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The Effectiveness of mixed mode Bachelor of Education (Primary) Programme offered to In-service Teacher Graduates of Paro College of Education: A Tracer Study

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Abstract

This paper reports the findings from a tracer study investigating the effectiveness of mixed mode Bachelor of Education (Primary) programme offered to in-service teacher graduates of Paro College of Education. A concurrent triangulation mixed methods design was administered involving three cohorts of graduates (2015 – 2018) for survey (n=120) and in-depth interviews (n=10). Majority of the graduates (n=81%) reported that professional modules such as Knowing, Learning and Teaching, Multi-grade Teaching and Introduction to Action Research were either not effectively delivered by the respective tutors or the modules were difficult in understanding. However, general findings indicate that the mixed mode Bachelor of Education (Primary) Programme offered was helpful and effective for these group of teacher graduates in applying to their daily classroom teaching and learning. The implications of this study inform the need for the programme to consider review of some of the professional modules, primarily Knowing, Learning and Teaching.

Keywords: Tracer study, mixed mode, in-service teachers, curriculum, pedagogy

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Context of Study

Paro College of Education (PCE) is currently one of the constituent colleges under the auspices of Royal University of Bhutan. With Paro College of Education emphasizing on primary school education, currently the college offers four-year regular and mixed mode programmes both in English and Dzongkha (national language of Bhutan). The mixed mode programme commenced in 2013 with Paro College of Education taking over the Bachelor of Education (Primary) programme from Samtse College of Education. This transfer from Samtse College of Education to Paro College of Education transpired from the fact that Paro College of Education emphasised on primary education and Samtse College of Education with secondary education. The current student enrolment stands at 1011 full-time and 473 part-time. The first cohort of mixed mode Bachelor of Education (Primary) graduated in 2017, and since then around 200 in-service teachers graduated from the College and are actively working in schools across the country.

In recent years, there has been much deliberations and debates on quality of education across the sections of the society such as in the parliament, Ministry of Education (MoE), colleges

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of education and other stakeholders alike. With ever-increasing demands of changing times, the quality of education in Bhutan has come under increased public scrutiny. Deliberations for the system's inability to provide the necessary knowledge and skills to overcome the new challenges have come to the forefront. Studies (MoE, 2104; National Council of Bhutan, 2016; Utha et al, 2016) have confirmed that there is a growing gap between the current and the desired state of quality of education. Further it is indicated that the gaps are prevalent in the students' learning outcomes, classroom practices, school process and education support systems.

Therefore, the existence of higher education market in the current scenario has become progressively competitive with the need for appropriate programmes in this complex market for the teachers to embrace the challenges of 21_{st} Century pedagogy. Mainardes, Silva and Domingues (2010) assert that one way is to innovate appropriate programmes that offers "new higher education courses that meet the specific needs of today's knowledge" (p. 272). That being said, it is imperative for every institution to regularly conduct graduate tracer study to monitor in terms of how they perform in the field in terms of curriculum content, teaching and learning processes, skills acquired and expertise (Sherab, Bidha, Wangchuk, Wangchuk, & Rinzin, 2017). In addition, Canizares (2015) emphasizes that tracer studies provide opportunities for the "institution to gauge its curriculum offerings in terms of its relevance and contributory effect to the needed manpower not only to the local or regional development but in terms of nation building as well" (p. 71). Therefore, this tracer study attempts to explore the effectiveness of the mixed mode Bachelor of Education (Primary) offered in Paro College of Education to the in-service teacher graduates employed in different schools in Bhutan.

Literature Review

According to ILO Thesaurus 2005 (as cited in Gines, 2014), tracer study is defined as an assessment tool where the "impact on target groups is traced back to specific elements of a project or programme so that effective and ineffective project components may be defined". Similarly, Schomburg (2003) asserts graduate survey results are important for "analysis of relationship between higher education and work" (p. 6). In addition, Gines (2014) acknowledges the fact that tracer studies on the cohort of graduates may inform the concerned institutions and other stakeholders for curriculum development and other emerging reforms.

Despite the literatures confirming the importance of conducting tracer studies of graduates of institutions and universities, there is dearth of literature on tracer studies of graduates in Bhutanese context, particularly in-service teacher graduates of mixed mode programmes in the colleges of education. Few studies (Sherab, Bidha, Wangchuk, Wangchuk, & Rinzin, 2017; Wangchuk, 2003; Wangmo, Subba, Penjor, Jurme, & Yangdon, 2015) in Bhutan reported on tracing graduates from the only two colleges of education in Bhutan.

One such study (Wangchuk, 2002) conducted with graduates of Paro College of Education in 2001 explored the effectiveness of the three-year programme[2] offered to them and their practices

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[2] Until 2009 the undergraduate courses in colleges of education were offered for 3 years. Now it is offered as a 4-year programme.

in the schools. The findings reported that almost all the graduates in the initial years faced challenges but overcame these challenges with the support from the principals and senior teachers in the schools. The study also confirmed that despite trained for teaching lower primary classes (Class PP – 3), 30% of the graduates taught upper primary classes (Classes 4 – 6). Further, majority (60%) of the graduates were incompetent in teaching poetry and grammar. In addition, most of the graduates were reluctant to teach subjects such as environmental studies (taught in national language, Dzongkha) and science.

Similarly a study (Wangmo et al., 2015) for the first cohort of undergraduates who completed four-year programme from Samtse College of Education were competent in teaching both lower and upper primary classes. Further, it was also emphasized that more modules were required in preparing graduates to teach subjects such as science and language. Surprisingly, a tracer study (Sherab et al. 2017) with the first four cohorts of four-year undergraduate programme offered in Paro College of Education reported on the graduates' incompetency in teaching subjects such as English, mathematics and science. Overall, the study recommended that the Bachelor of Education (Primary) in Paro College of Education be reviewed mainly addressing issues such as language incompetency of the graduates both in English and Dzongkha, designing assessment tools, assessment practices of the faculty in the college, teaching practice, school curriculum orientation, and reconsideration of optional modules offered such as information and communications technology, action research project and counselling.

Many studies (Korthagen, 2011; Korthagen, Loughran, & Russel; Pantic & Wubbels, 2010) argued that the traditional model of teacher education has a gap between theories learned in the colleges and implementation in the field. Korthagen (2011) asserts that "the idea of simply transmitting important pedagogical knowledge to teachers, hoping that they will apply this knowledge in their practices, does not really work" (p. 32). Notwithstanding the dearth of literature on teacher education programmes in Bhutan, there are anecdotal evidences suggesting that traditional models of preparing teachers still exists and the gap between the theory and practice (Sherab et al., 2017). However, Ingersoll, Merril, and May (2012) emphasized that preparation of prospective teachers is one of the most contentious issues in education policy.

Therefore, by assessing the graduates' retrospective views and evaluation of their educational experiences and perspectives on existing curriculum will help the colleges of education decide which aspects of the curriculum would prove beneficial in offering the future programmes. Further, with the rising expectations of the Bhutanese people and the overall concerns to improve the quality of education, there is an urgent need for the education "system to initiate bold steps for fundamental transformation" (MoE, 2014, p.19). It has been confirmed in a study (MoE, 2014) that there is a need for a radical and systemic education reform since gaps are prevalent in students' learning outcomes, classroom practices, school processes, and education support systems. With such issues and concerns, it was imperative to conduct tracer studies to understand the perceptions of the Bachelor of Education (Primary) graduates of Paro College of Education with regard to the theory and practice of teacher education programme. This proposed study was guided by the following research questions:

Primary Research Question
How effective is the mixed mode Bachelor of Education (Primary) programme offered to in-service teachers in Paro College of Education?

Secondary Research Questions
1. How well did the programme prepare the graduates to teach classes from PP to VI?
2. How relevant was the courses offered in the programme to the graduates' profession?
3. How were the graduates able to use the knowledge and skills from the programme in their daily teaching?
4. What are the opportunities and challenges that the graduates faced in teaching primary classes?

Methods
Mixed-method research design
This tracer study aimed to explore the effectiveness of mixed mode Bachelor of Education (Primary) programme offered to in-service teacher graduates of Paro College of Education. The study employed concurrent triangulation mixed-methods design that involved a paper-based self-administrative survey questionnaire as a main data collection tool and semi-structured interviews which was concurrently conducted.

Participants
A total of hundred and fourteen in-service teacher graduates across Bhutan participated in the survey. A stratified random sampling strategy, a sub-type of probability sampling was employed in identifying the participants for survey from different geographical regions (East, West, South and Central), gender (46 male and 68 female), and cohorts (2016, 2017 and 2018). Ten of these graduates were randomly asked to volunteer for the interview from different regions of Bhutan, east (n=4), west (n=2), centre (n=2) and south (n=2).

Procedure
After gaining ethical approval from the College Research Committee and the MoE for the access to the research sites, the participants were traced by cell phones. Initially, the names and the cell numbers were collected from the examination unit who keeps the graduate records. Further, before the participants were asked to fill the survey questionnaire, participant information sheet and participant consent forms were provided. A total of ten participants were randomly chosen for semi-structured interview that lasted for around thirty minute and all interviews were transcribed verbatim.

Data Analysis

In analysing the survey data, the Statistical Package for the Social Science (SPSS) one of the most widely used statistical package capable of handling large volumes of data which offers a wide range of features for analyzing data (Cooksey & McDonald, 2010), was executed. Similarly, the verbatim transcribed interview data was analyzed using manual thematic coding namely, thematic analysis ''a method for identifying, analysing, and reporting patterns (themes) within the data'' (Braun & Clarke, 2006, p. 79). Further Braun and Clarke (2006) asserts that "it minimally organises and describes your data set in (rich) detail'' (p. 79).

Results

Tutor effectiveness of Delivery for Professional Modules

A five-point Likert scale (1=Strongly Disagree, 2=Disagree, 3=Neither Agree Nor Disagree, 4=Agree, 5=Strongly Agree) was used to measure the effectiveness of the delivery of all professional modules, seventeen compulsory modules and two optional modules for professional learning by the respective tutors. The survey revealed an overall mean value of 4.4 with a standard deviation of ± 0.78 which has a mean interpretation of "strongly agree" (see Table 1). In general, the graduates were satisfied with the delivery of the professional modules by the respective tutors. However, it was observed that modules such as Knowing, Learning and Teaching, Multi-grade Teaching and Introduction to Action Research scored the lowest mean and relatively high standard deviations (see Table 1).

Table 1. Tutor effectiveness of delivery of professional modules.

	Mean	SD
Knowing, Learning and Teaching	3.97	1.300
Multi-grade Teaching	4.02	1.273
Introduction to Action Research	4.20	.833
Action Research Project	4.31	.895
Curriculum Studies	4.33	.794
Foundations of Early Childhood Education	4.33	.776
Teaching Children with Special Needs	4.38	.813
Guidance and Counselling	4.40	.854
Introduction to Academic Skills	4.42	.727
Functional Information Technology	4.44	.689
Creative Arts in Upper Primary	4.44	.731
Bhutanese Education System	4.49	.881
Assessing Learning	4.53	.630
Creative Arts in Lower Primary	4.54	.634
Skills for Effective Teaching	4.59	.631
Teaching Methods in Upper Primary	4.60	.595
Teaching Methods in Lower Primary	4.60	.612
Child Development	4.67	.530
Play, Development and Early Childhood	4.70	.553
Overall Average	**4.4**	**0.78**

Similarly, this has been further substantiated by the responses to the semi-structured interview questions in which almost all the participants confirmed modules such as Knowing, Learning and Teaching, Multi-grade Teaching and Introduction to Action Research either not effectively delivered by the respective tutor or the difficulty in understanding these modules. For example, Participant 7 confirmed the module Knowing, Learning and Teaching as not relevant, "This module is very difficult to understand unless the college delegate (sic) competent person to teach." Similarly, another participant reported, "Multi-grade teaching. The school where I work is lower secondary and we have sufficient classrooms and teachers. Knowing learning and teaching as it is tough and not applicable in school" (P4).

Conversely, Teaching Methods in Lower Primary, Child Development and Play, Development and Early Childhood scored the highest mean with relatively low standard deviation (see Table 1). In addition, the evidence from the qualitative interview for some of the participants confirmed that these modules were helpful in their daily classroom teaching and learning. For example, Participant 2 expressed:

> I can really see change in myself also, firstly the way I deliver, and with modules like child development, play and these modules are really helpful in lower classes, even the creative arts where we could really get lots of methods and skills. So it was really, … especially for handling the kids and classroom management.

Tutor effectiveness of Delivery for Subject Modules
It is confirmed that the graduates in general "strongly agree" with the tutor effectiveness of delivery for subject modules with an overall mean value of 4.7 and standard deviation of ± 0.67 (see Table 2). Generally, the graduates were very much satisfied with the delivery of the subject modules and their responses did not vary much as revealed by the standard deviation.

Table 2. Tutor effectiveness of delivery of subject modules.

	Mean	SD
Competency in Sci	4.57	.743
Competency in EVS	4.64	.791
Competency in SS	4.66	.649
Competency in Dzo	4.69	.628
Competency in Eng	4.71	.562
Competency in HPE	4.72	.605
Competency in Mat	4.73	.695
Overall average	**4.7**	**0.67**

Similarly, the qualitative evidence emphasized that the tutors were effective in delivering their respective modules which resulted in up gradation of subject content knowledge as compared to the past:

So when we look at contents, content we always go through manuals, syllabus, so we get ourselves updated. But going to PCE and then attending, yes some of the contents like Maths, English, there were lots of strategies given to us, it really helped in upgrading and see the changes that is happening between education system and the from the training part of the … our from the college's training part.

How do you rate the following teaching methods used by tutors in terms of preparation to teach the modules offered during your stay in the college?

In general, it is observed that the use of teaching methods such as inviting guest speakers in the classroom, field trip, and use of social media by the tutors scored an overall mean value of 3 which has a mean interpretation as "rarely" used. However, the use of VLE online portal, cooperative, group discussions, and assignments scored an overall mean value of 4.2 which has a mean interpretation as "always" used and a low standard deviation indicating most of the graduates' agreement.

The length of time for submission of assignments was sufficient.

As shown (see Table 4) the mean score for the length of time provided for executing their assignments is 4.4 which has a mean interpretation as "strongly agree" and ± 0.77 as standard deviation.

Table 3. Length of time for submission of assignments.

	Mean	SD
Time for Submission	4.4	.77

Conversely, the qualitative evidence from the interview with most of the participants emphasized concerns of time constrain in writing their assignments owing to the roles and responsibilities taken in the schools. For example, Participant 10 who claimed to be a school principal reported, "It was challenging for me to complete and submit in time, like in school like here today I take 3 subjects. I am also class teacher and Principal". Further, it was also evident that the length of the time provided was sufficient when one managed the time well as expressed by Participant 9: "Assignments, I think it depends upon the individual. I personally, I could manage. I really worked hard on my assignments and I could really manage it".

The assignments provided for the respective modules were appropriate and beneficial in enhancing my knowledge.

The assignments provided for the respective modules were very much appropriate and beneficial in enhancing their knowledge as confirmed by the overall mean value of 4.6 with a mean interpretation of "strongly agree" (see Table 5) and the low standard deviation. However, elective subject modules such as mathematics, English and Dzongkha scored the highest mean score as compared to the professional modules such as Introduction to Action Research, Teaching Children with Special Educational needs and Introduction to Academic Skills.

Table 5. Appropriateness and benefits of assignments for modules offered.

	Mean	SD
Introduction to Action Research	4.24	.830
Teaching Children with Special Needs	4.40	.815
Introduction to Academic Skills	4.48	.713
Science	4.50	.660
Assessing Learning	4.55	.615
Social Studies	4.57	.627
EVS	4.58	.709
Health and Physical Education	4.60	.595
Teaching Methods in Upper Primary	4.63	.633
Skills for Effective Teaching	4.66	.563
Teaching Methods in Lower Primary	4.69	.538
Mathematics	4.71	.532
English	4.73	.523
Dzongkha	4.74	.553
Overall average	**4.6**	**0.63**

However, the qualitative evidence gathered from a few participants expressed their concerns of plagiarism and the bias in awarding of grades when Participant 3 said "…. and sometimes …. some of the assignments are done by the friends, and they submit, and those score high marks" So, the hard workers, usually it is very challenging".

The tutors provided marking criteria such as rubrics and checklists for the assignments.
Predominantly the graduates "strongly agree" that the tutors provided marking criteria such as rubrics and checklists in evaluating their assignments as indicated by a mean value of 4.6 (see Table 6).

Table 6. Availability of marking criteria for assignments

	Mean	SD
Availability of Marking Criteria	4.6	.70

The length of time provided for residential school was sufficient.
It is observed that the length of time provided for residential school were sufficient as indicated by the mean value of 3.7 with a mean interpretation of "agree" with relatively high standard deviation ± 1.32 (see Table 7).

Table 7. Length of time for residential school

	Mean	SD
Length of time	3.7	1.32

However contrastingly, the qualitative evidence from majority of participants (n=10) emphasised that the length of the time of two weeks they spent for the residential school in learning four modules was less and it impacted them in poor learning. For example, Participant 7 said, "Four weeks time we had to cover eight modules. Two weeks for four modules was too short. Thus, we had time shortage writing module. Thus, we might not have submitted quality assignments".

The resources (course materials, library, information technology, online materials, etc) were readily available.

Resources such as course materials, library, information technology, online materials, to name a few according to the graduates were readily available as indicated by a mean value of 4.5 with a mean interpretation "strongly agree" and a standard deviation of ± 0.73 (see Table 8).

Table 8. Availability of resources

	Mean	SD
Availability of Resources	4.5	.73

In addition, the qualitative evidence confirmed that the resources were available for most of the participants interviewed. For example, Participant 3 said, "I did not face many challenges with regard to the facilities and resources both in the college and in my school".

The course content is relevant to current expectations of school education.

As shown (see Table 9) Health and Physical Education, English and Mathematics scored the highest mean scores (4.5) with most of the graduates agreeing that the course content for these subjects were relevant to the current expectations of school education. Conversely, EVS and Social Studies scored the lowest mean scores (4.4) and disagreement among the graduates are relatively high.

Table 9. Relevancy of course content

	Mean	SD
Social Studies	4.41	.793
EVS	4.43	1.169
Science	4.44	.723
Dzongkha	4.47	.700
Health and Physical Education	4.52	.617
Mathematics	4.53	.661
English	4.55	.644
Overall average	**4.5**	**0.76**

The qualitative evidence gathered from most of the participants confirmed that the module EVS was not relevant to the current context in the classroom since this module have been phased out from the primary school curriculum. For example, Participant 4 reported, "There is no separate subject EVS. It is integrated with English and Dzongkha. The curriculum itself is being phased out from the curriculum. The module that we have done has become invalid and obsolete".

Discussion and Recommendations

This study investigated the effectiveness of mixed mode Bachelor of Education Programme (Primary) offered to three cohorts of in-service teacher graduates of Paro College of Education. The main finding of this study has shown that the mixed mode Bachelor of Education Programme (Primary) offered was helpful and effective for these group of teacher graduates in applying to their daily classroom teaching and learning.

In responding to tutor effectiveness of delivering professional modules almost all the participants (n=93%) agreed that modules such as Skills for Effective Teaching, Teaching Methods in Upper and Lower Primary, Child Development and Play, Development and Early Childhood were delivered effectively by the respective tutors and useful in their daily classroom teaching and learning. This evidence confirms a similar finding reported by previous study (Sherab, et al., 2015), in which B.Ed. (Primary) graduates of Paro College of Education agreed that the preparation in terms of professional content (teaching practice, teaching skills and methods, strategies, and child psychology) during their stay in the College was effective and useful. This finding points to the fact that the tutors were competent in delivering the modules to these graduates and that the contents of the module were applicable in their daily classroom teaching and learning.

In contrast majority of participants (n=81%) emphasised that professional modules such as Knowing, Learning and Teaching, Multi-grade Teaching and Introduction to Action Research were either not effectively delivered by the respective tutors or the modules were difficult in understanding. However, there is a strong empirical evidence from previous studies (Wangmo et al., 2015; Sherab et al., 2014) which particularly emphasised the module Knowing, Learning and Teaching as not "relevant as it is too philosophical and cannot be applied in the reality" (Wangmo et al., 2015, p. 31) and "the content of the module is found to be difficult to teach as well as to learn" (Sherab et al., 2014, p. 8). These consistent similar findings of the past studies and the current study confirms that there are some modules which requires consideration and a thorough review of the modules' applicability to the programme.

In agreement with a study carried out by Wangmo et al. (2015) with the B.Ed. (Primary) graduates (n=67%) of Samtse College of Education, almost all the participants (n=93%) strongly agreed that the subject modules were delivered effectively by the respective tutors that resulted in being confident in teaching the subjects. However, in a study (Sherab et al., 2014) that involved B.Ed. (Primary) graduates of Paro College of Education, it was emphasized that "the current B.Ed. curriculum orients pre-service teachers to a variety of modules but does not prepare them adequately" (p. 12).

Teaching methods such as inviting guest speakers, field trip and use of social media were rarely used by the tutors in delivering their modules to the students. This finding can be attributed with an assumption that using such teaching methods were not applicable or formalities in arranging these methods were cumbersome. Conversely, teaching methods namely, the use of VLE online portal, cooperative, group discussions, demonstrations, presentations and assignments were dominant in delivering the modules by the tutors. Interestingly, a similar study (Sherab et al., 2014) with the graduates of Paro College of Education confirmed that methods used in terms of preparation to teach the modules were not "robust" (p. 9). On can assume that the tutors may have differentiated the maturity of learners in offering the modules, one being pre-service students and the other being the in-service students.

Although the survey revealed that the length of time for submission of assignments was sufficient for majority of the participants (n= 88%), the results of the interview reported otherwise. Specifically, as emphasized managing time in completing assignments for most of the participants (n=8/10) interviewed reported that the roles and responsibilities taken in the school posed challenges in management of time in completing their assignments.

In agreement with a study (Sherab et al., 2014) participants expressed their concerns of plagiarism and assignments being written by others and scoring higher grades as compared to theirs. Such practices in a way discouraged their morale in writing assignments. This finding may be attributed to time constraint as one factor resulting in plagiarism and writing of assignments by another person. Therefore, it is important that tutors take measures in addressing the issue of plagiarism with concerted effort. However, it was also highlighted that it depended on how one managed the time efficiently, for instance by letting go family time, deferring private work and cutting down leisure time.

