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COMPARABILITY STUDY OF GRADE X STUDENTS'
PERFORMANCE IN BCSE DZONGKHA RESULT AGAINST THEIR
ACTUAL COMPETENCIES IN DZONGKHA READING AND
WRITING



तच्या मी र्श्वेच यादी र्हेश क्या स्था। विभाग मी र्श्वेच यादी रहेश क्या स्था।

NATIONAL EDUCATION ASSESSMENT IN BHUTAN

Comparability Study of Grade X Students'
Performance in BCSE Dzongkha Result against
their Actual Competencies in Dzongkha Reading
and Writing, 2015



(TECHNICAL REPORT)

BHUTAN COUNCIL FOR SCHOOL EXAMINATIONS AND ASSESSMENT THIMPHU: BHUTAN

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The comparability study of Grade X students' performance in BCSE Dzongkha result against their actual competencies in Dzongkha reading and writing would not have been possible without the continued support and assistance of many people.

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FOREWORD

Assessment is an important tool to measure students learning standards and help raise it through the purposeful analyses of results and their competency in thinking, reading and writing skills especially in the context of 21st century education.

The National Education Assessment (NEA) is a system wide assessment program which is designed to investigate and monitor the overall health of the education system. Large scale assessments of student learning are generally conducted extensively in the countries like United States, Canada, and Australia as well as across the Africa and in Asia-Pacific region.

Over the years there has been increasing number of countries participating in national, regional and international assessments on student learning achievements. The assessments of such calibre are intended to provide information for evidence-based policy and decision-making about education inputs and resourcing, with a view to improving continuous learning outcomes of the students.

The National Education Assessment (NEA) in Class VI Literacy and Numeracy was carried out for the first time in Bhutan in 2003 by erstwhile Bhutan Board of Examinations (BBE).

NEA for the grades VI Dzongkha, X English and Mathematics were also conducted in 2005 and 2007. The Literacy and Numeracy study for the grades VI and X were also carried in 2011 and 2013 by Bhutan Council for School Examinations and Assessment (BCSEA).

Comparability Study of Grade X Students' Performance in BCSE Dzongkha result against their actual competencies in Dzongkha reading and writing was carried out for the first time in 2015. The technical report of the study is published in 2016. The study informs on the level of student learning competencies in Dzongkha. The report provides a range of issues and challenges pertaining to the achievement of student learning outcomes, findings and recommendations in learning Dzongkha.

Besides, this study attempts to set the benchmark in Dzongkha Literacy for the grade X exit level across schools in the country.

This report is intended to generate useful feedback and discussions for the stakeholders, such as policy-makers, educationists, researchers, teachers, curriculum developers and parents on student learning standards. Since the report is not exhaustive, comments from all the concerned will be appreciated by BCSEA.

I would like to extend my thanks and appreciation to all my colleagues for their team work and enduring efforts in producing this technical report in timely manner. This crucial work on student learning assessment would inform the nation on the current status of Dzongkha reading and writing competencies of our students as they exit from the basic level education system of the country.

BCSEA in its total humility dedicate this publication to His Majesty the King Jigme Khesar Namgyel Wangchuck for his 10 years of glorious reign.

SECRETARY

Bhutan Council for School Examinations & Assessment (2016)



EXECUTIVE SUMMARY

The Bhutan Council for School Examinations and Assessment (BCSEA) commissioned a study (May-June, 2016), "comparability study of Grade X students' performance in BCSE Dzongkha result against their actual competencies in Dzongkha reading and writing". It entailed analysis of Class X Dzongkha results of Bhutan Certificate of Secondary Education (BCSE) of 2013, 2014 and 2015 and comparing with National Education Assessment of 2015 in the same subject. This report presents the findings with a focus on comparing performance of students between two sets of assessments. It also makes recommendations intended to address challenges and issues that emerged from the study.

The survey study was expected to achieve the following objectives:

- to check on reading and writing competency of students;
- to review the issues related to Dzongkha curriculum/syllabus;
- to identify the problems/challenges faced by Dzongkha subject teachers;
- to find out students' interest and aptitude toward Dzongkha subject;
- to check on the school learning environment and the availability of resources;
- to make comparative analysis of students' performance in BCSE Dzongkha (2015, 2014, 2013) and reading and writing competency assessment (2015)
- to examine the constraints prevalent in Dzongkha education policy;
- to review the BCSE Dzongkha examination system; and
- to review and closely examine the school based assessment system in Dzongkha subject.

MAJOR FINDINGS

NEA 2015

- 1. 31.3% (N=1656) of the students had Sharchopkha as their mother tongue followed by 25% Dzongkha.
- 2. 36.7% of the students walked 15 minutes to reach school while 7.2% even walked between 45 minutes to one hour.
- 3. Though parents gave guidance and counseling to their children, most parents do not seem to give tutorials and help with the homework. Parents seem to give enough study time to their children but they seldom provided learning resources and meet teachers.
- 4. 80% (N=1675) responded that the teachers have great expectations from them to improve in Dzongkha.
- 5. The students seem to find writing the most difficult language skill.
- 6. Though majority of students read Dzongkha after school hours, 31.7% (N=1670) could not read at all.

- 7. Teachers generally seem to spend more than 3 hours in teaching writing in a week. Comprehension and speaking were taught between 2 to 3 hours.
- 8. The teachers seemed to use various teaching methods but sometimes only. Lecture, activity and questioning were mostly used.
- 9. While 52.8% (N=72) of the teachers agreed that the Dzongkha standard is low, 25% disagreed and 22.2% reported they "cannot say".
- 10. While only 20.3% of the teachers seem to feel that BCSE test performance matched the actual competency in reading and writing, 50% felt it does not match and 29.7% expressed "cannot say".
- 11. In general, parents reported that they have reading materials, electricity, rooms and furniture, 40.9% did not have computers and internet connectivity.
- 12. The reasons why children have no interest in Dzongkha were its difficulty and less scope for employment.
- 13. 62.3% of the parents (N=53) seem to feel that the standard of Dzongkha has gone down.
- 14. The overall mean score in reading was 51.96% and in writing 45.28%. The performance in reading seems to be better than in writing.
- 15. Students travelling 15 to 30 minutes to school seem to do better in reading and those travelling 15 minutes appear to be doing well in writing.
- 16. Students having interest in Dzongkha did well in the subject.
- 17. Higher the teacher expectations better the performance.
- 18. More the students read after school hours better the performance.
- 19. Students' performance in essay writing indicated that they were fairly good at handwriting, use of synonyms, introducing the topic but very poor in creative thoughts and expressions.

COMPARATIVE FINDINGS: NEA AND BCSE

- 1. In both reading and writing, the performance of students was better in BCSE than in NEA.
- 2. The gender difference in performance revealed that males outperformed females in both reading and writing in BCSE 2014 and 2015 whereas females outperformed males in both reading and writing in NEA 2015 and BCSE 2013.
- 3. Comparatively, both in NEA and BCSE, the students' writing competency was by and large at proficiency level 4. At this level, the students seem to have fairly good use of language and expressions with minor grammatical errors. They can interpret situations that require no more than direct inference.
- 4. Comparatively, both in NEA and BCSE, the students' reading competency has clustered

- around level 4 (analyzing) and level 5 (evaluating).
- 5. Comparatively in reading, the test reliabilities are acceptable except for 2014 which is only 0.45. In writing, except BCSE 2015, other tests have poor reliability.

MAJOR RECOMMENDATIONS

NEA, BCSE and BCSEA

- 1. Teachers must be given intensive professional development training in teaching reading and writing skills.
- 2. Studies should be conducted to ascertain if competencies taught in schools match the actual application in real life.
- 3. Dzongkha NEA 2015 should again be conducted in the next three to five years.
- 4. Research activities in Dzongkha should be one of the strategies to collect evidences to improve Dzongkha.
- 5. Conduct a study to investigate if schools, Dzongkhags and the Ministry of Education use evidences from data analysis while monitoring the learning outcomes of students.
- 6. Dzongkha curriculum reform should consider parent participation.
- 7. Oral tests in language should be initiated to assess various aspects of reading competency.
- 8. Schools libraries should be equipped with enough Dzongkha reading materials.
- 9. The outcome of this study should be used as a benchmark for comparison in the future studies.
- 10. Analysis of reading and writing competencies in BCSE language papers should be done on an annual basis.
- 11. The existing human resource professional and technical capacity of BCSEA should be further developed to carry out large scale assessment.
- 12. BCSEA should launch awareness programs regarding Dzongkha development among stakeholders such as Policy makers, the Ministry of Education, DDC, REC and some selected schools by disseminating the findings and recommendations of this report so that the issues related to socio-political and economic factors that play critical role in the quality of student learning could be addressed.
- 13. Schools should further work on enhancing parent teacher partnership.
- 14. Teaching by teachers specialized in subject need to be considered from the early grades.

POLICY IMPLICATIONS

- 1. Recognition of the language at the wider society in the country
- 2. Popularizing the use of Dzongkha in informal settings and businesses
- 3. Employment scope with Dzongkha background
- 4. Rigorous follow up and streamlining the use of Dzongkha in selection criteria for employment

WAY FORWARD

1. Implementation of the major recommendations of the present study

The study has revealed some useful and important findings and also proposed major recommendations. As a way forward BCSEA should consider preparing action plan to make use of the findings and implement the recommendations.

2. Ways to making NEA a regular and more effective activity

NEA complements/supplements BCSE in assessing student learning. BCSEA should consider making it regular and more effective especially in select subjects like Dzongkha, Grade X.

3. Toward Transformative Assessment

Changes in education: contents, information, delivery, pedagogy occur rapidly. Assessment must commensurate those changes in the 21st century education. BCSEA may consider contemplating on "transformative assessment", "virtual assessment", so forth.

ACRONYMS USED IN THE REPORT

B. Ed Bachelor of Education

BBE Bhutan Board of Examinations

BB-ICSE Bhutan Board-Indian Certificate of Secondary Education Examination

BCSE Bhutan Certificate for Secondary Education

BCSEA Bhutan Council for School Examinations and Assessment

BHSEC Bhutan Higher Secondary Education Certificate

CDEO Chief Dzongkhag Education Officer

CE Continuing Education

CISCE Council for the Indian School Certificate Examinations

CSO Civil Society Organization

DCDEO Deputy Chief Dzongkhag (District) Education Officer
DCRD Department of Curriculum Research and Development

DDC Dzongkha Development Commission
DT Dzongkhag Tshogdu (Assembly)

FYP Five Year Plan

GER Gross Enrolment Rate

GT Gewog Tshogde (Block Committee)

HSS Higher Secondary School

ICSE Indian Certificate of Secondary Education
ILCS Institute for Language and Cultural Studies

ISC Indian School Certificate
ISE Indian Certificate Examination
LSS Lower Secondary School
M.Ed Master of Education
MOE Ministry of Education
MSS Middle Secondary School
NEA National Education Assessment

NER Net Enrolment Rate
NFE Non Formal Education

NGO Non-Governmental Organization NSB National Statistics Bureau

NWF National Work Force

PGCE Post Graduate Certificate in Education

PP Pre-Primary
PS Primary School

REC Royal Education Council RGOB Royal Government of Bhutan

TT Thromde Tshogde (City Committee)
UNFPA United Nations Population Fund
ZTC Zhungkha Teacher Certificate

DZONGKHA PART ONE

येतुः र्वं १ प

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१.८.१ वियायह्यामी'न्में अ'र्नेबा

त्यत्रात्यत्त्रीत् कत्रह्मान्त्र्यून्र्भूत्यः क्षेत्रः कष्टिः क्षेत्रः कष्टिः कष्टिः

क्.कीटल्र्रे.त.तन्त्रेयः भ्राभट्मे.विवायात् हितायत् त्रविः हेताः विश्वायत् विवायत् विव

द्यम् द्रिः विचायह्रम् त्रिः विचायह्रम् त्रिः विचायह्रम् त्रिक्ष्यः विक्ष्यः विक्ष्यः विक्ष्यः विक्ष्यः विक्षय विक्षयः विचायह्रम् त्रिः विचायह्रम् त्रिक्षयः विक्षयः विक्षयः विक्षयः विक्षयः विक्षयः विक्षयः विक्षयः विक्षयः

१.८.१ विचायह्यामी यशर्देवा

विचायह्रमायदीमी र्ह्ममायसः मानसमासी द्वीप्तर्भात्रम् वर्षः वर्ष्म्यात्र्वेमसम्प्रते वर्षः वर्ष्म्यात्र्वेमसम्पर्भात्रम् वर्षः

- र्श्वेन'स्नानी यद्ये है' न द्रम्भा है दे खें न स्मानी विकास मानी विकास मानी
- ह्रिंटायदे र्केश क्षेत्र संगालु हर्द हर प्रचेश प्रवेश ग्रावर हें तर्सु प्रसुर लेव प्रवर् रह्णा शर्मी
- ह्रिटायदुःश्चेंच-देत्र्वर्ष्वं,ली. वैदःश्चे,लूर्तन्त्वः श्चेंच-श्चेंब्-ब्री-देवावर-लाक्ष्. ट्र्यायहूयःयचर-क्वाया-देव्
- श्वॅनःस्वाःमेशः हॅरायदेःर्केशः क्रवःशः श्वॅःनः ५८ः ५८ःयर्५२ः थेरः स्वेशः स्वाशः ५ वी
- हैं। त्रिं २०१३, २०१८, २०१५ त्रिं क्षेत्र सुन सुन नित्र त्रेत्य के स्वा के स्व कि स
- तत्त्वा तत्त्र त्या विश्व विष्य विश्व विश्व
- त्रेंतः च्रितः प्रमान्धिनः प्रमानिनः प्रमानिनः

१.५ स्वालुते श्वीरावहरवर्षेत्सूरा

स्र्वालु तर्ने योत् क्वानु विचायह् वा स्र्वालु प्रमेश स्र्वालु प्रमास्त्र वा विचायह वा

चयु.ष्यर. भैज.लूटशाचेश.लूच.रेवे.खुच.की. इस.कूच.क.क्ट.रेट. रेज्याच्यूच.क्ट.व्यूच.कुच.कुच.च्याचर. न.जी.कुर.रे.रेशुच्याच.हे. रेवे.खुच.जश.जीयाच.की. श्रीर.चयेट.अब्यूच.श्रेट.अर्ट्य.चर्चेश.क्श.क्य.कुच. वायज.ब्रूच.यचर.

त्रसः स्ट्रिंब्यः स्रुव्यः व्योतः स्राप्तं स्वाप्तं स्वापतं स्वाप

र्श्वित्रध्यक्षात्रक्षत्रः श्रिव्यक्षात्रक्षतः वर्ष्णः वर्षः वर्ष

येतुः र्वतः १ य

मुलायनागुःमुनास्टर्भ

४.७ शै'तर्वेर देन के प्रति मुक्त मुक

છા. ૧૦٠૯ ટ્રેટ. જાલવાલેમાંતી. ૧૯૫૦ ભ્રુપાતા. ગનગ'૦૯૧) ટ્રેડ્રિયા. ખૂરવ્ય. ૧૫-૧૯ યુ. તમ્પ્રાં શુ. ૧૫ વિલ્યાયા. ૧૫ માંગ'૦૯૫) ટ્રેડ્રિયા ખૂર્યા સાલવાલેમાં છે. ૧૫ વિલ્યાયા. ૧૫ માંગ'૦૯૫) ટ્રેડ્રિયા સાલવાલેમાં સાલવાલેમાં સાલવાલેમાં સાલવાલેમાં સાલવાલેમાં સાલવાલા કું માં ૧૫૦ મું માં ૧૫૫ મું મું મુખ્ય માં મુખ્ય મુ

ख्रेया प्रमुख्याच्या विष्याच्या निषयाय म्याप्य स्थाप स्थाप

क्र्यान्नात्तर्थे. मृट्र्या. क्र्यान्नार्नेटट. क्र्यान्याःस्थाने.क्र्याने.क्र्यानान्त्रान्ने.क्र्यान्यांस्याने.क्र्यान्यांस्याने.क्र्यान्यांस्याने.क्र्यान्यांस्याने.क्र्यान्यांस्याने.क्र्याव्याःस्याने.क्र्याव्याःस्याने.क्र्याव्याःस्याने.क्र्याव्याःस्याने.क्र्याने.क्र्याने.क्याने.क्र्याने.क

त्रीताः मीलाः प्रत्याः स्ट्रियः स्ट्रि

णुष्यव्ययः क्ष्रीयाश्वरात्त्र्वः श्रीः वर्ष्वणः वर्ष्वितः वर्ष्वः स्वर्षः वर्ष्वः स्वर्षः स्वर्षः वर्षः वर्षः स्वर्षः वर्षः वर्षः स्वरं स

४.४ मेब देवा मी प्रमास्त्रम्यः सन्दुत्यन्तः देवे तस्या प्रमास्त्रम् मी प्रमास

य दी. पहीटम्ड्रभ्यांट्य. बट्यू. व क्रियट्यूमः लुब्यः य क्रियट्यूमः लुब्यः य पहीटम्ड्रभः य पहीटम्डरभः य पहीटम्ड्रभः य पहीटम्ड्रभः य पहीटम्ड्रभः य पहीटम्ड्रभः य पहीटम्डरभः य पहीटम्य

ষীনা দ্রমা ব.৩ র্ন্ত বিশ্বর্ত্ত বিশ্বরূপ বিশ্বরূপ বিশ্বরূপ (Enrolment at a glance)

नेशःरेगामी ग्वर्यः र्ट्य	देश-हैगा-र्चे	ষ্ট্রীস:দর্মুমমার্স্র:	र्श्वेच व्य	श्रुंच:र्स्रुग:
	নর্ভুবাশ ক্র কর্	নৰ্পুনাশ-ছ-ছ্ব	বর্ষুঝঝ	<u> বর্ষ</u> অঝা
कु र् देश भेष प्याप्ति	ր Վ.Չ%	112.0%	444	૯૫,୬୬७૯
(म्र्री.योबराजबार्चेयो.ताःक्ष्ये)				
ग्रिक्ने स्थान	<i>ը</i> (.ų%	<u> </u>	ع م	46,369
(ध्रुं.यास्त्रर.जस. ३० क्ट्रेंब)				
तच्चैरन्द्रेशःर्स्स्य म्यूग्म्य		%ס.م ע	પ્	३८,०३८
(११-१५ র্ভুব্)				
বর্ষ্থ্যপা			પ્કૃત	૧,૯,૦,૦૦
मु पश्चेत्र्र्ञ्च प्रायम्			ρ(s	3,323
(र्ह्चे.चेलर-४ त.क्ष्ये)				
র্লুহপ্ন নর্মুপা			પુકૃષ	2,212,009

त्रचुरामुरमा भेरान्त्रेन प्रमा कें प्रमुद्र भेरान्त्रेन मान्य स्था (१०१५ र्भेना मरमा १४-१८)

बर्माःश्री-र्ज्ञाःश्री-र्याये क्षें बर्ध्यहीं प्रति तालका श्रीयः स्वी प्रति विष्ण क्षेत्रः श्रीयः विष्ण क्षेत्रः स्वी प्रति विष्ण क्षेत्रः स्वा विष्ण क्षेत्रः स्व विषण कष्ण स्व विषण क्षेत्रः स्व विषण क्षेत्रः स्व विषण कष्ण स्व विषण स्व विषण कष्ण स्व विषण स्व विष

