COVID-19 RESPONSE PLAN

MINISTRY OF EDUCATION

Guidelines for Curriculum Implementation Plan for Education in Emergency (EiE)

Royal Education Council

Ministry of Education

Bhutan Council for School Examinations and Assessment

Royal Government of Bhutan

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1. Background

After the outbreak of the COVID-19 in the region, the Ministry of Education (MoE) has been following up on the developments, prevention, and interventions of the situation closely. The Ministry has served an advisory note on precautionary and preventive measures to all schools, Early Childhood Care and Development (ECCD), Non-Formal Education (NFE), Community Learning Centres (CLC), and Youth Centres, in line with notification from the Ministry of Health.

When the first confirmed case of COVID-19 was identified in the country on 5th March 2020, as per the directives of the Hon'ble Prime Minister, all educational institutes under the Ministry were closed in Paro, Thimphu, and Punakha beginning 6th March 2020 for two weeks. The following day, educational institutes under Wangdue Dzongkhag, Phuntsholing Thromde, and Chumigthang MSS under Chukha Dzongkhag were also closed down. However, boarding students were retained in the schools to reduce the movement of students from one place to another. This was done as a precautionary and preventive measure based on the directives from the Hon'ble Prime Minister's Office. With effect from 18th March 2020, all educational institutes have been closed until further notice based on the spread of COVID-19 regionally and globally.

On 6th March 2020, the Education Emergency Operation Centre (EEOC) was activated in line with Education Disaster Response Coordination Mechanism (EDRCM), to respond to Education in Emergencies (EiE). Accordingly, the Core Task Group (CTG) was activated and the EEOC team was formed to facilitate, coordinate, and mobilize resources for effective response and relief operation.

2. Education in Emergency

In order to build education resilience due to the current situation, and to continue providing education to all children, the Ministry in collaboration with Royal Education Council (REC) and Bhutan Council for School Examinations and Assessment (BCSEA) have come up with different modalities of curriculum implementation. Various stakeholders such as Bhutan Broadcasting Service (BBS), Bhutan Telecom (BT) and Department of Information Technology and Telecom (DITT) and teachers from Volunteer Teachers of Bhutan (VToB) have also joined the Ministry to develop curriculum delivery modalities.

2.1 EiE Curriculum

Although regular teaching and learning is not feasible under such circumstances, curriculum will be provided through various innovative modalities including adaptation and prioritization of curriculum to deliver desired learning outcomes. Assessment of such curriculum will also be adapted to facilitate students' continuity of education.

The implementation of curriculum will be determined based on the condition as under:

a) *During the closure of the schools: Implement adapted curriculum.*
b) *School re-opens before May 2020: Resume regular curriculum.*
c) *School re-opens after May 2020: Deliver prioritized curriculum.*
d) *School re-opens after August 2020: Continue delivering adapted curriculum.*

2.2 Mode of Delivery

This curriculum has been planned to be delivered through different platforms such as broadcast media (TV and radio), YouTube, Google Classroom and print media to reach out to all students.

The recordings of EiE curriculum are done in collaboration with REC, DITT, iBEST studio, Royal Tutorial Project, BBS, Film Association of Bhutan, Loden Foundation and others. The recordings will be broadcasted through BBS as per the planned schedule.

The Ministry and REC shall develop and deliver EiE lessons with support from VToB and other teachers. Technical support in lesson recording and production will be jointly supported by the Ministry, REC, BBS, DITT and other private studios.

The respective teachers shall provide guidance and support to students through use of Google classroom for classes IV-XII, and other social media for classes PP-III.

3. Assessment

Assessment being one of the important components in school curriculum to check the desired learning outcomes, strategies are also being developed to assess delivery of school curriculum. In this context, the following assessment modalities have been adopted:

3.1 Formative Assessment

Every video lesson shall contain competency based tasks. Students are required to complete these tasks and submit to their respective teachers. Teachers assess the performance of students' on the assigned tasks and provide feedback using the criteria provided in the *EiE curriculum Implementation Guidelines (Annexure: 5.1)*

3.2 Summative Assessment

3.2.1. Examinations (home and board) and Student Promotion: Considering that the majority of students comes from rural areas where access to the internet, broadcast media and phone connectivity is either limited or inaccessible, it is not advisable to conduct standard examinations based on the content covered through eLearning.

However, examinations shall be conducted based on the syllabus covered through regular classroom teachings after the schools reopens with the following conditions:

a) *School re-opens before May 2020:* Examinations shall be based on the entire syllabus. Schools will have to make up for the instructional time loss due to closure. In this case, the normal promotion procedure shall be followed.
b) *School re-opens after May 2020:* Examinations shall be based on the syllabus provided in the form of a separate prioritized curriculum after the reopening of schools. In such a case, the promotion of students shall be based on their performances in both continuous assessment and written examinations.
c) *School re-opens after August 2020:* There shall be no examinations. In such a case, all students shall repeat the class levels in the following year.

4. Guidelines, Roles and Responsibilities of Key Education Stakeholders in Implementation of EiE Curriculum for Schools, ECCD and NFE/CLC

4.1 Guidelines on implementation of eLearning in School Education

This guideline intends to provide a broad set of framework for teachers to use technology effectively to support delivery of lessons to students. The lessons are primarily designed for TV broadcast, but recorded lessons will be made available online platforms.

Online Tool for eLearning

Based on the two different categories of students considering their developmental age and technical proficiency, the different platforms will be used for the delivery of curriculum:

a) For Classes PP-III

Social Media Platform (SMP) (WeChat, Telegram and WhatsApp) is recommended for students below class III. The students in this category would require assistance from their parents/guardians to access the learning materials and complete the learning activities. In this category, the schools and teachers should educate on basic social media privacy.

Class teachers are not required to create Google Classrooms for these classes.

Implementation Mechanism

i) Class teachers create the group.
ii) Use one Social Media Platform (SMP) for each section.
iii) All subject teachers and parents join the group.
iv) Class teachers prepare a weekly timetable and share it with parents along with teaching learning materials.
v) Students carry out all the tasks assigned by their teachers through social media platforms in their respective subject notebooks.

b) For Classes IV-XII

Google Classroom is recommended for classes IV-XII students

Implementation Mechanism

i) All teachers and students (classes IV-XII) should have Google accounts created in the domain education.gov.bt
ii) Student's email should be in the format studentcode@education.gov.bt
iii) Class teachers should:
   (a) Create a Google Classroom for a particular section (Eg. Class VII A).
   (b) Use ONLY one Google Classroom for each section.
   (c) Create topics for each subject (Eg. English) within the Google Classroom.
   (d) Add all subject teachers as co-teachers. Subject teachers need NOT create separate Google Classrooms.

iv) Subject Teachers should:
   (a) Guide implementation of lessons based on the EiE broadcasted through BBS.
   (b) Prepare or share additional materials to their own Google Classroom to support EiE curriculum.
   (c) Share lessons as presented/delivered by volunteer teachers and broadcasted through BBS channels, and make available for use at a later date.
   (d) Provide links to specific lessons in their Google Classroom or SMP groups for use by students.
   (e) Follow up on the video lessons by designing tasks such as: questions, assignments and/or quizzes, where relevant.

(f) use assessment features of Google Classroom such as Questions, Assignment and Quiz to assess students' learning and provide feedback.

User Education on Google Classroom

a) Teachers in small groups shall meet for training on use of Google Classroom and Social Media Platforms.
b) Teachers should orient themselves on Google Classroom using the online tutorials such as *(https://teachercenter.withgoogle.com/first-day-trainings/welcome-to-classroom).*
c) ICT teachers to take lead roles in providing user orientation and technical support to teachers and students.
d) Schools should seek support from Dzongkhag/Thromdes on training teachers on Google Classroom.
e) Based on user needs, webinars will be organized by relevant agencies.

4.2 Roles and Responsibilities of different stakeholders

i) Ministry of Education

a) Shall lead agency for overall coordination, logistics and direction of the Education in Emergency (EiE).
b) Shall ensure that all communications and correspondences pertaining to EiE are routed through the Education Emergency Operation Centre (EEOC) established under MoE (eeoc@moe.gov.bt) for consistency and authenticity.
c) Shall share and archive all EiE related materials through dedicated platforms such as website (www.education.gov.bt), BBS, education Facebook page, and through other dedicated platforms, through Education Media Unit.
d) Shall regulate all EiE media related information in the country.
e) Shall appraise as well as submit a report to the Government on strategies and implementation updates of EiE services.
f) Shall liaise with stakeholders such as REC, BCSEA, Dzongkhags/Thromdes/Gewogs, Schools, VToB, BBS, print media, MoIC, Bhutan Telecom Corp. Ltd, TashiCell Ltd. and other agencies for EiE curriculum delivery.
g) Shall identify competent teachers (including National Order of Merit recipients & lead teachers) & counsellors for the lesson development and delivery for the eLearning programme in consultation with Dzongkhags/Thromdes.
h) Shall facilitate, endorse and regulate EIE curriculum development and implementation modalities, alternative assessments, and promotion of students.
i) Shall liaise with education stakeholders such as RUB, KGUMS, and private colleges for transition of students to higher studies.
j) Shall develop and share EiE programme implementation guidelines/schedules with Dzongkhags/Thromdes/ Schools/Centres.
k) Shall monitor the implementation of the EiE curriculum in the school/centres.
l) Support in ensuring quality of eLearning lessons that are to be aired on BBS (TV/Radio).
m) Shall provide professional support including ICT in reviewing and finalization of eLearning lessons.

n) Shall provide guidance to EiE programs on educational contents (academic & psycho-social), processes, materials & logistics.
o) Shall facilitate mobile teachers to remotest and unreached students if absolutely necessary by taking preventative measures.
p) Shall carry out comprehensive analysis of the impact of the EiE program.
q) Mobilize funds and resources required for effective implementation and review of EiE.

ii) Royal Education Council (REC)

a) Shall determine the school curriculum and assessment for EiE.
b) Shall provide EiE Curriculum Guidelines with time frame, delivery modalities, and Assessment guidelines.
c) Shall liaise with MoE, BCSEA, and other stakeholders on EiE curriculum implementation and assessment.
d) Shall provide technical support and facilitate in creating and sharing digital learning resources including textbooks, curriculum frameworks, and related TLMs.
e) Shall support teachers in lesson development and delivery through eLearning:
    i. Identify teachers for lesson development, review and presentation in consultation with MoE.
    ii. Orient the identified teachers on EiE curriculum guidelines.
    iii. Facilitate and support field teachers in implementation of EiE curriculum.
    iv. Monitor and provide feedback during recording and editing of video lessons.

iii) Bhutan Council for School Examinations and Assessment (BCSEA)

a) Shall liaise with REC and MoE on provision of EiE.
b) Shall provide professional inputs on EiE examinations and assessment.
c) Shall conduct board examination based on the following:
    i. *Assessment of the entire syllabus*: if the school reopens before May 2020.
    ii. *Assessment of the prioritized curriculum*: if the school reopens after May 2020.
    iii. *No board examinations*: if the school reopens after August 2020.

iv) Dzongkhag/Thromde/Gewog Administration

a) Shall ensure efficient engagement, and monitor teachers, instructors, facilitators and students during EiE.
b) Shall oversee and create enabling conditions for implementation of EiE programmes.
c) Shall support and monitor implementation of EiE programmes.
d) Shall identify competent teachers/counsellors for the lesson development and delivery for the eLearning programme in consultation with schools.
e) Shall coordinate online Dzongkhag/ Thromde/Gewog EiE coordination meeting.
f) Shall submit reports on EiE implementation status to the Ministry.
g) Shall provide services of Gewog Community Centre to the schools, teachers and students.
h) Shall maintain database: infrastructure, details of students, staff, NFE Learners, ECCD children.
i) Shall facilitate mobile teachers to remotest and unreached students, if absolutely necessary by taking preventative measures.

v) Schools/Centres

a) Shall follow and implement developments and directives issued by the Ministry and Dzongkhag/Thromde Education office on EiE.
b) Shall comply with EiE curriculum implementation guidelines.
c) Shall coordinate and facilitate online meetings with staff and teachers/instructors/facilitators/ counsellors on EiE implementation.
d) Shall identify competent teachers/counsellors for the lesson development and delivery for the eLearning programme for further submission to Dzongkhag/Thromde.
e) Shall provide support to teachers/instructors/facilitators/counsellors to ensure effective EiE implementation.
f) Shall keep track of teachers/instructors/facilitators/counsellors engagement and students/learners learning and progress.
g) Shall monitor students'/learners' engagement in eLearning and submit reports to Dzongkhags/Thromdes.
h) Shall inform and engage teachers, parents/guardians and students/learners on eLearning programmes.
i) Shall engage supporting staff in implementation of EiE programmes.
j) Shall educate and maintain privacy of parents, students and learners.
k) Shall refer guidelines on eLearning for ECCD & SEN and NFE for details on implementation of EiE.

vi) Teachers

a) Shall be stationed in their respective place of posting to facilitate eLearning for students.
b) Shall create an online communication system (Telegram, WeChat, WhatsApp, etc.) with parents and students.
c) Shall follow and attend the EiE tutorials/schedules on respective subjects shared by the Ministry and broadcasted on BBS.
d) Shall maintain lesson logs based on the overall school eLearning schedule and submit to the Principals/VPs on a weekly basis.

Teachers lesson log Journal (Sample)

Date	Topic	Follow up activities	Assessment	Additional Support provided

e) Shall ensure learning outcomes are achieved as outlined in the EiE curriculum implementation guidelines.
f) Shall carry out follow up on learning tasks/activities assigned, following the tutorial on BBS and other platforms, provide necessary support and feedback to ensure completion of tasks by all students.
g) Shall maintain a checklist to ensure all students participate in eLearning.

h) Shall explore means to support children who do not have access to the internet or TV.
i) Shall participate in online meetings coordinated by the Principals as per the schedule planned by the school when necessary.
j) Shall share relevant and appropriate educational materials through the eLearning platform to support meaningful engagement of students at home.
k) Shall ensure that students maintain a daily learning journal.
l) Shall promote and ensure protection and privacy of students/parents/teacher colleagues work shared online at all time.
m) Shall participate/volunteer in lesson development and delivery of the eLearning programmes.
n) Shall ensure that any TLM prepared or task assigned should be within the scope of EiE curriculum.

vii) Parents/Guardians

a) Shall be part of Social Media Platform groups created by teachers/facilitators.
b) Shall ensure that children maintain a daily learning journal.
c) Shall support and monitor their children to access eLearning lessons at home.
d) Shall guide and ensure children attend tutorial lessons aired through BBS and other platforms on time.
e) Shall provide feedback on eLearning and students learning progress to subject teachers/class teachers and relevant agencies.
f) Shall keep in constant touch with child's class/subject teachers on children's learning.
g) Shall seek support from teachers/Schools/Gewog Community Centre, if necessary.
h) Shall avail online parenting skills through Sherig Counselling Services Facebook page.

viii) Students

a) Shall attend all the lessons delivered through BBS and other platforms as per the schedule.
b) Shall complete and submit the assigned tasks on time.
c) Shall communicate with class/subject teachers, and classmates to clarify doubts.
d) Shall carry out all discussions online and refrain from gathering in large numbers.
e) Shall maintain a daily learning journal and submit to class/subject teachers when the school reopens or submit online to class or subject teacher if possible.

Daily learning journal for students (Suggestive)

Date	Topic	learning activities	Follow up activities	
			completed	not completed

4.3 Guidelines on ECCD & SEN

A. ECCD Programme

i) ECCD Facilitator

a) To create a WeChat group of the parents of children enrolled in the Centre, and conduct the following:
   - Provide guidance to parents on educational activities to conduct at home with children.
   - Facilitate and share parenting education sessions.

b) Stay near the Centre and implement the above mentioned plan.

c) Submit monthly reports to the parent school Principal, Dzongkhag/Thromde education office, with copy to ECCD & SEN Division.

ii) DEOs/TEOs and Parent schools principals

a) Monitor facilitators through WeChat and keep track of the activities being carried out by them.

b) Submit monthly reports to ECCD & SEN Division.

iii) Role of ECCD & SEN Division, MoE

a) Facilitate online learning through sharing of required ECCD learning materials and online discussion.

b) Support ECCD facilitators in lesson development.

c) Monitor online on the implementation of the activities.

d) Prepare reports and submit to the Ministry.

