

Special Kidu Program during COVID-19 Pandemic

-Dzongkhag Kidu Focal, Samdrup Jongkhar

Beginning since nationwide lockdown, a variety of Kidu components have been conferred from the Golden Throne to rescue citizens from the COVID-19 situation. Limitless in its grandeur, boundless in its reach, from rags to riches, infants to decrepitude, all were graced and liberated through the Kidu Program.



In an hour, when unprivileged senior citizens, destitute and economically challenged, were cited on higher risk of the global pandemic, they were energized with immune power and food security through ration and vitamin Kidu. To those, whose level of income and business platforms were eschewed, it was rescued through Druk Gyalpo's Relief Kidu Program (DGRK).

The Kidu Program was there to congratulate new born babies through Her Majesty the Gyaltsuen's Soelra program. It was there to feed the unfed, and home the homeless. Along the course of wax and wane situations, it was there to see people secured and hear their situational stories through daily update of information vide online portal "*I hope*".

While the COVID situation has call forth a moment of social reconciliation, Kidu Program was there to grant its grandeur in sheer benevolence. As it went by, wheel of compassionate activities under the blue sky left no stone unturned. So was the feeling of gratitude of the recipients blossomed in utmost purity.

List of special Kidu Programs during COVID-19 Pandemic

Sl. No.	Program	Beneficiaries
1	Ration to Goensho Zhabtog recipients	11
2	Ration to senior citizens, destitute and economically challenged citizens	223
3	DGRK ration during nationwide lockdown	23
4	Aged 70 plus vitamins distribution	1543
5	Gyaltsuen's Soelra to new born	6

Impact of Farm Road User Group Training

-Pema Dorji, Dzongrab, Samdrup Jongkhar Dzongkhag

Rationale

“As far as you, my people are concerned, should not adopt the attitude that whatever is required to be done for your welfare will be entirely done by the government. On the contrary, little effort on your part will be much more effective than a great deal of effort on the part of government. If the government and people can join hands and work with determination, our people will achieve prosperity and our nation will become strong and stable.”

His Majesty, the 4th King, Coronation Speech, June 2, 1974

His Majesty, the fourth King's speech was shared to the participants as a prelude to the two days training program. As underlined in His speech, His Majesty The Fourth King always wanted each of us to be more responsible and take active part in the community development. One of the most important objectives of the training was to instil the sense of responsibility among the participants, who in turn would interact with the other members of the community with the same objective.

“A person shall have the responsibility to safeguard public property”. Article 7, section 8 (Fundamental Duties) of the Constitution of the Kingdom of Bhutan. This very article of the Constitution was discussed to make the participants aware of their fundamental duties.

His Majesty, the King has time and again reminded the Bhutanese to be more responsible in serving the nation. It is appropriate to say that the community must take better care of the community facilities as a part of their service to the nation.

As envisioned by Their Majesties The Kings, the community need to be more responsible in using and taking care of their facilities, but contrary to this, communities do not take ownership of their facilities. It was, therefore, found necessary to form new User Groups and revitalize the existing ones. Towards achieving this, two days User Group Training was conducted in 2019 in all the Gewogs involving Chiwog Tshogpas and five members from each Chiwog, along with Gups, Mangmis and Gewog Administrative Officers.

Objectives

The following were the objectives of the training:

- 1.To understand the meaning and importance of community and their roles to build a strong community;
- 2.To know the benefits of good community and the disadvantages of poor community;
- 3.To instill team spirits in community;
- 4.To instill a sense of ownership to the community facilities;
5. To understand the importance of and strategies to care the farm roads;
6. To be able to form new User Groups and revitalize the existing ones;
7. To understand the roles of community in taking care of Community Facilities such as farm roads and RWSS (Rural Water Supply Scheme);
8. To identify types of maintenance works that the community can carry out;

9. To understand the roles of User Groups in maintaining the farm roads;
10. To prepare a plan of action for routine maintenance of farm roads and RWSS.

Training Outcomes

Following were some of the outcomes of the training:

1. Participants understood the importance of community and how to make it strong;
2. User Groups formed in all the Chiwogs in eleven Gewogs;
3. Revitalized the Existing User Groups;
4. Drafted User Group Byelaws;
5. Participants were equipped with knowledge and skills required for User Group Formation;
6. Prepared work plan for routine maintenance of farm roads.

Review of the Farm Road User Groups' Work Progress

A comprehensive review was carried out in seven Gewogs in March 2020. The review of work progress could not be carried out in three Gewogs under Jomotsangkha Dungkhag due to certain restrictions on movement as result of outbreak of COVID-19.

Following were observed and found during the review:

1. The community has taken the complete ownership of the farm roads;
2. Maintenance works are carried out as per the work plan prepared during the training;
3. All the farm roads are in good condition owing to better ownership taken by the community;
4. All farm roads are opened to traffic;
5. The community have become more aware of their responsibilities in taking care of the community facilities.

Impact of Training

1. The direct impact is that the farm roads are maintained by the community from time to time.
2. Some of the Chiwogs have even gone beyond their responsibilities by clearing the major road blocks which, in the past, was not considered as their responsibilities.
3. The routine maintenance of the road and keeping it open for traffic all the time has helped the farmers in many ways.
4. More importantly, this has reduced burden on the government's resource.

Way forward to ensure the vitality of the User Groups

1. User Group bylaws will be strictly implemented to ensure the proper functioning of the Group. At the Chiwog level, the Tshogpas will be instrumental in making the User Group function well.
2. Gewog Administrations will play pivotal roles in ensuring the proper functioning of the Group. The Gewog functionaries will make visit to farm road from time to time, and based on their observations, will provide directives/support to the User Groups.

3. The Dzongkhag administration, spearheaded by District Agriculture Officer will monitor the implementation of Byelaws, and regular maintenance of farm roads. Work of the User Group, and the condition of farm roads will be reviewed quarterly basis, and very strict follow up action will be taken. If necessary, the Dzongkhag Review team will meet with the Executive members of the User Groups, and convey the recommendations resulting from monitoring.
4. Dzongkhag Administration will organize/conduct review meeting with the Gewog Administrations, at least twice a year, and discuss the issues/activities of the User Groups.

Training and review conducted by:

1. Pema Dorji, Dzongrab
3. Chorten Gyeltshen, DAO
4. Wangchuck, Planning Officer



Before maintenance



After maintenance



Before maintenance



After maintenance



Before maintenance



After maintenance

COVID-19 Outbreak Investigation Report in Samdrup Jongkhar Town, Bhutan, 2020

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INTRODUCTION

COVID-19 outbreak was first recognized at Wuhan in China. It was described as a disease of Public Health Emergency of International Concern (PHEIC) in February and declared a “Pandemic” in April 2020 by World Health Organization (WHO). A foreign tourist was the first case identified in the month of March in Thimphu and subsequently, sporadic cases were identified in Phuntsholing and Samdrup Jongkhar in September 2020.

OBJECTIVE

To describe the epidemiology and determine the source of COVID-19 at Old (NDHCL) NRDC & RBP Colony, Samdrup Jongkhar.

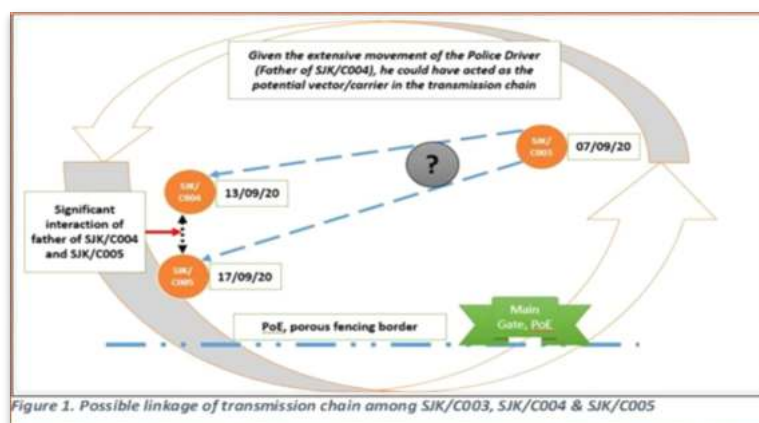
METHODS

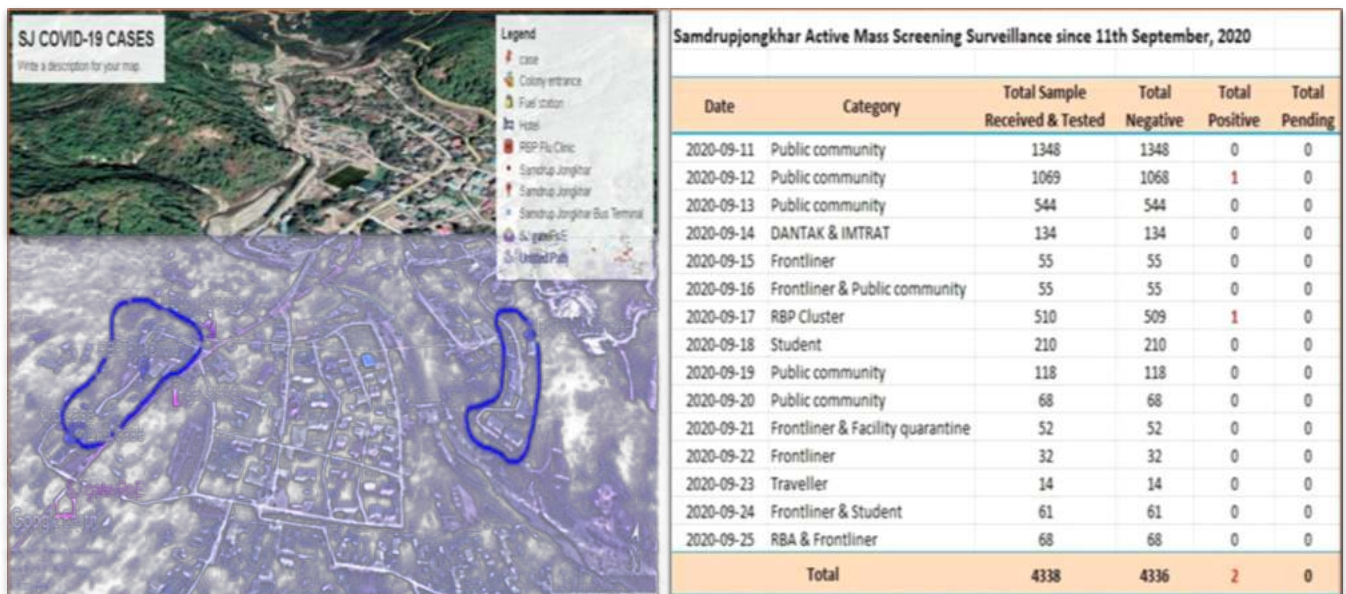
Case definition: Clinician-diagnosed COVID-19 cases confirmed by RT-PCR during the period of September to November, 2020.