One of the outcomes of this investigation concerns the appropriateness and benefits of the assignments given by the tutors in their respective modules. Though majority of the participants (n=92%) agreed that the assignments were appropriate and beneficial in enhancing their knowledge, assignments for modules such as Effective Skills for Teaching, Teaching Methods in Lower Primary, Mathematics, English and Dzongkha were rated high as compared to the other modules offered. This finding may be explained by the participants emphasis on the daily usefulness of these modules over other modules such as Introduction to Action Research, Teaching Children with Special Educational needs and Introduction to Academic Skills.

In line with the duration of time for offering the residential school, majority of participants (n=74%) agreed that the length of time of two weeks residential school for four modules were sufficient. Contrastingly, majority of participants interviewed were of the opinion that due to less duration of residential school it resulted poor learning and producing poor quality assignments. This finding mirrors the need for the tutors offering the respective modules to consider the coverage of the contents that aligns with the duration of the residential school.

In terms of availability of resources that supported their learning, it was evident that the resources were readily available for the majority of the participants (n=90%). This finding points

to the fact that the College has enough resources available to cater to the needs of the students in supporting their teaching learning needs.

In agreement with a study (Sherab et al., 2014) with the B.Ed. (Primary) graduates of Paro College of Education, majority of participants agreed that EVS module was irrelevant and obsolete. This finding points to the fact that the EVS module is no longer relevant in the current context and therefore the college consider replacing this module with relevant module in the B.Ed. (Primary) programme.

Limitations

In considering the findings of this empirical study, there are some important methodological limitations for consideration. First, due to restraints in time and funds, it was not possible to involve school management, concerned personnel from Ministry of Education and module tutors in the college. Second, the interviews were conducted with modest number of participants. In this respect, such additional number of participants for qualitative evidence would undoubtedly provide a more holistic picture. Finally, the limitation is associated with the dearth of literature on tracer studies both in the local and international context. As this is first known study on this topic, set in Bhutanese context, this limitation is understandable.

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A Formative Evaluation of the Diploma in Early Childhood Care and Development Programme, Paro College of Education.

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Abstract

This study sought to evaluate the Diploma in Early Childhood Care and Development (DECCD) programme in Paro College of Education by using the context, input, process and product (CIPP) model (Stufflebeam, 2007). The study used a mixed method design where 74 DECCD students, one Education Officer and ten faculty members who taught in the DECCD programme participated. A survey questionnaire and student feedback on tutors using a CIPP model was collected and analysed using statistical techniques (SPSS). Content analysis of two External Examiner Reports, faculty feedback on their respective modules and audio/video recordings of 20 purposefully selected students had been carried out using the CIPP model.

Findings revealed that the students and the external examiner on the whole are very contented with the DECCD programme, the resources, the support and the tutors who facilitate the programme. A few areas for improvement are the timely feedback on assignments to be provided and a good balance of theory and practice to be maintained in all modules for this programme. The tutors too recommended several amendments for the modules that they taught which will be useful as the review of this programme is soon due.[3]

Key words: context, input, process, product
Introduction

The DECCD programme began with thirty students (27 UNICEF funded and 3 self-funded). The programme is conducted through a mixed mode of six weeks' residential classes for each of the three years. The rest of the programme is carried out through a distance mode. Twenty three students completed the three-year programme in the winter of 2018. The programme is in its fourth year and the Wheel of Academic Law mandates a review of any programme after the completion of one cycle (F5 – Review of Programmes in Operation, 2017). Therefore, this study is the formative evaluation of the DECCD Programme. The adoption of the term 'Formative Evaluation' is necessary because the intention of this evaluation is an on-going process for the betterment of the whole programme and not an end in itself. Scriven (1991) defines a Formative Evaluation as one that is conducted during the development or improvement of a programme or product and it

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is conducted often more than once, with the intent to improve the programme. Evaluation is a necessary concomitant of improvement. We cannot make our programmes better unless we know their weaknesses and strengths and unless we become aware of better means. We cannot be sure whether the goals we set match the needs of the people they are intended to serve. We cannot plan effectively if we are not aware of the options and their relative merits; and we cannot convince our constituents that we have done a good job and deserve their continued support unless we can show them evidence of it (Stufflebeam, 1993). Owston (2008) and Wall and Solutions (2014) describe evaluation as a purposeful, planned, arranged, and careful piling and examining of information, implemented with the aim of presenting the effectiveness of programmes, building liability as well as pointing to parts requiring change and development.

In the conduction of a programme evaluation, the process will produce data in terms of the worthiness, goodness, appropriateness, legality and validity of the programme for which a reliable measurement has to be appointed (Kizlik, 2011). At the most fundamental level, evaluation involves making a value judgment with the information available (Cook, 2010; Durning & Hemmer, 2010). Thus educational programme evaluation uses information to make a decision about the value or worth of an educational programme (Cook, 2010).

Many factors involved in the success of distance offerings make the creation of a comprehensive evaluation plan a complex and daunting task (Moore, Lockee & Burton, 2002). There is no one way to evaluate a distance education programme. There exists substantial literature on the theory and methods of programme evaluation which delineates the objectives, approaches and methods for evaluating a programme. After a careful review of a number of evaluation approaches, it is apparent that management-oriented approaches are most appropriate, particularly since the overarching goal of this evaluation is to provide both the programme and the decision-makers with information regarding the efficacy of current instructional strategies and delivery methods. Aliakbari and Ghoreyshi (2013) assert that programme evaluators ought to elect the most convenient model in terms of their goals and circumstances. Whatever approach we use, the important fact is to use a comprehensive and systematic approach whose usefulness will depend on the particular concerns we have and on which we want the evaluation to shed light.

Therefore, Daniel Stufflebeam's Content, Input, Process and Product (CIPP) evaluation model is deemed to be the most suitable to evaluate this programme. Stufflebeam (2003) defines the CIPP model as the process of outlining, acquiring, supplying and employing descriptive data about the worth and merit of some object's aims, form, fulfilment, and consequences to give route to development compromises, supply liability documents, update decisions, and create comprehension of the covered experience.

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The Conceptual framework

The CIPP model is based upon four evaluation stages which can encompass the main aspects of a course, programme of instruction or a major project. Each of the four different types of evaluation that comprise CIPP has an important role to play in a larger whole (Williams, 2000; Smith & Freeman, 2002). Hew et al. (2004) consider the CIPP a macro model.
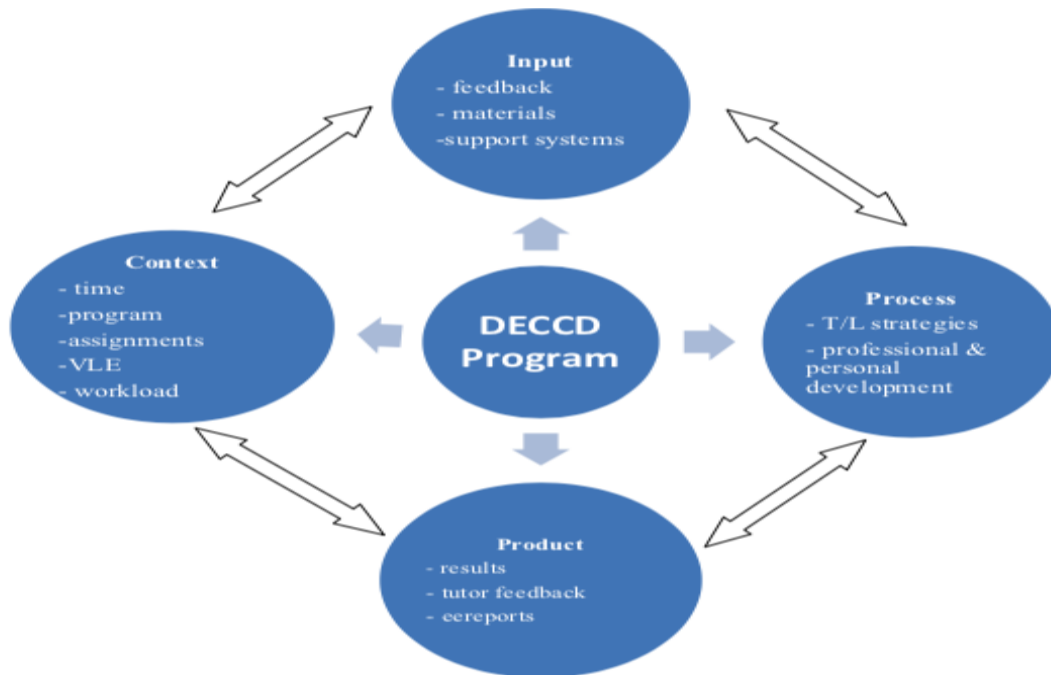
Figure 1. The Conceptual Framework for the formative evaluation of the DECCD Programme

Context evaluation helps to assess the needs and opportunities within a defined context or environment (Stufflebeam & Shinkfield, 2007). The aim of context evaluation is to evaluate the total physical preparedness of the scheme, analyze if current objectives and concerns are accorded to needs, and evaluate if set purposes are efficiently susceptible to determined needs (Stufflebeam, 2003).

The Input evaluation provides information for determining the resources used to meet the goals of the programme. The resources include time resources, human resources, physical resources, infrastructure, curriculum and content for evaluating the quality of education at school.

The Process evaluation focuses on the running of the programme and teaching learning processes and it makes judgments about how well an instructional programme has been implemented.

Finally, in the **Product** evaluation phase, the evaluator is interested in how well the outcomes of the instruction have met the programme goals and the stakeholder needs. During this phase, the evaluator is also often interested in collecting data about any unintended outcomes.

Ultimately, the evaluation report is used to supply decision-makers with information about whether to continue, modify, or terminate all or part of an educational or training programme.

Methodology

The study implements a mixed methodology research design. It consists of three main phases. Quantitative and qualitative approaches are applied in consecutive phases, with the results of one phase influencing the process and application of subsequent phases. In the first phase a questionnaire survey is administered and in the second phase audio-video recordings of a few purposefully selected participants is carried out. The third phase consists of content analysis of the external examiner's reports, student feedback on the tutors and the tutor feedback on the respective modules that they taught in the programme.

The participants

For the survey questionnaire 74 participants participated from three batches of the DECCD programme namely the graduated batch (2018), the third year (2019 and the second year (2019). For the audio/video observations and interviews, 20 participants were selected purposefully keeping in mind the years of training, the location and the type of ECCD programme that they are working in at the present moment. Ten faculty members provided feedback on the twenty modules in the programme.

Quantitative tools

Vaus and Vaus (2013) explain that survey research seeks an understanding of what causes some phenomenon. There is no all-encompassing rule for when to use a questionnaire. The choice will be made based on a variety of factors including the type of information to be gathered and the available resources for the experiment. The questionnaire survey in this study has three parts. The parts use a self-rated five point Likert scale with differing rating criteria as per the suitability to the variables used in the questions. The questionnaire for the study is designed to obtain data in the three different areas of content, input and product.

Qualitative tools

The qualitative data collection tools employed in the study were the use of audio/video recordings of the students' practices at their workplace; informal interviews or conversations carried out during the centre visits, the external examiners' reports and the feedback given by the tutors on their respective modules. The quantitative content analysis for the study will be the analysis of the marksheets and the tutor feedback that the students have given and the qualitative content analysis consist of the external examiner's reports and the tutors' feedback on their modules.

Data Analysis and Findings

Quantitative

The data collected in this study were from two sources, the quantitative data from the questionnaire, tutor feedback and the exam results. The qualitative data from the content analysis of the EE reports, the audio/video recordings, and the module feedback from the tutors. Babbie (2007) rightly commented that to conduct a quantitative analysis, a researcher often must engage in a coding process after the data have been collected so as to reduce large amounts of idiosyncratic items of information to a more limited set of attributes composing a variable. Thus, the quantitative data were transferred from Excel into the SPSS (Software Package for Social Sciences) programme for further analysis using descriptive statistics. Frequency distribution helps us understand the number of cases in the categories of a variable, whereas the percentage distribution provides the percentage of cases in the categories of a variable. For the questions under context, input and process, percentage tabulation was carried out. Each table had two variables- questions and ratings (Likert scale ratings). Thus, what percentage of respondents rated what scale was done by cross tabulation. The results of the respondents were tabulated using this statistical sub-routine.

This part of the data is organized into three major areas – the **context, input** and the **process** variables of the programme. The questionnaire survey is analyzed using the three CIP variables as follows. The frequency distributions usually expressed in raw scores or percentages for each of the variables under the three major areas. The tables below show a compilation of the percentages of the responses to each variable under each of the three areas.

Context

Table 1- Context

5 – Absolutely   4 – Yes   3 – Maybe   2 – No   1 – Not sure

Statements	1	2	3	4	5	Total
Is the programme useful for you?	1.4			12.2	86.5	100
Is the time adequate for the programme		28.4	9.5	47.3	14.9	100
Is the programme difficult for you?	1.4	50.0	14.9	27	6.8	100
Are the assignments useful?	1.4		2.7	39.2	56.8	100
Is the VLE useful?	1.4	1.4	1.4	31.1	64.9	100
Is the programme challenging?	2.7	8.1	20.3	58.1	10.8	100
Is the workload manageable?	1.4	20.3	17.6	47.3	13.5	100

The response to the first variable is very positive - 86.5% agreed that the programme was useful. 50% of the respondents either felt the programme not difficult at all or were not very sure of it. However, the fact that more than 76% rating was given for the programme as challenging confirms that the programme is on the whole quite difficult for their level. Almost 100% agree that the VLE and the

assignments were very useful. However, we need to take into account that more than 20% felt that the time and the workload were not appropriate.

Input

The three pertinent input areas assessed in this study are the feedback system, teaching/learning materials and the student support system of the programme.

The responses for the feedback provided to the students by the tutors.

Table 2a – Input (Feedback)

5 – Excellent, 4 – V. good, 3 – Good, 2 – Fair 1 – Poor

Statements	1	2	3	4	5	Total
Timely feedback on the assignments	1.4	14.9	39.2	24.3	20.3	100
Adequacy of the feedback on the assignments	2.7	14.9	32.4	31.1	18.9	100
Return of marks/grade on assignments		16.2	36.5	32.4	14.9	100

This variable has the lowest ratings that are between 'very good and excellent' compared to all the other variables. Particularly the 'timely feedback and return of marks' rate only about 44% to 46% on the 'very good and excellent' scale. About 16% of the students rated this variable between 'poor and fair'.

Table 2b - Input (Quality of materials & Skills)

5 – Excellent, 4 – V. good, 3 – Good, 2 – Fair 1 – Poor

Statements	1	2	3	4	5	Total
Adequacy of the materials for the study	2.7	4.1	40.5	35.1	17.6	100
The organization of the contents of the modules		2.7	35.1	33.8	28.4	100
The clarity of the module contents	2.7	2.7	21.6	37.8	33..8	100
The tutors' teaching skills	2.7	4.1	13.5	39.2	39.2	100
The usefulness of the materials.	1.4	2.7	31.1	40.5	24.3	100
The accessibility of on-line programme.		4.1	31.1	29.7	32.4	100
The usefulness of the on-line programme.		5.4	27.0	31.1	36.5	100
The balance between theory and practice		14.9	35.1	35.1	14.9	100

On the whole, the ratings for this variable was fairly good with above 60% ratings between 'very

good and excellent'. The ratings indicate that the balance between theory and practice needed more attention as only 50% thought that this area was between 'very good and excellent'.

Table 2 c – Input (Support System)

5 – Excellent, 4 – V. good, 3 – Good, 2 – Fair 1 – Poor

Statements	1	2	3	4	5	Total
The helpfulness of the tutors	2.7	2.7	18.9	37.8	37.8	100
The responsiveness of the tutors	4.1	2.7	31.1	35.1	27.0	100
The supportiveness /constructiveness of comments	2.7	6.8	31.1	37.8	21.6	100
Your ability to learn from the tutors' comments	2.7	1.4	32.4	41.9	21.6	100
The library services	2.7	2.7	31.1	27.0	35.1	100

For this study, support is discussed purely in terms of the library and tutor-support. These two are the only support available at present for the students under discussion. Most of the respondents had no complaints about the support system provided in this programme. About 75% felt that it was either very good or excellent which means no significant changes need to be made to this area.

Process

This area assessed the aspects of teaching and learning processes that dealt with factors that enhanced students' cognitive, professional and personal developments.

Table 3 (a) – Process (The teaching / learning strategies used)

5 – Always 4 – Most of the time 3 – Sometime 2 – rarely 1 – Never

Statements	1	2	3	4	5	Total
Did the program require you to -						
Memorize concepts and facts?	25.7	17.6	32.4	18.9	5.4	100
Understand concepts and ideas?		2.7	8.1	51.4	37.8	100
Apply learning to your own job?	4.1	2.7	2.7	32.4	58.1	100
Analyze data/description/arrangements?	2.7	6.8	29.7	51.4	9.5	100
Synthesize and put together ideas?	1.4	5.4	24.3	48.6	18.9	100
Evaluate using your own judgments/ values?		5.4	31.1	41.9	17.5	100
Is there effective two-way communication	2.7	2.7	10.8	50.0	33.8	100

On the whole, the data show a good use of all the teaching strategies demanding a good combination of all the cognitive levels. The strongest response of 90.5% in the scale range of 4 and 5 was for the variable that read as "apply learning to your own work" which means the teaching/learning strategies were very useful for them in their work areas. Majority agreed that the programme on the whole did not require them to memorize concepts and facts but required more of understanding and applying. 83.8% agree that there was effective two-way communication in the programme.

Table 3 (b) –Process (Professional and personal development)

5 – Absolutely   4 – Yes   3 – Maybe   2 – No   1 – Don't know

Statements	1	2	3	4	5	Total
How much had the program helped you in -						
Building confidence in your work	4.1			37.8	58.1	100
Improving your work skills	2.7	1.4		35.1	60.8	100
Personal growth	2.7	1.4	2.7	44.6	48.6	100
Feeling of security	2.7	4.1	2.7	52.7	37.8	100
Your status in the profession	2.7	6.8	12.2	39.2	35.1	100

A glance at the table shows that almost all of them confirmed that the programme helped them develop professionally and personally. Almost 96% of the respondents felt that the programme helped them build their confidence, personal growth, work skill, feeling of security and their professional status in work this is further confirmed in the conversations with the 20 facilitators. On the whole, almost all the respondents perceived a relatively high level of satisfaction over the personal and professional development provided by the programme.

Tutor feedback from the students

The kind of feedback the students give their module tutors can also illustrate their impressions and experiences of the programme therefore we considered it a pertinent source of data for this study.

The feedback sheet used by the students to assess their tutors have 22 variables. Two of them were Context variables, 10 were Input variables and the remaining 10 were Process variables. Therefore, the graphs below show the students' ratings of their module tutors in the three CIP areas. This data is compiled from the feedback given by the graduated DECCD students (2017), the present third years and the second years (2018) for all the modules taught during that period.

Table 4 - Context
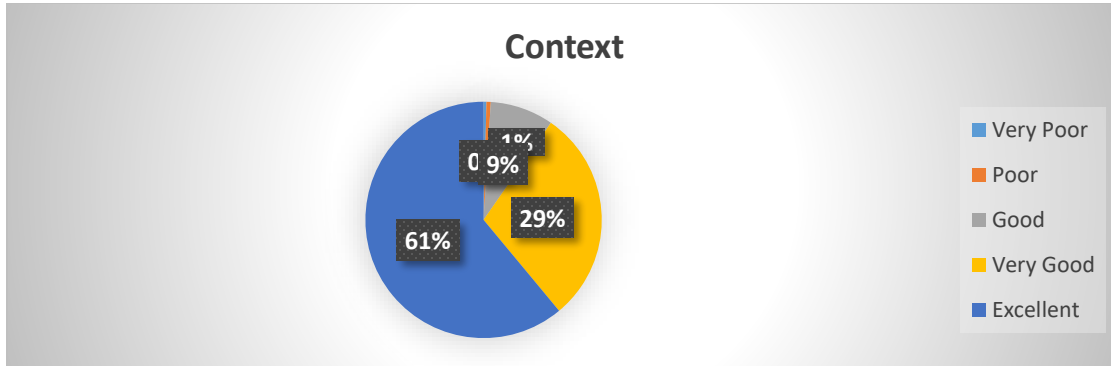
Similar to the students' responses to the survey questions 90% of them rate the Context aspect of the programme feedback for the tutors between 'very good and excellent'.

Table 5 - Input
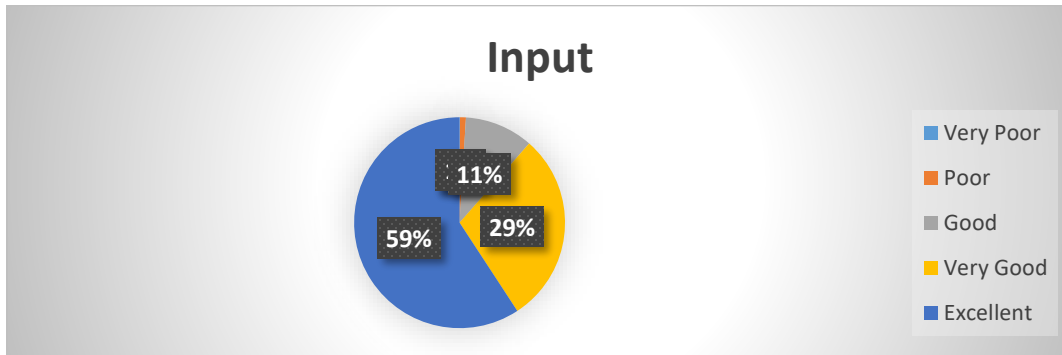
About 88% of students rated the Input variables between 'very good and excellent'. As expressed in the selective conversations the Input by the tutors during their residential weeks and off-campus services were much appreciated.

Table 6 - Process
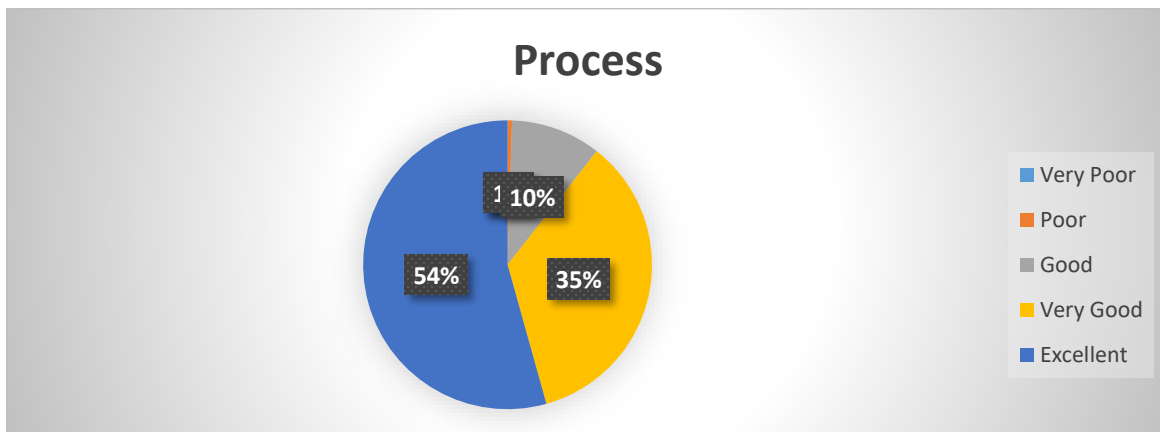
The process variables too were rated very high (87%). This fact was further supplemented in the conversations with the students.