B. SEN Programme

i) Role of the Schools with SEN programme

a) Maintain inventory of children with disability using assistive devices/technology.

b) Implement the EiE developed by REC, and customize based on the needs of the children.

c) Develop guidelines and strategies for parents/guardians to support their children's learning when at home.

d) Develop, share, and archive teaching-learning materials in audio formats, small video clips, pictures and notes through Google classroom and other social media (WeChat, WhatsApps, Messenger, and Telegram).

e) Facilitate teaching-learning with appropriate strategies including broadcast through BBS, and through other social media.

f) Submit monthly reports to ECCD & SEN Division, MoE with a copy endorsed to DEOs/TEOs office.

ii) Role of DEOs/TEOs

a) Ensure availability of assistive devices and connectivity both at schools and at homes.

b) Liaise with the Ministry, and other relevant agencies on matters pertaining to EiE, services, and interventions in implementing EiE.

c) Monitoring of the SEN team and submitting reports to the ECCD & SEN Division, MoE once a month.

iii) Role of ECCD & SEN Division, MoE

In addition to broad roles carried out at the Ministerial level, the ECCD & SEN Division shall:

a) Facilitate provision of resources such as assistive devices/technology and connectivity to students and learners.
b) Facilitate eLearning through on-line discussion and other appropriate means.
a) Compile reports received from the field and submit to the competent authority.
b) Facilitate interpreter for Bhutanese Sign Language
c) Facilitate in mapping out general EiE curriculum adapted for Deaf children.

4.4 Guidelines on Non-Formal Education

i) NFE and CLC Instructors shall:

a) Remain in station and be available whenever required.
b) Attend to any official calls as and when required.
c) Create an email address for official correspondence.
d) Use eTextbooks supplied by the division.
e) Create WeChat group for one's own Centre particularly meant for teaching-learning. The members shall consist of all the learners, instructor, parent school principal and gup (if applicable).
f) Plan daily lessons and corresponding activities to productively engage the learners by assigning the following suggestive task:
    i. Reading
    ii. Writing
    iii. Listening and Speaking
    iv. Home work
    v. Project work
g) Record and submit timely NFE statistics and reporting forms online to the parent school principals.
h) Conduct assessment and provide feedback for individual learners on the assigned task.
i) Refer the following lesson component for proper planning and smooth conduct of the lesson:

Date	
Course	
Time	
Level	
Lesson Topic	
Lesson Objective(s)	
Lesson Introduction	
Activities	
Closure of lesson	
Home work	

ii) Learners shall:

a) Join the centre WeChat group and attend online classes.
b) Cooperate with the instructor for smooth delivery of the lesson.
c) Attend online classes and complete the task on time.

iii) Parent School principal shall:

a) Join the centre WeChat group
b) Monitor the instructor's lesson plan and classes remotely.
c) Provide online professional development support to the instructors if necessary.
d) Collect timely NFE/CLC statistics and submit to the Dzongkhag/Thromde.

iv) DEO/TEO/Gewog shall:

a) Create Dzongkhag/Thromde/Gewog NFE centre and CLC WeChat group.
b) Monitor the performance of centres online through WeChat group.
c) Collect NFE statistics from the concerned parent schools and submit the compiled statistics to NFCED.
d) Join the centre WeChat group to share information and provide support if required

4.5 Guidelines for reaching the unreached through print media support

i) Ministry of Education shall:

a) Develop Self-Instructional Materials (SIMs) for all key-stages in line EiE curriculum.
b) Ensure timely distribution of SIMs by print media houses.
c) Collect information of students without access to BBS and Internet facilities through Dzongkhag.
d) Coordinate meetings with print media houses.
e) Monitor and support the implementation of SIMs through Dzongkhag.
f) Develop online monitoring tools.
g) Collect and record feedback and suggestions about SIMs.

Note: *The function of MoE shall be carried out by the Task Force.*

ii) Dzongkhag/Thromde shall:

a) Collect information of students from Gewogs and submit to the MoE Task Force.
b) Coordinate and ensure timely delivery of SIMs.
c) Identify focal teachers to provide professional support and guidance.
d) Monitor and support the implementation of SIMs amongst students through gewogs/focal teachers.
e) Share reports using online monitoring tools with MoE Task Force.

iii) Gewogs/Chiwogs shall:

a) Identify and collect information of students and submit to Dzongkhag.
b) Ensure timely delivery of SIMs.

iv) Parents/Guardians shall:

a) Ensure the receipt of SIMs.
b) Communicate about SIMs.
c) Engage and support children in learning through SIMs.

4.6 Guidelines for Volunteer Teachers Of Bhutan (VToB)

i) All the interested teachers/lecturers/professors who are teaching in public/private schools, institutions, colleges may join the VToB.

ii) Identify competent teachers for content development and delivery.

iii) Develop and deliver quality lessons in collaboration with professionals from REC and MoE.

iv) Refer/adopt/adapt best resources and practices available for lesson development and delivery.

v) Liaise with the Ministry's focal person for logistics including lesson planning, delivery and recording schedule.

vi) All uploads on the contents of the EiE both online and offline materials on social media will be updated by the Media Office of the Ministry.

vii) After the lesson broadcast, seek feedback from the viewers for further improvement of the lesson.

viii) Develop interactive lessons using audio and visual elements to teach appropriate concepts and themes.

ix) Assist in designing and implementing the EiE program.

x) Actively participate and guide on the identification of problems and support the design of new project proposals for EiE program.

xi) Collaborate with MoE to ensure that schools and institutions implement EiE programs according to the action plan.

༩.༣ རིག་གཞུང་སློབ་གྲྭའི་གནས་ཚད་ཅན་གྱི་ཐུགས་རྟེའི་རིམ་པ།

དམིགས་གཏད་: སྤྱག་རྩེ་དང་སྡེ་སྲིད་སློབ་གྲྭ་གཉིས་ཀྱི་རིག་གཞུང་སློབ་ཕྱུག།

ཤེས་རིག་ལྟན་ཁག་གིས:

1). རྩོང་ཁག་དང་ཁྲོམ་སྡེ། ཚེད་འོག་དང་སློབ་གྲྭ། སློབ་ཕྱུག་དང་ཡམ་ཚུ་ལུ་ རིག་གཞུང་ཆུང་རིང་ཤེས་ཡོན་གྱི་སྐོར་ལས་ གོ་བརྡའི་དོན་ལུ་བཀོད་ཁྱབ་བཀའ་ཆུ་གནང་ནི།

2). རིག་གཞུང་གི་ཆུང་རིང་ཤེས་ཡོན་འདི་ སྤྱི་བཏང་སློབ་ཕྱུག་བཟུམ་སྟེ་ཆུང་མཐོང་ཐོག་ལས་མེན་པར་ ཡོངས་འབྲེལ་གྱི་བརྒྱུད་ལམ་ལུ་བརྟེན་ཏེ་ལྷབ་དགོཔ་ལས་ སློབ་དཔོན་དང་སློབ་ཕྱུག་ཚུ་ལུ་ཡོངས་འབྲེལ་ སྤྱོད་ནིའི་དོན་ལས་ མཐུན་ཆེན་གནང་ནི།

3). གཞུང་ལུ་རིག་གཞུང་སློབ་སྤྱོད་དང་འབྲེལ་བའི་གནས་རིམ་གྱི་སྟན་ཞུ་ཕྱལ་ནི།

4).རྩོང་ཁག་དང་ཁྲོམ་སྡེ། ཚེད་འོག་དང་སློབ་གྲྭ། སློབ་ཕྱུག་དང་ཡམ་ཚུ་ལུ་ རིག་གཞུང་ཆུང་རིང་ཤེས་ཡོན་གྱི་སྐོར་ལས་ དུས་མཐུན་གྱི་གནས་ཚུལ་སྟན་ཞུ་འབད་ནི།

5).སློབ་གྲྭ་དང་རྩོང་ཁག་ ཡམ་དང་ལས་སྡེ་སོ་སོ་ལས་ལྷོད་པའི་སྟན་ཞུ་ཚུ་ འབྲེལ་ཡོད་ལས་ཚན་ཚུ་ལུ་གནང་ སྡེ་ཆུབ་སྐྱོར་བྱེན་དགོཔ་ཡོད་མི་ཚུ་ དེ་འཕྲལ་ལས་ར་སྤྲུབ་ཚུགསཔ་མཛད་གནང་ནི།

སློབ་གྲྭའི་འཆར་གཞི་དང་མཉམ་འབྲེལ་སྡེ་ཚན/ ཤེས་རིག་བརྡ་དོན་དང་འཕྲུལ་རིག་སྡེ་ཚན།

1) སློབ་གྲྭ་གཉིས་ལུ་ཆུང་རིང་ཤེས་ཡོན་གྱི་སྤྱོང་བརྡར་དགོ་པའི་གནད་དོན་ངེ་ཤར་ཚོ་ དགོས་མཁོ་དང་བསྟུན་པའི་སྤྱོང་བརྡར་བྱེན་ནི།

2). དུས་ཚོད་དང་མཐུན་ཆུན་ཚུའི་བདེ་སྤྲུག་ལུ་བརྟེན་ ཆོས་ཚན་ཚུ་བཙུད་བསྡོམ་ཆུབ་སྟེ་སྡོན་དགོས་ལས་ཆུལ་ འཛིན་ཤེས་རིག་ཆོགས་སྡེ་ལུ་ ཆོས་ཚན་ཚུའི་བཙུད་བསྡོམ་གྱི་ཐོ་ངེ་བཟོ་གནང་དགོ་པའི་ཞུ་བ་ཕྱལ་ནི།

3). ཆོས་ཚན་བཙུད་བསྡོམ་ཆུབ་སྟེ་ཡོད་མི་ཚུ་ ཉིན་བསྟར་བཞིན་དུ་ཆུང་རིང་ཤེས་ཡོན་གྱི་སློབ་ཁང་བྱེན་པའི་ལྷ་རྟོག་དང་སྟན་ཞུ་ཚུ་ཚུ་དུས་ཐོག་ལུ་ལེན་ནི།

4). ཆུང་རིང་ཤེས་ཡོན་དང་འབྲེལ་བའི་མཁོ་ཆས་ཚུ་ དགོས་མཁོ་དང་བསྟུན་ཏེ་ཆུབ་སྐྱོར་བྱེན་ནི།

5). སློབ་གྲྭ་ཁག་གི་བརྡ་དོན་འཕྲུལ་རིག་གི་སློབ་དཔོན་ཚུ་གིས་འགོ་འདྲེན་ཐོག་ ཆུང་རིང་ཤེས་ཡོན་གྱི་དཀའ་ངལ་ཚུ་དུས་ཐོག་ལུ་སེལ་ཐབས་འབད་ནི།

6). ཆུང་རིང་ཤེས་ཡོན་གྱི་གནད་དོན་དང་འབྲེལ་བའི་དཀའ་ངལ་རེ་ཐབ་ཆ་ དེ་འཕྲལ་ལས་འབྲེལ་ཡོད་ལས་ སྡེ་ཚུ་དང་གློས་བསྟུན་ཐོག་སེལ་ཐབས་སྤེལ་ནི།

๗). ལས་སྡེ་ཁག་ལས་ལྷོད་པའི་ལྷ་རྟོག་སྟན་ཞུ་ཚུ་དང་འཁྲིལ་བའི་ ལས་དོན་ཚུ་སྒྲུབ་ཐབས་འབད་ནི།

རྒྱལ་འཛིན་ཤེས་རིག་ཆོགས་སྡེ།

๗). ཆོས་ཚན་རེ་རེ་བཞིན་དུ་ དོན་ཚན་ཚུ་བཅུད་བསྡོམ་གནང་སྟེ་ རྒྱང་རིང་ཤེས་ཡོན་གྱི་དོན་ལུ་སློབ་ཚན་གྱི་ཐོ་བཟོ་གནང་ནི།

๘). ཟླ་ངོ་རེའི་བར་ནང་ རིག་གཞུང་རྒྱང་རིང་ཤེས་ཡོན་གྱི་སློབ་སྟོན་ཚུའི་ཐུ་རིམ་གྱི་ལྷ་རྟོག་དང་དཔྱེ་ཞིབ་གནང་ནི།

๙). རིག་གཞུང་རྒྱང་རིམ་ཤེས་ཡོན་གྱི་ལྷ་རྟོག་སྟན་ཞུ་ཚུ་ ཟླ་རིམ་བཞིན་སྤྱི་ཚེས་ ๕ འི་ནང་འགོད་ལྷན་ཐག་ལུ་སྟན་ཞུ་ཡུལ་ནི།

๑๐). དོན་ཚན་བཅུད་བསྡོམ་འབད་ཡོད་པའི་སློབ་ཚན་དང་འཁྲིལ་བའི་ སྤྱོང་ལྟ་ཞིབ་སྤུས་སྤེ་སྤྱོད་ཞིའི་ཚད་གཞི་ཅིག་བཟོ་གནང་ནི།

རྩོང་ཁག་གིས་:

๗). སློབ་དཔོན་དང་སློབ་ཕྲུག་ཚུ་ རྒྱང་རིང་ཤེས་ཡོན་ནང་དོན་དང་ལྡན་མེད་སྤེ་གཡོ་གཏོགས་འབད་དོ་ཡོད་པ་ངེས་གཏན་བཟོ་ནི།

๗). རྒྱང་རིང་ཤེས་ཡོན་གྱི་སློབ་ཁང་དང་འབྲེལ་བའི་དཀའ་ངལ་རེ་འབྱུང་ཚེ་ དེ་ཚུའི་སེལ་ཐབས་སྤྲོག་ནི།

๗). དཀའ་ངལ་ཚུ་རྩོང་ཁག་གི་གནས་ཁར་སེལ་མ་ཚུགས་པ་ཅིན་ དེ་འཕྲལ་ལས་ ལྷན་ཁག་ལུ་སྟན་ཞུ་ཕུལ་ནི།

๙). སློབ་དཔོན་ཚུ་ ས་གནས་ནང་བཞག་ཐོག་ལས་ དུས་དང་དུས་སུ་རྒྱང་རིང་སློབ་ཁང་གི་དོན་ལུ་ ལས་སྡུ་ཚུ་འབད་བཅུག་ནི།

๑๐). དུས་དང་དུས་སུ་ རྒྱང་རིང་ཤེས་ཡོན་གྱི་འགྲོ་སྐངས་ཚུ་ ལྷ་རྟོག་དང་དཔྱེ་ཞིབ་འབད་ནི།

དབུག་འཛིན་གྱིས་:

๗). རྒྱང་རིང་ཤེས་ཡོན་གྱི་ལས་རིམ་འདི་ལེགས་ཤོམ་སྤེ་འགྱོ་ཐབས་ལུ་ སློབ་དཔོན་ཚུ་ལུ་ སྐབས་ཐོབ་དང་བསྟུན་པའི་རྒྱབ་སྐྱོར་བྱེད་ནི།

๗) སློབ་དཔོན་ཚུའི་གལ་གཏོགས་དང་ སློབ་ཕྲུག་གི་ལྷབ་སྦྱང་གོ་རིམ་ཚུའི་ལྷ་རྟོག་དང་གནས་ཚུལ་ཁ་གསལ་སྤེ་བཞག་ནི།

๗). རྟག་བུ་ར་ལྷན་ཐག་དང་ རྩོང་ཁག་ཤེས་རིག་སྤེ་ཚན་དང་ཅིག་ཁར་འབྲེལ་བ་འཐབ་སྟེ་སྡོད་ནི།

๔). སློབ་ཕྲུག་གི་ཕམ་ཚུ་དང་ཅིག་ཁར་ འབྲེལ་བ་རྒྱུན་ཆད་མེད་པར་འཐབ་ཐོག་ལས་ ཞ་ལོའི་ལྟབ་སྦྱང་གི་གནས་སྟངས་ལེན་ཏེ་སྤོད་ནི།

๕). ཚབས་ཆེན་གནས་སྟངས་འདིའི་སྐབས་ཀྱི་ རྒྱང་རིང་ཤེས་ཡོན་ལས་རིམ་ཚུ་ གནས་ཚད་ཅན་གྱི་བྱ་སྤྱོད་ལྟར་ བྱ་རྐྱག་འབད་དེ་ ལྟན་ཁག་དང་རྫོང་ཁག་ལུ་ ཟླ་རིམ་སྟན་ཞུ་ཐུལ་ནི།

སློབ་དཔོན་གྱིས་:

๑).སློབ་ཕྲུག་ག་ར་གིས་རྒྱང་རིང་ཤེས་ཡོན་གྱི་ལས་རིམ་ནང་བཅའ་མར་གཏོགས་དོ་ཡོད་པ་རེས་གཏན་བཟོ་ཞིན་ན་ ལམ་སྟོན་ལེགས་ཤོམ་སྤེ་བྱིན་ནི།

๒). རྒྱང་མཐོང་ ཀུ་ལི་ཕྱི་ཤེན་ ནང་ལས་རྫོང་ཁ་དང་ཞིང་སྐད་ཀྱི་སློབ་ཁང་གི་སྐབས་ལུ་མ་ཆད་པར་ལྟ་ནི།

๓). སློབ་དཔོན་རང་ སློབ་ཕྲུག་ག་ར་གིས་ཡོངས་འབྲེལ་ཐོག་ལས་ བདའ་ཟྭན་མ་སྤེ་སྤོད་ནི།

๔). སློབ་ཕྲུག་གི་ སྤྱོང་ལྟ་ཚུ་དབྱེ་ཞིབ་འབད་ཞིན་ན་ རྒྱབ་སྐྱོན་ཚུ་བྱིན་ནི།

๕). རྒྱང་རིང་ཤེས་ཡོན་གྱི་མཐུན་རྐྱེན་སྐོར་ལས་ ལྟན་ཁག་དང་རྫོང་ཁག་ལུ་བསམ་ལེན་ཚུ་ཕྱུལ་ནི།

