

Report on Teachers Professional Development Workshop
Organized by the Dzongkhag Education Sector held from 4-10th January, 2022
Tsirang Dzongkhag,
On the theme:

“Enhancing Teacher’s Skills on the Development of the Competency Based Questions and Assessment”

Rationale

The Education Sector of Tsirang Dzongkhag organized “Professional Development Workshop” on the theme “**Enhancing Teacher’s Skills on the Development of the Competency Based Questions and Assessment**” from 4th to 10th January in Tsirang Dzongkhag. A total of 194 staff participated in the workshop.

The expected outcome of the workshop was to enhance the teaching skills of the teachers in the development of the Competency Based Questions and Assessment to improving the overall quality of education.

The participants for the workshop were the teachers from different schools grouped into three cluster of **Tsirangtoe, Damphu MSS and Mendrelgang CS**. The team led by the Overall supervisor and monitor, Mr. Rinchen Gyelsthen, Chief Dzongkhag Education Officer, and the Dy. Chief DEO Mrs. Yeshey Wangmo, as the Dzongkhag PD Coordinator spearheaded the workshops in three venues supported by the teacher facilitators; Sangay Kinzang, Prem Kumar Ghalley, Dorji Wangmo, Pelden Dorji, and Lekey Dorji from Damphu Middle Secondary School, Bal Bahadur Ghalley from Mendrelgang Cs, Phub Rinzin and Pelden Dorji from Gosaling Ps, and Sangay Norbu, and Tshering Dorji from Tsirangtoe CS.

The Education Sector convened the program with an approved budget of Nu.0.2 million for 2021-2022 against the budget head- Professional Development Training.

Chronicle Report of PD, Damphu MSS (4-6th January, 2022)

Day I: Session I: Competency Based Learning

The day one began with the recitation of Tashi-Tsegpa and Zhabdren for His Majesty’s longevity and peace in the country. The program was inaugurated by team leader Madam Yeshey Wangmo Dy. CDEO, Dzongkhag Administration, Tsirang Dzongkhag. She welcomed all the participants and explained briefly on the objectives and expectation of the program. She also shared her appreciation to all the participants for sacrificing their winter break to participate in the three days long program and a vivid indication of commitment shown to the profession and love for the students. Dy. Chief also pointed out that as per the recent time, and the system, an appropriate overhauled in our teaching learning is inevitable to cater to the need of our children. She highlighted the importance of competency-based teaching learning and shared the quote of His Majesty “You cannot give what you do not have” and reminded on the concerned of His Majesty on Education and love for the children. She informed the participants that we have the competency-based curriculum in place and enhancing the skill on



developing competency-based assessment is very important. Active participation in all the session, sharing ideas and discussion is very important and taking back home whatever new ideas you gain in the workshop and implementing in daily teaching learning makes lots of difference in own professional growth as well as in the life of the children.

Damphu Cluster was blessed to have the important and the most relevant guest speaker, Mr. Wangpo Tenzin, the Curriculum Specialist from the Department of Curriculum and Professional Development, Ministry of Education, Thimphu, took the participants through the wide range of Competency Based concepts and their salient features whose wide range of experiences in the very same system for so long had itched our participants to garner apt skills, strategy to gear towards suitably meeting and the demands of the 21st learners. Curriculum specialist touched upon the following topics:

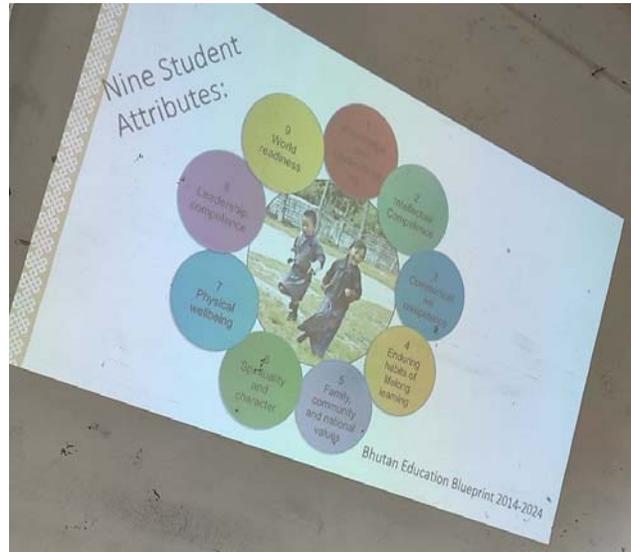
1. Competency based learning
2. Meaning of competency.
3. The five elements of competency education
4. How to write a competency
5. CBE Model
6. Measure of Competencies
7. CBL Curriculum approaches/Strategies

Day 1: Session II: Competency Based Assessment

In the second session Sir Wangmo Tenzin presented on the topics enlisted below;

1. Competency Based Assessment
2. Nine Student Attributes
3. Delors' four pillars of purpose of Education
4. Assessment Philosophy
5. Purposes of Assessment
6. Key factors in assessment of competencies
7. Features of CBA
8. Benchmarking Learner's Competencies
9. Competency Based Technique
10. CBA Processes
11. Competency Based Task

The session captured the competency-based assessment. Mr. Tenzin started the session with Fifth King's vision. The purpose of true education was expounded. The nine students' attributes from Education Blue Print were brought in the presentation to relate the needs to buttress the competency-based assessment. The purpose of assessments was emphasized. The triangles such as, skill, value and knowledge to measure the competency level was clearly briefed. Other attributes such as, foundation, skills, assessment for the competency level was touched in the second session. Sir Tenzin had explicit presentation on the key component of the assessment and features of CBA which has plausible link to the competencies and learning objectives. The session continued with an idea how to transfer knowledge and connect learning to a new context from the feature of CBA, further the presenter related the issue based real life situation, promote reasoning innovative and construct. The presenter has shared new assessment criteria and the competency-based technique. The need to incorporate four paramount attributes such as; VALIDITY, RELIABILITY, FAIRNESS, and FLEXIBILITY was strongly stressed. In CBA processes, CBE assessments= Assured success was explained. How to derive competency-based task was presented. How to frame competency-based questions was exhibited through PowerPoint with illustrations and examples with situation.



Day 1: Session III & IV: Educational Transformation and 21st Century Competencies

The day one session III and IV was presented by Mr.Pelden Dorji a teacher from Gosarling Primary School with following topics

- 21st century competencies
- Educational Transformation
- 21st century teachers mind set
- Competency model
- Bloom’s taxonomy



It was followed by the brainstorming of the concept of 21st century competencies and group activity on some of the educational transformation. Digitization, blended approach, competency-based learning, Place Based Learning and inquiry-based approach were some of the highlighted topics during the discussion. The need to change the mindset of the teacher was felt necessary by all the participant teachers if we are to fulfill the vision and expectation of His Majesty in improving the quality of education. The participants were taken through the three domains of learning; cognitive, affective and psychomotor. The group discussion and sharing of views and opinion dominated the session. All the teacher participants were found actively participating in the all the discussion while the presenter supplemented in some issues in line with the vision of His Majesty.