Product

The quantitative data for Product comes from the graduated student's (n23) results. All the students have scored between 62% – 71% which is not a bad result. The EE commented that "despite their their language difficulties most students have performed reasonably well" (EE Reports, 2016, 2018).

Qualitative Data

The qualitative data is gleaned from the EE reports, the feedback given by the module tutors, and the audio/video recordings from the field. In this section the qualitative data is presented under the four areas of the CIPP framework used for this study.

Context

EE Reports

The external examiner's reports (2016, 2018) praise the compilation of the programme and its modules. He comments that "the DECCD curriculum is a unique one and tailored to suit the Bhutanese context, in that there is a strong emphasis on the social cultural perspective of development. The 20 modules contain a balanced coverage of all study areas" (EE report, 2016). He adds that the assignments were all very "constructive, meaningful and worthy of the award" and the workload as reasonable (EE Report, 2016 & 2018).

The EE made a comment on the Child Development module:

> The depth of coverage on children's development in the early years is inadequate. Considering that understanding of 'children's development' is central to any study on early childhood development, content and coverage of child development needs to be enhanced, taking into consideration contemporary perspectives from neuroscience and various other research findings. (EE Report, 2018)

He further added that social and emotional learning be added into the Child Development module and that a parent education component be inserted within a suitable module. If possible he also recommended a small library and a computer lab at the Rinpung Campus.

Tutors feedback on their modules:

EPD204 &EPD305 (creative art & project work) - No proper space designated for art work therefore have to move around with all the materials which is very inconvenient.

EAS203 (Literacy) –Tutors need more training in ECCD

EPD101& EPR304 (Environment & Leadership and Management) – connections between the modules recommended.

EAS307 (Foundation of Early Childhood) – This module to be offered in the first year as it could supplement the Child Development module. Its further recommended that a simpler version of the B.Ed Primary EDN417 (Foundation to Early Childhood Education) could replace this module. Reduce winter sessions to 4 weeks as tutors need their breaks.

EAS202 (Maths) – Expressed the need to observe some ECCD centres so that the modules could be contextualized.

EAS202(Maths) EPD102 (Play) & EPD203(Assessment) and some more have expressed that the winter residential period was short. Some of the students have expressed the same.

Audio recordings of students in the field

From the 20 audio recorded conversations all the students commented that the programme was very useful for them particularly for their self–esteem and confidence. They found all the twenty modules very necessary and useful for the DECCD programme. Majority expressed appreciation for the VLE services provided by the college and shared that it was very useful for submitting their assignments. They added that the lecturers were very helpful and the resources were adequate however one of them commented that uploading a whole textbook for the students to read was not useful. Another commented that the number of assignments for all the modules need to be balanced. A few felt that the residential period was too short and that the Child Development module should be offered in the second year when they could have a better understanding of the module.

Video recordings

Although all the ECCD centres had their daily routines hung on the walls, a significant change was noticed during the video observations, which was they did not strictly follow the routines and when questioned one of them said, "it does not work like that- we let children change activities as and when they are ready to do so" (T10). Another said, "we make children play according to their interest that is what we learnt from our training" (T2).

They also shared how important it was to emphasize the development of the social and emotional intelligences of the children before their cognitive intelligences. Such observations of their practices and beliefs confirm the students learning from the DECCD programme. However, most of the centres had very small spaces and less materials which hindered the effort to carry out the activities in the best ways. A few had good spaces but did not use it during their activities. All the centres had their rooms filled with displays of numbers and letters however not much of children's work.

Input

EE Report

The EE reports did not have many comments for the Programme Input except the concern for lack of good written and spoken English language of the students. The later comment about the students' language was evident in most of the tutors' feedback on their modules; they expressed this as the biggest hindrance for the students' comprehension.

Tutor feedback on their modules

DZG101(Dzongkha for Communication) **–** Not so useful. The module needs to be redesigned to suit the requirements of the students.
EPR101(Working with Families and Communities) – The assignments and the reading materials in this module need to be reduced. Some simpler reading materials need to be used.
EAS203(Literacy) and EAS305 (Project Approach) too recommended the modification of some of the assignments.
EPR203 (Responsive and Reciprocal Relationship) and EAS204(Science) too suggested the updating of reading materials for the modules.
FIT101 recommends changes in the mode of assessment and EAS101(Child Development) recommends the same so that students do not copy from each other. The later adds that the module has too much content with some outdated therefore recommends 'fine-tuning'.
EAS305(Inclusive Education) recommends more depth in the Principles of Inclusion.

Audio recordings of students in the field

All the students expressed the usefulness of the reading materials and added that the support from the tutors on the whole was immense. One student suggested that the Child Development module should have more in-depth information, the same was recommended both by the EE and the module tutor.

Process

EE Report

After the observation of several sessions during the winter residential period, the EE describes the tutors as 'prepared, organised and competent' (EE Reports, 2016, 2018). He further adds that the sessions were "highly interactive, stimulating and rich". He sums up by saying that the delivery of lessons was of very high quality.

Tutor feedback on their modules

DZG101 (Dzongkha) recommends some pedagogy to be included in the module. Pedagogies such as telling and reading stories in Dzongkha.

EPD102(Play) and 203(Assessment) recommend more hands-on experiences in assessment.

Most of the module tutors suggest for more hands-on exercises and less theory to be incorporated into the modules. The same suggestions were made by several students in their conversations which was further supported by their low ratings for the same variable in the survey questionnaire. A student commented that 'teachers using only theory in the class are very boring" (T5).

Audio recordings of students in the field

The students remark that the teaching and materials on the whole is very good and this was indicated in the survey data too. A few comments that need attention are – the extensions for assignment submission which should be granted by all tutors and that exam papers and assignments should be changed from year to year.

One significant change noticed in their practices was the implementation of outdoor activities that they never did before due to the fear of not being able to manage the children. Most remarked that they carried out projects on topics of children's choices and took them out to investigate and observe. A couple of students added that they, "realised that children learn much through experiencing and exploring" (P13 & P14).

Product

EE Reports

The EE remarks that the students' competency level was soaring despite their difficulties in the English language. He adds that their abilities and achievements were too progressing well.

Tutor feedback on the modules

On the whole, tutors seem pleased with the DECCD programme and its outcome. They remark that despite the students' lack of good English language they could see a drastic change in the way they understood the field of ECCD. One tutor remarked that 'Students have gained a lot in understanding ECCD through a new set of lenses" (EAS202).

Audio recording

Majority of the students remarked that the programme made them a much more confident and skilled ECCD facilitator. Some students added that "The programme reached me to the brighter

side of the tunnel" (P2 & P3). Some others commented that even the parents and their principals thought there was a huge difference between the ones with training and the ones without. They realised that the ECCD stage was much more than a preparation for the formal schooling and that besides literacy and numeracy there were many other elements that need to be addressed in an early learning centre. Most of the students commented that they now make home visits that they never made before and one added "I now know how to interact with parents and children" (P1) and another added that he/she knew how to connect the centre to their homes (P15).

Most students commented that supervisors from the Ministry of Education advised them to practise what was taught from the College and then align the Early Learning Development Standards and the Early Learning Materials wherever possible. One student adds "The ECCD officer also tells me to follow the children's interest and make the activities flexible" (P6 & P7). Most of them feel that they know how to facilitate "play" and they further add that, "Initially in the 10-day workshop provided by the Ministry we were taught to make children play. However, in the DECCD we learnt how to communicate and interact during play" (P8 & P9).

Some remarkable comments students made was that "Before we only used checklists in assessment – now we use running records and recording activities for more details" (P12) and another two remarked "their thinking and view of children have changed – they see a very competent, curious and able child" (P19 & P20).

Conclusion

Thorpe (2002) says that "Responsiveness" is one of the determining characteristics of good teaching, but it is only possible if we first have information about the learner and the learning to which we can respond. So is the case in trying to improve a programme, unless we examine the existing situation of the programme, we cannot be sure of the particular areas which require special attention. And for doing this, the study could not have used any better model than Stufflebeam's CIPP Model which does not leave any stone unturned where programme evaluation is concerned. This model guided us well through our studies. It helped us in focusing on the pertinent areas (the context, the input, the process and the product) of the programme. It makes no special provision for formulating and testing hypothesis because it provides information on context, input, process and product and gives a rich array of background data against which to interpret and understand outcomes (Stufflebeam, 2007).

On the whole both the students and the tutors are satisfied with the context, input, process and product part of the DECCD programme. There are no major change recommendations made for the programme except for the timely feedback on assignments, an area where more attention need to be paid. There are several remarks made in the quantitative data that can provide useful insights for the revision of the programme.

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Graduates' views about M.Ed in Educational Leadership and Management programme.

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Abstract

M. Ed in Educational Leadership and Management programme was initially offered in collaboration with St Francis Xavier University,Canada. Over the years, with the Bhutanese faculty gaining more expertise and self-reliant in their capacity to offer the programme independently, the support from St. Francis Xavier University was gradually withdrawn. Therefore, since 2006, the programme has been fully offered by Paro College of Education (PCE), Royal University of Bhutan. The graduates of the programme are employed at various leadership positions in schools across Bhutan. Given its near-20 years of providing the Bhutanese Education System with graduates skilled in educational leadership and management practices, the College Management rightly thought it was high time for the programme to be reviewed based on the first-hand perspectives of its graduates. Therefore, this study was carried out to inform the review process of the M. Ed in Educational Leadership and Management programme. The study used a cross-sectional survey with provisions for open-ended responses. The results of the study showed that the graduates have favourable perceptions about the programme. The results also show a number of areas for improvements.

Key words: Tracer study, M. Ed programme, educational leadership, educational management, framework analysis

Introduction

M. Ed in Educational Leadership and Management programme in PCE was initially offered in collaboration with St. Francis Xavier University, Canada. Over the years, with the Bhutanese faculty gaining more expertise and self-reliant in their capacity to offer the programme independently, the support from St. Francis Xavier University was gradually withdrawn. Therefore, since 2006, the programme has been fully offered by PCE, Royal University of Bhutan. The graduates of the programme are employed at various leadership positions in schools across Bhutan. However, the programme is almost a couple of decades old. Therefore, the College Management rightly decided to review the programme.

New educational leadership challenges emerge in schools on a near-daily basis. Likewise, efforts are being made to address the emerging challenges with new leadership approaches. Therefore, it is only natural for the programme to be responsive to the challenges so that it stands relevant to the school environment and current with best educational leadership practices. Tracer studies are

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commonly used as reliable approaches in collecting information about relevancy and currency of academic programmes from graduates. Therefore, similar in purpose to other tracer studies (Badiru & Wahome, 2016; EFT-Cedefop-ILO, 2016; Schomburg, 2003; Samoa Qualification Authority, 2014), this is a study initiated by the College to inform the review process of the M. Ed in Educational Leadership and Management programme. The College provided budgetary support and working space for the study team to carry out this tracer study. Furthermore, the College granted official leave to the study team for making field trips to schools where the graduates are employed.

Objectives of the study

The overall aim of this tracer study is to assess the relevancy and currency of the M. Ed in Educational Leadership and Management programme in school environment. Findings from the study are expected to inform the revision of the programme in the light of the emerging challenges of educational leadership in school environment and the best international educational leadership practices.

Specifically, this tracer study is developed to generate the following outcomes:

1. Reasons for pursuing the programme;
2. Highlights of teaching, learning, and assessment practices in the programme;
3. Study provisions and conditions for the programme;
4. Relevancy of the programme to the school leadership environment;
5. Currency of the programme in the school leadership environment;
6. Contribution of the programme to career enhancement and professional growth of the graduates;
7. Perceptions about job outlooks;
8. Challenges faced by the graduates;
9. Strengths and weaknesses of the programme; and
10. Changes desired by the graduates.

Method

Conceptual framework, places where graduates work, study approaches, participants in this study, questionnaire design, response rate, and data analysis approaches are described in this section.

Conceptual framework

The study team designed a conceptual framework for the tracer study based on the Integrated Model of School Effectiveness (Scheeren, 1992, cited in Tshering, 2012) as presented in Figure 1.
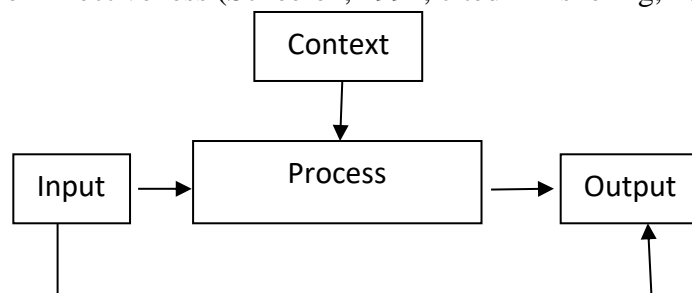
Figure 1. The Integrated Model of School Effectiveness

The downward arrowhead in the model indicates that the context level facilitates conditions for the lower levels. The model also shows that output is determined by both input and process, while process is determined by input. The team fleshed out this model with the expected outcomes of this study, and the resulting model is shown in Figure 2.
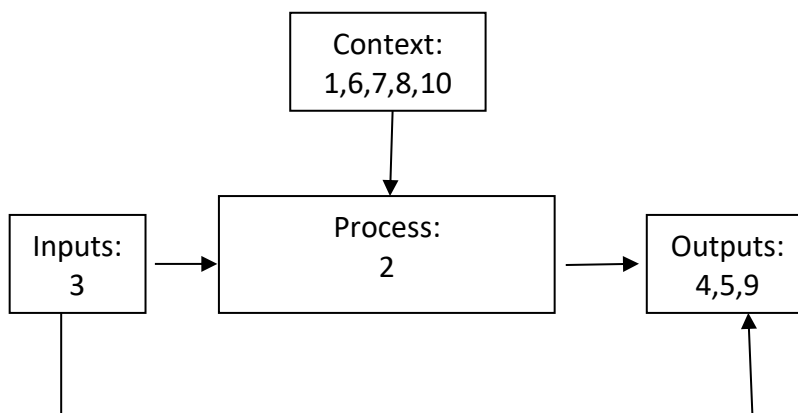
Figure 2. The fleshed out model

As indicated by the arrow lines, inputs, process, outputs, and context are related to one another. This relationship provides a framework for using the tracer study in reviewing the programme.
As the key participants in the study are the graduates, the study used social constructivism as its worldview (Guba, 1990; Guba & Lincoln, 1994; Lincoln & Guba, 1985) and concurrent embedded mixed methods strategy as its approach (Creswell, 2003; Greene, Caracelli, & Graham, 1989; Johnson & Onwuegbuzie, 2004; Johnson, Onwuegbuzie, & Turner, 2007; Tashakkori & Teddlie, 1998). A cross-sectional survey (Babbie, 1990; Creswell, 2003; Fowler, 2009; Rea & Parker, 2005), with open-ended response questions embedded, was used for collecting data.

Graduate distribution
The graduates are employed in schools across Bhutan. As per the records maintained with the College, one hundred and fifty students have successfully graduated from the programme. Table 1 shows the details of the graduates.

Table 1. Distribution of graduates in schools across the country

Dzongkhag	Cohort														Sex		School						Position				Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	M	F	PS	LSS	MSS	HSS	CS	TTI	Tr	VP	P	DEO	
1							1	3	1				1				1	1	1	1	1	1		1	5		6
2				1		1	2	1	2	4	2	1	1	3			4	3	2	3	5			4	13	1	18
3																											0
4						1		1	2				2				2	3		1				1	5		6
5																											0
6													2				1	1						1	1		2
7								1		2	2	1	2	1			5		2	2				2	7		9
8		1	1		1	3				2	1	1	2	1			1	3	2	5			2	4	6	2	13
9						1	1			1			3	1			2	1			4			2	5		7
10							1	1		2	1	1					2	3						3	2	1	6
11								1	2	1	1	2	2				4			1	2			2	5	2	9
12						3			2			1	1				4		1	1				2	5		7
13			1		1				1				2				1	2	1	1				1	4		5
14	1				1	1	2	3	2	2	1	1	1	2			3	4	6	2				5	10	1	17
15									1	4	6	2	2	1			7	3	1		5			3	13		16
16										1			3	2			1	3			1			1	4	1	6
17										1	1		2				3			1				1	3		4
18						1	1			1			2	1			3	2			1			2	4		6
19			1			1	2			2			2				2		2	1	2	1		2	6		8
20										2	1	2					1	2	1						4	1	5
Total	1	1	3	1	3	5	8	15	12	25	19	16	28	13	0	0	47	31	19	19	21	2	2	37	102	9	150

The participants

Table 1 for locating and identifying participants for this study. Census used in preference to sample to select the participants because the former would render data of higher representativeness and cost-effectiveness as the number of graduates is only one hundred and forty six. Accordingly, all graduates of all cohorts were invited to participate in the study.

The questionnaire

The survey questionnaire was adapted from Schomburg (2003). However, the study team deliberated on individual questionnaire items during the panel meeting with the College Research Committee before qualifying them for inclusion in the questionnaire. The deliberation was guided by the capacity of the questionnaire items to measure variables included in the outcomes of the study and the popularity of the items, indicated by their use in different settings, as indications of parameter invariance and reliability across settings. The outcomes of the study were mapped to the questions as shown in Table 2 (See Tshering, Jurme, Dorji, & Phuntsho, 2020 for details).

Table 2. Mapping outcomes to the questions

Outcome No.	Outcome Description	Question No.
1	Reasons for pursuing the programme	1,6
2	Highlights of teaching, learning, and assessment practices in the programme	2
3	Study provisions and conditions for the programme	3
4	Relevancy of the programme to the school leadership environment	4,7,8, 10b
5	Currency of the programme in the school leadership environment	10a
6	Contribution of the programme to career enhancement and professional growth of the graduates	5
7	Perceptions about job outlooks	9
8	Challenges faced by the graduates and	12
9	Strengths and weaknesses of the programme	13,14
10	Changes desired by the graduates	11

The study used MS Excel-generated questionnaire and printed questionnaire to collect data from the participants in line with the ethics clearance requirement of the College. The MS Excel-generated questionnaire was emailed to participants who were located in difficult-to-reach places, while the printed questionnaire was administered to participants located in easy-to-access places by the team members in person.

The response rate
The study used census approach. Therefore, the study team envisaged high response rate. However, because some graduates had left their leadership profession for other opportunities during the field visits, the team could not get 100 percent response rate. The final response rate was 78.0%, meaning that 117 out of 150 graduates eligible to participate in the study completed the survey questionnaire. This is a good enough response rate, meaning that this response rate is known to support validity of survey studies (Morton, Bandara, Robinson, Car; 2012).

Analyses of quantitative data
Qualitative data is analyzed with SPPP 20. Descriptive statistics like mean, standard deviation, and percentage are used in the analyses.

Decision of graduates to study at Paro College of Education
The graduates were asked about important factors that made them pursue their studies at Paro College of Education. Table 3 presents the results.

Table 3 Factors influencing graduates' decision to study at Paro College of Education

	Variables	Mean	S D	1(%)	2 (%)	3(%)	4 (%)	5 (%)	Total (%)
a	Neighborhood to home of parents or other relatives	2.59	1.44	35.0	17.1	11.1	27.4	9.4	100.0
b	Grant when studying at the college	2.98	1.48	26.7	13.8	9.5	34.5	15.5	100.0
c	Favourable accommodation possibilities for students on the campus	3.31	1.45	13.7	24.8	6.0	28.2	27.4	100.0
d	Attractiveness of town or region	2.16	1.38	47.9	19.7	8.5	16.2	7.7	100.0
e	Reputation of the college among employers	3.73	1.26	8.5	12.0	9.4	38.5	31.6	100.0
f	Practice-orientated education in educational leadership	4.25	0.96	1.7	7.7	3.4	38.5	48.7	100.0
g	Chance for specialization in educational leadership	4.44	0.79	.9	3.4	3.4	35.0	57.3	100.0
	Cronbach's alpha=0.84								

1=Not at all, 2= Somewhat important, 3=Do not know, 4=Important, 5=Very important

As shown in Table 3, practice-orientated education in educational leadership and chance for specialization in educational leadership are primary reasons for pursing the programme. Also, the participants seem to agree among themselves on the reasons as indicated by low standard deviations. This commonality among the participants indicates that they joined Paro College of Education purely for professional development. As indicated in Table 3, the graduates seem to be less concerned with the grants to support their education than their interest in the programme, indicating that the graduates pursued the programme because of its benefits.

Faculty's emphasis on the elements of teaching and learning
The graduates were asked to what extent some elements of teaching and learning were emphasized by the faculty. Table 4 shows the elements and the percentages of the graduates who reported the extent to which the elements were emphasized.

Table 4. Elements of teaching and learning and percentages of graduates

	Variable	Mean	SD	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)	Total (%)
a	Facts and instrumental knowledge	4.08	.85	.9	8.6	.9	61.2	28.4	100.0
b	Theories, concepts or paradigms	4.41	.67	.0	3.4	0	48.7	47.9	100.0
c	Attitudes and socio-communicative skills	4.21	.68	.0	2.6	6.8	58.1	32.5	100.0
d	Independent learning	4.27	.81	.0	5.2	6.9	44.0	44.0	100.0
e	Regular class attendance	4.59	.72	.0	2.6	6.0	21.6	69.8	100.0
f	Teacher as the main source of information and understanding	3.81	1.12	4.3	13.9	5.2	49.6	27.0	100.0
g	Freedom to choose research project	4.45	.85	.0	6.0	5.2	26.7	62.1	100.0
h	Project and problem-based learning	4.15	.85	.9	6.1	6.1	51.3	35.7	100.0
i	Direct acquisition of work experience	4.03	.75	.0	6.0	8.5	62.4	23.1	100.0
j	Out-of-class communication between students and staff	3.61	1.17	5.1	18.8	7.7	47.0	21.4	100.0
k	Writing a thesis	4.30	.96	1.7	7.0	4.3	33.9	53.0	100.0
l	Detailed regular assessment of academic progress	4.27	.79	.0	4.4	7.9	43.9	43.9	100.0
m	Duration of the study time	4.30	.87	2.6	2.6	3.4	44.8	46.6	100.0
Cronbach's alpha=0.75									

1=Not at all emphasized, 2= somewhat emphasized, 3=Do not know, 4=emphasized, 5= Highly emphasized

As shown in Table 4, teachers as the main source of information and understanding (M=3.81, SD=1.12) and out-of-class communication between students and staff (M=3.61, SD=1.17) are less emphasized compared to other elements of teaching and learning. The graduates' report of not emphasizing teachers as the main source of information and understanding indicates a certain level of disconnect between the faculty and the students in understanding the subject matter. Likewise, low score on out-of-class communication between students and staff is indicative of disconnect between the students and the faculty. Altogether, these shows structural deficiencies in the programme that are related to poor teaching and learning environment.

