



SHES-RIG PAGES

ཞེས་རིག་ རིག་དབུ། ལོ་བསྟར་བྱུང་འཕྲོན་གསར་དབུ།
The Biannual Newsletter of Samtse College of Education



Welcome
Learning & Teaching
Campus Life & Experience

Research Initiatives
Events
People Infocus

Body-mind Harmony
Kalapinka-The voice
Our Alumni

SHES-RIG PAGES

In this Issue

Welcome	01
Learning & Teaching	05
Campus Life Experience	09
Research Initiatives	14
Events	17
People Infocus	23
Body-mind Harmony	25
Kalapinka-The voice	32
Our Alumni	

Editorial team

Dr. Sonam Rinchen, Dean of Research and Industrial Linkages
Ms. Tshering Om Tamang
Dr. Yangdon
Dr. Tashi Gyeltshen
Ms. Sangay Lhamo, Asst. Research Officer

Welcome



Dear Reader,

Samtse College of Education (SCE) is pleased to present to you the 2023, Spring edition of SHES-RIG PAGES, published biannually.

SCE was established and inaugurated on May 29, 1968 as a Teacher Training Institute (TTI) by our beloved Late His Majesty Druk Gyalpo Jigme Dorji Wangchuck. The launching of this premier teacher education institution then marked a significant epoch and milestone in Bhutan's history of educational development and more particularly, in the history of teacher preparation. From a fledgling Institute that initially ran a primary teaching certificate programme with a meagre enrollment of some 41 students only, SCE today has witnessed monumental growth and development offering a range of courses including a number of postgraduate teacher education programmes.

In the last 55 years of teacher education, SCE has educated close to almost two-thirds of the overall teaching population in the country. In fulfilling our mandate of educating teachers for the Bhutanese school system, we consciously seek inspiration in the wish and trust the Founding Father of this College had entrusted to the College of producing not only teachers that are professionally competent and dedicated but also immersed in our rich culture and heritage so that these timeless values can be transmitted to our younger generation.

As a teacher education college, SCE is committed to working with uncompromising commitment in crafting intelligent measures and interventions to transform the way we prepare teachers for 21st-century education. We consciously strive to challenge our existing practices to expand our horizons of learning and professional practice with a belief that the quality of teacher education and the professional competencies of teacher educators are the bedrock of a sound education system. Every teacher educator is encouraged to be ambitious, courageous, bold, determined, focused, disciplined, purpose-driven, resourceful, tactful, gritty, resilient, smart, intelligent, and astute in their efforts and attempts to model lifelong learning and excellence in teaching, research, publication, and a plethora of other professional and personal attributes.

Aligned with the current nationwide education reforms and higher education transformation initiated, the College is making every possible effort to push ourselves harder to address the current shortcomings by way of reviewing our teacher education curriculum to make it more current, relevant, effective, dynamic and forward-looking, and timeless in its application to produce a new generation of highly motivated teachers, counsellors, and social workers that are prepared to face the world of work. The College is also hopeful that within the 13th Five Year Plan period, there will be some bold investments to support teacher education not just in the improvement of teacher education curriculum and teacher educators' capacity development but also in improving the existing infrastructure facilities to develop ourselves into a preferred teacher education destination for foreign students from Asia and other parts of the world.

SHES-RIG PAGES is a special tribute to the most sacred gift and precious legacy Late His Majesty Druk Gyalpo Jigme Dorji Wangchuck has left for the education system in the country. This newsletter provides a snapshot of the variety of activities the College had initiated in the last one year as part of learning and teaching; research and other educational events; student experiences of campus life; creative literary compositions; and conversation with a distinguished alumna.

We hope you will find this edition of the SHES-RIG PAGES interesting and read-worthy. The e-copy of the same can be accessed at www.sce.edu.bt.

With warmest wishes.

(Rinchin Dorji)

President

**SHES-RIG
PAGES**

Graduation Ceremony for Students

Samtse College of Education observed the graduation ceremony for the Postgraduate Diploma in Education (PgDE), Postgraduate Diploma in Contemplative Counseling Psychology (PgDCCP), and Bachelor of Arts in Social Work (BA in SW) students on 10th June 2023.

The event was graced by the DASHO DZONGDAG, Dzongkhag Administration, Samtse Dzongkhag, DASHO DZONGDAG in his address, he highlighted the integral role of education in building and maintaining a stable country. He emphasized that the development of students, particularly in terms of enhancing their knowledge and skills, plays a critical part in achieving this stability. He wished good luck in their endeavours and reminded the graduates of their sacred responsibility in the face of the transformative reconceptualisation of the education system. Mr. Tashi, PL, MEd Geography acknowledged that such a solemn occasion is important to recognise the contributions made by the students during their stay here at the college. He is excited to see the award being given to the deserving students. A total of 141 students (92 PgDE, 14 PgDCCP and 35 BA in Social Work students) graduated from the College. The recipients of the award are given below.

Academic Awards			
SL NO	Awards	Awardees	Merit Certificates
1	School Immersion and Teaching Practice – PgDE	Sonam Yuden, PgDE Economics (08220140)	Poonam Mongar, PgDE Economics (08220125)
2	College Prize for Field Practice -PgDCCP	Omkar Rai, (08220065)	Deki Choden Yezer (08220057)
3	College Prize for Agency Internship BA in Social Work	Phuntsho Choden Tenzing, BA in Social Work (08190190)	Pema Selden, BA in Social Work (08190188)
4	College Prize for Rural Practicum BA in Social Work	Phuntsho Choden Tenzing, BA in Social Work (08190190)	
General Awards			
1	Best Speaker Dzongkha		Ugyen Lhendup, BA in Social Work (08190209)
2	Best Speaker English	Tshering Choden, PgDE English (08220149)	Phuntsho Choden Tenzing, BA in Social Work (08190190)
Valuable Contribution			
1	Appreciation for cultural performance-Male	Sonam Wangchuk, BA in Social Work (08190195)	
2	Appreciation for cultural performance-Female	Ngawang Yangdron, BA in Social Work (08190185)	
Overall Sports Champion House			
TAAG House			



Dasho Dzongda sharing his words of wisdom to the graduating students



Dasho Dzongda and President with PgDE A students



Dasho Dzongda and President with Award Recipients



Dasho Dzongda and President with PgDE C students



Dasho Dzongda and President with PgDE B students

Verbal Artistry Showdown

The Literary Society organised a captivating event, the Spoken Word Poetry Competition, on the 12th of May 2023. This initiative aimed to provide a platform for students to unleash their personal expression and nurture their creative prowess. The competition blended two distinct yet intertwined genres of literature: spoken word poetry and written verse. Enthusiasm brimmed as fourteen participants from diverse programmes enthusiastically engaged in the Spoken Poetry contest. Each contestant skilfully wove their narratives, evoking laughter and tears from the audience. The first place for the Spoken Word Poetry was secured by Ms. Kinley Wangmo of PgDCCP II followed by Mr. Ngawang Tenzin of PgDCCP II, and Mr. Thakur P. Regmi of PgDE I B in the second and third places, respectively.

The Written Poetry competition attracted 33 entries, contributed by students from various academic programmes. These entries were on a wide range of interesting topics that ignited their imagination. Mr. Chhimi of MEd English II took the first prize



A performer on stage

for his creative piece titled "Coo-aa-rey-ko to Cock-a-doodle-doo; the tradition's last breath." He shared, "The prize and certificate not only serve as a boost to my confidence but also as a wellspring of motivation and inspiration to continue my writing journey." Tshering Yangden PGBE II B and Ms. Kinley Wangmo of PgDCCP II secured the second and third positions, respectively. The poems will feature in the SHES-RIG PAGES. The prize money for the written poetry was graciously sponsored by Mr. Karma Yoenten, a PgDE alumnus of SCE, 2013. According to the organisers, the event was a resounding success, celebrating the boundless potential of creative expression and the indomitable spirit of literary exploration.



A winner receiving the cash prize from the Dean of Academic Affairs

Field Trip to Penden Cement Factory

From April 9-14, 2023, a group of 14 Geography students from the Samtse College of Education master's programme embarked on an enlightening field trip to the Penden Cement Factory in Gomtu. Their main objective was to gain a comprehensive understanding of the intricate relationship between industrialization, development, environmental sustainability, and social well-being. Accompanied by Mr. Yoga as their guide, the students visited the Penden Cement Factory on April 10. The purpose of this visit was to delve into the cement manufacturing process and its impact on the local community and environment. During the factory tour, the students had the opportunity to observe the various stages of cement production, from raw material preparation to final packaging. They also learned about the machinery and equipment involved, including crushers, ball mills, and rotary equipment. Notably, the students discovered the factory's commitment to reducing environmental impact through measures like air pollution control bags and air pollution monitoring.

On the same day, the group explored the State Mining Corporation Limited (SMCL) and Lhaki mining area in Nyoenpaling Chiwog. This segment of the trip offered valuable insights into mining operations, specifically focusing on dolomite and limestone mining. The students interacted with workers and the management team, gaining practical knowledge of the mining industry's inner workings and the challenges it faces. They also assessed the impact of mining on the environment and local communities, including measures taken for worker safety.

Continuing their exploration of responsible practices, the students visited the land reclamation site of the Penden Cement Authority Limited in Uttatari, Phuntshopelri Gewog on April 11. Here, they witnessed the efforts made by PCAL to restore the natural ecosystem after mining activities. Native plant species, including bamboo, were planted as

part of the reclamation process, signifying PCAL's commitment to environmental preservation. However, it was evident that some areas might require additional time to fully recover, emphasizing the importance of responsible mining practices and effective land reclamation in achieving sustainable development.