तिं चिष्ट-क्षें स्ट्रात्म् चिषायन विट्राये शुः क्षें नश्च शायन स्ट्राये विष्ट-ची तिकस्त निष्य स्वाप्त स्वाप्त

याश्रणःकुयाः यक्ष्यः हे. लूर्यः द्वः व्याच्यः व्याचः व्याच्यः व्य

र्ट्रवायुः सेर्ट्रवार्कुःषाः मान्नवार्याः, क्रुःकेदोः तयुः स्वार्याः ने स्यारक्ष्याः व्याप्तवार्याः व्याप्तवारक्षयः व्यापत्तवारक्षयः विष्तवारक्षयः विषयः विष्तवारक्षयः विष्तवेषयः विष्तवेषयः विष्तवेषयः विष्य

मेश्वर्यायम्भावेश तद्यवायम्भावेश व्यव्यायम्भावेश विष्ययम्भावेश मास्त्रस्य विष्य प्रत्य प्रत्

बेदुःर्ह्यः 🛊 य

पर्वेग.गु.मैज.लूरम.प्र.भेर.ह्र्राय.रेट. रेपु.वैट.रचम.भर्रर.चर्मन

(क)

बर. क्र्राचाराट्टी, चीबिट राउचुंगा. कथ. क्री. चीबका दुका राजाबी विद्यः क्रिं. चीबट नावुंबे, खूरी। (धूदुंबा. १६६० क्रींची, चीवका दुका राजाबी विद्यः क्रिंची, चीवका राजाबी विद्यः क्रिंची, चीवका राजाबी विद्यः क्रींची, चीवका राजाबी विद्यः चीवका स्वापः क्रींची, चीवका राजाबी विद्यः क्रींचा स्वापः क्रींची, चीवका राजाबी विद्यः चीवका स्वापः क्रींची, चीवका राजाबी विद्यः चीवका स्वापः क्रींची, चीवका स्वापः स्वापः क्रींची, चीवका स्वापः स्वपः स्वापः स्वापः स्वापः स्वापः स्वापः स्वापः स्वापः स्वापः स्वापः

त्तर्यायः स्रेन्द्रीत्रा विचानि ह्युत्रे ह्या विचानि ह्या स्वात्त्र स्वात्र स्वात्त्र स्वात्र स्वात्त्र स्वात्त्र स्वात्त्र स्वात्त्र स्वात्त्र स्वात्त्र स

विगाख्य। ४.७ यः हॅरायः में रायसेया गृहर देवे वर्षायया

श्चीःसं.	त <u>र्</u> धन्त्रस्थार्सुः प्यान			
פטחנ	ह्टाय.पट्ट. रनज.र्जय.पर्वेय.रप्ट्यीय.रपट्टामीज.ल्ट्य.प्य.श्रेर.स्र. मीज.त्त्र.चयाय:स्वा.यावरत्त्रीय.यावरत्त्री			
ولعاو	र्सदे.जवा.र्रेच.च्र्रभः ध्रुंच.र्स्र्च.जयर्रेष्ट्रभाष्ट्र.क्ष्यः च्र्रभः श्रुंवायः ययर्.जी			
164 (8	न्रेमिश्याम्यान्त्रात्रे म्यान्त्रेत्र्वेषायाः कुर्डमाय्यम्भः तर्मार्घमार्थेनायत्रे केमायार्थेना न्यायमुन्यत्र			
ን ዮሩሶ	<u>इ</u> टाय:मूट्यकुण:मेथ.कूर्याय. योष्ट्रां नर्ययायाय त्यात्र ।			
૧ ૧૧૧	माबुर् प्रम्रो विष्य प्रदेशिक्ष र्हु वृदः विः भ्रम् हिरायः दे रहः विषयः विषयः देशी विषयः			

म्रु.ल्ट्र्य, शु.क्ट्र्य, वाता क्ष्य, या. त्या. त्या.

- यह्याकाक्ष्यां स्वास्त्र स्ट्राचित्र स्ट्राचित्र स्वास्त्र स्वास्
- र्श्चितः देशः र्श्चेतः तर्भेतः श्रीतः देशः द्वा धार्म् क्षेत्रः श्रीतः श्रीत
- अञ्चतःत्विरःग्वस्यःश्रूरमःश्रूपःश्रूपःश्रूपःश्रूपःश्रूपः हिरावतिःश्रूपःधिगः हेसःवितः स्वरःश्रूपः हिरावतिः स्वरःश्रूपः हिरावतिः स्वरःश्रूपः हिरावतिः स्वरःश्रूपः हिरावतिः स्वरः श्रूपः हिरावतिः स्वरः स्व
- र्श्चियः २० यार्क्ष्वार्क्षेतः ब्रॅटायदिः र्क्ष्यः व्याद्वः व्यादः व्
- यद्येट्ट्रभःश्लॅप्याम् प्रियः श्लॅप्यः श्लॅप्यः श्लेपः श्लेपः
- श्लॅच-इश. १४ मः अवस्त्वर्ष्ट्वराष्ट्रें असंस्थार्थ्य श्लॅच-इश्लेच-इस्त्रें स्वर्ध्वराध्य स्वर्धे स्वर्ध्वराध्य स्वर्धे स्वरं स्वर्धे स्वर्धे स्वर्धे स्वर्धे स्वरं स्वर्धे स्वरं स्वरं
- ह्ये विश्वास्त्र त्यन्त्रे स्थाप्यन्तु व्यस्य वर्ष्ण्यस्य वर्ष्णस्य वर्ष्ण्यस्य वर्ष्ण्यस्य वर्ष्णस्य वर्षस्य वर्ष्णस्य वर्षस्य वर्षस्य वर्षस्य वर्षस्य वर्षस्य वर्षस्य वर्षस्य वर्ष्णस्य वर्षस्य वरम्य वर्षस्य वर्षस्य वर्षस्य वर्षस्य वर्षस्य वर्षस्य वर्षस्य वर्षस्य वर्यस्य वर्षस्य वर्षस्य वर्षस्य वर्षस्य वर्यस्य वर्षस्य वर्यस्य वर्षस्य वर्यस्य वर्षस्य वर्षस्य वर्षस्य वर्षस्य वर्षस्य वर्यस्य वर्षस्य वर्षस्य वर्षस्य वर्षस्य वर्यस्य वर्षस्य वर्यस्य वर्यस्य वर्षस्य वर्षस्य वर्षस्य वर्यस्य वर्षस्य वर्यस्य वर्यस

कूर्यायाः स्थित व्याप्ताः स्थितः स्यापः स्थितः स्याः स्थितः स्थित

मेतुःर्कृतः ८ मा

व्यक्षःभेषः यगः येत्र

en 等對打

स्री पप्तः विषयःक्षेट्रेट्रेन्ट्रेस्ट्रिंस्ययः व्ययश्चेश्वात्त्रं क्ष्याः व्यव्यात्त्रं प्राप्त्रं विषयः वि

८.१ ग्रवसःसूर्यः वमा विवादवयः विवा

जुष्-तवचः ह्री रच्चे.खुचःश्लेचशः पर्चियाःगुःश्लेचःग्वेदुःश्क्र्यःश्चेत्रव्यः-दिनःश्कृत्यव्यःश्कृत्यव्यः योचवतःप्र्यूरःग्वेषवःश्चेरःश्वेःत्वयाः

पारं क्र्यक्तिया । १८८ १ तपुः पर्वे पर्वे प्रविश्व विकास्त्र प्रविश्व विकास विकास

तः क्विताल्यात्राच्या

८.३ व्हेंग्रथायुपः चेराबीरादीः गाउन्हें?

८.इ.) र्बेुगाक्षःमुचः ८. र्त्तेचः र्बेुटःमुचः त्रच्छा

प्रेंगश्चर्यं क्षर्यः क्ष्मां त्रिंगश्चरः क्ष्में त्रा व्या विष्णं विष्

८.४.५ हॅरायते तराय है 'सूना 'सूना सूना ही पर्हेत प्रदर्श

विनाख्य ८, या र्बेज्यश्चात्रात्रात्रे लिप क्षेत्रा प्राप्ता

क्रून.मैं चेना	ञ्जूग'वी	શું.શ્રુંથના	নন্ধ-নী	શું સુંચગ
	वर्हेब घर्य उब ग्री ग्राब्य रेस		वद्ये भ्रुगः भेशः व्यॅदः क्षरः गाविवः	
	सु क्षेम्य सुन।		ग्वयः रीय भुः स्थ्रिग्यः गुज्	
यव्येग्।यव्येर्-इश्रःचरःश्रद्धः	ग्रथ्यः चर्हेर् ययर् दी	શ્રું.શ્રુંજાજા	ग्राह्म में स्था ।	श्ची:क्र्रेंट्यम्य
मेश-ल्यंब-जना-छेन।				
	र्डे:बिच:ययर्'बी		ग्राह्म म्	
	<u> </u>		ग्राह्म में स्था	-
	यम्।येदायम्यः		ग्राह्म देश द	
	र्में 'र्ने त'प्ये त'वी		ग्राह्म भीता व	-
	इब्:वेब्ग		ग्राह्म भीत्र भीत्	
मुलर्जेटबामेबारीबारीचे	ग्रथर:पर्हेर:यपर:दी	গ্রী-ধ্রুতাব্দা	ग्राह्म में स्था ।	দ্বী:শ্রুষকা
वैच [.] १०१५				
	र्डे:बैच:यम्र्नी		ग्रावर्ग देवा ।	
	<u> नृष्ठे:नृष्ठन:यम्</u> नु:बी		ग्रात्रशः ६	
	यम् येत्र यह्म ही		गात्रशः द	1
	र्मे 'र्ने न'प्ये न'ने।		ग्राह्म म्राह्म व	
	<u>इब्:वेश</u>		ग्वरुष:रेवाः १	1

७.५.५ तम् देति देवि मुन्द्र मुन्द्र देवे दिव। (क्वयः प्रेंट्स मेश्वर मिन्द्र देवे दिवः दर्द तम् द्वि मार्ये देव विष्या स्वाप्त क्वर स्वाप्त स्व

र्ह्रनावतः कुषार्षेत्रसः भेषः देवे विचः ४०१५ ते वहः यद्ये क्रिंसः वे ते सुगषः ४५ ८८ः यहः मातुरः सुगषः १५ वहः यदः सुगषः ।

ल्री ब्रिम्बर्ग्ने,क्र्यं,मोधु,कुमं,म्रिःवर्द्द्र्या,प्रचर-देग्र्मा,ख्रुष्या,प्रभावश्चा, (यूमं,पी, ह्रमो,व्रशः, ९१०) नपु,ष्यर-यूग्र्यं,प्रमावश्चा,क्रम्यं,प्रमावश्चा,क्रम्यं,प्रमावश्चा,क्रम्यं,प्रमावश्चा,क्रम्यं,प्रमावश्चा,क्रम्यं,प्रमावश्चा,क्रम्यं,क्रम्यं,प्रमावश्चा,क्रम्यं,क्रम्यं,व्यं,व्रम्यं

विमाखसा ८.५ स तद्वीक्षेतेक्दा तद्वीस्त्रमानिकार्यकार्नुमायुमागुनागुग्वेत्रह्वाचत्रमा

* * * * * * * * * * * * * * * * * * *	
रह्म मा स्ट्रिंट म्यते तह्म मा स्ट्रिंट म्यते तह्म मा स्ट्रिंट म्या मा स्ट्रिंट मा स्ट्र मा स्ट्रिंट मा स्ट्र मा स्ट्रिंट मा स्ट्रिंट मा स्ट्रिंट मा स्ट्रिंट मा स्ट्रिंट मा	
हिरावदी तञ्जमा तज्ञीत्मेश्वराचा विस् विश्वराद्धी त्यापा विस् ४०१८ ते विद्या त्रिज्ञेश्वराद्धी सुमाश्च व्रज्ञेस्त्या सुमाश्चर वर्षा क्षित्रा विस्ति व्यति	
स्रावित्वमा विक्रान्ध्रमा विक्रान्ध्रमा अविक्रान्ध्रमा विक्रान्थ्रमा विक्रान्थ्रमा विक्रान्थ्रमा स्रिम्मा साम्राम्थ्रमा स्रिमा	
हॅटावदीकुवाध्येदका हॅटावदी वहुमा हॅटावदी वहुमा हॅटावदी वहुमा क्षेत्राचन्नमान्नेच वहीटा देखाचरा वहीटा देखाचरा वर्षा १००५ देव्हा तही अदे क्षेत्राचरा वहीटा देखाचरा वर्षा के.स. क्षेत्राचा वर्षा क्षेत्राचा वर्षा क्षेत्राचा क्षेत्राच क्षेत्राचा क्षेत्राचा क्षेत्राचा क्षेत्राचा क्षेत्राचा क्षेत्राच क्षेत्रच	
त्रचे स्थापिक प्षेत्र अघर खेत ची में हिंदा प्रतिस्था में हिंदा स्थाप	याद्रभादेशदिष्यं स्विच्युं कुं भीत्रभः क्षेत्रभीयाः ययायोदायवयद्वेत्त्रमः क्षेयदेकुं याद्रभाव्यत्रभावतः ययाव्यद्वित्रभ्यः क्षेयक्षद्व्यक्षित्रक्षायक्षयम् द्वित्रभाद्रमः क्षेत्रभारतेयदकुं प्रकायम्बर्धित्रम्पिः देक्षयायकः व्याप्तिसः विद्यम्पिः वर्षित्रभाव्यतः यायद्वित्रभावः द्वित्रभाव्यतः यायद्वित्रभावः दद्धः क्षेत्रभाव्यतः यावद्वित्रभावः दद्धः क्षेत्रभाव्यतः यावद्वित्रभावः
अस्य मा स्था भ भ भ भ भ भ भ भ भ भ भ भ भ भ भ भ भ भ भ	49 - 900
तभ्रभ्या नेक प्यंत्र क्षुम्याक स्वर अघर धेव, भ्रु क्ष्ये क्रित्र मोली	3

ਮੁੱਗੋ:ਅਨੁਯਾ: ਨੁਸ਼ਗਾ:ਸੁਰੂਆ:ਜੁਰੂਆ:ਸੁਰੂਆ:
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ग्ध्रमा जियाधित धरोवर धरोवर धर्माक्यमा र्खेष्यतः	.ध्या.र्द्ध- क्रियान्त्रः वित्यस्य वित्यः	ाध्रमार्खेः याजेन्त्र विसाउया विसाउया विस्	
माक्स-देस।यदें'क्ट्यंद्वायेः क्रिंचाधुमाः कुंमीसः मंद्रायुः मॅक्सायद्वेसायंद्वायः धिमाक्कुमाकाग्रीः देव्यंक्वित्रः यद्वायायंद्रा घदादेवाकुंग्यायः वर्षेचाकुंगसः यदावयः देःचावहस्रायः वर्षेचाकुंगसः यदावयः देःचावहस्रायः वर्षेनाधितः भाषाव्यायः स्रेचाकुंग्यायः शिक्यक्षा	मावकार्भकावदीव्हार्थिद्वाये क्षेचाध्रमार्छुः मैकाक्षयाघटकावदी क्षेक्षुं डैमाक्षवकार् विद्योका धिमाक्षेयाद्दा घदाहमाका(ध्रद्र) छुंभीद्रमावाद्वावव्हेर्याय्वावाव्हेर्या क्षेदक्षमायदा क्रिडेमायकायम्बावाव्हेरा विद्यहेमायदा क्रिडेमायकायम्बाव्हेरा	णक्षाप्तेशावदेवहायंदायते क्रींचाधुषार्खेः गीकः क्रित्यिषाय्षयायेव वद्यचावेत्तर क्षेचाघह्रकायुः द्यावाह्ययाञ्चेत्रावेषा द्यह्रकाक्षेव्रकारः वित्योक्षः यावे।हेव देयास्यार्खेयारः द्याञ्चेवावान्यत्रा	शुःक्रेजराःभुगरा क्रिन्।
0)	-30	40 प्रक्रा भिक्षः40 प्रक्रा भिक्षः40 प्रक्रा भिक्षाः40 प्रक्रा40 प्रक	
a	68	0	
ar	æ	c	

७.५.७ क्ष्रमादित्वेर्स्युम्बःमुचःद्रचेःविच। (क्कुयःर्षेद्रबःदेषःदेनःद्रचेःवेदःदरः तत्त्रुमःतद्वेदःदेशःचरःस्रदेःवेषःर्षदः यमःखेरः)

र्हें नितः कें क्षितः विराधः विवासका क्ष्मां कें किंद्र विष्यां विष्यां विषयः विषय

दे.चर्चश्रास्त्रीयः यर्चेयात्रस्यात्रस्यात्रस्यात्रस्यात्रस्यात्रस्यात्रस्यात्रस्यात्रस्यात्रस्यात्रस्यात्रस्य इ.चर्चःस्त्रीयाः

मुल् कुचा मुं तक्क्ष्या त्यन् न्यून कुष्ठा तक्ष्य तक्ष्य तक्ष्य (प्र्वासी कुचा क्ष्य क्ष्

। ज्ञाः \varliminf राः भ्रुपा क्रिये भ्रुपाता ज्ञुया करः पहें का वरता उठ प्र भी देय।

तम्म प्रमान्तम् भ्रम्भः मर्भस्य स्वर्धन् भ्रम्भः स्वर्धन् भ्रम्भः स्वर्धन् भ्रम्भः स्वर्धन् भ्रम्भः स्वर्धन् स्वर्धन् स्वर्यन् स्वर्धन् स्वर्यन् स्वर्यन् स्वर्यन् स्वर्यन् स्वर्यन् स्वर्यन् स्वर्धन् स्वर्यन् स्वर्यन् स्वर्यन् स्वर्यन् स्वर्यन् स्वर्यन् स्वर्यम्यन् स्वर्यन् स्वर्यम् स्वर्यम्यम्			
तम्म तम्म तम्म स्थान्ते व्याप्ते व्याप			
तम्मातम्भरम्भरम्भरम्भः अवैभिन्नार्थत्राचमान्त्रम् ४०१५ तेवन् भूमान्यस्य स्रमान्त्रम् वसम्भयस्य स्रमान्यः वसम्भयस्य			
हॅन्यवरेमुवार्षेत्वः विषारेमान्त्रिलेयः २०१५ त्वेन्यमान्येष्यः सुमासाम्बर्धाः सुमासाम्बर्धाः			
রম্রাম'মপ্র্বা	यास्तरःचर्नेत् ध्यत्राथमायार्जेभंप्त्रात्त्रःवसार्जुः यार्जयायत्रायद्वयासार्नेयास्यर्ध्य	नक्षअःकुषाप्तः कुःक्ष्यः प्रे यक्षः युचातत्रकाःगुः पङ्गा पिक्षः षुत्रकाचमायःकुमक्षया	न्छे'न्छन्। चलकाःकुंथः न्यम्बक्काःभ्रमकः कुः बार्काः यमान्छे हेः नुष्डे नुखन् वयन्तुकुमन्या
वहॅव घटता श्रे. कॅवा	मास्य मित्र मिर्ने प	र्म किया	न् डे न्डना
নমম'ন্দ্রন্ নহঁব'লন্ম' গুদার্মম'ন্মা <u>শু</u> র্কা	5	ತ	J