๖). ཞ་ལོའི་ལྟབ་སྦྱང་གི་སྐོར་ལས་ ཕམ་ཚུ་ལུ་དུས་དང་དུས་སུ་ བརྟ་སྤྱོད་འབད་ནི།

๗). སློབ་ཕྲུག་ལུ་ སྤྱོང་ལྟ་ཚུ་ཡང་དུས་ཚོད་བདེ་བའི་སྐབས་ཀྱི་སློབ་ཁང་ནང་བཟུམ་སྤེ་མེན་པར་ དུ་རེས་ཚབས་ཆེན་གྱི་གནས་སྟངས་འདི་ནང་ ཞ་ལོ་ཚུ་ཁོང་རའི་ཆོས་ཚན་གྱི་གོ་དོན་ལེན་ཚུགས་ནི་དང་གྲལ་གཏོགས་སྤེ་བཞག་ནིའི་དོན་ལུ་ རྒྱལ་འཛིན་ཤེས་རིག་ཚོགས་སྤེའི་ཚད་གཞི་ལྟར་དུ་ སྤྱོང་ལྟ་ཞུན་ས་སྤེ་སྤྱོད་ནི།

ཐམ་གྱེས་:

1). དང་སོའི་ཞ་ལོ་ཚུ་གིས་ རྒྱང་རིང་ཤེས་ཡོན་གྱི་གོ་སྐབས་ལེན་ཚུགསཔ་བཟོ་ནིའི་རྒྱབ་སྐྱོར་བྱེན་ནི།

2). ཞ་ལོ་ཚུ་རྒྱང་རིང་ཤེས་ཡོན་དང་ རྒྱང་མཐོང་གི་ཤེས་ཡོན་ཚུ་དུས་ཆོད་ཁར་ བཀ་ཡེངས་མེད་པར་ལྷབ་སྦྱང་འབད་ནི་ནང་ ལམ་སྟེྱན་དང་རྒྱབ་སྐྱོར་རེས་པར་དུ་བྱེན་ནི།

3). ཤེས་ཡོན་ལྷབ་སྦྱང་གི་བརྒྱུད་ལམ་ཚུའི་སྐོར་ལས་ དྲང་བདེན་གྱི་བསམ་འཆར་ཚུ་ འབྲེལ་ཡོད་ལས་སྟེ་ཚུ་ལུ་ཕྱལ་ནི།

4). ཞ་ལོའི་སློབ་ཁང་དང་ ཆོས་ཚན་སློབ་དཔོན་ཚུ་དང་ཅིག་ཁར་ འབྲེལ་བ་རྒྱུན་ཆད་མེད་པར་བཞག་ནི།

སློབ་ཕྲུག་གིས་:

1). རྒྱང་རིང་ཤེས་ཡོན་དང་ རྒྱང་མཐོང་ཤེས་ཡོན་ཚུ་ཐུན་ཚན་གཅིག་ཡང་མ་ཆད་པར་ བཅའ་མར་གཏོགས་ནི།

2). སྦྱོང་ལྟ་ཚུ་ དུས་ཆོད་ཁར་འབད་དེ་སློབ་དཔོན་ཚུ་ལུ་ཕྱལ་ནི།

3). སློབ་ཁང་དང་ཆོས་ཚན་སློབ་དཔོན་ཚུ་དང་ཅིག་ཁར་འབྲེལ་བ་འཐབ་ཐོག་ལས་ དོགས་པ་ཚུ་དུས་ཆོད་ཁར་སེལ་ནི།

4). སྟེ་ཚན་ནང་སློབ་སྦྱོང་འབད་ནི་ཚུ་ལས་འཛོམ་དགོ།

5). དང་རྒྱང་སྟེ་སྟོད་ཐོག་ལས་ཡོངས་འབྲེལ་ཐོག་ རྒྱང་རིང་ཤེས་ཡོན་དང་ རྒྱང་མཐོང་ཤེས་ཡོན་གྱི་མཐུན་རྐྱེན་ལག་ལེན་འཐབ་སྟེ་སློབ་སྦྱོང་འབད་ནི།

6). ཁྱོམ་ཁ་དང་ གཞན་གྱི་ཁྱིམ་ནང་འགྱོ་ནི་ལས་འཛོམ་དགོ།

5 ANNEXURE

5.1 CURRICULUM IMPLEMENTATION GUIDELINES

RATIONALE

In the event that schools have to be closed down for a longer time due to COVID-19 outbreak in the country, the Royal Education Council has developed a curriculum implementation guideline to continue providing education to our children. This is to ensure that our children do not lose instructional hours for achieving the desired learning outcomes for the academic year, 2020.

The guideline provides prioritized learning areas, delivery modes and strategies, and support mechanisms in order to provide access to learning during emergency.

OBJECTIVES

The Guidelines are developed to fulfill the following objectives:

1. Provide a platform for students to access and avail educational services remotely through the use of mainstream and social media.
2. Provide guidelines on the learning areas, tools, and support mechanism from the relevant agencies such as MoE, REC, BCSEA, V-ToB, etc.
3. Facilitate students the continuity in learning in achieving the desired learning outcome for the academic year, 2020, particularly students attending high stake examinations.
4. Engage students productively at home and minimize people-people contact to prevent the spread of virus.

LEARNING AREAS & MODE OF DELIVERY

The different Learning Areas consist of the following. Some learning areas such as Science and Social Sciences have been combined together considering the common themes of the subject.

Key stage	Subjects
I	Dzongkha, English, Mathematics
II	Dzongkha, English, Mathematics
III	Dzongkha, English, Mathematics, General Science, Social Sciences
IV	Dzongkha, English, Mathematics, Functional Science, Social Sciences
V	English, Dzongkha compulsory for all
	Science: Mathematics, Science- Physics, Chemistry, Biology, Environmental Science, and ICT
	Commerce: Accountancy, Commerce, B. Mathematics
	Arts: History, Geography, Economics, Media Studies, Rigzhung

During emergency, lessons are delivered through the use of television, radio and other social media in key stages and theme based approach. Lessons are delivered through BBS1 and BBS2 supplemented with Google classroom, Youtube, Wechats and other social media. The suggested broadcast timetable is provided.

There are students who are dealt with 'pull out' and 'push in' strategies alongside the adaptation and modification in curriculum delivery. Therefore, lessons for Wangsel and Muenseling institutes' students are delivered by using tools appropriate for them. Further, lessons for Takste Rigzhung School are de-

livered through Google Classroom, YouTube, WeChat and other means on exception.

Tentative Broadcasting Timetable for BBS 1 and BBS 2.

Day	Key Stage											
	Session I	Session II	Session III	Session IV	Session V	Session VI	Session VII	Session VIII	Session IX	Session X	Session XI	Session XII
Mon	Key – I Eng	Key – I Dzo	Key – I Maths	Key II Eng	Key II Dzo	Key-II Maths	Key-III Science	Key-III Social Science	Key-III Eng	Key-III Dzo	Key-III Maths	Key-IV Eng
Tue	Key – IV Maths	Key – IV Dzo	Key – IV Science	Key IV S. Science	Key V Eng	Key-V Dzo	Key-V Maths	Key-V Physics	Key-V Chem	Key-V Bio	Key-V His	Key V Geo
Wed	Key – V Acc	Key – V Com	Key – V Eco	Key -V ES	Key -V MS	Key-V Dzo	Key-V Maths	Key-V Physics	Key-V Chem	Key-V Bio	Key-V His	Key V Geo
Thu	Key – V Acc	Key – V Com	Key – V Eco	Key -V ES	Key- V MS	Key-IV Eng	Key – IV Maths	Key – IV Dzo	Key – IV Science	Key IV S. Science	Key V Eng	Key-V Dzo
Fri	Key-V Maths	Key-V Physics	K-V Chem	Key-V Bio	Key-V His	Key -V Geog	Key – V Acc	Key – V Com	Key – V Eco	Key -V ES	Key -V MS	Key- V Maths

Note:
Key Stage I: Classes PP-3
Key Stage II: Classes 4-6
Key Stage III: Classes 7-8
Key Stage IV: Classes 9-10
Key Stage V: Classes 11-12

DZONGKHA

གནས་རིམ། Key Stage	ཡུན་སྤྱོད་འབད་དགོ་པའི་དོན་ཚན་གཅོ་ཅན། Learning Area and Mode of Delivery	སྟོབ་སྤྱོད་ཐབས་ལམ། Strategy	ལས་རིམ་གྱི་འོས་འབབ། Scope
གནས་རིམ་དང་པ། བྱོ་གསང་གསུམ་པ་ཚུན།	ཡི་གུའི་སྟོན་སྦྱང་། གསལ་བྱེད་སུམ་ཅུ། དབྱངས་བཞི། མགོ་ཅན་འདོགས་ཅན། གྲངས་ཀ་ ༡༠༠ ཚུན་ ཨང་ཡིག་དང་ཨང་ཡིག་ཡིག་གཟུགས་ནང་བྱེ་ནི། ཉེ་འབྲེལ་མིང་ཚིག་འབྱི་ལྷག། སྦྱོང་གློག་ཚིག་སྡུད། བང་དང་ཆ་རེགས་ བཟའ་ཚང་དང་སློབ་གྲྭ་གཡུས་དང་མཐའ་འཁོར་ཚུ་གི་སྐོར་ལས་ བཤད་པ་ཐུང་ཀུ་རེ་རྐྱབ་ནི། དཔེ་དེབ་ལྷག་ཐངས།	རྒྱང་བསྒྲགས་ཐོག་ལས་ སློབ་སྟོན་འབད་ནི། ཁམས་ཀེས་ཡོན་ཡོད་མི་ཚུ་ལུ་ ཞྭམ་ནང་ལྷབ་ནིའི་ མཁོ་ཆས་བཙོ་ཡོད་མི་ཚུ་ བཏགམ་ནི་དང་། སྟོན་ཚན་དང་འཁྱིལ་བའི་ སློབ་སྦྱོང་ལས་དོན་ཚུ་བཏགམ་སྟེ་ དང་སོའི་ཁ་ལོ་ཚུ་ལུ་ རྒྱབ་སྐྱོར་འབད་བཙུགས་ནི། སློབ་དཔོན་ཚུ་གིས་ ཡོངས་འཛིལ་ཐོག་ལས་ ཞྭམ་ལུ་རེ་བྱིན་ཏེ་ རིགས་ཐོག་དང་དགེ་ཚེབ་འབད་ནི། སློ་གླུའི་ མཐོང་ཐོས་མཁོ་ཆས་ཚུ་ཁབ་ལེན་འབད་དེ་ ཉན་ཐོག་ལས་ ཉེ་འབྲེལ་མིང་ཚིག་ལྷབ་བཙུགས་ནི། WeChat, Facebook, YouTube, Google ཚུ་གི་ཐོག་ལུ་ ཡི་གུའི་བཀལ་ཐངས། རྩོད་སྤྲ་ལ་སོགས་ པའི་ མཐོང་ཐོས་མཁོ་ཆས་ སྤུང་ཀུ་རེ་ བཟོ་སྟེ་བཏགམ་ནི། ལྷག་དེབ་ལྷག་ཐངས་ཀྱི་དཔེ་སྟོན་མཐོང་ཐོས་ཐོག་ལས་བཟོ་སྟེ་བཏགམ་ནི། ཞྭམ་ནང་ ཡིག་བཟོའི་སྟྲོང་དེབ་ཀ་ལས་ང་ཚུན་ཡོད་མི་ཚུ་ ལག་ལེན་འཐབ་སྟེ་ ཡིག་བཟོ་ལྷབ་བཙུགས་ནི།'dzongkha for kids'གི་མཐོང་ཐོས་མཁོ་ཆས་ཚུ་ ཨང་ལེན་འབད་དེ་ལྷབ་བཙུགས་ནི།	དབྱངས་གསལ་གྱི་ ཡིག་བཟོའི་ བཀལ་ཐངས་དང་ རྩོད་སྤྲའི་ སློབ་སྟོན། ཨང་ཡིག་དང་ ཡིག་གཟུགས་ཀྱི་ བཀལ་ཐངས་དང་ རྩོད་སྤྲའི་ སློབ་སྟོན། མིང་གཞི་ལུ་ སྟོན་རྩེས་ཀྱི་འཛུགས་ ཚུལ་ཀྱི་སློབ་སྟོན། ཉེ་འབྲེལ་མིང་ཚིག་ལྷབ་སྦྱངས་ཀྱི་ སློབ་སྟོན། ལྷག་དེབ་ལྷག་ཐངས་ཚུ་གི་སྐོར་ སློབ་སྟོན་ཚུ་ འབད་དགོས་ འདུག

གནས་རིམ།	ལྷབ་སྟོན་འབད་དགོ་པའི་དོན་ཚན་ གཙོ་ཅན།	སློབ་སྟོན་ཐབས་ལམ།	ལས་རིམ་གྱི་འོས་འབབ་
གནས་རིམ་གཉིས་པ། བཞི་པ་ལས་དུག་པ།	འབྲི་རྩོམ་ལས་ འཕེལ་བཤད་དང་ ལོ་རྒྱུས་འབྲི་རྩོམ་ཚུ་གཞི་བཞག་ཐོག་ལས་ འབྲི་ལྷག་ཅན་སྒྲུབ་གཏང་། སྐད་རྩོམ་ནང་ལས་ ཞབས་ཏུ་གཞི་བཞག་གི་ འབྲི་ལྷག་ཅན་སྒྲུབ་གཏང་། སྡུངདང་གཏམ་རྒྱུད་ལས་ དངོས་སྡུངདང་ འཚར་སྡུང་ གཞི་བཞག་གི་ འབྲི་ལྷག་ཅན་སྒྲུབ་གཏང་། ཡིག་སྒྱུར་ལས་ ལོག་ཡིག་ མཐུག་ཡིག། ཚག་ཤད། མིང་ཚ། ལ་དོན་གྱི་ཕྲད། མིང་ཚ། མིངཀི་ཁྲད་ཆོག།འབྲུང་ཁྲངས། མིང་མཐའ། བྱ་ཆོག་གི་ ཆོག་གོགས། འབྲེལ་སྦྲ། སྒྲུབ་ཆོག། དགག་ཆོག། བྱ་བའི་ཁྲད་ ཆོག། ཆོག་མཚམས། བརྗོད་ མཚམས། དོན་མཚམས་གཅད་ ཐངས་ཚུ་གི་ལྷབ་སྒྲུབ་འབད་དེ་ བྱེ་ནིའི་རིག་རྩལ་ལྷབ་བཙུག་ནི། ཡིག་འགྱུལ་ལས་ ཞུ་ཡིག་དང་ གཏང་ཡིག་གཞི་བཞག་གི་འབྲི་ ལྷག་སྒྲུབ་ག།	རྒྱང་བསྒྲགས་ནང་ལས་སློབ་སྟོན། ཐམ་ལུ་ ཞ་ལེའི་ རྒྱབ་སྐྱོར་གྱི་ ལམ་སྟོན་ཅིན་ནི། སློབ་སྒྲོང་ལས་དོན་ ཐམ་ཚུ་ལུ་ བཏགས་ནི། ཞིམ་ནང་ལྷག་ནིའི་ མཁོ་ཆས་ངོས་འཛིན་འབདཝ་དེ་ ལྷག་བཙུག་ནི། སློབ་དཔོན་ཚུ་ གིས་ ཡོངས་འབྲེལ་ཐོག་ལས་ ཞིམ་ལྟ་རེ་བྱེན་ནི། དེ་བའི་ལན་ འཐོབ་ཐབས་ལུ་ ལྷག་དེབ་ ལྷག་བཙུག་ནི། ཡིག་བཟོའི་སྒྲུངབ། WeChat, Facebook, YouTube, Google ཚུ་གི་ ཐོག་ལུ་ མཐོང་ཐོས་མཁོ་ཆས་ ཚུ་བཟོ་སྟེ་བཏགས་ནི། དཔེར་ན། འབྲི་རྩོམ་འབྲི་ཐངས། སྡུངབྲི་ ཐངས་དང་ལྷག་ཐངས། ཞུ་ཡིག་ འབྲི་ཐངས། ཡི་གུའི་སྒྲུངབ་ ཤེས་ཐབས་ཀྱི། མཐོང་ཐོས་མཁོ་ ཆས་ཚུ་ བཟོ་སྟེ་བཏགས་ཐོག་ ལས་ ལྷག་བཙུག་ནི་བརྟུམ། ཡོངས་འབྲེལ་ཐོག་ལས་ ངག་ ཐོག་དང་ཡིག་ཐོག་གི་འབྲི་ལན་ འབད་དེ་ དབྱེ་ཞིབ་འབད་ནི།	རྩོམ་རིག་མ་འདྲཝ་གསུམ་གྱི་ སྐོར་ལས་ ངོསྤྲོད་དང་ཁྲད་རྟགས་ དེ་ཚུ་ཚུ་གི་སྐོར་སློབ་སྟོན་འབད་ ནི། ཡིག་སྒྲུངས་ཀྱི་དོན་ཚན་ཚུ་གི་སྐོར་ ལས་ གོ་དོན་གསལ་བཤད་ཀྱི་ སློབ་སྟོན། ཡིག་འགྱུལ་གྱི་དོན་ཚན་གཉིས་ ཀྱི་སྐོར་ལས་ འབྲི་ཐངས་ཀྱི་ སློབ་སྟོན་ཚུ་འབད་དགོ་ནི་ཨེན་ མས།