Control definition: Individuals tested during mass screening and daily active surveillance without the signs and symptoms and COVID-19 negative between September to November, 2020.

Sources of data:

- RTT-PCR confirmed COVID-19 cases at Samdrup Jongkhar General Hospital w.e.f September to November 2020;
- Patient information collected based on date of diagnosis, person characteristics, clinical symptoms, diagnostic test results and risk factors;
- Descriptive statistics were performed using Epi-Info 7 and Spatial analysis was done in Google earth.





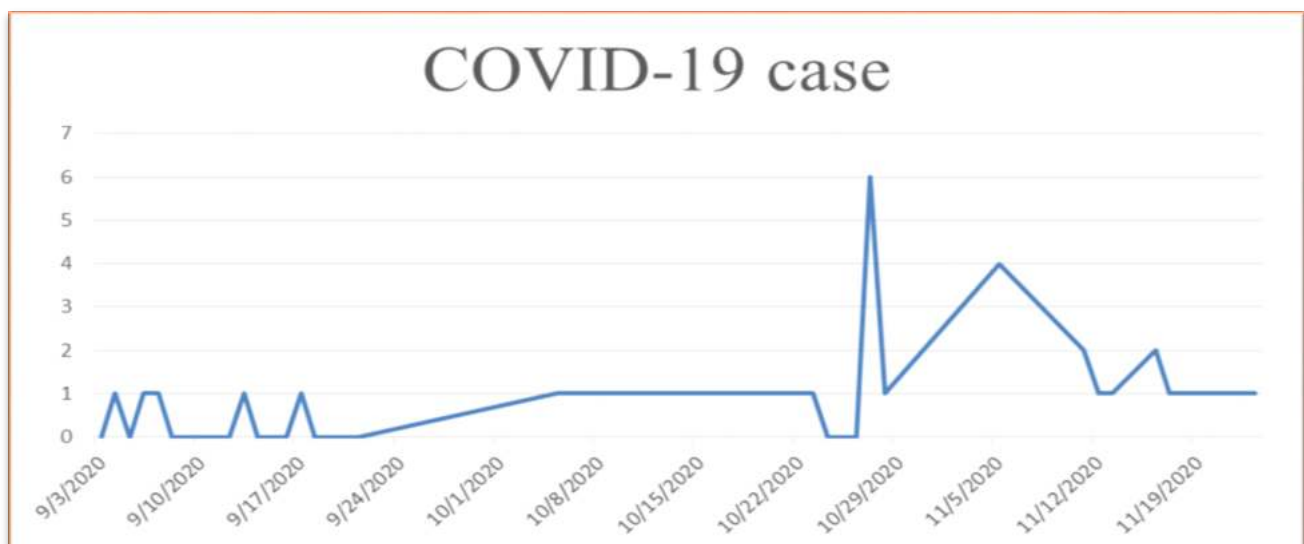
Spatial distribution of COVID-19 in Samdrup Jongkhar

Community screening data

Test Result Date Case history

7 Sep 2020	18/F, index case was a resident of Old NHDCL Colony who reported to flu clinic and tested positive she had symptom onset on 8 Aug 2020
12 Sep 2020	25/F, identified at the RBP Colony located near SJ PoE, through mass testing
17Sep 2020	49/Male, RBP Personnel working at the PoE was detected through testing of high risk groups

Chronology of COVID-19 cases in Samdrup Jongkhar



RESULTS

1. 26 laboratory-confirmed cases of COVID-19 were identified, 21 cases at Samdrup Jongkhar main gate, 3 cases in the community and 2 cases in the quarantine facility.
2. COVID-19 primarily affected individuals between 20-40 years with male predominance.
3. Clinical presentation of confirmed cases:
 - Only 4 patients presented with respiratory symptoms;
 - Majority were asymptomatic;
 - All primary contacts of community cases tested negative despite huge exposure;
4. Major risk factors identified were collection of consignments at PoE (Point of Entry) or working at PoE.

DISCUSSION

Until September 2020, there was no official record or report of COVID-19 in Samdrup Jongkhar hence, through this outbreak report, it highlights substantial threat of COVID-19 transmission in other towns if health protocols are not followed. Illegal activities at the international border, import of expatriate workers and cash/goods transactions at the PoEs have increased risk of COVID-19.

RECOMMENDATIONS FOR FUTURE

- Demarcation of high risk and low risk areas by local COVID-19 TF;
- Increase the availability of test kits in district hospitals particularly in the border areas;
- Review the protocols and identify gaps and enforce protocols more stringently (LEAs must be made to wear face-mask, face shield at all times, practice hand washing every 1 hour, etc.) and discourage them from coming in contact with other people;
- Appoint one fully dedicated COVID-19 Safety Focal Officer to ensure compliance with all the safety requirements at PoE;
- Strict testing of all expatriate workers prior to entry in to Bhutan;
- Community collaboration and support has been found to be crucial for prevention of future outbreaks, particularly through empowering them through individual Gyenkhue.

RECOMMENDATIONS & STRATEGIES IMPLEMENTED

The following recommendations and strategies have been implemented:

- Placed RBP and Old NHDCL colony under 'Self Containment Mode' for two weeks;
- Quarantined all routine travelers for seven days and developed SoPs for travelers from high to low risk areas and vice versa;
- Ramped up COVID-19 RT-PCR testing;
- Private godowns and warehouses provided separate accommodation to their loaders/unloaders and kept them away from their families;
- Explored mechanization of loading and unloading at Silicon factory;
- Raised awareness amongst the general population as it empowers them on strategy for COVID-19 prevention.

CONCLUSION

Two COVID-19 cases were identified from RBP Colony, which is located in close proximity to Samdrup Jongkhar main gate PoE. It emerged that individuals with either direct or indirect contact at PoEs (Points of Entry) were primarily affected by COVID-19. The measure of screening expatriate workers at Samdrup Jongkhar main gate contributed to the identification of maximum cases at the point of entry and minimize the risk of exposing Samdrup Jongkhar to the virus. It was speculated that poor compliance on the basic health protocols while handling multiple quarantined goods and cash at the PoEs might have led to the introduction of virus and triggered the sporadic transmission despite of well-designed safety protocols in place.

“Teacher - Beyond a Leader”: A Future of Education in SJ Sherig

-Khem P. Thapa, Vice Principal, Garpawoong MSS

Introduction

A good leader can make a good teacher. Every teacher is a leader and all leaders are teachers. Good leadership quality in a teacher is the reflection of being a good teacher. These lines are popular in most literature and to make it a reality requires inspiration, insights and ignition from the leaders in the organization. *SJ Sherig* has the educators in this capacity, however, to build the capacity to ignite such a quality requires nurturing the people in the organization.

The ignition of hunt for such quality within the teachers and school leaders took place in Samdrup Jongkhar in June and December 2020 in five clusters facilitated by the Chief DEO, Mr. Kinzang Dendup. The program, which covered all the 29 Principals and Officiating Principals including Teachers in charge of ECRs, 11 Vice Principals and 157 teachers making to almost 51% of the educators in the Dzongkhag, was the much anticipated and foretold. All the participants had been inspired and their innate leadership qualities were provoked to put into action at the end of the program.

Making a good leader- the qualities

Our role model and our great leader, an inspiration for all Bhutanese, His Majesty The King is the best teacher to make good leaders. The Golden Circle model by Simon Sinek with profound elements of leadership theory beginning with ‘why’ is the core of a leader and that the leadership must be focused on inside-out.

Some plans and activities fail because of the execution gap which lacks enabling environment, synergy in the organization, and accountability among the employees.

Leaders strive for excellence and leaders’ job is to achieve results. Leaders must be strategic in establishing clear system of Communication, Accountability, and Consistency (CAC) which result in effectiveness and efficiency in the organization. However, at times leaders are confused with ‘movement’ and ‘progress’ in the process of executing their roles and responsibilities. The example of rocking horse which makes the movement but no progress is best suited for the explanation. We have leaders who put

in a lot of efforts and hard works in the organization but the organization (schools in our context) is still in the same height and level compared to past years. There must be progress; the ‘movement’ alone will not bring progress. The MAP (Motion + Action= Progress) approach to achieve progress in organization. Leadership is critical in making progress and achieving the desired results in schools. Motivating people, setting strategy, creating mission, and building culture all lead to better outcomes in schools. There must be trust which comprises of character and competence embedded with wisdom to ensure a vibrant school culture.

Finding the leader in us

The reflection on the logo for Educating for GNH and Samdrup Jongkhar *Sherig*, and relating it on “*Rethinking Education*” with the analogy of story of a farmer and his animals in the farm which themes towards involving people rather than just participating in any school activities is going to help leaders in schools to be involved in progress of the school instead of just doing the mandated scheduled activities.

Peer sharing on what we know on teacher beyond a leader and the participants sharing their views on the qualities of teacher beyond a leader made us realize that leadership in us is there but we need to invoke it.

The activity on K-W-L which stands for, what you KNOW (K), what you WANT TO KNOW, what you LEARNED on the program, “Teacher beyond a Leader” was indeed a hunt for the leaders in us. “*Critique of the way we are, Vision of how we should be, Theory of change for how to progress*” got ingrained into the participants through the presentation. A short reflection on His Majesty’s wisdom on “You can’t give what you don’t have” added to inspire and encourage boosting the leadership skills in all participants.