Chronicle Report of PD at Tsirangtoe CS(4-6th January,2022)

The day one began with the recitation of Tashi-Tsegpa and Zhabten for His Majesty's longevity and peace in the country followed by the over view of the PD program and the rationale for conducting the program.

Day I: Session I: Introductory Session

The Chief Dzongkhag Education Officer graced the program by extending his appreciation to all the participants for sacrificing their break to participate in the program. He also highlighted on the rationale and importance of conducting such kinds of workshop. He reminded the teachers about the most important concerns of His Majesty regarding the education. One of the most driving factors to improving the quality of equation is to dutifully shouldering one's role and responsibilities and the chief further reminded the participants not to stray away from one's own responsibilities. The chief also mentioned about the importance of creating a conducive psychosocial ambience in the school and how such kind of comfortable zone would motivate the students to learn, thus contributing in improving the quality of education. The chief also particularly reminded the floor to be always available to the students and to take care of their emotional wellbeing. Giving feedbacks to the students and the follow up is also felt very crucial and thus, directed the facilitators to include in one of the sessions to be deliberated.





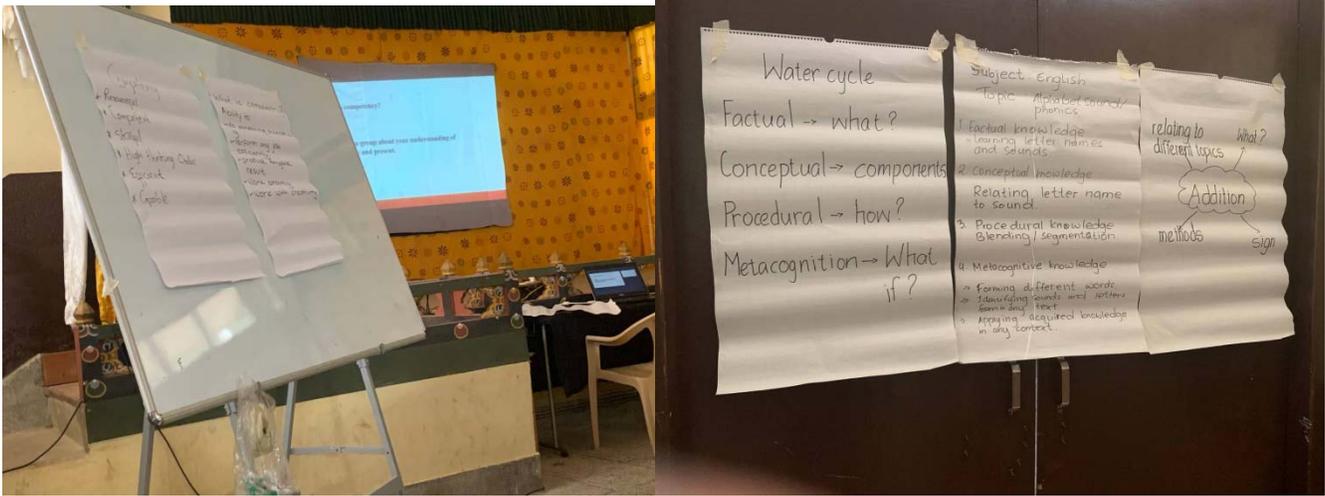
The day one session two began with the outline presentation of the day’s program as follow:

- 21st century competencies
- Educational Transformation
- 21st century teachers mind set
- Competency model
- Bloom’s taxonomy

It was followed by the brainstorming of the concept of 21st century competencies and group activity on some of the educational transformation. The participants were divided into seven teams and each team appointed a presenter to present their discussion to the participants. Digitization, blended approach, competency-based learning, Place Based Learning and inquiry-based approach were some of the highlighted topics during the discussion. The need to change the mindset of the teacher was felt necessary by all the participant teachers if we are to fulfill the vision and expectation of His Majesty in improving the quality of education.

Day I, Session III: Competency Model

The third session began with the presenter asking the participant to define the term ‘Competency’ as a part of group discussion followed by the sharing of their discussed points. The participants were taken through the three domains of learning; cognitive, affective and psychomotor. A child can be considered or labeled as competent if only he/she has the capabilities in the form of knowledge, skill and attitude. The BCSEA Competency Model was also presented to the participants with the definition. A few examples of achieving competencies were also discussed. For instance, Dorji is a professional swimmer. He has a knowledge of the various swimming strokes, how best to train and what to eat. Dorji’s ability **to swim** might be attributed to his streamlined body shape, his strong arm and leg muscles and his ability to hold his breath for a good length of time. Swimming itself is the **skill**. A combination of his knowledge of how to swim and his ability to swim and his skills of strokes determines the how competent he is as a swimmer in a given swimming race.



Day I Session IV: Blooms Taxonomy

The session four for the day began with distribution of handouts of a printed article to all the teams and instructed the teams to make keynotes focusing on the revision on blooms taxonomy. The teams displayed their work in a designated corner and used the gallery walk to learn more about other teams. The participants were instructed to take notes and later share their views to whole participants. Finally, the day ended with the muddiest point for the day's program.



Day II, Session I: Standard Question Framing Techniques

The day two began with an energizing activity of sharing a story by Mr. Prem Kumar Ghalley, The story of an old wise man to whom everyone in a village turn up for guidance and advice. One day, a young boy decided to confront he old man with a question that he knew the old man would not be able to answer correctly. His plan was to find a little bird and hold it cupped in his hands hidden from sight. He would then approach the wise old man and ask him to guess what he had buried in his hands. If the old man answered it correctly, he would then ask him the zinger – whether the bird alive or dead? If the old man said the bird was alive, the boy would crush the bird with his hands and kill it thereby proving the old man wrong. But if the old man said it was dead, the boy would open his hands and let the bird fly free demonstrating at last that the old man was not as wise as everyone thought him to be.

The participants were made to guess the answer of the old man and finally reached to the conclusion that we are in control of our lives by virtue of the choices we make and how we respond to events, even though at times it seems we have little or no control over what is happening to us. With this thematic story, Mr. Prem introduced the session on Techniques for Framing Standard Questions such as content complexity, content quality, transfer and generalizability, fairness and reliability. Characteristics of good questions were also presented to the participants along with few popcorns from the audience.