གནས་རིམ།	ལྷབ་སྦྱོན་འབད་དགོ་པའི་དོན་ཚན་གཅོ་ཅན།	སློབ་སྦྱོན་ཐབས་ལམ།	ལས་རིམ་འོས་འབབ།
གནས་རིམ་གསུམ་པ། བདུན་པ་ལས་བརྒྱད་པ།	འབྲི་རྩོམ་ནང་ལས་ འཛོལ་བཟོད། ལོ་རྒྱུས། རྒྱུད་སྐུལ། འཚར་སྤང་འབྲི་རྩོམ་ཚུ་གི་ཐོག་ལས འབྲི་ལྷག་ཉན་སྤྱད་ཀྱི་སྤྱིར་བ། སྐྱེན་རྩོམ་ནང་ལས་ ཞབས་ཁ་དང་ ཁྲོ་ཟེ། རྩངས། དཔེ་གཏམ། ཁ་བཤད། གསལ་བཤད་གཞི་བཞག་གི་ འབྲི་ལྷག་སྤྱད་བ། སྡུད་དང་གཏམ་རྒྱུད་ལས་ དངོས་སྡུད་དང་ འཚར་སྡུད་གི་ རྩོམ་རིག་གཞི་བཞག་ཐོག་ལས་ འབྲི་ལྷག་ཉན་སྤྱད་ཀྱི་སྤྱིར་བ། ཡིག་སྒྱོར་དོན་ཚན་ཚུ་ལས་ སྟོན་རྩེས་ཡང་ འཇུག་གི་ངོས་འཛིན་དང་ བརྗ་བཤད་ཀྱི་ རིགས། ཚོག་མཚམས། བརྗོད་མཚམས། དོན་མཚམས། འབེལ་སྦྲ། མིང་གི་ཁྱད་ཚོག། དང་སྦྲ། ད་སྦྲ། ཅེད་སྦྲ། ལྷག་བཅས། འབེལ་ཚོག། མིང་དང་བྱ་ཚོག་ལུ་ ཞེ་ས་སྤྱད་བ། བྱ་ཚོག་དུས་གསུམ་ཡིག་སྟེབ། བརྗོད་པའི་དབྱེ་བ། དེ་སྤྲ་ནེ་སྦྲ། རྒྱན་སྤྲུད། བསྡུ་ཡིག། སྤྱི་སྦྲ། གང་ཟག་དང་པ་དང་གཉིས་པའི་ངོས་འཛིན། མིང་ཚོག་བརྗོད་པའི་རྣམ་གཞག་གི་དོན་ཚན་ཚུ་ གཞི་བཞག་ཐོག་ལས་ བྱ་ནིའི་སྤྱད་བ། ཡིག་འགྱུལ་དོན་ཚན་ཚུ་ལས་ ཞུ་ཡིག་དང་ གཏུངཡིག་བྱ་ནིའི་སྤྱད་བ།	རྒྱང་སྤྲུགས་སློབ་སྦྱོན། ཐམ་ལུ་ ཚ་ལོའི་ རྒྱབ་སྐྱོར་གྱི་ལམ་ སྦྱོན་བྱེད་ནི། སློབ་སྦྱོང་ལས་དོན་ ཐམ་ཚུ་ལུ་བཀྲམ་ནི། ཞྭམ་ནང་ལྷག་ནིའི་ མཁོ་ཆས་ངོས་འཛིན་འབད་དེ་ལྷག་བཅུག་ནི། སློབ་དཔོན་ཚུ་གིས་ ཡོངས་འབེལ་ཐོག་ལས་ ཞྭམ་ལྟ་རེ་བྱེད་ནི། དྲི་བའི་ལན་འཐོབ་ཐབས་ལུ་ ལྷག་དེབ་ལྷག་བཅུག་ནི། ཡིག་བཟོའི་སྤྱོང་བ། WeChat, Facebook, YouTube, Google ཚུ་གི་ཐོག་ལུ་ མཐོང་ཐོས་མཁོ་ཆས་ཚུ་ བཟོ་སྟེ་བཀམ་ནི། དཔེར་ན། འབྲི་རྩོམ་འབྲི་ཐངས། སྡུད་འབྲི་ཐངས་དང་ལྷག་ཐངས། ཞུ་ཡིག་ འབྲི་ཐངས། ཡི་གུའི་སྤྱོང་བ་ཤེས་ཐབས་ཀྱི་ མཐོང་ཐོས་མཁོ་ཆས་ཚུ་ བཟོ་སྟེ་ བཀམ་ཐོག་ལས་ ལྷབ་བཅུག་ནི་བཟུམ། ཡོངས་འབེལ་ཐོག་ལས་ ངག་ཐོག་དང་ ཡིག་ཐོག་གི་འདྲི་ལན་འབད་དེ་ དབྱེ་ཞིབ་འབད་ནི།	རྩོམ་རིག་མ་འདྲཝ་གསུམ་གྱི་ སྐོར་ལས་ དོ་སྤྲོད་དང་ཁྲད་རྣམ་ དཔེ་ཚུ་གི་མཐོང་ཐོས་མཁོ་ཆས་ བཟོ་སྟེ་སྤྱོད་ནི། ཡིག་སྤྱོར་གྱི་དོན་ཚན་ཚུ་གི་སྐོར་ལས་ ཁོ་དོན་གསལ་བཤད་ཀྱི་ སློབ་སྟོན། ཡིག་འགྱུལ་གྱི་དོན་ཚན་གཉིས་ཀྱི་སྐོར་ལས་ འབྲི་ཐངས་ཀྱི་ སློབ་སྟོན་ཚུ་འབད་དགོ་ནི་ཨིན་མས།

གནས་རིམ།	ལྷབ་སྦྱོན་འབད་དགོ་པའི་དོན་ཚན་གཅོ་ཅན།	སློབ་སྦྱོན་ཐབས་ལམ།	ལས་རིམ་འོས་འབབ།
གནས་རིམ་བཞི་པ། དགུ་པ་དང་བཅུ་པ།	འབྲི་རྩོམ་ཚུ་ལས་ འགྲེལ་བཤད་དང་ ལེ་རྒྱུས། རྒྱུད་སྐུལ། འཆར་སྒང་འབྲི་རྩོམ་ཚུ་གི་ཐོག་ལས་ འབྲི་ལྷག་ཉན་སྒབ་ཀྱི་སྤྱད་བ། སྐན་རྩོམ་ལས་ ཞབས་ཁ་དང་ བློ་ཟེ། བསྒབ་ཐ། རྩངམ་ཨོ། དཔེ་གཏམ། ཁ་བཤད། གསལ་བཤད་གཞི་བཞག་གི་ འབྲི་ལྷག་ཉན་སྒབ་ཀྱི་ སྤྱད་བ། སྤྱད། དངོས་སྤྱད། འཆར་སྤྱད་གི་ རྩོམ་རིག་གཞི་བཞག་ཐོག་ལས་ འབྲི་ལྷག་ཉན་སྒབ་ཀྱི་ སྤྱད་བ། རྒྱལ་སྤས་ལག་ལེན་ཀྱི་དོན་ཚན་ཐོག་ལས་ རྒྱལ་སྤས་རྣམས་ཀྱི་ལག་ལེན་སོ་བདུན་ལུ་ གཞི་བཞག་ཐོག་ལས་ ནང་པའི་ཆོས་ཀྱི་བརྩེ་ མཐོང་དང་ ཆོས་སྐད་ཀྱི་མིང་ཚིག་ཡིག་སྟེབ་ ལྷབ་སྤྱད་འབད་ནི། ཡིག་སྤྱོང་ཀྱི་དོན་ཚན་ཚུ་ལས་ ཆིག་མཚམས། བརྗེད་མཚམས། དོན་མཚམས། འབྲེལ་ཆིག། དཔྱད། འབྲེལ་ཆིག། བརྗེད་པའི་དབྱེ་བ། སྐད་ཡིག་དོསྤྱོད། ཉེད་མེད་ལས་ཆོག་དང་སྤྱོན་ ཆོག། ནི་སྤྱི། ན་དང་ཅིན་ཀྱི་སྤྱི། རྣམ་དབྱེ་ བརྒྱད། འདྲི་ཆོག། སྐད་ཡིག་གི་དགོས་པ་དང་ ཕན་ཐོགས། བདག་སྤྱི། ཅི་དང་ཡི་གི་ཆོག་ཐབ། མིང་ཆོག་བརྗེད་པའི་རྣམ་གཞག་གི་ དོན་ཚན་ གཞི་བཞག་ཐོག་ལས་ བྱི་ནི་འི་སྤྱད་བ། ཡིག་འགྱལ་ཚུ་ལས་ ཞུ་ཡིག། གཏུང་ཡིག། བཀའ་རྒྱ། ཁྲབ་བསྒྲགས། སྐན་ཞུ། སྐན་གསོལ། ཟིན་བྱིས། ལས་རིམ། གྲོས་གཞི། གྲོས་ཆོད། ཞུ་ཡིག། བཤེད་ཡིག། དག་བརྗོད། འབའ་གན་རྒྱ་ཚུ་ གཞི་བཞག་ཐོག་ལས་ འབྲི་ལྷག་ཉན་སྒབ་ཀྱི་ སྤྱད་བ།	རྒྱང་སྒྲགས་སློབ་སྦྱོན། ཤེས་ཡོན་ཅན་གྱི་ཐམ་ཚུ་ལུ་ སྦྱོན་ཚན་དང་འཁྱེལ་བའི་ སློབ་སྦྱོང་ལས་དོན་ཚུ་ ཐམ་ཚུ་ལུ་བཤད་ཐུབ་ཅི། རྒྱབ་སྐྱོར་འབད་ བཏུག་ནི། སློབ་དཔོན་ཚུ་གིས་ ཡོངས་ འཛེལ་ཐོག་ལས་ ཁྱིམ་ལུ་རེ་ཐུན་ནི། རྒྱལ་སྤས་ལག་ལེན་གྱི་ སློབ་སྦྱོན་ མཐོང་ཐོས་མཁོ་ཆས་བཟོ་སྟེ་ སྦྱོན་ནི། རྒྱབ་རྟེན་དཔེ་དེབ་ གང་མང་ ཡོངས་ འཛེལ་ཐོག་ལས་ འཐོབ་ཚུགསཔ་བཟོ་ནི། ཁྱིམ་ནང་ལྷག་ནིའི་ དོན་ཚན་མཁོ་ཆས་ དོས་འཛིན་འབད་དེ་ ལྷག་བཏུག་ནི། ཏེ་ཝ་བཱོད་དེ་ དེའི་ལན་འཐོབ་ཐབས་ལུ་ ལྷག་དེབ་ལྷག་བཏུག་ནི། ཡིག་བཟོའི་སྤྱོང་བ། WeChat, Facebook, YouTube, Google ཚུ་གི་ཐོག་ལུ་ མཐོང་ཐོས་མཁོ་ཆས་ཚུ་ བཟོ་སྟེ་བཀྲམ་ནི། དཔེར་ན། འབྲི་རྩོམ་འབྲི་ཐངས། སྡུད་ འབྲི་ཐངས་དང་ལྷག་ཐངས། ཞུ་ཡིག་འབྲི་ ཐངས། ཡི་གུའི་སྤྱོང་བ་ཤེས་ཐབས་ཀྱི་ མཐོང་ཐོས་མཁོ་ཆས་ཚུ་ བཟོ་སྟེ་བཀྲམ་ ཐོག་ལས་ ལྷབ་བཏུག་ནི་བཟུམ། ཡོངས་འབྲེལ་ཐོག་ལས་ དག་ཐོག་དང་ ཡིག་ཐོག་གི་འབྲི་ལན་འབད་དེ་ དཔྱེ་ཚིབ་ འབད་ནི།	རྩོམ་རིག་མ་འདྲཔ་གསུམ་ ཀྱི་སྐོར་ལས་ ངོ་སྤྲོད་དང་ ཁད་ནམ་དཔེ་ཚུ་གི་སྐོར་སློབ་ སྦྱོན་འབད་ནི། ཡིག་སྤྱོང་ཀྱི་དོན་ཚན་ཚུ་གི་ སྐོར་ལས་ གོ་དོན་གསལ་ བཤད་ཀྱི་སློབ་སྦྱོན། ཡིག་འགྱལ་ཀྱི་དོན་ཚན་ གཉིས་ཀྱི་སྐོར་ལས་ འབྲི་ ཐངས་ཀྱི་སློབ་སྦྱོན་ཚུ་འབད་ དགོ་ནི་ཞིན་མས།

གནས་རིམ།	ལྟབ་སྟོན་འབད་དགོ་པའི་དོན་ཚན་གཅོ་ཅན།	སློབ་སྟོན་ཐབས་ལམ།	ལས་རིམ་འོས་འབབ།
གནས་རིམ་ལྟ་བ། ༡༡ པ་དང་༡༢ པ།	འཕྲི་རྩོམ་ཚུ་ལས་ རྩོད་གླེང་དང་ རྒྱས་བཤད། འཕྲི་རྩོམ་གཞི་བཞག་གི་ འཕྲི་ལྟག་ཅན་སྒྲིག་སྦྱང་བ། སྐྱན་རྩོམ་ཚུ་ལས་ ཞབས་ཁུ། བློ་ཟེ། རྩང་མོ། དཔེ་གཏམ། ཁ་བཤད། གསལ་བཤད་ལ་སོགས་པའི་ རྩོམ་རིག་གཞི་བཞག་ཐོག་ལས་ འཕྲི་ལྟག་ཅན་སྒྲིག་སྦྱང་བ། སྡུད། དངོས་སྡུད་ འཚར་སྡུད་གཞི་བཞག་ཐོག་ལས་ འཕྲི་ལྟག་ཅན་སྒྲིག་སྦྱང་བ། བཤེས་སྤྱིངས་ཐོག་ལས་ ནང་པའི་ཚོས་ཀྱི་ བརྩེ་མཐོང་དང་ ཚོས་སྐད་ཀྱི་མིང་ཚིག་ཡིག་སྟེབ་ལྟབ་སྦྱང་འབད་ནི། ཡིག་སྒྱོང་ཀྱི་དོན་ཚན་ཚུ་ལས་ བྱ་ཆོག་དུས་གསུམ་ཀྱི་ཡིག་སྟེབ། རྣམ་དབྱེ་བརྒྱུད་ཀྱི་ དབྱེ་བ། སྐད་ཡིག་གི་འབྱུང་ཁུངས། སྐབས་བསྟུ། ཚོས་སྐད་དང་རྗོད་ཐའི་རྗོད་སྒྲ་དང་ཡིག་སྟེབ་ཁྲད་པར། རྗོད་སྒྲ་ཐྱོགས་མཚུངས་ཡིག་སྟེབ་ཁྲད་པར། བདག་གཞན་དུས་གསུམ། བྱ་བྱེད་ལས་གསུམ། ཡི་གུ་ཚོ་མོའི་དབྱེ་བཤད། སྐད་ཡིག་གི་ཁྲད་རྟས་དང་སྒྲུབ་ཚུལ། མཚུངས་གསལ། ཐེ་ཚོམ། མིང་ཚིག་བརྗོད་པའི་རྣམ་གཞག། ཚོས་སྐད་དང་རྗོད་ཐའི་ཕྲད་རྣམ་དབྱེ་ཚུ་གི་ཐོག་ལས་ བྱི་ནིའི་རིག་རྩལ་འཐོབ་ཀྱི་སྦྱང་བ། ཡིག་འགྲུལ་གྱི་དོན་ཚན་ཚུ་ལས་ ཁུ་ཡིག། གཏང་ཡིག། འཕྲིན་ཡིག། སྐྱན་ཁུ། སྐྱན་གསོལ། གོས་གཞི། གོས་ཚོད། ཁུ་ཡིག། བཤེར་ཡིག། དག་བརྗོད། འབབ་གན་རྒྱ་ཚུ་ བྱི་ནིའི་སྦྱང་བ།	རྒྱང་སྟོན་ཐབས་ལམ། རྒྱལ་སྤས་ལག་ལེན་གྱི་ སློབ་སྟོན་མཐོ་ཆས་བཟོ་སྟེ་སྟོན་ནི། ཞིམ་ནང་སྤྱག་ནིའི་ དོན་ཚན་མཁོ་ཆས་ དོས་འཛིན་འབདཝ་དེ་ ལྟག་བཙུག་ནི། རྒྱབ་རྟེན་དུས་དེབ་ གང་མང་ ཡོངས་འཛེལ་ཐོག་ལས་ འཐོབ་ཚུགས་པ་བཟོ་ནི། སློབ་དཔོན་ཚུ་གིས་ ཡོངས་འཛེལ་ཐོག་ལས་ ཞིམ་ལྟ་རེ་བྱེད་ནི། དྲི་བ་བཀོད་དེ་ དེའི་ལན་འཐོབ་ཐབས་ལུ་ ལྟག་དེབ་ལྟག་བཙུག་ནི། ཡིག་བཟོའི་སྦྱོང་བ། WeChat, Facebook, YouTube, Google ཚུ་གི་ཐོག་ལུ་ མཐོང་ཐོས་མཁོ་ཆས་ཚུ་བཟོ་སྟེ་བཀྲམ་ནི། དཔེར་ན། འཕྲི་རྩོམ་འཕྲི་ཐངས། སྡུད་འཕྲི་ཐངས་ དང་ལྟག་ཐངས། ཞུ་ཡིག་འཕྲི་ཐངས། ཤེས་ཡོན་ཅན་གྱི་ ཁམ་ཚུ་ལུ་ སྟོན་ཚན་དང་འཁྲིལ་བའི་ སློབ་སྦྱོང་ལས་ དོན་ཚུ་ ཁམ་ཚུ་ལུ་བཤད་བྱེན་ཏེ་ རྒྱབ་སྐྱོང་འབད་བཙུག་ནི། ཡོངས་འཛེལ་ཐོག་ལས་ དག་ཐོག་དང་ ཡིག་ཐོག་གི་འདྲི་ལན་འབད་དེ་ དབྱེ་ཞིབ་འབད་ནི།	རྩོམ་རིག་མ་འདྲཝ་གསུམ་གྱི་སྐོར་ལས་ དོ་སྣོད་དང་ ཁྲད་རྟས་དང་ཡེ་ཚུ་གི་སྐོར་ སློབ་སྟོན། ཡིག་སྒྱོང་གྱི་དོན་ཚན་ཚུ་གི་ སྐོར་ལས་ གོ་དོན་གསལ་ བཤད་ཀྱི་སློབ་སྟོན། ཡིག་འགྲུལ་གྱི་ དོན་ཚན་ གཉིས་ཀྱི་སྐོར་ལས་ འཕྲི་ཐངས་ཀྱི་ སློབ་སྟོན་ཚུ་ འབད་དགོ་ནི་ཞིན་མས།