Regular class attendance (M=4.59, SD=0.72) and freedom to choose a research project (M=4.45, SD=0.85) are reported to be highly emphasized. While the former is indicative of policy requirement, the latter is indicative of the programme catering to individual needs.

Study provisions and conditions

The graduates were asked to rate the study provisions and conditions on a five-point Likert scale. The results are shown in Table 5.

Table 5. Study provisions and conditions

	Variable	Mean	SD	1(%)	2(%)	3(%)	4(%)	5(%)	Total (%)
a	Academic advice offered in general	4.20	0.77	.9	4.3	3.4	57.3	34.2	100.0
b	Assistance or advice for your assignments	4.28	0.81	.9	4.3	4.3	47.0	43.6	100.0
c	Module content	4.50	0.66	0	2.6	1.7	39.3	56.4	100.0
d	Variety of modules offered	4.36	0.70	0	3.4	2.6	48.7	45.3	100.0
e	Design of degree program	4.22	0.80	0	4.3	10.3	44.0	41.4	100.0
f	Testing/grading system	3.91	0.90	0	12.1	8.6	55.2	24.1	100.0
g	Opportunity to choose research project	4.46	0.77	0	5.2	1.7	35.3	57.8	100.0
h	Practical emphasis of teaching and learning	4.10	0.88	0	8.6	7.8	48.3	35.3	100.0
i	Teaching quality	4.23	0.77	0	5.1	5.1	51.3	38.5	100.0
j	Chances to participate in	4.18	0.76	0	4.3	8.5	52.1	35.0	100.0
k	Research emphasis of teaching and learning	4.23	0.81	.9	4.3	5.2	50.0	39.7	100.0
l	Provision for work placements and other work experiences	3.90	0.87	0	9.5	14.7	52.6	23.3	100.0
m	Opportunity for out-of-class contacts with teaching staff	3.71	1.07	3.5	13.0	15.7	44.3	23.5	100.0
n	Contacts with fellow students	3.92	0.95	1.8	9.6	9.6	52.6	26.3	100.0
o	Chances for students to have an impact on university policies	3.55	1.00	3.4	12.0	26.5	42.7	15.4	100.0
p	Books in libraries	4.36	0.85	.9	5.2	3.4	37.9	52.6	100.0
q	ICT facilities	4.29	0.91	1.7	4.3	7.0	37.4	49.6	100.0
r	Supply of teaching materials	3.96	0.89	.9	7.8	12.9	51.7	26.7	100.0
s	Classroom facilities	4.15	0.91	2.6	5.1	4.3	51.3	36.8	100.0
	Cronbach's alpha=0.87								

1=Not at all useful, 2= Somewhat useful, 3=Do not know, 4=Useful, 5= Very useful

As shown in Table 5, testing/grading system (M=3.91, SD=0.9), the provision for work placements and other work experiences (M=3.9, SD=0.87), opportunity for out-of-class contacts with teaching staff (M=3.71, SD=1.07), contacts with fellow students (M=3.92, SD=0.95), chances for students to have an impact on university policies (M=3.55, SD=1.00), and supply of teaching and learning materials (M=3.96, SD=0.89) are rated comparatively low.

On the whole, Table 5 shows that the graduates are mostly appreciative of the study provisions and conditions. However, a relatively low scores on testing/grading system indicates a certain level of dissatisfaction among the graduates. It is very likely that the dissatisfaction is related to the current assessment practices, including the assessment load and frequency. Likewise, low scores on opportunity for out-of-class contacts with teaching staff is indicative of a weak teacher-student professional attachment. Similarly, low scores on contacts with fellow students is indicative of low cooperative teaching and learning strategies. Furthermore, low scores on chances for students to have an impact on university policies is indicative of the programme being rigidly non-responsive to the needs and aspirations of the graduates. Finally, low scores on supply of teaching and learning materials is indicative of either not deploying relevant teaching materials or using minimal teaching and learning materials.

Usefulness of the programme modules

The graduates were asked to rate the usefulness of modules offered by the programme, and Table 6 shows the result of the responses.

Table 6 Modules and their usefulness

	Modules	Mean	SD	(1) %	(2) %	(3) %	(4) %	(5) %	Total (%)
a	The Role of Principal	4.84	0.51	0	1.7	.9	9.4	88.0	100.0
b	Principles of Learning	4.50	0.73	.9	2.6	.9	37.6	58.1	100.0
c	Introduction to Educational Leadership	4.71	0.57	0	1.7	.9	22.2	75.2	100.0
d	Leadership and Administration	4.78	0.44	0	0	.9	20.7	78.4	100.0
e	Approaches to Research Methods in Education	4.56	0.74	0	4.3	1.7	27.6	66.4	100.0
f	Staff Development and Monitoring	4.50	0.73	.9	1.7	3.4	34.5	59.5	100.0
g	Curriculum Theories	4.17	0.84	.9	6.8	2.6	53.8	35.9	100.0
h	Dynamics of Change	4.62	0.52	0	0	1.7	34.2	64.1	100.0
i	Professional Development and Supervision	4.41	0.73	0	4.3	1.7	42.7	51.3	100.0
j	Selected Topics in Education	4.08	0.83	0	6.9	9.5	52.6	31.0	100.0
k	Research Project/Dissertation	4.29	0.86	.9	4.3	8.5	37.6	48.7	100.0
	Cronbach's alpha=0.87								

1=Not at all useful, 2= Somewhat useful, 3=Do not know, 4=Useful, 5=Very useful

As shown in Table 6, the overall ratings of the modules tend to stretch towards the modules being very useful. However, curriculum theories (M=4.17, SD=0.84), selected topics in education (M=4.08, SD=0.83), and research project/dissertation (M=4.29, SD=0.86) have comparatively greater disagreements among the respondents as indicated by comparatively higher standard deviations, indicating inconsistent judgement of the usefulness of the modules. Also, these

modules have been rated very useful by less than 50% of the respondents. ***Usefulness of the programme to graduates' professional success***

The graduates were asked to rate the usefulness of the programme to their professional success, and Table 7 shows the result.

Table 7. Usefulness of the programme to graduates' professional success

Variable		Mean	SD	(1) %	(2) %	(3) %	(4) %	(5) %	Total (%)
a	Switching job after finishing your studies	3.15	1.22	11.2	19.8	26.7	27.6	14.7	100.0
b	Fulfilling your present professional tasks	4.45	0.73	0	3.4	3.4	37.9	55.2	100.0
c	Future professional development/career	4.17	0.96	1.7	6.0	10.3	37.1	44.8	100.0
d	Development of your personality/education	4.38	0.75	0	4.3	3.4	42.2	50.0	100.0
e	Economic development of the country	3.41	1.07	4.3	13.8	36.2	27.6	18.1	100.0
	Cronbach's alpha=0.74								

1=Not at all useful, 2= Somewhat useful, 3=Do not know, 4=Useful, 5=Very useful

As indicated in Table 7, switching job after study (M=3.15, SD=1.220 and economic development of the country (M=3.14, SD=1.07) have comparatively lower ratings, but disagreements among the respondents are comparatively high. Further, while the future professional development/career has a good rating, the disagreement among the respondents is also comparatively high.

Low mean score on switching job after study is not surprising because policies are in place which restrict teachers from switching jobs. However, low mean score on economic development of the country is indicative of the leadership in school environment being remote in multi-layered structure of the country's economic dynamics. Finally, comparatively higher standard deviation on the graduates' perspectives about the usefulness of the programme in their future professional development/career is indicative of inconsistent benefits of the programme to the graduates as a whole.

Likelihood of choosing a programme again

The graduates were asked to rate the likelihood of choosing a programme again if they were given a choice, and Table 8 shows the result.

Table 8. Likelihood of choosing a programme again

	Variable	Mean	SD	(1) %	(2)%	(3) %	(4) %	(5) %	Total (%)
a	The same course of study	3.14	1.36	19.7	13.7	13.7	39.3	13.7	100.0
b	The same college	3.36	1.31	13.7	13.7	14.5	39.3	18.8	100.0
c	PhD	3.53	1.34	11.2	12.9	17.2	28.4	30.2	100.0
d	MEd	3.04	1.36	21.6	11.2	22.4	31.0	13.8	100.0
e	Not to study at all	2.02	1.20	52.6	7.8	28.4	7.8	3.4	100.0
	Cronbach's alpha=0.61								

1=Not likely at all, 2= Somewhat likely, 3=Do not know, 4=Likely, 5=Very likely

As shown in Table 8, the mean scores on the programmes are a little above average with high standard deviations. However, the graduates are also willing to pursue other studies as indicated by low mean score on choosing not to study at all. Given a choice, the graduates would choose a PhD programme as shown by a comparatively high mean score.

The results in Table 8 indicate that the programme need to be attractive and motivating for it to become the first choice of prospective students, and it appears that this can be done because of non-uniform perspectives among the respondents as indicated by high standard deviations. Although some inconsistencies persist, the respondents have better scores on the likelihood of choosing a PhD programme in the College.

Competencies at the time of graduation

The graduates were asked to rate their competencies in different areas at the time of graduation. Table 9 shows the result.

Table 9. Competencies at the time of graduation

	Competencies	Mean	SD	(1) %	(2) %	(3) %	(4) %	(5) %	Total %
a	Broad general knowledge	3.66	0.97	0	20.7	7.8	56.9	14.7	100.0
b	Cross-disciplinary thinking/knowledge	3.77	1.00	0	19.7	5.1	53.8	21.4	100.0
c	Field-specific theoretical knowledge	3.63	0.93	0	19.0	11.2	57.8	12.1	100.0
d	Field-specific knowledge of methods	3.54	1.03	0	24.8	12.0	47.9	15.4	100.0
e	Foreign language proficiency	3.26	1.11	3.4	30.8	12.8	42.7	10.3	100.0
f	Computer skills	3.22	1.12	3.4	32.5	12.8	41.0	10.3	100.0
g	Understanding complex social, organisational and technical systems	3.38	1.05	.9	27.6	17.2	41.4	12.9	100.0
h	Planning, co-ordinating and organising	3.95	0.94	0	13.7	5.1	53.8	27.4	100.0
i	Applying rules and regulations	3.66	1.08	1.7	21.6	5.2	51.7	19.8	100.0
j	Economic reasoning	3.03	1.06	6.0	30.8	22.2	35.9	5.1	100.0
k	Documenting ideas and information	3.60	1.03	2.6	19.0	7.8	56.9	13.8	100.0
l	Problem-solving ability	3.69	0.95	0	19.7	6.0	59.8	14.5	100.0
m	Analytical competencies	3.65	0.96	.9	17.9	10.3	57.3	13.7	100.0
n	Learning abilities	3.66	0.98	0	22.2	4.3	59.0	14.5	100.0
o	Reflective thinking, assessing one's own work	3.91	0.87	0	12.1	6.0	60.3	21.6	100.0
p	Creativity	3.43	1.02	0	29.1	9.4	51.3	10.3	100.0
q	Working under pressure	3.49	1.21	6.9	18.1	15.5	37.9	21.6	100.0
r	Accuracy, attention to detail	3.46	0.96	0	24.8	12.8	53.8	8.5	100.0
s	Time management	3.94	0.86	0	12.0	4.3	61.5	22.2	100.0
t	Negotiating	3.68	0.98	.9	17.9	10.3	54.7	16.2	100.0
u	Fitness for work	3.68	0.92	.9	17.1	6.0	65.0	11.1	100.0
v	Manual skills	3.42	1.00	.9	24.8	16.2	47.9	10.3	100.0
w	Working independently	3.77	1.01	0	19.7	6.0	52.1	22.2	100.0
x	Working in a team	4.26	0.80	0	6.9	1.7	50.0	41.4	100.0
y	Initiative	3.86	0.99	.9	14.7	7.8	50.9	25.9	100.0
z	Adaptability	3.97	0.91	0	13.7	1.7	58.1	26.5	100.0
aa	Assertiveness, decisiveness, persistence	3.85	0.96	.9	12.8	11.1	51.3	23.9	100.0
ab	Power of concentration	3.71	0.97	0	18.8	9.4	53.8	17.9	100.0
ac	Getting personally involved	3.99	0.92	0	12.8	4.3	53.8	29.1	100.0
ad	Loyalty, integrity	4.24	0.87	.9	6.8	2.6	47.0	42.7	100.0
ae	Critical thinking	3.90	0.90	0	13.7	5.1	59.0	22.2	100.0
af	Oral communication skills	3.85	0.91	0	15.4	3.4	61.5	19.7	100.0
ag	Written communication skills	3.81	0.90	0	15.5	5.2	62.1	17.2	100.0
ah	Tolerance, appreciating of different points of view	4.08	0.89	0	11.2	1.7	55.2	31.9	100.0
ai	Leadership	4.03	0.85	0	10.3	3.4	59.8	26.5	100.0
aj	Taking responsibilities, decisions	4.16	0.82	0	8.5	.9	56.4	34.2	100.0

	Cronbach's alpha=0.97								

1=Not at all, 2= To some extent, 3=Not sure, 4=To high extent, 5=To very high extent

As shown in Table 9, the respondents' mean scores on the skills are slightly above the mean of the scale. However, there are greater disagreements on some skills than others as shown by higher standard deviations. This table must be read in relation to Table 10.

Competencies required at work place

Graduates were asked to rate the competencies required at their work place. Table 10 shows the result.

Table 10. Competencies required at the work place

	Competencies	Mean	SD	(1) %	(2) %	(3) %	(4) %	(5)%	Total %
a	Broad general knowledge	4.26	0.80	0	6.9	1.7	50.0	41.4	100.0
b	Cross-disciplinary thinking/knowledge	4.29	0.70	0	4.3	.9	56.0	38.8	100.0
c	Field-specific theoretical knowledge	4.25	0.77	0	5.2	4.3	50.4	40.0	100.0
d	Field-specific knowledge of methods	4.30	0.76	0	5.2	2.6	48.7	43.5	100.0
e	Foreign language proficiency	3.92	1.00	2.6	9.6	9.6	49.6	28.7	100.0
f	Computer skills	4.15	0.93	.9	0.0	10.5	50.0	38.6	100.0
g	Understanding complex social, organisational and technical systems	4.35	0.73	.0	4.3	1.7	48.7	45.2	100.0
h	Planning, co-ordinating and organising	4.57	0.65	0	2.6	.9	33.0	63.5	100.0
i	Applying rules and regulations	4.18	0.89	.9	7.9	3.5	48.2	39.5	100.0
j	Economic reasoning	3.68	0.98	.9	16.5	13.9	51.3	17.4	100.0
k	Documenting ideas and information	4.33	0.70	.9	1.7	2.6	53.0	41.7	100.0
l	Problem-solving ability	4.43	0.70	0	3.5	1.7	43.5	51.3	100.0
m	Analytical competencies	4.46	0.67	.0	2.6	1.8	43.0	52.6	100.0
n	Learning abilities	4.31	0.74	0	4.3	3.5	48.7	43.5	100.0
o	Reflective thinking, assessing one's own work	4.43	0.69	0	2.6	3.5	41.7	52.2	100.0
p	Creativity	4.34	0.77	0	5.2	2.6	45.2	47.0	100.0
q	Working under pressure	3.78	1.15	3.5	13.9	15.7	34.8	32.2	100.0
r	Accuracy, attention to detail	4.22	0.69	0	3.5	4.4	58.8	33.3	100.0
s	Time management	4.60	0.67	.9	.9	2.6	28.7	67.0	100.0

t	Negotiating	4.21	0.89	.0	9.6	2.6	45.2	42.6	100.0
u	Fitness for work	4.28	0.71	.9	1.7	4.3	54.8	38.3	100.0
v	Manual skills	3.74	0.97	.9	15.7	11.3	53.0	19.1	100.0
w	Working independently	3.78	1.08	0	21.7	6.1	44.3	27.8	100.0
x	Working in a team	4.63	0.66	.9	.9	1.7	27.8	68.7	100.0
y	Initiative	4.46	0.75	.9	2.6	2.6	36.8	57.0	100.0
z	Adaptability	4.45	0.70	.9	1.7	1.7	42.6	53.0	100.0
aa	Assertiveness, decisiveness, persistence	4.44	0.68	.9	.9	2.6	44.3	51.3	100.0
ab	Power of concentration	4.30	0.81	0	6.1	3.5	45.2	45.2	100.0
ac	Getting personally involved	4.30	0.78	.9	3.5	4.3	47.8	43.5	100.0
ad	Loyalty, integrity	4.61	0.70	.0	3.5	1.7	25.2	69.6	100.0
ae	Critical thinking	4.48	0.71	0	2.6	4.3	35.7	57.4	100.0
af	Oral communication skills	4.41	0.76	.9	3.5	.9	43.5	51.3	100.0
ag	Written communication skills	4.40	0.80	.9	4.4	.9	41.2	52.6	100.0
ah	Tolerance, appreciating of different points of view	4.54	0.61	0	1.7	.9	39.1	58.3	100.0
ai	Leadership	4.65	0.59	0	1.7	.9	27.8	69.6	100.0
aj	Taking responsibilities, decisions	4.62	0.62	0	1.7	1.7	29.6	67.0	100.0
	Cronbach's alpha=0.96								

1=Not at all, 2= To some extent, 3=Not sure, 4=To high extent, 5=To very high extent

As shown in Table 10, the respondents have high mean scores on the skills. The disagreements among the respondents on the scores are low as compared to their scores on the same skills reported in Table 9.

The levels of competencies at the time of graduation and work place are compared

The perceived competencies are compared with the help of a bar graph as shown in Figure 3. As shown in the graph, level of requirement of the competencies at work place is greater than the level of the same competencies reported to have possessed at the time of graduation.

Graduates' knowledge and Skills possed at the time of graduation and demanded at work place

■ Mean of knowledge and skills required at work place   ■ Mean of knowledge and skills at the time of graduationW
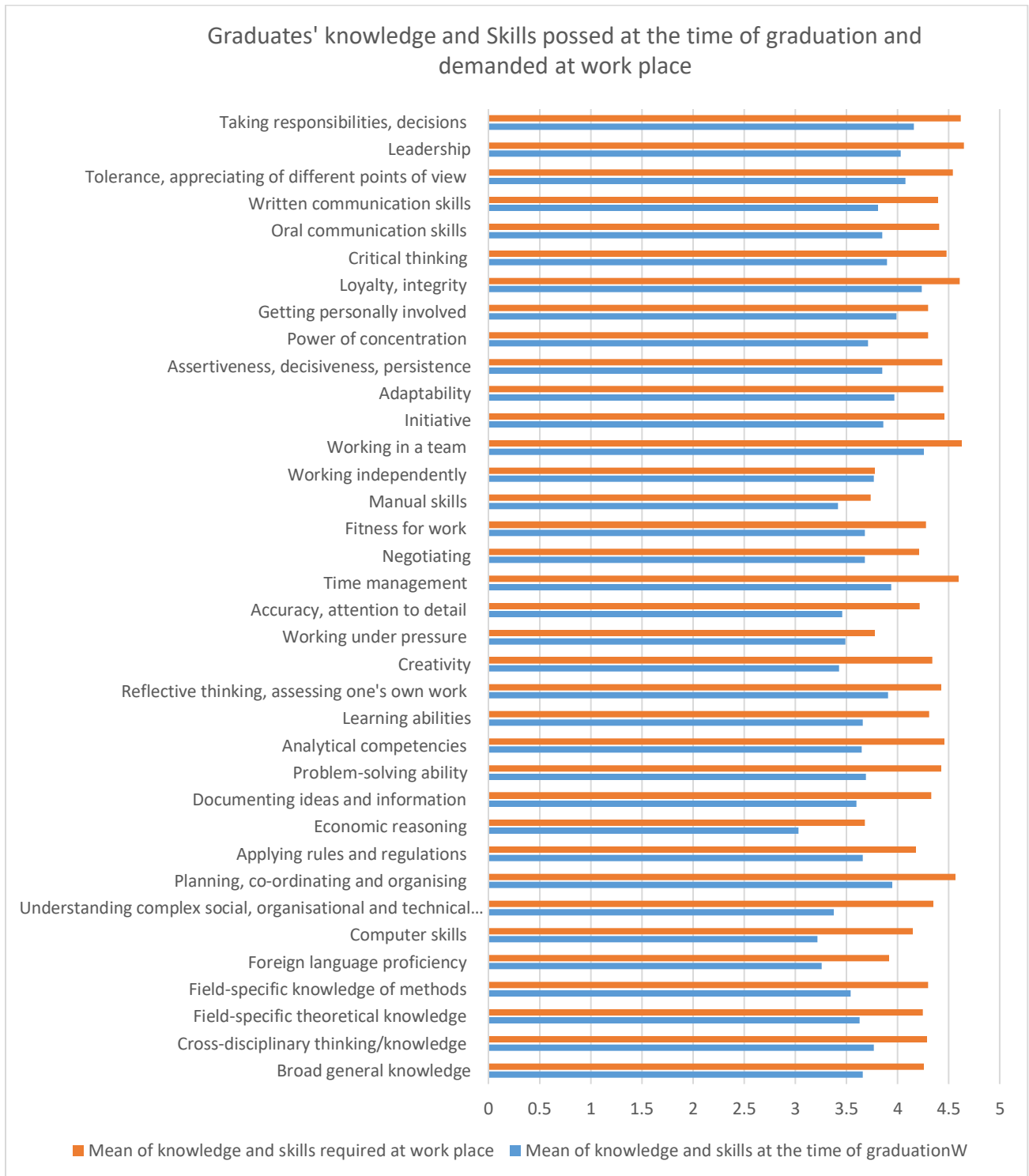
On further analysis of the levels of competencies by comparing the mean scores by using Wilcoxon's signed-ranked test (See Table 11-13), the mean of the competencies required in school work environment is significantly higher (M=4.32) than the same competencies possessed at the time of graduation (M=3.76), T=278, p<.000, r=-.75. As shown by the large effect size (r=-.75),

the difference in the competencies requirement is significant enough to merit appropriate interventions.