ør.	মুম এক।	यहार्देवास्त्राच्चाराम्बसः स्रह्माः महाराष्ट्रीयान्। यदायघात्राः सहयः मापः ह्यास्त्राः स्वास्त्राः स्राह्माः		
م	में रेव येव.	में।रेवायेवा कुळ्यात्राच्यायाव्यायाव्यायायायायायायायायायायायायाय		
6	<u> इ</u> ब्रंचिया	মह 'देव'र्खु'सेसस। র্জুদামঘ।		
		ही छेलाथ भुगाय क्री		

e.ৰু.এ ই:শ্ৰী (Questionnaires)

यः क्र्रीं अन्तर्ग् निस्यत्ववाणी द्वेष्ट्रं (न्रेश्वेष्यत्वर्षणः क्वेड्रेस्व) क्र्रीं त्यत्वर्षणः विश्वेषः विश

विगात्व ८._८ दे वें (५ क्षेग्रस प्रस्ता क्षे दे वेंग)

ર્સેવ'દ્રયેંત્ર'શુ:દ્રેશ્વ'યત્		ર્સેવ:લુંગ;ર્હુ:ને'દેશ:બના		યમ [ુ] ર્તું મૈ] <u>દ</u> ેશ ભ ત	
WZ.	र् <u>न</u> ेंबरक्ष	쾨드세.	र्नेबर्जबा	회소성.	र्नेबर्जबा
থি শ		M		P	
2	र्श्चेतःम्बदःम्बद्धः स्था	1	क्यिन.पिट्य.चेष्य.र्स्ट्री	2	र्थे :बॅर्ले ५ चे :च
4	র্ম্মূব:শুর:শৃষ্ট্র:শ্	3	શ્રુંચ.ળ્	3	बुबाबर मी पा भूत्।
4	র্ম্বর্মির বৃট্ট বা	3	गणुरु:अूर्।	3	श्चॅन:क्रुॅन:यमुना
٩	શું અ.ળ્	٩	यमः मी प्रामार्थिमा	٩	यः अदिः भेषः प्यंत्र।
ų	ર્સુવ-ઽર્યેષ-ક્રી:બેશ-ક્રી	ч	र्ह्सेच:मु:र्सेर:धे:म	ч	यव्यःमी क्रुपः क्रुरिय
G	र्श्चेन:न्येंब:ग्री:खुन:रेग:वेशः	(y	गलुर/क्षेत्र।	(y	षवा मीया र्से पः मुदे र्से पः र्से पः
	र्ष्वा				र्भेर-दे-विच
لو	वेश:लॅब:ब्रुट:श	рJ	धूँच.चं.प्रट.जश.पर्चेज.प्यट्ट.	لو	र्श्चेन:मृते:यम:रेश:र्भ्नेर:श्च्रन:दी
			न् र्मे स्वते सुर्के न्।		
4	र्स्नेव:र्स्नुवा:र्स्नेवास:ब्रुवार-उदः	4	सथाम्बा खुरा भू त्वी देते हेते हेते	4	र्श्चेन:म्वु:ब्रन्ट्युंग्रथ:न्में:धदे:
	नर्जे देते गण उदार्थे र से र		^{श्रेग} ।		र्नेब'न्या
p	ર્સું વ :ફ્રેં વ : ફે અ અ : શું દ	P	र्क्षेच:र्क्केटावट:सेवा:र्पेन्या	ľ	र्हेट्रर्श्चेच.व्हं.र्ट्याड्या.वर. ज्.
					শৃষ্ঠশার্বদের্ব্রথানা
20	र्श्चेच:रेंग १० यदे:व्र	20	यम्भार्म्यास्त्रीयः स्त्रीयः द्वीत्र	20	र्ह्स्यायद्वःमेश्वर्यः स्ट्रियसः
	র্ম্ব্রিব-র্ম্ব্রির-রেব5-বরি-8ৢয়য়৽				શે.ળું દેશ ખેતા
	र्श्वे				

22	मार्थमार्झमाः र्सूनार्स्चुन्द्वनः मार्थामार्हेमार्था	22	श्चियः है। श्चियः मृतिः यस्य स्टब्स् स्टब्स् स्टब्स् स्टब्स् स्टब्स्	22	ष्णः र्षे: कुं: में : र्हें ह्रायदे: ब्रह्म् गादः ह्यः
	र्टर:ग'र्नेअ'ङैग?		של איז ב־בּצַבּישוּ מִים מִים מִים מִים מִים מִים מִים מִים		र्देख। स्टालिव्यस्थानम्बर्धानम्बर्धानम्बर्धाः
29		23	<u> व</u> ुक्ष.ब्रह् <u>हिताय.श्चित.ब्र</u> ी	19	यम् ने मून प्रतियामा मून प्रतियामा
23	র্মুন:স্ট্রুনফী:শব্র:র্প্রদাশ?	23	र्श्वेच:मृदे:ब्रन्त्र्यूच:ब्री		
26	यन्र-बुद्ध्या न्येषःस्याः १ बर्स्स्यःह्रेषः	26	हॅरायदे झुग देय समुद्र मुेद्रा		
24	र्द्रस्य? र्द्रस्य?		म्रीट्रा इ.क्ष्य. ४ तो हूटायपुःसैच.		
96	ग'ङेर्भे्द्रगःर्स्स्री	1 4	दर्गायी इंटायदेक्ष्यास्त्रं प्रदेश्चीया		
211	चरुषःस्रमाः रे:मी:तकरःमावी	96	શ્રું.વ.શ્રેર.તપુ.મ્રી.બજ્ય		
24	देग [.] ऋजः र्ब् .जे. र्यु श्रा	าข	र्श्चे.च.लूरे.मधु.भक्षी		
20	র্মুন-র্মূর-ঘনম-প্রমাথনা	24	र्श्वेच न्यं के स्थान स्		
	ঐর'বেঘব'র্ঊব্ঘ		দ্ৰেই ৰ্ক্ত্ৰ কৰ্		
			येग्रसःर्वेअन्वर्जे देते देतर्देन		
	~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~		पश्चेर्याक्षेत्रयः वेशःगा		
	क्रॅंब. इ. विवेट वेट ट्रेंब.	9 p	श्रुंच द्यंब क्षेत्र क्षेत्र क्षेत्र स्था		
२०	र्क्त्		र्येश्वयः स्त्री पश्चित्रः स्त्री		
32	<b>ब</b> रर्नेब ख्र कंत्।	30	ष.कर्.तरःब्र्थः ध्रुंच.वरःबरः श्रुंच.रंत्रःब्र्थः ध्रुंच.वरःबरः		
44	न5ुबऱ्द्रगऱ्रे,बटख़ुब्रःखू	32	चलुग्रथःर्देनःगा चलुग्रथःर्देनःगा		
44	[ૄ] હૈસ [,] ૡૣૻ [,] ૡ૿૽ ^ન , ^{ન્} ફ્કન્	44	યત્ર મૈશ કુવ ર્સ્નુે ર ત્વન ર વતે ર કે 'ગ		
१९	र्श्वेदःचर्रःतवर्रः र्गोधा	33	র্মুন-শুর-শ্বম-শ্ব-মা		

	27 27		~	I	
94	र्श्वेनःश्वेंबायन्यान्यान्या	१९	र्श्चेन:ग्रुदे:न5्ग् श्रुंन:ग्रेश:कुन:		
	<b>TRI</b>		<u> </u>		
	'		<u> </u>		
26	र्ह्स्टायदे:वेश.क्ट्रायदः	24	र्श्चेयःमृतेःरुषःर्केरः कंदःविदःदः		
	i i		ह्टाय स्वय देवे देव		
	डेशस.पी.				
	र्देश येत्।		ð ⁵ 51		
ব্য	र्क्षेच र्क्षेट रवन द्वी रथ द्वाप	<b>4</b> 6	चरुबःस्वाःरेःबरः <u>ह</u> ेंदायदेः		
·	_	·			
	<b>र</b> श		<u> </u>		
44	र्ह्रिटायदे.यज्ञे.क्षेत्री.बेट.	વચ	चरुबःस्रगःग्रहेगःबदः ख्रीयःत्रुः		
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	र्ध्वेगशःशुच उदागि देशे वर्धे		बैच'र्म		
	बी				
		१५	झुगा बेदि रेगा स्था		
		3 p	त्र <u>च</u> ी:बैति:देगा:इत्या		
		30	ळॅग्'अर्हें5'.थग्'.थेठ्'त्रव्यः		
			र्कुव्या		
		42	त्रुभःग्रुडेग्।द्रमः भ्रुगःनेयः		
			ध्रुग'वी		
		33	देग्' <b>इ</b> ल'लू'विग्		
		33	र्श्चेच:र्क्रब्:याव्य:उदा		
		11	~		

# ৬.ব.Վ অশ্বামের বেশ্বন শ্বনীর্ম্মশ্ব নিশ্বামন্ত্র রাজ্য (Software Used)

र्केशः मुन्याया प्रति प

# जेतुः क्रवाश्रामा

# चेबार्स्मवा मुबानसूरान्त मुबादनेनबा

#### 4.9 至

येतुः र्वतः ने वित्तः वितः वित्तः वि

#### ५.१ मैश हेंग्या (Findings)

# ५.५.७ र्श्विनःदेशः १० यदेः र्ह्हायदेः कुणःर्धादशःमेशःदेगःद्वेःतेवः ५०७५ ।

पर्ने म्यान्त्र स्थान्त्र स्यान्त्र स्थान्त्र स्थान्त्य

ষ্ট্রনা.রেম. ^{ন্ত} ন <u>ছ</u> ুপ.শ্রীনাম.২খনমালমা	<b>र्ह्सः</b> चेद्
हॅटाम र्श्वेन न्यें ब र्द्ध में देश त्यवा	nς
यम.र्कु.मी:देश.णब्रा	વવ
र्श्चितःर्सुगःर्सुःगःद्वेशःयम्।	קטטף
ह्टायदुःक्र्यः मुग्ना	<b>1666</b>
र्श्चेतःस्वाःक्रेंशःस्वान्यः ५८:इसः यठतः वरः वरुतः वरु	1660
तत्त्रमा तत्त्री निर्माणिया विष्या १००५। हिनाय तत्री वि	22344
तत्त्र्वा तत्त्री त्र	2622
तर्चिमात्रम् दूरायात्रम् भूषात्र्यात्रमात्रम् विसः ४००४ः ह्रायात्रम् म्री	r44
पर्वियातविर्द्धस्य प्रमास्य विश्वास्य विष्य १००५ हिराय क्षेत्र वि	993F3
तर्चियात्रच्चेर्ट्स्थात्रम्भार्त्वेशार्त्वयात्रवेशार्त्वयात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशात्रवेशा	1333
तर्चे यो तर्चे स्ट्रिया चरायते से या पूर्वा त्या तिरा १००४ः ह्रिया से यो हो।	_የ ወረ

#### ५.२.७.७ र्र्स्च मुन्तु मी द्वेश याद्य

नयुःषट्त्र्यंत्राक्ष्या वर्ष्ट्राचर्ष्युक्षाः व्यान्यात् भूत्राः व्यान्यात् व्याः व्यान्यात् व्यान्यात्यात्यात्यात्यात्यायायात् व्यान्यायात्यायायायायायायायायायायायायाया

- श्रृंचःर्त्वेबःश्रदःध्यःरटः (वर्षे.क. नतःर क्वेट्यः।व. १९९६) ज्.क्ट्. १९ ८८. १९ वटः वरः वःश्रुषःश्रया
- श्रॅ्च नुःक्ष्याः विक्तुःकः ४१.३ मुस्यायः १७५७) देःक्ष्याःचीः याप्यसः स्निदः विक्राः स्वित्रः स्वित्रः विक्राः विक्
- $\hat{\zeta}$ 'ဆ'र्क $\zeta$ ' અदः $\hat{\phi}$ 'ब'र्डेग'गे' अदे'क'छुच'र्बे'त्रुअ'य'श्रीतृ'यदः (चक्कु'क' 19.9 गुप्रवातः 19.

- र्श्चितःस्वाप्तकः ५०.७५ देःह्याःमालुद्याःश्चितःम् वदः द्वाःकः ५०.४७ देःह्याः श्चेदःश्चीःश्चितःम् वदः द्वाःकः ५०.४० देःह्याः श्चेदःश्चीःश्चितःम्
- श्रॅ्च स्वाप्तक्तिकः विश्व भ्रम् श्र्यः १५ व्हर्के द्वाप्तिकः विश्व विष्य विश्व व
- सम्राज्य मिन्न क्षेत्र क्
- र्श्वेन'स्वापनकु'कः ५५.३ (कुरुष'ायः १५७२) दे हैवा'वीषः श्वेंन'य्व'तरहें राव'श्वेन'र्दे र्थोद्याकीत्र'स्रायाः
- र्र्भून'स्वा'क'अ९अ'त्। ख्रीअ'त्रनार्देनावते'स्वा'रेवा' र्योरेन'र्प्रम'न बुअ'रेन्से'तरुवा
- अ्रींचःस्वाःस्वाःस्वः हॅरायतः।यःस्वेःचःस्वेःतःस्वः याद्यःस्वः व्याद्यः व्यादः व्
- स्र्रीयःस्वाःमहन्द्रितः देः (श्रुम्भायः १८७५) देः द्विमः म्याः प्रसः प्रदेशः स्वाः प्रमः प
- र्श्चित्र'न्यक्चि'कः ८४.५ (ग्विन्स'माः १८७८) देश्चेम्'मेसः मुन्स'म्डिमः श्चित्र'स्यां र्खुत्र'स्यां र्ख्याः
- (चिट्याप. १८००) ट्रे.कुर्या.ग्रीया. क्षेंया.यु.र-ट्राय्ट्राताल्चयाया. क्ष्याया.यु.र-ट्रायाल्याया. क्ष्याया.यु.र- च्या.यु.र-ट्रायाल्याया.यु.र- च्या.यु.र- च्या.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.र-च्याया.यु.

- अ्रींच'न्यंब'अटक्रेंर्व्य'रेव्य'वीयः चनुब'स्वा'रेव्य'ष्ट्रिय'र्यूः क्रमः व न्टः ८ रे'द्येब'र्न्'र्य्यन्यनः न्वाः
   अ्रींच'न्यंब'अटक्रेंर्व्य'रेव्य'वीयः चनुब'स्वा'रेव्य'ष्ट्रिय'र्यूः क्रमः व न्टः ८ रे'द्येब'र्न्'र्य्यन्यनः न्वाः
- ख्रिअ'त्यु:च्रिव'वे'न्टः लेच'न्धुन'त्यन्द'वेत्रे'र्क्न्'माले'गाठेषः हग्रथ'अध्वतअ'से'अर्घेट्णे।
- देन्द्रत्द्रभः श्रें नः धुन्यायम् । • देन्द्रत्द्रभः श्रें नः धुन्यायम् । • देन्द्रत्द्रभः श्रें नः धुन्यायम् । • देन्द्रप्रदेशः श्रें नः धुन्यायम् ।
- र्र्भूनःस्वार्द्धःवीशः वद्येःदेःवर्दः स्नदःधवाःवीःदेवाःस्वः व्याववाःचेवाःस्वेर्द्धःव्याःविद्याः
- धूँचःस्वाःक्ंत्रीःकुंत्राः चर्त्याबुदःविशःक्ष्याःकेशःवचरःअर्धेदः प्राचः हेःवीःस्वाःवश्यः क्ष्यः । • धूँचःस्वाःकुंत्रीःकुंत्राः चर्त्याबुदःविशःक्ष्यःवचरःअर्धेदः प्राचः हेःवीःस्वाःवश्यः क्ष्यः।
- स्यायात्रिया

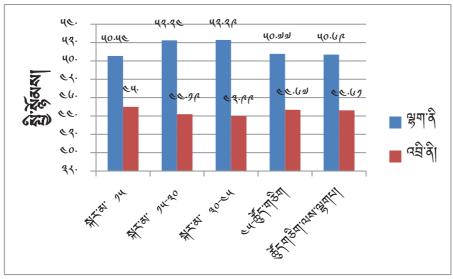
   स्यायात्रिया

   स्याया

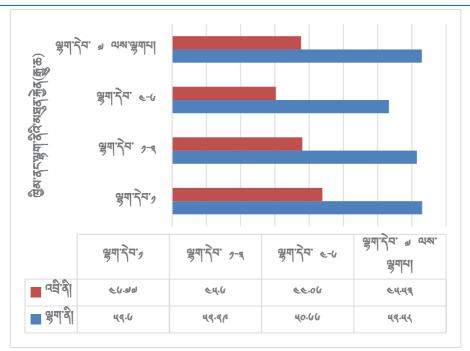
   स्याया

#### ५.१.१.१ क्रिंश पश्चर

पूंत्रालूनित्रालुष्ट्रेट्ट. मेट्ह्रट्ट. जन्नायबीजास्त्रेन्या ३० ८ट. ९० चर्यायक्त्रेंच्यान्न क्ष्याल्यान्य क्ष्यात्र विवालूनित्रालुष्ट्र विवालुर्या क्ष्यात्र विवाल्य विवाल्य क्ष्य क्ष्यात्र विवाल्य क्ष्यात्र विवाल्य क्ष्यात्र विवाल्य क्ष्यात्र विवाल्य क्ष्यात्र विवाल्य विवा

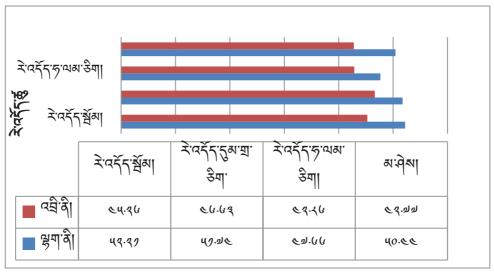


यर देश (u.) या शकाराबुवा वन देर प्रक्रिंग र्से प्रबुवा स्वर



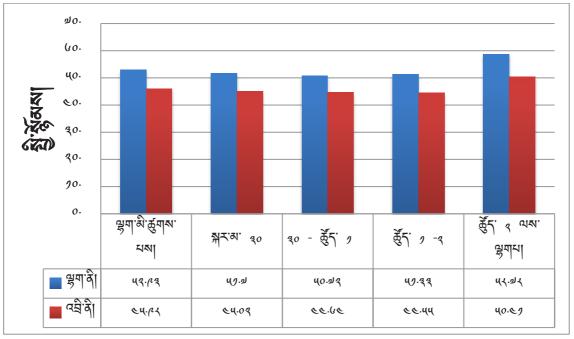
## यरःदेशः _{पः व} यः व्रिशः दरः भ्रुगः द्विते क्षुः कर्नरः स्वीतः स्वीतः त्वश