From April 12-14, the students employed a mixed methods approach that included household surveys, focus group discussions, and interviews to collect data on the impact of the mining industry in Gomtu and Nyoenpaling Chiwog. This data provided crucial insights into the opportunities and challenges faced by the community due to cement plants and mining activities. The results emphasized the significance of embracing responsible practices, effective land reclamation, and a balanced approach towards economic growth and environmental preservation to ensure sustainable development for the region.

Overall, the field trip to the Penden Cement Factory and associated mining sites was a valuable and eye-opening experience for the Geography students. It deepened their understanding of the complexities surrounding industrialization, development, and sustainability, ultimately empowering them to advocate for responsible practices and environmental stewardship in future endeavours.



MEEd II Geography students at Penden Cement factory, Gomtu

Druk Journal Conversation at the College

On April 25th, 2023, a significant event titled "Druk Journal Conversation" took place at SCE, where key representatives including Samtse Dzongkhag Administrative Heads, Dasho Drangpon, RBP officials, faculty, and students were in attendance. The conversation was facilitated by Dasho Kinley Dorji, the editor of The Druk Journal, and the focus revolved around the theme of the latest issue, "Mental Health and Mental Wellbeing" in Bhutan. Representatives from Bhutan Centre for Media and Democracy (BCMD) contributed to the discussion, with panelists Aum Siok Sian Pek Dorji, Executive Director of BCMD, and Mr. Prakash Pradhan (Principal Counsellor) from MHPC, BQPCA, MoESD. Additionally, Dr. Damber Nirola and Lama Shenphen Zangpo participated via Zoom. The Druk Journal has emerged as a dynamic platform for national discourse, introducing new ideas and concepts into Bhutanese conversations. Through regular publications, an interactive website, and open discussions, Druk Journal fosters engagement and encourages citizens to exchange open and frank views on national policies and issues relevant to Bhutan. The aim is to inform citizens and foster a community of individuals who actively participate in the development of analytical attitudes toward national policies. Their purpose is to serve the national interest by encouraging serious conversations on various issues from constructive points of view.

A situational analysis conducted by Aum Siok Sian Pek Dorji, Executive Director of BCMD, titled "Thimthrom Study, 2022," covered 24,036 students from 33 government and private schools and provided valuable insights into the psycho-social wellbeing situation in Thimphu schools. The study revealed that common mental health conditions affecting the youth include depression, anxiety, panic attacks, attention deficits, hyperactivity disorder (ADHD), PTSD, bi-polar disorder, and OCD. It's

noteworthy that the World Health Organization (WHO) predicted anxiety and depression to be the second leading health challenge in the world after premature death or disability by 2020.

According to Dr. Nirola, a leading psychiatrist in the country, there is a growing awareness of the individual and communal toll that unmet mental health needs have on Bhutanese society. Despite the rising prominence of mental health as a public health issue, there remains a tendency to neglect the care of mentally ill individuals in the general setting. This neglect is attributed to the lack of understanding and poor management of mental illness by health professionals and the community at large. Dr. Nirola emphasized the importance of striking a balance between traditional beliefs and medical science to provide comprehensive mental health care in Bhutan.

Her Majesty The Gyaltsuen's Royal Command led to the establishment of the Pema Center Secretariat, an agency dedicated to spearheading Bhutan's national response to mental health. The secretariat's goal is to promote the mental health and wellbeing of all Bhutanese by supporting policies, developing programmes, fostering multi-sectoral partnerships, engaging communities, and establishing a proactive service delivery network. The secretariat's three core divisions are Self-harm Prevention, Violence Prevention and Response, and Substance Use Prevention and Care, all aiming to make proactive and reliable mental health services accessible to everyone. The team has initiated measures to set up channels for seeking help and support systems for those in need, as well as their families and caregivers. Lama Shenphen Zangpo discussed substance abuse and addiction, emphasizing the importance of researching the underlying causes of addiction as educators. He has actively counseled many youths, assisted them in rehabilitation programmes, and

helped them find employment. Mr. Prakash spoke about mental disorders, their causes, and treatments, dispelling myths associated with mental health disorders. He also highlighted the importance of raising awareness and implementing changes such as certification and recertification for counselors and social workers, establishing a clear pathway through advocacy.

During the discussion, the students actively engaged themselves, asking questions related to "Mental Health and Mental Wellbeing" in Bhutan and inquired about their future plans. The conversation proved to be a crucial step in addressing the pressing issue of mental health and promoting well-being among Bhutanese citizens.



Dasho Kinley Dorji (C) with Dasho Drangpon, RBP officials, faculty, school teachers and students

Open Mic Night to Celebrate International Women's Day

On March 10th, an enthralling Open Mic Night took place in front of the PG block at Samtse College of Education, starting at 6 pm and continuing until 7:20 pm. The event was skillfully coordinated by the Y-Peer members of the college.

Sherub Zangmo, one of the Y-Peer Samtse coordinators, shared that the Open Mic Night was organised to commemorate International Women's Day and to honor March as Women's History Month. The theme for International Women's Day 2023 was "DigitALL: Innovation and Technology for Gender Equality."

The evening was not solely a musical event; it also included the recitation of self-composed poems. Being an open mic night, some enthusiastic audience members voluntarily joined and contributed to the show by singing or actively engaging with the performers. This platform allowed women to showcase their talents and bolster their confidence,

fostering empowerment among them.

The audience members expressed immense joy, finding the show both refreshing and a befitting celebration of Women's Day. Phuntscho Yenten, a first-year PgDE student, commented, "It was delightful to witness a good number of female participants, and it was heartening to see men actively supporting and participating in celebrating Women's Day. The talent displayed by all performers, particularly the women, was truly remarkable, showcasing how much they can achieve given such platforms and support. Moreover, the event facilitated meaningful social interactions."

Importantly, the Open Mic Night was not exclusively led by women; it inclusively involved men's participation. This demonstrated the valuable partnership of men in encouraging and supporting women, thereby contributing to the empowerment of women.

Students dancing in front of the Heritage Building



Royal Bhutan Police Conducts an Awareness Campaign on Drug Abuse

On March 18th, an official from the Royal Bhutan Police (RBP) of Samtse Dzongkhag conducted an impactful awareness campaign on drug abuse in the college's Auditorium Hall. Major Sonam Wangchuk, in his opening remarks, emphasized the concerning rise of drug abuse among the youth in recent times and the importance of curbing this social disease through the campaign.

During the 117th National Day celebration in Thimphu, His Majesty highlighted the issue of substance abuse and called for addressing it. Responding to His Majesty's concerns, the National Drug Taskforce was instituted to combat drug abuse among the youth. The RBP is deeply concerned about the prevalence of drug abuse, especially among young individuals. Despite stringent protocols, the porous border and easy access to drugs from across the border pose significant challenges. Thus, the RBP is focused on reducing drug abuse, and creating awareness among students and the public is one of the many strategies employed to tackle this problem. Several schools under Samtse Dzongkhag have already completed similar awareness programmes as part of the RBP's efforts to combat drug issues.

A participant named Tenzin pointed out that the drug business is attractive due to its profitability, as the demand for drugs in the market is high. Another participant, Tshering, expressed happiness at attending the talk, as it provided valuable information about laws related to drug possession, which she can share with her students in the future as a teacher. Another teacher trainee acknowledged that the awareness programme serves as a reminder for both drug abusers and non-abusers to steer clear of indulging in drugs.

The responsibility to reduce drug abuse does not solely lie with the RBP; each individual can play a

role in this endeavor. It is crucial to report anyone abusing drugs or marijuana to relevant agencies rather than simply blaming them. Collective effort is essential in addressing this pressing issue.

The programme was well-attended by the Dean of the Student Affairs, Resident Coordinator, and over 180 college trainees, making it a significant step in raising awareness and combatting drug abuse in the community.

SCE hosts 2nd National Conference on Higher Education



Guest of honour Sherig Lyonpo with distinguish guests and conference participants

The Second National Conference on Higher Education concluded with resounding success after two days of engaging discussions and productive collaborations. Co-organised by Samtse College of Education, BQPCA (Ministry of Education and Skills Development), Royal Thimphu College, and Paro College of Education, the conference took place on May 14th and 15th, 2023. The event served as a vibrant platform for diverse participants from various educational backgrounds to exchange innovative ideas and foster global cooperation in the field of higher education.

Distinguished attendees included representatives from UNESCO, Madam Registrar, OVC, RUB, the Project Panoptes team from the United States, Presidents and Deans from RUB colleges, individuals from higher education institutions (HEIs), principals, teachers from local schools in

Samtse Dzongkhag, and both teacher educators and students from the hosting college. The honourable presence of Lyonpo J B Rai, Minister of Education and Skills Development on the first day further underscored the significance of the event.

In his welcome address, Dr. Rinchen Dorji, the College President, shared that the conference aimed to facilitate the sharing of innovations, adaptations, and learning challenges in higher education teaching, learning, and assessment practices in Bhutan. He stressed the importance of cross-pollinating ideas and exploring new strategies for collaboration among higher education institutions to enhance their credibility and visibility.

His Excellency, the Minister of Education and Skills Development, highlighted the need to embrace recent technological advancements such as artificial

intelligence (AI), including the use of ChatGPT, as tools to enhance learning rather than viewing them as threats to the education system.

The conference featured renowned keynote speakers who addressed pivotal topics in higher education. Dr. Wesley Teter, Senior Consultant for Educational Innovation and Skills Development at UNESCO, delivered a keynote on "New Ways to Reinvent Higher Education." Dr. Teter emphasised the significance of leveraging technology, interdisciplinary collaboration, and lifelong learning to meet evolving educational needs.

Dasho Tshering Gyaltsen Penjor, Secretary of the National Land Commission, presented a keynote titled "Transforming Higher Education in Bhutan." Dasho highlighted the incorporation of Bhutanese cultural values, holistic education, and robust research and innovation into the higher education system.