ལྷབ་སྦྱང་འབད་ཐངས་དང་ དབྱེ་ཞིབ་ཐབས་ལམ།	བློ་གསར་ལས་ ༡༤་ས་ཚུན་གྱི་སློབ་ཕྲུག་ཚུ་གིས་ རྩོང་ཁ་འདི་ རང་གི་ཁྱིམ་ནང་ ཆུང་མཐོང་དང་ ཡོངས་འབྲེལ་ འགྲུལ་འཕྲིན་ སློག་རིག་མཁོ་ཆས་ཚུ་གི་ཐོག་ལས་དང་ རང་གིས་འབད་ སྤྱོ་བ་བསྒྲེད་ དེ་ལྷབ་དགོ་པ་དང། རང་གི་ཁམ་དང་སྤྱན་ཆ་ཚུ་ལས་ ཆུབ་སྐྱོང་ལེན་ཏེ་ ལྷབ་དགོ་ཨིན། དེ་སྦེ་ལྷབ་སྦྱང་འབད་ཚར་བའི་ཤུལ་ལུ་ དབྱེ་ཞིབ་འབད་ཐངས་དེ་ཡང་ རང་ཉིད་དབྱེ་ཞིབ་དང། ནང་རྩོག་དབྱེ་ཞིབ་ཀྱི་ཐབས་ལམ་ཚུ་ སྤྱོན་ཏེ་ ཤེས་མ་ཤེས་དབྱེ་ཞིབ་འབད་ནི་འི་ ཐབས་ཤེས་ཚུ་སྤྱོན་ནི་དང་། མཐའ་མཇུག་གི་ཚོས་ཆུགས་དེ་ཡང་ ལས་འགུལ་དང་ འབྲེལ་ཡན་ ཡང་ན་ ཡོངས་འབྲེལ་google ཚུ་གི་ཐོག་ལས་ དྲུས་ཐོག་ལུ་ ཚོས་ཆུགས་ལེན་ནི་འི་ ཐབས་ལམ་མ་འདྲཝ་ཚུ་གི་ཐོག་ལས་ དབྱེ་ཞིབ་འབད་ནི་ཨིན།

དན་གསོ།

སློབ་སྤྱོན་གྱི་དོན་ལུ་ མཐོང་ཐོས་མཁོ་ཆས་བཟོ་སྟེ་ ཡོངས་འབྲེལ་ཐོག་ལུ་ བཙུགས་དགོ་པ་ཚུ་ ཆུལ་འཛིན་ཤེས་རིག་ཚོགས་སྟེའི་ཁ་ཐུག་ལས་ གང་མང་བཟོ་སྐྱན་འབད་ནི་དང། རང་སོའི་ཚོས་ཆན་སློབ་དཔོན་ཚུ་གིས་བཟོ་སྐྱན་འབད་ནི། དེའི་ལྷན་ཐབས་ལུ་ ཇོང་ཁ་གོང་འཕེལ་ལྷན་ཚོགས་དང་ སྤྱོ་བ་དང་ཁས་བླངས་ཅན་གྱི་ སློབ་དཔོན་ཚུ་གིས་ ཅི་ཤེས་གང་ལྟོགས་ཐོག་ལས་ བཟོ་གནང་འོང། ཞིན་རྒྱང་ མཐོང་ཐོས་མཁོ་ཆས་ཚུ་ གཅིག་མེད་བཟོ་ཏེ་ སྟེབ་དང་སྦྱོར་བ་ དོན་ཚན་གྱི་འོས་འབབ་ཚུ་ ཆུལ་འཛིན་ཤེས་རིག་ཚོགས་སྟེའི་རྩ་གཞུང་འགོ་དཔོན་ཚུ་དང། ཇོང་ཁ་གོང་འཕེལ་ལྷན་ཚོགས་ཀྱི་ སྐད་ཡིག་འགོ་དཔོན་ཚུ་དང་ བསྟུན་སྤོས་ཐོག་ལས་ བཟོ་སྐྱན་མཛད་གནང་ནི་ཨིན།

ENGLISH

Key Stages	Learning Areas & Mode of Delivery	Strategies	Remarks/Scope
I (PP - III)	Literacy Skills – Phonemic awareness » Alphabet sounds » Blending and segmenting	Use SSP package supplied during CFA Workshop to adapt, develop materials teach sounds. These can also be shared on social media platforms like Wechat	Phonemic awareness is the foundational literacy skill.
	Read Aloud	Conduct Read-Aloud sessions using the Readers. Video tape of Read-Alouds using the Readers for respective classes and share	Build vocabulary and develop reading skill.
	Writing	Use the Workbooks to develop assignments on writing. Example: 1. Picture matching 2. Picture to word matching. 3. Fill in the blanks 4. Sentence completion, 5. Simple picture description.	These activities can also be used as extended activities or follow-up on the Read-aloud sessions.
	Letter formation, esp. for PP.	Share letter formation guide and share with the parents (Use SSP package for practice and progression – start with s,a,t,p,i,n)	Parents should let children practice and share the children's work with the teachers.
	Personal letter writing (class III)	Explain, with a demo, the format and features of a personal letter – ask students to practice.	Parents should guide
II (IV – VI)	Writing » Book reviews » Summaries » Folk-tales	Identify appropriate topics from the text and ask students to read and carry out writing tasks.	
	Creative writing (realistic fiction)	Give as many topics as possible and ask children to choose and write on one topic every fortnight. Teachers should share the features of realistic fiction.	Encourage children to first share paragraphs, instead of the whole written work. This way, it will be easier to monitor and guide. Wherever possible, parents should help children.
	Reading	Select the most appropriate texts (Short stories, essays and poems) Explain the features of the respective genres and demonstrate the skills needed to comprehend the different texts. Ask students to read a certain number of stories, essays and poems from the textbook periodically. Teachers develop appropriate set of prompts/cues to check the understanding.	Let children video/audio-tape their readings of stories, essays and poems and share with the teacher and friends for comments and feedback.
	Listening and Speaking	Share the Resources (Audio/video) on Listening provided by REC and design questions to build/assess listening skills.	

Key Stages	Learning Areas & Mode of Delivery	Strategies	Remarks/Scope
III (VII – VIII)	Writing » reports » summaries » fantasy » narrative essay	Explain the features of each genre of writing. Compile and share as many topics as possible on each genre. Ask students to use the features of the respective genre and write. They should submit at least one complete written work every month for comments and feedback	Focus on narrative writing. In the beginning ask children to submit paragraphs instead of the whole essay. This way, it will be easier for the teacher to monitor and guide.
	Reading	Select the most appropriate texts (Short stories, essays and poems) Explain the features of the respective genres and demonstrate the skills needed to comprehend the different texts. Ask students to read a certain number of stories, essays and poems from the textbook periodically. Teachers develop appropriate set of prompts/cues to check the understanding. Teachers should adjust their prompts and questions according to the level of understanding. Students should also keep a record of other books and texts they read in the form of reviews.	The 'certain' number of texts to be read is to be decided by individual teachers depending on to the extent that students are able to achieve the objectives stated in the Reading & Literature strand.
	Grammar	Refer the objectives and develop lessons accordingly.	Develop exercise and activities for the students to complete and submit for feedback
		Use the audio-visual grammar lesson provided by REC, or other available resources and assign practice questions.	
	Listening and Speaking	Use the listening & speaking resources package provided by REC and design questions or activities for students to listen to the audio/video.	Design and share a set of questions to check the listening skill. Alternately, appropriate and relevant audios can be downloaded from YouTube.

Key Stages	Learning Areas & Mode of Delivery	Strategies	Remarks/Scope
IV (IX – X)	Reading & Literature	Select the most appropriate texts (Short stories, essays and poems) Explain the features of the respective genres and demonstrate the skills needed to comprehend the different texts. Ask students to read a certain number of stories, essays and poems from the textbook periodically. Teachers develop appropriate set of prompts/cues to check the understanding. Teachers should adjust their prompts and questions according to the level of understanding. Ask students to maintain a record of the books/texts read in the form of reviews(Reading portfolio). This is to be used for awarding CA.	
		Design a schedule/timetable to assign students to read a certain portion of the novel. Create a platform where students can share their understanding, doubts and critiques on the novel. The teacher should clarify wherever needed.	
	Writing » Descriptive » Expository	Refer the resource package provided by REC and share essay writing guides and sample essays	
		Share the features of each genre of writing. Compile and share as many topics as possible on each genre. Ask students to use the features of the respective genre and write. They should submit at least one complete written work every month for comments and feedback. (Writing Portfolio)	In the beginning ask students to submit just the introductory paragraph so that teachers can guide and comment on the thesis statement. Use the best written work of individual students for awarding the CA mark
	Language and Grammar	Download relevant grammar lessons as per the objectives and share with students.	
		Design grammar activities and questions for students to carry out and complete periodically	
	Listening and Speaking	Use the listening & speaking resources package provided by REC and design questions or activities for students to listen to the audio/video. Design and share a set of questions to check the listening skill. Alternately, appropriate and relevant audios can be downloaded from YouTube.	
		Ask students to audio/video tape their speeches and submit.	Use these to assess their speaking, and award CA accordingly.

Key Stages	Learning Areas & Mode of Delivery	Strategies	Remarks/Scope
		Ask students to prepare speeches and record their deliver. Let them share their speeches with others and the teacher for feedback and comments.	
V (XI - XII)	Reading & Literature.	Select the most appropriate texts (Short stories, essays and poems) Explain the features of the respective genres and demonstrate the skills needed to comprehend the different texts. Ask students to read a certain number of stories, essays and poems from the textbook periodically. Teachers develop appropriate set of prompts/cues to check the understanding. Teachers should adjust their prompts and questions according to the level of understanding.	Refer the objectives and focus on the genres stated therein.
		Use the resources on The Merchant of Venice provided by the REC during the orientation workshop to develop lessons. Ask students to answer the questions given in the package. » Prepare a schedule for students to read a certain portion weekly/ fortnightly. » Create a platform where students can share their understanding, doubts and critiques on the novel. The teacher should clarify wherever needed.	The teacher may design additional questions on the Merchant of Venice and other texts. » Ask students to video/audio tape their renderings of famous dialogues and share with the teacher and friends.
	Writing » Reports » Summaries » Stories » Persuasive essay » Argumentative essay.	Refer the resource package provided by REC and share essay writing guides and sample essays	
		Explain the features of each genre of writing. Compile and share as many topics as possible on each genre. Ask students to use the features of the respective genre and write. They should submit at least one complete written work every month for comments and feedback	In the beginning ask students to submit just the introductory paragraph of their essay. They should develop their writing further only after getting the 'go-ahead' from the teacher.

Key Stages	Learning Areas & Mode of Delivery	Strategies	Remarks/Scope
	Listening and Speaking	Use the listening & speaking resources package provided by REC and design questions or activities for students to listen to the audio/video. Design and share a set of questions to check the listening skill. Alternately, appropriate and relevant audios can be downloaded from YouTube.	
		Ask students to prepare speeches and record their deliver. Let them share their speeches with others and the teacher for feedback and comments.	
	Language and grammar	Select appropriate grammar exercises and activities from the book periodically and ask students to complete them and submit for correction and feedback.	
		Video-tape teaching crucial topics and share.	
		Download relevant grammar lessons and share with students.	

MATHEMATICS

Key Stages	Theme/Topic	Pedagogy/ Strategy/Tools	Remarks/Scope
I (PP - III)	Numbers and Operations	BBS1 & BBS2	» Representing Numbers » Counting and identifying set to five and numeral writing from 1-1000 » Use place value chart » Meaning of subtraction and addition » Division as repeated subtraction » Adding and Subtracting 2-digit numbers using various ways » Using varieties of strategies to add » Calculating change
	Sorting and Patterns		» Describing object » Describing repeating number pattern » Creating pattern » Apply patterns to problem based on number, geometry and measurement.
	Measurement		» Measuring and Comparing with non-standard and standard units » Introducing and measuring length, volume, and capacity » Days, weeks, months and seasons
	Geometry		» Identifying, describing and comparing 3-D shape » Identifying, describing and comparing 2-D shape » Name and explore geometric shapes according to attributes » Polygon, combining polygon
	Data Management and Probability		» Collecting and organizing data » Interpreting and Creating bar graph with scale » Using probability language
II (IV - VI)	Numbers and Operations	BBS1 & BBS2	» Place Value: whole numbers to 5 and 7 digits » Compare & Order Whole Numbers to 5-digits » Mixed Numbers: modeling, use division meaning to change an improper fraction to a mixed number » Renaming: simple fractions to decimals » Ratio: part to part, part to whole » Integers: negative and positive » Addition & Subtraction: decimals and wholes choosing most appropriate method (pencil, mental, calculator, estimation » Multiplication & Division: decimals and wholes choosing most appropriate method (pencil, mental, calculator, estimation) and as well using various strategies. » Multiplication Properties and Facts » Addition & Subtraction: simple fractions with common denominators » Addition & Subtraction: simple fractions - various denominators **Assessment:** » Assign through Google Classroom » Solve question assigned and submit response

Key Stages	Theme/Topic	Pedagogy/ Strategy/Tools	Remarks/Scope
	Sorting and patterning		» Open Sentences: patterns in addition, subtraction, multiplication & division » Computation patterns □, ÷: how a change in either factor affects the computation » Whole Numbers & Decimals: relationship in computation » Equivalent Fractions: multiplicative relationship » Equivalent Ratios: change in one term affects the other term » Area/Perimeter: changing rectangle dimensions » SI Measurement: pattern in changing units » Volume Patterns: explore
	Measurement		» Estimate and measure in mm, cm, dm, m, km » Volume: estimate & measure » Volume & Capacity: solve simple problems » Volume & Capacity: relationships » Area: estimate & measure (square cm - symbols) » Constant Area - Different Perimeters » Area: irregular shapes - estimate & measure » Area (of a Triangle): relate to area of a parallelogram » Perimeter: polygons » Perimeter & Area: rectangles & squares » Angles: (meaning) amount of turn » Angles: estimate, measure and draw
	Geometry		» Orthographic Drawings: make and interpret shapes » Quadrilaterals: sort by properties & make generalizations (concretely) » Cross Sections: 3-D shapes (cones, cylinders, prisms, pyramids) » Quadrilaterals: sort by attributes » Prisms, Pyramids, Cones, Cylinders » Nets: draw for rectangular prisms & cubes » Slides, Flips, turns (half, quarter): predict & confirm results for 2-D shape » Translations & Reflections: generalize & apply » Rotations: 1/4, 1/2, 3/4 turns: predict & investigate » Reflective Symmetry: generalize for properties of various quadrilaterals » Rotational Symmetry properties: squares & rectangles » Planes of Symmetry: 3-D shapes » Perpendicular lines / segments » Bisectors: of angle, segments » Congruence: polygons » Similarity: name, describe & represent **Assessment:** » Assign through Google Classroom. » Solve question assigned and submit response.

