རྒྱུ་ལག་
 ཤེས་རིག་ ཡིག་ཚང་བརྒྱན་དེ་ ཤེས་རིག་ཉུང་ལག་ལྟ་ཡོད་པ་ཡིན།

ང་བཅས་སློབ་ཕྱི་གིས་ཕུལ་མི་ཐོ་རྒྱུ་ལག་ལྟ་ རང་ཉིད་སློབ་ཉོན་མཁོ་ཆས་ཚུ་རྫོང་ལག་ཤེས་རིག་ཡིང་ཚང་བརྒྱན་དེ་ སློབ་ཕྱི་གི་མི་ལེན་ཞིན་མཁུ་ལས་ སློབ་ཕྱི་
 སློབ་དཔོན་གྱི་ཞུ་ལ་འཛུམ་ཚུགས་པའི་སྐབས་ལྟ་ རང་ཉིད་སློབ་ཉོན་མཁོ་ཆས་འདི་ སློབ་ཕུག་གི་ལག་པར་སློབ་ཉོན་མཁུ་ལས་ ཟླ་རིམ་བཞིན་དུ་དུས་མཐུན་དུ་
 ཞིབ་ཀྱི་དོན་ལྟ་བཟོ་ཡོད་པའི་དུས་ཚད་རིུ་མིག་དང་འཁྲིལ་དེ་ ཚེས་གཉིས་མེ་སློབ་ཕུག་གིས་ཁོངས་ནང་ལྟ་འགྲོ་དགོ་པའི་གོ་སྐབས་ཚོད་ཉོན་ཡི།

རང་ཉིད་སློབ་ཉོན་མཁོ་ཆས་བཟུམ་སྟེ།

དེ་ལས་འབད་མཁུ་ད་ དམིགས་བསལ་དགོས་མཁོ་ཅན་གྱི་སློབ་ཕུག་བཙོ་མས་ ༤༩ ཉ་སློབ་རིམ་སློབ་གསལ་- ༡༧། སློབ་རིམ་དང་

- པ།- ༡༡། སློབ་རིམ་
- གཉིས།- ༡༡། སློབ་རིམ་
- གསུམ་པ།- ༡༢། སློབ་
- རིམ་བཞི་པ།- ༡༡།
- སློབ་རིམ་ལ་པ།- ༦།



སློབ་རིམ་རྒྱུ་པ།- ༡༥། དེ་ལྟར་ཉིད་སློབ་ཉོན་མཁོ་ཆས་དེ་བ་ཐོངས་པ་ ཉ་ཐོངས་དང་པ་ ལྷོ་ཚེས་ ༢༠/༠༤/༢༠༢༠- ༠༡/༠༥/༢༠༢༠། ༦༣ ཐོངས་
 གཉིས་པ་ ལྷོ་ཚེས་ ༢༦/༠༥/༢༠༢༠- ༢༧/༠༥/༢༠༢༠། ཐོངས་གསུམ་པ་ ༡༦/༠༦/༢༠༢༠- ༡༧/༠༦/༢༠༢༠། ཐོངས་བཞི་པ་ ལྷོ་
 ཚེས་ ༡༦/༠༧/༢༠༢༠- ༡༧/༠༧/༢༠༢༠། ཐོངས་ལ་པ་ ལྷོ་ཚེས་ ༠༦/༠༤/༢༠༢༠- ༠༤/༠༤/༢༠༢༠ ལྟ་དེ་ རེ་བཟུམ་སྟེ་ལ་འབད་
 ཡོད་པ་ཡིན། དེ་ལྟར་སྐབས་ལྟ་ རང་ཉིད་སློབ་ཉོན་མཁོ་ཆས་ལག་ལེན་དང་ དེ་ནང་ཡོད་པའི་སློབ་ལྟ་འབད་ཐོངས་དང་ རང་ཉིད་དུ་ཞིབ་འབད་ཐོངས་ཀྱི་རིམ་པ་ཚུ་གི་
 རྫོང་ལས་ བཞོན་ཀྱི་དང་ལམ་ཉོན་ཚུ་སློབ་ཕུག་ལོ་མེ་ལྟ་ ལ་གསལ་འབད་ཐོན་ཡོད་པའི་ལས་ སློབ་ཕུག་གི་པམ་དང་སྐུན་ཚུ་ཡང་སློབ་ཕུག་དང་གཅིག་ལས་
 འཕོ་ཞིན་མཁུ་ལས་ སློབ་ཕུག་གི་རང་ཉིད་སློབ་ཉོན་མཁོ་ཆས་ཀྱི་ཐོག་ལས་ སློབ་སློབ་འབད་པའི་སྐབས་ལྟ་ ལམ་ཉོན་དང་གོ་གསལ་རམ་མཛུགས་གནང་དགོ་པ་སྟེ་ཡང་
 ལུ་བ་འབད་ཡོད་པ་ཡིན།