Dr. Pinky Jain and Dr. Lisa Stephenson from Leeds Beckett University, UK, discussed "Emerging Trends in Teacher Education," focusing on adapting teacher training programmes to address challenges posed by technological advancements and evolving pedagogical approaches.

The conference covered a wide range of research topics, including enhancing student engagement, curriculum design, educational technology, digital learning, and quality assurance. Attendees expressed their enthusiasm and appreciation for the event, emphasizing the valuable networking opportunities and the inspiring ideas shared. Dr. Sonam Rinchen, Dean of Research and Industrial Linkages of Samtse College of Education said that participating in the conference provided a diverse range of innovative ideas that can serve as valuable guiding tools in the realm of teaching and learning. According to Mr. Karma Gayphel, a lecturer at SCE, attending the national conference not only allowed for significant enrichment but also presented a unique

opportunity to establish connections with scholars and academicians, an experience that he considered immensely valuable. Ms. Dawa, an in-service teacher currently pursuing her MEd at SCE, expressed her appreciation for the National Conference. In addition to gaining invaluable insights, she considered herself fortunate to witness the process and organisation of a National-Level Conference. Ms. Dawa also emphasised that the Conference provided her with endless ideas that she can now implement in her own school, contributing to the advancement of teaching and learning practices.

The conference not only provided intellectual nourishment but also took care of attendees' physical well-being. Scrumptious meals and refreshments were provided, catering to diverse dietary preferences and restrictions. These breaks allowed participants to network and recharge for subsequent sessions, contributing to the overall positive experience.

In summary, the Second National Conference on Higher Education showcased Bhutan's commitment to fostering innovation and collaboration in the education sector. The event's success highlighted the importance of embracing new ideas and technologies to shape the future of higher education



*Dr. Wesley Teter,
UNESCO, giving
a presentation*

*Dalston Pung,
President of GCBS
asking question*



Samtse College of Education Hosts the Druk Journal Conversation on Ensuring Mental Well-being



Dasho Kinley Dorji, Chief Editor of The Druk Journal moderating the Conversation

In an effort to address the pressing concerns surrounding mental health in Bhutan, The Druk Journal, organised by the Bhutan Centre for Media and Democracy (BCMD), held a vital discussion on "Ensuring Mental Well-being in Bhutan" at Samtse College of Education on April 24, 2023.

The event, known for its knowledge-sharing initiatives, aimed to disseminate insights from articles published in The Druk Journal to a wider audience. This year's discussion, centered around Bhutan's mental well-being landscape, drew participation from an array of stakeholders, including teaching faculty, students, staff of the college, as well as notable figures such as Dasho Drangpon, Dzongrab, Police Officers, Samtse Gewog Thrizin, health professionals, and school principals.

Moderated by Dasho Kinley Dorji, Chief Editor of The Druk Journal, the conversation underscored the alarming rise in mental health issues across the nation. It was revealed that Samtse Dzongkhag faces a higher incidence of suicide cases compared to other regions in Bhutan, urging collective efforts and interventions to tackle this concern.

A pivotal announcement was made by Mr.

Kelzang via virtual communication, revealing the establishment of "The PEMA," a nodal agency for mental health under the patronage of Her Majesty The Gyaltsuen. The agency, comprising the PEMA Secretariat and the Pema Center, will focus on mental health planning, standardization, consolidation, and professionalization of mental health services in the country.

Dr. Damber Kr. Nirola, an experienced psychiatrist, highlighted the intrinsic connection between emotional, psychological, and social well-being, emphasizing their impact on thought processes, emotions, behavior, stress management, and decision-making. He shed light on persisting challenges surrounding stigma and acceptance of mental health issues, urging collaboration among agencies and advocating for timely professional assistance.

Lama Zhenphen, a respected Buddhist monk, spoke from a holistic perspective, asserting that youth issues like substance abuse and mental well-being require multifaceted interventions. He stressed the need for systemic approaches to address these social problems, comparing it to nurturing a fruit tree from seed to fruition.

Aum Siok Sian Pek-Dorji presented empirical research findings showcasing the alarming prevalence of mental health issues among students in Thimphu's schools. She emphasized the cascading effects of mental health problems on families, friends, and colleagues, underlining the necessity for coordination among parents, schools, and communities.

Prakash Pradhan's presentation debunked myths and misconceptions surrounding mental health, contributing to a clearer understanding of the subject.

The discussion saw active audience participation through questions, fostering engagement and understanding of Bhutan's mental health landscape. This event undoubtedly underscored the urgency of collective efforts to address mental health issues, resonating with the audience's responsibility in contributing to a happier and secure Bhutan.



Dasho Drangpon, Samtse, making her remarks following one of the presentations

Webinar on Behaviours of the Bhutanese Secondary and Tertiary Education Students: Kaleidoscopic Perceptions



the study's recommendations emphasised proactive measures, counseling provisions, parental engagement, policy refinement, and educational initiatives to enhance behavior, fostering holistic development and contributing to the attainment of Gross National Happiness.

A webinar on Behaviours of the Bhutanese Secondary and Tertiary Education Students: Kaleidoscopic Perceptions was organised by the DRIL's office on 3rd May 2023. The webinar was attended by officials from the Office of the Vice Chancellor, Royal University of Bhutan (RUB), Officials from the Ministry of Education and Skills Development, lecturers from the colleges of RUB, teachers from the schools, and students from Samtse College of Education.

The webinar was aimed to provide a platform to the faculty members to share research findings to relevant stakeholders and provide perspectives on educational opportunities, challenges and potential solutions to overcome them.

The webinar was resourced by Dr. Tashi Gyeltshen and Assistant Professor Kuenzang Gyeltshen and moderated by Sangay Lhamo, Research Officer. Their study highlighted a prevailing trend of commendable behavior among secondary school and college students, notwithstanding sporadic instances of misbehavior. The origins of such misbehavior were attributed to multifaceted factors, including substance and alcohol misuse, peer influence, and inadequate parental guidance. Informed by these findings,

Literary Society's Extravaganza: Spoken Word Poetry Competition

The College auditorium was filled with anticipation as students and faculty members eagerly awaited the start of the Spoken Word Poetry competition hosted by the Literary Society on the 11th of May. The members of the audience were already awed as they were welcomed by student's written poems at the entrance. This highly anticipated event brought together some of the most talented poets from the College, providing a platform for them to showcase their literary prowess.

In a conversation with Ngawang Tenzin, the Literary Society Coordinator, he stated that the purpose of spoken poetry is to create a space for creativity, self-expression, and connection as spoken poems is a unique form of art that can aspire, empower, and transform both the performer and the audience.

The event was a blend of 2 genres of literature: spoken word poetry, and written poems. The written poetry competition had been ongoing for weeks with judges from Royal Thimphu College and the College of Language and Culture Studies. The winners were declared at the end of the event. The competition featured participants from various programmes, including Masters, Postgraduates, and undergraduate students of the college.

The spoken poetry performers presented a wide range of styles and themes, with some opting for classic pieces, while others chose to recite their original works. The competition was intense, with participants displaying remarkable levels of skill and creativity.

The winners were announced at the end of the competition, with the first-place prize going to Kinley Wangmo from PGDCCP second year for her performance of her original piece "Sorrow." The second and third places went to Literary Society

Coordinator, Ngawang Tenzin, also from PGDCCP second year for his original poem "What it takes," and Thakur P Regmi, a first year postgraduate student, for his poem "Poetry Recitation." The winners took with them a cash prize of Nu.2500, Nu.1500 and Nu.1000 for the first, second and third positions respectively.

Norbu Lhamo, a member of the audience said, "The event was very interesting and I would not have been able to choose the winner if I were a judge. The poems were all so powerful, and I was moved by their performances."

The Literary Society hosts one major literary event every semester with the continued support of the College President and will continue with the tradition in the coming years, with hopes to encourage students to express their work and inspire others.



MCs for the event, Phuntsho Choden (R) and Pema Selden (L)



Sonam Tshering Lepcha in action

Revolutionising Education through STEM Fest: Igniting Passion for Science, Technology, Engineering, and Mathematics

On April 22, 2023, the Department of STEM Education hosted a STEM Fest, with the theme "Engaging with STEM in Education." The primary objective of the event was to stimulate interest and knowledge in Science, Technology, Engineering, and Mathematics (STEM) among both students and faculty.

The event was held in the Science laboratory on campus, drawing students, faculty and members of the local community, including Samtse Higher Secondary School students and staff. The Fest featured interactive exhibits and activities created by PgDE (Science, Mathematics & IT) and MED (Science & Mathematics) students.

The event began with the screening of a pre-recorded video from the College's President on the significance of STEM education. He urged students to consider pursuing careers in STEM fields, highlighting their critical role in today's world. Attendees explored the various exhibits and displays set up around the lab, gaining valuable insights

into the practical applications of STEM concepts through hands-on activities such as interactive experiments and demonstrations. These included Arduino based smart robots, anti-sleep alarm, neutralisation reactions and road alert mechanism using mathematics and python.

One of the participants expressed his enthusiasm for the event, noting that the STEM Fest provided a great opportunity to come up with innovative ideas and inventions to solve real-world challenges. He also noted that the event would encourage young students and attendees to enhance their creativity, critical thinking, and problem-solving skills and take up STEM subjects in future. By preparing students for careers in STEM, which are among the fastest-growing fields in the global job market, the event would contribute toward the exploration of exciting opportunities and shape the future of STEM fields.