Critique of our own quality for better outcomes

A brain storming activity on “What is our Education System? To Make Pass or Fail.....Half full or Half Empty...” made every one of us think critically to find the leader in us.

Critiquing on our own education system and our roles are healthy and one would find the actual gap that would enable us to be a good leader. Unprepared learners, school inputs that don’t affect teaching and learning, school management that doesn’t affect teaching and learning and unskilled and unmotivated teachers are factors of learning crises as reported in World Development Report (WDR), 2018.

The critique on failure of learning taking place in schools helped me and participants alike. The examinations and grading system in the education system have impacted the learning and is divisive. This realization has led me to ‘*Rethink Education*’, indeed.

According to Robert M. Yerkes - John Dallingham’s model of Pressure-performance graph, there are three zones of leadership: Comfort Zone, Stretch Zone and Panic Zone. Staying in the ‘Stretch Zone’ is recommended for great leaders and great teachers alike. The trap of complacency, in which many fear to come out of their “Comfort Zone”, is taking toll in many organizations and school systems. Great leaders and great teachers know how to get out of this trap and give their peak performance by remaining in ‘Stretch Zone’ with excellent flow in what they do.

We as leaders must understand on our calling in education. What is our calling? Is it for 'fulfillment' and 'career'? Is it for 'nurture' and 'calling'? Education is not filling with facts and figures but training the mind. Education must foster on developing the whole person and not only the part.

Vision - Education Promise

The promise of education is to invest in the children as the future of the nation is in our hands and our future is in theirs.

"No child is left behind" must be in the minds of every educator and how it can be achieved based on the three principles of education: Equity, Quality, and Sustainability.

The four needs of people: the need of mind to learn, the need of heart to love, and the need of body to live and the spirit to leave a legacy as stated by Stephen R Covey are aligned with the four dimensions of "Whole Person Paradigm" of mind to see vision, heart to feel passion, body to do discipline and spirit to foster conscience in any organization.

The three pillars of school are student, curriculum and teacher which require having a proper school system and better school culture based on The 7 principles of Instructional Core by Richard F. Elmore.

A TED Talk on education by Ken Robinson, "Do schools kill creativity?" impacts on leaders to mind their business on the three principles on which human life flourishes: Diversity, Curiosity and Creativity.

Schools must embrace holistic education with authentic assessment by inducing relevant curriculum and deepening learning experiences. As school leaders and teachers, we must apply our knowledge and understating of 'Backward Design' to make 'Curricular Priorities' and use 'Assessment Methods' in tandem. Prioritizing curriculum and using appropriate methods of assessment would enable school leaders and teachers to have clear understanding on 'worth being familiar with', 'important to know and do' and 'enduring understanding'.

The backward design lessons can help identify the desired results, determine acceptable evidence and plan learning experiences and instructions in a meaningful way and make teaching-learning more enduring.

Theory of change - Progress in Education

Stephen R. Covey's two roads: "road less traveled" and "road traveled by many" helps to know the roles and responsibilities of a leader. The emphasis on 'road less traveled' which leads to greatness comes as a choice. And 'road traveled by many' which leads to mediocrity must not be the role of leaders.

'4 I's of Transformation' by Bernard M. Bass: Idealized Influence (II) which can be achieved by being the role model for followers, walk the talk, source of admiration and trust; Inspirational Motivation (IM) can be achieved by having a vision, charisma and clarity and source of inspiration and motivation; Individualized Consideration (IC) can be met through genuine concerns for needs and feelings, self actualization of followers and training and development of followers; Intellectual Stimulation (IS) is the fourth I of transformation which leads to progress with movement in leaders.

The practice of 4 Roles of teachers to student as Engage, Enable, Expect and Empower as stated by Ken Robinson would transform teachers into great teachers.

Paradigm shift

A model that creates new paradigms, effective practices, and real results of “Leader in Me”, is based on a theory of change known as the ‘See-Do-Get’ cycle. Students’ leadership in school helps to develop student behaviour, student’s social and emotional readiness and student leadership.

Building leadership in students is very important and all students must get the opportunity and is possible to provide. School culture of student attendance, supportive school environment and student engagement, and academics make good student leadership. The principle of the paradigm states that everyone can be a leader.

“The Theory of Human Motivation” by Abraham Maslow on psychological needs, self-fulfillment needs and basic needs can help teachers to adapt Benjamin S. Bloom’s taxonomy in school planning for implementing teaching-learning process by teachers and school leaders. Educators are now beginning to use the rhetoric - *“Maslow first, then Bloom”* for a good reason.

“Principles of Cooperative Learning Structures” by Dr. Spencer Kagan: Positive Interdependence, Individual Accountability, Equal Participation, Simultaneous Interaction, should form the core in managing the classrooms and leading children’s learning.

As we engage our learners with all the above models and insights, our learners will be equipped with 21st century skills of “Critical Thinking, Creativity, Collaboration and Communication” to face the realities of global challenges and lead their future.

Eight competencies from “Creative Schools” by Ken Robinson as curiosity, creativity, criticism, communication, collaboration, compassion, composure and citizenship is not new to teachers and our school systems but meaningful reflection and sustained practice in the schools have to be ensured. ‘A parent first and then a teacher’ should be at the heart of every teacher and every leader.



Future commitments from *SJ Sherig* Leaders and Teachers

“Teacher beyond a Leader” is an inspiration to all the participants. Teachers shared that they are now motivated further and are clear on the ultimate purpose of their role is school and students.

A teacher-participant stated, “Having heard of your vision and mission, we feel blessed that we could see ourselves through you as you want to see yourself through us. There is a saying – ‘If you don’t want a rotten apple, you must find the source of apple.’ I think we found a source.”

We shall work hard in service of education and let our success reverberate. We will strengthen the pace of our learning and broaden the base of our students’ learning through the concept of “Tha-dam-tsig-lay-judrey”.

Similarly, almost all participants are now geared towards bringing the best of education to the students. Principals and Vice Principals as school leaders have felt this program as a turning point in their performance delivery process and are committed to bring the expected outcomes from their schools.

“The program helped me in understanding our education system better. It brought a closer view of how we are performing as educators. The program was even more appropriate to school leaders and policymakers as it brings out the best of the critiques, which can be used while planning any programs and making decision”, as stated by a school leader.

A participant summarizes the whole program as, “The world is filled with differences. There are diversities everywhere already existing, with so much still coming up in younger generation, it’s time that everybody accepts this”.

Discovering Larjab in the Face of Health Care Services

-Sonam Choki, Health Assistant, Lauri Public Health Care (PHC)

Supportive communities reduce isolation. You need to take the first step, and then the other steps would follow.

Located far away from the nearest Public Health Care (PHC), with geographically most difficult terrain consisting of 8 households, lies the village named Larjab under Serthi Gewog. Owing to its geographical location, the village has always been lagging behind not only in terms of development but also deprived from its basic health care services.

Since Larjab village is near to Lauri Gewog, it is easier for the people to avail the health care facilities from Lauri PHC than Minjowoong PHC. So a trip to cater mobile health care services to the community of Larjab was planned to reach to the unreached community.

The journey towards Larjab community began from Lauri PHC on foot at 8.00 am covering 18 kilometers from the Gewog and made it to Gawaling village, the last village under Lauri Gewog. The journey unfolded as we walked uphill, from house to house till we came across the barren land.



It followed through the thick woods, muddy path and moist land. This untrodden path was disappearing under the thick fern and dried leaves. So it was easy for any new person to get lost into the woods of Gawaling. However, with the help of our local helper we were able to make it to the destination.

Early morning after spending a night at our host place of village head (*Chipon*), we started our simple introduction to the community, screened for Non Communicable Diseases (NCDs), elderly immunization plus screening and provided basic treatments. In order to know their difficulties related to health services, we started asking questions. Comprising of four elderly people, handful of middle aged people, two young kids created this community with rest of the children gone for studies. The elderly people said that they hardly went to the nearest ORC or PHC for treatment as the topography and wild life of the place posed hindrance while availing health services. So, they preferred treating the sick people themselves using indigenous methods.

After screening for NCDs, mostly middle aged people showed high blood pressure. Although the children under 5 years have completed their vaccination, they have sometimes missed their growth monitoring checkups. The chances of children missing their immunization and growth monitoring in future seems more likely due to the geographical difficulties. In addition to this, those people with underlying diseases could also be affected severely in near future as it is difficult to get medication refill on time.

Although the village is provided with electricity and network coverage recently, it is still isolated compared to the rest of the villages and is still marginalized as it still doesn't have proper access to its basic health care services. After experiencing life and journey in Larjab, we got to know that health care services aren't easy for them, even to go to the nearest ORC in Gawaling. Basic health is a right and essential tool for achieving a greater health. So with little intervention from primary health care, it could make a lot of differences in their lives, if not the community could easily become vulnerable towards their health related issues.

Animal Health Report for Samdrup Jongkhar Dzongkhag (Major health activities until November 2020 for 2019-2020 FY)

-Dr. Kinzang Chedup
Veterinary Officer

Introduction

Dzongkhag Veterinary (DVH) being the apex of animal health centre in the Dzongkhag, carries the treatment of diseased animals at hospital and also serves as a consultation centre for any animal health related problem in the Dzongkhag. Moreover, the DVH is mandated to carry out investigation and execution of control and preventive measures for any kind of animal disease outbreak in the Dzongkhag. DVH besides carrying out routine treatment of diseased animals, coordinated sample collection for Sero-surveillance of TB and Brucellosis in the Dzongkhag in collaboration with RLDC in Khangma and CVH & SVL in Dewathang and as well as coordinated Community Animal Birth Control (CABC) program in Phuntshothang Gewog and rabies awareness program in Dewathang Gewog with fund support from Gewogs.

Activity 1: Sample collection for Sero-surveillance of Bovine Tuberculosis and Brucellosis

Background

Bovine Tuberculosis is disease condition of bovine caused by member of the *Mycobacterium Tuberculosis* complex primarily by *M. Bovis*. It is one of the zoonotic diseases and economically important disease for the farmers with disease mainly associated with reduction in state of animal and productions if left undiagnosed and untreated. The particular disease is also of human health concern with high potential of the diseases to transmit to human by consuming raw milk and untreated meat from the affected animals.