The good technical qualities of the good questions were also discussed and followed by the group activity where they have to make few MCQ question of their subject. Later on, the facilitators make a presentation on how to make a MCQ questions and let them realize the mistakes they made earlier in the activity.



Day II, Session II:

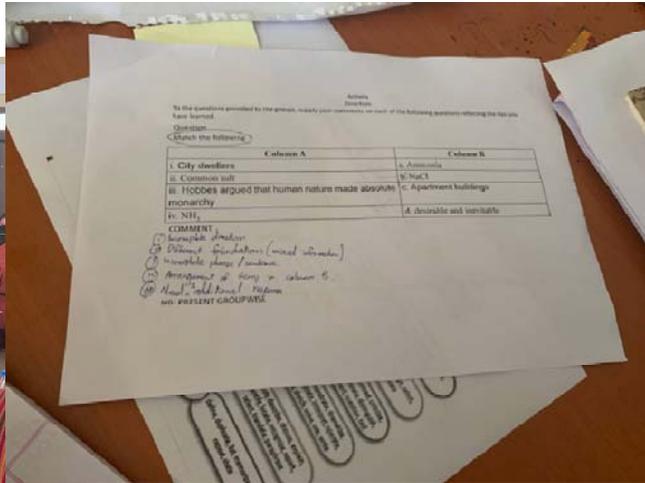
The Principal of Gosaling Primary School shared a reality joke to make the session livelier and more energetic. The facilitator quickly recapitulates the techniques of framing standard MCQs and introduce the topics for the session. The participants were taken through the suggestive tips for developing True or False Test Items. A few examples of True or False questions were shown to the participants and made them to identify the desirable questions from un-desirable questions. Participants in the team were asked to frame 5 True or False questions using the suggestive tips presented earlier. The presentation of each group task was followed by the discussions. One of the participants also proposed the floor about making the standard format to be followed while framing exam questions. The second session of the day ended with a dance with a description initiated by Mrs. Dorji Wangmo.



Day II, session III: Fill in the blanks

The facilitator started the third session of the day with a story about Buddha. The facilitators presented the sets of questions for fill in the blanks and asked for the suggestions from the audience. The suggestive tips for making fill in the blanks were presented to the participants followed by the discussions and suggestions. The picture of two hands making the heart shape aroused the curiosity of the participants and they linked the picture to the next topics that they are going to be discussed.

The teams were provided with the set of matching questions and asked them to suggest the questions by reflecting upon the tips that they have learnt.

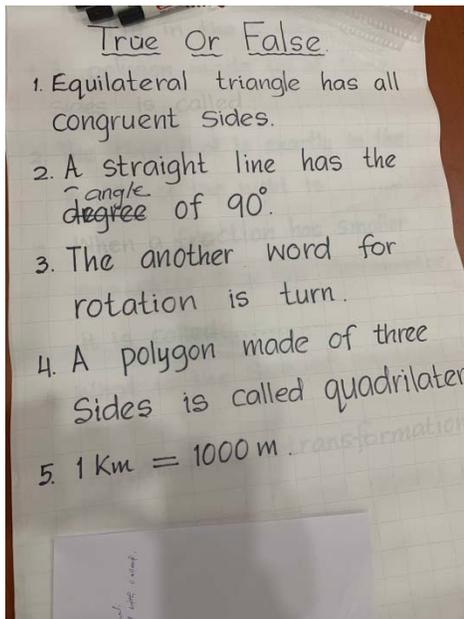


Group discussion and the comments made by few groups.

Day II, session IV: Question Paper Moderation

The session started with the brain break by the facilitator to energize the participants. The participants in the team were asked to frame questions on all the four sets of questions that were discussed in the earlier sessions. The team then moderated the questions that they have made and later on table walk was done for the same purpose. During the table walk, the participants wrote comments under the comment column and also added the suggestions. The session for the day ended with sharing of experiences about the table walk on the paper moderations. The participants wrote the one minute paper for the day's session.



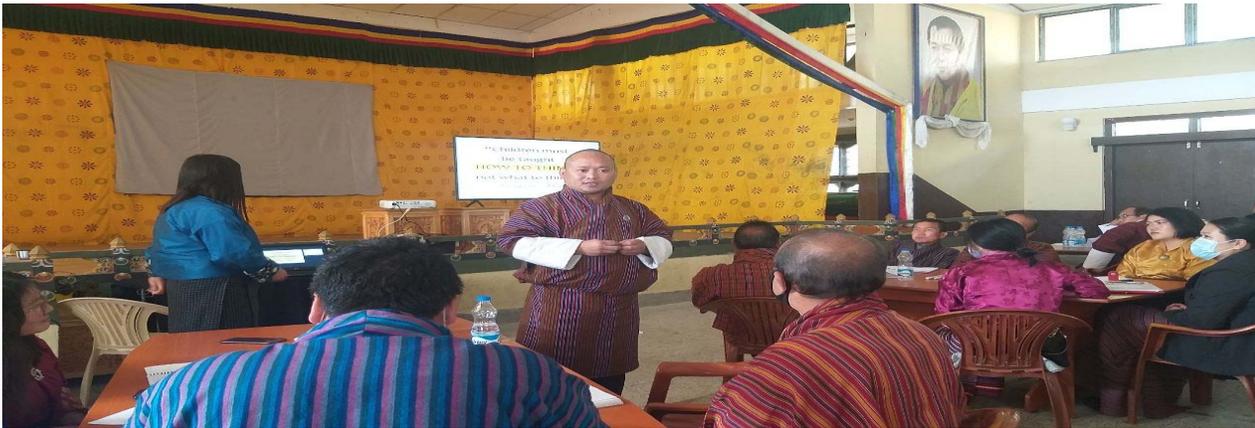


Day III, Session 1. Assessment

The session started with energizer for the day letting participants to sing a song. Then facilitator introduce the day's topic asking following questions;