Judges evaluating the exhibits



Students from Samtse LSS (Top) and Samtse HSS witnessing the exhibits

A Legacy of Learning: Samtse College of Education Commemorates 55 Years



Venerable Lam Neten gracing the 55th Foundation day of the College

The events commenced with the offering of butter lamps at the College Heritage Center followed by other cultural items at the Namgay Khangzang.

In his address, the President emphasized the pivotal responsibilities that the College has played in Bhutan's educational growth since its founding in 1968. He stated that "The institute has brought a paradigm shift in the way school education, especially curriculum and teaching pedagogies, with the introduction of the first Postgraduate Certificate in Education in the country in 1989, the Bachelor of Education programme for higher secondary graduates in 1983, the Bachelor of Education programme for in-service primary school teachers in 1995, and the College introduced Bachelors of Social Work in 2019 and Masters programmes in 2017." The President also emphasized the need for everyone to be informed about the recent reforms and to acquire the necessary information and skills to meet the demands of the contemporary environment.

The Guest of Honour, Lam Neten of the Samtse Rabdey, emphasized the significance of teachers in the formation of people's lives. To provide the finest instruction to the students, he added, "A teacher should be well-disciplined, knowledgeable, and compassionate." He also urged all students to thank

our teachers for helping to shape who we are today. He closed his speech by expressing his hope that the nation's teachers and aspiring teachers will uphold a high standard of education.

The day was commemorated with cultural displays organised by College students with a special item from SCE alumni from Samtse Higher Secondary School. In line with the performances, an Alumni webpage was also launched. Mr. Ramesh Kumar Chhetri, Dean of Student Affairs, shared that SCE Alumni Association aims and purports to create a platform that not only serves to build a community of alumni groups that share a special and unique community feeling and bond as graduates of this teacher education institution, but also to make a positive impact on the development of its alma mater by utilizing the talents, expertise, diverse backgrounds, and resources of its alumni. "Regardless of the course taken, the student automatically becomes an alumnus of the College upon graduation from the College," he stated. Each graduate must complete the online Alumni Registration Form and submit it to register as a member of the SCE Alumni Association, nevertheless.

An online edition of Educational Innovative Practice (EIP), an open-access, peer-reviewed journal of Samtse College of Education was also released for Spring Semester 2023. The College also released the biannual Newsletter, SHES-RIG PAGES. To ensure the general security and safety of the entire college fraternity, the College also carried out the annual ritual in conjunction with the Foundation Day. The Lam Neten offered a special Kago in the evening to mark the end of the double celebration.

Visits of Aarhus University Faculty Members

Three Professors from Aarhus University in Denmark visited the College from June 4 to 9 as a part of mobility exchange under the Erasmus Plus.

During the visit, the professors from Aarhus University Dr Jorn Bjere, Dr Karen Petersen and Dr Kari Blume Dahl engaged in a variety of activities. They attended Master of Education (MEd) research proposal presentation and provided useful feedback. In various other interactions, they shared useful educational practices such as innovative literature review, assessment methods, and Danish teacher education system. Further, as part of the exchange's academic objective, they collected data for a study on comparative teacher education systems of Denmark and Bhutan. The data collection process involved one-to-one interview and focus group discussions with MEd students, lecturers and school teachers. The study will identify similarities, differences, strengths, and areas for improvement in both systems. They also visited a local school. This visit provided opportunity to gain first-hand experience on how classroom sessions conducted. They interacted with students and teachers. These interactions provided them with exposure to international educators and allowed them to gain new perspectives on their studies and career prospects.

The exchange programme provided opportunity for learning from each other's educational approaches, and fostering cross-cultural understanding and appreciation. Specifically, the MEd students stated that interacting with international educators was a source of inspiration for them, motivating them to aim for higher academic achievements and broaden their global outlook.

The presentations by the Aarhus University professors were well-received by both the faculty members and students of the College. They found the presentations on literature review and assessment practices useful,

insightful and inspiring. The interactive sessions facilitated exchange of knowledge.

The faculty mobility training exchange between Aarhus University and Samtse College was a successful endeavour. The visit of professors from Aarhus University provided an excellent opportunity for knowledge sharing, collaborative learning, and cross-cultural experiences. Such initiatives strengthen global academic ties and contribute to the advancement of education on a broader scale. Both institutions benefited from the lessons learned during this exchange programme.



Team from Denmark interacting with the counterparts from SCE

Peace ho! the Site Engineer Speaks



SHES-RIG PAGES (SP): We would like to thank you for agreeing to be part of this short interview and congratulate you on the successful completion of the construction of the 18-unit staff quarters and postgraduate building. Please introduce yourself.

Dipendra Neopaaney (DN): Thank you. I am Dipendra Neopaaney, the Site Supervising Engineer at Samtse College of Education. I am an employee at the Royal University of Bhutan. I was posted at Samtse College of Education to oversee the construction of the staff quarters and the postgraduate block.

I would like to thank President, staffs and students of the Samtse College of Education, and you and your news team for allowing me to share my views. I feel happy and proud to share the success story. I would like to attribute the success to the tremendous support and cooperation from the family of Samtse College of Education.

SP: Can you briefly describe your role and responsibilities as a Site Supervising Engineer for completed buildings in the College?

DN: As a Site Supervising Engineer, I was entrusted with the overall supervision of the project which included daily supervision of the project and the

associated works like verifying monthly running bills, submitting monthly update to the project management team at the College and furnishing the monthly progress report to the Office of the Vice Chancellor, Royal University of Bhutan.

SP: Were the buildings completed within the given deadline? What are some strategies you used to effectively manage the work?

DN: I would not say that it was on time. The work was badly affected by COVID-19 pandemic and the work progress was delayed almost by a year even before I joined. However, when I was appointed to take over the project, the COVID-19 restrictions were almost lifted and the progress of the project was quite commendable and we could complete on the stipulated time given after COVID-19 was over. Proper planning, on-site presence of the Site Engineer, and reminding the contractor about the completion deadline enabled the completion of the project on time.

SP: Were there any issues in coordinating with various stakeholders such as College administration, contractors, and others in ensuring the successful completion of the buildings?

DN: The stakeholders around were so helpful and prompt which immensely contributed to the completion of the project. As far as I am concerned, all the stakeholders including the contractor took the deadline of the project very seriously and I got all the support required for the completion of the project on time.

SP: Share your observations on the design of the building and its alignment with the College's vision and requirements?

DN: Probably I would not comment much on

the design. The building design was done by some firms. I am sure that the requirements of the college were discussed and taken into account during the time of design. After the completion of the project, the buildings look quite comfortable to live in. In this light, the requirements of students and staff were fulfilled. So, I feel the College's vision and requirements are fulfilled.

SP: Were there any innovative design elements or architectural features that contributed to the aesthetic appeal of the completed building?

DN: The Bhutanese designs and paintings themselves are the wonderful culture that give a unique and pleasant aesthetic to our Bhutanese structure. But, since that is the residential block, I feel not much of innovative ideas were added.

SP: Did you take any measures to conduct thorough inspections and quality control checks to deliver high standard finished product?

DN: Yes, that is the main role I was entrusted with as a Site Supervising Engineer. Quality assurance is the primary and basic thing I need to ensure as the engineer at the site. All the materials were verified and the contractor was asked to produce a test certificate for construction materials. Further, the brands of the materials were thoroughly checked to maintain the standard as approved by the competent authority.

SP: Did you face any challenges while overseeing the construction? How did you resolve them?

DN: It is obvious we face some issues when we execute the paper-based design on the actual ground. There were some issues in getting the construction materials which hampered the progress of the work. The main issues were caused due to post-COVID-19 effects. That was resolved by talking to concerned stakeholders with the request to consider the closing of the project for the 12th FYP. The other challenges related to bringing in the Indian labourers due to changes in border gate entry protocols. However, the delay in the project was compensated with a proper work plan and enforcing the plan strictly at the site with my presence almost every day. Being the only site Supervising Engineer for a big project was quite challenging. I found it difficult to carry out both the paperwork and site supervision works where my presence at the site was very critical. However, I did most of the paperwork during my off-office hours.

SP: Thank you. Would you like to add any other points, observations or thoughts on the project?

DN: Since I was appointed to supervise the project when it was already 60-70% completed, there was not many things I could do. If the project supervision was handed to me from the beginning, I would have made some changes as per the site condition and some requirements as the project is located in the southern belt of Bhutan. However, overall, I feel very lucky to get the opportunity to look after the project. I had wonderful learning under the guidance of College President and satisfying time as a result of cooperation rendered by the staff and the students of the College.

Interview with Phuntsho Choden Tenzing, Protection Officer at The PEMA Secretariat, Thimphu



Phuntsho Choden Tenzing is currently serving as a Protection Officer at The PEMA Secretariat in Thimphu. She holds a Bachelor of Arts degree in Social Work from Samtse College of Education (SCE), Royal University of Bhutan. Throughout her academic journey, she demonstrated exceptional diligence and achieved outstanding results, both during her schooling and college years. Her commitment to excellence in academics earned her the prestigious His Majesty's Certificate for Academic Excellence in both her first and second years of pursuing a Bachelor of Arts in Social Work [2020-2021].

SHES-RIG PAGE (SP): How would you describe your overall journey at Samtse College of Education (SCE) in a few words?

PHUNTSHO: I must say I had transformative growth, with lifelong friendships and good academic exploration with learned lecturers and friends.

SP: What motivated you to join BA in Social Work programme? Looking back, how has it aligned with your expectations and goals?

PHUNTSHO: I have been a volunteer at the Phuentsholing Youth Friendly Service Center since I was 13 and while I was volunteering there, I had the opportunity to assist the officials in meeting and visiting children in difficult circumstances which inspired me to work for their well-being. Hence, the introduction of BA in Social Work was a blessing to make my aspirations a reality.