र्ट्ट. लूट्टान्स्य क्रिया क्रिया क्रिया विष्टां क्रिया विष्टां क्रिया क



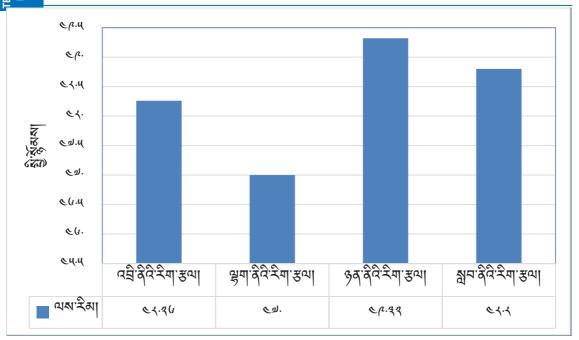
यर:देशः ५.३ यः र्स्नुवन्द्र्यंत्रः श्रुः देत्त्र्त्त्रः मुनः र्स्नुवन्स्त्र्वा

र्श्वेनःस्वाःस्वरुक्षःक्षेत्रःक्षेत्रःक्षाः विस्तरह्स्याः स्वाः देवः स्वाः देवः स्वाः देवः विस्तर्वे स्वाः विस् स्वितःस्वाःस्वाःस्वरुक्षः स्वाः विस्तर्वे स्वाः विस्तर्वे स्वाः स्वाः स्वाः स्वाः स्वाः स्वाः स्वाः स्वाः स्वा



#### यर देश ५.६ य र्श्विच मृदिनुष र्वेद र्वद विद द भूव दे द दर्श्व र र्श्वेद र सूच र

ख्रियम्बा ख्रियम्बा



यर:देशः _{पःप} यः देगः ॥ देशः न्दर्श्वनः र्श्वेनः स्वीतः त्वस्य

#### ५.१.१.३ में अपदिनश

- ग) यदः र्ह्मण उदः द्यीः वेदार्थिद में स्निपदार्श्वे दिन्दिः वेदार्देण गी प्रकरः गवि गर्डे देवा उदः स्ने प्रवण दिग्
- म्या अस्ति । अस्ति । स्वाप्ति । स्व
- म्। र्श्चिन'म् वरः स्रुगादी'न्द्रपद्मी'देवि'रेगास्यास्र्वाचेदादी'तदी' गर्डे'रेवाउदाउदाने मास्राप्तवान्वा

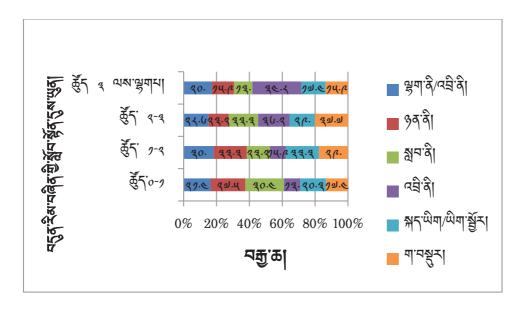
## प.र.र र्श्वेच द्यं व मी द्वेश या व

न.षट. लूट्न.कुरी कुश.ह्र्याय. (ग्रीय.प्रच्य.) यर्थेट.यर्घेश.ष्ट्. याचेश्व.प्रीय.परीय.सीय.लूट्न.ट. प्रा. प्रायाश्वरा.पर्यट. **बेर.सीयाय. ४** 

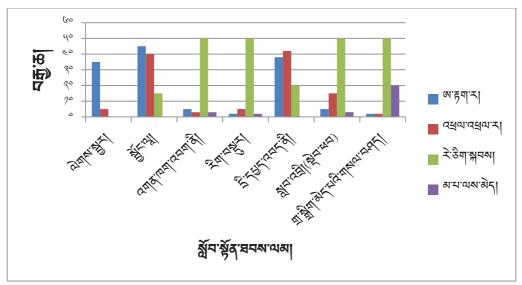
- र्न्चे बियायरी बरा यहीर देश र्श्वेया या प्रस्ता ६५ र्ना यहीर देश र्श्वेया या विवास विवा
- श्वॅच-२्यॅब-ल्र्-अ-चर्झ्यका. ग्रें जना. १७ पर्ट-श्वॅच-२्य्ब-ल्र्-म्ब-२८. १४ पर्ट-लिया-श्वॅ-ल्रिब्ना
- ସ୍ୱ୍ରୀ:୪୮ ଝୁଓ.୯ (ଲୁକ୍ଷ'ମ୍ୟ ୭୯) ବି'ଞିଷ୍' ହିଁ'ର୍ଜ୍ଗ' ୟୁ ବିଟ୍ ୧୦ ସଙ୍କ୍ୟ'ୟସକ୍'ଶି'ଭିଶ୍'ଶ୍ୟା
- ध्रुॅंच-देर्ष्य-अट-क्रेफ्ॅ्य-डेवा. देवा-वाबुट-ध्रुॅंच-वा-प्रका. अवर-पर्वेचिता-श्री-क्षिय-स्था
- श्रूच-द्र्य-चम्मि.क. २० लेबान-कुबाली. श्रूच-ह्र्य-क्री-४भभ-श्रुंट. ज्.र्ज.जमाज्य-प्रधी
- धूँच-द्रश्न. २० त.र्ज.धूँच-धूँद-रवर-शु. धूँच-र्त्त्य-प्रमे.क. २० हेवात-कुव-जि. ४४४-शूँर-जू-जि.वी.
- ध्रैंच-र्न्य्य-अ-क्रिस्क-क्रुम्ब-क्रिम-मीब-रनः माल्मा-स्मा-म्य-प्रमा-म्य-प्रमा-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रम्य-प्रमान-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान्य-प्रमान-प्रमान-प्रमान-प्रमान-प्रमान-प्रमान-प्रमान-प्रमान-प्रमान-प्रमान-प्रमान-प्रमान-प्रमान-प्रमान-प्रमान-प्रमान-प्रमान-प्रमान-प्रमान-प्रमान-प्रमान-प्रमान-प्रमान-प्रमान-प्रमान-प्रमान-प्रमान-प्य-प्रमान-प्रमान-प्रमान-प्रमान-प्रमान-प्रमान-प्रमान-प्रमान-प्रमान-प्रमान-प्रमान-प्रमान-प्रमान-प्रमान-प्रमान-प्रमान-प्रमान-प्रमान-प्रमान-प्रमान-प्रमान-प्रमान-प्रमान-प्रमान-प्रमान-प्रमान-प्रमान-प्
- र्श्वेन'न्यंत्र'म'र'मेश र्श्वेन'नर्रात्र'कंर'रे'रे चरुत'सर'महिंग्राश'तुगा
- र्र्त्रेनःर्सेन्यरीः यदःर्घेषाः उदायनः पर्देनः प्येन्यः षोदाया
- र्श्वेन'न्यंत्र'चक्कु'कः ४० ने'डेग'गीयः चतुत्र'ख्या'से'त्रः युत्र'क्ष्नं १ ने'से'र्श्वेत'र्ने'र्प्पन्य'प्षेत्र'स्था
- ध्वीरायहर्म्भ्रियान् र्यं वर्ष् गीया तसी वेरियोग्या क्षेव् विति वित्या प्रत्या क्षेव् वर्षे व
- र्श्वेन'न्यंब'र्द्ध'मीशः स'मालुन्मो'नर्हेन'र्न्ब'यन्ने नतुन'यनन'यर्द्धैन'र्ने'र्थेन्य'क्षेब'सश्

- श्रुंच-र्न्य्व-र्क्ष-वीयः श्रुंच-र्झ्व-प्रचययाययान्त्र-र्क्ष-वियः विवयः विवयः श्रुंच-र्झ्व-प्रचर-र्न्द-र्ल्य-र्झ्य-र्म्य-प्रचयः विवयः वि
- ह्येर-पहरायुः र्स्नेप-दर्भेदार्स्याचार्यत्वाच्यार्यः विभाग्यः क्र्यः विदार्देः विदार्देः विदार्देः विदार्दे
- खर्-रेग'र्ग्रन्थेय'र्ग्य'र्र्वेग' र्ग्य्य'र्थेन'र्थेन'र्येन'र्थेन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'र्येन'
- धूँच-र्न्त्रक्, मुन्नः यर्न्द्र-प्यत्रक्तें स्वर्त्त्र-प्रक्षें स्वर्त्ते स्वर्त्ते स्वर्त्ते व्यत्ते स्वर्त्ते स्वर्ते स्वरते स्वर्ते स्वर्ते
- श्रॅ्चन्यात्रेश्चन्यक्ते क्षयात्र्यः वक्क्ष्यः १५०० विक्ष्यः १५०० विक्षयः १५० व
- ध्रुंच न्यं त्यमु क ८०० हे है न ने भारतीय हुं नी मुद्दा स्वीत हुं नी मुद्दा स्वीत स्वीत
- र्श्वेच-दर्ग्द्र-र्य्, मी-चर-द्र- ह्र्ट्-प्य-प्रच्चे-भ्रमा-र्य्व-प्रदेश-चन्न-द्रित्व-त्व-प्रक्ष-प्रचु-प्रक्ष-प्रच्येच-प्रदेश-विद्य-प्रक्ष-प्रचु-प्रक्ष-प्रच्येच-प्रक्ष-प्रच्येच-प्रक्ष-प्रच्येच-प्रक्ष-प्रच्येच-प्रक्ष-प्रच्येच-प्रक्ष-प्रच्येच-प्रक्ष-प्रच्येच-प्रक्ष-प्रच्येच-प्रक्ष-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्य-प्रच्येच-प्रच्येच-प्रच्येच-प्रच्य-प्रच्येच-प्रच्य-प्रच्येच-प्रच्येच-प्रच्य-प्रच्य-प्रच्य-प्रच्य-प्रच्य-प्रच्य-प्रच्य-प्रच्य-प्रच्य-प्रच्य-प्रच्य-प्रच्य-प्रच्य-प्रच्य-प्रच्य-प्रच्य-प्रच्य-प्रच्य-प्रच्य-प्रच्य-प्रच्य-प्रच्य-प्रच्य-प्रच्य-प्रच्य-प्रच्य-प्रच्य-प्रच्य-प्रच्य-प्रच्य-प्रच्य-प्रच्य-प्रच्य-प्रच्य-प्रच्य-प्य-प्रच्य-प्रच-प्रच्य-प्रच्य-प्रच्य-प्रच्य-प्रच्य-प्रच्य-प्रच्य-प्
  - > र्श्वेन'न्यंतर्द्धंखु'खु'खुन्देग'ठत'चीः र्श्वेन्यह्र रचित्रती
  - पत्तिण तत्त्र्या प्रमान क्ष्या क्ष्या
  - य'अदि'क्च्च' क्रिंद्र' प्यर' इग्न' पर्वे दे' दृद्र'
  - > र्श्चिनःम्।विदेशकुंकः(अधुवःम्वेव) अन्यःस्रेन्यर्श्वम्यःवी
- श्चीरायहर्स्स्याप्त्रम्। • श्चीरायहर्स्स्याप्त्रम्।

# प.य.य.१ क्रिंश पश्चर

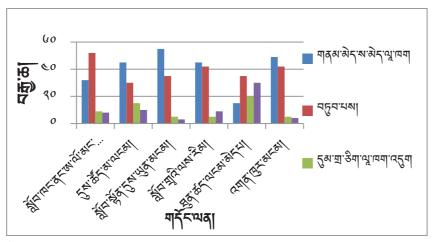


यर रेखा ५.८ या चतुत्र ख्वा गाउँ गाउँ न स्नार भार प्रेवा मा मे रेवा स्वय स्नित् ख्वा प्रेवा प्रवा



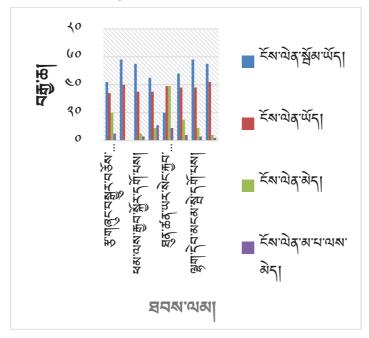
यर:देश _{प्रच} यः र्सून:सून्यवश्यवायवायान्योत्रवहन:पॅर्या

ક્રી. ત્રીન.હર્યું સુંન.હર્લ્થેન્ગ્રી.સં. ર્યાત્રસ્ત્રાન્યસ્ત્રાન્યસ્ત્રાન્યસ્ત્રાન્યસ્ત્રસ્ત્રમાં સુંન.સંત્રન સ્ત્રમાં સુંન.સંત્રમાં સુંન.સંત્રમાં સુંન.ત્રસંત્રમાં સુંત્રમાં સુંત્રમાં સુંત્રમાં સુંન.ત્રસંત્રમાં સુંત્રમાં સુંત્રમાં સુંત્રમાં સુંત્રમાં સુંત્રમા સુંત્રમાં સુંત્યા સુંત્રમાં સુંત્રમાં સુંત્રમાં સુંત્રમાં સુંત્રમાં સુંત્રમાં સુ



यर देश ५.५ यः र्श्वेन द्वेत र्हु शुः नार्दे तथत सुर्वे द्या

ર્શ્નેમ્પ્રત્યાં શ્રેન્યાના ત્રુંન્યાના ત્રુંન્યાના સ્ત્રિયાના સ્ત્રિયાના



यर देश ५. १ त तर्ने भ्रुग र्स्युग्य मुन्य स्तुन स्

#### प.व.व.व में अपदिच्या

- म् अत्याद्वीता स्वाप्त स्वापत स्व
- म्र्रीच-वी-व्यी-व्यान्त्र-क्षेत्रा-ट्रेच-क्यी-ट्रेच-क्यी-क्ष्य-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्य-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्य-व्यान्त्र-व्यान्त्र-व्यान्त्र-व्यान्त्य-व्यान्त्य-व्यान्त्य-व्यान्त्य-व्यान्त्य-व्यान्त्य-व्यान्त्य-व्यान्त्य-व्यान्त्य-व्यान्य-व्यान्त्य-व्यान्त्य-व्यान्त्य-व्यान्त्य-व्यान्त्य-व्यान्त्य-व्यान्त्य-व्यान्त्य-व्यान्य-व्यान्य-व्यान्य-व्यान्य-व्यान्य-व्यान्य-व्यान्य-व्यान्य-व्यान्य-व्यान्य-व्यान्य-व्यान्य-व्यान्य-व्यान्य
- मिर्वान्त्रं त्रीत् स्वान्त्रं त्रीत् स्वान्त्रं स्वान्त्रं त्रीत् स्वान्त्रं त्रीत् स्वान्त्रं त्रीत् स्वान्त्रं त्रीत् स्वान्त्रं त्रीत् स्वान्त्रं त्रीत् स्वान्त्रं स्वान्त

#### ५.२.३ ययः र्सुः मी द्वैषायत्।

- र्र्स् न'र्च्चन'नी'यमः ५६ मुस्मानाडेना'सु'नहना'लेन'स्पन्'प्प्निम'न' ३५ र्थं'प्रम'न १०० र्सं'स्रीम्
- मवायानकः प्रियाचीया क्षिया तमार्हेनाया श्रुवार्ने प्येन्याक्षेत्रायया।
- सम.पर्मी.क. २० (पर्मुसम. ५५) ट्रे.कुर्या.पर्मी.केंबा.प्रेमा.प्रमा
- શ્રુૈઋત્વર્ધર. ભાગૂપું સ્વન્ના. પૂર્વા. ત્રું કોના. ત્રું સાર્થિયા. ત્રું

- यथायटार्वेश डेगा ग्रीश अर्थो हॅटाय र्स्नेन र्स्नेट एतन दि.खे. कर्रे ग्रेश एतन दें प्रेन्य न बुखा तहु ग्रा
- स्थार्ष्युः मीशः ला. ला. ला. ला. हिंदामा त्यच्ची ही दिन में प्राप्त के ही हिंदा दिन प्राप्त के प्राप्त क
- प्रयानक्वीकः (१४.३ (चर्झ्य्यः ५३) दे.क्वां.ग्रीयः ह्रायदः वियाक्वरं प्रयान्त्रेय्यः प्रदेशयाः प्रवास्त्रेयः ।
- इंटायाणराद्यम्भान्यत्र वित्ते द्वाणः स्वार्धः मीयाय्याय्याय्य स्वार्धः मीयाय्याय्य स्वार्धः स्वार्थः स्वर्थः स्वार्थः स्वार्थः स्वार्थः स्वार्थः स्वार्थः स्वार्थः स्वार्थः स्वर्थः स्वर्यः स्वर्थः स्वर्यः स्वर्

## प.१.१.१ में रूप निष्ठा

क्ष्र. स्थार्थ्, मुशायत्यन्य, वृत्तः क्ष्राक्ष्य, वृत्तः क्ष्राक्ष्य, वृत्तः क्ष्राक्ष्य, वृत्तः क्ष्राक्ष्य, वृत्तः क्ष्राक्ष्य, वृत्तः क्ष्राक्ष्य, वृत्तः वृतः वृत्तः व्तः वृत्तः वृत्तः व्तः वृत्तः व्तः वृत्तः व्तः वृत्तः व्तः वृत्

#### ५.१.१.१ में राप्तिया

- त्रक्रम् क्ष्यत्र व्यव्याप्ति न्याप्त क्ष्या क्षेत्र क्ष्यत्र क्ष्यत्र क्ष्यत्र क्ष्यत्र क्ष्यत्र क्ष्यत्र क्षयत्र क्ष्यत्र क्षयत्र क्ष्यत्र क्षयत्र क्ष्यत्र क्ष्यत्र क्षयत्र क्ष्यत्र क्षयत्र क्षयत्र क्ष्यत्र क्षयत्र कष्णत्र कष्णत्र कष्णत्य कष्णत्र कष्णत्र कष्णत्र कष्णत्र कष्णत्र कष्णत्र कष्णत्र कष्णत्य कष्णत्र कष्णत्र कष्णत्र कष्णत्र कष्णत्र कष्णत्र कष्णत्र कष्णत्य कष्णत्य
- (A) र्ह्स्यावतः सःमालुरः योगान्यः पर्वेन्यः प्रवादः स्माननः प्रवाः स्वाः स्वः स्वाः स्वा

#### ५.५.८ र्स्नेन सुग मी केंश कुगश

नेशक्तिम् प्रत्यक्ति म्यान्य स्वत्यक्ति स्वति स्व

- ยู้ไปเส็นใช้ทุเปนิเน ที่จะดี (ปฐัชชา วิกิกิก) ปรูญนี้เปนิเน ตังจะ (ปฐัชชา วิกิกิก)
  - दे.क्रम.मीस.क्र्य.मैंग्याय.पटः चरुप.यर.मोर्ट्रमाय.लूटिना.लुपी
  - र्श्चित्र'स्वा'तमुःकः ८२.७८ देःहेगा'गेः सम्रार्सुःर्सेर्वसंप्राधीदासम्।
  - सुदर्खेन्यसःस्रेप्तन्स्र- र्स्नेनःस्नास्रेन्याःस्रेनःस्य सुदर्खेन्यस्यःस्रिनःस्य
  - स्मि, यु. यहा, यु. तथा, स्मिन, यु. यहा, यु. तथा, यहा, यु. यह

  - यद्ये.वे.वट्ट्र्ब.क्ष्य. १४ ल्ट्रिंग.टे. बिट्य.जैव. ०.५० टेट. जैवा.वे.वट्ट्र्ब.क्ष्य. ४९ बिट्य.जैव