Table 11. Descriptive test

	N	Mean	Std. Deviation	Minimum	Maximum
Mean Score of competencies at time of graduation	107	3.7560	.66632	1.94	5.00
Mean Score of competencies required at work place	109	4.3234	.50969	1.67	5.00

Table 12. Rank

		N	Mean Rank	Sum of Ranks
Mean Score of competencies required at work place minus Mean Score of competencies at time of graduation	Negative Ranks	12a	23.17	278.00
	Positive Ranks	85b	52.65	4475.00
	Ties	5c		
	Total	102		

a. Mean Q8 < Mean Score

b. Mean Q8 > Mean Score

c. Mean Q8 = Mean Score

Table 13. Test Statisticsa

	Mean Q8 - Mean Score
Z	-7.552b
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Importance of job characteristics to graduates

The graduates were asked to rate the importance of some characteristics of jobs as shown in Table 14.

Table 14. Importance of job characteristics

Job characteristics		Mean	SD	(1) %	(2)%	(3) %	(4) %	(5) %	Total %
a	Largely independent planning of my own work	3.69	1.16	2.6	22.2	4.3	45.3	25.6	100.0
b	Opportunity for research	4.15	0.92	0	11.1	2.6	47.0	39.3	100.0
c	Clear and well-ordered tasks	4.36	0.68	0	1.7	6.0	47.0	45.3	100.0
d	Possibility of using acquired qualifications	4.19	0.73	0	4.3	6.0	56.4	33.3	100.0
e	High safety of the workplace	4.26	0.77	0	3.4	9.4	44.4	42.7	100.0
f	Social respect and acceptance	4.35	0.73	0	3.4	4.3	45.7	46.6	100.0
g	Possibility to develop and realize own ideas	4.22	0.70	0	4.3	2.6	59.8	33.3	100.0
h	Good working atmosphere	4.54	0.74	0	4.3	1.7	29.9	64.1	100.0
i	Chances to obtain further professional qualifications	4.18	0.98	1.7	7.7	6.8	38.5	45.3	100.0
j	High income	3.40	1.22	11.2	9.5	26.7	33.6	19.0	100.0
k	Chances of political influence	2.84	1.11	16.2	14.5	46.2	15.4	7.7	100.0
l	To work in a demanding job	3.53	1.06	3.4	17.1	18.8	44.4	16.2	100.0
m	Good promotion prospects	3.62	1.23	7.8	13.9	13.0	39.1	26.1	100.0
n	Lot of free time	2.43	1.23	28.2	29.1	21.4	14.5	6.8	100.0
o	Assumption of coordinating and management tasks	3.32	1.18	8.6	19.0	17.2	42.2	12.9	100.0
p	Possibility of team-work	4.31	0.75	0	5.1	1.7	50.4	42.7	100.0
q	Chances to do something useful for society	4.26	0.85	.9	5.1	6.0	43.6	44.4	100.0
	Cronbach's alpha=0.87								

1=Not at all, 2= Somewhat important, 3= Do not know, 4=Important, 5= Very important

As shown in Table 14, some characteristics have comparatively lower mean scores than other characteristics. Also, disagreements among the respondents on the characteristics with low scores are higher than the characteristics with higher scores, indicating differing perspectives about the importance.

Relevancy and currency of M. Ed in Educational Leadership and Management programme

The graduates were asked to rate the relevancy and currency of the programme as in Table 15.

Table 15. Relevancy and currency of the programme

	Variable	Mean	SD	(1) %	(2) %	(3) %	(4) %	(5) %	Total %
a	Relevancy	4.37	0.86	1.8	4.4	.9	40.7	52.2	100.0
b	Currency	3.95	0.91	.9	8.8	12.4	50.4	27.4	100.0
	Cronbach's alpha=0.77								

1=Not at relevant and currentl, 2= Somewhat relevant and current, 3=Not sure, 4=Relevant and current, 5= Very relevant and current

As shown in Table 15, the currency of the programme has lower mean score than its relevancy, indicating that while the programme is relevant to the leadership in school environment, it is not current as perceived by the graduates.

Changes desired by graduates

The graduates were asked, if they would like to change certain characteristics of the programme as shown in Table 16.

Table 16. Desired changes by the graduates

	Change areas	Mean	SD	(1) %	(2)%	Total (%)
a	College library	1.47	0.50	52.5	47.5	100.0
b	Classroom space	1.59	0.49	39.8	60.2	100.0
c	Computer facilities (hardware)	1.39	0.49	61.0	39.0	100.0
d	Computer facilities (software)	1.25	0.43	74.6	25.4	100.0
e	Other facilities	1.23	0.42	76.9	23.1	100.0
f	Study programme	1.24	0.43	76.3	23.7	100.0
g	Curriculum	1.29	0.46	70.3	29.7	100.0
h	Workshop training	1.14	0.35	86.4	13.6	100.0
i	Practical work	1.24	0.43	75.4	24.6	100.0
j	Research	1.23	0.42	75.4	24.6	100.0
k	Counseling	1.46	0.50	53.8	46.2	100.0
l	Other study programmes	1.32	0.47	67.5	32.5	100.0
m	Teaching and learning	1.38	0.49	62.7	37.3	100.0
n	Methods of teaching	1.38	0.49	62.7	37.3	100.0
o	Availability of lecturers	1.37	0.49	62.7	37.3	100.0
	Cronbach's alpha=0.90					

1= Yes, 2= No.

As shown in Table 16, more than three-fifths of the graduates wish that they could change almost all attributes of the programme, indicating the need for a thorough review of the attributes. The standard deviations show that the respondents agree on their views about the areas of changes.

Analyses of qualitative data

Qualitative data, as mentioned in an earlier section, is processed from the participants' responses to open-ended questions embedded in the survey questionnaire. In line with the framework method of analyzing qualitative data (Gale, Heath, Cameron, Rashid, & Rewood, 2013; Ritchie & Lewis, 2003), the responses were analyzed. The process resulted in the following themes.

Professional knowledge and skills in leading and managing schools

The graduates are of the view that the programme prepared them to be instructional leaders rather than simply being the manager in educational setting. Corroborating with Bennis's view (1994), one of the graduates said, "The programme has enhanced my leadership qualities and how to execute the task at hand. The M. Ed programme helped me to understand my roles better." Another graduate says, "Knowledge of leadership has improved to analyze the situation, strengthens management skills, improved coordination and organizational skills."

Incentives

It emerged that the graduates experienced varying degrees of incentives because of M. Ed certificate. Graduates are not happy with the incentives they are provided with during enrolment in the programme, "The part-time M.Ed pursuing L & M at PCE incur loss in terms of both time and monetary entitlements because they are paid only monthly stipend and do not get a separate regular in school/session time to complete their thesis." However, graduates are happy with their career mobility, "I was able to apply for the post of Cluster Lead Teacher (CLT) post at P1 Level which requires Master's Degree qualification & with my position level at P1."

Research projects

Graduates have positive disposition towards research projects, "Doing research helped to solve the problems face by the school. Research has helped him [me] to become a good leader." However, they also indicated lack of adequate time for carrying out research projects, "We do not have adequate time for research back in the schools amidst a busy academic schedule."

Tutors

Graduates found the tutors professional, caring, and knowledgeable. One of the graduates says, "The course tutors were inspiring and learned a lot from them." Another says, "They were handled by experienced and expert educationists." On the other hand, some graduates say, "Some tutors were incompetent and inexperienced because of which they fail to cater to the needs of the learners."

Modules and their relevance

Graduates find the modules relevant and useful. One of the graduates says, "Modules were developed based on the Bhutanese context and they can be instantly used in the school." Another graduate says, "The programme provides an avenue/platform for an individual to rededicate their services in the field of teaching and leadership."

Service facilities

Overall, graduates had positive experience with service facilities offered by the College. Graduates are happy with library and ICT services, "Library and computer facilities were the ones that they really enjoyed during their residential school in the College." Likewise, hostel services are also

found satisfactory, "Accommodation facilities provided by the College were satisfactory with good lighting facilities and Wi-Fi connection." They are also happy with classrooms, "The classrooms were conducive with good space and heating systems." However, they recommend, "Some graduates recommended that the classrooms be equipped with digital smart board connected to high speed Internet."

Discussion

It is possible to match the model components, the outcomes, and the questions to one another based on their common thematic reference. Accordingly, Table 17 shows the relationship among the model components, the outcomes, and the questions.

Table 17. Matrix of model components, outcomes, and questions

Model Components	Outcomes	Questions
Context	1,6,7,8,10	1,5,6,9,11,12
Input	3	3
Process	2	2
Output	4,5,9	4,7,8,10,13,14

Questions 1-11 are quantitative items, while Questions 12-14 are open-ended response items. Table 17 shows how quantitative and qualitative data cross validate the conceptual framework shown in Figure 2.

Context

As mentioned earlier, the context provides enabling conditions for the other components of the model. Therefore, the overall perception of the graduates at the context level is that the programme is helpful to their professional career, but not as helpful to switching jobs outside of their career in education. Also, the graduates are of the perception that the programme is not recognized by agencies other than the Ministry of Education of the Royal Government of Bhutan. However, the graduates reported that they chose to pursue the programme for its practice-oriented outlook and its capacity to enable them to pursue further studies.

Input

At the input level, the graduates have very good perception about teaching and learning provisions. However, with the graduates viewing tutors as only alternative to other sources of learning, it would be in the interest of the programme to review tutors' contributions to teaching and learning in terms of their teaching habits and related performances as tutors. Also, with the graduates reporting negatively about the provision for out-of-class communication with the tutors, it may be in the interest of the programme to review the mode of communication between students and tutors in terms of in-campus and off-campus teaching and learning activities. Furthermore, the graduates are of the perceptions that some modules are not relevant to their leadership roles, calling for in-depth scrutiny when reviewing the programme.

Process

At the process level, the graduates have positive perceptions about teaching and learning activities. However, as with the inputs, the graduates are of the perception that tutors do not play fundamental

role in facilitating deep learning in the class. Also, the graduates are of the perception that the out-of-class communication between tutors and graduates are very minimal. Therefore, it may be in the interest of the programme to review these components of teaching and learning.

Output

Finally, at the output level, the graduates are largely happy with what they have acquired from the programme. However, they have some expectations for changes in the programme, indicating that the programme would be better with the changes than without the changes.

Areas for improvement

The study indicates several areas of improvement in the programme. First, the M. Ed programme must be made more practice-oriented in educational leadership and management with scope for further specialized learning in the form of M. Phil or PhD as these features mainly motivated the graduates to enroll in the programme. Second, the M. Ed programme institute a systemic routine where graduates look upon their tutors as the key source of knowledge and skills. Third, the M. Ed programme institute a systemic routine where graduates are encouraged to make out-of-class communication with tutors and colleagues. Fourth, the M. Ed programme include provisions for work placements and experiences for its students. Fifth, the M. Ed programme review its modules like curriculum theories, research project, and selected topics in education for they seemed to have different relevance and utility to students. Sixth, the M. Ed programme may explore ways of enabling its graduates to switch jobs and enhance career mobility. The programme may also highlight its relevance to the overall economic development of the country. Seventh, the M. Ed programme may explore ways to include educational leadership competencies required by its graduates in school environment based on leadership roles, responsibilities, and activities performed in schools. Eight, the M. Ed programme be reviewed both in terms of its currency and relevancy in educational leadership in school environment. Finally, the M. Ed programme must be reviewed in terms of the modules and the changes suggested by the graduates.

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སྤྱ་རོ་ཤེས་རིག་མཐོ་རིམ་སློབ་གྲྭའི་གཙུག་ལག་མཐོ་རིམ་ཆོང་ཁ་ཤེས་ཡོན་ལས་རིམ་གྱི་ཕན་ནུས་ཞིབ་འཇུག།

བསམ་གཏན་མཐར་ཕྱིན།, རིན་ཆེན་ཚེ་དབང་།2 བཀྲ་ཤིས་སྟོབས་རྒྱས།3 སྐལ་བཟང་རྡོ་རྗེ།4

་བསྡུས་དོན།

ཞིབ་འཇུག་འདི་གཙོ་བོར་ སྤྱ་རོ་ཤེས་རིག་མཐོ་རིམ་སློབ་གྲྭའི་ གཙུག་ལག་མཐོ་རིམ་ཆོང་ཁའི་ཤེས་ཡོན་ལས་རིམ་ འདི་གིས་ ཕན་ནུས་བཏུག་དཔྱད་འབད་ཞིའི་དོན་ལུ་ འབད་དེ་ཡོདཔ་ ཨིན་ དེ་ཡང་ རྒྱལ་འཛིན་གཙུག་ལག་སློབ་སྟེའི་ལས་ལུགས་དང་འབྲེལ་ཏེ་ ལས་རིམ་འདི་བསྐྱར་ཞིབ་འབད་ཞིའི་དུས་ཚོ་རར་ཡོདཔ་ལས་ ཕན་ནུས་ཞིབ་འཇུག་འདི་འགོ་འཛིན་འཐབ་ཅི་ ཞིབ་འཇུག་འདི་ ཐབས་ཤེས་སྤྱོ་མའི་ནང་གསེས་ བྱུང་འབྱིལ་ཞིབ་འཆོལ་སྤེ་ མགོ་ཚམ་ དེ་བ་དྲིས་ལན་དང་ ཡིག་ཆ་དྲྭི་དཔྱད་ བཏུག་ཞིབ་གསུམ་ལག་ལེན་འཐབ་སྟོག་ལས་འབད་ཡོདཔ་ ཨིན་ དེ་ཡང་ དི་བ་དྲིས་ལན་ནང་གྲལ་གཏོགས་མི་གྲངས་ 14 དང་། བདུག་ཞིབ་ནང་མི་གྲངས་ 47 གིས་གྲལ་གཏོགས་འབད་བ་བཞུ་སྟེ། གནས་སྤྱང་བཟྲ་ལེན་འབད་ཡི། གནས་སྦྱང་ གཞན་ཡང་ སྤྱི་འཛིན་ཞིབ་དཔད་པའི་སྐྲ་ལན་དང་ སྤྱོང་ཚོན་ཕོག་ལུ་སྤྱོ་སྤྱོང་ བསམས་ལན་ཚུ་ཡང་ ཡིག་ཆ་དཔྱད་སྤེ་ལག་ལེན་འཐབ་ཅི་ ཞིབ་འཇུག་གི་གྲུབ་འབྲས་དང་འཕྲིབ་མ་ད་ སློབ་སྟོང་འདི་གིས་ བཅའ་མར་གཏོགས་མི་ཚུ་གི་ ཤེས་ཡོན་དང་ལྱང་རིག་འགྱུར་བ་ལུ་ ཕན་ཐོགས་སྦོམ་འབྱུང་སྦེ་ཡོདཔ་སྤེ་ གསལ་སྟོན་འབྱུང་ཡི་ ཨིན་རུང་ ལས་རིམ་དང་འབྲེལ་བའི་ མཐུན་རྐྱེན་གྱི་གྲགས་ལས་ ཤབ་ཁྲིབ་སྤྱོང་ཚོན་དང་འཛུལ་བའི་མགོ་ཚམ་ ཆོང་ཁའི་སྐྲ་དེག་ ཞིབ་འཆོལ་ཚོམ་ཡིག་གི་ པོན་སྟོན་དང་རྒྱལ་སྐྱོར་ ཚོམ་ཡིག་བྲི་ནིའི་དུས་ཡུན་ སྐྲ་སྐྱངས་ཀྱི་དུན་ ཡུན་ སྤྱོང་ཚོན་རེ་རེ་བཞིན་དུ་ལུ་ འཕྲི་སྤྱོན་དང་ ལེགས་བཅོས་འབད་དགོས་ཡོདཔ་སྤེ་ གསལ་སྟོན་འབྱུང་ཡི་ ཞིབ་འཇུག་འདི་ལུ་བརྟེན་ཏེ་ གཙུག་ལག་མཐོ་རིམ་ཆོང་ཁའི་ཤེས་ཡོན་ལས་རིམ་ གྱི་སྤྱུས་ཚོད་ ཡར་རྒྱས་གཏང་ནི་དང་ འབྲེལ་ཡོད་དབང་འཛིན་ཚུ་ལུ་ ལས་རིམ་དང་འབྲེལ་བའི་གནས་རྒྱ་ ཁ་གསལ་སྤྱོང་ཚོགས་ནི་ དེ་ལས་ ཆོང་ཁའི་སྐྲ་ཡིག་ཡར་རྒྱ་གཏང་ནི་ལུ་ སྨན་ཐབས་འབད་ཚོགས་པའི་དམིགས་གཏད་བསྐྱེད་ཡིན།

ཞིབ་འཇུག་གི་རྒྱབ་ཁུངས།

སྤྱ་རོ་ཤེས་རིག་མཐོ་རིམ་སློབ་གྲྭ་འདི་ སྤྱི་ལོ་ 1975 གི་ཟླ་ 11 པ་ནང་ལུ་ འགྲོ་ཕོག་ཨ་ལོ་གཅེས་སྐྱོང་སྐྱོང་བཟྲ་རྟེ་བ་ (Pre-school Care Training Centre) སྦེ་ ཁ་ཕྱེས་དང་པའི་ནང་ལུ་ སློབ་སྟོང་པ་བརྒྱ་ 4 སྦེ་ འགྲོ་བརྩགས་ནུག་ དེ་དང་ གཅིག་ཁར་ སློབ་སྟོང་པ་རྒྱགས་ སློབ་སྟོན་འབད་ཐབས་ཀྱི་ཐབས་ལམ་ཚུ་ སྤྱུང་བ་འབད་ཞིའི་དོན་ལུ་ དཔེ་སློབ་སློབ་གྲྭ་ཚིག་ཡང་ སློ་སྤྱི་སྤེ་ཡོད་རུང་ སྤྱི་ལོ་ 1985 ལུ་ སྤྱ་རོ་རྫོང་ཁག་ལུ་སྤྱོང་ དེ་ རིན་སྤྱུང་ས་གཞི་རིམ་སློབ་གྲྭ་སྦེ་བཏོ་ནུན་ པོ་ང་ བཏུ་ཕྱག་གཅི་གི་ རྒྱལ་ལས་ སྤྱི་ལོ་ 1985 ལུ་ སློབ་རིམ་བཅུ་པ་ མཐར་འཁྱོལ་མི་ཚུ་གི་དོན་ལས་ གཞི་འཛུགས་སློབ་དཔོན་གྱི་ལས་ཁྲིར་ (PTC) དང་། སྤྱི་ལོ་ 1991 སྤྱི་ཟླ་ 4 པའི་ནང་ལུ་ གལུང་ཁ་སློབ་དཔོན་གྱི་ལས་ཁྲིར་ (ZTC) ཡང་ འགྲོ་བཙུགས་ཏེ་ སེ་ཡང་ སློབ་དཔོན་སློབ་སྤྱོང་ལྟེ་བ་ (TTC) ཟེར་བདགས་ནུག སྤྱི་ལོ་ 1999 ལུ་ སློབ་རིམ་ 12 པ་ མཐར་འཁྱོལ་མི་ཚུ་གི་དོན་ལུ་ ཤེས་རིག་གཙུག་ལག་གཞི་རིམ་ གཞི་ འཛུགས་སློབ་དཔོན་ རྫོང་ཁ་དང་ཨིན་སྐད་ (B.Ed Primary Dzongkha & English) ཀྱི་སྤྱོང་བདྲ་ འགྲོ་བཙུགས་ཏེ་ སེ་ཡང་ རྒྱལ་ཡོངས་ཤེས་རིག་སྤྱེལ་ཁང་ (NIE) ཟེར་འབྱུར་ བཅོས་འབད་ནུག

སྤྱི་ལོ་ 2007 ལུ་ རྫོང་ཁའི་མཐོ་རིམ་ཤེས་ཡོན་འབར་འཁྱོལ་མི་ཚུ་གི་དོན་ལས་ རྫོང་ཁ་ནང་ལུ་ ཤེས་རིག་གཙུག་ལག་གཞི་རིམ་གོང་མའི་ལག་འཁྱུར་སློབ་སྤྱོང་ (PGCE) གི་ ལས་རིམ་ཡང་ འགྲོ་བཙུགས་ཡོད་པའི་ཁར་ སྤྱི་ལོ་ 2009 ལུ་ སློབ་རིམ་ 12 པ་མཐར་འཁྱོལ་མི་ཚུ་གི་དོན་ལུ་ རྫོང་ཁ་ཤེས་རིག་གཙུག་ལག་གཞི་རིམ་ ལོ་ངོ་བཞི་གི་རིང་ལུ་འབད་ནི་ འགྲོ་བཙུགས་ཏེ་ཡོདཔ་ཨིན།

སྤྱི་ལོ་ 2018 ལུ་ གཡོག་ནང་ཡོད་པའི་རྫོང་ཁ་དགེ་སྟོན་ཚུ་གི་ ཤེས་ཡོན་དང་རིག་རྩལ་གྱི་སྒོགས་གྲུབ་ ཡར་སེང་གི་གོ་སྐབས་སྤྱོ་ནིའི་དོན་ལུ་ ཤེས་རིག་སྐྲ་ཁ་གིས་ དགོས་མཁོ་ བཀོད་ཡོད་མི་དང་འཁྲིལ་ཏེ་ གཙུག་ལག་མཐོ་རིམ་ཆོང་ཁའི་ཤེས་ཡོན་ལས་རིམ་ (M.Ed.) ལོ་ང་ གསུམ་གྱི་རིང་ལུ་འབད་ནི་འདི་ བྱུར་འབད་ (Part-time) ཤེས་ཡོན་ལས་རིམ་སྦེ་ འགྲོ་བཙུགས་ནུག ད་ལྟོ་ཚུན་ཚོ་ པོ་ཏ་ལྱ་དང་ སློབ་སྟོང་པ་རྟོ་ཕེབས་ན་གཉིས་མཐར་འཁྱོལ་ཏེ་ཡོད་ཡི་ ལས་རིམ་དེ་ལུ་ དང་ལུ་ རྒྱལ་འཛིན་གཙུག་ལག་སློབ་སྟེའི་ལས་ལུགས་དང་འཁྲིལ་བ་ ལས་རིམ་བསྐྱར་ཞིབ་ཀྱི་དུས་ཡུན་རར་ཏེ་ཡོད་ཡི།