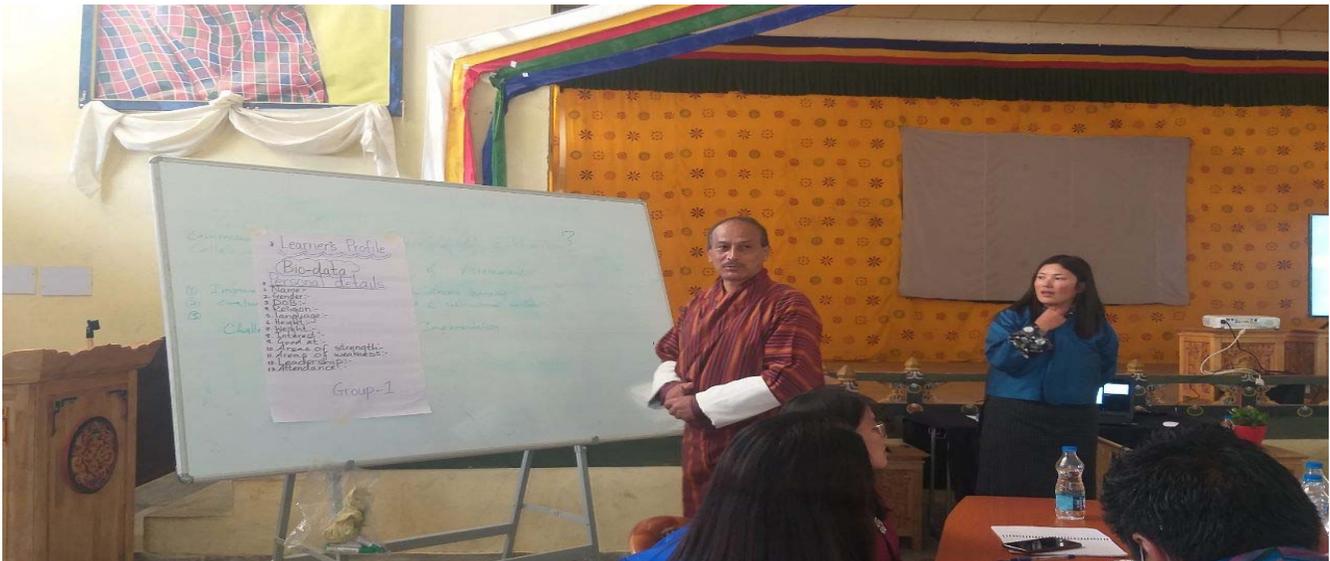
1. What is assessment?
2. Who assess?
3. Why do we assess?
4. How assessment attributes to the competency?

Through discussion participants come to the conclusion that assessment is the gathering of information about student and to intervene the students learning. Similarly, through discussion the purpose of assessments are delivered constructively, to include few; to provide constructive feedback, to identify the learning progress, help students set learning goal. Additionally while teaching and learning in the school, teachers have revealed numerous challenges faced assessing learners.



Day III, Session II: on assessment

The session started with the opportunities of assessment; motivate students, keep students actively involved in the activity, arouse interest and curiosity. The facilitator drive into explaining the opportunities of assessment. Further, participants were let to reflect themselves on how effectively they assess to meet those opportunities for the students. Gradually facilitator also lead the session delivering on the types of assessment along with providing suggestive techniques and tools. Thereafter participants familiarize how to link and document those assessment techniques and tools to Bhutan Professional standard for Teachers. Participants also got chance to develop varieties of assessment forms as an activity.



Day III: Session: III on feedback

The third session continued delivering about types of assessment and also the tools and the techniques. While assessing students, providing constructive feedback is necessary for enhancing the students learning. So, how to provide feedback was another key component discussed. It was learnt through sharing from the participants that ‘students feel what they write best’. Similarly, participant also shared that “feedback is like a map” for the students. Knowing what feedback do not mean we are good in providing constructive feedback to students, within

teacher colleagues and also to the immediate supervisor. There are ways to provide feedback. For this, share your wisdom or that you practice in schools. Participants explored, discussed thoroughly in a group, and shared to the whole. Participants come up with two types of feedback; positive feedback includes gesture, facial expression, stars, written feedback. Constructive feedback; written timely feedback for the further moderation and improvement.



In addition to feedback, how to integrate the technology in different disciplines were discussed. Moreover, advantages of integrating technology/blended learning. However, participants shared there are some challenges encountered while integrating. To include few, link provided in the instructional guide do not work, even if it works, the content irrelevant and financially disadvantage students are not able to grape the opportunity.

Further, participants were equipped with educational app called menti-meter through providing steps. Participants engrossed in practical session which definitely will help students in learning.

Day III Session IV: Closing Session

The last session for the three days program concluded with the sharing of program impression by Mr.Prakash(teacher of Pemathang PS) and Lop. Sonam Tshering (Shemjong PS) to the facilitators and organizer of the PD Program. Mr. GyeltshenDukpa(Prinicpal of Gosaling PS) represented the Dzongkhag Education Sector and extended his sincere appreciation to all the participants for being very active participants. He also highlighted about attending such kinds of program which enhance the professionalism of the individual.

Chronicle Report of PD at Mendrelgang Central School (8-10th January, 2022)

Day: I Session I

The PD program at Mendrelgang cluster began from January 8, 2022. Teachers from Barshong Primary School, Patshaling Primary School, Mendrelgang Primary School and Mendrelgang Central School attended the PD program. The session for the day began by the Chief DEO giving an overview of PD to the teachers. The purpose of the PD was to utilize the budget fruitfully which was obtained for the benefits of the children at first with which it can enhance the professional knowledge of the teachers. He also mentioned that if students are to be benefited then teachers have to be benefited first and also highlighted on the RESILIENCE, consistency and

integrity of the civil servants. DEO advocated about the protocol to be followed with regard to the COVID-19 and new virus Omicron which has threatened the world and the Country itself. Chief sir also stressed on the civil servants' integrity and commitment towards making the country better. A teacher must explore different approaches to improve the quality of education in the country. For instance, improving the writing skills of the students and unit test are seen to be better in improving the quality of education. He also mentioned about taking care of the physical ambience like conducive classroom that will help to promote their mental wellbeing thus helps in their learning.



Day I, Session II:

The session began with the development of ground rules. Being on time, putting mobile in silent mode and active participation from the participants were some of the ground rules set with agreement from the participants. Session started with Royal Kasho on Education Reform addressed during the national Day Celebration on 17th December, 2020 which stated, “We must revisit our curriculum, pedagogy, learning process, and assessments to either transform or rewrite them in the view of the challenges and opportunities of the 21st century.” The facilitator then presented the overview of the day’s session outlining the key components.