SP: Reflecting on your first day at college compared to your graduation day, how have your perceptions of the college evolved?

PHUNTSHO: On my first day, I was excited about new beginnings, and the opportunities yet to come and I was confident that the college would make me well-equipped to fulfil my goals. As years went by, I faced but embraced challenges. College made me discover myself and expand my perspectives, which made me realize college plays an important role in a person's emotional maturity.

SP: What aspects of the college do you believe set it apart from others? How did these unique qualities enhance your learning and personal growth?

PHUNTSHO: The college's vibrant community, diverse subjects, learned faculty, good leadership and experiential learning opportunities stood out. Interacting with friends and seniors from diverse backgrounds broadened my horizons. Unlike other colleges, SCE has teacher trainees which helped me gain different perspectives on things and understand children from teachers' perspectives. These interactions fueled my curiosity and the internships and field practicums fostered independence.

SP: Can you share a few memorable moments that encapsulate the essence of your time at the college?

PHUNTSHO:

- Master of Ceremony: I was a Master of Ceremony at a few programmes that the entire college fraternity and guests from outside the college attended. I remember feeling nervous but

accomplished when I was over.

- Mentoring Sessions: I could connect with seniors from various courses and a teaching faculty who never taught me.
- Volunteer Service: I volunteered at a few cleaning campaigns in and out of the college organised by the college with the help of clubs.
- College Library: I remember finding solace in the redesigned library surrounded by the scent of books, hanging basket chairs and a cool room from the ACs.

SP: Reflect on the diversity and inclusivity of the college community. How did interactions with peers from different backgrounds enrich your understanding and broaden your perspectives?

PHUNTSHO: Interactions with peers from diverse backgrounds fostered empathy and encouraged me to have an open mind. It has helped me get exposed to a wide range of viewpoints. These have contributed to my personal growth, and to developing critical thinking and the need for interaction for diverse discussions.

SP: Thinking back on your internships, how did they complement your academic studies and prepare you for your future career?

PHUNTSHO: My rural field practicum and the internship with the UNICEF Bhutan Country Office, Thimphu provided me with the opportunity for real-world applications of the theoretical knowledge I learnt in college. I could collaborate with professionals from various organisations and I could get a taste of the day-to-day operations of the office for the wellbeing of the society. I could also build a network of contacts. These experiences have enhanced my resume, given me a taste of office life, and prepared me with basic skills as an employee.

SP: Can you share an experience from your internships that challenged you and helped you develop new skills or perspectives?

PHUNTSHO: Working with rural communities challenged me to understand local needs and adapting solutions. This has broadened my perspective and emphasised the importance of cultural sensitivity in development work.

SP: What role did networking and professional relationships play in your internship experiences? How have they shaped your understanding of your chosen field?

PHUNTSHO: Through networking, I gained insights into various approaches and innovative practices. I gained practical advice from experienced professionals. Engaging with diverse people helped me understand the multifaceted nature of social work and the importance of tailoring interventions to the unique needs of the individual.

SP: How do you envision translating the knowledge and skills gained from your internships and college into your present career at The PEMA Secretariat?

PHUNTSHO: I learnt the theories, acts and legal provisions related to Child, Women, and Domestic Violence Prevention in college and during my internship, I could see the use of these documents. I also learnt communication skills, collaborative skills and analytical skills in both college and in my internship. These, I believe will allow me to make informed decisions and implement strategies that ensure wellbeing of individuals in my present role at The Pema Secretariat, while also maintaining a healthy social relationship with colleagues.

SP: Reflect on how your interactions with lecturers and experiences in at SCE contributed to your personal and professional growth.

PHUNTSHO: Our programme leader, Mr Tshering Dorji has a Masters's in Social Work and we had many modules with him every semester. His guidance helped me refine my critical thinking skills and encouraged me to explore innovative solutions to complex challenges. Other lecturers have also been open to discussions and I would go for advice in terms of my research and presentations and this made me also have an open mind and to be approachable.

SP: In what ways do you plan to stay connected with the college and lecturers in the future?

PHUNTSHO: I still seek advice from lecturers and I am still connected with them through emails and social networking sites. I often have to go for advice and I am also grateful to the lecturers for guiding me throughout and shaping me into who I am right now. Hence, I will stay connected through the internet and I am also always ready to help in case there is a need for my assistance. As for the programme, I am very attached to it and had it continued, I was planning to even try for teaching positions. I am still willing to help my junior friends with the modules to the best of my abilities.

SP: What advice would you give to your junior social work students and other students at SCE?

PHUNTSHO:

- Sprinkle kindness: Just like fairy dust, sprinkle kindness wherever you go. A little sprinkle can go a long way in brightening someone's day.
- Embrace learning: Be curious and keep learning.
- Build relationships: Networking can provide valuable insights, support and potential career opportunities.
- Set goals: When you have targets, it helps you stay motivated and focused on your aspirations.
- Dance through challenges! This, too, shall pass. And you get to learn.

SP: Looking ahead, how do you see your academic experiences continuing to influence your lifelong learning and career aspirations?

PHUNTSHO: The knowledge and skills I have gained through my academic journey will serve as a springboard for ongoing growth. I see myself becoming more curious with increased exposure and experiences. My thirst for learning will drive me to seek new insights and information and explore many new things.

SP: Congratulations for winning numerous college awards during the 2023 award day. How did you feel on winning this awards?

PHUNTSHO: I was absolutely thrilled and honored to receive the awards. It was a mixture of surprise and gratitude to be recognised for my hard work. I am truly grateful for the recognition.

SP: Tell us something about your current job and the organisation you are working in.

PHUNTSHO: I am currently working as a Protection Officer at The PEMA Secretariat. My job requires me to assist and protect Children and Women in Difficult Circumstances, Children in Conflict with Law and Gender-based Violence.

The PEMA Secretariat is a governmental organisation and the Nodal Agency for Mental Health in Bhutan. Its mission states - A Society That Promotes The Well-Being Of All Bhutanese, Supported By Enabling Mental Health Policies And Programs, Transformative Multi-Sectoral Partnerships, And A Proactive Service Delivery Network.

The College Organises Religious Discourse



Samtse College of Education organised a five-day religious discourse from 13th to 17th March. His Eminence Tsugla Lobey, Karma Rangdol, presided the Choeshey Lerim. The trainees, faculty members and staff of the college attended the programme.

The organization of the Choeshey Lerim was timely as the world is experiencing a strong influence of materialism and technology. Such influences distance students from seeking refuge and practising the Dharma. In the morning sessions, His Eminence taught on different stages of the Preliminary practices (Ngondro) such as seeking Refuge, developing Bodhicitta, Vajrasattva practice, offering Mandala, and Guru Yoga. In the morning of the first day, the venerable Lopen gave a teaching on the Seven Branch prayer. In the afternoons, His eminence, in order to develop aspiration for peace, gave teaching on Amitabha and Sukhavati prayer. On the last day, His Eminence gave Amitabha public empowerment to the students, lecturers, staff of the College and the general public.

As a result of the Choeshey Lerim, Wangmo, a PgDCCP student, has vowed to pray for the wellbeing of all the sentient beings. This programme has brought immense peace and tranquility in her mind. According to Tshering Lham, another PgDCCP student, the five-day Choeshey Lerim has paved way to developing purity in her mind. She now practices the breathing every morning to clean her mind, body and speech.

Lop Sonam Gyeltshen, the coordinator of the programme, shared that the programme is a part of College's important annual event. However, for the past two years, the college could not organise the event due to the Coronavirus pandemic.

The College Observes Zhabdrung Kuchoe

The College joined the nation to observe Zhabdrung Kuchoe on 30th April as a token of paying homage to our country's founding father, Zhabdrung Ngawang Namgyel (1594-1651).

Zhabdrung Kuchoe is a significant occasion observed on the 10th day of the third month of the Bhutanese calendar to memorialize the anniversary of Zhabdrung Ngawang Namgyel. To offer tribute to the great spiritual and political leader of Bhutan, SCE family recited Jigten Wangchuk prayer. As in the earlier years, the programme started at 9 am. The President of the College sponsored the refreshments like water, chocolates, shamdrey and tea.

Leki Norbu, the prayer councilor, reminded about the significance of Zhabdrung Kuchoe. He also shared a brief biography of Zhabdrung Rinpoche and His contribution to the country. He emphasized the significance of showing respect to the great statesman and spiritual leader.

Tshering Zangmo, a BA in Social Work said, "Zhabdrung Ngawang Namgyel played a significant role in the history of Bhutan. He brought unity, peace and harmony in the country. I have a deep respect for Him, and Zhabdrung Kuchoe is a day to show my gratitude to Him." Similarly, Kinley Om shared her feeling of being blessed while reciting the prayers. She felt honoured to be able to participate in the important event.

The SCE family offered prayers and lighted butter lamps as tribute to the great Zhabdrung Ngawang Namgyel for unifying the country as an independent nation state and developing a unique cultural identity.



Prayers of tribute to Zhabdrung by staff and students



The President offering butterlamp

Kalapinka - The Voice

SHES-RIG PAGES Spring 2023

Cock-aa-rey-ko to Cock-a-doodle-doo

Then,
Cock-aa-rey-Ko...
At the start of light
And to call for the night,
You must have heard him sing.
Abruptly, after the claps of his wing.
He sings a polished and codified sound,
His half-blind master wakes rubbin' his gound.

At top of his lungs, miles away, you'll hear him loud.
High his head and chest raised, he's veritably proud.
Woven with words of his pick
He wets every nook and cranny with his song's lick.
His songs stand as the symbol of novelty
Every word vibrates with extravagance of authenticity.
His songs celebrate the stories of his valiant father,
And reminisces the plights of his mother.