གཞན་པ་ Sherab, Bidha, Khorlo, Wangchuk & Rinzin (in press) གིས་ བཤད་ཡོད་དོ་བཟུམ་ སློབ་སྟོང་པ་རྒྱ་གི་ཤེས་ཡོན་དང་ལྱོགས་གྲུབ་ ཆོས་ཚན་གྱི་ནང་ དོན་ སློབ་སྟོན་ཐབས་ཤེས་དང་མཐུན་རྐྱེན་རྒྱ་ལུ་ མི་ཨང་གིས་ བསམ་འཆར་དང་ དི་བ་བཀོད་མི་ལན་འཐིབ་དོ་ཡོད་པའི་དཀའ་ངལ་ཚུ་བསལ་ཏེ་ ལས་རིམ་གྱི་སྤྱུས་ཚོན་ཡར་རྒྱལ་གཏང་ ཐབས་དང་། ད་སྦོ་ཚུན་ཚོ་ འཆུག་ལུ་ ཤེས་རིག་དང་འབྲིལ་བའི་ལས་རིམ་ལེགས་བཅོས་ཀྱི་དོན་ལུ་ Wangchuk (2002); Wangmo, Subba, Penjor, Jurme & Yangdon (2015); Sherab, et al (in press). ཚུ་གིས་ ཞིབ་འཇུག་(Tracer Study) འབད་དེ་ཡོད་རུང་ གཙུག་ལག་མཐོ་རིམ་ཆོང་ཁའི་ཤེས་ཡོན་ལས་རིམ་ལུ་ དམིགས་གཏད་འབད་འབད་ སེ་དཔའ་ལས་ ཕན་ནུས་ཞིབ་འཇུག་ (Impact Study) འདི་ འགྲོ་འཛེན་འཐབས་འཐབས་ཨིན་ དེ་ནང་ལུ་ ཅོག་གི་ལས་དོན་ཚོ་ བསྒྲབ་ཐབས་ལུ་ གཙོ་བོ་སྟོན་ཡོད་པ་ཨིན།

ཞིབ་འཇུག་གི་ལས་དོན་དང་ཨི་ཕན།

ཞིབ་འཇུག་འདིའི་གཙོ་བོ་ར་ སྤྱ་རོ་ཤེས་རིག་མཐོ་རིམ་སློབ་གྲྭའི་ གཙུག་ལག་མཐོ་རིམ་ཆོང་ཁའི་ཤེས་ཡོན་ལས་རིམ་ འདི་གིས་ ཕན་ནུས་བཏུག་དཔྱད་འབད་ཞིའི་དོན་ལུ་འབད་དེ་ཡོདཔ་ ཨིན་ དེ་ཡང་ རྒྱལ་འཛིན་གཙུག་ལག་སློབ་སྟེའི་ ལས་ལུགས་དང་འཁྲིལ་ཏེ་ ལས་རིམ་འདི་བསྐྱར་ཞིབ་འབད་ཞིའི་དོན་ལུ་ གཙུག་ལག་མཐོ་རིམ་ཆོང་ཁའི་ཤེས་ཡོན་ལས་རིམ་ཨན་ལས་ མཐར་འཁྱོལ་ཡོད་པའི་སློབ་དཔོན་ཚུ་གི་རྒྱུ་ལུ་ ཞིབ་འཇུག་གི་ཤེས་ཡོན་དང་རིག་རྒྱལ་ སློབ་སྟོན་འབད་ཐབས། རྫོང་ཁ་སྐྲ་ཡིག་གི་ཤེས་ཡོན་ཡར་རྒྱས་དང་། ལས་རིམ་དང་འབྲེལ་བའི་ མཐུན་རྐྱེན་ སྤྱོང་ཚོན་འཛི་སློ་འབད་དགོལ་ཡོད་མེད་ཚུ་ དངུ་ཞིབ་འབད་ནིའི་དོན་ལུ་ཨིན་ ཞིབ་འཇུག་འདི་ལུ་བརྟེན་ སྤྱ་རོ་ཤེས་རིག་མཐོ་རིམ་སློབ་གྲྭའི་ གཙུག་ལག་མཐོ་རིམ་ཆོང་ཁའི་ ཤེས་ཡོན་ལས་རིམ་འདི་གི་སྤྱུས་ཚོད་ ཡར་དྲག་བཏང་སྟེ་ མ་འོང་པའི་སྤྱོ་སྤྱོང་པ་ཚུ་གི་ཁྱུ་རིག་ཤེས་ཡོན་དང་ལྱོགས་གྲུབ་ཡར་རྒྱལ་གཏང་ཚོགས། དེའི་ཞིན་ཁར་ རྒྱལ་ཡོངས་སྐྲ་ཡིག་ རྫོང་ཁ་ གོང་འཕེལ་བཏང་ནི་ལུ་ སྨན་ཐབས་འབད་ཚོགས་པའི་དམིགས་གཏད་བསྐྱེད་ཡིན།

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ཚམ་ཕྲིས་བསྒྱུར་ཞིབ།

ཤེས་རིག་ཁག་ཚོགས་ཀྱི་ཞིབ་འཇུག་ཟེར་མི་འདི་ ལས་སྦྱེ་ཁག་མ་འདྲཝ་ དེའི་ནང་ལས་ཡང་ ཤེས་རིག་དང་འབྲེལ་བའི་སྐུལ་ཁང་ཚོ་ནང་ ཁྱབ་ཆེས་སྦེ་ལག་ལེན་འཐབ་སྟེ་ རང་སོའི་སློབ་ཕྲུག་ དང་སློབ་སྟོན་པ། མཐར་འཁྱོལ་འཁྱོལ་མི་ཚུ་གི་ཕོ་ཞགས་ནེ ཁོང་གི་ཕྱུལ་འཆོལ་འབད་མི་འདི་ལུ་སྐུལ་ཨིན་པས(Millington, 2006)། འདི་ནང་གཙོ་བོར་ ཁོང་སྟོན་སྟོན་པ་ཚུ་ལས་སྲེ་ཨིན་ ལས་མཐར་འཁྱོལ་བའི་ཉིནས་ལས་ ལྲ་གཡོག་ལ་ཕོ་ཚུན་ཆེ་ད་ཀྱི་བར་ན་གི་འགྱུར་བ། དབྲེ་ཞིབ་འབད་ནི་དང་ སློབ་སློབ་མཐར་འཁྱོལ་མི་ཁྱ་ལྷམ་ཡོད་མེད་དང་ ཁོང་ལྷ་སྲུམ་ཚད་བཏག་ དཔྱད་འབད་ཝ་ཨིན་པས(Boaduo, Mensah & Babitseng, 2009, cited in Sherab et al. in press)། ཕ་ཕོགས་ཞིབ་འཇུག་འདི་ གཙོ་ལ་སྟོ་སྟེ་དང་མཚོ་རིམ་སློབ་གྲ་ཀྱི་ གིས་ སློབ་སྟོན་ཁྱི་ཏ་ཡོང་མི་ ལས་རིམ་ཀྱི་སྲུམ་ཚད་དང་འོས་འབབ་དག་གི་ཉི་**དང་།** ཤེས་རིག་འཆར་གཞི་བཏམ་མི་ཚུ་ལུ་ལྷག་ཆེ་བའི་མཆོགས་ཚུ་ད་གི་ནི། སྤྱིར་བདག་འཛིན་ཡོད་ལས་ སྟེག་ར་དང་ སྦྱག་པར་ད་ ཤེས་རིག་སྤྱུ་ལས་དང་སློབ་ག་ལག་ཚུ་ལུ་ ཁ་ཕན་ཡོད་ལས་ འབད་དགོས་ཨིན་པས།

གཙོ་གལ་ལམ་སློབ་སྟེ་ཚུ་གིས་ རང་སོའི་སློབ་སྟོན་པ་དང་སློབ་ཕྱུག་ཀྱི་དོན་ལུ་ སློབ་སྟོན་དང་སྟོན་བཏུར་ལེགས་བཚལ་འབད་ནི་ཨིན་པ་ཅིན་ མཐར་འཁྱོལ་མི་སྟོབ་ཕྱུག་ཀྱི་ ཉམས་སྙོང་ཚུ་ བསྣེལ་འབད་དགོས་ལག་ཆེ་ཞེ་ཨིན་པས(Badiru & Wahome, 2016)། དེ་ཡང་ ཁོང་རའི་སྟོབ་སྟོང་ལས་རིམ་ཚོས་ལེ་ཡོད་ལ་བརོ་ན་ནི་དང་ དང་ སློབ་སྟོན་ལས་རིམ་དང་ ལྲ་གཡོག་ཚོ་ལས་གི་བར་ན་ འབྲེལ་བ་བཟོ་ནི། གཙོ་གལ་ལམ་སློབ་སྟེ་རང་སོའི་ཁྱུ་ཚོ་མ་འདྲཝ་དང་ གནས་ཆེན་ཀྱུན་སྟོང་འབད་ནི། གཙོ་གལ་ལམ་སློབ་སྟེ་ཚུ་གིས་ རང་སོའི་ཁྱུ་ལག་ནང་ མཐར་རིམ་ཤེས་ཡོན་འཛིན་སློབ་འཕབ་ཚུན་ནི་ དེ་ལས་ མཐར་རིམ་ཤེས་ཡོན་གི་སྤྱུ་ཚོ་དང་ལེགས་བཚལ་འཁམ་དོ་ཚུ་གི་རྒོ་ལས་སྐྲ་ཁྱེ་གཞིར་འཚབ་གི་གོལ་ཐབ་བཙན་ནི་གི་དོན་ལུ་ཨིན་པས།

Maxwell (2018) གིས་འབད་བ་ཅིན་ ཕ་ཕོགས་ཞིབ་འཇུག་འདི་གཙོ་བོར་ གཙོ་གལ་ལམ་སློབ་སྟེ་དང་མཐར་རིམ་སློབ་སྟོན་པ་ཚུ་ལུ་ རང་གི་ཁྱེད་རིག་དང་། ལྲ་གཡོག་ལས་ ཁོང་ཁྱུ་རིག་ སློབ་རིག་མི་སྟེ་ དེ་ལས་རང་གི་སློབ་སྟབས་ཚུ་འགྱུར་བཅོས་བྱུ་སྟེ་ཡོད་མེད་བདག་དཔྱད་འབད་ནི་ལུ་ ལག་ཆེ་ཟེར་ཨིན་པས། ཕ་ཕོགས་འདི་ཚུ་བཅུད་བསྒྱུ་བ་ཅིན་ མི་ཚེ་ཚུ་དང་ མི་སྟེ་ དེ་ལས་རང་གི་རྒྱལ་ཁྱ་སྤྱིར་ལུ་ ཕ་ཕོགས་ཡོ་མེད་ དཔྱེ་དཔྱད་འབད་ནི་ཆིག་ལུ་གོག་ཨིན་པས།

དེ་འབད་ས་ལས་རྒྱལ་སྤྱིའི་ཤེས་རིག་གི་གནས་སྟངས་ཚུ་ནང་ཡང་ ཕ་ཕོགས་ཞིབ་འཇུག་འདི་ ཀུ་གའུ་ཁྱོ་འབབ་རྒྱུན་སྟོང་འབད་ནི་དང་ སློབ་སྟོང་པ་ཚུ་ལུ་ དགོས་ གཏད་བསྐྱོད་ཡོད་པའི་ སློབ་དཔོན་སྟོང་བཏུར་ལས་རིག་ཀྱི་ཁ་ཕན་དང་ ལྲ་གཡོག་གི་གོ་སྐབས། ཕོ་ཚོགས་པའི་ཐབས་ལས་འབད་ལག་ལེན་འཐབ་ཨིན་པས (Bolaane, Chuma, Toteng & Molwane, 2010, cited in Sherab et al. in press)།

དེ་ནང་ལས་ཡང་ སྤྱིར་བཏང་ སྤྲ་སྟོས་སློབ་དཔོན་ ཤེས་ཡོན་མ་འདའི (Traditional Teacher Education Model)འདི་ ལྲ་བ་དང་**ལག་ལེན**་གཉིས་ཀྱི་བར་ན་ འབྲེལ་བ་ཆོ་མཐའ་ མེད་ལ་སྟེ་ སློབ་བཏོང་འབད་ས་ཨིན་པས(Darling-Hammond, 2006; Korthagen, 2011; Pantic & Wubbels, 2006; cited in Sherab et. al, in press)། དེ་ལས་ སློབ་དཔོན་ཚུ་གིས་ **ཁོང་རང་གིས**་ ལག་ཆེ་བའི་ཁྱུ་རིག་གི་ཤེས་ཡོན་ཕོ་སྟེ་ ཡོད་འདི་ སྟོན་མ་བཟུམ་སྟེ་ འགྱུར་བཅོས་ གཞི་ཡང་མེད་པར་ལག་ལེན་འཐབ་བ་ཅིན་ གཞན་སྟབས་མོ་མཚི་ནང་ལུ་ རེ་བ་སྟོང་དོ་བཟུམ་སྟེ་ འགྱུར་མི་བདུག(Korthagen, 2011)།

གཙོ་གལ་ལམ་སློབ་སྟེའི་ ཤེས་ཡོན་འདི་གི་ལི་ཕ་ཡང་ ཤེས་རིག་གི་ལས་སྟེ་ལག་ཚུ་དང་ ཤེས་ཡོན་སློབ་སྟོན་པ་ཚུ་ རྒྱུས་ཆིག་ལུ་ མེན་པར་ སྤྱིར་བཏང་རྒྱལ་ཁ་ལང་ མི་སྟེ་ གཞན་ཚུ་ལུ་ཡང་ ཡོད་ས་སྟེ་ཞིབ་འཚོལ་སྐྲུ་ཞུ་ཚུ་ནང་བཀོད་དེ་འདུག་ དེ་ཡང་།

1) མཐར་རིམ་ཤེས་ཚད་འདི་གིས་སྤྲ་སྟོང་འབད་མི་ལུ་ སྤྱིར་བཏང་གུབ་འབྲས་ཅན་ཀྱི་ལམ་ཡིག་ གོ་ཡངས་ཀྱི་གོ་སྐྲབས་སློབ་ཅན་དང་གསར་བ་ཚུ་ཕྱིནམ་ཨིན།

2) མཐར་རིམ་ཤེས་ཚད་འདི་གིས་སློབ་དཔོན་ལུ་ཁོང་རའི་ཕྱོགས་གྲུབ་ མ་བདུབ་བདུབ་སྟེ་བཏོན་ཕ་ཕོགས་ཡོད་པ་ཨིན།

3) མཐར་རིམ་ཤེས་ཚད་འདི་གིས་ ཤེས་ཡོན་མཆོཝ་འགྱུར་ཀྱི་དོན་ལུ་ མི་ཚུ་ གཟིག་གིས་གཅིག་ལུ་ སྟོང་བ་དང་གནས་སྐབས་ དག་ཤེས་ཚུ་སྤྱལ་ཕོག་ལས་ གཅིག་མཐུན་མཉམ་ འབྲེལ་ འབད་བཏགས་ཨིན།

4) མཐར་རིམ་ཤེས་ཚད་འདི་ལུ་བརྟེན་དེ་ ཉམས་སྟོང་ཅན་ཀྱི་ཤེས་རིག་སློབ་སྟོན་ སློབ་ཁང་དང་སློབ་གྲའི་བྱེ་ཉན་གི་ གཏོང་ལེན་དུ་གོ་མི་ཚུ་ལས་ ཉམས་སྟོང་མེད་པའི་སློབ་ དཔོན་གསར་པ་ལུ་ སྤྲ་སྟུང་འབད་ཉེའི་གོ་སྐྲབས་ཕྱིནམ་ཨིན། (Mapolisa & Muyengwa, 2012)

དེ་འབད་ས་ལས་ འབྲུག་རྒྱལ་འཛིན་གཙུག་ལག་སློབ་སྟེ་ཁོག་གི་མཐར་རིམ་སློབ་གྲ་ཚུ་ཡང་ འདི་གི་གྲས་ཁར་མ་ཚུད་ལ་མི་འདུག འདི་ག་ཕ་ཕོགས་ཞིབ་འཇུག་འདི་གི་ཚོ་བོ་ མཐར་འཁྱོལ་མི་ཀྱི་སློབ་སྟོན་དང་ ཁྱེད་རིག་ རང་གི་ལྲ་གཡོག་མཉེན་ལས་ཀྱི་ ཉམས་སྟོང་ཕོ་ལུ་ གནས་སྟོང་བཟུ་ལེ་དང་དཔྱད་དཔྱད་འབད་དེ་ ལས་སྟེ་ཁ་གི་སློབ་སྟོང་ལས་རིམ་ཚོ་ ནང་ ཕ་ནུས་ཅན་ཀྱི་འགྱུར་བཅོས་ མཉམ་སྟེ་འབད་ནི་ལུ་ལག་ཁྱ་ཆེ་ཨིན་པས(Baridu & Wahome, 2016)།

ཞིབ་འཚོལ་ཐབས་ལམ།

ཞིབ་འཇུག་འདི་ རྒྱང་འཕྱལ་ཐབས་ཤེས་སྟེལ་མ་ གཉིས་འབྲེལ་ཞིབ་འཚོལ་ཀྱི་ལྲ་བ་ (Positivism) དང་ ཁྱུས་བཙན་ཀྱི་ལྲ་བ་ (Interpretivism) འདོ་ཚུན་གཉིས་ཆར་ལུ་ གཞི་བཞག་སྟེ་འབད་དེ་ཡོད་ད་ཨིན། དེ་ཡང་གཞས་འཕྱལ་ཐབས་ཤེས་དང་ ཁྱུས་བཙན་ཐབས་ལས་ གཉིས་ཆར་ལག་ལེན་འཐབ་པ་ཅིན་ ཁ་ལ་ཆེ་བའི་གནད་སྤྱུང་ཚོ་ ཚནས་ས་འཐོབ་ཚོགས་ པའི་ཁ་ཕན་ཡོད་ད་ཨིན་ (Creswell, 2009; Phurba, 2011; Bryman, 2006; Punch, 2001; Neuman, 2003)། ལས་རིམ་ཀྱི་ཕ་ཕོགས་ཚུ་ གཏེང་ཟབ་དང་ཡོངས་ཕོགས་སྟེ་ དུ་གོ་ཚོགས་ཉིའི་དོན་ལུ་ ཐབས་ཤེས་སྟེལ་མ་འདི་ ལག་ལེན་འཐབ་ཅི།

མཁོ་ཆས།

ཤེས་རིག་གཙུག་ལམ་མཐར་རིམ་ཤེས་ཡོན་ལས་རིམ་ཕ་ཕོགས་ཞིབ་འཇུག་འདི་ གྲངས་འབྲེལ་ཐབས་ཤེས་ཀྱི་མཁོ་ཆས་ བདག་ཞིབ་དུ་ཕོག་གི་བཀོད་རིས་ཡང་ (Likert's scale five point) ལག་ལེན་འཐབ་ད་ སེ་ ལས་རིམ་ཀྱི་གྲུབ་འབྲས་ཕ་ཕོགས་དང་ མ་ཐུན་རྐྱེན་ སློབ་ཚན་འབི་སློབ་འབད་འགོལ་ཡོད་མེད་ཚུ་ དཔྱེ་ཞིབ་འབད་ཡི། ཁྱུས་བཙན་ཐབས་ཤེས་ཀྱི་མཁོ་ཆས་ སློག་བཀོད་ཆ་མ་ཆད་པའི་དྲི་ལན་ (Semi-structured interview) དང་ ཡིག་ཆ་འབྲི་དཔྱད་གཉིས་ལག་ལེན་འཐབ་སྟེ་ཡོད། མཁོ་ཆས་དེ་ཚུ་གནད་ཁ་རྒྱང་དག་པའི་ཁྱུས་ཡང་ ཞིབ་འཚོལ་ཀྱི་དི་བ་དང་ཐབས་ཤེས་དེ་ཚུ་ལས་བརྟེན་ ལས་རིམ་ཞིབ་འཇུག་ལུ་ ཁ་ཕན་ཆེས་ལས་བཏེན་ཨིན།

དཔེ་ཚད།

དཔེ་ཚད་ (Sample) འདི་ཡང་ དམིགས་གཏད་དཔེ་ཚད་ (Purposeful sampling) ཀྱི་ཐོག་ལས་ བདག་ཞིབ་ཀྱི་དོན་ལུ་ ལས་རིམ་མཐའ་བཟུ་ཚར་མི་ ཤོ་ཕོངས་དང་པ་ གཉིས་པ་ གསུམ་པ་ བཞི་པའི་སློབ་སྟོང་པ་ཡོངས་བསྐྱམས་ ༡༠༠ ལས་ ༤༌ གིས་ བདག་ཞིབ་ནང་ལུ་ བཅའ་མར་གཏོགས་ཡོད་ལས་ཨིན། དྲིས་ལན་ཀྱི་དོན་ལུ་ དགོས་གཏད་དཔེ་ཚད་ཆོས་ལས་འབད་ཟིན་ པའི་སློབ་སྟོང་པ་ ༤། ཚོལ་ཡིག་བྲིས་ཆར་མི་ ༤། འབྲེལ་བའི་བསྟན་ཡོད་ ༣། མ་བྲི་བར་ཡོད་མི་ ༣ གནམ་འཛུ་འབད་ཡི། དེ་སྟེ་གའང་འཛུ་འབད་དགོ་པའི་ཁྱུས་ཡང་ ལས་རིམ་ཀྱི་ཕ

ཐོགས་དང་གདོང་ལེན་རྩྭ། ལས་རིམ་མཇུག་བསྡུ་ཚར་མི་ སློབ་ཕྲུག་ཚུ་གིས་ རང་སྦྲེ་དུ་དགོ་ཆ་ཆལོས་མ་ཆོད་ འབད་བའི་བསྐྱང་དང་མ་འབད་བར་ཡོད་མི་ཚུའི་དཀའ་ངལ་ཚུ་ ལེགས་ ཤོམ་སྦེ་དུ་གོ་ཐབས་ལུ་ཨིན།

དེ་ལས་ སློབ་སྦྱོང་འཕྲོ་ཚུའི་སྐོར་ལས་གནད་གྱིས་ ག་ཏེ་སྦྲེ་ར་ད་ག་སྦྲེ་ཡོངས་ཨིན་ན་ བརྒྱ་ཆའི་དོན་ལུ་ དགུ་འཇིན་ ༩ དང་ སློབ་དཔོན་ཚ་རོགས་ ༩ དང་གཅིག་ལས་ཡང་ དཔ ཏེ་ལེན་འབད་ད་ཡོད་ཨིན། དེ་ཚུ་ཡང་ དུས་ལེན་ནན་ལུ་ བཙན་མར་གཏོགས་མི་ སློབ་སྦྱོང་ཚུའི་དགུ་འཇིན་དང་ སློབ་ཆ་རོགས་ཚུ་ གནམ་འབྲ་འབད་དེ་ ཡོངས་བསྙོམས་ མི་ གནས་ ༡༤ གིས་ དུས་ལེན་ནན་གཏོགས་འབད་དེ་ཡོད་ཨིན།