རྣམ་མོ་ཚུ་སློབ་ལྷན་གྱི་ལོ་ལྟེར་ལྷན་ཚོས་ལོངས་སྤྱུལ་གསུམ་གྱི་སྐྱབས་གསར་བཞེངས།

༡ བྱང་རྒྱལ་སེམས་དཔའ་མི་ཡི་གཟུགས་སུ་འབད་བྱོན་པ།

འབྲུག་ཡུལ་སྤྱིད་པའི་སྤྱོད་སུ་མི་རྣམས་ཀྱི་དབང་པོས།

སྐྱེ་ལྷན་གྱི་མི་སེར་མཐའ་དོན་ལུ་གཟིགས་ཏེ།

རྣམ་མོ་ཚུ་གི་སློབ་ལྷན་གཞི་བཙུགས་སྡེ་གནང་སྟེ།

མི་ལོ་ཉེ་ལུ་ཉེར་ལྷན་འཁོར་བ་ཡི་སྐབས་ལུ།

འབྲུག་གཞུང་ཙུའ་བ་གསུམ་ལུ་གཞུང་རང་ཆེ་བའི།

རྣམ་མོ་ཚུ་གི་སློབ་ལྷན་བདག་སྐྱོང་དང་དབུ་འཛིན།

ལྷོན་ཞེས་པའི་མིང་གིས་འགོ་འདྲེན་གྱིས་ཐོག་ལས།



དུས་སྟོན་རྟེན་འབྲེལ་བཟང་པོ་བཅི་སྤྱད་གིས་སྐབས་ལུ།

སློབ་སྤྱུག་བསྐྱེད་པ་ཡོངས་ཀྱི་བསམ་བཟང་ལས་དབང་གིས།

དམ་ཚིག་འགྱུར་མེད་བཀྱིན་བསམ་ཤེས་གྱིས་ཐོག་ལས།

མ་དདུལ་རྒྱབ་སྐྱོར་གང་དུག་མཛད་གནང་ལས་བརྟེན་ཏེ།

སྐྱེ་གསུངས་སྤྱུགས་ཀྱི་ནང་རྟེན་གསར་བཞེངས་སུ་གནང་བ།

བདེ་གཤེགས་མཚོན་རྟེན་བརྒྱུད་དང་མི་དབང་གི་རིམ་བྱོན།

སྐྱེ་པར་བཞུགས་པའི་ཕོ་བྲང་གངས་དུག་དང་གཅིག་ཁར།

ཚོས་ལོངས་སྤྱུལ་གསུམ་སྐྱབས་ཆེ་བ་གསུམ་བཞེངས་ཡོད།

དེ་སྡེ་བཞེངས་པའི་རྣམས་དང་རྟེན་འབྲེལ་གྱིས་འབད་དེ།

བེ་འོ་ཙུ་ན་དག་སློབ་རྒྱུལ་དུ་འབད་བྱོན་པའི།

རྣམ་ཐོལ་སྤྱིད་དགོན་མཁན་ཚེན་རྟ་མགིན་གྱི་སྲིད་བྱུབ།

བཀྱིས་རབ་གནས་མཛད་པ་བཀྱིན་རང་ཆེ་བ།

དང་པ་མི་དབང་རིམ་བྱོན་རྒྱ་གིས་རང་བཀྱིན།

གཉེས་པ་སློབ་སྤྱུག་བསྐྱེད་པ་ཡོངས་ཀྱིས་ཡང་བཀྱིན།

གསུམ་པ་ད་ལྟེང་སློབ་དཔོན་སློབ་སྤྱུག་གིས་བཀྱིན།

བཀྱིན་གསུམ་གྱི་གཏམ་སྟོན་རྒྱལ་ཡོངས་ལུ་བྱུབ་ཡོད།





འདི་བཟུམ་སྐོན་སྤྱོད་ལོག་བདག་སྐྱོད་གིས་གཙོས་
 སེམས་ཀྱི་འཕྲིན་ལྷན་གསུམ་ག་ར་གིས་ཉོངས་ལས།།
 ཅི་ལྟོགས་རྒྱུ་སྐྱོད་གང་ཡིག་མཛད་གནང་བའི་བཀྲིན།།
 སྐོན་གྱི་བདག་སྐྱོད་སེམས་ལའ་ཡང་ཡང་རང་བློ་དོ།།
 ཀུན་དགའ་སྤོ་གོས།
 རིག་གཞུང་སྐོན་དཔོན།
 ལྷག་མོ་ཚུ་སྐོན་གྱི་ལྷོ་བ།