Brucellosis is also a disease condition of bovine which is caused by bacteria, *Brucella Abortus*. It is zoonotic disease and poses great risk of exposure to farmers and animal health workers. The prominent signs and symptoms of disease are persistent fever and sterility in human.



Rationale

Sample collection for Sero-surveillance of above two diseases was carried out to establish baseline and predict prevalence of the diseases in Samdrup Jongkhar and to carry out control and preventive measures since both the diseases are economically and zoonotically important.

Program Modality: The samples were collected from the household selected randomly. Total of 76 blood samples were collected from different villages of each Gewogs.

Activity 2: Awareness Programme for Rabies

Background

Samdrup Jongkhar Dzongkhag being close to the border is identified as high risk area for the occurrence of rabies outbreak and the areas are endemic to Rabies due to influxes of unregulated number of stray dogs across the border. Dewathang Gewog particularly had experienced four episodes of rabies outbreaks in 2019 during which instant control and preventive measures were carried out by the Dzongkhag Livestock Sector.

Rationale: Considering the zoonotic nature of the disease and the economic repercussion on farmers during the outbreak, Dzongkhag Livestock Sector conducted rabies awareness program to make general public understand about the disease and high health risks it poses to the human. The programme was also to educate the farmers on cattle herd management and to combat outbreak in large economically important animals due to dog bites considering the endemicity of this dreadful disease.



Programme: Awareness programme was scheduled in four villages under Dewathang Gewog adhering to COVID-19 protocols and covered 193 households.

Fund support: The programme was carried with fund support from Gewog Administration, Dewathang.

Activity 3: Community Animal Birth Control (CABC) Program at Phuntshothang Gewog

Background

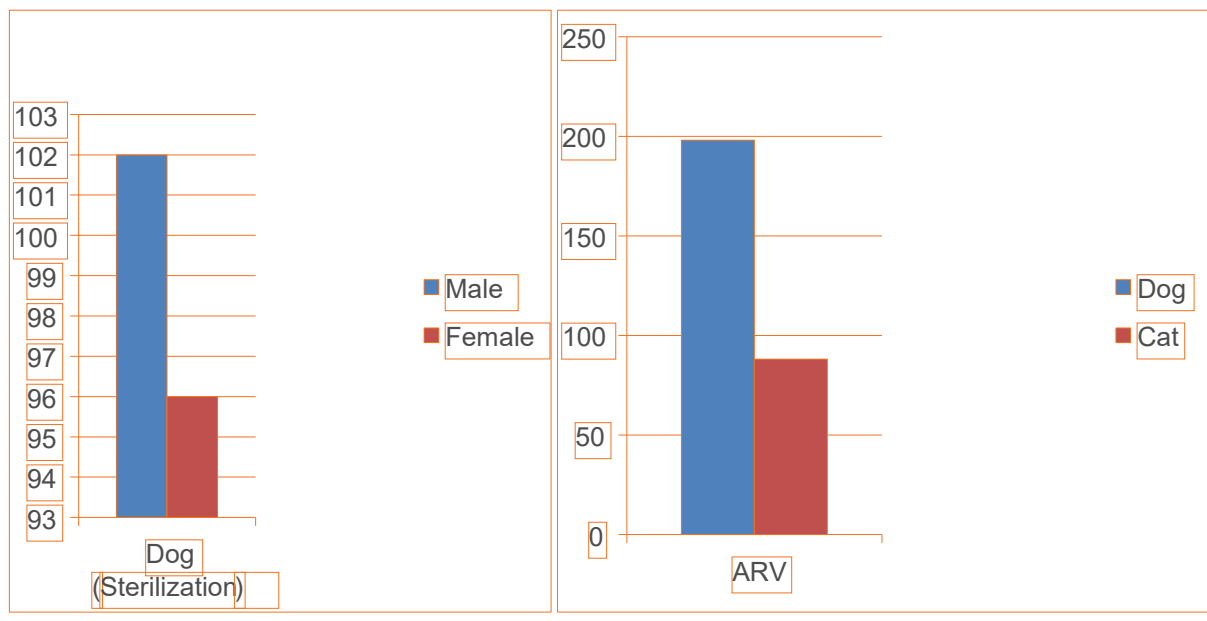
Phuntshothang Gewog which shares porous border with India is endemic to rabies and as a prophylactic measures, Dzongkhag Livestock Sector in collaboration with the Gewog administration put in place **Community Animal Birth Control (CABC)** program to reduce the population of stray dogs and to minimize human health risk it poses. The canine/feline was vaccinated against the rabies and carried out the treatment of commonest stray dogs' skin disease and mange.

The programme was conducted with fund support from Gewog administration by engaging the Gewog staff for duration of two weeks as a part of **Catch, Neutral Vaccinate and Release (CNVR)** program with the aim to create fewer, healthy stray dog population and safer community.

Program Modality: Sterilization, vaccination against rabies and treatment of mange and TVT



Surgery, Preparation, Anesthetization of Dogs



Total number of dogs sterilized and number of canine & feline vaccinated against Rabies

Conclusion:

Three major animal health activities: sample collection for sero-surveillance of bovine tuberculosis, Brucellosis for seven Gewogs, awareness program for rabies at Dewathang, CABC program in Phuntshothang had been coordinated by Dzongkhag Veterinary Hospital with support from Dzongkhag Livestock Sector, Dzongkhag Administration, and respective Gewog Administration. Dzongkhag Veterinary Hospital has a plan to carry out similar programmes in other remaining Gewogs.

Counseling Services during Lockdown

-Ugyen Chopel, School Guidance Counsellor, Jomotsangkha MSS

“There is only one way to happiness and that is to cease worrying about things which are beyond the power or our will.” - Epictetus (GR)

The COVID-19 outbreak has been brutal and unanticipated across most countries. The first known cases occurred at the end of December 2019, and the WHO reported this as a pandemic on March 11, 2020. The evolution of COVID-19 remains variable and this impulsiveness is intensified by the heterogeneity of health systems around the world and challenges in obtaining accurate infection and immunity numbers. Given the magnitude of the pandemic, most nations have adopted a containment strategy. Similarly, our country is also under national containment for several days. The country's first lockdown took place in our hometown of Jomotsangkha Dungkhag when a suspected case was detected on April 3, 2020. After that, the government declared the first national containment on August 11, 2020 with nationwide lockdown.

Availability of in-person counselling services are currently limited because of the COVID-19 outbreak. However, there are various other services such as the phone, messenger, WeChat and Google Classroom.

I offered my services to nine individuals, including seven students and two parents. The counselling services provided to them were not only linked to COVID-19, but also domestic violence (family violence at home). Counselling services for seven individuals were related to the pandemic such as stress management, coping with skills and maintaining a balance between responding to and managing family violence at home. I made an intervention with

them and solved the problem. The maximum session I dealt with the client is 21 family violence sessions followed by 3 COVID-19 sessions.

Finally, I would like to thank my Career Education & Counselling Division for providing a rapid response and Nu. 500/- as financial support for online counselling services during the period of lockdown.

Five More Schools Receive Day Feeding Programme

-Sherub Jamtsho, Phuntshothang MSS

Most of the school children under Samdrup Jongkhar Dzongkhag have to walk as far as 7 kilometers to reach schools. They all have been carrying their packed lunch until 18th March, 2020.

The reopening of schools in phase –I for classes X and XII in the nation came as a blessing to the students who carried packed lunch. With the introduction of Day Feeding Programme in these remaining schools culminated into easing the problem of preparing and packing lunch for parents and students to a large extent. As a result, these schools opened its arms to embrace the gift being put in place for students.

All these schools scheduled their own inaugural ceremony of the feeding program on 1st July, 2020. The inauguration was done in presence of student's parents, Chief DEO and Dy. Chief DEOs. The celebration brought a great sense of hope and delight in the minds of parents, children and the school staff.

The much awaited programme made the students and teachers rejoice and express their gratitude to infinity. One of the students rightly pointed out, “This news came to me as a huge relief and I don't need to bring packed lunch



In addition, one of the teachers added, “The food provided in the school is far better than our homes. It is delicious and tasty”. Now, it goes without saying that no children will be left out without the proper diet that the Royal Government has been trying to provide our children with.

Nevertheless, to ensure proper management and smooth functioning of School Feeding Programme (SDP), all the schools have formed the Mess Management Committee with student representatives. To conclude, all the schools take the privilege to extend their deepest gratitude for making Day feeding Programme a grand success under the purview of Royal Government, Dzongkhag Education Sector, SHND, and all the stakeholders in making the day feeding program possible for all the schools.

A Story of Dungmanma: Together We Can Win



Dungmanma Primary School, established in 1995, is a far flung village of Shingkar Lauri which is geographically located on the mountain terrain under Samdrup Jongkhar Dzongkhag. It is almost 275 kilometres away from the Dzongkhag Head Quarter and around 80 kilometres away from Dungkhag Office. It is located in between two states of India, Arunachal Pradesh to the east and Assam in the south. It takes a little less than a-half-day walk to reach Chamdrung, a village of Arunachal from the school. The school is one of the remotest and furthest schools in

Samdrup Jongkhar Dzongkhag. It is situated at an altitude of 1500 metres above the sea level. The school has three teaching staff and six support staff making the family of nine with 59 students ranging from classes from PP to V.

Today the school is connected with electricity and farm road unlike three years ago. Teachers had to travel for two days crossing big rivers and thick jungle to reach the school. People in the community were the backbone of the school to run the school in those times. Rations for teachers, WFP commodities, stationery items, and school furniture were all transported by the people. Still today parents help the school in every possible way that they can.

The school is unique in its own way as it is surrounded by evergreen golden hedges and blue-pine trees at outer level resulting in quiet and harmonious state within. Although students are innocent yet they take their own responsibilities like elder ones caring for younger ones and respecting each other. They are given with responsibilities such as school captains, house captains, prayer captains, mess captains, class captains and health captains guided by teachers for all times. Simultaneously all the staff of the school are role models to the students where Bhutanese etiquette of Tha-Dam-tsig and Ley-Judrey is focussed.