     यत्त्र.वे.वट्ट्र्ब.क्ष्य. १४ ल्ट्रिंग.टे. बिट्य.जैव. ०.५० टेट. जैवा.वे.वट्ट्र्ब.क्ष्य. ४९ बिट्य.जैव

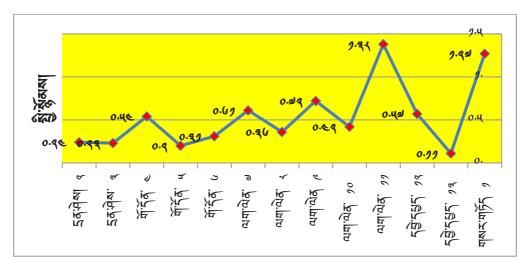
- स्प्रद्धिम्थामम्बर्गिन् ह्युः ह्यं स्थान्य स्थान
- ह्र्याः क्षेत्राः कुं त्ररः ट्यारः क्षेत्रः कुं रे. कुं रे.
- भूँचःस्वाःह्र्यायः बरः ह्यांचः र्ल्यः श्रीः स्वांचायः ह्याः स्वांचायः विवायः विवायः
- र्र्भ्य-र्रोद मु:रेर्भ्युद पद र्भ्युय प्र मुच प्रम्य विषय विषय दिव र्र्
- त्र्रीयः मृतिः तुषः प्युवः ह्रिंग् श्रयः द्राः द्रयः देयः देयः तेयः भ्रः भ्रः मृषः मृषः मृषः मृषः मृषः स्व

   स्थित।

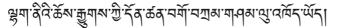
   स्थित।
- चर्च स्वान्त्रित्व विभाग्नायायायायायायाचि अर्थेच स्वान्य स्वान्य
- यस्यायस्याः सैयसः हेयाः दुः द्रयाः स्याः स्रीदः शुः श्रीयः स्याः स्याः स्याः यात्राः यात्राः विष्यायमः स्या

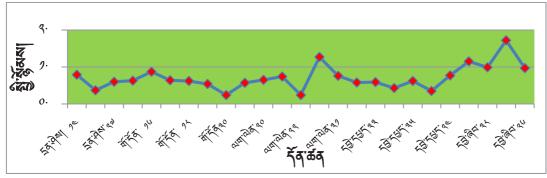
- ५.५८. श्रॅ्व.स्वा.अस.५.४८. २म.५०.१व.१व.१व.१४.१व.११.१व.१४.१व.१४.१व.१८.१व.१८.१व.१
- अभ्यास्त्रम् स्वार्क्ष्यः विद्याः स्वार्क्ष्यः विद्याः स्वार्म्यः स्वर्मः स्वार्मः स्वार्मः स्वार्मः स्वार्मः स्वरं स्वरं
- यञ्ची वै प्रमुग वे प्रचेष के प्रचे

# ५.२.८.१ क्रिंग पश्चा



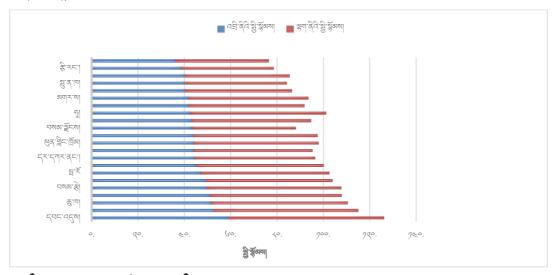
यर:देशः _{५.७०} यः दब्दे देवे यहगः नुस्त्रः शुन्तः स्वरं प्रमान





यर:देशः ५.७७ यः भ्रुगावितः पहणान्धन्यः देधन्यः र्वेदः वर्षः प्रयासा

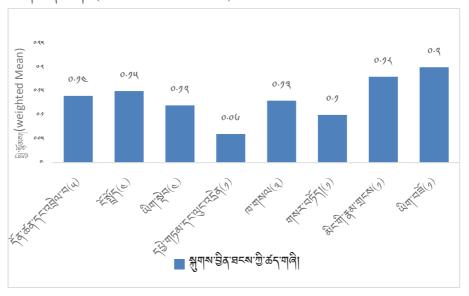
पर्यस्त्रिष्ठी पर्यस्त्रिष्ठी पर्यस्त्रिष्ठाः स्वार्यस्त्रिण्याः स्वार्यस्यस्त्रित्रिण्याः स्वार्यस्यस्य स्वर् पर्यस्त्रित्राच्छीः स्वर्यस्त्रिण्यः वालव्यस्त्रित्रिण्यः स्वर्यस्य स्वरत्यस्य स्वर्यस्य स्वर्यस्यस्य स्वर्यस्य स्वर्यस्यस्यस्य स्वर्यस्यस्यस्यस्य स्वर्यस्यस्यस्यस्यस्यस्यस्य



धरःदेशः _{५.७१} धः हॅरावनाःक्षरःक्रीःस्वारत्वश

कु.जी. क्षेत्र. व्ययमायवीट सूर्या ख्रिया विष्या प्राप्ति । ख्रिया प्राप्ति । क्षेत्र. व्ययमायवीट सूर्या ख्रिया विष्या प्राप्ति । ख्रिया प्राप्ति । क्षेत्र. व्ययमाय । क्ष्या प्राप्ति । क्षेत्र. व्ययमाय । क्ष्या प्राप्ति । क्षेत्र. व्ययमाय । क्षेत्र. व्ययम । क्षेत्र

• यञ्च ने निरम्भू मा ने प्रचेता ने निरम्भ के ति का कि निरम्भ के निरम के निरम्भ के निरम के निरम्भ के निरम्भ के निरम के न



यर देश ५.७३ यः कुवा संदर्भ भेश देग दिने लेवः ४००५ दे दि ईश दिने देवे से मुन

#### ५.५.८.१ र्शेश्वरदेवश

- व) ने'नबुअ'अते'न्छे'लैन'यर्ने' यस्यायस्याप्रन्चे'यर्देब्यवनन्वेंपायन्त्वा

श्चेगमः ५ यः वरः वर्षेत्रः र्थेत्।

#### ५.५.५.७ तत्रुगातविरन्देशःचरःसदैःभिषःर्धेदःशगाखेरः०१५

- ग) दञ्चे'ते'त्रदक्षेर'न्द्रदक्षें क्रेंबर्य सुग्राय कंद्र'त्रदे ५०.५० हेर्बर सम्
- पत्ती.बुट्य.क्रूम.क्यूगमान्य.वट.पिटमा.कंव.पट्ट. ० कल क्षुव.समा
- यो) यञ्च.धुपु.कूर्यःभ्रियात्रात्रटा. श्ची.ध्र्यात्रा १०० व्यात्रा लावात्री तात्रात्र्राभ्रीताट्यात्र्री तात्रा
- क्र्.मु.बट.जी. तम्राजान्यवर-भेच क्रीयकानका लाग. ब्र्न.पविजाल्ट्ना अस्टल्ट्ना लाग्ने ट्रेश.क्र्या ट्रेश.क्र्या स्थाने स्थ
- ठ) झ्रेग'वेदे'वर'क्वेर'यहर क्वें'र्स्स्र प्रत्रे ५७.४० खेव'स्य

- E) भ्रुग'वेदि'वर'ही र्क्रेंबर्य'ती: र्कर्गवि'खर्ग्यर .४४ गीबालवार्यु'यवर्ष'ही वार्त्र'र्य्यर्या
- ७) झ्रेणा ब्रैति त्वहें ब्राय्यस्था ब्रम् प्रमु का ६५ (पर्श्वेस्थ्यः १११८६३) गीश्राण्य व्याप्त स्था (प्रमुण प्रमु) ब्रम् प्रमुण प्र

र्श्वेनःस्वाःर्त्वःवीकार्वेनःस्टःअर्वेःश्चेःयदेः कःव्यवाःवर्गेदःर्द्धवाकार्देःर्वेद्रमःश्चेत्रा

#### ५.५.५.५ तञ्जूगातञ्चिरः रेअः चरः अतः भेषः व्यवा खेरः ५०७६।

- ग्) दञ्चे ते तर हुै र्रें सम्भगमा कर दे दर् प्राप्त के तर सम
- ग दन्ने'ते'त्रराष्ट्रयासु'यस'र्से'स्रेत्र्याद्या'र्रे'र्पेर्याकीत्रासम्
- पञ्चित्वेति प्रदेश प्रदश्च प्रमुः कः ५०.०० (पर्क्ष्ययः १३६१) ने देवा अवस् क्षेत्र क्षेत्

क्ट्रिंट:ब्र्स्थाः स्थितः स्थितः वाः स्थितः द्वान्यस्थाः वर्ष्ट्रिंट्र्स्यः व्यवाः व्यव्याः व्यवः व्यव्याः व्यवः व्यव्याः व्यवः विष्यः विषयः विषयः विष्यः विषयः विषयः

यम् । स्वाया विष्या विषया विषया

- इन वितः वर्ष्णे क्रिंचन क्रिं
- क) सेवा.यु.पु.क्र्य.क्रियाना.यटा. पिटना.जंब. ०.९५ लाय.सना
- ह) भ्रुगाविदे वरः अवासु यव में भ्रुवाद्वा पेर्पा
- क्षेत्रा.बुद्धः प्रह्म अव।
   क्षेत्रा.बुद्धः प्रह्म अव।
   क्षेत्रा.बुद्धः प्रह्म अव।
   क्षेत्रा.बुद्धः प्रह्म अव।

#### ५.५.५.५ त्र्वा त्रिवा त्रिक्त त्रिक्ष त्राचित्र त्राचित्र १०१५

ग) यद्ये.वेद्यंवरद्यीय. प्रथित ही.श्रुंश्वर्यायर्थ, निकारि ह्याचित्राचा

- (व) अर्थाश्चायशर्थिः श्रेश्वाद्याणित्या अर्वा
- यो) यञ्च त्रुत्ते क्रिया क्रिया वार्या वार्या वार्या वार्या विष्या स्था (०.८४) क्षेत्र सम्
- समा (तर्क्ष्यः प्रमुःकः (तर्क्ष्यः प्रमुःकः (तर्क्ष्यः प्रमुःक्ष्यः प्रमुःकः प्रम्
- ठ) भ्रुगावितः वर्श्वेरः यहरः श्वेः र्श्वेस्रायहः ५४.४५ हो वर्षा
- क) यञ्च त्रेत्रे त्रेत्र क्ष्य क्ष

- र्थ. ग्रॅम.पर्नेचम.रे.णम. रेर्स्म.पिरम.रेर.ग्रीच.पर्चम.लूरेन. के.धुच.पर्वैर.लूरेन.लुपी

#### प.१.प.८ मेंश प्रसूर

 प्रचल्नायर्ट्ट, चीलाःशयुःभियाः हेष्ट्रमृष्ट्राणी, लाशाः हूष्ट्रमाचीशाः दुः स्वान्ताः स्वान्ताः

#### ५.५.५.५ र्शेश्वरदेवश

- प्रेमबुक्ष अति क्रुं कर्म दिन्त्य क्रिंग क्रिंग क्रिंग क्रुं क्रिंग क्रिंग क्रुं क्रिंग क्रिंग क्रुं क्रुं क्रिंग क्रुं क्रिंग क्रुं क्रिंग क्रुं क्रिंग क्रुं क्रिंग क्रुं क्रुं क्रुं क्रिंग क्रुं क्रुं क्रुं क्रुं क्रुं क्रुं क्रुं क्रिंग क्रुं क्रिंग क्रुं क्रिंग क्रुं क्रिं क्रुं क्रिंग क्रुं क्रिंग क्रुं क
- म्। स्नम्। देवः द्वेम्यः मुनः नस् दे देवः सः नमः मुन्यः वे देवः सः नमः मुन्यः वे देवः व

# ५.५.७ क्वियार्थेरस्यनेस्रादेवे लेपाद्या त्व्युगातविद्येश्यायस्य स्थित्या विद्यापित्र विद्याप्त स्थापित्र विद्यापति स्थापति स्

प्रश्रहें वाक्षाच इत् दें वाक्षुं वाविका शुरवार्षित प्राप्त प्र प्राप्त प्राप्त प्राप्त प्राप्त प्राप्त प्राप

- यः र्या.लूर्ता.कुर्या तर्या. र्या.लूर्या.कुरा. यर्चेया.यज्ञनः यर्चेया.यज्ञनः प्रमा.यज्ञनः स्था.यज्ञनः स्थात्रः स्था.यज्ञनः स्थानः स्थानः स्थानः स्थानः स्थानः स्यात्रः स्थानः स्यानः स्थानः स्यानः स्थानः स्थानः स्थानः स्थानः स्थानः स्थानः स्थानः स्थानः स्यानः स्थानः स्
- प) ग्रीयः प्रचंशः देवाः पूर्वः पर्दः श्रीः त्राः विश्वः प्रचेताः प्रचेताः प्रचेतः प्र

य) मुलार्ल्यन्त्रः वोक्षान्त्रम् विवः ४०१५ पटः तत्त्वमातत्त्रेट्टः तत्त्वमातत्त्रेट्टः तत्त्वमातत्त्रेट्टः तत्त्वमातत्त्रेट्टः तत्त्वमातत्त्रेट्टः तत्त्वमातत्त्रेट्टः तत्त्वमातत्त्रेटः तत्त्वमातत्त्रेयः विवास्तिकः विवासिकः विवासिक

#### प.र.७.१ स्मा दिते ही र्द्ध्ययामा पश्चा

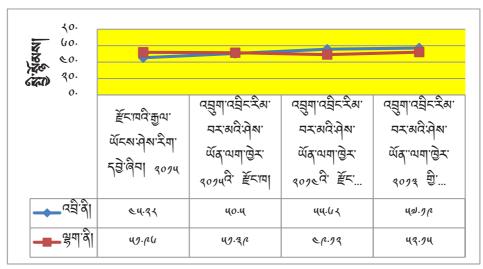
- म् क्रियास्य विकारक्षित्। क्षित्र क्षित्। क्षित्र क्षित्र क्षित्र क्षित्र क्षित्र क्षित्र क्षित्र क्षित्र क्षित् क्षित्र क्
- त्य) श्चैं त्यं. ४०१४ श्चे. पर्वेय.पर्वट्य.प्रयम्.सप्त्रं प्रयात्रः सप्त्रः त्यात्रः विश्वः श्चेयः प्रयात्रः विश्वः स्वियः विश्वः स्वियः प्रयात्रः विश्वः स्वयः स्वयः प्रयात्रः विश्वः स्वयः प्रयात्रः विश्वः स्वयः स्
- त्रः ह्यैःश्रृंशकाःग्रीःखिरात्तरः त्र्ये क्षयःस्या १०१५ १८ः तत्त्र्याःपद्विराद्धरःस्यात्रस्यात्रेशःभिकाःभ्याःखेरः १०१५ गिहेकाः

#### ५.१.५. तर्वे सूगागी तर्हे व घरम खुर्मर रें आ

- (र्रेडे:ब्रेच) बट्रक्ट्, ल्र्निःक्षेष्री प्रतिक्ष्यः क्षेत्रः कषेत्रः कषे
- म्) ह्युं र्त्यः ४०१३ ह्युः शुचायन्य व्यत्रः ह्युं स्पन्न स्थायन्य सायन्य स्थायन्य स्यायन्य स्थायन्य स्यायस्य स्थायन्य स्थायस्य स्यायस्य स्थायस्य स्यायस्य स्यायस्य स्यायस्य स्यायस्य स्यायस्य स

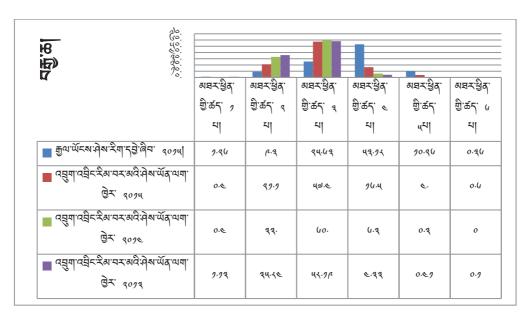
#### ५.५.८.७ मेंबायसूर

ती. मैटश.चेट्टचे.व्येच.श्च.चेट्टचे.व्यंच.ट्ट्टचे.वयंच.ट्ट्ट्चचे.वयंच.ट्ट्टचे.व्यंच.च्ट्रचे.व्यंच.व्यंच.च्ट्रचे.व्यंच.व्यंच.च्ट्रचे.व्यंच.व्यंच.च्ट्रचे.व्यंच.व्यंच.च्ट्रचे.व्यंच.व्यंच.च्ट्रचे.व्यंच.व्यंच.च्ट्रचे.व्यंच.व्यंच.च्ट्रचे.व्यंच.व्यंच.च्ट्रचे.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.व्यंच.