Key Stages	Theme/Topic	Pedagogy/ Strategy/Tools	Remarks/Scope
	Data Management and Probability		» Collect, Organize & Describe Data: real world issues » Evaluate Data: choose appropriate samples » Bar & Double Bar Graphs: construct and interpret » Mean, Median, Mode: concepts » Simple Outcomes: more / less likely » Predict Probability: near 0, near 1, near ½ » Describe Probability » Theoretical Probability: determine » Ex Experiments: predict & record results (concrete materials) **Assessment:** » Assign through Google Classroom. » Solve question assigned and submit response.
	Data Management and Probability		» Collect, Organize & Describe Data: real world issues » Evaluate Data: choose appropriate samples » Bar & Double Bar Graphs: construct and interpret » Mean, Median, Mode: concepts » Simple Outcomes: more / less likely » Predict Probability: near 0, near 1, near ½ » Describe Probability » Theoretical Probability: determine » Ex Experiments: predict & record results (concrete materials)
III (VII –VIII)	Numbers and Operations	BBS1 and BBS 2	» Positive and negative exponents » Problems related to proportions » Problems related to percent » Problem related to mark up, SI and commission. » Problems related to square root » Multiplying and dividing integers » Adding and subtracting fractions » Multiplying and dividing fractions » Operation with rational numbers
	Geometry and Measurement		» Pythagoras theorem and its application in measurement and geometry » Area of a circle and associated problems » Tangrams and making rectangle/square/right-angled triangle using 3, 4, 5 and 7 shapes » Volume and Surface Area of a Rectangular Prism » Isometric Drawings and Orthographic Drawings » Transformations - Dilatations » and Combining Transformations
	Data Management and Probability		» Difference between theoretical and experimental probability » Random sampling » Complementary events and simulation » Representing data using circle graphs, box and whisker plots » Scatter plots to express relation between two variables **Assessment:** » Assign through Google Classroom. » Solve question assigned and submit response.

Key Stages	Theme/Topic	Pedagogy/ Strategy/Tools	Remarks/Scope
	Patterns and Algebra		» Solving Linear Equations » Describing relationship » Linear Polynomial **Assessment:** » Assign through Google Classroom. » Solve question assigned and submit response.
IV (IX- X)	Numbers and Operations	BBS1 and BBS 2	**Matrices** » Concept of Matrix » Adding, Subtracting Matrices and Multiplying Matrices **Networks** » Concept of networks » Solving network problems **Financial Mathematics** » Making purchasing decisions » Simple and compound interest » Taxation
	Geometry and Measurement		**Symmetry** » 2-D and 3-D Reflectional Symmetry **Constructions** » Perpendiculars and Bisectors » Medians and Altitudes **Efficient design** » 2-D Efficiency and 3-D Efficiency **Defining Trigonometric Ratios** » The Sine, Cosine, and Tangent Ratios » Trigonometric Identities **Applying Trigonometric Ratios** » Calculating Side Lengths and Angles » Angles of Elevation and Angles of Depression » Areas of Polygon
	Data Management and Probability		**Data Involving One Variable** » Histograms and Stem and Leaf Plots » Histograms and Box and Whisker Plots » Data Distribution **Data Involving Two Variables** » Correlation and Lines of Best Fit » Non-Linear Data and Curves of Best Fit **Probability** » Dependent and Independent Events » Calculating Probabilities
	Patterns and Algebra		**Linear Functions and Relations** » Linear Functions » Applications of Linear Functions » Graphs of Linear Inequalities » Solving Systems of Linear Equations using comparison, substitution and elimination strategies **Graphing Functions** » Graphs of Quadratic Functions in » Transforming Quadratic Function Graphs **Solving Non- Linear Equations** » Solving Quadratic Equations by Factoring

Key Stages	Theme/Topic	Pedagogy/ Strategy/Tools	Remarks/Scope
V (XI – XII)	Algebra	BBS1 and BBS 2	**Binomial Theorem** » Binomial expansion for positive integral indices; use of Pascal's triangle; and the binomial theorem, » i.e. (x + y)n = nC0xn + nC1xn-1y + … + nCnyn » Binomial theorem for the expansion of binomial expressions having negative or fractional indices **Remainder and Factor Theorem** » Meaning of Rational Integral Function » Remainder Theorem and Factor Theorem **Quadratic Equations and Functions** » Solution of Quadratic equations by factorization and use of their graphs/sketches, and formula method » Nature of roots – real, complex roots, equal roots » Sum and Product of roots » Forming quadratic equations with given roots and related data
V (XI – XII)	Algebra	BBS1 and BBS 2	**Determinants of order 2 and 3** » Minors and Co-factors of a determinant » Expansion of a determinant » Properties of a determinant and their use in the evaluation of a determinant » Product of determinants (without proof); » Conditions for consistency of 3 equations in two variables » Solution of simultaneous equations in 2 or 3 variables using Cramer's rule **Matrices of order m x n, where m, n≤3** » Types of Matrices » Operations: Addition/Subtraction (Compatibility); Multiplication by a scalar; Multiplication of two matrices (Compatibility) » Adjoint and inverse of a matrix » Application of Matrix multiplication » Use of matrices to solve simultaneous linear equations in 2 or 3 unknowns **Assessment:** » Students can submit pictures of completed tasks through social media platforms such as telegram/ whatsapp etc and/or google classroom » They can make models and submit/reach to a designated place so that teachers can collect and assess
	Trigonometry		**Angles and Arc lengths** » Angles: Convention of signs of angles; Magnitude of an angle; » Measures of angles; Circular measures » The relation S = rθ, where θ is in radians; Relation between radians and degrees » Arc length and area of a sector of a circle

Key Stages	Theme/Topic	Pedagogy/ Strategy/Tools	Remarks/Scope
			Trigonometric Functions » Trigonometric ratios; Relationship between trigonometric ratios » Proving simple trigonometric identities » Signs and limits of trigonometric ratios » Trigonometric ratios of standard angles and allied angles » Periods of trigonometric functions » Graphs of simple trigonometric functions (only sketches) » Practical problems based on angle of elevation and depression (in 2 - D) **Properties of Triangles** » Sine Rule (including ambiguous case for triangles) and Cosine Rule » Projection formula » Napier's Formula for the area of a triangle (Proof and use) **Compound and Multiple Angles** » Addition and Subtraction formulas: » Sin (A ± B); Cos (A ± B); Tan (A ± B); Tan (A + B + C), etc » Double angle, triple angle, half angle and one third angle formula as special cases » Sums and differences as products: » e.g Sin C+Sin D=2 Sin ((C+D))/2 Cos ((C-D))/2 » Product to sums or differences: » e.g. 2 SinA CosB = Sin (A + B) + Sin (A - B) etc » Conditional identities (involving angles of triangles)
			Inverse Trigonometric functions » Meaning of inverse trigonometric functions » (Sin-1x, Cos-1x, Tan-1x, Cot-1x, Cosec-1x, Sec-1x) » Principal values (use of graphs in explanation) » Properties of inverse trigonometric functions (without proof) **Assessment:** » They can make models and submit/reach to a designated place so that teachers can collect and assess
V (XI – XII)	Calculus	BBS1 and BBS 2	**Functions** » Concept of real valued functions; Domain and Range; » Classification of functions; Inverse functions; » Sketch of graphs of exponential functions, logarithmic functions, step functions, and simple trigonometric functions like Sinx, Cosx, and Tanx **Limits and Continuity** » Notion and meaning of limits; » Fundamental theorems on limits; » Limits of algebraic and trigonometric functions » Continuity of a function at a point x = a, and continuity of a function in a range

Key Stages	Theme/Topic	Pedagogy/ Strategy/Tools	Remarks/Scope
			Differentiation » Meaning and geometrical interpretation of derivatives; » Differentiation from first principle; » Derivative of simple algebraic and trigonometric functions and their formulae; » Derivative of sums, differences, products and quotients of functions; » Derivatives of trigonometric, logarithmic, and exponential functions » Derivatives of composite, absolute value, implicit and parametric functions » Interchange of independent and dependent variables » Differentiating function with respect to another function **Logarithmic differentiation** » Successive differentiation up to 2nd order » Maxima and Minima and application of maxima and minima to practical problems » Application of derivatives: Equation of tangent and normal; Approximation; Rate measure; » Derivatives of inverse trigonometric functions reducible to simple form by substitution
			Integration » Indefinite integral: integration as the inverse of differentiation; » Anti-derivatives of polynomials and functions like $(ax + b)^n$, Sin(x), Cos(x), Sec2(x), Cosec2(x) » Integration by simple substitution for simple polynomial functions and simple trigonometric functions » Standard method of integration of 1/x, ex, Tan x, Cot x, Sec x, Cosec x, $(ax + b)^n$, where $n \in Q$ » Integration using substitution, using partial fractions and by parts » Integrals of the type Sin2x dx, Sin3x dx, Cos2x dx, Cos3x dx, » $f'(x)[f(x)]^n$ dx » Definite integral as a limit of sum » Properties of Definite Integrals » Application of definite integrals - area of a curve included between x or y axis, volume of revolution about the x-axis or y-axis or about a line

Key Stages	Theme/Topic	Pedagogy/ Strategy/Tools	Remarks/Scope
			Differential Equations » Meaning. Order and Degree of differential equation; » Solution of differential equation of 1st order and 1st degree » Variable separable » Homogenous equations and equations reducible to homogenous form; dy/dx+Py = Q, where P and Q are functions of x only » Solution of differential equations of second order $(d^2 y)/(dx^2) = f(x)$ **Assessment:** » Students can submit pictures of completed tasks through social media platforms such as telegram/ whatsapp etc and/or google classroom » They can make models and submit/reach to a designated place so that teachers can collect and assess

Key Stages	Theme/Topic	Pedagogy/ Strategy/Tools	Remarks/Scope
V (XI – XII)	Co-ordinate Geometry	BBS1 and BBS 2	**Points and their coordinates in 2-Dimensions** » Cartesian system of coordinates » Distance formula, Section formula » Centroid of a triangle, In-center of a triangle » Area of a triangle using its three vertices, Area of a quadrilateral » Slope or gradient of a line » Angle between two lines » Conditions of perpendicularity and parallelism of two lines **The Straight line** » Various forms of equation of lines: point slope form; two points form; intercept form; perpendicular/normal form; » general equation of a line; slope/gradient; » distance of a point from a line; distance between parallel lines; » Angles between two lines; » equations of lines bisecting the angle between the lines; Identical Lines » Family of lines: » Lines parallel to ax + by + c = 0 are of the form ay + bx + k = 0; » Lines perpendicular to ax + by + c = 0 are of the form ay - bx + k = 0; » Any line through the intersection of two lines L1 and L2 is of the form L1 + KL2 = 0, where K ∈ R **Pairs of Straight Lines** » General equation of a family of lines passing through the intersection of two lines L1 and L2: L1 + kL2 = 0, k ∈ R; finding k using additional condition » General equation of second degree in x and y representing a pair of lines » Conditions for general second degree equation to represent a pair of straight lines; Conditions for two lines to be perpendicular or parallel » Point of intersection and angle between two lines represented by a second degree equation in x and y » Equation of the bisector of the angle between a pair of given straight lines **Conics** » As a section of a cone » Definition and understanding of Foci, Directrix, Latus Rectum » Recognition of Equation of a Circle, Parabola, Ellipse and Hyperbola in standard form » Finding the equation for a conic when focus, directrix, and eccentricity or related data are given » Finding basic information like foci, directrix, etc from a given equation.

Key Stages	Theme/Topic	Pedagogy/ Strategy/Tools	Remarks/Scope
			Equations of Circles » Equation of a circle in: Standard form; diameter form; general form; parametric form » Find the centre and the radius of a circle from given equation » Finding the equation of a circle, given 3 non-collinear points; and given other sufficient data **Theorems on Circles** » Theorems on chords of a circle » Theorems on arcs and angles » Theorems on angles in alternate segment » Theorems on congruent arc and chords » Theorems on tangent lines and circles **Points and their co-ordinates in 3-Dimensions** » Distance between two points; Section and mid-point formulas; » Direction cosines and direction ratios of a line; » Angle between two lines; » Conditions for lines to be parallel or perpendicular **Plane** » General equation of a plane, as ax + by + c = 0, where a, b, c are direction ratios of the normal to the plane » Equation of a plane: One-point form; Normal form; Intercept form » Distance of a point from a plane » Angle between two planes, and angle between a line and a plane » Equation of a plane though the intersection of two planes » Finding the equation of a plane given a point and direction cosine/ratios of the normal and other sufficient data **Assessment:** » Students can submit pictures of completed tasks through social media platforms such as telegram/ whatsapp etc and/or google classroom » They can make models and submit/reach to a designated place so that teachers can collect and assess

Key Stages	Theme/Topic	Pedagogy/ Strategy/Tools	Remarks/Scope
V (XI – XII)	Data management and probability	BBS1 and BBS 2	**Measures of Central Tendency** » Mean, Median, Mode; finding by direct methods, formulas, and graphs **Dispersion** » Range: Quartiles, inter quartiles » Standard deviation - by direct method, short cut method and step deviation method; the meaning of Standard deviation should be emphasized **Measures of dispersion** » Meaning of dispersion; quartile deviation; standard deviation, coefficient of variation; Mean deviation from the mean or median » Combined mean and standard deviation of two groups only **Correlations** » Definition and meaning of correlations coefficient » Use of scatter diagram and Line of best fit » Calculation of coefficient of correlation by Karl Pearson's method for ungroup data » Calculation of rank correlation coefficient by Spearman's method, for both repeating and non-repeating data » Calculation of regression coefficient and the two lines of regression by the method of least squares; use of lines of regression for prediction **Probability** » Random experiment and their outcomes » Events: sure events, impossible events, mutually exclusive events, independent and dependent events » Definition of probability of an event » Laws of probability: addition and multiplication laws; conditional probability. **Assessment:** » Students can submit pictures of completed tasks through social media platforms such as telegram/ whatsapp etc and/or google classroom » They can make models and submit/reach to a designated place so that teachers can collect and assess

SCIENCE

Key Stages	Topics/Theme	Pedagogy/Strategies/Tools	Remarks/Scope
III (VII - VIII)	Life Processes	**BBS-I and BBS- II** » Use webinar session (Zoom app). » Conduct live teaching through the zoom app. » Record lesson through the feature available in Zoom app. » Share the video through other social media (Whatsapp, Wechat, You tube that students are accessible). **Assessment** » Use worksheet. » Assign through Google Classroom. » Solve questions assigned and submit response.	» Cell, tissues, organs, organ system and organism » Process and parts of digestive system. » Respiratory organs, process of breathing and respiration » Photosynthesis, factors affecting photo-synthesis » Asexual and sexual reproduction in plants and animals.
	Materials and their Properties	**BBS-I and BBS- II** **Strategies:** » Interactive Lecturing » Cooperative learning » Peer teaching » Blended learning » Mobile learning » Ubiquitous learning » Collaborative work through google drive, google class-room, slack etc **Assessment** » Use worksheet. » Assign through Google Classroom. » Solve questions assigned and submit response.	» Elements of atomic numbers from 1 to 30 with names and symbols, metals and non-metals. » Atomic structure, mass number, atomic number, isotopes and arrangement of atoms during chemical reaction. » Homogenous and heterogeneous mix-ture and their separation technique. » Acids and bases in the fruits and food items. » Reactions of metals and bases (includ-ing metal carbonates) with common acids (word equations and chemical equations.)
	Physical Pro-cesses	**BBS-I and BBS- II** **Pedagogy and Strategies:** » Interactive Lecturing » Cooperative learning » Peer teaching » Collaborative work through google drive, google class-room, slack etc **Assessment** » Use worksheet.	» Turning force, its application to levers and relate it to the working of simple machines » Relationship between force, area and pressure and its application in people's daily life » Density, relative density, and relate it to everyday life » Work, energy and power, and relation-ship between work, force and distance. » Current, voltage and resistance calcula-tion using Ohm's Law, common electro-static phenomena, direct current (d.c.) and alternating current (a.c.). » Formation of an image by spherical mir-rors and lenses, prove that the white light is a composite light.