2020 pandemic shattered and led to the failure of all the planned activities to run formally and normally. But Dungmanma PS did not let it fail totally. Thank you MoE and other stakeholders involved in providing us with adapted curriculum and SIMs. The eLearning, online classes, Google classroom, and lessons on BBS TV weren't applicable to the students of Dungmanma PS.



Teachers, support staff, students and parents equally took responsibilities to have the teaching and learning take place fruitfully during the COVID-19 pandemic. All the family of school and community were well informed about the COVID-19 protocols and took the responsibility to apply it for the safety of all for all times and at all places. Teachers and support staff were divided for catchment areas to reach the SIMs and other learning materials to students. Staff visited homes and catchment areas twice a week and engaged children in meaningful learning. NFE learners and ECCD children were also not left out in terms of learning.



Dungmanma PS faced a triple lockdown in 2020. Nationwide lockdown and Jomotsangkha Dungkhag lockdown due to pandemic and people of Dungmanma could not go out of village due to roadblock for almost a month where school staff had to struggle a lot for their survival.



We always hope for the best in every aspect that we do. Dungmanma PS is a small but always a happy family. We work as a team. We wish this pandemic would soon come to an end and pray for the improvement of such a situation. The school would like to thank each and every one who helped during the pandemic, Education office, parents and students for the help rendered to keep the school alive.

On-farm Vermi-compost

-Dzongkhag Agriculture Sector, Samdrup Jongkhar

"Vermi-composting" is the process of using worms ("vermi" is Latin for "worm") to process organic food waste and other plant materials into nutrient-rich soil within a short span of time. It's an excellent option for reducing environmental impact and preparing a natural and beneficial soil additive. Earthworms eat organic materials and produce excreta rich in nutrients, a very effective soil amendment. Worm poop/castings is the best compost. It is full of beneficial microbes and nutrients, and is a great organic plant fertilizer.

On-farm vermi-composting technology was established at Ata Daza's farm at Bangtsho village under Dewathang Gewog as a demonstration unit in Samdrup Jongkhar Dzongkhag. The program was initiated by Dzongkhag Agriculture Sector with the fund support from National Organic Flagship Program (NOFP) Thimphu in 2019-2020 fiscal year.



Construction

Filling of pits

Decomposing

Compost ready for use

So far, Ata Daza has produced around 120 kilograms of vermin-composts. All the products were used in his vegetable farms and soon he has a plan to sell the compost at Nu. 20.00 per kilogram. Vermi-compost can be used in all agricultural crops including horticultural crops, ornamental plants and vegetables. It can be directly applied to the soil and can be used as foliar spray for the supplement of nutrients.

Winter Chilli Production

-Dzongkhag Agriculture Sector, Samdrup Jongkhar

Pemathang Gewog is located at an altitude ranging from 600 meters to 1200 meters above the sea level. The Gewog has a total area of 76.54 square kilometers and is bordered by Phuntshothang Gewog in the west, Samrang Gewog in the east, Martshalla Gewog in the north and Indian state of Assam in the south. The Gewog has 05 Chiwogs and 448 households. Its total wetland of 588.56 acres with mainly sandy and clayey loam soil indicates that agricultural farming is ideal in the Gewog.

In 2019-2020 fiscal year, Mr. Tshering Norbu, Sr. Extension Supervisor has initiated winter chilli cultivation program at Ralling Chiwig consisting 19 members. The group started to till the soil in 0.60 acre of dry land. The chilli seeds, mulching plastics, E-fence materials, HDPE pipes, drip irrigation and protected green houses were all supported by Dzongkhag Agriculture Sector. The group members jointly worked hard and finally, they have harvested 1400 kilograms of fresh chilli. The chilli was sold @ Nu. 250/kg during COVID-19 pandemic and has earned Nu. 3, 50,000/-.



This year, group has planned to cultivate in 18.60 acres where they have completed transplanting chilli seedlings in 13 acres of land. The group expected to earn Nu. 8.68 million from the total production of 43.40 metric tons of green chilli.

Mobile Teaching – A school away from school

-Monmola PS, Serthi Gewog, Jomotshangkha Dungkhag



Unprecedented situation of COVID-19 pandemic has brought a substantial change in so many aspects of our lives. Teaching-learning process is one of most affected areas, out of many. Almost since the beginning of the year 2020, all of the educational institutes in the country have remained closed. Subsequently, the normal classroom teaching-learning process was brought to online teaching. And due to various reasons the online teaching is still alien. On top of that, there is a lack of stable and proper network connectivity, so online class almost becomes impossible. As a result, Monmola Primary School deliberated to do mobile teaching starting 3rd week of July, 2020.

There are three villages in the area and we have been going for mobile teaching on the alternative basis every Monday at Serthi, Wednesday at Monmola and Friday at Barka Langnang and Tashi Thangjay. All the teachers ensured that the lessons were delivered based on the adapted curriculum provided by the Ministry of Education and Royal Education Council (REC) following the framework developed by Samdrup Jongkhar Sherig.

Garpawoong - Sherig Journey during COVID-19 Pandemic

-Garpawoong MSS, Samdrup Jongkhar

Introduction

Ever since the first COVID-19 case was detected in our country, life has not been the same for Bhutanese. COVID-19 case put the whole nation in a state of alertness. It was altogether an unprecedented moment in the world and the Bhutanese alike. However, it was rather a time to act more prudently and start putting our thoughts into action.



For Bhutanese, deep down this dungeon, we have a light of hope. This radiant of hope comes from our His Majesty The King that keeps us all striving for the better days in the future. We are connected by his words and wisdom. It is because of the guidance and leadership of His Majesty that we are doing better in fighting COVID-19. This pandemic has made all Bhutanese to come together like never before.



As teachers, the first thing first, that came to our conscious mind was how to take care of our students. Despite the closure of schools during the national lockdown, teachers and parents had collaboratively explored for means of fruitful engagement of our children. No sooner did we hear the first case than we sorted out possible means to continue to teach students through online platforms. School at its own level conducted orientation programs for both the students and teachers on the use of online classrooms. As a result, school prepared Google classrooms for each class along with the timetable for the lessons. Each teacher made a point to closely abide by the prioritized and adapted

curriculum.

As for teachers, we strove to teach and guide students through digital platforms. We strode the farthest we could possibly go to teach our students despite the impediments. School closure in response to the pandemic shed light on various social and economic issues. The impact was more severe for financially disadvantaged students. After the ease of first national lockdown, we planned together in line with the health protocols to embrace the so called the 'new normal'. We deliberated thoroughly on how to make our education system (at school level) least affected by the pandemic. This had never been easy though. There had been thick and thin throughout the journey. Through eddies of new normal we had sailed together and made it to thus far. We have a story to tell. We have experiences and future plans to share. This write-up in particular, is intended to do so.

Personal and Professional Experiences in the wake of COVID-19

The teachers while adopting online teaching explored and used various media and ICT tools to ensure effective delivery of lessons. Some of the prominent tools were Google Classroom, social media (Telegram, WeChat, and Messenger). These tools were never used before for teaching learning purpose, although teachers found these tools as effective platform to interact and teach students. "I have used google for browsing but I am hearing about Google Classroom for the first time", one of the teachers said. Teachers are also acquainted with online video conference such as zoom and webinars to conduct online class with the students. Students on the other hand saw online learning as more of challenge due to lack of ICT skills, tools as well as network. Teachers mostly experienced drastic change in the mode of assessment techniques. All assignments provided by students were assessed through Google Classroom and Social Media applications. Feedback and grading for students' assignment were also made available through the same platform which wholly provided new experience for both teachers and students.

Besides professional experiences, teachers and students also expressed their personal experiences. With the adoption and implementation of new education system in our school like many other schools, teachers felt the need to improve their ICT skills and use of digital aids in enhancing their knowledge and skills. In addition, teachers, students and parents have gained social skills where teachers for instance could reach individual students and parents for necessary support. One of the teachers stated that some students were found to be more interactive and open through social media platform and tended to be participative. Looking at the overall experiences, it is learnt that online learning platform has potential to ease various challenging situations for school and look forward to introduction of blended learning environment considering the advancement in the field of education hereafter.

Challenges and opportunities of Education in Emergency (EIE)

This pandemic has forced to shut down businesses, closed the offices and schools yet it couldn't stop educating our children. Indeed it gave us the platform to modify the way we deliver our lessons. We were finally able to drift into modern education that is much demanded in 21st century.

Both the educator and student's mind were opened up to go digital. It made us to explore different apps to keep ourselves connected and to have teaching and learning taking place like in usual setting on the screen. It being the beginning of our journey, challenges were inevitable.

Teachers of our schools coordinated and collaborated amongst ourselves as per the guidelines on EIE curriculum and the framework of the Adapted and Prioritized curriculum to apply various modes of learning. With considerable challenges for both teachers and students, we have been sailing well to ensure continuity of education for all children of our school. At least every child is engaged in academic learning be it at home or at school. Although the impact of COVID-19 has been felt for the effectiveness for delivery of lessons, yet the hopes and aspiration from all teachers and students had kept the flame of teaching-learning kindling till date.

Although technical subjects are considered universal language, yet it couldn't connect us to reality during on-line session. They contain lots of technical terms to be addressed, symbols, rules, relationships and graphics, where we really need to stress by demonstration and movements. Going online, instead of demonstrating, we were not able to explain the new key words properly. We could just explain them in colourful notes with inserted pictures which may be a feast for their eyes but definitely not enough for their brain.

In order to overcome this challenge, we created another forum in Messenger as well as in Telegram where we could discuss everything verbally and also by texting.

The other challenge for both online and contact teaching was related to ‘the use of varieties of teaching strategies’. We couldn’t use it like we had been using in the past years. Here we are failing to take care of the individual intelligence of the child as not all students are familiar to online learning. Some learn through social activity. They learn from listening and sharing and also from watching the actions, movements and manipulation of others. We are not convinced that online learning will appropriately provide those opportunities and those who are in school too have to follow SOPs where they have to be more of independent learners.

To overcome this challenge, we have attached a maximum of two short YouTube videos in lesson sometimes as demanded by the nature of the subject. While attaching the videos also, we have to be mindful that it is going to be the source that uses our student’s data all of a sudden.