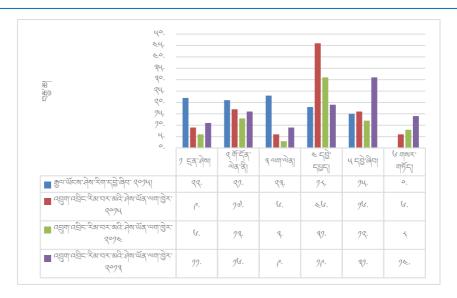
यर:देश. ^{५.७}६ य. पच्चे.मेंब्य.बोहुश.कुंश्रथत्र.बो.वर्षेट. (बिट्र.तर)

ततु. चिश्वास्त्रास्त्र क्ष्यां त्रात्माया त्रित्त क्ष्यां त्र त्यां त्र त्यां त्यां

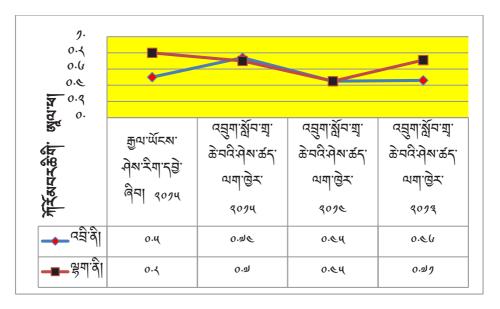


यर:देश. प्राप यः तद्ये:क्षेत्राःक्षेत्रायः त्याः तस्यः (ख्र-प्यर)

त्रमः श्रुंचःस्याद्धः वीमः वृदःसद्धः द्रवाःमः न्दः द्रवाः स्याः त्रदः त्याः स्याः त्रदः त्याः स्याः त्र्याः स्याः त्र्याः स्याः स्याः त्र्याः स्याः स



तर.दुश. ५.७७ रा. हैवा.बुर्य.बुर्वेबाश.बीच.बा.वर्रेर(बिर्.तर)



तरःद्रशः (१.७०) तः कूशःश्चीत्रश्चर्द्रशःभूवा.वु.विटशःज्ञेषी

#### ५.१.५.५ र्शेश्वरदेवश

- ग) तज्ञुग'तज्ञेर-रेअ'चर-अदि:वेश'र्षेद'्यग'खेर'दर' अ'र्देरश'यदे'दर' रे'चज्जुअ'दर्गे'दर्डेद'दश्च'देंदि'र्द्द्र्य' र्न्भ'र्कर्'ग्री' र्रे'र्कच'डेग'चर्चे'र्न्भ्यप्तुग्।
- प्रेमः अप्तास्त्र क्ष्मः अप्तास्त्र क्ष्मः क्ष्यः क्ष्यः

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हे. जुकार्र्याची स्थिताक् रेक्ष्ची सूरायकार्या राष्ट्रिया स्विता विकार्य विकार्य विकार्य विकार्य विकार विकार व सूर्या क्ष्या प्रतित्व का प्रतित्व का प्रतित्व का प्रतित्व का सूर्या विकार क्ष्या विकार क्षय विकार क्ष्या विकार क्षय

# ५.२.७.७ ५ हे लेच त्यन् प्यतः भ्रायः न्यायः स्थायः प्रश्वेष्यः प्रहे लेच प्रहे प्रश्ने प्रश्ने

मुलार्ल्यस्थान्त्रुवासामित्र स्वात्त्र स्वात्त्र स्वात्त्र त्वात्त्र त्वात्त् त्वात्त्र त्वात्त्

मान्यात्यात्वर् स्थाः क्ष्याः विष्यः स्थाः द्वीः स्थाः स्थाः द्वीः स्थाः स्थाः द्वीः स्थाः स्था

#### কুশ-ক্রীনাপা

क्र्याक्रीयाया पराप्तीयन्त्रिय क्षेत्री विश्व क्षेत्र क्षेत्र

देन्द्रक्षत्रभः भ्रे व्याचित्रः भ्रे व्याचित्रः वित्रः वित्र

र्न्द्र-क्ष्वःश्वःक्ष्यः व्याप्ताः विद्यान्त्र विद्यान्त्य विद्यान्त्य विद्यान्त्र विद्यान्त्य विद्यान्त्य विद्यान्त्य विद्यान्त्य विद्यान्त्य विद्या

#### ইশাম্বা (Questionnaires)

सूँचःस्वाः सूँचःन्यंबःन्न्यमः कुंगोःद्वेःर्व्याक्षः येग्रथमः विश्वःर्यन्यः विश्वःर्यः न्वाः क्षाः विश्वः विश्व सूँचःस्वाः सूँचःन्यंबःन्न्यमः कुंगोःद्वेःर्व्याः वेग्रथमः वेग्रथमः विश्वःर्यः विश्वः विश्वः विश्वः विश्वः विश् बट्सेट्रिस्याम्याः चून्त्रालुद्यायाः स्वाप्ताः स्वापताः स्वापतः स्वापतः स्वापतः स्वापताः स्वापतः स्वापतः स्वापतः स्वापतः स्वापतः स्वापतः स्व

#### র্মীশ্বরেইনশা

यो) रे.ब्रॅ.ल्र्रे.तयु. पर्वेब.ब्रे.ब्र्यूच.ब्रेय्व.क्र्यूच.ब्रेव्यक्.ब्रे.व्ययु.क्र्यूचल.व्ययु.क्र्यूचल.व्ययु.क्र्यूचल.व्ययु.क्र्यूचल.व्ययु.क्र्यूचल.व्ययु.क्र्यूचल.व्ययु.क्र्यूचल.व्ययु.क्र्यूचल.व्ययु.क्र्यूचल.व्ययु.क्र्यूचल.व्ययु.क्र्यूचल.व्ययु.क्र्यूचल.व्ययु.क्र्यूचल.व्ययु.क्र्यूचल.व्ययु.क्र्यूचल.व्ययु.क्र्यूचल.व्ययु.क्र्यूचल.व्ययु.क्र्यूचल.व्ययु.क्र्यूचल.व्ययु.क्र्यूचल.व्ययु.क्र्यूचल.व्ययु.क्र्यूचल.व्ययु.क्र्यूचल.व्ययु.क्र्यूचल.व्ययु.क्र्यु.क्र्यूचल.व्ययु.क्र्यूचल.व्ययु.क्र्यूचल.व्ययु.क्र्यूचल.व्ययु.क्र्यूचल.व्ययु.क्र्यूचल.व्ययु.क्र्यूचल.व्ययु.क्र्यूचल.व्ययु.क्र्यूचल.व्ययु.क्र्यूचल.व्ययु.क्र्यूचल.व्ययु.क्र्यूचल.व्ययु.क्र्यूचल.व्ययु.क्र्यूचल.व्ययु.क्र्यूचल.व्ययु.क्र्यूचल.व्ययु.क्र्यूचल.व्ययु.क्र्यूचल.व्ययु.क्र्यूचल.व्ययु.क्र्यूचल.व्ययु.क्र्यूचल.व्ययु.क्र्यूचल.व्ययु.क्र्यूचल.व्ययु.क्र्यूचल.व्ययु.क्र्यूचल.व्ययु.क्र्यूचल.व्ययु.क्र्यूचल.व्ययु.क्र्यूचल.व्ययु.क्र्यूचल.व्ययु.क्र्यूचल.

ष्राणमान्तरः क्ट्रियाः च्रीः भ्रुणाः प्रदावेशः प्रतिः विचायक्रियः प्रकीः यद्वे त्रव्यवाद्वेया

म्रीयः यदीःवर्श्वयः ह्र्याम्यतः म्रीयः विचायर्क्वयः ययदः विदेश्ययः देशः म्राविः यद्याः स्थितः स्थितः स्थाः स्थ म्रीयः यदीः प्रमुख्याः स्थाः स्थ

#### मुंश्वरदेवश्र

- ग) तत्त्वा मी र्स्त्रियः मृति र्र्क्स स्तु म्या दियः के मिश्रा के मिश्रा मिश्रा मिश्रा मिश्रा मिश्रा स्त्री मिश्रा मिश्र
- प्यन् द्वितः व्यव्यक्षः स्वर्णः स्वर्णः वियः पर्वेषः त्वेषः प्रत्या । स्वर्णः वियः प्रत्येषः प्रत्यः वियः प्रत्येषः विवः प्रत्येषः विवः प्रत्येषः वियः प्रत्येषः विवः प्रत्येषः प्रत्येषः विवः प्रत्येषः प्रत्येषः प्रत्येषः विवः विवः प्रत्येषः विवः विवः प्रत्य

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<u> रचे रचर म्बर्य नर्सु चे दशे में रायम् रखर स्थाप स्थाप स्थाप दश्यम् र स्थाप हत्र प्रमाण्य स्थाप स्थाप स्थाप स</u>्थाप

#### র্মুশ্বর্থনশ্ব

ग्) ग्राथःश्चेतः श्चेतःम् र्ह्यायम् ५८ः भ्रेषः २ ग्राध्यायमः भ्रेषः श्चेतः श्चेतः श्चेतः श्चेतः स्वापः स्व

# प्रवाममान्दर तम्रेयामहिंग्यारुवा म्हेर्यायमान्दर तम्रेयामहिंग्यारुवा महिंग्यारुवा महिंग्यारुवा

ॡर्मा त्यत्रे त्यत्रे त्यत् भ्रम् । त्याम प्रत्यस्था या में माम क्ष्या स्थान स्थान

#### र्ग्रेश्वरदेवश्र

म् त्र्वावायाः विश्वावायाः विष्याः विषयः विष्याः विषयः विष्याः विषयः व

नालामान्द्र-इन्द्रम्भीत्वमान्द्रम् प्रत्यम् द्रम्याः विष्यः मुक्तः स्त्रम् स्त्रम्

ल्यात्र स्वात्त्र्युं मृत्याव्यात्त्र स्वात्त्र स्वात्त्य स्वात्त्र स्वात्त

#### র্মুশ্বর্শ্বরুশ

#### वेदुःर्ह्यः ५ य

#### म्र्यायर्वेयसम्बद्धाः स्रीत् मुस्या स्रीतः स

#### 4.9 **芙**藝打

#### ७.१ र्र्स्वन्द्र्यं वृष्टी भेषा व्यं वृ

त्री. ब्रैंट्यर्ट्यर्ष्ट्, षटषान्नेप्रत्येताय्येता १) श्रृंट्यर्ट्यर्ष्ट्, षटषान्नेप्रत्येताय्येता १) श्रृंट्यर्ट्यर्ष्ट्, षटषान्नेप्रत्येताय्येता

#### ७.३ वैच पर्केषा

- गृह्य न्या वित्त क्ष्री न्या क्ष्री न्
- 4) ह्र्यायद्वः मुलार्ष्यः भेषः देवाः द्वेः विषः ४०१५ देः शुलाः अदेश्यः द दरः ५ वीः परः द र्वानः स्वरः विषः द
- यन् द्वित्रः व्यन् स्वास्त्रः व्यन्तः द्वितः द्वितः त्वितः त्वतः त्वितः त्वितः त्वितः त्वितः त्वितः त्वतः त्वितः त्वितः त्वितः त्वतः त्व

म्रीयः रिन्ने र्वे प्रस्ति । श्रीयः श्रीयः

#### ৫.৬ স্ত'শন্ত্র

- १) ह्रिटावरि सः मालुटायेगाया नर्डेया स्नान्यः समार्त्तुः मीयायाः माया मार्नेगयायन प्राप्तान्ति मारा समार्त्तुः मीयाया
- ४) झेना देते भेरेन स्वाप्त प्राप्त प्राप्त प्राप्त प्राप्त स्वाप्त प्राप्त स्वाप्त स्वापत स्वाप्त स्वापत स्वापत स्वापत स्वाप्त स्वापत स्वापत स्वापत स्वापत स्वापत स्वापत स्वाप
- व) र्श्वेच मुद्देन प्रवेद प्रवेद क्ष वर र्हेट मिदि सुना के अध्वा मुक्त क्ष पर असे नई नक्ष मार्थ पर मी

#### ८.५ तत्त्रुग'गे'र्भुन'म्येतेर्क्रभ'क्रुग्नभ'न्टानहग'लेन'र्क्रग्नभ'स्री

- ५.व्हॅत्रेत्रेत्वेचःत्रह्णाःगीःश्चचःत्रव्वश्वःत्रदेः अर्त्वेदश्यःयदेःत्वेचःत्रह्णाः अवशः ख्वदःयनःवृत्वेदिःहेदःग्विःश्चेः चल्गः
   ५.व्हॅत्रेत्वेचःत्रह्णाःगीःश्चचःत्रव्वश्वःत्रदेः अर्त्वेदश्यःविचःत्रहणाः अवशः ख्वदःयनःचः वृत्वेदिःहेदःग्विःश्चेः चल्गः
- यर्ने, ज्यानक्षेत्रः चलुष्यत्वर्यम् ज्यान्वित्रः ची अर्जान्यः अप्तान्त्रः विष्यान्त्रः विषयान्त्रः विष्यान्त्रः विष्यान्त्रः विषयान्त्रः विष्यान्त्रः विष्यान्त्रः विष्यान्त्रः विष्यान्त्रः विष्यान्त्रः विष्यान्त्रः विषयान्त्रः विष्यान्त्रः विष्यान्त्रः विष्यान्त्रः विषयान्त्रः विष्यान्त्रः विष्यान्त्रः विष्यान्त्रः विष्यान्त्रः विष्यान्त्रः विषयान्त्रः विष्यान्त्रः विष्यान्त्रः विष्यान्त्रः विष्यान्त्रः विषयान्त्रः विष्यान्त्रः विष्यान्त्रः विष्यान्तः विष्यान्त्रः विष्यान्त्रः विष्यान्तिः विष्यान्त
- त्रिट्छे. श्रृंचःस्वीताः क्ष्मुंचः श्रुंचः श्र्वेच्छेंच्छेंचः क्ष्मुंचः च्याः व्याः व्यः व्याः व्याः व्याः व्याः व्याः व्याः व्याः व्याः व्याः

मी.लश्च.इथा. वर्म्, पर्व्याव्यत्यावर् सूच्या क्ष्याक्ष्यावर्यः भूताः वर्ष्याव्यत्यः भूत्यः क्ष्याः वर्ष्याः वर्षाः वर्ष्याः वर्षाः वर्याः वर्षाः वर्षाः वर्षाः वर्षाः वर्षाः वर्याः वर्षाः वर्य

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#### ৫.৯ শ্বীস্'স্তুম'শ্রী'মি'শ্বর্

ख्याम्हर्द्वतः श्रीन्द्व्याः न्याने प्रत्यत्त्रः श्रीन्द्व्याः स्वाप्त्रः स्वाप्त्रः स्वाप्त्रः स्वाप्त्रः स्व

#### ८.७.७ मुलायन वरत्राविन शुः के र्सु वरः स्निन् धिगातुः रसाये मुलाया के रायन निर्मा

ए.ज.१ सिवासालटसायहूंससावायसार्टः सार्द्रवासार्थ्यः वी.यटासी. हूटायासवास्त्रयायद्वाप्रयायश्चितायश्ची

वयन्तर्यम् क्ष्यः जयाः ज्ञेन्तर्यः श्रीः तवयः न्त्र्याः त्रित्वः व्याः वित्वः वित्वः वित्वः वित्वः वित्वः वित्व नेत्यन् भ्षाः वित्वः विद्यः विद्यः विद्यः विद्यः वित्वः वित्वः

#### ७.ज.द हॅटामदे र्पेव मुत्र र्पेट् से र्सु त्यु त्यू म्यू मिर्म मिर्म स्था

स्वार् क्षेत्र स्वार् क्षेत्र क्षेत्र

र्ट्रेब.जी. श्रुट.व्रिंश.टट.बचन्न.चेन्न.व्र्. चक्रन.ट्र्यून.वर्ट्यी जन्न.जीयान्न.वर्यू.चर्थ्यान.व्रु.

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त्यू मार्थिमा मित्रा तस्ति । (मालु प्रा तस्ति प्रा पर्सेत प्रम्थे) मा स्ति तर हिंदामा त्यमा त्येत तस्ति ते प्र

#### ७.५ सर्वः श्रुरः घनसः धस

बिचायह्रमान्देवनः यसार्देवामायाञ्चराममामासुसान्देचमा सतुबार्स्नेद्राध्यस्य स्थान्देवा

#### ८.५.७ ८ व्हेंद्र, ब्रेच त्रह्मामी. मूंशायरेचसमाया उदाई. ८ र्ट्स से से त्यापा ये त्रवा ही

- क्रिंश तर्रे प्रश्रं क्रिंश प्रश्रं स्वर्थ त्र विश्व त्य त्र विश्व त्र विश्व त्र विश्व त्र विश्व त्र विश्व त्र विश्व त्य
- विच प्रह्मामी भेषा हेंग्रा (Findings) र्स् 'ख्या सेवा मान्या

## ७.५.१. मुवार्व्यत्सःमेसःरेगः न्द्रेःलेयः ग्रीव्यत्तरं गान्त्यत्यम् स्रोत्यः र्वेतःश्चेत्रः वर्षेत्रः वर्तेत्रः वर्त

- यर्चित्रा, भुष्टितः चौष्ठः क्ष्यः क्षित्रा स्ट्रा, प्रदेशः क्ष्यः क्ष्यः क्ष्यः हे. चुन्नः स्ट्रा, प्रचितः स्ट्रा, प्रचितः क्ष्यः क्ष्यः हे. चुन्नः हे. प्रचितः स्ट्रा, स्ट्रा,
  - यक्षात्री नेश्वार्या

- यर्चिया. य्राच्या. क्र्या. क्र्या. य्राच्या. प्रमा. य्राच्या. य्राच्या
- यसुगानी र्स्सेन मृति कें का सुगाका ५ ८ पहना लिया केंगाका स्थे मीका ५ में लिया ग्री प्राप्त मानवास ही प्राप्त

#### ७.५.३ येग्रह्म कुर ठढ्र ग्री र ग्रे विवा

- त्र्युग'गे'र्श्चेप'ग्वेदिक्ष्यः तर्द्वग्रयाद्वेद्वः श्रुप्त्रयाद्वेद्वः वित्यत्वः वित्यत्व
- र्म्म् वाप्त्रिक्ष क्षेत्र क्षा क्षेत्र क्षा क्षेत्र क्ष्य क्षेत्र क्ष्य क्षेत्र क्ष्य क्षेत्र क्ष्य क्ष्
- ५च्चे ब्लैन ग्री र्ने द्वा स्थान स्थान

#### ७.० अडुग र्नेबा

ख्रिन.पहिंगानुं चीन.पर्चमाले. स्रथ्नावूर्ट.पटिंट्सूर्टरंट. ट्रेन्चबिंशायपुं ख्रुन.पट्टिंगापट्टे. स्रथ्न्व्र्वामान्वरं क्रिंट्सं स्राप्त्रं चीन.पट्टिंगायपुं स्रथ्नाव्यं निंगायपुं स्राप्त्रं चीन.पट्टिंगायपुं स्रप्तं चीन.पट्टिंगायप्तं स्रप्तं चीन.पट्टिंगायप्तं चीन.पट्टिंगायप्त

त्त (रिक्के.रिक्के) रेट. वोष्ट्रस्था में त (रिक्के.ख्रेच्या सीच.ख्रें.चक्षे.व्यु.त्यी.सी. क्षेर्-ख्रे.च्यीश्व सीच.ख्रेच्या सीच.ख्रेच्या सीच.ख्रेच्या सीच.ख्रेच्या सीच.ख्रेच्या साम्प्रस्था साम्प्रस्था साम्प्रस्था सीच.ख्रेच्या साम्प्रस्था साम्यस्य साम्प्रस्था साम्यस्य साम्प्रस्य साम्प्रस्था साम्प्रस्था साम्

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#### इरञ्चग्रयः गः यः श्रेंयञ्चगःगेःद्रेश्यवा



# तत्र्वामानी र्श्वेन मृत्ये के स्था क्षेत्र के स्था के

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	5	कॅट्य केत्				
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٩	क्षेत्रः श्रेष्ट		
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η	ल. हे ची. र्रा व जूची. डु. जूची. डी च यस्ता. यस्ता र	बेदा
1	યસ ⁻ ફ્રેં <mark>ત</mark> '5્5'વસૂવ'ફુ:ફ્રેંત'તે'ર્ਘે5	
3	त्तु ^ॱ र्षेत्रं र्श्वेत् 'सुन्दिन 'सुन्दिन 'चेड्ग' त्वे 'र्षेत्।	
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	म दे:डेम्'क्स्पर्भः क्स्पर्वः दें र्पेत्।	
	८ अ.त.ज. थे.च.च.च.च.च.च.च.च	
ป.	क्त्रित्युः क्ष्रियादेवास्य द्वरायदः ह्यायदे स्वापितः मालदामादेश दिया स्व	
	ग सुन्नें ग्रेंग प्रत्येन्।	
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8)-5		
7 00 V	१९९५। ह्रायते भूता क्षेत्र क्	
۲٠	ह्मायदे.क्र्याक्ष्यं व्यत्रे. ह्यां नाक्ष्में वर्षे वाक्षेत्रं वर्षे वर्षे वाक्षेत्रं वर्षे वाक्षेत्रं वर्षे	
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	ाय शेव:पर्तुग	