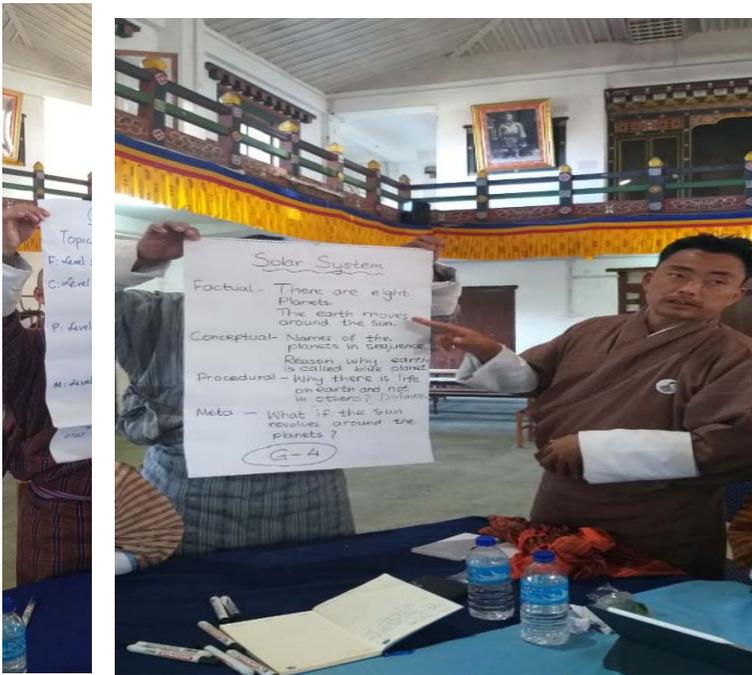
Participants were asked how the world has changed and they mentioned that “digitalized world, education going virtual, improvement in communication facilities, are some of the vibrant changes that have taken place in the 21st century.” Some of the educational reforms were also discussed and presented by the participants. The session ended with an activity on ‘What are some of the changes expected from the teachers?’



Group presentation

Day I Session III: The Competency Model

After the lunch break, the third session began with an energizer where all participants sang a karaoke song together. The facilitator asked the participants to share their understanding of the word 'competency' followed by a thorough discussion on it. The participants were taken through the BCSEA Competency Model. The participants were asked to plan an activity for their students including all the components of knowledge such as factual knowledge, concept knowledge, procedural knowledge and meta-cognition knowledge. The teams presented their work and had a fruitful discussion on it by giving comments, suggestions and feedbacks.



Day I Session IV

The session started with the activity of taking notes after reading an article provided by the facilitator followed by the gallery walk to present their walk. Then few participants were asked to share their opening about the activity followed by the supplementation from the facilitators.

Day II Session I: Techniques of Standard Question Framing

The session one for the day two started with the facilitator highlighting on the importance of making one's own paper. The facilitator started the session narrating the story about the old wise man to whom everyone in the village looked upon. The participants were taken through the technical quality of standard questions such as content quality, cognitive quality, reliability, fairness, etc. The facilitator also shared about the fairness on question pointed out by Mr. Gyeltshen Drukpa, a participant from Tsirangtoe Central School. Sir shared that it was back in his school days when he had to appear ICSC exam and the question he got was about the television. He said that it was unfair for him as he had never seen television in fact Television never came to Bhutan that time.

The participants were also briefed on the characteristics of good questions and taken through the technique of framing Multiple Choice Questions. Since the participants were already in the discipline group, they were given an activity to frame 3 MCQ questions based on their subject within the time frame of 10 minutes. Each team displayed their questions on the wall and had discussion with comments, suggestions and feedbacks.



Day II Session II:

The session two for day two began with some suggestive tips for writing multiple choice item test. The types of MCQs were also presented to the participants with the examples. The session had a very fruitful discussion on framing competency based MCQs questions whereby the teachers from different subject background shared and deliberated thoroughly on it. An interesting extract from Dzongkha was directly translated to English and made the participants to read. Mr. Pelden Dorji took over the session from Mr. Prem Kumar and started with the story about two ancient gurus in India and briefly explained the dzongkha transcript relating to the story. Handout were distributed to the teams whereby they have to discuss and look for the answers followed by the discussion on it.



Day II Session III

The day started with the facilitator sharing another interesting story about one of the inspiring authors to energize or lighten their mood for the session. The facilitator took the audience through the advantages and disadvantages of True or False questions followed by the discussion on it. The facilitator took them through a story that linked to choosing the difficult conditions in a question. The session had lots of discussion on how to frame good and competent True or False questions. The session ended with a story before the tea break.



Day II Session IV

The fourth session of the day two started with the brain break initiated by Mrs. Dorji Wangmo and followed by Mr. Prem Kumar Ghalay discussing on the techniques of framing the matching questions. A set of matching questions were displayed on the screen and made the participants to have the discussion it.

Day III, Session 1. Assessment

The session started with breathing exercise for the day. Then facilitator introduce the day's topic asking following questions;

1. What comes to your mind when you see this picture?
2. Why do you ask questions?
3. When you ask questions what is your purpose?

The facilitator displayed video clip and let participants to critically comment, analyze, share opinion and there take away from the video. Participants came to the conclusion that assessment is the gathering of information about student and to intervene the students learning. Similarly, through discussion the purpose of assessments was delivered constructively, to include few; provide constructive feedback, identify the learning progress, help



students set learning goal. Additionally, while teaching and learning in the school, teachers have revealed numerous challenges faced assessing learners.

Day III: IIIrd Session on Assessment

The session started with a game to energize for the session. The participants were let to list out the opportunities and the challenges of the assessment. The opportunities of the assessment are discussed thoroughly and came out following

points ; firstly , able to identify the strength and weak



nesses of the child. Secondly, maintaining the record of an individual child. Thirdly, help in student’s promotion. Fourthly, inculcate higher order thinking skills. The participants also shared though assessment have many advantages however there are also equally challenges for teacher as well as students. Some prominent challenges faced are such as time constraint, where teacher is assigned multiple discipline and couldn’t really go as intended. Similarly, a greater number of students in a class is another challenging for teachers to assess. Importantly, teacher must be knowing different techniques to assess student. If a teacher fails to equip with tools and technique of different assessment it would not full as aimed. Therefore, participants in a group were given chance to develop different forms to assess students.

Day III: IIIrd Session on feedback

The third session continued delivering about types of assessment and also the tools and the techniques. While assessing students, providing constructive feedback is necessary for enhancing the students learning. So, how to provide feedback was another key component discussed. It was learnt through sharing from the participants that ‘students feel what they write best’. Similarly, participant also shared that “feedback is like a map” for the students. Knowing what feedback is do not mean we are good in providing constructive feedback to students, within teacher colleagues and also to the immediate supervisor. There are ways to provide feedback. Participants explored, discussed thoroughly in a group, and shared to the whole. Participants come up with two types of feedback; positive feedback includes gesture, facial expression, stars, written feedback. Constructive feedback; written timely feedback for the further moderation and improvement.