སྐྱག་མོ་ཚུ་སྐོན་གྱི་ལྷོ་བ་གི་ མཐའ་འཁོར་མཛེས་ཆ་དང་ལྷན་པའི་ ལས་རིམ་སྐྱན་ལྷ།

ང་བཅས་ཀྱི་ སྐོན་གྱི་འདི་ནང་ལུ་ མཛེས་ཆ་དང་ གཙང་སྐྱེ་ལུ་གཙོ་བོ་བརྟོན་ཉེ་ཡོད། དེ་སྤེ་ གཙོ་བོ་བརྟོན་དགོ་མི་འདི་ གསོ་
 བའི་ཁ་བྱུགས་ལས་འབད་རུང་ ཁག་ཆེ་བའི་ཁར་ ཆོས་ཀྱི་ཁ་བྱུགས་ལས་འབད་རུང་ ཕྱི་ནང་གསང་གསུམ་གྱི་ གཙང་སྐྱེ་ལུ་གཙོ་
 བོ་བརྟོན་དགོ་པ་འབད་འདུག།



སྐོན་གྱི་མཛེས་ཆ་དང་ལྷན་པའི་ བཞག་
 ཐབས་ལུ་ སྐོན་ལྷན་ཚུ་ ཉེན་བསྐྱར་
 བཞིན་ཏུ་ མཐའ་འཁོར་གྱི་ལུ་འབད་ནི་
 དོན་ལུ་ ཉེན་བསྐྱར་ལས་སྐོན་གྱིས་འགོ་
 འདྲན་འཐབ་ཨིན། ལུ་ཚུ་གར་ རང་
 སའི་ཕྱོགས་སྤེ་ནང་འབད་མ་ཨིན།
 ཕྱོགས་སྤེ་ཁག་བཞི་ཡོད་ས་ལས་ཕྱོགས་
 སྤེ་རེ་ལུ་ སྤེ་ཚན་ཀ་དང་ཁ་སྤེ་ བགོ་
 བཤའ་རྒྱུ་སྤེ་ཡོད། ནང་ཡམས་ལས་
 བརྟེན་ཉེ་ ས་སྤོང་བཞག་སྤེ་ལུ་འབད་ནི་
 དོན་ལུ་ སྤེ་ཚན་ ཚད་དང་ལྷན་པའི་
 ཁག་ཏུ་བཞག་ བགོ་བཤའ་རྒྱུ་སྤེ་ཡོད།
 ས་གོ་ཁག་རྒྱ་འདི་བྱུ་ཚུ་ལུ་དང་ ཁག་
 རྒྱ་འདི་བྱུ་ཚུ་ལུ་བགོ་བཤའ་རྒྱུ་སྤེ་ཡོད།