From nowhere a seductive foreign miss twerked past the coop
His dazed master bowed down to stoop.
He to her, nuptial tied and sworn.
That night, the master murdered the singer with a rash force.
The ruthless mistress gulped the lifeless singer on the feastin' table.
Beside her stood the deluded master without the tiniest remorse.
The remains of the singer, buried deep near a replaced stable.
One blackest night, a half-thought son was born.

Now,
At the start of light
And to begin the night,
You'll never hear him sing
You'll hear, But a bemused hybrid bird zing and ping.
One dark full moon night,
Lopoen astro augured with a paralyzed fright,
"Your son will sing. Your son will sing."
And one day he sang with bubblin delight,
"Cock-a-doodle-doo."

Chhimi
MEd English



An Inch Away from Falling

The sky is a blinding blue hue, and the streets are a rumbling buzz.
Yet all there is to in my head, is a phantom ringing silence
Telling me everything there is to know, the truth that no one knows.
What am I here for, and what stretches beyond this expanse?
Surrounded by ill chaos, I am trapped in this labyrinth of agony,
For days on end, I find myself dreaming, slipping into another dimension,
Where the day runs dark, the night shines bright, the dawn comes early.
A place where seasons stand still, and hell and heaven meet in between.
Maybe it will be fair and just, or maybe that is too much to ask for.
Is there even a sliver of hope? For a loving world that lets us thrive?
But from what I have seen and learned, it is foolish to ask for more,
The depraved memories that haunt me are reels I simply cannot archive.
Then comes reality crashing in; of the fact that I am barely holding on,
Clinging to dear life, I am struggling against the steep height of this misery.
Alas, just an inch away from falling, and sinking into depths unknown.
The bitter taste of liberty is tempting, and so is the urge to solve the mystery
Of what lies beyond the frigid grip of death - the promise of an afterlife,
For it is the forbidden voyage, one that I must partake.

Tshering Yangden
PgDE English

The Knight in the Jovial Armour

Dark clouds invade CR 11,
Imprisoning souls into 2 hours of stillness.
Innocent souls-
Submerged into the ocean of boredom,
Fall into the well of sleepiness,
Sink into the puddle of pessimistic thoughts.

The Knight in the Jovial armour dashes into CR 11-
breaking the shackles of 2 hours of stillness,
Throwing ticklish lifejackets into the ocean of boredom,
Letting down hilarious rope into the well of sleepiness,
Stretching cheerful hands into the puddle of pessimistic thoughts.

The Jovial Knight to the rescue!

Yeshey Choden
PgDE English



This Summer

Cheerfully the sun shines bright,
Painting the landscape with its light,
A canvass of colours so bold and true,
A sight to behold, a dream come true.

Trees sway gently in the breeze,
Flowers dance with such ease,
Birds sing sweetly in the trees,
A symphony of nature, a melody so free.

The sky above is a canvas of blue,
Dotted with clouds of white and hue,
A masterpiece of nature's art,
A sight that fills the soul and heart.

This summer is a time to cheer,
To revel in nature's beauty so clear,
To paint our memories on life's canvass,
And cherish them forever, as time will pass.

Tshering Zangmo
BA in Social Work

Farewell with Grace

If you must go, then go with grace,
And leave no trace of your embrace.
For if you linger, a void you'll leave,
A wound that time may not relieve.

The memories we shared will remain,
Engraved forever in my heart and brain.
But if you must leave, then leave for good,
And let me go, as you should.

For if you linger, I'll be lost,
A prisoner of memories, at great cost.
So if you shall leave a void, then do so fast,
And let me heal, as time goes past.

Phuntsho Choden Tenzing
BA in Social Work

I Walk Past the Sidewalk

I walk past the sidewalk
under an umbrella in the rain
I wear my glasses after cleaning them
all I can see are misanthropic flowers
There are tears, everywhere
flooding from eyes of the melancholic sky
There are lips that kiss only tricks
because their jaws have muted every truth
You tell me to be content
and I know it—a malcontent assertion
You want to know by what means I regard this being
I give you this poem and utter hypocrisy

Sonam W Chogyal
PgDE English

President's Address on Teacher's Day 2023



My fellow teaching faculty colleagues, admin staff and dear students.

A very special Good Morning on this very auspicious occasion – The Birth Anniversary of our beloved Late His Majesty Druk Gyalpo Jigme Dorji Wangchuk, now observed and celebrated as Teacher's Day.

We all know that His Majesty King Jigme Dorji Wangchuk is considered as the father of modern Bhutan because He is credited to have ushered our country towards modernisation. His Majesty the Third Druk Gyalpo is believed to have once shared with a group of American visitors, I quote "This is the 20th century. We are working to make sure that Bhutan truly belongs to this century."

The Third Druk Gyalpo gave the true real push and impetus in developing modern education system in the country, and rightfully

we celebrate His Majesty's Birth Anniversary as Teacher's Day in Bhutan. Had His Majesty the Third Druk Gyalpo lived long enough to witness the result and fruition of His noble deeds, He would have been 94 years young today. As fortunate and blessed educated Bhutanese who have benefitted and still continue to benefit from modern education in Bhutan, may I request all of you to kindly rise up and observe a minute of silence to pay our undying gratitude and tribute to His Majesty The Third Druk Gyalpo, the Father of Modern Bhutan.

Let us also take this minute of silence to remember and express our genuine gratitude and admiration to all our teachers in life including our parents, who are the first teachers and role models in life; and all our past, present and future students, who will always serve as a great source of inspiration for teachers.

On this Teacher's Day today, as I address this congregation of teacher educators, in-service teacher students, pre-service teacher students, pre-service counsellors and pre-service social workers, I will speak with an understanding that each one of us is a TEACHER, who makes a positive difference in another person's life.

The present time we are passing through is a critical epoch in the history of our country's education system. While we gather to pay our tribute to Late His Majesty on his Birth Anniversary and observe Teacher's Day, this is also a day we celebrate to rejoice the contributions teachers make in the society. Let's acknowledge the tremendous growth we have witnessed in our education system. But times have changed. We are already in the 4th Industrial Revolution.

Maybe, we have achieved so much but much is left to be done. Maybe, the education that has served well in the past is no longer good enough to serve the needs of 21st century Bhutan. We have to accept the fact that the world changes at a supersonic speed and our educational practices and approaches also need to be realigned to suit the changing needs of the fast changing Bhutan.

The Education Reform, which is happening now in response to His Majesty the Fifth Druk Gyalpo's Royal Kasho to radically change and transform our education system is a precious opportunity that we as teacher educators, in-service and future teachers cannot watch passively.

We need to be able to soak and immerse ourselves fully to be part of this reform process by doing our best in our own part – doing our own bit to contribute to the bigger scheme of things at a national level.

As we work towards a new education system, a new Bhutan under the stewardship of His Majesty Our King, let's get onto the Change Bandwagon that bears His Majesty's vision of building a world-class education.

Let's take the Highway that our Beloved His Majesty has taken to drive the change, a journey for a better future – a future of hope and dreams; a future of promises and fulfilment; a future happiness and prosperity; a future of security and continued sovereignty; and all good things the world has in store for us.

As teachers who are expected to make a difference in the lives of others through the knowledge and skills you show and transmit; the virtues and values you teach through your own conduct and attributes, be **AMBITIOUS** and **LEAVE YOUR FOOTPRINTS** in the system you serve and in the minds of the students we teach and people we serve. In other words, leave a positive **LEGACY** behind.

We have read in history about how religious saints and enlightened beings such as Guru Rinpoche had left body prints, hand prints, footprints for their disciples to see and such miraculous signs had served to strengthen and deepen their religious faith and devotion. Jesus Christ in Christianity and the pantheon of Gods and Goddesses in Hinduism would have done the same through their spiritual prowess and deep practices in their religious faith.

For teachers in particular, and teacher educators like us here in the College, when I say we have to be ambitious, it is being ambitious enough to constantly challenge and compete against ourselves to unleash the best versions of our own selves. We may not become enlightened like Guru Rinpoche to leave miraculous body prints and footprints on rocky cliffs and caves but we certainly can leave **FOOTPRINTS** in the minds and memories of our students and learners in the form of knowledge and skills; ideas and wisdom; footprints in the forms of creative and innovative educational practices as our brain child, as our trademarks.

To do this, we need to be **AMBITIOUS, COURAGEOUS, BOLD, DETERMINED, FOCUSED, DISCIPLINED, PURPOSE-DRIVEN, RESOURCEFUL, TACTFUL, GRITTY, RESILIENT, SMART, INTELLIGENT,** and **ASTUTE** to become a teacher/teacher educator that is excellent; a teacher or teacher educator that is brilliant; a teacher/teacher educator that shines from the rest through fair means.

The Indian monk and motivational speaker Gaur Gopal Das says that to achieve any form of **EXCELLENCE**, what you do, need to truly resonate with your heart, your inner core, and your true inner passion. The qualities and attributes I just mentioned above such as being smart, intelligent, tactful, resilient, resourceful, etc. are all trainable traits. They are traits that can be learned and developed.

One of the simplest and easiest ways to be that kind of a **TEACHER OR TEACHER EDUCATOR OF EXCELLENCE** is to be able to identify your **USP** – your Unique Selling Point. It is also possible that we will have teachers and teacher educators who would serve in the teaching profession for a lifetime but still fail to

identify their USPs. This is an indication of a dissonance between their job and passion.

But this dissonance can also be resolved through hard work and diligence, discipline and determination to develop love and passion for what we do. We need to identify this USP and function to our optimum level, always exploring and discovering our true inner treasure to be a Alpha Teachers, Alpha Counsellors, or Alpha Social Workers, Alpha Bhutanese citizens, Alpha Humans - Alpha in a positive sense.