གནད་སྡུད་བྲེ་དཔྱད།

ཞིབ་འཇུག་འདི་གི་ གནས་སྡུད་དབྲེ་དཔྱད་ཡང་ གནས་འབྱེལ་དང་ཁྱབ་བཙན་ ལག་གཞིས་ལོགས་སུ་སྦེ་འབད་ཡི། གནས་འབྱེལ་གནད་སྡུད་ཚུ་ བརྟོད་དོན་ལག་ཀ་གཉིས་ནང་ལུ་བགོ བཞིན་ལས་དེ་བའི་རྣམ་གནས་རེ་རེ་བཞིན་དུ་དེ་གནས་པོ་ཚོ་ སློག་རིག་མཆེན་ཆས (SPSS) ལག་ལེན་འཐབས་དེ་ དབྲེ་དཔྱད་འབད་ཡི། ཁྱབ་བཙན་གནད་སྡུང་ དུས་ལེན་ལས་ བྱུང་འབད་ཡོང་མི་ཚུ་ ཡིག་ཐོག་ལུ་ཕབ་སྦེ་ བརྟོད་དོན་ཕྱོགས་བསྡེབས (Thematic coding) ལག་ལེན་འཐབས་ཐོག་ལས་དབྲེ་དཔྱད་འབད་ཡི། དེ་བཟུམ་སྦེ་ ཡིག་ཆ་དབྲེ་དཔྱད་དང་ལུ་ ཕྱི་འདྲེ་ཞིབ་དཔྱོད་པའི་སྒྲ་ལུ་ བསྒ་ཞིབ་དེ་ ཁོག་ནང་གི་ཁྱབ་བཙན་གནས་སྡུད་ སློག་སྦྱོང་པའི་བསམ་ལེན་བཀོད་ཡོད་མི་ཚུ་ཡང་ བརྟོད་དོན་ཕྱོགས་བསྡེབས (Thematic coding) ལག་ལེན་འཐབས་སྦེ་ དབྲེ་དཔྱད་འབད་དེ་ཡོད་ཨིན།

ཞིབ་འཚོལ་གྲུབ་འབྲས།

ཞིབ་འཇུག་གི་ གནས་འབྱེལ་དང་ཁྱབ་བཙན་གནས་སྡུད་གཉིས་ཆར་ བརྟོད་དོན་གཙོ་བོ་ལྔ་གསུམ། ༡) ཤེས་ཡོན་དང་ཁྱུད་རིག་གི་འགྱུར་བ། ༢) ལས་རིམ་དང་འབྱེལ་བའི་ མཐུན་རྐྱེན། ༣) སློང་ཚོར་འཕྲི་སློབ་ཚུ་ལུ་གནི་བནེགས་སྦེ་ དབྲེ་དཔྱད་འབད་ཞིན་ལས་ གྲུབ་འབྲས་ཚུ་ གལ་སློབ་འབད་དེ་ཡོད་ཨིན། དེ་ཡང་གནས་འབྱེལ་གནས་སྡུད་དེ་ བདག་ཞིབ་དེ་ ཕྱོག་ཆ་དང་། ཁྱུས་བཙན་གྱི་གནས་སྡུད་འདི་ཡང་ ༡) སློབ་སྦྱོང་པའི་རིག་ལེན། ༢) དུས་འཇིན་གྱི་དུས་ལེན། ༣) སློབ་དཔོན་ཚ་རོགས་ཀྱི་དུས་ལེན། ༤) བདག་ཞིབ་དེ་ཕྱོ་ཆན་ གི་བསམ་ལེན། ༥) ཕྱི་འདྲེན་ཞིབ་དཔྱད་པའི་སྐྱེན་ལུ་ཡང་ཚོར་དེ་ཡོང་ བརྟོད་དོན་གཙོམ་གྱི་ཕྱག་ལུ་ གྲུབ་འབྲས་བཅུད་བསྒྲུགས་ཐབས་ལུ་འབད་ད་ཡོད་ཨིན།

༡) ཤེས་ཡོན་དང་ཁྱུད་རིག་གི་འགྱུར་བ།

གནས་འབྱེལ་གནས་སྡུད་བྲེ་དཔྱད་དེ་ སློག་རིག་མཆེན་ཆས SPSS ལག་ལེན་འཐབས་དེ་ དགུས་ཚ (Mean) དང་ ཆུར་ཆུབ (Std. Deviation) གཉིས་བརྟོན་ཕྱོགས་ལས་འབད་ཡི། གྲུབ་འབྲས་དེ་དང་ཁྱེལ་ད་ ཤེས་ཡོན་དང་ཁྱུད་རིག་འགྱུར་བ་ལུ་ དགུས་ཚ (Mean) མཐོ་ཤོས་ **(ངའི་སྐྱུར་ལུ་ ཏོང་བའི་ཤེས་ཡོན་ཡར་དྲག་སོང་ཡི)** ཟེར་བའི་དི་ཚ་ལུ་ ༤.༥༡ དང་ དམའ་ཤོས་ **(ང་གིས་ སློབ་སྦྱང་ནན་ ཞིབ་འཚོལ་གྱི་ཁྱུ་རིག་སྐོར་དང་ཁྱེ་ནི་ཡོད)** ཟེར་བའི་དི་ཚ་ལུ་ ༣.༡༠ཨིན་ལས། དེ་འབད་ས་ལས་ དེ་བའི་ཚ་གནང་ ༡༠ ལས་ དི་ཚ (༤) ང་ གིས་ སློབ་སྦྱ་ནན་ ཞིབ་འཚོམ་གྱི་ཁྱུ་རིག་སློང་དང་ཁྱེ་ནི་ཡོད ༷) ང་ གིས་ སློབ་སྦྱ་ནན་གནས་ཚད་དང་ལུ ཞིབ་འཚོལ་འབད་ད་ ༡༠ སློབ་སྦྱོང་འདི་མཇུག་བསྐྱ་དུ་ གནས་ གྱི་ ང་ ལུ་བརྟ་བཀོད་འདུག ཟེར་བའི་དི་ཚ ༤ གི་ཕྱག་ལུ་ གནས་གཏོགས་པའི་བསམ་འཆར་ ལེགས་ཤོམ་མེད་སྦེ་བརྟོག་ཆུང་ཡི། དེ་ལས་ གནས་པོ་ཆུར་ཆུབ (SD) མཐོ་ཤོས་ **(ང་གིས་ སློབ་སྦྱ་ནན་གནས་ཚད་ནན་ལུ་ ཞིབ་འཚོལ་འབད་ད)** ཟེར་བའི་དི་ཚ་ལུ་ ༡.༡༣ དང་ དམའ་ཤོས་ **(ངའི་ཏོང་བ་སློང་སློག་འབད་ཐབས་བཀོད་འཆར་སོ་སྦེ་ཡོད)** ཟེར་བའི་དི་ཚ་ལུ་ ༠.༨༡ ཨིན་མས། དེ་འབད་ས་ལས་ དི་བའི་ཚ་གནང་༡༠ ལས་ན་ ནན་ལུ་ བསམ་འཆར་འ་མཆུངས་མེད་སྦེ་བཀོད་ཡོད་པའི་ ཤེས་རྟོགས་ཆུང་ཡི། དིའི་གུ ཁྱབ་བཙན་གནས་སྡུང་དབྲེ་ དཔྱད་ཀྱི་གྲུབ་འབྲས་དང་འཁྱེལ་ད། སློབ་སྦྱོང་ལས་རིམ་འདི་ལུ་བརྟེན། སློབ་སྦྱོང་མཐར་འཁྱོལ་མི་ཆུ་གི་སྐྱུལ་གྱི་ ཤེས་ཡོན་དང་ཁྱུད་རིག་འགྱུར་བ་ལུ་ ཕར་ཕྱོགས་ཆུང་ཡོད་ལྟ་གསལ་ སློན་འཛུལ་ཡི། དིའི་རྒྱུ་སློང་ལུ་ལག་གཏོགས་མ་ཚུ་གི་བསམ་ལེན་བཀོད་མི་དང་འཁྱེལ་བ་ཅིན།

དང་ལྷུནམ་འབད་ཡོད་པའི་ཁར་ གཅུག་ལག་མཐོ་རིམ་གྱི་ཤེས་ཆད་དང་ལྷུནམ་སྦེ་འདུག "(ལྷུན་ལུ EER_03)

"སློབ་སྟོན་ཐབས་ལམ་གྱི་ཐད་ཁར་སློདཔ་ད་ ང་རང་གིས་ར་ ལྷ་ཆོག་འབད་ཡི། ལྷ་ཆོག་འབད་དེ་ བསླབ་ད་ སློབ་སྟོན་འབད་ཐངས་འདི་ སློབ་དཔོན་གཞན་དང་ ཕྱདཔ་ད་ མཐོ་རིམ་ཤེས་ཡོན་ཡོད་མི་ར་དུག་པས། མཐོ་རིམ་ཤེས་ཡོན་ ཡོད་མི་དང་ མེད་མི་བར་ན་ ཁྱདཔར་སྦོམ་སྦེ་ར་འདུག །སློབ་དཔོན་གྱིས་ སློབ་སྟོན་འབདཝ་ད་ སློབ་ཕྲུག་ཚུ་ར་འབྲེལ་གཏོགས་འབད་དེ་ གདེ་སྦེ་བཞག་ནི་ ཨིན་ན་དང་།སྦྱོང་ལཱ་ཚུ་ གདེ་སྦེ་བྱིན་ནི་ཨིན་ན་ཚུ་ གོ་རིམ་བཞིན་དུ་ འབད་ནི་ དེ་གིས་ སློབ་སྟོན་ཐབས་ལམ་གྱི་ཐད་ཁར་སློདཔ་ད་ གནས་མེད་ས་མེད་ ཡར་རྒྱས་འགྱོ་ནུག་ཟེར་ཞུ་ཨིན་སྦེ་ཨིན་ལགས།"(དབུ་འཛོན P03)

"ཞིབ་འཚོལ་གྱི་ཐད་ལུ་སློདཔ་ད་ (PD) ཁྱད་རིག་གོང་འཕེལ་གྱི་ལས་རིམ་སྦེ་ འགོ་འདྲེན་འཐབ་མ་ཚུགས་ཟེར་ཞུ་ནི་ཨིན།"
(སློབ་སྟོང་པ SC01_C01)

སློབ་སྟོང་ལས་རིམ་གྱི་ཕན་ནུས་དབྱེ་ཞིབ་ཀྱབ་འབྲས་ལུ་ལྟ་སྐབ་ད་ སློབ་སྟོན་པ་ཚུ་གི་ལྕུན་ལུ་ ཆོང་འབའི་ཤེས་ཡོན་དང་རིག་རྩལ། སློབ་སྟོན་ཐབས་ལམ། ཞིབ་འཚོལ་གྱི་ཤེས་ཡོན་ དང་རིག་རྩལ། སློབ་སྟོང་རྣམ་གཞག་དང་དབྱེ་ཞིབ་འབད་ཐངས་ཀྱི་ཤེས་ཡོན་ཚུ་ ཡར་རྒྱས་སོ་ཡོདཔ་སྦེ་ གསལ་སྟོན་འབྱུང་ཡི། ཨིན་རུང་ ཁོང་སློབ་སྟོན་པ་མང་ཤས་ཀྱིས་ར་ ད་ལྟོ་ཚུན་ཚོད་ གཞན་སློབ་དཔོན་ཚ་རོགས་ཚུ་ལུ་ ཞིབ་འཚོལ་གྱི་ཤེས་ཡོན་བདག་བྱིན་ནི་དང་ སློབ་གྲྭ་གནས་ཚན་ནང་ལུ་ ཞིབ་འཚོལ་འབད་ནི་ཚུ་ འགོ་འདྲེན་འཐབ་མ་ཚུགས་པས། དེ་ཡང་ ཁོང་ཆ་ཁྱབ་ལུ་ ཞིབ་འཚོལ་ཚོམ་ཡོག་ཏུ་ནི་ དང་ སློབ་སྟོན་འབད་ནིའི་ལྷ་གྱིས་འབད་ དུས་ཚོད་ལང་མ་ཚུགས་ནི་དེ་གིས་ ཨིན་མས།

༢) ལས་རིམ་དང་འབྲེལ་བའི་མཐུན་རྐྱེན་དབྱེ་ཞིབ།

ལས་རིམ་དང་འབྲེལ་བའི་མཐུན་རྐྱེན་དབྱེ་ཞིབ་ཀྱི་གྲུབ་འབྲས་དང་འབྲིལཔ་ད་ གནས་འབྲིལ་གནས་སྡུང་དུག་དུལས་ཚ (Mean) མཐོ་ཤོས་ (སློབ་སྟོང་ལས་རིམ་འདི་ འཕོ་མཐུད་དེ་ ར་ བཞག་དགོས་འདུག) ཟེར་བའི་དི་རྣམ་གྲ ༤.༥༩ ཨིནམ་དང་ དམའ་ཤོས་ (སྤྱོ་གནས་ཚུ་སྤྲུབས་བད་ཏོག་ཏོ་འདུག) ཟེར་བའི་དི་རྣམ་གྲ ༣.༧༤ ཨིན་མས། དེ་འབདཝ་ལས་ དི་འི་ རྣམ་གྲངས་ ༡༡ ཡོངས་ས་ལས་ དི་རྣམ ༡༡། སྦོང་ཚོན་དང་འབྲིལཝའི་མགོ་ཚན ༡༢) སྤྱོ་གནས་ཀྱི་མ་མཐུན་རྐྱེན ༡༣) ཞིབ་འཚོལ་གྱིས་སྟོན་པ་ལས་རྒྱལ་སྤྱོར ༡༠) ལྷ་སྒྲུབ་འབད་ནིའི་དུས་ ཡུན ༡༠) ཞིབ་འཚོལ་ཚོམ་ཡོག་ཏུ་ནིའི་དུས་ཡུན་ ཚ་ནན་ལུ་སྤྲགས་མ་བདེ་ཡོད་སྦེ་གསལ་མ་བདེ་ཡོད་སྦེ་གསལ་སྟོན་ཏོགས་བྱུང་ཡི། དེ་ལས་ བྱུར་ཁྱབ (SD) མཐོ་ཤོས་ (ལྷ་སྒྲུབ་ཀྱི་དུས་ཡུན་ལ་ངས་འདུག) ཟེར་བའི་དི་རྣམ་གྲ ༡.༢༢ ཨིནམ་དང་ དམའ་ཤོས་ (སློབ་སྟོན་པ་ཚུ་ གི་ ཐབས་ལམ་ལྷ་ཚོ་ལས་ལ་ལེན་འབལས་ཏེ་ སློབ་སྟོན་འབད་ནི་འདུག) ཟེར་བའི་དི་རྣམ་གྲ ༠.༥༠ ཨིནམ་མས། གོང་ གི་གྲུབ་འབྲས་ཚུ་བལྟཝ་དོན་དང་འཕྲིལ་བ་ཅིན་ ལྷ་སྒྲུབ་དང་འབྲེལ་བའི་མགོ་ཚན སྤྱོ་གནས་ལྷ་སྒྲུབ་ཀྱི་དུས་ཡུན་ ཞིབ་འཚོལ་ཚོམ་ཡོག་ཏུ་ནིའི་དུས་ཡུན་ ཞིབ་འཚོལ་གྱོ་ལ་སྤྱོ་པ་ ལས་རྒྱལ་སྤྱོར་བཞིའི་ཐོག་ལུ་ བསམ་འཆར་ཁ་མཉམ་སྦེ་མེདཔ་སྦེ་བཀོད་ཡོད་པའི་ ཤེས་ཏོགས་བྱུང་ཡི།

སློབ་སྟོང་པ་དང་དུག་འཛོན་གྱི་ཊིག་ལན་དང་ ལས་རིམ་ཕྱིར་འཛིན་གྱ་ལྷ་ཆོག་པའི་སྐུན་ལུ་ དེ་ལས་ བཅུག་ཞིག་དི་ ཐོག་གྲུབ་གཏོགས་པའི་བསམ་ལེན་ཚ་དུ་བྱི་ཞིག་དང་འཕྲིལ དང་ ཕྱདཔ་བདག་མཐུན་རྐྱེན་ཚུ་ཚ་ས་མ་འདུབ་མེད་རུང་ གོང་གི་གནས་དོན་བཞིའི་ཐོག་ལུ་ དཀའ་ངལ་ཡོདཔའི་བསམ་འཆར་ཚུ་བཀོད་ད་འདུག དིའི་ནང་ལས་ཡང་ར་རྦ་བྱུང་པ་ཅིན་ སློབ་སྟོང་འདི་ གནས་སྟོད (regular) སྦེ་ དགོ་པའི་བསམ་འཆར་ལི་ཤ་བཀོད་ནུག

"ལོ་ངོ་གསུམ་གྱི་རིང་ལུ་ སློབ་སྟོང་འབད་བའི་སྐབས་ལུ་ སློབ་སྟོན་པ་ཚུ་ཡང་ ཁྱད་རིག་དང་ཉམས་མྱོང་ཡོད་མི་ལེགས་ཤོམ་ཚང་ཙ་ར་འདུག སློབ་རིག་དང་ དཔེ་མཛོད་ཚུ་ཡང་སྐབས་བདེ་ཏོག་ཏོ་འདུག"(སློབ་སྟོང་པ SC01_C01)

"སྦྱོང་ཚན་དང་འབྲེལ་བའི་གཞི་རྟེན་དང་རྒྱུབ་རྟེན་དཔེ་དེབ་ཁ་སྐོང་མཁོ་
བསྐྲུབ་གནང་དགོཔ་འདུག" (སློབ་ཕྲུ། EER_01, EER_03)

"སློབ་སྦྱོང་གི་ལམ་རིམ་འདི་ དུས་ཕྱུང་སྟེ་མེན་པར་ དུས་རྒྱུན་གནས་སྲོད་སློབ་
སྦྱོང་སྟེ་ སློབ་ནི་གི་གོ་སྐབས་འཐོབ་པ་ཅིན་ ཤེས་ཡོན་མང་ འཐོབ་
ཚུགས་ནི་ཨིན་པའི་ཁར་ ཞིབ་འཚོལ་གྱི་ལུ་ཡང་ དུས་ཚོད་ཁར་མཐུག་བསྟུ་
ཚུགས་ནི་ཨིན་པས་ལགས།" (བཅུག་ཞིབ་གྲལ་གཏོགས་པ། 3,4,5,10,14,15,16,18,20,22,39,44,56,85)

"གནས་སྟར་ཉལ་ཁང་གི་ ཁང་སྤྱ་མཐོ་སུ་ཅིག་ཡོད་པ་ལས་ དུས་གྲ་ཅིག་ཐབ་
གནང་པ་ཅིན་ བཀའ་དྲིན་ཆེ་ནི་མས་ལགས།" (བཅུག་ཞིབ་གྲལ་གཏོགས་པ། 13,29,46)

དེ་འབད་རུང་ལས་ སློབ་སྦྱོང་ལམ་རིམ་དང་འབྲེལ་བའི་མཐུན་རྐྱེན་གཞན་གྱི་ཐད་ཁར་དཀའ་ངལ་མེད་རུང་ སྦྱོང་ཚན་དང་འབྲེལ་བའི་མཁོ་ཆས། སྤྱོད་གནས་གྱི་ མཐུན་རྐྱེན་ ཞིབ་འཚོལ་གྲོས་སྟོན་པ་ལས་རྒྱབ་སྐྱོར། སློབ་སྦྱོང་འབད་ནིའི་དུས་ཡུན། ཞིབ་འཚོལ་ཚོམ་ཡིག་བྲིའི་དུས་ཡུན་ཚང་ལུ་ ལེགས་བཅོས་འབད་དགོཔ་ཡོད་པ་སྟེ་ གསལ་བཏོན་བྱུང་ཡི།

༣) སྦྱོང་ཚན་ཚུ་ལུ་ འཕྲི་སྣོན་འབད་དགོཔ་ཡོད་མེད་ཀྱི་ཞིབ།

སྦྱོང་ཚན་ཚུ་ འཕྲི་སྣོན་འབད་དགོཔ་ཡོད་མེད་ཀྱི་ཞིབ་ཀྱི་ བཅུག་ཞིབ་གྲལ་འབས་དང་འབྲེལ་ཏེ་ དབྱེ་ཚ (Mean) མཐོ་ཤོས་ **ཞིབ་འཚོལ་ཚོམ་ཡིག་འབྲི་ནིའི་ལས་ལུགས་ལུ་ ལེགས་
བཅོས་འབད་དགོཔ་འདུག** ཟེར་བའི་དྲི་རྣམ་གྱི་ ༤.༤༧ ཨིནམ་དང་ དམའ་ཤོས་ **(སློབ་སྦྱོང་རྣམ་གཞག་ལུ་ འཕྲི་སྣོན་འབད་དགོཔ་འདུག)** ཟེར་བའི་དྲི་རྣམ་གྱི་ ༤.༠༧ ཨིན་པས་ དེ་འབད་
ལས་ སྦྱོང་ཚན་ག་ར་ལུ་ འཕྲི་སྣོན་འབད་དགོ་སྟེ་ གསལ་བཏོན་བྱུང་ཡི། དེ་བཟུམ་སྦེ་ རྒྱ་ཁྱབ (SD) མཐོ་ཤོས་ **(སྣང་ཡིག་ཞིབ་སྦྱོང་ལུ་ འཕྲི་སྣོན་འབད་དགོ)** ཟེར་བའི་དྲི་རྣམ་
གྱི་ ༡.༣༥ ཨིནམ་དང་ དམའ་ཤོས་ **(ཤེས་རིག་དང་འབྲེལ་བའི་ཞིབ་འཚོལ་སྦྱོང་ལུ་ འཕྲི་སྣོན་འབད་དགོ)** ཟེར་བའི་དྲི་རྣམ་གྱི་ ༡.༡༥ ཨིན་མས། དེ་འབད་ལས་ སྦྱོང་ཚན་འཕྲི་
སྣོན་ལུ་ བསམ་འཆར་སོ་སོར་མ་འདྲཝ་མེད་པ་གི་ ཤེས་རྟོགས་བྱུང་ཡི། གོང་གི་བཀོད་དོན་གྱི་གྲུབ་འབྲས་དང་བསྟུན་ན་ ལས་རིག་སྦྱོང་ཚན་ཚུ་ གི་ར་ལུ་འཕྲི་སྣོན་འབད་
དགོཔ་ཡོད་མ་ཚད་ ལྷག་པར་དུ་ སློབ་སྦྱོང་རྣམ་གཞག་དང་ སྣང་ཡིག་ཞིབ་སྦྱོང་ལུ་ འཕྲི་སྣོན་ངེས་བདེན་འབད་དགོཔ་ཡོད་པ་སྟེ་ གསལ་བཏོན་བྱུང་ཡི།