རེ་གཟའ་ལྷན་ལུ་ རྫོ་མཛེར་མ་བཟའ་བའི་རྟེ་མ་ བྱང་སྡོད་སློབ་
 ཕྱག་བྱུཛ་དང་བྱུཛོ་ཚུ་ བདག་འཛིན་པ་གཉིས་ཀྱིས་ འགོ་འདྲེན་འཐབ་
 ལྟེ་ ཉལ་ཁང་དང་ཉལ་ཁྱིམ་གྱི་མཐའ་འཁོར་ ཆབ་གསང་ཚུ་ ཉིང་
 སངས་ས་སྟེ་ཚུ་བཤལ་དང་ འཕྱག་བཅར་རྒྱུ་བཅུག་པ་ཡིན། རྫོ་
 མཛེར་བཟའ་ཚར་བའི་ཤུལ་ལས་ བྱང་སྡོད་སློབ་ཕྱག་ཆ་མཉམ་ར་
 རང་སོའི་ཕྱོགས་སྟེའི་ ས་གོ་དང་ རྩེད་ཐང་ ཆབ་གསང་ མཐའ་
 འཁོར་ཚུ་ ལྷ་བཏོག་སྟེ་ བཟའ་ཁང་དང་ཉལ་ཁྱིམ་ཚུ་ ཚུ་བཤལ་དང་
 འཕྱག་བཅར་རྒྱུ་བཅུག་པ་མ་ཚད་ ཕྱོགས་སྟེ་སོ་སོའི་ མེ་ཏོག་ལྷམ་ར་
 གི་ ལཱ་ཚུ་འབད་མ་ཡིན། སློབ་གྲྲ་གི་མཐའ་འཁོར་ཚུ་ནང་ཡོད་པའི་ ཤོག་
 གུ་རག་རོག་ཚུ་འབྲུ་སྟེ་ ཉིང་སངས་ས་སྟེ་ ཕྱགས་སྟེགས་བཀོ་སའི་
 མཛོད་ཁྱིམ་ནང་ བཀོ་མ་ཡིན། སློབ་གྲྲ་འི་ས་གོ་རྒྱ་ཆེན་འབད་ཡོད་རུང་ སློབ་
 དཔོན་དང་སློབ་ཕྱག་ཆ་མཉམ་གྱིས་ ཕྱགས་སྟེགས་བཀོ་སའི་མཛོད་ཁྱིམ་
 གཅིག་ནང་ བཀོ་མ་ཡིན། ཕྱགས་སྟེགས་བཀོ་སའི་མཛོད་ཁྱིམ་ གཅིག་
 རྒྱུང་མ་ཅིག་བཟོ་དགོ་མི་འདི་ཡང་ མཐའ་འཁོར་ཚུ་ ཁམས་ལོག་སི་སི་མི་
 མཐོང་ནི་དང་ ཕྱགས་སྟེགས་འཛིན་སྐྱོང་འཇམ་ཐབས་ཀྱི་དོན་ལུ་ཡིན།



རྫོ་མཛེར་མ་བཟའ་བའི་རྟེ་མ་ཚུ་ཚེད་༥:༡༥ ལས་ ༡:༠༠ཚུན་ བྱང་སྡོད་སློབ་ཕྱག་བྱུཛ་དང་བྱུཛོ་ཚུ་ བྱུཛ་དང་བྱུཛོ་བདག་འཛིན་པ་གཉིས་ཀྱིས་ འགོ་འདྲེན་
 འཐབ་སྟེ་ ཉལ་ཁང་དང་ཉལ་ཁྱིམ་གྱི་མཐའ་འཁོར་ དེ་ལས་ཆབ་གསང་ཚུ་ ཉིང་སངས་ས་སྟེ་འཕྱག་བཅར་རྒྱུ་བཅུག་པ་ཡིན། རྫོ་མཛེར་བཟའ་ཚར་བའི་
 ཤུལ་ལས་ ཚུ་ཚེད་༥:༡༥ ལས་༧:༠༠ཚུན་ བྱང་སྡོད་དང་ཉིན་ཚེས་སློབ་ཕྱག་ཆ་མཉམ་ རང་སོའི་ཕྱོགས་སྟེའི་ ས་གོ་ནང་ ས་སྟོང་བཞག་སྟེ་ ཉིན་བཟུར་
 ལས་སློབ་ཀྱིས་ འགོ་འདྲེན་འཐབ་སྟེ་ སློབ་ཁང་དང་ སློབ་གྲྲ་གི་མཐའ་འཁོར་ དེ་ལས་ ཆབ་གསང་ཚུ་ ཚུ་བཤལ་དང་ འཕྱག་བཅར་རྒྱུ་ཞིན་མ་ལས་
 ཕྱོགས་སྟེ་སོ་སོའི་ མེ་ཏོག་ལྷམ་ར་གི་ ལཱ་ཚུ་འབད་བཅུག་པ་ཡིན།