A Teacher – Lopen in Dzongkha is supposed to be the King of Knowledge and Wisdom (crude and raw translation). Lopen, Teacher, Lama, Guru, etc. all synonymous terms are held very highly in most societies. In Buddhism there is a saying "*Pha Lama Meypai Gongrel na, Bu Sangay Zhepai Ming Ya May*" meaning "There is no way a person can attain enlightenment in the absence of a teacher". A teacher's responsibility is heavier than mountains and more precious than gold or any other precious gems. To shoulder this responsibility well and justify the title of teacher we take against our names, we need to dig deeper within our own selves; mine and excavate the treasure and gold mine within us to feel the beauty and experience the splendour and magnificence of what you do in life – in our case teaching, counselling and social work.

Prof. Yuval Noah Harari had said that the 21st century is for those who can change and adjust to changing situations by being a perpetual, lifelong learner. Let us be teachers and teacher educators who demonstrate such personal and professional attributes to be able to educate teachers who are world ready, prepared to shoulder the teaching responsibilities with high level of competencies and professionalism.

In Buddhism, ignorance is considered to be the root of all evils. Similarly, for teachers, ignorance can do a great deal of damage. Imagine an ignorant teacher walking into a classroom with an empty mind, ill-prepared lesson, not punctual, with lethargy and apathy, and inability to connect with the learners. This can be cancerous not just to the students' learning and their future career but can destroy the whole education system, the whole society.

Imagine a teacher who hardly reads and updates his or her own knowledge but asking the students to read with no proper or clear guidance and advice to prescribe any good books that will be useful for the students to read. Imagine a teacher who is a poor role model for the students. Imagine the kind of damage it can do to the system. Imagine the negative karma that ignorant and unprofessional teachers can accumulate in a lifetime.

As we witness the nation-wide education reform, even if teaching was not your choice, you still have the option and time to like it, love it, and nourish your interest and passion for teaching. Be open to change. Change our mind-sets towards teaching. Shift our gears of teaching because teachers play a critical role in nation building.

Let your tentacles of mind grow far and wide to gather knowledge and learning. Let your mind be open and receptive to the ocean and universe of knowledge and learning that waits to be explored and put into use. Let us show the drive and hunger to hunt for new horizons of knowledge and educational practice as teachers and teacher educators so that we are able to make constructive contributions not just in the current education reform but also for a more sustainable and efficient education system – for an education system that is forward looking, dynamic and timeless in its currency and relevance.

With these thoughts shared on this auspicious occasion, I hope each one of you celebrates and takes immense

Kalapinka - The Voice

SHES-RIG PAGES Spring 2023

pride in being a TEACHER, because teachers truly play a special role in society.

Thus, in sharing this, I take this special privilege and opportunity to wish everybody a VERY SPECIAL HAPPY TEACHER'S DAY.

Celebrate and rejoice every bit of your life as a TEACHER and enjoy the celebration.
Thank you for listening and Tashi Delek!



*The College fraternity offers a heartfelt tribute to the visionary leader
and our founding father on his Birthday*

Interview with Mr. N B Raika, Specialist, BQPCA, MoESD



SHES-RIG PAGES (SP): Sir, you started your career as a teacher and then progressively moved into different positions such as teacher educators, Chief Programme Officer, and now as a Specialist at BQPCA, MoESD. Please tell us about yourself and some of the salient milestones of your professional journey.

ALUMNI: Firstly, I would like to express my heartfelt gratitude to the college for bestowing upon me the esteemed title of distinguished alumnus. I sincerely hope that this recognition will serve as a wellspring of inspiration not only to the faculty but

also to the students, particularly those who aspire to contribute to our nation as educators.

I consider myself incredibly fortunate to have encountered numerous individuals who have profoundly impacted my career trajectory. Without any regrets, I chose to undergo B.Ed degree and commenced my teaching journey at Sarpang High School in 1988. Within a year of teaching, I was selected to work with lecturers from the University of Leeds, United Kingdom, at the then Teachers Training Centre and Demonstration School in Paro. This opportunity was aimed to prepare me for an extensive year-long Advanced Diploma course at the University of Leeds. Following the completion of this course, I was assigned to the National Institute of Education, Samtse in July 1991.

For nearly two decades, I diligently served as a lecturer and subsequently as a senior lecturer. I joined Quality Assurance and Accreditation Division (QAAD) under the Department of Adult and Higher Education (DAHE), Ministry of Education in April 2011. I was promoted to the position of Specialist (Advisor) to the DAHE in July 2019. Currently, I am honored to serve as the Specialist to Higher Education Quality Council under Bhutan Qualifications and Professionals Certification Authority (BQPCA). This authority was established on 9th January 2023 as part of civil service reform initiative.

SP: Unveiling your memories, tell us briefly about your experience as a student at Samtse College of Education, the erstwhile National Institute of Education during your time.

ALUMNI: The class I belonged to, the 3rd batch of B.Ed, was truly exceptional. Despite being the smallest group, we were incredibly diverse. There were eleven of us with a range of backgrounds: some possessed up to 15 years of teaching experience, one had completed second year of a Bachelor's degree, a few were top performers in the Primary Teachers Certificate (PTC) programme, while others were Class 12 graduates with a year of teaching experience, and others class 12 fresh graduates. We also had talented artists, sports enthusiasts, musicians, and entertainers among us. In our subject-specific classes, Geography had the largest number with eight students. Conversely, the disciplines of Biology, English, and Mathematics boasted a faculty-student ratio of 1:1. I was the sole student in the Mathematics class. This unique dynamism allowed us to receive individualised attention and support, resulting in our class achieving a remarkable 100% completion rate as the first batch to do so. I had the privilege of serving as the Associate Editor for the Mathematics Journal of Bhutan, an experience that enriched my academic journey. Additionally, I was honored to receive the prestigious Dr. FL Gorospe prize in recognition of my academic excellence.

SP: Tell us briefly about your experience as a Teacher educator at Samtse College of Education, the erstwhile National Institute of Education during your time.

ALUMNI: The period of twenty years that I spent as a teacher educator at the college holds immense value in my life. It was a time filled with invaluable experiences and opportunities for personal and professional growth. Alongside teaching a diverse range of subjects such as mathematics to PTC, B.Ed, and PGCE/PgDE students, as well as Measurement and Evaluation to B.Ed and PGCE/PgDE students, I also ventured into administrative roles, conducted and resourced workshops, and contributed to module development tasks.

Notable highlights of my journey include serving as the Examination Coordinator, B.Ed (Primary) Course Leader, Head of Mathematics Department, and representing faculties from all colleges under the Royal University of Bhutan (RUB) on its Academic Board. These platforms provided me with significant learning opportunities. Additionally, as a Continuous Assessment Coordinator, I was fortunate to engage in consultancy work in Laos, undertake a six-week attachment in Canada, and participate in two educational trips to Switzerland. I also had the privilege of collaborating with a team from Pädagogische Hochschule Zürich (PHZH) in organising numerous in-country workshops on various topics, including test development, mentoring, teaching and learning, and preparing lecturers for RUB. Furthermore, I had the opportunity to work alongside Prof. Maureen Bell from Wollongong University as a co-researcher.

Undoubtedly, one of the most significant educational accomplishments during my tenure at the college was the successful completion of my MEd from the University of Newcastle, Australia, in 2007. This milestone stands as a testament to my dedication to continuous learning and professional development.

SP: Please give a brief description of your experiences at QAAD earlier DAHE.

ALUMNI: When I assumed the position of Chief at QAAD, I was provided with an empty 3-bedroom unit that required furnishing with equipment, furniture, and human resource. Despite encountering numerous challenges in setting up the office, we persevered and successfully launched the Accreditation Principles and Bhutan Qualifications Framework (BQF) in June 2012. During my tenure, I took the lead in various endeavors aimed at ensuring quality in higher education. This included the development of the Accreditation Manual, the formulation of Guidelines for recognition of qualifications, Guidelines for the establishment of education consultancy and placement firms, National Programme Accreditation Standards and Processes, capacity building initiatives, reviews of the Accreditation Manual, the Tertiary Education Policy 2010, and the BQF. Additionally, I spearheaded efforts towards the establishment of the Bhutan Qualifications Authority and played a pivotal role in the review of selection criteria for teachers for Royal Civil Service Commission. As a member of Evaluation Association of Bhutan, I am also actively engaged in the development of Measurement and Evaluation Curriculum for the Asia Pacific Evaluation Association. Through our dedicated efforts, we achieved membership in esteemed organisations such as the International Network for Quality Assurance Agencies in Higher Education (INQAAHE) and the Asia Pacific Quality Network (APQN). This membership provided us with valuable opportunities to attend annual conferences and forums held in various countries around the world. Notably, in June 2022, I had the honour of being elected as the 7th President of APQN, further cementing our commitment to promoting quality assurance in higher education.

SP: How is your current position as the Specialist at the BQPCA different from being a teacher and teacher educator and how do you make use of the knowledge and skills acquired as a teacher and teacher educator in performing the duties in your current job?

ALUMNI: Even today, many of the staff at the college inquire, "Do you ever regret leaving the college?" While I genuinely enjoy teaching, my decision to depart from the college was a personal one at the time, and a professional choice for the long term. However, I have maintained my connection with RUB by serving as an

External Examiner and a member of the Academic Planning and Resource Committee. Professionally, my desire to delve deeper into my learning journey motivated my decision. The concepts of "quality assurance" and "qualifications recognition" have been guiding forces throughout this spree. The opportunity to meet professionals in these fields, both within Bhutan and abroad, has ignited a deep passion within me for the realm of quality higher education. The knowledge and skills I have acquired are highly relevant to the responsibilities entrusted to me. While it requires extensive reading and hard work, when you truly enjoy what you do, it becomes a source of fulfillment. With the recent launch of the revised Bhutan Qualifications Framework 2023, there is much work to be done for its successful implementation. The ratification process for Tokyo Convention and Global Convention for the recognition of qualifications in higher education has already reached an advanced stage, further highlighting the importance of our ongoing efforts.