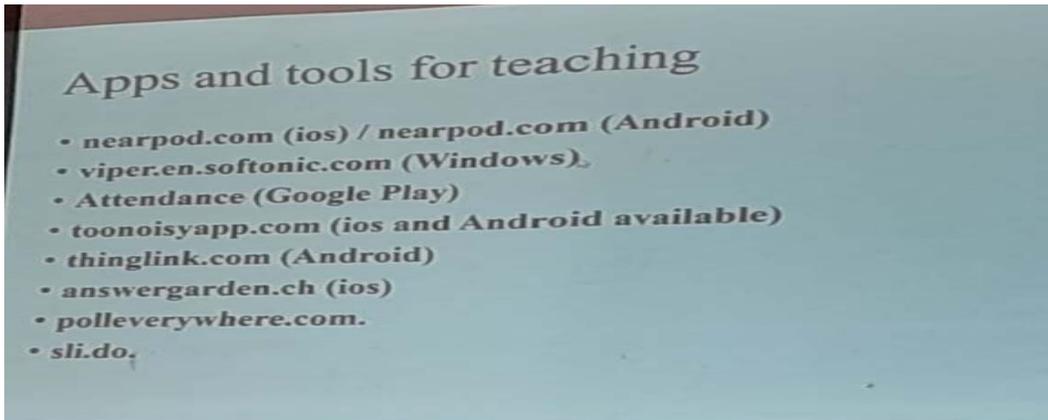


In addition to feedback, how to integrate the



technology in different disciplines were discussed. Moreover, advantages of integrating technology/blended learning. However, participants shared there are some challenges encountered while integrating. To include few, link provided in the instructional guide do not work, even if it works, the content irrelevant and financially disadvantage students are not able to grape the opportunity.

Further, participants were equipped with educational app called Menti-meter and doodle through providing steps. Participants engrossed in practical session which definitely will help students in learning.



Day III: Session IV

The fourth session of the last PD program started with Mr.Leki Dorji thanking all the participants for being very active throughout the three days program and he also stressed on the importance of attending such PD programs that enhances the professional growth. Then it was followed by the sharing of PD impressions by Mr.Phuntsho Wangdi, teacher from Rangthangling Primary School on behalf of general participants and Lop.Phub Dorji from Dzongkha group. They expressed their appreciation to the Dzongkhag Education Office for organizing PD program that would really help them grow professionally. Finally, the session ended with Chief DEO thanking the participants and facilitators for the successful conduct of 3 days PD Program and also sir reminded the participants to always shoulder their responsibilities with utmost sincerity and dedications. He also reminded the teachers to be cautious while driving. He once again highlighted the rationale of conducting such kind of PD program.

PROFESSIONAL DEVELOPMENT PROGRAM FOR TEACHERS
“Enhancing Teachers’ Skills on the Development of Competency Based Questions and Assessment.”
8th-10th January, 2022

VENUE: Mendrelgang Central School

ATTENDANCE REPORT

Sl	Name	School	Employee ID	Remarks
1	Rinchen Sherpa	Patshaling PS	20160407100	General Teachers
2	Sangay Wangdi	Patshaling PS	20170308650	General Teachers
3	Chimi	Patshaling PS	201101624	General Teachers
4	Jamyang Choden	Patshaling PS	20170308856	General Teachers
5	Tobgay	Patshaling PS	200901315	General Teachers
6	Duptho Wangchuk	Barshong PS	20160407103	General Teachers
7	Tashi Wangchen	Barshong PS	2008225	General Teachers
8	Kelzang	Rangthaling PS	9808222	General Teachers
9	Jambay Norbu	Rangthaling PS	200601261	General Teachers
10	Dorji Phuntsho	Rangthaling PS	201001655	General Teachers
11	Phuntstho Wangdi	Rangthaling PS	200701556	General Teachers
12	Cheku	Rangthaling PS	200207375	General Teachers
13	Ugyen Dorji	Mendrelgang CS	20140303640	General Teachers
14	Lhab Gyem	Mendrelgang CS	202104918715	General Teachers
15	Sherab Zangmo	Mendrelgang CS	202108919666	General Teachers
16	Kristina Powdye	Mendrelgang CS	202110920123	General Teachers
17	Tenzin Choden	Mendrelgang CS	202105918711	General Teachers
18	Cheku Dorji	Mendrelgang CS	20160306899	General Teachers
19	BirkhaBdr. Bhujel	Mendrelgang CS	8906020	General Teachers
20	Kinley Penjor	Mendrelgang CS	20200116453	General Teachers
21	Sonam Dorji	Mendrelgang CS	20190414422	General Teachers
22	Cheku Wangdi	Mendrelgang CS	200501317	General Teachers
23	Tashi Jamtsho	Mendrelgang CS	201202228	General Teachers
24	Devi Bhakta Sharma	Mendrelgang CS	8807014	General Teachers
25	Tshering Yangzom	Mendrelgang CS	201101626	General Teachers
26	Tenzin Wangmo	Mendrelgang CS	20200116452	General Teachers
27	Gyal Singh Sada	Mendrelgang CS	9910099	General Teachers
28	Anjali Rai	Mendrelgang CS	2019314220	General Teachers
29	Karma Tshewang	Doonglagang PS	200601259	General Teachers
30	Chhimi Dorji	Mendrelgang PS	20140303674	General Teachers
31	Sonam Dorji	Mendrelgang PS	200601546	General Teachers
32	Indra Mani Gurung	Mendrelgang PS	8807027	General Teachers
33	Chandra Prasad Ghimirey	Mendrelgang PS	8807042	General Teachers
34	Rigzin Thinley	Mendrelgang PS	9908262	General Teachers
35	Thubten Dorji	Rangthangling P.S	201101633	<u>Dzongkha Teacher</u>
36	Nima Dorji	MCS	9203042	<u>Dzongkha Teacher</u>
37	Phub Dorji	MCS	20180812153	<u>Dzongkha Teacher</u>
38	Yeshi Dorji	MCS	20150105214	<u>Dzongkha Teacher</u>
39	Yeshey Dorji	Patshaling P.S	202110920122	<u>Dzongkha Teacher</u>
40	Encho Lhamo	Rangthangling P.S	202110920071	<u>Dzongkha Teacher</u>
41	Duptho Wangmo	MCS	202110920113	<u>Dzongkha Teacher</u>
42	Kinga Wangchuk	MPs	202110920114	<u>Dzongkha Teacher</u>
43	Ugyen Dorji	MPS	200401201	<u>Dzongkha Teacher</u>
44	Karma Chopel	MCS	9201040	<u>Dzongkha Teacher</u>
45	Nima Gyeltshen	MCS	20190414523	<u>Dzongkha Teacher</u>
46	Kinley Zam	Barshong PS	20140303740	<u>Dzongkha Teacher</u>
47	Kelzang Choden	Barshong PS	202107919467	<u>Dzongkha Teacher</u>
48	Chenga Lhamo	Semjong PS	200801418	<u>Dzongkha Teacher</u>
49	Tshewang Norbu	MCS	10903002201	<u>Dzongkha Teacher</u>
50	KelzangDrakpa	Patshaling P.S	2106001	<u>Dzongkha Teacher</u>
51	Phub Rinzin	Gosaling PS	20150305397	<u>Dzongkha Facilitator</u>
52	Sangay Norbu	Tsirangtoe CS	20200116548	<u>Dzongkha Facilitator</u>
53	Leki Dorji	Damphu MSS	20140104145	<u>Dzongkha Facilitator</u>