སློབ་གྲྲ་འདི་ གཙང་སླུ་དང་ལྷན་མ་སྟེ་ བཞག་ནི་དོན་ལུ་ གོང་གི་ལཱ་དང་ལས་རིམ་ གཙོ་བོ་ར་ སློབ་གྲྲ་འི་བདག་སྐྱོང་གི་གཙོ་སློབ་པའི་ སློབ་
 དཔོན་ཚུ་དང་སློབ་ཕྱག་ཚུ་ དེ་ལས་ སློབ་གྲྲ་འི་ལས་རོགས་པ་ཚུ་གིས་ ཏུས་ཚོད་བཏོན་ཏེ་ གཅིག་རུབ་ཀྱི་ཐོག་ལས་ལཱ་འབད་བའི་ གྲུབ་
 འབྲས་ལས་བཞེན་ཏེ་ཡིན། སློབ་གྲྲ་ལེ་ཤ་ཡོད་པའི་ནང་ལས་ ལྷག་མོ་ཚུ་སློབ་གྲྲ་ལེ་འདི་ དགའ་ཤོས་ཅིག་བཟོ་ནིའི་རེ་བ་ཡིན།

བསོད་ནམས་དབང་ཕྱུག། ཚེ་རིང་དབང་མོ། སློབ་དཔོན།
 ལྷག་མོ་ཚུ་སློབ་གྲྲ་ལེ་བ།

ནད་ཡམས་ཀོ་མེཌ་ ༡༩ འཕོན་པའི་བྱལ་ལས་

སློབ་སྦྱོང་རང་གི་གནས་སྟངས།

༣༥ རེས་ང་གི་འབྲི་ཚུལ་འདི་

ག་ཅི་གི་སློབ་ལས་བྱི་ནི་སློབ་ཟེར་བ་ཅིན་

ནད་ཡམས་ཀོ་མེཌ་ ༡༩ འཕོན་པའི་བྱལ་ལས་

སློབ་སྦྱོང་རང་གི་གནས་སྟངས་ཟེར་བའི་སློབ་ལས་

ཨིན། ཀོ་མེཌ་ ༡༩ འདི་འཛམ་གླིང་ནང་དར་བྱལ་

འགྲོ་སྤངས་མི་ས་ཡ་ལས་བཅད་དེ་ ཤེས་མ་ཚད་ བྱི་

ལས་འོང་མི་ མི་ཚུ་གིས་ ང་བཅས་རའི་འབྲུག་རྒྱལ་

ཁབ་ནང་ལུ་འབག་འོང་སྟེ་ མི་སྲོབས་ ༣༠༠ ལྷག་ཙམ་

ཐོབ་སྟེ་འབད་རུང་ མི་གཅིག་ལུ་ཡང་ཤི་

རྒྱུ་མ་འབྲུང་མི་འདི་ ད་ཀོན་མཚོག་གསུམ་གྱི་ཐུགས་

ཚེ་དང་ མི་དབང་མངའ་བདག་རིན་པོ་ཆེ་མཚོག་གི་

བགྱིན་ དེ་ལས་སྐྱབས་ཚེ་རིན་པོ་ཆེ་གི་ཐུགས་སློན་

ལས་བརྟེན་ཏེ་ཨིན།

ཀོ་མེཌ་ ༡༩ འཕོན་པའི་སྐབས་ལུ་ སློབ་ལྷན་འདི་སློབ་

བསྐྱམས་ཞིན་མ་ལས་ ང་ཁྱིམ་ནང་སྡོད་ཏེ་དཔེ་ཆ་ལྷབ་

མ་ཚད་ ལུ་གཟུང་ལུ་ཡང་ དཔེ་ཆ་སྟོན་བྱིན་ཡི།

འཕྲལ་འཕྲལ་སྐབས་ བམ་ལུ་རྒྱ་དཔོག་ནི་ ཐོར་པ་དང་

ཐ་ལི་རྒྱ་འབྲུ་ནི་ རྫོང་པ་ཉ་སག་ལོང་སྟེ་མཚོད་པ་ལུ་ནི་

ཁྱིམ་ཉིང་སངས་ས་བཞག་ནི་འདི་རྒྱ་ ཆ་རོགས་འབད་

ནི་ཡོད། རེ་ཅིག་སྐབས་ཉིན་མ་ལུ་ ཨེ་དང་ཨའི་

གཅིག་ཁར་ ལུ་འབད་བ་འགྲོ་ནི་ཡོད། དེ་ལས་ སློབ་

ལྷན་འདི་ སློབ་སྐྱམས་ཞིན་མ་ལས་ ང་རའི་ དཔེ་ཆ་སྟོན་

མི་སློབ་དཔོན་དང་ རའི་ཆ་རོགས་འདི་རྒྱ་ གནམ་མེད་

ས་མེད་དཔེ་མ་ཚད་ སློབ་ལྷན་ནང་འགྲོ་སྟེ་ དཔེ་ཆ་བཟུ་གོ་

དེ་ལས་ ང་བཅས་རའི་ མི་དབང་མངའ་བདག་རིན་པོ་ཆེ་