SP: Your views of Samtse College of Education as the erstwhile NIE then and today?

ALUMNI: The former NIE, now Samtse College of Education (SCE), has undergone remarkable growth over the years. This growth encompasses not only its physical expansion in terms of acreage, infrastructure, and facilities but also an increase in the number of students and staff. Most notably, it has excelled in providing high-quality teacher education. With over 55 years of existence and experience, SCE has reached unparalleled heights. I acknowledge that ICT-enabled teaching and learning have replaced the traditional methods of seeking knowledge solely through lectures and library resources. Students are now equipped with the skills to engage in critical thinking, creative thinking, as well as conscious and conscientious thinking. They are taught not only how to learn but also how to adapt to the ever-changing demands of the modern era, enabling them to become global citizens attuned to the needs of our times.

SP: How do you see the role of Samtse College of Education in the overall development of Bhutan's education system?

ALUMNI: Samtse College of Education bears a significant responsibility in shaping the future educators in Bhutan. The college's role extends beyond imparting knowledge, skills, values, and their applications. It must also strive to cultivate a culture of knowledge creation through research. Research serves as a vital component in this endeavor. It is essential for the college to equip students with the ability to establish a classroom environment characterised by DICE - an acronym I would like to introduce, standing for 'Democratic, Interactive, Collaborative, and Engaging.' Trainees should learn how to empower students to actively participate in the decision-making process regarding the content they learn, fostering a sense of democracy within the classroom. By doing so, the educational goals specific to each subject and level can be achieved. Moreover, the learning environment within the classroom should be interactive, collaborative, and engaging. Students should be encouraged to ask questions, participate in group discussions, and engage in activities that cater to their diverse abilities. Such an approach fosters an inclusive atmosphere where students can thrive and maximise their potential. I firmly believe that adopting these principles will contribute to the realisation of the vision outlined in our national plan - a Developed Bhutan.

SP: What is your advice to the Bhutanese youths who aspire to become teachers?

ALUMNI: Teaching is a truly fulfilling profession, provided it is approached with a positive attitude and aptitude. It is often stated that teachers hold an esteemed position as one of the most influential members of our society. They instill a sense of purpose in children, equip them with the skills to become successful global citizens, and inspire them to strive for excellence in all aspects of life. Teachers play a crucial role in preparing children for the future, constantly updating their own knowledge to effectively guide students through the ever-changing landscape of information. Teachers have the power to serve as role models and sources of inspiration,

encouraging their students to reach beyond their perceived limits and dream big. They possess the ability to make a profound impact on another person's life. Few professions are as deserving of respect as teaching. If you are driven by the desire to serve your nation, teaching is a path worth considering. My advice to Bhutanese youth is to embrace this noble profession and become the catalyst for positive change in the lives of others.

SP: Our society is changing and we are becoming a knowledge-based society. From your wide experience as a teacher educator and administrator, how should our teaching learning in the Bhutanese education system be designed to address this fast-changing Bhutanese society.

ALUMNI: First and foremost, it is crucial that teachers are afforded adequate time to prepare their lessons and create reusable learning materials. It is essential to provide teachers with a basic minimum facility that enables them to explore and access diverse sources for such materials. This empowers teachers to deliver high-quality instruction and engage their students effectively. Secondly, the educational programmes offered at the college must align with the evolving needs of the time. Trainees should be equipped with the understanding that teachers are not only responsible for their classroom duties but also for work outside the classroom. They need to internalise the notion that effective teaching requires careful planning, including determining the content to be delivered, selecting appropriate teaching materials, engaging all students meaningfully, providing timely feedback during their practice, and recognising the need for extension activities. It is imperative to educate trainees on these aspects to foster their professional growth. Moreover, the practice of writing lesson plans solely for the purpose of satisfying the principal or correcting students' notebooks outside the classroom contradicts my principles of teaching and learning. Instead, the focus should be on creating a supportive environment where teachers have the necessary tools and resources to plan and deliver engaging lessons, and where student progress is assessed within the context of their learning journey. By prioritising these aspects, we can create a more conducive and effective teaching and learning environment, benefiting both teachers and students alike.

SP: What aspect of the Bhutanese education system concerns you as a parent and a Bhutanese citizen who has a stake in education? What opportunities and challenges do you see for Samtse College of Education in addressing these concerns?

ALUMNI: I strongly believe that there is a pressing need to enhance the learning environment in Bhutan. The current state, characterised by congested and traditional classroom settings, large class sizes, heavy teacher workloads that encompass administrative tasks, limited opportunities for self-initiated professional development, and a rigid and repetitive syllabus, along with overreliance on textbooks as the sole resource, has had a detrimental impact on the quality of education. Nevertheless, I firmly believe that these challenges can be transformed into opportunities for reflection and exploration of alternative approaches. Personally, I prioritise creating a conducive working environment over the teaching allowance. Therefore, I recommend that the college actively explores, adapts, adopts, and adjusts to innovative, research-based teaching methods and strategies that are aligned with the demands of the 21st century. By embracing these transformative approaches, we can foster a more engaging, interactive, and student-centered learning environment. This shift will require continuous professional development for teachers, providing them with the necessary skills and knowledge to implement these innovative practices effectively. Additionally, it is vital to encourage collaboration and sharing of best practices among educators, fostering a culture of continuous improvement. By leveraging these opportunities and making the necessary adjustments, we can significantly enhance the quality of education in Bhutan, equipping our students with the skills and competencies required to thrive in the 21st century.

SP: Both MoESD and Teacher training colleges were questioned on hosts of issues such as (e.g., teacher attrition, quality of teachers graduating from CoEs, dwindling number of students in some of the programmes, etc.). Is

there a way where BQPCA and SCE can come together and combat these challenges?

ALUMNI: It is important to acknowledge that certain issues, as you mentioned, may persist over time due to personal choices, and it would be unfair to place blame or question anyone for these circumstances. However, when it comes to ensuring the quality of teachers graduating from Colleges of Education, we have the opportunity to collaborate and make a positive difference. The Bhutan Qualifications and Professionals Certification Authority (BQPCA) can play a crucial role in guaranteeing the professionalism and quality of teachers. One potential approach is to establish a Teacher Professionals Council under the Authority, responsible for the registration and certification of teachers. This council would also oversee continuous professional development initiatives and enforce a code of ethics for teachers. Such measures would ultimately contribute to enhancing the quality of teachers and, consequently, improving the overall quality of education. By working together and implementing these strategies, we can make significant strides in elevating the teaching profession and ensuring that our educators are equipped with the necessary skills and qualifications. This collaborative effort will pave the way for a brighter future, characterised by a higher standard of education in Bhutan.

SP: Following the Royal Kasho on education reform, major transformation is taking place in the Bhutanese Education system. What can BQPCA contribute to materialise this reform initiative?

ALUMNI: In accordance with Section 25 of the Civil Service Reform Act 2022, the establishment of BQPCA signifies a significant milestone. This competent authority is entrusted with the responsibility of accreditation for qualifications, professionals certification, and the national qualifications framework. With its legal standing, the BQPCA possesses the necessary clarity and authority to effectively regulate these domains. The decisions made by the Governing Board, with the valuable input and guidance from the relevant Technical Advisory Committee, will undoubtedly ensure a smooth and favorable process for all stakeholders involved. Through this collaborative approach, the BQPCA can provide enhanced services that align with the national interest.

The establishment of the BQPCA marks an important step towards strengthening the quality assurance and certification processes in Bhutan. With its empowered mandate, the BQPCA is well-positioned to contribute significantly to the nation's development by promoting excellence, collaboration, and cooperation.

Mr. Nar Bahadur Raika is the Executive Specialist at Bhutan's Higher Education Quality Council, part of the Bhutan Qualifications and Professionals Certification Authority. His career includes roles as a teacher, lecturer, senior lecturer at Samtse College of Education, and Chief Programme Officer for Quality Assurance and Accreditation Division at the Department of Adult and Higher Education (DAHE).

With a diverse academic background including an MEd from the University of Newcastle, Australia, and an Advanced Diploma in Educational Studies from the University of Leeds, UK, Mr. Raika's 35+ years of service have seen him contribute extensively to Bhutan's education landscape. He's been an Academic Board member at the Royal University of Bhutan, served as a consultant, and actively participated in workshops on teaching mathematics, assessment techniques, and quality assurance.

Mr. Raika has played a significant role in producing essential educational publications, such as the "Teaching Primary Mathematics Handbook" and "Continuous Formative Assessment Guidebook." He was instrumental in creating the Bhutan Qualifications Framework and Bhutan Professional Standards for Teachers. His involvement spans memberships in the Evaluation Association of Bhutan and the Bhutan Switzerland Society. As a core trainer for higher education accreditation, he also holds the distinguished position of the 7th President of the Asia Pacific Quality Network, a notable non-profit organization in higher education quality assurance within the Asia-Pacific Region

News Research &

WRITING TEAM



Tashi, Lecturer



Pema Deki, MEd II (Eng)



Phuntsho Choden Tenzing (BA in SW Spring graduate)



Yeshey Choden, MEd II (Eng)



Dechen Tshomo, (BA in SW IV)



Yeshey Seldon, MEd II (Eng)



SAMTSE COLLEGE OF EDUCATION
Royal University of Bhutan
Samtse: Bhutan
PO Box : 329, Phone : 00975-05-365273
Published on 01/11/2023
<https://www.sce.edu.bt>