Key Stages	Topics/Theme	Pedagogy/Strategies/Tools	Remarks/Scope
IV (IX - X)	Life Process	**BBS-I and BBS- II** » Web-based ICT tool such as Phet, Virtual Lab, MyPhysicsLab, Physics Classroom » Use webinar session (Zoom app). » Conduct live teaching through the zoom app. » Record lesson through the feature available in Zoom app. » Share the video through other social media (Whatsapp, Wechat, Youtube that students are accessible). » Maintain journal of lesson learnt. » Use webinar session. » Use Edcite database to assign the task and grade. » Maintain journal. **Assessment** » Use worksheet. » Assign through Google Classroom. » Solve questions assigned and submit response.	» Mitosis and meiosis. » Composition and functions of blood, structure and function of heart and blood vessels, structures and functions of the nervous system. » Insulin, adrenalin and sex hormones. » Functions of plant hormones in the control of plant's growth and development. » Structure and function of DNA. » Interdependence, adaptation, competition and predation the distribution and relative abundance of organisms in a habitat » Organisation interactions (Predation, Competition, Parasitism, Commensalism) » Levels of biodiversity and Importance of biodiversity » Concept and principles of Sustainable development
	Materials and their Properties	**BBS-I and BBS- II** » Google classroom, video tutorial, wechat, etc **Assessment** » Use worksheet. » Assign through Google Classroom. » Solve questions assigned and submit response.	» Boyle's Law, Charles' law and simple calculations based on the laws » Covalent bond, ionic bond and metallic bond » Alkane, alkene and alkyne » Carbon cycle and nitrogen cycle and their significance » Periodic table and periodicity
	Physical Processes	**Pedagogy and Strategies:** **BBS-I and BBS- II** » Interactive Lecturing » Cooperative learning » Peer teaching » Collaborative work through google drive, google classroom, slack etc **Assessment** » Use worksheet. » Assign through Google Classroom. » Solve questions assigned and submit response.	» Speed, velocity, acceleration, terminal velocity and laws of motion. » Principle of moments to solve problems involving forces acting in two dimensions. » Density of irregular solids by Archimedes' principle. » Application of Pascal law » Work, power and the efficiency of a machine(simple calculation) » Ohm's Law and simple calculations. » Working of electric motor and generators » Current and flow of electrons » Electromagnetic spectrum, reflection, refraction and diffraction of electromagnetic spectrum.

Key Stages	Topics/Theme	Pedagogy/Strategies/Tools	Remarks/Scope
V (XI - XII)	Life Process	**BBS-I and BBS- II** **Strategies:** » Interactive Lecturing » Cooperative learning » Peer teaching » Blended learning » Mobile learning » Ubiquitous learning » Collaborative work through google drive, google classroom, slack etc **Assessment** » Use worksheet. » Assign through Google Classroom. » Solve questions assigned and submit response.	» Biomolecules (carbohydrates, proteins, fats, and DNA and RNA). » Structure of the mammalian heart; and explain the main substances transported by the circulatory system. » Antagonistic skeletal muscles on the joints and the sliding filament model of muscular contraction » Transmission of nerve impulse through myelinated neuron. » Negative and positive feedback mechanisms of hormonal action. » Structure and function of the mammalian brain and spinal cord. » Formation of urine in the kidney, including ultrafiltration in the renal capsule and selective re-absorption in the proximal convoluted tubule. » Immune response, the roles of the body's primary defense against pathogens » Photosynthesis as a process, in which, light energy is used to produce complex organic molecules in the two-stage process in the chloroplasts. » Semi-conservative mechanism of DNA replication and production of messenger RNA in transcription » Genetic mutation and its importance. » Role of mitosis and meiosis. » Process of fertilization to form embryo and the process of implantation. » Pollination and the mechanism to ensure the cross pollination, and describe the double fertilization and the structural changes which occur after fertilisation. » Solving the puzzles of monohybrid and dihybrid crosses, incomplete dominance, codominance and multiple alleles » Gene cloning via genetic engineering (fragments of DNA can be produced by the conversion of mRNA to cDNA, using reverse transcriptase) and PCR. » Process of carrying out genetic fingerprinting and its application. » Selection or forces of natural selection: stabilizing (sickle-cell anaemia in malarial countries), directional (antibiotic resistance in bacteria) or disruptive (the two morphs of the peppered moth, Biston betularia). » Factors that contribute to speciation and the differences between sympatric speciation and allopatric speciation. » Role of gene banks; impacts of unsustainable cropping practices, overgrazing, deforestation and intensive farming, including the use of fertilizers, and herbicides.

Key Stages	Topics/Theme	Pedagogy/Strategies/Tools	Remarks/Scope
	Materials and their Properties	**BBS-I and BBS- II** » Google classroom, video tutorial. Wechat, etc **Assessment** » Use worksheet. » Assign through Google Classroom. » Solve questions assigned and submit response.	» s, p, d and f orbitals and block elements » Coordinate bonding » Shape of the molecules based on the concept of hybridisation » Electronegativity and Polar molecules » Homologous series and IUPAC nomenclature » Isomerism » Addition and substitution and with reference to alkanes , alkenes and alkynes » Oxidation of primary, secondary and tertiary alcohols » Substitution and elimination reactions in haloalkanes » Structure and nomenclature of aromatic compounds(benzene and their derivatives) » Electrophilic substitution reaction in aromatic compounds » Formaldehyde, acetaldehyde and benzaldehyde and their simple properties » Carboxylic acid, the derivatives of the acids and their simple properties » Amines and amino acids » First and second law of Thermodynamics , entropy and enthalpy » Collision Theory and factors affecting the rate of chemical reactions » Lechatlier ‘s principle with reference to chemical equilibrium » Ideal and non -ideal solution, vapour pressure and Raoult’s law » Bronsted and Lowry concept of acid and base,strength of acid and base in terms of Ka and Kb, pH and buffer solution and the mechanism of buffer, » Redox reaction and electrochemical cells » Radioactive decay and half life » Importance of mass spectrometry and chromatography

Key Stages	Topics/Theme	Pedagogy/Strategies/Tools	Remarks/Scope
	Physical Processes	**Strategies:** **BBS-I and BBS- II** » Interactive Lecturing » Cooperative learning » Peer teaching » Collaborative work through google drive, google classroom, slack etc **Assessment** » Use worksheet. » Assign through Google Classroom. » Solve questions assigned and submit response.	» Resultant forces and components of two coplanar vectors by using a vector triangle » Derivation of kinematics equations for acceleration in a straight line » Basic concept of projectile motion » Newton's three laws of motion and relate to everyday phenomena, » Fluid resistance and surface tension in capillary tubes » Bernoulli's principle and Stoke's Law » Poisson's ratio for the expansion of materials under stress » Hooke's law and the force constant. » Equation of potential energy and kinetic energy to prove the law of conservation of energy. » Centripetal acceleration and centripetal force, » Equation vmax = (2rf) A for calculating the maximum speed of simple harmonic oscillator, total energy, kinetic energy and the potential energy of a system. » Mean translational kinetic energy of an atom of an ideal gas » Gravitational potential and the escape velocity of a body. » Coulomb's law and electrical charge. » Capacitors in series and in parallel circuits » Force on current conductor placed in a magnetic field » Magnetic flux (B), Faraday's and Lenz's law » Electric current, potential difference and resistance and Kirchhoff's laws » Types of semiconductors. » Reflective index and image due to refraction and reflection. » Huygen's Principle » Principle of superposition, constructive and destructive interference » Diffraction and polarization. » Communication systems » Photon model of electromagnetic radiation. » Electron diffraction to determine the structures of crystalline » Hydrogen emission spectrum » Quark model of hadron. » Spontaneous and random nature of radioactive decay » Einstein's mass –energy and binding energy » Kepler's law and Newtonian gravitation. » Astrophysical plasma.

Note: Refer the science curriculum framework while preparing the lesson.

ENVIRONMENTAL SCIENCE

Key Stages	Themes/Topics	Pedagogy/Strategies/Tools	Remarks/Scope
V (XI-XII)	System in Nature Chapter		
	Ecosystem – Structure and functions	» Use webinar session (Zoom app). » Share the video through other social media (Whatsapp, Wechat, Youtube that students are accessible). » Assessment with thought provoking summary 1- 2 questions **BBS1/BBS2**	» Spheres of the Earth » Biomes and Ecosystem Biodiversity and Endemism » Bhutan's rich biodiversity and ecosystem services
	Balance in Nature	» Use Google Classroom. » Use e-library. » Maintain journal. » Assessment with thought provoking summary 1- 2 questions **BBS1/BBS2**	» Energy Flow in an Ecosystem » Biogeochemical cycles » Disturbances and ecological succession.
	Environmental Issues and Concern		
	People and Environment	» Use Youtube lesson » Assessment with thought provoking summary 1- 2 questions **BBS1/BBS2**	» Dependency on Natural Resources » Interdependency of humans and environment Land degradation
	Natural resource degradation	» Maintain journal regarding the natural resources degradation. » Refer newspapers and write feedbacks and opinion. » Assessment with thought provoking summary 1- 2 questions **BBS1/BBS2**	» Natural Resources and its Exploitation Ecological Footprint
	Pollution	» Use Webinar session » Assessment with thought provoking summary 1- 2 questions **BBS1/BBS2**	» Natural Resources and its Exploitation » Health Hazards of Toxic Substances » Understanding Climate Change
	Climate Change Disaster and Environment	» Use webinar session. » Use online quiz for assessment. » Assessment with thought provoking summary 1- 2 questions **BBS1/BBS2**	» Climate Change » Phenology and Climate Change » Disaster and its Reduction
	Natural Resource Management		
	Disaster and Environment	» Use Google Classroom. » Maintain journal » Assessment with thought provoking summary 1- 2 questions **BBS1/BBS2**	» Hazards and Disasters » Disaster reduction » Hazards and Disasters

Key Stages	Themes/Topics	Pedagogy/Strategies/Tools	Remarks/Scope
	Biodiversity and Measurement Land use and management	» Use webinar session (Zoom app). » Assessment with thought provoking summary 1- 2 questions **BBS1/BBS2**	» Measuring Biodiversity Management-Land and water » Water conservation techniques » Water conservation for irrigation
	Biodiversity Conservation	» Digital story telling. » Question and answer » Assessment with thought provoking summary 1- 2 questions **BBS1/BBS2**	» Conservation of Biodiversity » Biodiversity Conservation (Protected Areas) and Poverty Alleviation
	Water and Land Management & Energy Resources	» Use Environmental Profile » Maintain journal of energy uses at home. » Assessment with thought provoking summary 1- 2 questions **BBS1/BBS2**	» Land Waste Management » Entrepreneurship and Waste Management » Methods to conserve energy
	Energy Conservation	» Use Webinar session » Quiz » Assessment with thought provoking summary 1- 2 questions **BBS1/BBS2**	» Energy Management and Efficiency Energy Efficiency and Technology. » Energy Efficient ways and devices
	Sustainable Development		
	Environment and Development	» Use Google Classroom » Share Youtube links. » Assessment with thought provoking summary 1- 2 questions **BBS1/BBS2**	» Development » Green Economy
	Sustainable Development	» Use webinar. » Maintain journal. » Assessment with thought provoking summary 1- 2 questions **BBS1/BBS2**	» GNH and Sustainable Development Sustainable Development » Relationship - Development and Environment

SOCIAL SCIENCES

(History, Geography and Economics)

Key Stage	Themes	Topics	Pedagogy/Strategy/ tools	Remarks/Scope
I (PP-III) II (IV-VI)	Key stage I and II to be focused on literacy and numeracy	Key stage I and II to be focused on literacy and numeracy	NA	In key stage I and II, focus will be on literacy and numeracy subjects
III (VII-VIII)	Resources and Sustainable development	Population and its importance	BBS I &II Youtube, google classroom (1-2 thought provoking and competency based questions to assess student learning)	Death rate, birth rate, natural change, causes of change and impact of change.
	Spatial interaction	Trade, Transport and Communication	BBS I &II Youtube, google classroom (1-2 thought provoking and competency based questions to assess student learning)	Concept of trade, transport and communications
	Government, Civil Society and Media in Bhutan	State and Government	BBS I &II Youtube, google classroom (1-2 thought provoking and competency questions to assess student learning)	Forms of Government Constitution and Citizens
	The Earth and its people	Settlement and its evolution	BBS I &II Youtube, google classroom (1-2 thought provoking and competency based questions to assess student learning)	Types, patterns of settlement and classification
	Bhutan as a Nation-State and Importance of Monarch	Institution of Monarchy	BBS I &II Youtube, google classroom (1-2 thought provoking competency based questions to assess student learning)	Zhabdrung and Chhoesid system (Making a Nation-State) Institution of Monarchy and the successive Druk Gyalpos
	Economic sectors	Economic sectors	BBS I &II Youtube, google classroom (1-2 thought provoking and competency based questions to assess student learning)	Sectors of economy
IV (IX-X)	Resources and Sustainable development	GNH, Economic Growth and Development	BBS I &II Youtube, google classroom (1-2 thought provoking and competency based questions to assess student learning)	Population and economy, economic growth

Key Stage	Themes	Topics	Pedagogy/Strategy/ tools	Remarks/Scope
	Spatial interaction	Trade, Transport and Communication	BBS I &II Youtube, google classroom (1-2 thought provoking and competency based questions to assess student learning)	Concept of trade, domestic and international trade, balance of payment, development of communication and transport in Bhutan, impact of trade, transport and communications
	Government, Civil Society and Media in Bhutan	Bhutanese Government System, world development since 1945 (Role of UN)	BBS I &II Youtube, google classroom (1-2 thought provoking and competency based questions to assess student learning)	The Legislature, The Executive, The Judiciary, the Constitutional Bodies and Local Government) World development since 1945 – Important topic in World History
	The Earth and its people	Climate and its impact	BBS I &II Youtube, google classroom (1-2 thought provoking and competency based questions to assess student learning)	Factors affecting climate, winds, climatic zones of Bhutan, climate change, climate change and environmental problems
	Bhutan as a Nation-State and Importance of Monarch	Institution of Monarchy	BBS I &II Youtube, google classroom (1-2 thought provoking and competency based questions to assess student learning)	Institution of Monarchy and the successive Druk Gyalpos
	Economic sectors	Role of economic sectors for the economy	BBS I &II Youtube, google classroom (1-2 thought provoking and competency based questions to assess student learning)	Introduction to Economics, Understanding economy, Factor earning, Public finance,
V (XI-XII)	Resources and Sustainable development	GNH, Economic Growth and Development	BBS I &II Youtube, google classroom (2-3 thought provoking and competency based questions to assess student learning)	Bhutanese economy, Money and Banking, Public finance, development planning
	Spatial interaction	Trade, Transport and Communication	BBS I &II Youtube, google classroom (2-3 thought provoking and competency based questions to assess student learning)	Means of transport and communication, impact of transport and communications

Key Stage	Themes	Topics	Pedagogy/Strategy/ tools	Remarks/Scope
	Government, Civil Society and Media in Bhutan	Bhutanese Government System	BBS I &II Youtube, google classroom (2-3 thought provoking and competency based questions to assess student learning)	Society, State and Nation Forms of government Constitution Role of the Monarch in a Democratic Constitutional Monarchy
	The Earth and its people	Climate and its impact	BBS I &II Youtube, google classroom (2-3 thought provoking and competency based questions to assess student learning)	World climate, climate types and zones, impact of climate change
	Bhutan as a Nation-State and Importance of Monarch	Institution of Monarchy- Role of Monarch in Democratic Constitutional monarchy	BBS I &II Youtube, google classroom (2-3 thought provoking and competency based questions to assess student learning)	Role of Monarch in Democratic Constitutional monarchy Bhutan and international Organisations
	Economic sectors	Role of economic sectors for the economy	BBS I &II Youtube, google classroom 2-3 thought provoking and competency based questions to assess student learning)	National Income, Bhutanese economy.

ACCOUNTANCY

Key Stages	Topics	Strategies/tools	Remarks/Scopes
V (XI-XII)	Accounting Theory	BBS I & BSS II	» Identification of stakeholders in business » Underlying assumptions and convention used in preparation of financial statement » Qualitative characteristics of useful financial information » Elements of financial statement » Meaning and purposed of AS » Eg. Assessment: Study a financial statement of a company and validate it quality.
	Accounting Equation	BBS I & BSS II	» Identification of accounts in a transaction and prepare equation » Relate accounting equation with financial statement » Eg. Assessment: Solve a practical problem from the textbook
	Journal, Ledger and Trial balance	BBS I & BSS II	» Vouchers » Categorise of accounts » Dual concepts » Pass journal entries » Prepare ledger and trial balance » Eg. Assessment: Solve a practical problem from the textbook
	Accounting for PPE	BBS I & BSS II	» Recognition criteria for PPE » Depreciation » Prepare depreciation schedule » Eg. Assessment: Make a visit around your place and identify different items of PPE.
	Financial Statements	BBS I & BSS II	» Elements of financial statement » Prepare financial statement » Eg. Assessment: Solve a practical problem
	Costing	BBS I & BSS II	» Classify the elements of cost- material cost, labour cost and overheads. » Prepare cost sheet. » Eg. Assessment: Make a visit to a construction place in your area and identify different cost involved.