མཚོག་ལུ་ གནམ་མེད་ས་མེད་བགྱིན་ཆེ་ཟེར་ལུ་ནི་ཨིན་ལགས་

དེ་ཡང་ མི་དབང་མངའ་བདག་མཚོག་གིས་ རྒྱལ་ཁབ་ཀྱི་སྤྱིད་

སྦྱོང་དང་སྐབས་བདེ་སྦྱོང་ལུ་གཟིགས་སྟེ་ རྒྱལ་ཁབ་ནང་གི་

མི་རྒྱུ་ཆས་ལུ་སྦྱོང་གི་སྤྱིད་སྦྱོང་གནང་མ་ཚད་ རྒྱལ་ཁབ་

མཐའ་དབྱས་མེད་པ་གཟིགས་བསྐྱོར་ལུ་བྱོན་གནང་ཡི་ལགས།

མཚུག་རང་ ང་བཅས་ག་ར་འབད་རུང་ ལགས་སྐྱང་ལེབ་བཏབ་

ཏེ་འབྲུ་ནི་ མི་དབང་སྐྱབས་འཛོམས་འབད་ས་འགྲོ་ནི་ལས་

འཛོམ་ནི་དང་ བར་ན་ས་སྟོང་བཞག་ནི་ དེ་ལས་ཁ་རས་ ལག་

ལེན་འབབ་ནི་རྒྱ་ ཐུགས་ལུ་བསྐྱམས་སྟེ་ བགྱིན་བསྐྱང་གནང་

ཟེར་ལུ་ནི་ཨིན།

བགྱིན་ཆེ།



འབྲི་མི་.....ཐུགས་རྟེན་འཛིགས་འབྲེལ་དཔལ་ལྷན།

སློབ་རིམ་བཞི་པ།

ལ་གྲོང་སློབ་ལྷན་རྒྱུང་བ།

ཉེན་སྲུང་དང་ལྷན་པ་མཁོ་མའི་སློབ་གྲྭ།

≡ དཔུང་རིག་མེད་པའི་རི་ལས།། རྣམ་རྟོག་མེད་པའི་ཆར་པ་དང་།།
 དུས་ཅི་གི་ལོ་ངོ་འདི་སྤྱ།། བད་པའི་པ་གོ་མེད་བྱུང་ཡི།།
 ཉེན་སྲུང་དང་ལྷན་པའི་སློབ་གྲྭ།། བད་པའི་ལས་སྲུང་བའི་ཐབས་ཤེས།།
 མེད་ཐབས་དང་མེད་པའི་ཐབས་ལམ།། རྣམ་པ་དང་སྣ་ཚོགས་བརྩམས་ཡི།།
 ཐབས་རིག་པ་ཚུ་གི་གྲུལ་ལས།། ལག་པ་ལམས་ཀྱི་གཙུག་སྤྱེ་ལས་བཟུང་།།
 ལོ་བ་དང་བརྗེས་སྣ་ཚོགས།། བ་གཞོན་པ་ཡོངས་ལུ་སློབ་ཅི།།
 ཐབས་རིག་པ་གཞན་དང་གཞན་ཡང་།། ཅི་ཆེ་བའི་ཕམ་ལས་ལྷག་པའི།།
 ལ་ཆ་དང་ཉིང་ཚིའི་སློབ་ལས།། བརྩམས་ཏེ་གིས་ཉེན་སྲུང་འབད་ཡི།།
 ཐབས་རིག་པ་ཚུ་གི་འབྲས་བུ།། བ་གཞོན་པ་སྤྱད་རྟོག་གཅིག་ལུ་འད་།།
 རྒྱུ་ལྷན་པ་མ་བྱུང་མ་ལས་བརྟེན།། རང་རོགས་གཞན་ག་ར་དགའ་ཡི།།
 དགའ་བ་དང་སྦྱིད་པ་འདི་ཡང་།། སྦྱིར་དང་པ་དཀོན་མཚོག་སྤྲུགས་ཇེས།།
 གཉིས་པ་ཟེར་བ་སློབ་དཔོན་སློབ་མུག།། ཐ་དམ་ཚིག་གཙུག་ལས་ཨོན་ལོ།།
 ལྷན་པ་བྱ་སྤྲུགས་ལེགས་ར་ལེགས་མི།། དུས་ནམ་ཡང་འཇུག་པ་མེད་པའི།།
 ལས་སློབ་ལམ་ཡང་ལས་ཡང་དུ།། ཨའི་སྲུང་དམན་རང་གིས་བཏབ་ནི།།
 ཨའི་སྲུང་དམན་པ་རང་གི་སློབ་ལམ།། གང་བཏབ་པ་དེ་བཞིན་སྤྲུབ་སྟེ།།
 དགའ་ལྷན་གྱི་སློབ་གྲྭ་འདི་ནང་།། ཉེན་སྲུང་དང་ལྷན་པ་འོག་ཅིག།