Teaching Dzongkha through online modes is a challenge, as students are not used to using Dzongkha typing and not enough Dzongkha friendly apps are found online.

As a part of intervention in supporting student’s well-being at home, students who were vulnerable to pertinent issues were kept in touch and consultation with parents was made through voice-call and instant voice messages. However, after reopening of the school, as a major intervention and follow-up for lockdown impact, with support from school management, school counselor conducted Mental Health Screening survey and brief situational analysis aiming to understand learner’s home environment to all the students available at the school. With this, on time counseling services was reached to all the students at the school. Moreover, as a major intervention to support and strengthen student’s well-being, School Parenting Education and Awareness Program (SPEA) was conducted, which helped our students to acquire positive parenting and counseling unit to foster good network with parents and community in shaping our youths for better tomorrow.

The pandemic has been to some extent a blessing in disguise for enhancing our technological skills and adapting towards the shift in the educational approaches.

Every day, we must be prepared to confront any challenges brought about by the pandemic and these are the stressful days and not normal, hence as an administrator, with the worrisome pinned in the heart, alertness and preparedness is always a priority.

Conclusion

Teachers who had no knowledge on Google Classroom had to update and learn, in order to make it effective for Students’ Learning. Education was a vast field where not only the learning was to take place but also their health had to be taken care of by the respective Health Coordinators. It was a big challenge, learning without disturbances. The Educators came up with lot of techniques to have the flow of learning and keeping the students engaged productively. The teachers tried not to leave any student unattended, the ones who did not respond, were called and reminded to learn their lessons and submit their work in time. The students of classes VII and VIII were called in batch wise to the schools to check how they had been learning during the lockdown.

Moreover, children being vulnerable to exposure to substance abuse, domestic violence and discontinuity of learning, the timely intervention was necessary at National and school level.

Despite the distortion of normal schooling brought by the pandemic, it also had its good impacts changing our ways of teaching and learning. His Majesty’s aspiration of digitizing and incorporating ICT in our daily lives ignited a fire of start onset the national lock down.

Education at the Doorstep

-Chimi Dolker, Sarjung Primary School

The year 2020 has never been good to mankind due to the spread of the pandemic and students were no exception since their learning has been heavily affected by the school closure. The education channels have narrowed and gloomed leaving millions of innocent souls unsure of their learning. However, many countries have taken innovative methods to reach education to the learners. Our education ministry has never failed to engage students in learning during this most unfortunate time.



In pursuit of Education in Emergency (EiE) as planned by the Ministry of Education, Sarjung Primary School has successfully involved in educating the students. The school has carried out variety of activities to prevent students from experiencing the setbacks during such a time. The school has guided students on the use of Google classroom, conducted remote learning, distributed and timely corrected Self-Instructional Materials (SIM), assigned reading activities and conducted health advocacy programs.

SIM Distribution and Remote Learning (rLearning)

Most of the students were deprived of learning due to the location of their place and their inaccessibility to the modern technologies like mobile phones and televisions. Though many engaging programs were on BBS and received Self-Instructional Materials (SIM), most of the students were left naive since there was no one to guide their learning because of the fact that their parents were illiterate. It landed them in the field helping their parents. So, reflecting on the issues the school initiated the mobile teaching called remote learning as recommended by the Dzongkhag Education Sector.

To start remote learning (rLearning), the teachers collaboratively identified the appropriate catchment areas and prepared doable timetable for the lesson delivery. In carrying out this practice, teachers visited every catchment areas to distribute SIM and instructed on how to go about with it. After the distribution, teachers were divided into two groups with three teachers in each group and the identification of one's catchment areas respectively. Thereafter, in pursuit of providing education to our children teachers made visits to their respective catchment areas in all-weather.

Online Learning (eLearning)

The school also carried out online teaching and learning besides rLearning to supplement on their learning. The teachers used Google Classroom and other social media platforms (SMPs) like WeChat, Telegram and Messenger. The students were fully guided and made familiar on the usage of Google Classroom Apps in beginning of the school closure. The students were given additional materials like videos, SIM soft copies and other resources to aid their learning according to the timetable. The subject teachers were frequently in touch with the students and assessed their works online and provided necessary and relevant feedback. It was carried out side by side with rLearning mainly to keep the track of students' learning and to encourage their participation in meaningful learning.

Health Awareness Program

While on their visits to learning stations in the communities, teachers never failed to create health awareness and to observe the important global days. One good example was observing global hand washing day on 14th of October, 2020 with students in the communities during rLearning. Students were also provided with hand washing techniques and provided with Vitamin A supplements and recorded their BMI even during the school closures.

Promoted Reading Program

Since the school is located in a very remote area, most of the parents are illiterate thereby lacking the guidance in making reading accessible to their children. Therefore, the school has provided reading materials like readers and library books as per their level to encourage reading and to promote their interest in reading. Teachers travelled to near and far to reach the reading materials to their students. While on distribution, students were advised on the importance of reading and taking care of books. They were asked to get help from their elder friends, neighbors, teachers and other staff. Teachers supported their reading even on social media platforms (SMPs) by providing online materials and clarifying their doubts.

Conventional Tests

To check the students' learning and their progress, the school conducted conventional test in the month of November 2020. Oral test was conducted for students of classes PP and I and the written test for classes II to VI. The test papers for classes I and II were set for 20 marks whereas the papers for classes IV to VI were for 40 marks. The question papers consisted of objective type questions prepared from adapted curriculum. The tests were conducted mainly to check students' progress and to provide them necessary support.

Conclusion

The school was with the nation in combating this pandemic with the weapon of education to help unleash the potential of students. Many engaging and enriching programs and activities were organized to keep students engaged in learning. Sarjung Primary School ensured that every student was protected against this prolonged school closure and its consequences. It was a successful venture throughout the year and a blessing in disguise for us to explore on various aspects of teaching and engaging learners. The pandemic opened our eyes into better insights on future of education in adversary, indeed.

Floriculture Nursery and Beautification

-Ugyen Chopel, Dzongkhag Beautification Unit, Samdrup Jongkhar

His Majesty the King during First Royal Bhutan Flower Exhibition (RBFE) held in 2015 at Phuntshopelri, Paro has stated that **“Where we live must be clean, safe, organized and beautiful for national integrity, national pride, and for our bright future. This too is nation building”**.

Based on this vision statement, the Royal Government has created Dzongkhag Beautification Unit in all 20 Dzongkhags and accordingly the Ministry of Agriculture and Forest in consultation with RCSC have recruited 20 Dzongkhag Beautification Officers in all Dzongkhags to look after the newly created unit who are responsible for taking up all beautification program and works in Dzongkhags.



Poly house constructed for raising seedlings and storing indoor flowering plants

Ever since the establishment of beautification unit, it has initiated various activities as part of beautification works such as establishment of permanent integrated floriculture nursery (*Figure 1*) mainly to ensure sustainable supply of flower and other ornamental plants for beautification and landscaping works. A total of 1130 numbers of avenue/ornamental plants and seasonal flowers were supplied to various institutions under Samdrup Jongkhar to meet the requirement for continuous development of landscape and flower gardens so far. The planting materials produced at nursery are also used for refilling and planting in micro-garden along the Dzong parking to main highway gate which is being manned by civil servants of different sectors of Dzongkhag.

Besides establishment of floriculture nursery, the Dzongkhag and other agencies have developed micro flower gardens along the Dzong parking till main gate covering the estimated area of 0.5 acres as part of RBFE 2019. The agencies responsible for management of micro garden includes Dzongkhag Administration, BPC, FCB, Regional Labour Office and RBA transit camp. The species planted in those micro gardens are Trecoma, Frangapani, Lasgestromia, Ladybank rose, Trumpet vine (ornamental/avenue plant), and ground covers such as Pandakako, Cherrysantan and Duranta and Jasmine.



Avenue plants in bloom along Dzong parking to highway main gate micro garden

Installation of Sky Hydrant Water Filters

-Sherub Jamtsho, Phuntshothang MSS



Samdrup Jongkhar has 29 schools including 5 ECRs with 6586 students and 739 school staff who all are looking forward to having sustainable safe water drinking facilities. This being one of the desired priorities of the schools, under Dzongkhag Sherig's initiative despite the pandemic and its tight clutches, seven schools in Samdrup Jongkhar Dzongkhag were able to fulfil its need.

Sky Hydrant Water Filters were installed in: 1) Phuntshothang Middle Secondary School; 2) Karmaling Higher Secondary School; 3) Orong Central School; 4) Orong Lower Secondary School; 5) Pemathang Middle Secondary School; 6) Martshala Central School; 7) Martshala Primary School through this dedicated imitative and unwavering support of School Health and Nutrition Division, School Planning and Building Division and grand aid from the Rotary Club.

Gomdar Central School also got the similar support service from all the aforementioned agencies in the installation of SKY HYDRANT WATER FILTER in 2019 and was the first aid receiver from the Rotary Club in Samdrup Jongkhar Dzongkhag.

Today, 8 schools with 4941 students and 353 school staff are being benefitted making more than 75% of the school going students and 50% school staff accessible to safe drinking water in the schools today. Students and staff need not carry boil water henceforth in the school. The cooks need not boil and cool down water to serve for students. Most probably the school community would not suffer from water borne diseases. Students and staff will always enjoy clean and good water and if required and wishes they can carry it home as well. The peripheral community can come and collect water for drinking if they wish to have it.

The Glimpse of Broiler Production amid COVID 19 Situation

- Nima Wangchuk, ESI, Phuntshothang

The Dzongkhag Livestock Sector team led by Dy. CDLO toured to Samrang Gewog. There he met unemployed graduate youth who was staying with parents. Dy. CDLO convinced him to start the lucrative broiler business farming and meticulously briefed on benefits and advantages of broiler farming. Then Dzongkhag Livestock Sector had facilitated the youth to avail loan of Nu.0.5 million from CSI bank to initiate the startup of the broiler



The educated farmer with his DoCS

production farm. He availed CSI loan support and he constructed broiler shed for 1500 birds on his private land. As the journey of his broiler farming began, he stocked and arranged the first batch of 1500 broiler Day Old Chicks from Sarpang Dzongkhag.