#### इब्रम्मर्थे। यब्रम्मष्थेब्रयः इव्याध्यः ५ मा मी यब्रमुवः सेब्रद्रमें।

4	(শ্) শা:हगरू:	ह्यमार्श्वेष:व्ह्यः विमार्श्वेष:व्ह्यः		क्रेंर्नेण'र्ने खे	<u>નું એ ત્વ</u> ર્	ग्'ङे'दन5'लेब	[ब्र? दिंग[मी	'म्बर'र्रेब'र्र्र्यसूब'
ण) बेरा		'र्स्वेस'र्षेत्। त		गःचेदःधॅर्	শ্)	र्देश यो व से द	5)	ૹ [ૢ] ૻઌૹ [ૢ] ૽ૼૹઌૺૢૼ
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	ন্ম প্রমাণ	र्भुव्यः दरः चर्गेद्				ર્દ્ધ : થા 'કે' છો ફ : ફ ? ર્દ્ર અ' ત્યે ફ : એ ફ ]		ॱय़ॱॺॺॱ <del>२</del> ्४ॱये <b>ढ़</b> ॺॱॏ
	1 2 2 4 6 4 6 2	क्रम्यते क्रम्या कर्मा स्रम्यते क्रम्या कर्मा स्रम्यते स्रम्या कर्मा स्रम्यते स्रम्यते स्रम्	चित्रः र्चे प् द्राच्यायडा र्राह्मण्याय भेद्र्यायक प्राप्तु स्वर्	ॸॱक़ॣ॔ॱॿ॓ॱक़॔ॱॸ ॱॸॎढ़ऀॱॿॸॖॱक़॔ॱ ॱॸॸॣॖॖॖॖॖॖॗॣ ॱॸॸॣॖॖॖॖॖॖॗॣ ॱॱऄॺऻ ॱऄॺॱऄॺऻ	भःष्पॅर्यः षोत्रा	র্থি ম'অম'জীবৃ অমজীবৃ		

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ρ.	र्श्वेच ५ द्य	त्रःग्रीयः र्ष्टिन्'ययः र्हेन्'वर्देर्यंत्रः क्रंब्'व्रनः येग्ययःर्वेयःनर्ञेदेःगीःने'रदेन् नक्ष्मेन्दें'ग	?
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	ra T	५'पवा केमा मञ्जी न र्ने	
	য	ष्पः र्रेः ने मुक्के नः ने	
	5	भ्र.भेश्यम्	
90.	र्श्वेच द्व	त्रः म्रीय हॅरामदे र्क्रया क्ष्या दिन त्या के हिराम क्ष्या	
	Л	ष्ण-ह्रमा-र-माशुर-श्र-वे:प्पेन्।	
	口	<b>ब्रॅम् इ.क्र्म्य इ.क.</b> इ.क्र्म्य इ.क. इ.क्र्म्य इ.क्र्म्य इ.क्र्म्य इ.क्र्म्य इ.क्र्म्य इ.क्र्म्य इ.क्र्म्य इ.क्र्म्य इ.क्रम्य इ.क्र्म्य इ.क्रम्य इ.क्र्म्य इ.क्रम्य इ.क्र्म्य इ.क्रम्य इ.क्र्म्य इ.क्र्य इ.क्र्य इ.क्र्य इ.क्र्य इ.क्र्म्य इ.क्र्य इ.क्र्य इ.क्र्य इ.क्र्य इ.क्र्य इ.क्र्य	
	য	तस्यायस्याम्बुरमाद्गेर्येत्।	
	5	गशुर-वे-र-बेन्।	
<i>99</i> ·	श्चेंच ग्रुदे	विः सुगायमः विन्त्युः हेनायः स्नृनः दीः दनः कुनः स्नुनः सुनः नेत्यन् नः वर्षेनः देविः देविः व	
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<b>ال</b>	অ'দুগ্য'ম	त्र व) व्यम् केर्यम् की म् वस्यावस्या ८) बेरा	
1	मीयःश्रीर	[.] શું સું વ [.] સ્ટ્રેં વ [.] શ્રેં વ [.] શે વ [.] સ્પેં ૧	
3	श्चेंच स्व	मॅिं रायमेला क्री वनशालशान क्री मा के प्लिंद्रा	
3	ત્ત્રલાક્ષેત્ર	ॱॸ॔॔ॸॺॺॣॖॺॱॿॖॱॿॖऀॺॱॺऀॱऒ॔ॸऻ	
٩	श्चेंच स्ट्रेंब	'ঝার্ফ'কম'র্কু'বেছঝ'র্দু'ग'র্দু'বেন্-দুর্ঘন'র্কুল্মা	
ų	ध्र्यं यः ग्रेद	ॱॺऻॺऺॴॱऄॸॴॱॱॱॸऺॹॱफ़ऀज़ॱॸऺॹॣ॔ॱॴॖड़ॴॖ	
12.	श्चित ग्रुदे	.र्थि.र्लिष.क्टाबुषेषा.जमा. ब्रिटी.क्रीमार्झ्टामा. र्थिमार्लेष.क्र्यूटा. चा.ट्रेमा.क्षेयार्ट्ड.	
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	শ	क् र्कें ५७ वका १ ।	
	5	कुःर्के5्र _₹ व्यश्रस्य	

13·	नर्तु ब:स्रमामिक्रमा ब्रह्मा क्रिया हो अस्य क्रिया	
	ग ष्णःहगः स्वर्धेचः देः प्येन्।	
	ाय र्कर _{ंष-६} गीःनरःषःवर्धनःषेःर्थेर्।	
	ण र्कर _{१-१} गे। पर द पर्से प दे पर्से प दे प्रे	
	५ र्कसः १ वर्षेन वे प्पेन्।	
	उ अ:य:प्यम:पर्चेच:वे:यो5।	
	~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~	
16.	ह्रिंदायः श्चेंच द्र्यें ब्रा क्रीकाः चतु ब्रा ख्रा वा विका त्यू विच द्रा विका क्षा के क्रा क्रा के विवास क्री	
	ग ष्यःहगःरःकुवःवेःर्थेद्।	
	ष र्वर _{१-६} गी:पर:व:कुप:वे:र्थेऽ।	
	म र्कर _{१-१} मी:चर:ब:मुच:बे:र्थ्य	
	५ र्वरः १ मुनः वैः प्पेन्।	
	ড অ'ম'অম' <u>কু</u> অ'র্ন'ম <u>ি</u> ব্য	
14.	र्हेटायते मुत्रः र्वतः त्र्याः वेदेः रेगाः स्वयः र्वतः न्याः रेवः रेगः स्वुटः यः ययनः वेः र्येन्?	
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	प दस्य दस्य दन् दे र्पेन्	
	म अःयःश्वर्षःत्वर् त्रें सेर्।	
<i>1</i> (s.	र्हेटायते घुत र्वत त्रवा दिये देवा स्वा अयः माने साडेमा श्रुटाय प्रयन् देणें दि	
	ग ष्यःह्रगः रः त्वर् देः पेर्	_
	प्त यस्यायस्यायन्त्रे स्पूर्	
	म बायायबादन्द्रं बेट्रा	

<b>ว</b> ๗.	<b>ট্র</b> ্ড্-:শু×	ाः <u>ज्ञ</u> िसःगडेगःदरः र्हेटायदेःभ्रुगःदेचः गःदेवःडेगःभ्रुगःदेःर्पे <b>र</b> ?		
	η	भुगा ⁻ वे ⁻ र- ⁻ स्मेन्।		
	<b>A</b>	ग्रङेग्।		
	য	শৃষ্ট্ৰশ্		
	5	শৃষ্ঝ		
	3	শ্র্র'মেশ'মন্ম		
<b>ク</b> く・	र्देग में है	ह्टावदिः देवा इता चले तथाः हुँदासुः तू विवार्वेश रावा तदी हूँ?		
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	[Z]	श्चन दी		
	য	भुग दी		
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gp.	र्देग'गे'हें=	प्रदेश्चितः ह्य र्स्तुः यसः मायदी प्रमाने हेन्यसः देमा मी देव रहतः द्रविया हेः	ष्यम् के न्द्रिन्मी	শ্
	<b>ह्रण्या</b> त्रई.	विगः र्स्च्रियः वरः पर्गा रा		
راب)	ग्रह्म ग्रह्म	भेद्र-श्रात्रोद्रायमा के। या विमा के। या) व्या कें। दा	वियाः विः के।	
	1	<b>ॠ</b> ॸॱऄॻॱॸॸऄॱॻॖढ़ॎॱॾॗॗॕॸॱॻ		
	3	प्रचें <del>र्</del> डेश		
	3	धेग'त्र्युव्य		
	٩	कृत ⁻ र्हेग		
	ч	<b>ॷ</b> ॔ॸॱॸ॒ॸॱॻॸॖॺॱॹॗॗॸऻ		
	(J	मुल-स्रूच-लग-लेब्		

#### ४०. र्थि. श्रुं च.र्रुश.चर्थे.पद्य. श्रुं चरेच.क्र्यं. श्रुं चरेच.क्र्यं. क्रिंचे.क्र्यं. क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रिंचे.क्रि

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# BHUTAN COUNCIL FOR SCHOOL EXAMINATIONS AND ASSESSMENT DZONGKHA DATA COLLECTION 2015-CLASS X DZONGKHA TEACHER QUESTIONNAIRE

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#### বর্গী হন্তু||

चर्ट्रब्रुत्, जन्न-इन्न-वर्ग्न, तट्ट्रब्र-तह्नच धुक्त, व्यान-कृष्ण, व

श्राचार्ट्रचान्ना चालवराचारणीत्रात्तरः श्राचर्ट्रवराचरः चान्नराचयुःस्चारणीः चलचाःवैःश्लावाः चलचाःवैःश्लावाः चाल्याःश्लीचाःस्विः स्वान्त्रवर्षाः चाल्याःस्वान्त्रवर्षाः स्वान्त्रवर्षाः चाल्याःस्वान्त्रवर्षाः स्वान्त्रवर्षाः स्वान्त्रवर्

इ.चदु.चर्म्,रम्भें ज्याकार्म्भावतर्भें वाद्यन्यम् हे. जयार्थः द्वात्यन्यन्यम् हे. याः ह्वास्त्रीयाः विवासीयाः

2.	श्चेंच.बौ	दे [.] यादरू:२ेंग		
	Л	বর্রুদর্শ্বর'বর'ঝ		
	N	तच्चेरन्द्रेस में रखा		
٩٠	श्चेंच.च्	ন্ <del>ট</del> 'বৃ		
	Л	गलुरःमीःर्से्चःग्र्या		
	[A	श्चेर:ग्री:र्श्चेय:ग्री		
	য	श्चॅ्य:बृ:ह्ये:च		
₹.	र्थे संत्रे	'বৃট্টি'ন		
	Л	र्वे।		
	Ø	ર્વે		

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Λ.	<u> </u>	1:र्थे
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#### u. र्श्वेच'न्द्र्यंब'न्धुः वेशक्र्

ग रेग गतुर र्श्वेच रेस १०० ध

व रैगःगबुरःर्श्वेयःरैसः ११ या

म मर्जुमा त्यमा मिले देश र्देमा आ

८ गर्जुगायमामित्रस्थार्मेरस्या

#### ७. र्श्वेय-दर्भव-की. खुद-र्रमाःमेश-र्थ्यवा

ग गतुरावःर्स्चितःर्भेतः त्येतः त्यमः खेरा (ZTC)

य गर्जुमाः वाना मानिः देशः देंगाः शा (Bed.)

म गर्ञुग'्यम'ःवेश'र्धेत्र'यम'खेरा (PGCE)

८ गर्रुग'व्यम्'म्बि'न्देअ'र्गे(Ked.)

#### _এ. প্রথার্থের স্ত্রু হামা

ग रेगःगलुरःर्स्चरःग्रा

ाय क्षुग् हे अर्वे रेस र्ह्से पः मू (ILCS)

দ্র বন্ধই:শ্রা

८ चगारखुरअर्घे रेअर्भु नःग्रा

<b>Վ</b> .	र्श्वेच स्ट्रेंब	.ঔଷଶ.ଶୂୂିଅ.	र्थे'म्'देश'डेम्'र्पेद्?
	Л	र्थें ग	

ર્વે. ૧-ન A

म र्थे. ५-१०

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र्श्वेन देश १० म बर्हें मान श्वेंन श्वें व त्वन हो वें में ना ने हैं ना यह थी? ρ.

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17 N. 1-4

म र्थे ५-१०। 5 र्थे १०-१५।

उ र्थे १५ यमायम्

ह्रिंदावदे वाल्या ह्रिंवा ह्रींच ह्रींदावदः चठतः सरावार्षे वाया है वाया 10.

বভরেষ্ম-শার্দ্বিশৃষ্য-ভী

যে বহুবে:অম্:অ'শুর্দুগ্রাথা

चङतःसरःगार्नेगशःयःङैदः र्करःगःनेसःङैगः? 11.

र्ष्ट्रग

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ح هجر ا

ठ क्र्यः प्रशास्त्रा

13·	শূর্আন্	व्या. श्चिंटार्झेट्यर्ट्यमेश. ब्विंट्यीःह्स्यावदाख्यः स्वान्त्राखुः सवार्धयायात्वर्यायाः	
	Л	<b>૱</b> ઃચઃયુષ્યાત્રાસ્ત્રું વ્યાચાસીતુ ત્વું વૃ	
	口	यदःर्वेग्रथःरुवःयःरेःदरुग्।	
	শ	ग्रव्यायेन्यायेन्यवर्ष्ट्रम् वर्ष्ट्रम् वर्ष्ट्रम् वर्ष्ट्रम्	
	חבאינגו		
13·	•	माम्बर्धाः वर्षः वर्षः वर्षः वर्षः वर्षः युवः क्ष्यःमानेयः द्वेषः क्ष्रेयः क्ष्रेवः क्ष्रेवः वर्षः वर्षः क्ष्र - नर्पातः	
	Л	र्वेष.क्ष्य. ३ जय. ५ क्ष्यी	
	[T]	र्बंद्रेय. पं जन्म. ग र्ब्यू	
	শ	र्वेष. ये प्रम्य. प र्वेषी	
	5	र्वेथ.क्थ. ५ जग्न.भट्या	
१६. चर्गेद्	र्देण'गै'र्रे	रेगाॱ <b>इत्य</b> ःर्सुं'तुः  चतुत्रःश्चमाःग्रञ्जेमात्त्रनः  तुत्रःर्क्वैन्'माःने'त्वन्न-रःग्र्वेतःर्ने?  गाःहगार्यः  घेगाःर्क्वेत्र	1' <b>5</b> 5
٦   ۱۱ ۳ )	æ;æ̃5;₀-	-१ । (म) इ.स्. ५.७-४ । म) इ.स. ५) इ.स. ५	ୟଷ
यद्य ।			
	1	भ्रुग ⁻ र्रेग ⁻ र्र-र्डें अ ⁻ रेग	
	3	<u> </u>	
	3	শ্ব্ৰব-ব্ৰী	
	٩	यम् वी	
	ų	^{त्र्} न्थिग'र्∽्थेग'र्बुर्	
	(J	र्गे प्राप्ते क्षेत्र हैं।	

<b>14</b> .	श्चेंच श्चेंब	·য়ৢয়য়য়৾ঀয়৻ড়ৢ৾৾৻য়য়৻৾য়ৼড়ৣ৾য়৾য়৽ য়য়য়য়ঀয়৻ড়ৢ৾৻য়য়৻৾য়য়ড়ড়য় ৽য়য়য়ঀয়ড়ৢ৾৽	
<b>ग</b> )	ष्यःह्रगः र	। व) र्वेग-केर्वेग-केर्न ग) दस्यादस्या ८) यगाये	वि'त्रव्यत्र'वे'से
	1	ন্মথ্য বন্দ্ৰ শূট ৰ্ষ্ট্ৰ ন্থ্য	
	3	र्बेुदायू गाउँ में कें के में गायश	
	3	द <u>ष</u> ्च स्ट्रेन् ग्री र्वेग त्यम्	
	6	र्हें न त्या व ग्री भें ग त्य था	
	ч	દ્રૈશ્યાયત્ર શ્રું છેં જ્ઞાયમા	
	U	মূব ধ্ব শ্ৰী প্ৰ্যা	
	ป	र्म्म्यानी र्हेग प्रमासुवल्य	
16.	र्देग्।में	्वि.क्ष्य.क्रु.लक्ष. वटार्ट्र्य. वा.पट्टी.अटम्बर्थः वा.ध्वाक्ष. ह्याःक्र्येत्राःवटःचर्गार्	
<b>ग</b> )	ช์รุานฺฆ	'चक्तव्य'कुमा व) ग्रीम'ग्री'त्ररुमा म) क्रुट'कुमा ट')	শ্বুব'ঠ্য'দ্রথা
	η	म्रीज.ज्ञं अ.ज्या.ज्ञं व्	
	য		
	য	कें ब्र. कुर्या अंतर कुर्या	
	5	पन्ने: <u>ड्र</u> ्था	
	ঽ	धैग'र्भेुर।	
	Ф	भ्रमात्रमुव्य	
<b>ว</b> ช.		गःग्र [ु] गाद्रः र्श्नेनःस्यार्द्धःषुः ख्रियःप्यूःक्र्यःमान्देःत्रेःच्चेदःर्दे?	
	या	ष्पःह्रणःर्	
	•		
	ת	कूर.वी	
	य म	وبرا عالم	
	ת	कूर.वी	

9 <del>1</del> .	હોલા.ખેં.ક્	चेदःवेदयःययः वेपः <u>न्ध्</u> रःकुपःर्ने ग्वः	
	η	ग'र'कुन'र्ने	
	ra ra	धेर्'ग्'कुन'र्रे।	
	শ	ष'सु'कुच'र्ने	
	5	প্র.ন.जম.মী্ন.পু.র্থাপ্র.নধা	
gr.	<u>É</u> C:Á	.क्.ली. बिट्रुच्याचितःक्र्रीरःचीःक्रीटःचर्ट्रः या.क्.वट्रुट्रः ट्यीयाययाःकःचर्यः या.क्रयाः	ल.ह्यम.झूँब.
	<b>ब</b> र पर्गी	<u></u>	
	<b>7</b> 1)	ब्यट्सु'डेग'न्ब्या व) ग्रेग'ग्रे'डेगा व) कुट्सु'डेगा ट) हे	ী'বৃৰ্গী'শশ্ব
1	झ.गालुन	रचें बब तद्देश र्से न र्से न	
	3	इ.चतः रेग रथ चु र्श्वेच र्श्वेट ।	
	3	રેગ રા કુંગમાં મુવ રહે લેવ પ્રમાર્ફેન છે ર્સેવ ર્સેક્ષ્ય	
	٩	तृषःच्चुतः <u>न्</u> चेःवेनःन्रस्धुनःच्चुगयःन्चेःवेनःचेःक्षेनःर्सुना	
	ч	तुषार्च्याः के.भु : इ. याडेया प्रतिः र्स्तेच : स्र्रेव : रेया : इ. या : च्या :	
	(A	र्त्तुमान्ने र्वमायमार्श्वमार्थम् इति स्वर् दिर्देश्वर स्वर् दिर्देश्वर स्वर्	
	ป	पर्डे अर्वेर र्रायम र्थेण ग्री र्बेर पर्रा	
	4	र्देव:क्वर-देवाबा:बोल:बुंद:चर्द्र	
<b>30</b> .	<b>ईटायदे</b>	'र्स्चेन'र्स्ट्रेन'प्रयन्ध'र्' र्गाद'रप'ग्'र्डेन्र'यर्गुग्?	
	<b>M</b> ) 5	(गातःरत्यःक्वे:वेंब्या त्य) ग्रीमांग्री:डिमा म्) कुरःखु:डिमा र)	ঝ'শ'
	অব্য:ম	51	
	1	र्श्वेच'व्य-द्र्य्या'अन्य्प्न्या	
	3	অঘুব'স্টুব'অ'অ<অ।	
	3	र्श्वेन र्श्वेन र्श्वन र्यंन या	
	•	ลู้ รา มุ่สาม สาม สาม พัรุน	
	ч	ยูสฺาซ์สฺาฆาณฺรฺฆ	
	(A	दग्र-खेनरादनग्-दर्गेम्।	