ཀུན་བཟང་དོ་མེ། རྫོང་སློབ་གྲྭ།

བདེན་གསུང་གི་ཕྱོགས།

སྦྱི་ལོ་གཉིས་ལྟོང་ཉི་ཤུ།། རྒྱ་ནག་རྒྱལ་ཁབ་ནང་ལས།།
 རོ་མ་མེད་པའི་ནད་གཞི།། ཀོ་མི་ཏེ་༡༩་འཛེན་ཅུང་།།
 རྒྱགས་ཇེ་ཚེ་ཡི་འདི་རྣམ་སྤུལ།། མི་དབང་མངའ་བའི་བདག་མཚོག་གིས།།
 འཕྲོད་ཉེ་རྒྱ་ཚེ་མཚན་དེས།། འབྲུག་མི་བདེ་སྦྱིད་ལོ་ཡོད།།
 སངས་རྒྱས་མཉམ་ཉེ་ལྟོང་།། ལྷན་པ་མེད་པའི་ཕྱོགས་སུ།།
 དམངས་ལུང་མཉམ་ཉེ་ལྟོང་།། ང་མཇལ་ནད་ལས་སྦྱོབ་ལོད།།
 རྒྱལ་ཁབ་གཞན་ལུ་འབྲུང་མི།། བཀའ་རྒྱུ་ལས་འབྲུག་ལུ་མ་འབྲུང་།།
 དགའ་སྦྱིད་ཉི་མ་ཤར་མི།། འབྲུག་གཞུང་བཀའ་དྲིམ་ཆེ་ལགས།།
 རྣམ་གཞི་འདི་ལུ་བརྟེན་ཏེ།། སློབ་གྲྭ་མཉམ་ཁང་ཚོང་ཁང་།།
 མི་དམངས་སྤུངས་འཛེམས་འབད་ས།། རྒྱ་དང་གྲུང་ལེམ་བཀའ་ལྷན།།
 རྒྱུག་གི་ལུ་བརྟེན་ཏེ།། རྒྱུག་གི་ལུ་བརྟེན་ཏེ།།
 རྒྱུག་གི་ལུ་བརྟེན་ཏེ།། རྒྱུག་གི་ལུ་བརྟེན་ཏེ།།
 རྒྱུག་གི་ལུ་བརྟེན་ཏེ།། རྒྱུག་གི་ལུ་བརྟེན་ཏེ།།
 རྒྱུག་གི་ལུ་བརྟེན་ཏེ།། རྒྱུག་གི་ལུ་བརྟེན་ཏེ།།
 རྒྱུག་གི་ལུ་བརྟེན་ཏེ།། རྒྱུག་གི་ལུ་བརྟེན་ཏེ།།
 རྒྱུག་གི་ལུ་བརྟེན་ཏེ།། རྒྱུག་གི་ལུ་བརྟེན་ཏེ།།