COMMERCE

Key Stages	Topics	Strategies/tools	Remarks/scope
V (XI - XII)	Business, Trade and Commerce	BBS I and II	» Classification of human activities • Business • Employment • Profession » Classification of business • Industry • Commerce » Commerce and its branches » Purpose of business organisations » Types of business organisation • Soles proprietorship • Partnership • Company » Cooperatives » Concepts of trade » Types of trade **Eg. Assessment:** » Identify different types of trades in your locality » Why trade is essential for our livelihood?
	Financing		» Types of finance for the business » Sources of business finance » Services of commercial banks **Eg. Assessment:** » Identify different banks offering finance to business in the country » Think of a situation where there is no bank in the country
	Management and Communication		» Meaning of management » Functions of management » Need for effective business communication » Different modes of business communication » Principle of effective business communication » Barriers to communication **Eg. Assessment:** » Considering your house as business entity, relate management household with business organisation.
	Marketing		» Concepts of marketing » Importance of marketing for business » Different medium for marketing **Eg. Assessment:** » Identify different marketing carried for a product around your place and design a marketing strategy for a product

MEDIA STUDIES

Key satge	Topics/Themes	Pedagogy/Strategy/ Tools	Scope/Remarks
V (XI - XII)	Media and Information Literacy	» Lessons on the identified learning areas would be aired through BBS » Tutorial clip (Video) would be delivered through Youtube play list or any other social media group. » Audio materials shall be delivered through sound cloud or other social media group » Print materials shall be delivered through appropriate social media: email, facebook, » Group Discussion amongst the students for exchange of ideas would be encouraged through appropriate social media: wechat group, whatsapp group, telegram group **Assessments** » Assignments such as; write-ups, textual analysis, etc would be assigned and evaluated through Google Classroom. » Questions & Answer would be conducted at the end of learning areas to check students' understanding using Google Classroom » Online quiz questions would be used for students' self-assessment through internet tool like google form.	» Evolution of Media » Types of Media » Information and information Literacy
	Understanding Media Messages and Information		» What is Media Literacy? » Importance of Media Literacy » Nature of Media Messages
	Media and Language		» Basic Persuasion Techniques » Key Questions to Look at Media » Visual Literacy » Film Language
	Representation in Media and Information		» Who Should Media Represent? » Determining News Values » Analyzing Representation » Methods and Technology Media Adopt
	Traditional Media and New Media		» TM and NM – Collaboration for Success » Digital as New Media » Use of NM Technologies in Society » New Media World and Citizenship Orientation » Uses of Multimedia Tools
	Journalist Code of Ethics and Research Ethics		» Principles of Journalism » Research Ethics verses Media Ownership » Process of New Publication
	Media and Global Village		» Global Economy and Media Ownership » Technology Convergence and Media Conglomerates

RIGZHUNG

གནས་རིམ།	ལྷབ་སྦྱོན་འབད་དགོ་པའི་དོན་ཚན་གཅོ་ཅན།	སློབ་སྦྱོན་ཐབས་ལམ།
སློབ་རིམ་༡༡ པ་དང་། སློབ་རིམ་༡༢པ།	སློད་འཇུག། སློབ་རིམ་༡༡ པའི་ནང་ལུ་ ལེའུ་༡ པ་ལས་ ལེའུ་༤ པ་ཚུན། སློབ་རིམ་༡༢ པའི་ནང་ལུ་ ལེའུ་༥ པ་ལས་ ལེའུ་༧ པ་ཚུན། (སློབ་ཁྲག་གི་གནས་ཚད་དང་འཁྲིལ་ཏེ་ བརྩོད་དོན་གལ་ཆེན་ཚུ་གདམ་འཐུ་འབད་དེ་ སློབ་དེབ་བཟོ་ཡོད་མི་ལས་སྦྱོན་ནི།)	སློད་འཇུག་གི་སློབ་སྦྱོན་ སྒྲ་གཟུང་འབད་དེ་བཀམ་ནི། སྔོན་མ་ལས་ བྱམ་སློབ་དཔོན་ཚུ་གིས་ ཚོས་བཤད་གནང་ཡོད་མི་ཚུ་ཡང་ བསྡུ་སྒྲིག་འབད་དེ་ བཀམ་ནི། WeChat, Facebook, YouTube, Google ཚུ་གི་ཐོག་ལུ་ མཐོང་ཐོས་མཁོ་ཆས་ཚུ་བཟོ་སྟེ་བཀམ་ཐོག་ལས་ ལྷབ་བཏུག་ནི།
	སྐྱན་དག། སློབ་རིམ་༡༡ པའི་ནང་ལུ་སྦྱོན་དགོཔ། རང་བཞིན་བརྩོད་པ་ མཚུངས་གསལ་ དཔེ་རྒྱན་གསུམ། སློབ་རིམ་༡༢ པའི་ནང་སྦྱོན་དགོཔ། དཔེ་རྒྱན་བསྒྲུར་ཞིབ་དང་ གཟུགས་ཅན་གྱི་རྒྱན།	སྐྱན་དག་གི་སློབ་སྦྱོན་ སྒྲ་གཟུང་འབད་དེ་བཀམ་ནི། WeChat, Facebook, YouTube, Google ཚུ་གི་ཐོག་ལུ་ མཐོང་ཐོས་མཁོ་ཆས་ཚུ་ བཟོ་སྟེ་བཀམ་ཐོག་ལས་ ལྷབ་བཏུག་ནི། སྐྱན་དག་དང་འབྲེལ་བའི་རྒྱབ་རྟེན་ཚུ་ ཡོངས་འབྲེལ་ཐོག་ལས་ འཐོབ་ཚུགསཔ་དང་ ཡོངས་འབྲེལ་ཁ་བྱང་ཚུ་ སྦྱོན་ཁྱེན་ནི།
	མདོན་བརྗོད། སློབ་རིམ་༡༡ པའི་ནང་ལུ་སྦྱོན་དགོཔ། མཐོ་རིས་སྟེ་ཚན་ལས་ ས་འོག་གི་སྟེ་ཚན་ཚུན། སློབ་རིམ་༡༢ པའི་ནང་སྦྱོན་དགོཔ། ས་གཞིའི་སྟེ་ཚན་ལས་ མཇུག་བྱང་ཚུན།	མདོན་བརྗོད་ཀྱི་བཤད་པ་ སྒྲ་གཟུང་འབད་དེ་བཀམ་ནི། WeChat, Facebook, YouTube, Google ཚུ་གི་ཐོག་ལུ་ མཐོང་ཐོས་མཁོ་ཆས་ཚུ་ བཟོ་སྟེ་བཀམ་ཐོག་ལས་ ལྷབ་བཏུག་ནི། དངཀོས་ལྷག་སྟེ་ ཀ་ཁོ་ཚུགས་པའི་ཚོས་ཚན་ཞིན་ལས་ དེ་སྟེ་ལྷབ་དགོ་པའི་ལམ་སྦྱོན་མཐོང་ཐོས་ཅིག་བཟོ་ནི།

ལྷབ་སྦྱང་འབད་ཐངས་དང་ དབྱེ་ཞིབ་ཐབས་ལམ།	སློབ་ཕྲུག་ཚུ་གིས་ རིག་གཞུང་གཅིག་ཁའི་ཆོས་ཚན་འདི་ རང་གི་ཁྱིམ་ནང་ རྒྱུ་མཐོང་ཏེ་ ལཱ་ཡིག་ལྟ་ཞིབ་ཚུ་ བཟོ་ཐུབ་པའི་ཚེ་ཚུ་གི་ཐོག་ལས་དང་ རང་གིས་འབད་ སྤྱོད་བསྒྲིད་ཏེ་ལྷབ་དགོས་དང། རང་གི་ཞམ་དང་ སྤུན་ཆ་ ཤེས་མི་ཚུ་ལས་ རྒྱབ་སྐྱོར་ལེན་ཏེ་ ལྷབ་དགོས་ཨིན། དེ་སྟེ་ལྷབ་སྦྱང་འབད་ཚར་བའི་ཤུལ་ལུ་ དབྱེ་ཞིབ་འབད་ཐངས་དེ་ཡང་ རང་ཉིད་དབྱེ་ཞིབ་དང། ནང་རྟོག་དབྱེ་ཞིབ་ཀྱི་ ཐབས་ལམ་ཚུ་ སྟོན་ཏེ་ ཤེས་མ་ཤེས་དབྱེ་ཞིབ་འབད་ནིའི་ ཐབས་ཤེས་ཚུ་སྟོན་ནི་དང། མཐའ་མཇུག་གི་ཆོས་རྒྱུགས་ དེ་ཡང་ ལས་འགུལ་དང་ འདྲི་ལན་ ཡང་ན་ ཡོངས་འབྲེལ་google ཚུ་གི་ཐོག་ལས་ དྲས་ཐོག་ལུ་ ཆོས་རྒྱུགས་ ལེན་ནིའི་ ཐབས་ལམ་མ་འདྲཝ་ཚུ་གི་ཐོག་ལས་ དབྱེ་ཞིབ་འབད་ནི་ཨིན།

དན་གསོ།

སློབ་སྟོན་གྱི་དོན་ལུ་ མཐོང་ཐོས་མཁོ་ཆས་བཟོ་སྟེ་ ཡོངས་འབྲེལ་ཐོག་ལུ་ བཙུགས་དགོས་ཚུ་ རྒྱལ་འཛིན་ཤེས་རིག་ཚོགས་སྡེའི་ཁ་ཐུག་ལས་ གང་མང་བཟོ་སྐྱན་འབད་ནི་དང། རང་སོའི་ཆོས་ཚན་སློབ་དཔོན་ཚུ་གིས་བཟོ་སྐྱན་འབད་ནི། དེའི་ལྷན་ཐབས་ལུ་ རྩོད་ཁ་གོང་འཕེལ་ ལྷན་ཚོགས་དང། ཐུག་པ་དང་ཁས་བླངས་ཅན་གྱི་ སློབ་དཔོན་ཚུ་གིས་ ཅ་ཤེས་གང་ཡོག་ཐོག་ལས་ བཟོ་གནང་འོང། ཞིན་རྗུང་ མཐོང་ཐོས་མཁོ་ཆས་ཚུ་ ཁ་ལྷོད་མེན་པར་ སྡེབ་དང་སྐྱོང་བ་ དོན་ཚན་གྱི་འོས་འབབ་ཚུ་ རྒྱལ་འཛིན་ཤེས་རིག་ཚོགས་སྡེའི་རྩ་ཁུངས་འགོ་དཔོན་ཚུ་དང། རྩོད་ཁ་གོང་འཕེལ་ལྷན་ཚོགས་ཀྱི་ སྐད་ཡིག་འགོ་དཔོན་ཚུ་དང་ བསྟུན་སྤོས་ཐོག་ལས་ བཟོ་སྐྱན་མཛད་གནང་ནི་ཞིན།

EDUCATION IN EMERGENCY FOR LEARNERS ON SEN PROGRAMME

Other than Muenselling Institute and Wangsel Institute, most of the students in the schools with Special Educational Needs Programme have mild to moderate disabilities. However, there are students also who are dealt with 'pull out' and 'push in' strategies alongside the adaptation and modification in curriculum delivery.

Hence, education in emergency shall be executed in the following manner.

General Schools with SEN Programme

Group A

Those learners who can cope with general curriculum shall follow the educational package like any other general school learners with adaptation and modification in the curricula materials to suit the learners accessing education from home.

Group B

Those learners who cannot cope with the general curriculum shall be offered Daily Living Skills.

Mode of delivery

The materials shall be presented via youtube or Google classroom where students and mentors can access using smart devices.

Muenselling Institute

Group A

For children who have vision problem, shall be offered adapted curriculum in accessible formats such as audio materials and high resolution print materials, which can also be listened to using a smart devices with Accessibility Talk Back features (Text to Speech).

Group B

Those learners who cannot cope with the general curriculum shall be offered Daily Living Skills.

Delivery mode

The materials shall be presented via youtube or Google classroom where students and mentors can access using smart devices.

Wangsel Institute

Wangsel Institute is a special institute which caters to Deaf and Hard of Hearing students. The Institute offers all subjects based on the curriculum framework developed for them according to their learning needs. The learning areas, strategies of presentation and assessment techniques are carefully selected from the curriculum considering the feasibility of implementation especially in regards to the availability of time and resources.

Therefore, Royal Education Council considers a separate Curriculum Implementation Plan for Wangsel Institute. The Curriculum Implementation Plan consists of key learning areas, pedagogies and techniques of assessment.

Bhutanese Sign Language

Key Stage I to II

Strands/ Key Learning Areas	Pedagogies/ Strategies	Remarks
Strand 1: Receptive Comprehend the concrete and abstract concepts of self, home, school, community, Dzongkhags and country through signs, phrases, sentences and discourses	Interaction through sign language Guided Writing	Core research team will need to sit and decide further to finalize.
Strand 2: Expressive / Productive Express and construct concrete and abstract concepts of self, home, school, community Dzongkhags and country through signs, phrases, sentences and discourses related to their knowledge and experiences.	Interaction through sign language Individual work	
Strand 3: Literacy through BSL Use BSL to enhance reading and writing at word, phrase and sentence level, make connection between BSL and written language (English / Dzongkha) and translate BSL into written language (English / Dzongkha).	Demonstration/ Alphabet cards Guided Writing	
Strand 4: Deaf culture Comprehend history of Deaf education and Deaf community. Learners are able to apply the knowledge and skills of assistive technology for Deaf people.	Demonstration Interaction Individual work	

Key Stage III to IV

Strands/ Key Learning Areas	Pedagogies/ Strategies	Remarks
Strand 1: Receptive Comprehend the concrete and abstract concepts of self, home, school, community and nation through signs, phrases, sentences and discourses.		
Strand 2: Expressive / Productive Express and construct concrete and abstract concepts of self, home, school, community and nation through signs, phrases, sentences and discourses related to their knowledge and experiences		

Strands/ Key Learning Areas	Pedagogies/ Strategies	Remarks
Strand 3: Literacy through BSL Use BSL to enhance reading and writing at word, phrase, sentence and discourse levels, make connection between BSL and written language (English / Dzongkha) and translate BSL into written language (English / Dzongkha).	Question and answer Making family tree Guided writing Demonstration	
Strand 4: Deaf culture Understand sign language, Deaf rights, and advocacy and career opportunities for the Deaf.		

ONLINE ASSESSMENT

In the process of delivering online lessons, 2 to 3 competency based or thought provoking questions are posed for students to assess their learning. The presenter must inform students about the assessment modality and instruct them to answer and submit responses to their respective subject teachers.

Assessment modality

Upon the completion of the lesson, students are required to answer the questions posed and email or share responses through social media forum to their respective subject teachers. This mandates the concerned subject teachers watch every lesson broadcast through BBS1 and BBS2. Based on the information, the subject teacher assesses students' learning through their responses. The subject teacher grades each and every responses of a student out of 10 marks based on the following suggested criteria.

Assessment criteria and marks

- Originality 2
- Critical thinking 3
- Time bound 2
- Content 3

Assessment descriptors

Originality (2)	Critical thinking (3)	Time bound (2)	Content (3)
The writer-up is student's own expression and language.	The write-up contains coherent and logically organized ideas justified in relationship with their daily life.	The assignment is submitted on the deadline given by the subject teacher.	The work explains concepts, ideas and application of the topic with appropriate examples

The teacher provides feedback and suggestion for improvement. The teacher is also required to maintain a records of each student for reference.

SUPPORT MECHANISM

The following support mechanisms are proposed for the effective implementation of curriculum in Education in Emergency.

1. The following focal persons can be consulted for any issues and concerns related to curriculum:

    a. Social Sciences: Social Studies, Geography, Values Education, HPE, Economics, History – Mr Norbu Wangchuk, Curriculum Specialist

    Contact: Email ID norbuwangchuk@rec.gov.bt; Mobile # 17641298

    b. STEM: Mathematics, General Sciences, Biology, Physics, Chemistry, Environmental Science, & ICT – Mr Bhoj Raj Rai, Curriculum Specialist

    Contact: Email ID bhojrajrai@rec.gov.bt; Mobile # 17642838

    c. Language: Dzongkha, English & Rigzhung – Lop Dorji, Curriculum Developer

    Contact: Email ID dorji@rec.gov.bt; Mobile # 17435998

    d. TVET & Commercial Studies: Accountancy, Commerce, Agriculture for Food Security, TVET, Media Studies – Mr Kinley Namgyal. Curriculum Developer

    Contact: Email ID kinleynamgyal@rec.gov.bt; Mobile # 17645310

    e. SEN: Special Education needs – Karchung, Curriculum Developer

    Contact: Email ID karchung@rec.gov.bt; Mobile # 17716722

    Overall Education in Emergency Coordinator: Wangpo Tenzin, Curriculum Specialist & Dean, CDC

    Contact: Email ID wangpotenzin@rec.gov.bt; Mobile # 17601736

2. Use REC Toll Free # 1850, Wechat, Facebook, Telegram, WatsApps, etc.

3. Focal persons maintain records of type of issues and concerns and responses provided to users.

http://www.education.gov.bt/