The technicality behind this farming is that broiler chicken should reach its maturity age for marketing by 45 days but it was so unfortunate that the full performing broiler farm was hit by the onset of sudden lockdown in the wake of COVID-19 pandemic that led to acute shortage of commercial animal feeds and affected the growth and production of the broiler farming. During that period the farmer had to feed locally available feeds with hope to save and minimize loss of broiler birds from dying out of hunger although many succumbed to untimely death.

Few days after lockdown, the shortage of animal feeds had become the talk of the nation and government had taken immediate action in importing and mobilizing the animal feeds following the COVID-19 protocols strictly. To the greatest of relief, the Livestock Sector and COVID-19 Taskforce helped the feed agents at Samdrupcholing and other parts of the Dzongkhag to transport the animal feeds and distributed to farmers during the pandemic.

Now, the broilers started to regain weight after commercial feeds and he sold over 1500 kilograms of broiler chicken and fetched good market price since there was no meat available anywhere in the market due to the COVID-19 pandemic. The sale of chickens earned him Nu. 435,000/- including his expenditures and left him with a net profit of over Nu. 200,000/-. The good return of his broiler business has further motivated him to upscale the broiler production in the future and remained ever grateful to Dzongkhag Livestock Sector and Dzongkhag as a whole for generous help and support. Meanwhile, his second batch of broiler re-stocking was done with 1500 birds and sourcing of animal feeds was not a big issue this time and he expected to send the broiler chicken to the market soon.

ECCD Programme during Lockdown

-Sonam Choki, ECCD Facilitator, Barka Langnang-Monmola ECCD centre

The global pandemic has caused unprecedented disruption and the world is facing one of the most difficult situations. However, it has also given us an opportunity to explore digital learning through different platforms, value the importance of love and affection to children and understand the significance of adopting and adjusting to this new cyber world. This year twelve children were enrolled and I was making plans to come up with a way forward to keep all the children engage and to make them keep learning.

ECCD Centers across the country were closed with the country's first case of COVID-19 in March this year. Nevertheless, I tried my best to reach out to my children. Social media came as a powerful platform in such situation. The normal teaching mode was forced to online teaching mode which gave the flexibility to teach and learn from anywhere to anytime but with the sudden change in the teaching and learning process, it made a huge impact on both parents and facilitator.

It imposed an enormous challenge to parents as the location of my ECCD centre is in the outskirts of Jomotsangkha under Samdrup Jongkhar Dzongkhag. Network connection is very poor to open a simple file. Most people are illiterate and for social interaction, they use WeChat App which requires 331MB to install.



I managed to create a WeChat group before the pandemic to share information and to discuss the problem. It was a challenge as I had to explain on how to go about but with the passage of time, momentum picked up. I could upload all media files including GIF which acts as an energizer for both parents and learners.

One teaching method away from four walls is contact teaching by making home-visits. With only twelve learners, it gave me an opportunity to go to learners' residences and engage them in learning. While doing so, I noticed that parents loved to see how their children were learning. It gave me the opportunity to interact not only about the pre-planned lessons but also about the learning styles and the behaviors of the learners. I made home-visit twice a week to ensure effective learning and meaningful children engagement in their homes. I tried my best to keep children engaged in meaningful learning activities.

In accordance to adapted curriculum, I made weekly plan, most of the activity based with different themes. I taught my children by sharing pictures, video clips and rhymes based on weekly plan. I always explained the activities to the parents so that they could take part in the activity. I designed an activity using the materials that are found in their locality to make them feel more comfortable. I made a plan and clarified their parents by using local language with simple icons and drawings that illiterate parents can understand.

Parents played a critical role in home-based learning. I focused on engaging parents as much as possible. The active participation from both children and parents motivated me to continue providing

services for the development of children.

With the online class using the social media platform, I felt that children had the schedule flexibility. They could do other activities and see the lesson whenever they wanted. They could enjoy the beauty of multimedia. Teaching and learning were not only a phenomenon of inside the class with chalk and chalkboard, they could also happen in a different setting with different modes like see (read and watch), hear (audio), pictures and various demonstration.

However, like the coin of two sides, had there been any doubt, parents shared their doubts through voice messages which was seldom subject to tamper and error while playing due to low network connectivity. Even if the voice message or files were sent properly, the major challenge was when learners and parents sent their works. Another challenge that occurred while engaging children in learning through online platform was that some of the parents seldom responded to the given tasks making it difficult to assess. The COVID-19 pandemic has given the opportunity to explore various means to teach and learn. It has made educators across the globe to face and tackle with unprecedented scenario but also made to feel that above all, we should not cease to learn. As an ECCD facilitator, the pandemic gave me the opportunity to do both online and face to face teaching and learning. As change is always uncomfortable, as a nation builder, it made me to adapt and uphold what is always considered sacred, shaping and directing our youths to be productive citizens. Yet I do feel that I still need to improve so as to be someone who can understand and apply what I learn!

One School that Made a Difference

—Sherub Jamtsho, Phuntshothjang MSS

Wangphu Primary School was established in the year 2008, located in Wangphu Gewog which is 86



Majestic view of the school

Kilometers away from Dzongkhag headquarter. Presently the school is being headed by Mr. Letho who has been in this school for last nine years as the Principal. The school has eight teachers including the Principal and six supporting staff with 179 students. The school is being listed amongst the Top Ten Schools in Bhutan for the academic year 2019 in Class VI category and is celebrating its

success with a vision to keep the fire of triumph card lit.

To this, certificates and cash prizes were also awarded by both the Ministry of Education and the Dzongkhag. The principal said that the guaranteed success of the school was all due to the unwavering support from Dzongkhag Education Office, community, parents, teachers and students.

He also highlighted that the achievement of the school had just begun and they were looking for more, adding that to be listed in the Top Ten School was not a surprise to them, for they had been working harder with a clear vision of the school.



Dasho Dzongda awarding certificate to Principal
the students of the school added, “All the activities and programs of the school are at freeze except continuation of the studies during this month.”

The school does not do anything extraordinarily. It's the study culture which has brought them to this position. Special academic month, peer helper, brother-sisterhood, remedial program, workbook correction, and exploring ways beyond using ICT are a few of the guiding culture that inhabits in the school. Principal and teachers of the school value observing 'special academic month' to help students prepare better and keep students focused on studies. One of



Teachers receiving the 'Khadar' from Mr. Ngawang Tshering
(Deputy Chief DEO)

Rejoicing over the success, teachers of the school were highly motivated by the reward and it added fuel to the fire to their already existing hardworking spirits. While some teachers shared that their works done till now hadn't been wasted but rewarded.

Furthermore, students were also thrilled and the good news spread quickly with excitement amongst the students, despite the distance they shared due to Covid-19 pandemic. “It deepened the respect to the teachers”, said Karma Yoezer Dema (Class VI), while “It brought immense sense of encourage-

ment”, added Yeshe Nima (Class V).

The general public along with the Gewog Administration congratulated the school upon reaping the hard-work of the school. They shared the emotions and are always ready to support in any developmental activities to be carried in the school.

In the face of new normal, school is concerned and developed strategic plans to chart out critical strategies for sustaining the school performance. The school amplifies the message that being in “Top Ten” list once is worth taking and wishes ‘luck’ to rest of the schools across the country in the forthcoming academic session just as it unveils its plans to excel in education.

Civil Service Awards 2020



A total of 62 civil servants received Civil Service Awards 2020 in Samdrup Jongkhar Dzongkhag. In the following categories:

A. Dedicated Service Award

1. 30 years : 2 recipients
2. 20 years : 15 recipients
3. 10 years : 42 recipients

B. Lifetime Service Award : 3 recipients

“Integrity is key to excellence in service.” - Dasho Dzungdag , Samdrup Jongkhar

ནད་ཡམས་གོ་མིང་༡༩ གི་ཉེན་འགོག།

- དམར་ཚ་ལ་སློབ་ཟུང་།

༣ ཕྱག་སྤྲོད་འཁོར་ལོ་བསྐྱར་བའི་འཛིགས་མེད་མཚན།། གསུངས་དབྱངས་འཛམ་གླིང་ཁྱེད་ཀྱི་གཞི་གཞི་མཚན།། ཐུགས་རིག་ནམ་པར་བྱ་བའི་ནམ་ཁྱེད་ཀྱིས།།
ཆོས་བཞིན་སྤྲོད་བས་དབང་ཕྱག་ཞབས་ལ་འདུས།། ཟེར་མཚན་པར་བཞེད་དེ་ སྤྱི་ལོ་༢༠༡༠ གི་ལོ་འདི་ནང་ འཛམ་གླིང་མཐའ་དབུས་མེད་པར་ ནད་ཡམས་གོ་རོན་མའི་རལ་གིས་
གཞོན་པ་རྒྱུ་སྟེ་ རྒྱལ་ཁབ་མང་ཤོས་ཅིག་ནང་ར་ མི་གི་ཆོ་སྤོག་ འབྲུག་ལས་བཅད་དེ་ བར་ཆད་འབྱུང་བའི་ཁར་ རྒྱལ་ཁབ་ཀྱི་དཔལ་འབྱོར་ལུ་ ཐོགས་ཐོག་སྟེ་
རྒྱལ་ཁབ་གོང་འཕེལ་གྱི་ལས་སྒྲུ་ལུ་ བར་རྒྱུན་སྤོང་རང་རྒྱུ་ཡོད་མི་དང་བསྐྱར་ འབྲུག་རྒྱལ་ཁབ་ལུ་ཡང་ བྱེས་ཐོག་སྟེ་ཡོད་པ་ཨིན།