སློབ་ཕྲུང་གནས་སྟངས་ཤེས་ཡོན་ལས་རིམ་སྒྲུབ་ལུ།

རྒྱ་ནག་རྒྱལ་ཁབ་གྲིལ་ཚོགས་ལུ་ ལཱ་ལྷན་ལུ་ནད་གཞི་དུག་པ་ཅིག་ འཛོལ་ཏེ་ འཛམ་གླིང་ནང་ མི་ལུ་
 སྤྱི་ཚུལ་ལུ་ཤི་འབྱུང་བའི་ལས་ ང་བཅས་སའི་རྒྱལ་ཁབ་ནང་ལུ་ཡང་ནད་གཞི་འདི་ འཛོལ་ཏེ་སྤྱི་ཚུལ་གསུམ་
 ཡེ་ལས་ སློབ་ཕྲུང་དང་གཞུག་པའི་ ཚམ་ཉམ་ སློབ་ཕྲུང་འཛོལ་ཡོད་པ་ལས་ སློབ་ཕྲུག་ཚུ་ལུ་ ཚོས་ཡོན་
 ཏེ་ འཕྲོ་མཐུན་དེ་ བྱིན་མི་དོན་ལུ་ སློབ་དཔོན་ཚུ་གིས་ ལས་བྱེད་འབད་དེ་བརྒྱུད་སྤྲོད་གསུམ་གྲིལ་ག་
 ལས་ སློབ་ཕྲོན་འབད་དེ་ཡོད་པའི་གྲུས་ ང་བཅས་ལྷག་མོ་ཚུ་ སློབ་ཕྲུང་ཉེ་བ་དང་ལུ་ཡང་ སློབ་ཕྲུང་གནས་ལུ་



གྲིལ་ལོན་ སློབ་ཕྲོན་འབད་དེ་ཡོད་པ་ཡིན།
 དང་པ་རང་ ཡོངས་འབྲེལ་གྲིལ་གསུམ་ སློབ་ཕྲོན་འབད་མི་ སློབ་དཔོན་ ལེ་ཚན་ལ་ལྟེ་
 བཟོ་ཏེ་ སློབ་དཔོན་ལེ་ཚན་ལུ་ གཞུགས་སྤོམ་ ལ་ཚགས་གྲིལ་ གནས་ལུ་དང་འཁྲུལ་
 ཏེ་ སློབ་ཕྲུག་ལེ་ཚན་གྲིལ་ལེ་བཟོ་བཤའ་ལུ་ བདུན་ཕྱག་གྲིལ་གྲིལ་ལེ་ ཚམ་ཉེ་
 གཞུགས་ལུ་འགྲོ་ཞེན་ལས་ སློབ་ཕྲོན་འབད་དེ་ལུ་འབད་བཟོ་ཡི།
 རྒྱལ་ཁབ་ནང་ རྒྱ་གཞི་གི་གནས་ལུ་ལས་བཟུལ་ ལུ་ལོ་ཚུ་སློབ་ཕྲུང་འོང་ཏེ་ དཔེ་

མ་ལུ་མི་འོ་སྤྲོད་ལས་མེད་དེ་འབད་ཏུང་ ལུ་ལོ་ཚུ་གིས་ལོ་ལྟོ་ལྟོ་ལུ་ རྒྱ་གཞི་
 ལུ་ དང་པ་ འབྲེལ་ཡོད་པའི་དང་ ལུ་ལོ་ཚུ་འབྲེལ་བ་ འབྲེལ་ཏེ་ སློབ་དཔོན་དང་ལུ་
 ལོ་ཚུ་གི་བཟུང་ མི་ལེ་ལེ་བཟུང་ གྲུ་གྲུ་ལུ་ལུ་ལུ་དང་ མི་ལེ་ལེ་གི་ ལེ་ཚན་བཟོ་
 ཏེ་ ཡོངས་འབྲེལ་གྲིལ་གསུམ་ སློབ་ཕྲོན་འབད་ཡི། ཡོངས་འབྲེལ་གྲིལ་ ལྷན་ལྷན་མེད་
 མི་ཚུ་གི་དོན་ལུ་ སློབ་དཔོན་ཚུ་ གཞུགས་བཤའ་ཏེ་ ལུ་ལོ་ཚུ་ཡོད་ལས་ སློབ་ཕྲོན་འབད་
 ཡི།
 མི་ལེ་ལེ་གི་ཚོགས་ འབད་བའི་ ལུ་ལོ་གིས་འབད་དེ་ལུ་ལུ་ དེ་ལས་བཟོ་དེ་ཚུ་
 དང་དོགས་པ་སེལ་ནི་ ཚུ་གུ་མི་ལེ་ལེ་ ལུ་གུ་ལུ་འབྲེལ་ཞེན་ལས་འབད་བའི་ལུ་ ལུ་ལོ་ལུ་ སློབ་ལུ་ལུ་དེ་ དང་ལུ་ལོ་གིས་འབད་མི་ སློབ་ལུ་ལུ་དང་ དེ་ལུ་ལུ་འབད་
 དེ་ཡོད་པ་ཡིན།



ཚེ་དབང་རྗེ་དང་བསོད་ནམས་རྗེ།
 སློབ་དཔོན།
 ལྷག་མོ་ཚུ་སློབ་ཕྲུང་ཉེ་བ།

