

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:

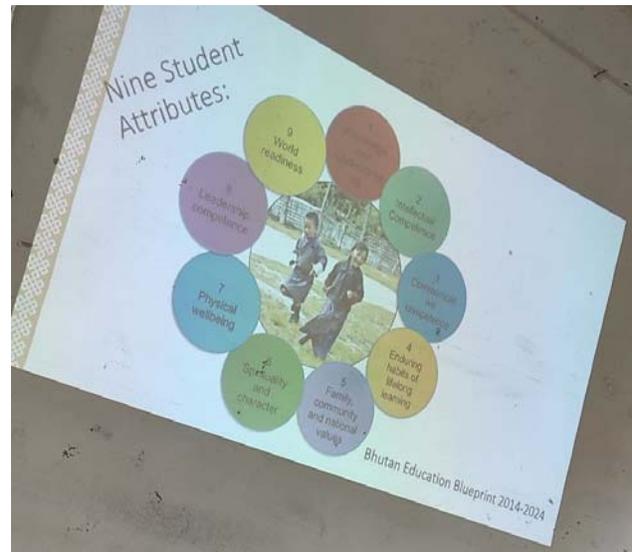
1. Competency based learning
2. Meaning of competency.
3. The five elements of competency education
4. How to write a competency
5. CBE Model
6. Measure of Competencies
7. CBL Curriculum approaches/Strategies

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.

DayI: SessionI: 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.





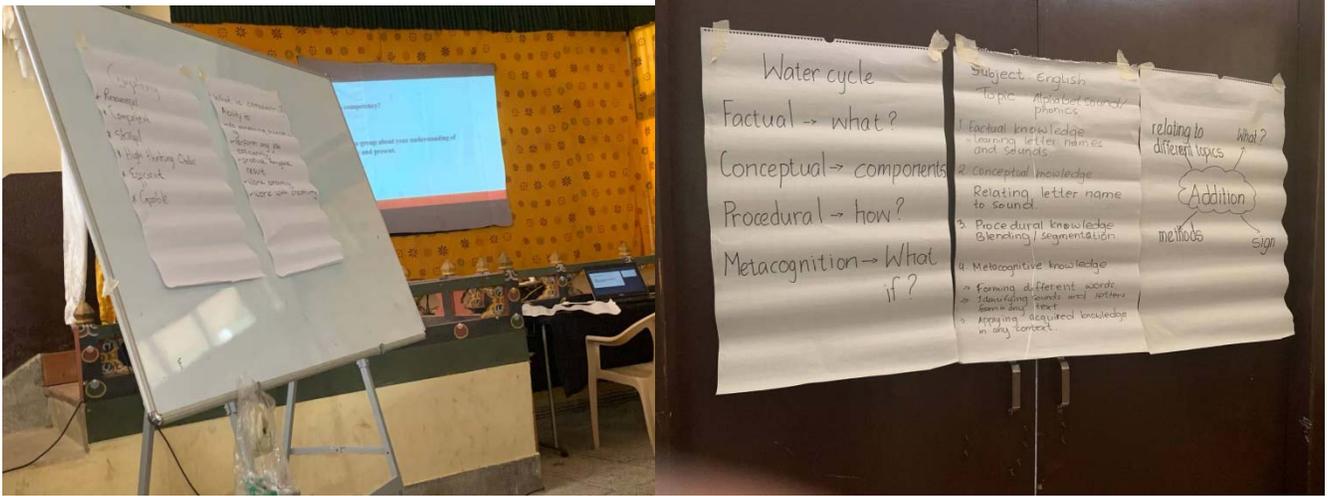
The day one session two began with the outline presentation of the day’s program as follow:

- 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:

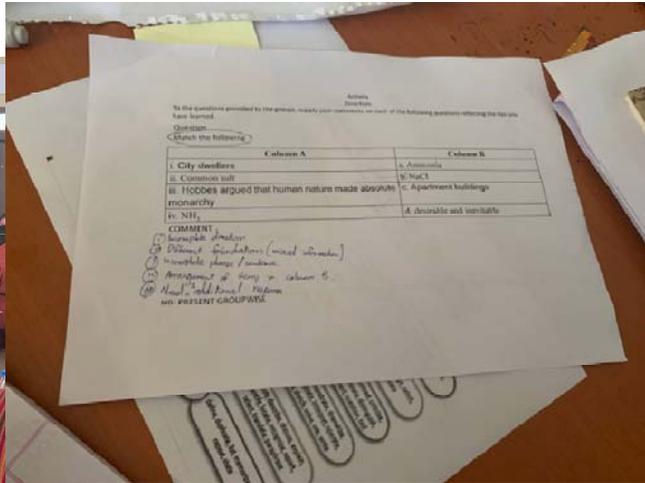
The Principal of Gosaling Primary School shared a reality joke to make the session livelier and more energetic. The facilitator quickly recapitulates the techniques of framing standard MCQs and introduce the topics for the session. The participants were taken through the suggestive tips for developing 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.