ཨིན་རུང་ ང་བཅས་རའི་རྒྱལ་ཁབ་ནང་འབད་བ་ཅིན་ སྤྱིར་དོན་མཚན་གསུམ་གྱིས་ ཐུགས་རིག་བསྐྱབས་དང་ དཔལ་མི་དབང་ངའ་བདག་རིན་པོ་ཆའི་
ཞལ་སློབ་བཟང་པོའི་མངའ་འོག་ལུ་ གསོ་བའི་ལྷན་ཁག་གི་སྤྱིག་གཞི་དང་འབྲེལ་ འབྲུག་མི་རེ་རེ་བཞིན་དུ་གིས་ འགན་ཁུར་འབག་སྟེ་ ཕྱག་ཕྱིད་ཞུ་བའི་བསྐྱང་ར་ཡོད་པ་ལས་
ད་ལྟོ་ཚུན་ཆོད་ འབྲུག་མི་ཕུད་དོག་གཅིག་ལུ་ཡང་
ཤེན་རྒྱུན་མ་འབྱུང་བར་ཡོད་མི་ལུ་
ང་བཅས་དམར་ཚ་ལ་སློབ་ཟུང་གི་ཉེན་འགོག་ལས་
འབྲུག་གཞུང་ཙུ་བ་གསུམ་ལུ་ བཀའ་བློན་དགའ་ཆོར་ལྷ་ནི་དང་བཅས་
དང་དམ་ལྷན་མེད་ཀྱི་སློབ་ལས་ཕྱག་ཕྱིད་ འཕྲོ་མཐུད་དེ་ལྷ་ནིའི་
ལས་གྲངས་ལུ་ཡང་ཨིན།



ནད་ཡམས་འདི་གིས་ཁྱེད་ཀྱི་ཕྱི་ལོ་ རྒྱལ་ཁབ་གར་གིས་
ནད་འདི་བཀག་ཅི་དང་ སྤྱིར་སྤྱོད་འབད་ཅི་དོན་ལུ་
ལཱ་ཚུ་ཐབས་ཤེས་ རྒྱལ་ཁབ་སྤྱོད་ལས་འབད་དོ་ཡོད་པ་ལས་
འབྲུག་རྒྱལ་ཁབ་ཀྱིས་ཡང་

ནད་འདི་འགོ་དང་པ་ཐོན་མི་ཉེན་ལས་ཚུར་ སེམས་ལུ་བག་གཤེད་མ་ཤོར་བར་ ཕྱག་ལཱ་གནང་ཡོད་པའི་གསུམ་ལས་ སྤྱི་ཟླ་ ༥ པའི་དབྱེན་ཆོས་ ༡༡ ལུ་འབྲུག་རྒྱལ་ཁབ་འགོ་དང་པ་
ཉེན་གསུངས་ ༡༡ རིང་ལུ་ འགོ་འགྲུལ་བཀག་དམ་འབད་ཡོད་པ་ཨིན། འབྲུག་པའི་མི་སེར་ཚུ་ ནད་འདི་ཐོན་པའི་ཉེན་ལས་ཚུར་ སེམས་ལུ་
ཆ་གྲང་དང་སྤྱི་བསྐྱེད་ཚུ་ཐོག་སྟེ་ཡོད་པ་མཁུ་ཏེ་ འབྲུག་རྒྱལ་པོ་མཚན་གིས་ རྒྱལ་ཁབ་ཀྱི་མི་སེར་ཚུ་ལུ་ གསུངས་བཤད་ཡང་ལས་ ཡང་དུ་ གནང་བ་གིས་མ་ཆད་པར་ ཁོ་རའི་
སྤྱོད་ལུ་ཡང་མ་པར་པར་ རྒྱལ་ཁབ་ཀྱི་ཤར་ཕྱོགས་དང་སྤྱོད་ལུ་ རྒྱུ་ལས་ནང་ལས་པར་ གཅིགས་བསྐྱོར་གནང་སྟེ་ མི་སེར་ཚུ་དགའ་སྤྱོད་ཀྱི་རང་ལུ་བཞག་ནི་ལུ་
ཉེན་ཆེན་མེད་པར་ཕྱག་ལཱ་གནང་དོ་ཡོད་པ་ཨིན།

འདི་བསྐྱེད་སྟེ་ རང་གི་རྩི་ལོན་བཟང་པོ་གིས་ ཕྱག་ལཱ་དེ་འབད་གནང་མ་དང་ ང་བཅས་རའི་འགན་ཁུར་འདི་ གསོ་བའི་བསྐྱབ་བྱ་དང་འབྲེལ་ འབད་དགོ་ནི་ཨིན་ལས་
ལག་པ་རྒྱ་འབྱེད་དང་ ཁ་རས་རྒྱུ་དགོ་པ་ལས་བཞེད་འབད་མ་ལས་ ནད་གཞི་ཐོན་པའི་གནས་ཚུ་ལོ་མ་ཅིག་ར་ དམར་ཚ་ལ་སློབ་ཟུང་གིས་ གཙང་སྤྱོད་སྤྱོད་ཀྱི་དོན་ལུ་
དང་པ་འབྱུང་ཚུ་ལེགས་ཤོམ་དགོ་པ་ཡོད་པ་ལས་ སློབ་དབྱུང་འཛིན་གོང་འོག་གཅིག་གིས་ལམ་སྟོན་འོག་ལུ་ སློབ་ཟུང་སློབ་དཔོན་ཚུ་གིས་ དཔེ་ཆ་སྟོན་ནི་གིས་ མ་དོ་བར་
ལས་ཕྱེད་པ་རྒྱ་དང་མཉམ་ འབྱུང་ཚུ་གི་དོན་ལུ་ ཨེས་ཀའི་ཉེ་དེ་ནུ་ (sky hydrant) གི་ འཕྲུལ་ཆས་ གཞི་བཙུགས་འབད་དེ་ཡོད་པ་ཨིན། འདི་མ་ཆད་
འགོ་འགྲུལ་བཀག་དམ་འབད་བའི་སྐབས་ སློབ་ཟུང་འདི་ནང་ཡོད་པའི་ ཞི་གཤེད་གར་གིས་ དུས་ཚོད་འཕྲོ་བསྐྱེད་མ་གཏང་པར་ སློབ་ཟུང་འཕྲུལ་སྤྱོད་སྤྱོད་ལེགས་ལར་
བུཚ་དང་བུམ་ཚུ་ལག་པ་རྒྱ་འབྱེད་ཅི་ཐུན་ཚུ་ལོག་སྤྱོད་འབད་ གཞི་བཙུགས་འབད་ཡོད་པའི་ཁར་ སློབ་ཟུང་འདི་ནང་མི་རེ་འོང་རུང་ ནད་འདི་མི་སྤྱོད་ཅི་ཐབས་ལུ་འཕྲུལ་རས་སྤོ་ལར་
སྤྱང་རྒྱུ་གི་ཕྱི་ལོ་ལེགས་ཀྱི་བཟེ་ བདེ་སྤྱང་བཅས་པའི་ ཞིབ་དབྱེད་པ་ཡང་ བཞག་སྟེ་ཡོད་པ་ཨིན།

ད་རུང་ སློབ་ཟུང་འཕྲུལ་ལོངས་ནང་ ལག་པ་རྒྱ་འབྱེད་ཅི་ཐུན་ཚུ་ལ་བསྐྱོར་འབད་ སློབ་ཁང་གི་རྒྱུ་ལུ་ཅིག་དང་ ཐབ་ཆར་གི་ཉེ་འདབས་ལུ་ཅིག་བཟོ་ཡོད་མི་འདི་གིས་
སློབ་དཔོན་དང་སློབ་ཕྱག་ཚུ་ལུ་ ནད་གཞི་གོ་མི་དང་ ༡༩ ལས་ སྤྱིར་སྤྱོད་འབད་ནི་ལུ་ ལྷན་ཐབས་སྤོང་འབྱུང་ཡོད་པ་ལས་ ཤེས་ཡོན་ཚུ་བར་ཆད་ག་ནི་ཡང་མེད་པར་
འཕྲོ་མཐུད་དེ་སྤྱོད་ལུ་ཡོད་པ་ཨིན། ལྷག་པར་དུ་ཡང་ གསོ་བའི་ལམ་སྟོན་དང་འབྲེལ་ མི་ཚུ་གི་བར་ན་ ས་སྤྱོད་བཞག་དགོ་པ་ཡོད་མི་འདི་ སེམས་ཁར་བསྐྱོད་དེ་
ཐབ་ཆར་ནང་ལུ་འབད་མི་ཚུ་གི་བར་ན་ ས་སྤྱོད་དགོ་པ་ལག་ཆེས་ལས་ ཐབ་ཆར་ཡང་རྒྱ་སྤྱོད་འབད་དེ་ཡོད་པ་ཨིན།



འབྲུག་རྒྱལ་ཁབ་འདི་ རྒྱལ་ཡོངས་དགའ་སྐྱིད་དཔལ་འཛོམས་ཀྱི་ལྷ་བ་ལུ་ གཙོ་བོ་བཏོན་ཏེ་ ཟུག་ལུ་གནང་བའི་རྒྱལ་ཁབ་ཅིག་འབད་མ་ལས་
 ང་བཅས་དམར་ཚ་ལ་སློབ་གྲྭ་བ་གིས་ཡང་ རྒྱལ་ཡོངས་དགའ་སྐྱིད་དཔལ་འཛོམས་ཀྱི་ འཁོར་ལོ་ནམ་པ་དགའི་ནང་གསེས་ སེམས་ཁམས་འཕྲོད་བསྟེན། གསོ་བོའི་འཕྲོད་བསྟེན་དང་
 ཏུས་ཚད་ལག་ལེན་ལུ་ གཙོ་བོ་བཏོན་ཏེ་ ལཱ་འབད་བའི་ ཟུབ་འབྲས་ཡང་ ཏུས་ལུན་བྱུང་ཀྱི་ཅིག་ནང་ མིག་མཐོང་ལག་བབྱུང་ལུ་བྱུང་ཡོད་པ་ལས་
 མི་དབང་མངའ་བདག་རིན་པོ་ཆེ་མཆོག་གིས་ འབད་ཚུགས་པ་དང་མ་ཚུགས་པའི་ཁྱད་པར་མེན་པར་ འབད་མ་འབད་ཀྱིས་ཁྱད་པར་ཨིན་ཟེར་ གསུངས་མི་འདི་ལུ་
 ཏ་ཅང་གིས་ཡིད་ཆེས་བྱུང་ཡི་ཟེར་བྱ་ནི་ཨིན།

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