54	Tshering Dorji	Tsirangtoe CS	20200116761	Dzongkha Facilitator
55	Sangay Kinzang	DMSS	201101390	General Facilitator
56	Dorji Wangmo	DMSS	201101621	General Facilitator
57	Prem Kumar Ghalley	DMSS	201001216	General Facilitator
58	Pelden Dorji	DMSS	200210002	General Facilitator
59	Yeshey Wangmo	Dzongkhag	200207456	Coordinator
60	Rinchen Gyeltshen	Chief DEO		Over all supervisor

PROFESSIONAL DEVELOPMENT PROGRAM FOR TEACHERS

“Enhancing Teachers’ Skills on the Development of Competency Based Questions and Assessment.”

4th-6th January, 2022

VENUE: Damphu MSS

ATTENDANCE FORM (General Group)

SI No	Name	School	Employee ID	Remark
1	Gopal Thapa	Kilkhorthang PS	9006047	General Teacher
2	Ram Bdr. Rai	Kilkhorthang PS	20150305696	General Teacher
3	Pema Gyeltshen	Doonglagang PS	2107459	General Teacher
4	GopalKharga	Tsholingkhar PS	8806034	General Teacher
5	HarkaBdr. Monger	Tsholingkhar PS	8807033	General Teacher
6	Purna Bdr. Rai	Tsholingkhar PS	8906143	General Teacher
7	Tshering Dorji	Tsholingkhar PS	200501302	General Teacher
8	Pema Rinchen	Tsholingkhar PS	201202136	General Teacher
9	Passang Dukpa	Nimazor ECR	9908122	General Teacher
10	Madhu Lal Biswa	Damphu MSS	8907022	General Teacher
11	Chandra Bdr Tamang	Damphu MSS	8806035	General Teacher
12	Panna Prasad Timsina	Damphu MSS	8607044	General Teacher
13	Sonam Zangmo	Damphu MSS	200207430	General Teacher
14	Karma Wangmo	Damphu MSS	9507285	General Teacher
15	Chone Dolma	Damphu MSS	200501321	General Teacher
16	KunzangPeldon	Damphu MSS	200601203	General Teacher
17	Passang	Damphu MSS	9808180	General Teacher
18	Sonam Gyembo	Damphu MSS	200701456	General Teacher
19	Yeshi Zangpo	Damphu MSS	200701517	General Teacher
20	Tshering Lhamo	Damphu MSS	200801283	General Teacher
21	Lham Choezom	Damphu MSS	9908179	General Teacher
22	Nima Wangdi	Damphu MSS	200801285	General Teacher
23	Bal Krishna Pokhrel	Damphu MSS	200901555	General Teacher
24	Anju Tamang	Damphu MSS	9808137	General Teacher
25	Sangay Chhophel	Damphu MSS	200901550	General Teacher
26	Tashi Yangzom	Damphu MSS	200201306	General Teacher
27	Tshering Wangdi	Damphu MSS	201001233	General Teacher
28	Yeshi Dema	Damphu MSS	201101604	General Teacher
29	Chhime Dorji(O)	Damphu MSS	200301137	General Teacher
30	Tandin Tshering	Damphu MSS	201101748	General Teacher
31	Yeshi	Damphu MSS	201101454	General Teacher
32	KelzangJamtsho	Damphu MSS	20130201440	General Teacher
33	PoonamGurung	Damphu MSS	20130201513	General Teacher
34	Pema Wangdi	Damphu MSS	20130101698	General Teacher
35	Phurpa Tshering	Damphu MSS	20200116776	General Teacher
36	Binu Chhetri	Damphu MSS	20200116890	General Teacher
37	Dechen Yangzom	Damphu MSS	202108919667	General Teacher
38	Dorji Lethro	Damphu MSS	12001000502	General Teacher
39	SaritaGurung	Damphu MSS	202110920072.00	General Teacher
40	Bhim Kr Sharma	Damphu CS	9006012	General Teacher
41	Jamyang Wangmo	Damphu CS	201201615	General Teacher
42	Namgay Dema	Damphu CS	20130201618	General Teacher
43	Pema Choden	Damphu CS	201101615	General Teacher
44	Pema Wangdi	Damphu CS	201001497	General Teacher

45	Santosh Kumar	Damphu CS	200401402	General Teacher
46	Sonam Dorji	Damphu CS	201001563	General Teacher
47	Zeenita Rai	Damphu CS	202104918451	General Teacher
48	DukulaBhurathoki	Damphu CS	202104918452	General Teacher
49	Karma Wangmo	kikhorthang	20210891963	General Teacher
50	pemadorji	DMSS	201101472	General Teacher
51	chimi Dorji	DMSS	2010002	General Teacher
52	karma choki	DMSS	200901300	General Teacher
53	Jamyang Lhamo	Donglang PS	2012202013	General Teacher
54	Thubten Dorji	Rangthangling P.S	201101633	Dzongkhag Teacher
55	Nima Dorji	MCS	9203042	Dzongkhag Teacher
56	Phub Dorji	MCS	20180812153	Dzongkhag Teacher
57	Yeshi Dorji	MCS	20150105214	Dzongkhag Teacher
58	Yeshey Dorji	Patshaling P.S	202110920122	Dzongkhag Teacher
59	Encho Lhamo	Rangthangling P.S	202110920071	Dzongkhag Teacher
60	Duptho Wangmo	MCS	202110920113	Dzongkhag Teacher
61	Kinga Wangchuk	MPS	202110920114	Dzongkhag Teacher
62	Ugyen Dorji	MPS	200401201	Dzongkhag Teacher
63	Karma Chopel	MCS	9201040	Dzongkhag Teacher
64	Nima Gyeltshen	MCS	20190414523	Dzongkhag Teacher
65	Kinley Zam	Barshong PS	20140303740	Dzongkhag Teacher
66	Kelzang Choden	Barshong PS	202107919467	Dzongkhag Teacher
67	Chenga Lhamo	Semjong PS	200801418	Dzongkhag Teacher
68	Tshewang Norbu	MCS	10903002201	Dzongkhag Teacher
69	KelzangDrakpa	Patshaling P.S	2106001	Dzongkhag Teacher
70	Phub Rinzin	Gosaling PS	20150305397	Dzongkha Facilitator
71	Sangay Norbu	Tsirangtoe CS	20200116548	Dzongkha Facilitator
72	Leki Dorji	Damphu MSS	20140104145	Dzongkha Facilitator
73	Tshering Dorji	Tsirangtoe CS	20200116761	Dzongkha Facilitator
74	Pelden Dorji	Gosarling PS	200201202	General Facilitator
75	Pelden Dorji	Damphu MSS	200210002	General Facilitator
76	BalBdrGhalay	Mendrelgang CS	2010051	General Facilitator
77	Yeshi Wangmo	Dy. CDEO	200207456	General Facilitator
78	Rinchen Gyeltshen	CDEO		Over all Supervisor

