The development of values listed in the curriculum handbook will take place through the formal courses that are offered in the schools. In addition, the following activities are suggested to be carried out as a school wide programme to strengthen the acquisition and learning of these values.

1. The Organisation of Life in the Schools

The school as an institution encourages the learning of certain values than others, as a result of the particular style of discipline, it maintains and the rules it enforces. The everyday incidents of school life offer enumerable opportunities for schools and teachers to show students the importance of punctuality, of good manners and language, of cleanliness and neatness, of being responsible and carrying out ones duties cheerfully, of consideration and respect for others, and of honour and truthfulness in word and act.

All teachers in their interactions with individuals, groups and classes are seen to support certain values by their encouragement of certain forms of behaviour. What teachers say and do, what they reward and punish, what they smile and frown at indicate the importance on what values they place, such as truthfulness, perseverance, considerateness, tolerance, patience and so on.

Educationists on the learning of values confirm that the most influential factor which determine the acquisition of any values is not a particular set of teaching materials, but the attitude and the example that the teachers and parents set. This highlights the need for absolute commitment of teachers, not only to preach but to practice the highest values of discipline, duty and hard work in and outside the classroom.

Each school for this reason should re-examine the way that they promote through the style of discipline and the rules that they enforce. Within the broad framework provided in the curriculum framework, each school should draw up a clear statement of the values that the school stand for and develop an understanding of what these values mean amongst the teacher as well as the student.

In a discussion with various section heads of Education Division and Principles and Head teachers of Thimphu Schools, it was resolved that children finishing our schools should be a person who:

- has a good self concept and a sense of self worth;
- accepts oneself as he/she is with special talents as well as limitations;
- is confident;
- is honest;
- has self discipline;
- shows self control;
- takes initiative;
- is self reliant;
- accepts responsibility;
• demonstrates a sense of commitment;
• displays hard work and study;
• displays a sense of dignity of labour;
• places importance on personal hygiene including keeping oneself clean;
• is cooperative;
• is able to share;
• has a sense of charity and helping those in need;
• knows that her/his behaviour affects others;
• takes the intention of others into account in her/his conduct;
• shows empathy;
• appreciates the need for certain rules and social codes of conduct in relating and interacting with others;
• loves and respects others;
• cares for property and natural surroundings;
• appreciates the need to keep one's surroundings and the environment clean;
• displays love for Bhutan and pride in being Bhutanese;
• appreciates the social and the physical world around them;
• is loyal and dedicated to the king, country and the people.

Based on the understanding that you have reached, on what values the school stands for, the school should stand for, the school should decide on a uniform code of conduct that you will follow in dealing with children, teachers, parents and the community. Under the leadership of the head teacher the schools should publicly state what values the school stands for and what measures will be taken to assist its realisation.

2. Guidance and Counseling Service

We can produce a change by encouraging individuals to become aware of attitudes and behaviour in daily life and to take conscious constructive action every day. From moment to moment, the mind and behaviour produce feelings inside the person and results in the outer world. These international and external "products" feed back to make the next feeling and outcome and it is up to the individual to steer them in a better direction. Only by being observant and making efforts all the time, with patience, tolerance and hope, can one influence the tide of life and change oneself to become happier and more fortunate. (by Rieko Uchida)

A comprehensive guidance and counseling system through class teachers and/or house groups should be introduced in all schools to ensure that each and every student receives adequate guidance and counseling on individual basis continually as and when they require it.

3. Guidance and Counseling Function of the Class Teacher or the House Master/Mistress

Each class teacher or house master in carrying out their functions of student guidance and counseling are expected to provide personal, educational and vocational guidance and organize preventive programmes for the pupils in their charge. The class teacher or the house master/mistress would:

1) discuss and help to sort out individual pupils’ personal and emotional problems.
2) discuss difficulties in school work and advice on how they can make full use of their abilities and aptitudes.
3) develop pupil’s vocational awareness, by organising programmes, such as talks and visits for pupils to broaden their knowledge of job opportunities and to help them understand the significance of interests, capabilities and values in their future choice of career.
(4) assist heads of school to implement Whole School Approach to Guidance through identifying the needs of their pupils, formulating specific guidance objectives and developing guidance programmes to promote positive behaviour among all pupils in the school. They would also organize educational programmes to help specific groups of pupils develop desirable and socially acceptable attitudes, behaviour and habits; good human relationship; moral conduct and responsibilities to the society.

(5) assure regular attendance. Find reasons for not attending and discuss with children and parents.