བརྗོད་དོན་འདི་གི་ལྱུཝ་བཙན་གནས་སྤྱང་གྲུབ་འབས་ཀྱི་ཉོངས་ལས་འབད་རུང་ སྦྱོང་ཚན་ཚུ་ཆ་མཉམ་ར་འཕྲི་སྣོན་ དང་ལེགས་བཅོས་འབད་དགོཔ་མ་ཚད་ ལྷག་པར་དུ་
སློབ་སྦྱོང་རྣམ་གཞག་དང་ ཤེས་རིག་ཤེས་ཡོན་བཅུག་དཔྱད་ཀྱི་སྦྱོང་ཚན་ག་ཉིའི་ཁྱད་ཆེ་སྦེ་ར་ལེགས་བཅོས་འབད་དགོཔ་དང་ དེ་ཨིན་ སྦྱོང་ཚན་ཚོ་བཅུགས་དགོཔ་ཨིན་པས། འདིའི་
གི་ཐོག་ལུ་གྲལ་གཏོགས་པ་ཚུ་གིས་བསམ་འཆར་གྱི་དཔེ་འོག་ལུ་བཀོད་ཡོད་དོ་བཟུམ་ཨིན།

"སློབ་སྦྱོང་རྣམ་གཞག་ (Principle of Learning, PSY503) དང་ ཤེས་རིག་འབྲེལ་བའི་
ཤེས་ཡོན་བཅུག་དཔྱད་ (Educational Assessment and Evaluation, STA701) ཀྱི་སྦྱོང་
ཚན་གཉིས་ སྐད་སྒྱུར་དང་ སློབ་སྟོན་ཆོང་ཁ་ནང་གནང་ནིའི་ཐབས་ལམ་སློབ་
དགོ་པས་ གལ་སྲིད་སྐད་སྒྱུར་ རྒྱབ་ནིའི་དཀའ་ངལ་ཡོད་པ་ཅིན་ བསྐྱར་ཞིབ་
སྐབས་ལུ་ སྦྱོང་ཚན་འདི་གཉིས་ཀྱི་ཚབ་ལུ་ འོས་འབབ་ཡོད་པའི་སྦྱོང་ཚན་
གཞན་གཟིགས་རྟོག་གནང་དགོ་པ་འདུག" (སློབ་ཕྲུ། EER_03)

"སློབ་སྦྱོང་རྣམ་གཞག་འདི་ སློབ་སྟོན་པ་གིས་གསུངས་དོ་བཟུམ་འབད་པ་ཅིན་
མ་དངལ་གྱི་རྒྱུ་སྤོར་དང་ དུས་ཚོད་ཚུ་ ཐབ་མ་ཚུགསཔ་ལས་ སྐད་སྒྱུར་རྒྱབ་མ་

ཚོརཥ་མ་ཚོང་ སྐད་སྒྱུར་འབད་དེ་ཡོད་མི་ཚུ་ཡང་ ལེགས་ཤོམ་ཅིག་ འབད་མ་ ཚུགས་ཟེར་ གསུངས་དེས། སྐྱོང་ཚོན་འདི་ བསྐྱར་ཞིབ་གནང་དགོ་འདུག་ཟེར་ ཞུ་ནི་ཨིན་ལགས། (སློབ་སློབ་པ། SC01_C01)

"སྐྱོན་ངག་ལེའུ་བར་པ་འདི་ གཙུག་ལག་གཞི་རིམ་ཤེས་ཡོན་གྱི་སྐབས་ལུ་ཡང་ སློབ་དཔོན་ཚུ་གིས་ སྐྱབ་ནི་གི་གོ་སྐབས་འཐོབ་དོ་ཡོདཔ་ལས་ ལེའུ་ཐོག་མ་དང་ ཐ་མའི་ལེའུ་འདི་ མེདཔ་ལས་ ལོ་ཙོ་དང་པ་དང་ གཉིས་པའི་ནང་ བཙུགས་པ་ ཅིན་ ལེགས་ཤོམ་འོང་ནི་མས།" (བཅུག་ཞིབ་གྲོལ་གཏོགས་པ། 24,28)

གོང་འཁོད་ གནས་སྟངས་ཀྱི་གྲུབ་འབྲས་དང་འབྲེལ་སྟེ་ གཙུག་ལག་མཐོ་རིམ་རོ་རིམ་འདི་གིས་ སློབ་སློབ་པ་ཚུ་ལུ་ ཕན་ཐོགས་སློར་ར་ཡོདཔ་སྦེ་ གསལ་བཏོན་ཀྱི་ཡོད། དེ་ཡང་ སློབ་སློབ་པ་གི་ཀྲུ་ལུ་ ཤེས་ཡོན་དང་ཤུག་རིག་འགྱུར་བ་ དཔེར་ན་ ཏོང་འཕི་ཤེས་ཡོན་དང་རིག་ རྩལ་ ཞིབ་འཚོ་གྱི་ཤེས་ཡོན་དང་རིག་ རྩལ་ སློབ་སློན་ ཐབས་ཤེས་དང་ དབྱེ་ཞིབ་ལས་དང་ དབྱེ་ཞིབ་འབད་ཐབས་ཀྱི་ཤེས་ཡོན་ཚུ་ ཡར་དྲག་གོང་ཡོདཔ་མ་ཚང་ སློབ་སློབ་འདི་འདག་བསྟ་ཚོར་ཞིནམ་ལས་ ཁོ་ར་གིས་ཁོ་རང་ལ་ ལྭ་རངས་དང་དབད་ཤེས་ཡང་ ལྱུང་ཡོདཔ་སྦེ་ཤེས་ཏོགས་ཙང་ཡོདཔ་ཡོདཔ་སྦེ་ བཏོན་ཏོག་ དག་ མདོ་ཀྱི་ཞནས་ཏོག་ བདག་སློར་ གྱུ་སྒྱུར་ཚུ་ ལེགས་ཤོམ་ཡོདཔ་སྦེ་གསལ་བཏོན་ཀྱི་ཡོད་ དེ་འབདཔ་ད་ སློབ་ཚོན་དང་འབྲེལ་བའི་མཁོ་ཆས། སློབ་གནས་ཀྱི་མཐུན་རྐྱེན་ ཞིབ་འཚོ་ གྲོས་སྲོན་པ་ལས་རྒྱལ་སྐྱེང་། ཀྲ་སྒྱུར་དང་ལེགས་བཙོས་འབད་དགོཔ་ཡོདཔ་སྦེ་ གསལ་བཏོན་ལྱུང་ཡོདཔ་ཨིན།

གྲོས་བཏད་དང་གྲོས་སྟོན།

ཞིབ་འཇུག་འདི་གི་གཙོ་བོ་ར་ སྤྱ་རོ་ཤེས་རིག་མཐོ་རིམ་སློབ་གྲྭའི་ གཙུག་ལག་མཐོ་རིམ་ཏོང་ཁ་ཤེས་ཡོན་ཀྱི་ལས་རིམ་ཕན་ནུས་བཏག་ཞིབ་འབད་ནིའི་དོན་ལུ་འབད་དེ་ཡོདཔ་ཨིན། ཞིབ་འཇུག་འདི་གི་གྲུབ་འབྲས་ཚུ་གཞན་གསལ་ལུ་བཀོད་དེ་གྲོས་བསྟན་འབད་ཡོད་མི་ཚུ་ལུ་ བཀུ་བསྡུས་ཨིན།

དང་པ། བཅའ་ཁར་གཏོགས་མི་ཚུ་ལུ་ ཞིབ་འཚོ་དང་འབྲེལ་བའི་ཤེས་ཡོན་དང་རིག་རྩལ་ ཏོང་ཁ་སྐད་ཡིག་གི་ཤེས་ཡོན་དང་རིག་རྩལ་ སློབ་སློན་ ཐབས་ཤེས་དང་ དཀྱི་ཞིབ་ འབད་ཐབས་ཀྱི་ ཤེས་ཡོན་དང་རིག་རྩལ་ ལེགས་ཤོམ་སྦེར་ ཐོབ་སྟེ་ཡོདཔ་མ་ཚང་ སློབ་སློབ་འདག་བཙོ་ཚ་བའི་ ཀྲུ་ལུ་ སློབ་སློབ་འཕར་འགྱུར་ཚོ་མི་ཚུད་ཀྲུད་ལུ་ ལྭ་རངས་དང་དཔལ་འངས་ སེམས་ཁུལ་ཀྲུ་ ཡར་རྒྱལ་འགྱུ་དོ་ཡོདཔ་སྦེ་ གསལ་བཏོན་ལྱུང་ཡོད། དེ་འབདཔ་ལས་ གཙུག་ལག་མཐོ་རིམ་ཏོང་ཁའི་ཤེས་ཡོན་སློབ་སློབ་ལ་རིམ་འདི་ འཛམ་འཛུད་དེ་ར་ བྱེད་ དགོ་པའི་གྲོས་སྟོན་ཕུལ་པ་ཨིན།

གཉིས་པ། སློབ་སློབ་པ་ཚུ་ སློབ་སློབ་ལས་རིག་དང་འཛིན་འབྲེལ་བའི་དཔེ་ཆ་སྐབ་ནེ་དང་ ལས་འཁལ་དང་ཚོ་ཡིག་འངི་དགོས་མ་ཚང་ རང་སོའི་སློབ་གྲྭ་ཁག་ལུ་ སློབ་སློབ་དང་ལུ་ དཀའ་ངལ་མེད་ཕྱུར། དཔེ་མཛོ་ཁང་ནང་ལུ་ ཏོང་ཁ་སྐད་ཡིག་གི་ཤེས་ཡོན་དང་རིག་ རྩལ་ སློབ་སློན་ ཐབས་ཤེས་དང་ དཀྱི་ཞིབ་ ཀྲ་དེ་དའ་ལ་ལམ་ མེད་པ་སྦེ་ འབད་དེ་ཡོད་ པ་མ་ཚང་ གཞན་སྐྱར་ན་ད་དེའུ་ཀྲུ་ལ་ལམ་སྦེ་ མཁོ་སྒྱུར་འབད་དགོཔ་དང་ གཞ་ སྐྱར་ན་ལུ་ ཉམ་ཁར་གི་སྐྱ་དང་ར་སྦྱང་གི་མཐུན་རྐྱེན་ཚུ་ ལེགས་བཙོས་འབད་དགོཔ་འདུག

གསུམ་པ། སློབ་སློན་པ་ཚུ་ སློབ་སློན་ལས་རིག་དང་འབྲེལ་བའི་དཔའི་ཆ་སྐབ་ནེ་དང་ ལས་འཁལ་དང་ཚོ་ཡིག་འངི་དགོས་མ་ཚང་ རང་སོའི་སློབ་གྲྭ་ཁག་ལུ་ སློབ་སློབ་དང་ལུ་ འགན་ཚུ་ཡང་འབག་དགོ་པའི་ལས་ སྤ་སྤྱང་གི་ཀྲུ་ཡུར་ལམ་མ་ཚོགས་པའི་དཀའ་ལ་འདུག དེ་འབདཔ་ལས་ ར་བྱུང་པ་ཅིན་ སློབ་སློན་ལས་རིམ་འདི་ གནས་སྐོ་སྐོ་ (Regular) དང་ དེ་མིན་ལུ་ འཛིལ་ཡོང་སྐོ་ཁག་དང་ལམ་ཁྱས་ལས་ སློབ་སློབ་དེ་འདག་མ་བཟ་ཚུན་ཚོ་ སློབ་གྲ་ལ་གི་སློབ་སློན་དང་ལུ་འགན་ཚ་ སློབ་དཔོན་གཞན་ལས་ལུང་ལ་སྦེ་ བྱེ་ཚགས་པའི་ཐབས་ལམ་སློན་དགོ་འདུག

བཞི་པ། ཞིབ་འཚོ་ཚོན་ཡིག་གྲོ་སློན་པ་ལས་ལམ་ ལས་སློན་དང་རྒྱལ་སྐྱོར་ཚོ་ ལེགས་ཤོམ་དང་ ད་ཐག་ལུ་ ཐོབ་མ་ཚགས་པའི་དཀན་ལ་ལྱུང་སྟེ་འདུག དེ་འབདཔ་ལས་ ལས་རིག་དང་འཛིལ་བའི་བདག་སྡོང་གི་ཁ་ཕྱལ་ལས་ ཚོ་ཡིག་གྲོ་སློན་པའི་སྐྱང་ཚོན་ཡར་རྒྱལ་གཏང་ཐབས་སྒྱག་དགོ་པ་མ་ཚང་ རྒྱལ་སྒྱོར་ཡང་དག་ཐོག་ལུ་ འཐོ་ཚགས་པའི་ཐབས་ ལམ་སློན་དགོཔ་འདུག

ལྔ་པ། སྤྱ་དང་སློབ་ཚོན་ཚུའི་ནང་དོན་ལུ་ དོན་ཚོན་ལ་ལུ་ཏེ་མ་ལས་སྐྱ་ཚར་མི་ཚུད་ཡོདཔ་མ་ཚང་ སྐྱབ་ཏེ་ཚུ་ཤུ་ཚོན་ལེགས་ཤོམ་མེད་པའི་བར་ ནང་དོན་གཞན་ཚུ་ ཚུ་ཡང་ ཤུ་སུ་ལས་མེད་ནི་སྦེ་གསལ་སློན་ལྱུང་ཡི། དེ་འབདཔ་ལས་ སློབ་ཚོན་རེ་རེ་ཞིན་ཀྱི་ནང་དོན་ལུ་ འཛི་སྐྱོན་འབད་དགོ་པའི་ཁར་ སྐྱ་ཏེ་ཚ་ཚིན་གི་བང་ལུ་སྐྱོན་དང་གསལ་ས་ འཚོབ་བ་འདོང་མི་ཚ་ བསྐྱར་སྒྱག་དགོ་མ་ཚང་ གཞན་ཚ་ཡང་གསར་འཕྲོ་བཙུགས་དགོཔ་འདུག

དུག་པ། སློབ་སློང་ཀྲམ་གཞག་འདི་ སྐད་སྒྱུར་འབད་མ་ཚར་བར་ཡོདཔ་མ་ཚང་ འབད་ཚར་མི་ཚ་ཡང་ ད་གོ་ཚགས་པར་ ལྭ་ལག་ཡོདཔ་སྦེ་ཨིན་པ་ས། ཤེས་ཡོན་བཏག་ཞིབ་ དང་ཉི་ཁུད་ཀྱི་ སྐྱབ་ཏེ་ཚ་ཚིན་ ཀྲ་ད་ཉིན་ཅོན་ ཉིས་མ་ཚང་ སློབ་སློན་དང་མཁོ་ཆས་ཚ་ཡང་ ཉིས་སྐྱ་ཏེ་ ཐོག་ལ་འང་སུ་བྱེ་ཡོད་པའི་བར་ དོན་ཚོན་ལ་ལུ་ ལག་ལེན་དྲིས་འཕབ་ འབད་དགོ་ཐབས་ཀྱི་ ཆས་ཚན་ཚུ་ ཁོ་འབད་ལ་བཟ་ས་བཙགས་དགོ་དང་ དེ་མིན་པར་ ཁོ་གསལ་སློབ་ཚོན་གཉིས་ཀྱི་ཚ་ཚ་ ཡིག་ཕྲེ་དང་ སྐྱན་ངག་ གཏུན་ད་བ་ གཞན་ཡང་ སློབ་སློན་ཀྱི་ཐབ་ཐོགས་པའི་ ཆས་ཚན་ཚུ་ ལོ་འབབ་བཟ་ཚ་ཚ་བཙགས་དགོ་དང་ དེ་མིན་ཚང་ གོང་གསལ་སློབ་ཚོན་གཉིས་ ཀྱི་ཚ་ ཡིག་ཕྲི་བ་དང་ སྐྱན་ངག་ གཞན་དང་ གཞན་ཡང་ སློབ་སློན་ཀྱི་ཕན་ཐོགས་པའི་ ཡང་ཏོང་ཁ་ནང་ལུ་ར་ སློན་དགོཔ་འདུག

ཞིབ་འཇུག་འདི་ དང་འབྲེལ་བའི་སློབ་ལེ་སུ་ཡོད་ དང་པ་ ཞིབ་འཚོས་ད་ སློབ་སློན་དང་འབྲེལ་ཏེ་ ཞིབ་འཚོས་འབད་ཡོདཔ་ལས་བརྗེ་ཏེ་ དུས་ཚོ་ལངས་མ་སྦེ་ཐོབ་པའི་ དཀར་ངལ་ལྱུང་ཡི། གཞིས་ན་ ཞིབ་འཇུག་གི་ནོན་ལུ་ ཚོ་གྲིས་བསྐྱར་ཞིབ་འབད་ད་ དེ་བཟམ་གྱི་ཐབ་ནས་བཏག་ཞིབ་ ཏོང་ཁ་ནང་འབད་འབདཔ་མ་ཐོབ་པར་ ཚོ་གྲིས་ས་ཐོབ་པའི

གདོང་ལེན་བྱུང་ཡི། རྒྱལ་སྤྱིའི་གནས་སྟངས་ནང་ལུ། ཕན་ནུས་བཏག་ཞིབ་འབད་འབདཝ་ཡོད་རུང་ འགྲུག་གི་ཤེས་རིག་གི་གནས་སྟངས་ལུ་ འབད་འབདཝ་ལེ་ ཤ་མེན་འདུག། དེ་གི་ནང་ལས་ ཡང་ ཨིང་སྐད་ནང་ལུ་ཡོད་པའི་ཚིག་ཤིས་ཆུ་ རྫོང་ཁའི་ནང་ སྐད་སྒྱུར་འབདཝ་ད་ དུས་ཚོད་མ་ལངས་པའི་དཀའ་ངལ་སྦོམ་སྦེ་ར་བྱུང་ཡི། གསུམ་པ་ ཞིབ་འཚོལ་པ་ཆུ་ཡང་ སྦོབ་སྟོན་པའི་ གནས་སུ་ཨིནམ་ལས་ བཅའ་མར་གཏོགས་མི་ཆུའི་ཚོངས་ལས་ སྦོབ་སྟོན་ཐབས་ལམ་དང་ སྦོབ་སྟོན་པ་དང་འབྲེལ་བའི་དཀའ་ངལ་ཚུ་ ཐད་ཀར་བཤད་མ་ཚུགས་ལ་བཟུམ་ཚོར་ཡི། བཞི་པ་ སྦོབ་སྟོང་དང་འབྲེལ་བའི་ཡིག་ཆ་དང་ སྦོང་ཚན་ཚུ་གི་ནང་དོན་རེ་རེ་བཞིན་དུ་ མཐིལ་ཕྱིན་མ་བྱེ་ དབྱེ་དཔྱད་འབད་མ་ཚུགས།

མཇུག་རང་ སྦོབ་སྟོང་ལས་རིམ་དང་སྦོང་ཚན་ཚུ་ བསྒྱུར་ཞིབ་ཀྱི་དོན་ལུ་ ལེགས་བཅོས་དང་འཕྲི་སྦོན་འབད་དགོ་པ་ཚུ་ ཁ་གསལ་སྦེ་གྲོས་སྦོན་བཀོད་ཡོད་མི་ཚུ་དང་འབྲེལ་ ཞིནམ་ལས་ མཐོ་རིམ་སྦོབ་གྲྭ་དང་ལས་རིམ་ཚོགས་ཚུ་ འབྲེལ་ཡོད་དབང་འཛིན་ཚུ་གིས་ ཚོ་ལེན་མཛད་དེ་ ལེགས་བཅོས་མཛད་གནང་པའི་རེ་བ་ཡོད། དེ་ལུ་བརྟེན་ཏེ་ གཙུག་ལག་ལས་མཐོ་ རིམ་སྟོང་པའི་ཤེས་ཡོན་གྱི་སྤུས་ཚད་ཡར་དྲག་གཏང་དགོ་སྟེ་ འགྲུག་རྒྱལ་ཁབ་ཀྱི་གཞུང་སྐད་རྫོང་ཁ་གོང་འཕེལ་དང་ དར་ཁྱབ་གཏང་ཞིའི་མཐུན་རྐྱེན་ལུ་གྱུར་ཏེ་ རྒྱལ་ཡོངས་དགའ་སྐྱིད་དཔལ་འཛོམས་ཀྱི་དམིགས་དོན་སྒྲུབ་ཚུགས་པའི་དམིགས་གཏད་བསྐྱེད་པ་ཨིན།

ཀྱབ་རྟེན་དཔེ་ཚོ།

ཕུར་པ། (༢༠༡༡) ཞིབ་འཚོལ་གྱི་ཐབས་ལམ། འབྲུག་སྦྲ་རོ། ཏ་དབྱངས་ཤེས་རིག་གློས་བསྐྲན།

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RABSEL – the CERD Educational Journal
Guidelines for Manuscript

RABSEL – the CERD educational journal

The CERD *Educational Journal* is published twice a year in spring and autumn by the Centre for Educational Research and Development, Paro College of Education, Royal University of Bhutan. The Journal welcomes contributors which promote the exchange of ideas and rational discourse between practicing educators, researchers, planners, administrators, educational thinkers and practitioners, learners and policy makers from Bhutan and abroad. To this end the Journal publishes articles on empirical and theoretical studies, research reports, commentaries and scholarly reviews that attempt a systematic analysis or synthesis of educational processes and systems from different viewpoints and approaches.

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Manuscripts are considered for publication with the understanding that they are original material and have not been submitted elsewhere for publication. Submission of a paper to a professional journal is considered to be a definite indication of the author's commitment to publish in that journal. A paper submitted to this journal while it is under review by another journal is regarded as unacceptable. Submitting an already published manuscript is considered to be unethical. The author should consult the Editor if he or she has any questions to whether or not the paper is suitable for publication.

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CERD *Educational Journal* is a research journal. All papers considered appropriate for this journal are reviewed anonymously by at least two outside reviewers. The review process usually takes one to two months. Papers are accepted for publication subject to no substantive, stylistic editing. The Editor reserves the right to make any necessary minor changes in the papers, or request the author to do so, or reject the paper submitted. A copy of the edited paper along with the first proofs will be sent to the author for proofreading. They should be corrected and returned to the Editor within *10* days. Once the final version of the paper has been accepted, authors are requested not to make further changes to the text.

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Reports of empirical research are descriptions of research studies. These studies must have clear and important implications for education and/or research. CERD considers research representing diverse methodologies, including group design, single-subject research, case study etc. The major criteria for publication are quality of design, implementation, and writing, as well as importance to the field.

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