PROFESSIONAL DEVELOPMENT PROGRAM FOR TEACHERS

“Enhancing Teachers’ Skills on the Development of Competency Based Questions and Assessment.”

4th-6th January, 2022

VENUE: Tsirangtoe Central School

ATTENDANCE REPORT

SI	Name	School	Employee ID	Remarks
1	Damberi Monger	Pemathang PS	202108919664	General Teacher
2	Ramesh Tamang	Pemathang PS	20150305711	General Teacher
3	Prakash Gurung	Pemathang PS	200801417	General Teacher
4	Yeshi Choden	Pemathang PS	202106918969	General Teacher
5	Sonam Yuden	Sergithang PS	20200116492	General Teacher
6	Sonam Wangmo	Sergithang PS	20170308870	General Teacher
7	Tshering Yangki	Sergithang PS	20200317323	General Teacher
8	Sonam Zangmo	Sergithang PS	20200116495	General Teacher
9	Kinley Tshering	Semjong PS	200901495	General Teacher
10	Hem Kumar Gotamey	Sergithang PS	201101514	General Teacher
11	Karma Tshering	Tsirangtoe CS	201101362	General Teacher
12	Pema Thinley	Tsirangtoe CS	20190414528	General Teacher
13	Tenzin Wangdi	Tsirangtoe CS	200501349	General Teacher
14	Choki Dorji	Tsirangtoe CS	200701214	General Teacher

15	Phul Kumar Subba	Tsirangtoe CS	20160407106	General Teacher
16	Kuenga Wangmo	Tsirangtoe CS	202108919705	General Teacher
17	Pema Selden	Tsirangtoe CS	20190314199	General Teacher
18	Thinley Wangmo	Tsirangtoe CS	20170308910	General Teacher
19	Choki Zam	Tsirangtoe CS	202108919689	General Teacher
20	Ugyen Choden	Tsirangtoe CS	20190113340	General Teacher
21	Sonam Choden	Tsirangtoe CS	200701539	General Teacher
22	Mani Raj Thapa	Tsirangtoe CS	20140104091	General Teacher
23	Dorji Dakpa	Tsirangtoe CS	200701245	General Teacher
24	Dorji Wangdi	Tsirangtoe CS	201001569	General Teacher
25	Dugda Dorji	Tsirangtoe CS	201202135	General Teacher
26	Tenzin Namgay	Tsirangtoe CS	200601242	General Teacher
27	Kencho Dema	Gosaling PS	20150305370	General Teacher
28	Sonam Zangmo	Gosaling PS	202104919790	General Teacher
29	Pema Dendup	Gosaling PS	2015035706	General Teacher
30	SomNathNeopany	Gosaling PS	20140303790	General Teacher
31	Suk MotiBlon	Gosaling PS	202108919686	General Teacher
32	Gyeltshen Drukpa	Gosaling PS	200207387	General Teacher
33	GyanBdr. Darjee	Semjong PS	9908117	General Teacher
34	Rabi Lal Sharma	Semjong PS	8504023	General Teacher
35	Indra Kumar Chhetri	Semjong PS	8906018	General Teacher
36	Pema Gyaplo	Barshong PS	200301187	General Teacher
37	Leytho	Phuentenchu PS	201101666	General Teacher
38	Tashi Lham	Phuentenchu PS	202106919012	General Teacher
39	Tashi Tobgay	Phuentenchu PS	20200116490	General Teacher
40	Tsheltrim Dorji	Phuentenchu PS	20130201403	General Teacher
41	Sonam Wangdi	Tsirangtoe CS	20140104066	General Teacher
42	Karma Phuntsho	Tsirangtoe CS	20190113413	General Teacher
43	Kinzang Dema	Tsirangtoe CS	202110920115	General Teacher
44	Pema Tenzin	Sergithang PS	20190414522	General Teacher
45	Sonam Zam	Phuentenchu PS	202110920120	General Teacher
46	Sonam Deki	Phuentenchu PS	20171010247	General Teacher
47	Sonam Tshering	Semjong ps	200803079	General Teacher
48	Damcho Lham	Semjong ps	202110920069	General Teacher
49	Chencho Dolma	Pemathang	20190113198	General Teacher
50	Phub Rinzin	Gosaling PS	20150305397	Dzongkhag Facilitator
51	Leki Dorji	Damphu MSS	20140104145	Dzongkhag Facilitator
52	Sangay Kinzang	DMSS	201101390	General Facilitator
53	Dorji Wangmo	DMSS	201101621	General Facilitator
54	Prem Kumar Ghalley	DMSS	201001216	General Facilitator
55	Yeshey Wangmo	Dzongkhag	200207456	Coordinator
56	Rinchen Gyelsthen	Chief DEO		Over all supervisor

Gratitude:

Dzongkhag Education Sector, Tsirang remained extremely grateful to the Dzongkhag Administration, in particular Dasho Dzungda, Dasho Dzungrab, Finance and Officer and her team for the timely support both financially, administratively and morally without which the PD would have been just a mere dream. Our heartfelt gratitude to the Ministry of Education and the Ministry of Finance for the overall Administrative and financial approval of the budget within the Dzongkhag. Our gratitude is also to the Curriculum experts, Mr. Wangpo Tenzin for the presentation of the Competency Based Assessments and Question Model to the participants of DMSS cluster, your presence had simply boosted the courage and confidence of the presenters.

The Education Sector wholly appreciate and thank the teacher Resource/Facilitators for their unwavering diligence in the exhibition of their skills for the good of our staff and students. Last but not the least, we genuinely acknowledge and thank the school Principals, and participants for making time and space to attend to the program an indication that our colleagues put students welfare first, a true citizen of Palden Drukpa. Thank you all La.