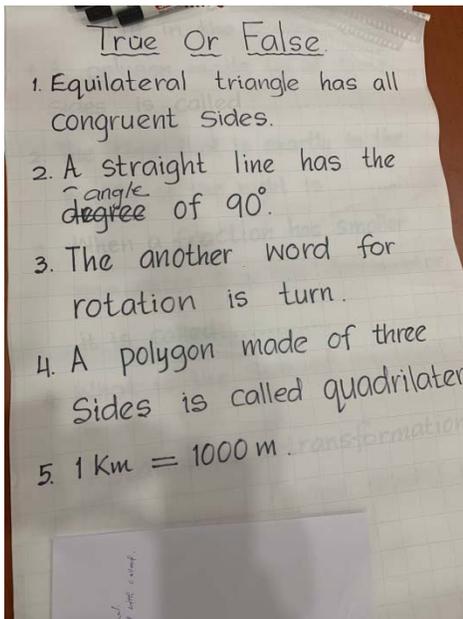


Group discussion and the comments made by few groups.

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;

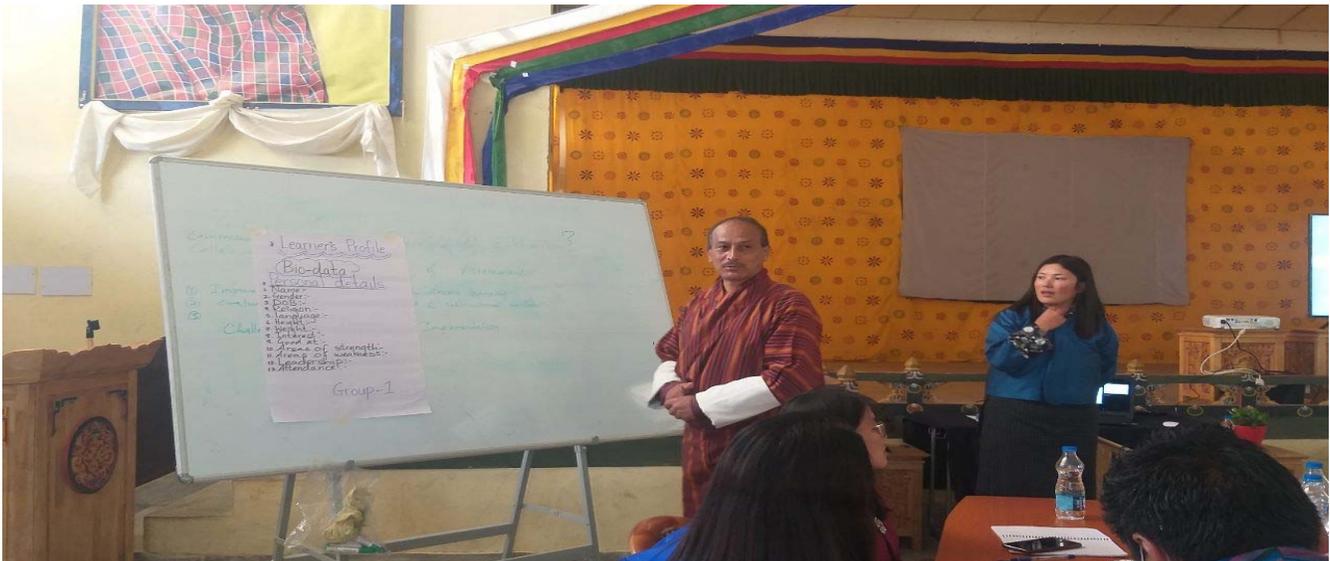
1. What is assessment?
2. Who assess?
3. Why do we assess?
4. How assessment attributes to the competency?

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.

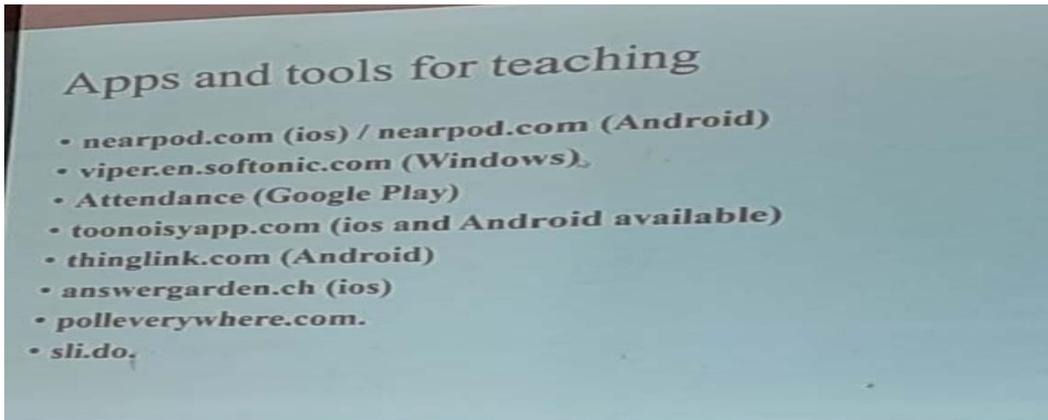


In addition to feedback, how to integrate the



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> |

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|----|--------------------|---------------|-------------|----------------------|
| 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 |

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|----|-------------------|-------------------|--------------|----------------------|
| 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 |

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|----|---------------------|----------------|--------------|-----------------------|
| 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.