In each school the head teacher will be trained in interpersonal communication techniques to serve as the chief counselor. In bigger schools another teacher will be trained to assist him/her to carry out this important function. These people will work very closely with the Youth Guidance and Counseling Section of the Education Division.

The YGCS section and the schools should involve parents both in groups and individually to carry out discussion and dialogue in counseling their ward. The discussion and dialogue could be conducted in groups to raise awareness and discuss issues related to the problems and difficulties of the youth or with individual parents to discuss a particular child. Parents who have difficulty coping with their adolescent children especially in urban areas should be encouraged to have individual discussions. Meetings and discussions among parents who have similar difficulties with their children should be encouraged and facilitated.

The school should also involve parents (especially parents in urban) where possible and discuss the roles that the family play in promoting essential values in their children.

4. Diversifying Co-curricular Activities

The schools are encouraged to diversify their co-curricular offerings. The schools will be required to develop a comprehensive programme to cover all students including youth scout programmes, NCC, camps, trekking, various games, sports, art and cultural activities. It is through these activities that students learn to obey the rules of the game, appreciate teamwork, learn to take defeat with honour, learn to share, experience team spirit and uphold social services.

5. Common, Whole School Activities

Morning Assembly

In all school/educational institutions, morning assembly will be held every morning. The assembly will begin with a short prayer, Jamyang Soeldep (prayer to the goddess of learning). The younger children in classes PP to III will be asked to join the prayer. They will be taught the gist of the meaning of the prayer. In class IV, students will be explained the meaning of the prayer verse-by-verse and made to memorize the prayer. They would also be taught the tune of the prayer.

This will be followed by a short talk on any important religious, cultural, moral values, and discipline by the head of the institution/teachers/lopens students/visiting officials and local dignitaries (both civil and religious) such as Dasho Dzongags and Lam Netens. The theme of the talk can be further discussed in the class following the assembly. To give opportunities for children to express their thoughts on certain values, they should be encouraged to give talks in their class also.

The morning assembly will be concluded with the singing of the National Anthem by the students. PP children will join the rest of the school in singing the national anthem.
In the beginning of class I, they will be taught the wording of the National Anthem verbally and the meaning of the phrases. They will also be taught the tune of the National Anthem.

Immediately after the morning assembly, all students will walk to their classes silently in line escorted by their respective classes teachers. The morning assembly shall be compulsory for all students and teachers.

**Celebration of Special Occasion**
On special occasions such as National Day, His Majesty the King’s Birth Day, National Flag will be hoisted during the morning assembly. The significance of the National Flag and of the day will be explained to the student. All other important auspicious days will be fittingly celebrated. Importance of such days shall be explained to the students. These events will be made as pleasant, memorable and enjoyable as possible.

**Prayers**
Short traditional prayers (of 2-3 minutes) will be conducted before every meal under the supervision of the teacher on the meal duty. The children in classes III and above will be taught the wording and the meaning of these prayers. Similarly, short evening prayers (of 15 to 20 minutes) would be held. Starting from class III, children will be taught the wording of the simpler prayers as well as the gist of heir meanings. This should be properly supervised by the teacher on duty.

**National Dress**
Wearing of gho and kira, the national dress, will be compulsory. Periodic instructions in the use and practice of kabney shall be given to all students above class IV. From class II onwards, the children will be expected to wear kabneys during the prayer. Other traditional etiquette of exchanging greetings and praying respects shall be taught to all the students. This will be limited to those practices that they require to use in their daily lives.

**Promotion of Bhutanese Culture and Traditions**
To promote Bhutanese culture and traditions, the study of legends and local history, the visits to places of religious and historical importance in the locality and religious festivals, and the learning of the folk songs and dances, will be encouraged.

**Self-help and Dignity for Labour**
To promote self-help and dignity of labour, students would be required to clean their classrooms, school building, hostel building, toilets, dining hall and the campus under the supervision of teachers. Further active participation of each student in social works such as cleaning and maintenance of roads, drains, water supply and sanitation, gardening, planting of trees for beautification of campus and work in agriculture farms, will be a regular feature in every school.

6. **The Provision of a Comprehensive Reading Program**

Well chosen literature provides examples of characters and personalities and aid one’s moral development. As a part of the reading programme, school libraries will be stocked with a collection of good reading materials. English teachers should create opportunities for students to discuss their reading and to tell about the characters in what they read. Such sessions would help to clarify the student’s personal values.

**RELEVANT BOOKS AND REFERENCES**
Jataka Tales