<i>39</i> .	<u>ફ્ર</u> મ્પાયલુ:બુજા. થ્વર. જેજાજા. ત્ર્ર્ફો.ટ્રે. કુર.જી.બી. દૂજા.ળુવે.ભૂટે.વોડે					
	η	र्देश योद र्प्पेन्।				
	ra Ta	र्देश यो तुः स्रोद्				
	শ	<u>સુ</u> ત્ર-શ્રે:વેશ-પશ્				
	~					
<b>44</b> ·		.ष्. ह्राय.क्षेत्रतपुःस्रेतमः रेपोयरणःरूषारः चा.इ.षरःषात्र्रः				
	η	भ्रुग ^न ते तरा				
	TA .	पन्ने.बे.बर.।				
	শ	श्चन-वै-वन-				
		<u> ३व'वे'वर'</u> ।				
	ঽ	र्गे पाये बादी विकास के विकास				
	Ф	थैग नर्जे दे दिन				
<b>44</b> ·	র্মুব-র্মুগ	.र्ष्. ह्र्रायायम् क्षिताबरः क्ष्रीताबाम्याचाराज्यानम् वर्षात्रम् वर्षात्रायम् वर्षाः				
<b>ጣ</b> )	र्देश खेतु द	र्बुंबर्णित्। व) र्देश्राचेद्रार्णेत्। व्। र्देश्राचेद्रासेत्। ८) ब्रायाचशर्देश्राचेद्रा	बेर्।			
	η	<del>४</del> ॱगलुरःचक्क्षुरःचर्रेशःदवर्'र्न्गें'यश्रा				
	口	र्श्वेन'न्येंब'र्ख्'खु'खुन'रेग'गी'कुन'र्श्वेर'डीब'न्गेंपश				
	শ	ধর্ম'অম'ক্রুব'র্স্কুর'ব্র্মা				
	5	ह्निटायपु.क्र्य.क्ष्य.वर्श्यया.चर्श्यया.चर्य्यया				
	3	ষুব'র্কর'অম'য়৾৸'য়ৢব'৸য়৾				
	æ	थेग'चर्चे'गे' द्युद'र्कद'र्से'र्सेर'५ र्गे' प्रमा				
	Ę	ृष्ट्रम [्] देन:यद्य:दवर्:दर्गे:यश्				
	3	বর্ন শ্বেশ শীব্দ্র ব্যব্ধ ব্যব্ধ থা বর্ষ থা বর্ষ শ্বন্ধ শ্বন্ধ বর্ষ প্রমান্ত বর্ষ প্রম				

<b>3</b> C.	५ॱॱॠॅॱढ़ॖ॔ॺॱळॕ॔५ॱॱऄॣ॔ॸॱॸऀॺॱॸड़ॖॱॸढ़ऀॱॱॻऻढ़ॖॸॱॻॏॱक़ॕॺॱॹॗॖॻऻॺॱॻॖऀॱॾऀॱॸॱढ़॔ॱॱॻॱॸ॓ॱढ़ॸॸॱढ़ॸॖॻऻॽ								
	Л	^{त्रु.(चना} .पर्नुना							
	ra ra	र्ळ5'55'थ्रव'र्हेग'र्गे'पर्जुगा							
	য	REN'T'REN'TIN							
	5	સૂત્ ⁻ સે.વેશ ⁻ ત્તરા							
<b>૧</b> ૫.	శ్లేద:నేట	'चર્સુ, ત્રાહ્યું, યાલે દ.મું. છૂ જા કર્માં માં જા કર્માં ત્રાં કર્માં પ્રાથમ કરમાં પ્રાથમ કરમાં પ્રાથમ કરમાં પ્રાથમ કર્માં પ્રાથમ કર્માં પ્રાથમ કર્માં પ્રાથમ કર્માં પ્રાથમ કર્માં પ્રાથમ કર્માં પ્રાથમ કરમાં પ્રાથમ કરમાં પ્રાથમ કરમાં પ્રાથમ કરમાં પ્રાથમ કરમાં પ્રાથમ કર્માં પ્રાથમ કરમાં પ્રાથમ કર	र्गीय. ट्र.						
यःगठ्ठेरा	बा.बाकुंबा.बी.चन्द्रवट्. बिट्र.तन्द्रवा.बांड								
	Л	ख्र-प्य-प्यतुग							
	N	ख्र-प्य-स्थेद पर्जुगा							
	শ	श्चनः से से सम्बा							
१७	ত্ত্ব5'শ্বর	र्थेन्'य'चैत्र' ग्'चें'तयन्'खेत्'त्? यश्रव्यापकरः ४ यर्गेन्।							
J									

#### बुरख्यायः यायः ययगीदियायत्।

### तत्व्या'मी'र्स्सेन'स्वित'र्केश'स्युगश'८८'यहग'लेच'र्केगशर्थे।

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# ENGLISH PART TWO



# **CONTEXT OF THE STUDY**

#### 1.1 Introduction

Assessment and Examination systems in Bhutanese school education underwent a number of transformations. The focus of assessment in the 1960-1970 was mostly summative such as paper pencil tests. With the introduction of continuous formative assessment (CFA) in the 1980s evaluation of student learning became more holistic. In 1975, an Examination Cell (EC) was established within the Directorate of Education headed by a Controller of Examinations. In 1986, the EC was renamed as Bhutan Board of Examinations (BBE), with a Secretary as its head. The BBE, the then agency responsible for conducting public examinations was upgraded to an autonomous body, Bhutan Council for School Examinations and Assessment (BCSEA) in 2011.

# 1.2 Overview of conduct of public examinations at grade X

In 1974, all the high schools in the country were affiliated to the Council for the Indian School Certificate Examinations (CISCE), New Delhi, which conducted the Indian Certificate of Secondary Education (ICSE–Class X) Examination and the Indian School Certificate Examination (ISC–Class XII) for schools in Bhutan.

In March 1996, the 1st Joint Bhutan Board-Indian Certificate of Secondary Education Examination (BB-ICSE) was held. From 1996-2000, question papers for Dzongkha, History & Civics, Geography and Economics were set and evaluated in Bhutan and the remaining subjects such as English, Mathematics, Sciences, Computer Science and Commerce were set and evaluated by the CISCE. In 2001, the Bhutan Certificate of Secondary Education (BCSE) was localized and the (erstwhile) BBE took over the conduct of the Class X examinations completely.

#### 1.3 National Education Assessment

National Education Assessment (NEA) is a system-wide assessment program which is designed to investigate and monitor the 'health' of the education system. The NEAs are conducted in many countries across the globe to assess Literacy, Numeracy, Science, Arts, Health and Physical Education. The main purposes are to provide:

- policy-makers with information to monitor standards over time, to monitor the impact of particular programs, and to make decisions about resource allocation;
- schools and teachers with information about whole school, class and individual pupil
  performance so that they can use to make decisions about resource allocation and to support
  learning in the classroom; and

• the national system with information that will help to compare its performance with the international standards.

The need for conducting NEA is based on the concern of a country for information on its education quality. Bhutan also joined the global community in the noble educational practice of conducting NEA in 2002. The pioneers of the initiative perceived that the NEA, among other, would:

- provide the Ministry of Education with objective information on the standard of education;
- help monitor trends in achievement levels;
- identify specific learning problems;
- identify areas of the curriculum in need of reform;
- identify background factors related to learning achievement;
- check accountability; and
- provide basis for resource allocation. (BCSEA, 2011).

Since 2002, the BBE and BCSEA have been conducting NEAs for Grades VI and X in English, Mathematics and Dzongkha. They include:

- NEA 2003- English and Mathematics, Grade VI;
- NEA 2005- Dzongkha, Grade VI;
- NEA 2007-English and Mathematics, Grade X;
- NEA 2011-English and Mathematics, Grade VI; and
- NEA 2013-English and Mathematics, Grade X.

The most recently conducted NEA was in *Dzongkha* for Grade X in 2015.

# 1.4 Comparative analysis of Grade X students' performance in Dzongkha reading and writing

A major milestone of the BCSEA is its commissioning of a study, "comparability study of Grade X students' performance in BCSE Dzongkha result against their actual competencies in Dzongkha reading and writing" in May-June, 2016. The study required comparing performance of Grade X students' performance in Dzongkha reading and writing by analyzing two sets of results: NEA 2015 and BSCE 2013-2015.

# 1.4.1 Purpose of the Study

The overriding purpose of the study was to undertake data analysis and technical report writing using the two cited results. The importance of Dzongkha, as the national language is no secondary and there is political will and commitment to safeguard the language as a symbol of national unity. However, there is a public perception that the quality in reading and writing in Dzongkha is in decline. Therefore, the study was undertaken to help make comparative analysis

of students' performance in BCSE Dzongkha against their actual competencies in Dzongkha reading and writing.

### 1.4.2 Objectives of the study

The survey study in particular was expected to achieve the following objectives:

- to check on reading and writing competency of students;
- to review the issues related to Dzongkha curriculum/syllabus;
- to identify the problems/challenges faced by Dzongkha subject teachers;
- to find out students' interest and aptitude toward Dzongkha subject;
- to check on the school learning environment and the availability of resources;
- to make comparative analysis of students' performance in BCSE Dzongkha (2015, 2014, 2013) and reading and writing competency assessment (2015);
- to examine the constraints prevalent in Dzongkha education policy;
- to review the BCSE Dzongkha examination system; and
- to review and closely examine the school based assessment system in Dzongkha subject.

# 1.5 Overview of the Report

The report is organized in six chapters. Chapter One, context of the study, sets the scene to the study. It provides a brief overview of the assessment system with particular reference to Grade X. A snapshot of NEA entailing definition, purpose is also provided. Chapter Two presents country background with reference to demography, political organization of school system, and structure of Bhutanese education system, financing and recent reforms. Chapter Three is a brief history of Dzongkha, the national language of Bhutan, and its literary development. Some of the pertinent government policy statements on the national language are also highlighted in this chapter. Chapter Four briefly describes the methodology used in this study. It presents data used, definition of competency, assessment framework, and how to assess competencies in reading writing and software used in the analysis. Chapter Five presents findings, discussions and recommendations of Grade X Dzongkha NEA 2015, BCSE Dzongkha 2013, 2014 2015. Chapter Six presents major recommendations, policy implications, way forward and conclusion.



# TWO TWO

## **COUNTRY BACKGROUND**

# 2.1 Demography, governance, socio-economic status

Bhutan is an independent kingdom situated between China in the north and India in the south. It covers an approximate area of 38,394 square kilometers and measures roughly 170 km north to south and 300 km east to west (NSB, 2015). Most of the country is mountainous and the land elevation ranges from 160 metres above sea level in the south to more than 7550 metres in the north. About 70% of the Kingdom is covered with forests. Owing to the mountainous terrain, communication between different parts of the country is often a big challenge.

The population of the country is estimated at 757,042 (NSB, 2015). It is composed of different ethnic backgrounds- the predominant Tibetan-Mongoloid element inhabits the northern and central parts of the kingdom and the Indo-Aryans are settled in the southern foothills (Hasrat 1980). Buddhism and Hinduism are the major religions. Overall sex ratio is 111 males per 100 females and population by residence is 30.9% (urban) and 69.1% (rural) indicating still a large majority of Bhutanese live in rural areas. Slightly over 62% (N=757,042) of the total population is between age range of 15-64 which by definition is economically active.

The Royal Government of Bhutan has pursued a development strategy that aims more for people's spiritual and emotional well-being than merely materialistic economic growth. Education and Health have always been top priorities in the development effort of the country. So by 2015, the country had achieved 95.2% net enrolment ratio in primary schools (MOE, 2015).

The administrative system consists of Central and Local Governments. Ministries, Departments and Autonomous bodies constitute the Central Government while the Local Government is made up of *Dzongkhag Tshogdu*, *Gewog Tshogde* and the *Dzongkhag Thromde Tshogde*.

Bhutan enjoys impressive socio-economic development. The most prominent achievements include Literacy rate (59.5%), Net Primary Enrolment rate (95.2%), infant mortality rate per 1000 live births is 30, number of hospitals in 2014 (31), number of doctors in 2014 (244), number of Schools, Institutes, Daycare and NFE Centres in 2014 (1,948), number of Teachers and Instructors (10,561), number of Students and Learners (218,778). Labour Force Participation (62.6%) and Unemployment rate is 2.6%. As of 2014 the Road Length (KM) is 10,712.9 and number of Registered Vehicles is 69,602. GDP, one of the most important economic indicators in 2014 was Nu 119,545.75 million (U\$1,867.90). Within a time span of five decades Bhutan has made tremendous socio-economic progress and continues to achieve by leaps and bounds (NSB, 2015).

Bhutan is divided into several political boundaries known as *Dzongkhags* or districts with varying sizes. Each of the 20 Dzongkhags has a Chief *Dzongkhag* Education Officer (CDEO) and each is assisted by one or two Deputy Chief *Dzongkhag* Education Officer (DCDEOs). CDEOs and DCDEOs work under the direction of the District Administrator called the *Dzongdag*. The *Dzongdag* follows the government directions on education in general and the MOE in particular. He/she gives directions to the CDEO and in turn CDEO advises to the *Dzongdag* in educational matters.

Dzongkhag level plans and promotion of education are carried out on an annual basis and plan period basis. CDEOs are responsible for implementing the programs at the grass roots levels and reporting to the MOE the status of the facilities. They are also expected to take a lead role in informing the general public of availing educational opportunities. In sum, they are the stakeholders who see education in action in the field.

A *Gewog* is the smallest unit of Bhutan's political set up, which is made up of several households and villages. *Gewogs* not only differs in their sizes but also the number of *Gewogs* that make up a district ranges from 4-16. Since the beginning of the 9th Five Year Plan (2002-2007) people at the grass root level began to have some say in the development activities. Development of physical facilities and maintaining them are the main responsibilities of the stakeholders at the *Gewog* level. The government policy is that all 205 *Gewogs* of the country should have at least a school. This government policy has been achieved and some *Gewogs* have as many as five schools. The *Gewog* administration thus has important responsibilities in educational matters. Schools have to route the *Gewog* leaders to the District Education Officer with regards to physical facilities management of schools (Ministry of Education, 2006).

# 2.2 Education system, finance and its recent reforms

Bhutan has adopted a 7 year primary education cycle followed by 6 years of secondary education leading to tertiary education. The basic education level has been defined to include 11 years of free education (Primary +4 years of secondary or until the end of Grade X). For most schools, the formal structure is 7+2+2+2. That is, seven years of primary education, two years of lower secondary, two years of middle secondary, and two years of higher secondary school.

Table 2.1 Enrolment at a glance

<b>Education level</b>	Net Enrolment Rate (NER)	Gross Enrolment Rate (GER)	Total schools	Total students
Primary Education (PP-VI)	95.2%	112.0%	332	45,714
Basic Education (PP-X)	96.5%	109.8%	149	84,342
Higher Secondary (XI-XII)		79.0%	58	39,034
Sub- Total			539	1,69,090
Extended Classrooms (PP-III)			96 (included in sub-total)	2,312
Grand Total			539	1,71,402

Source: Ministry of Education, Annual Education Statistics (2015, pp. 13-16).

Table 2.1 shows the success of education in Bhutan at a glance. Children begin their schooling at the age of six years when they enter the first year of primary, known as Pre-Primary (Class PP). When a child completes his/her basic education, Grade X, the child is expected to be 17 years of age. With 85,342 (49%) students a large majority of student population is in Lower and Middle secondary education levels (PP-X). However, there is a sharp drop of students continuing in higher secondary. One of the reasons is that only about 60% of Grade X graduates get into government schools in Grade XI, and as a result some students drop out or go to study in private schools in Bhutan or elsewhere outside Bhutan.

The Royal Government of Bhutan (RGoB) considers the education sector as the key agency to address the critical shortage of human resources in the country. Therefore, the education sector has continued to receive a major share of the government budget since the launch of the First Five Year Plan in 1960s. The proportion of the education budget within the government budget in all five year plans periods has continued to be around 10%.

The RGoB and the Ministry of Education (MoE) have been constantly reviewing education system in a drive to transform and make it relevant to the needs of time and as a member of global community. One such move is in the form of developing a strategic education master plan for the next twenty years. Since 2000, the education sector has been working on the task of framing a strategic plan or framework for education following the Vision 2020 document called: "Education Sector Strategy: Realising the Vision 2020". It is an articulation of the goals and processes for achieving Bhutan's aspirations in the education sector, as part of the wider development initiatives toward becoming a progressive sovereign nation.

Some of the systemic reforms include granting autonomous status to Royal Education Council (REC) and BCSEA. The REC is mandated to research and develop curriculum for schools including

pedagogy, the delivery of it. On the other hand BCSEA's sole mandates include assessment and examinations. However, formulation of policy, teacher and human resource development, resource mobilization and infrastructural development is the responsibilities of the MoE. Another major reform is granting autonomy to some of the secondary schools to manage their schools. Some of the activities include signing of Annual Performance Agreement (APA) with the concerned authority. One of the most prominent reforms (re-reform) has been the introduction of Central School System. Students who study in these schools are provided free with boarding facilities, uniforms, and all basic necessities. As of 2016 there are 24 Central Schools and the ministry plans to surge to 60 by the end of 11th plan (2013-2018) (GNHC, 2013).

A recent initiative of the Ministry of Education is the development of "Bhutan Education Blue Print (2014-2024)". One of the most overarching propositions is to "Raise learning outcomes of students comparable to leading international standards". The shift asserts that "The principal goal of school education is to ensure excellence through "high student learning and achievement for all" by improving the overall effectiveness of learning and raising academic standards". Further, the aim is to ensure that all students graduating from the school system have the level of knowledge, skills, and values comparable to those students graduating from the leading systems in the world" (MOE, 2014, pp. 79). The system aspires to see the school graduates achieve high standards in learning, exhibit 21st century skills and apply the knowledge, skills, and values in their daily lives. Competencies of school graduates entail all academic subjects including Dzongkha.

# CHAPTER THREE

# DZONGKHA- THE NATIONAL LANGUAGE OF BHUTAN AND ITS BRIEF HISTORY

Dzongkha has traditionally served as the spoken vernacular of the royal courts, the military elite, educated nobility, governance and administration as far back as the twelfth century. It also played important role in the emergence of Bhutan as a modern state. Dzongkha constitutes a component of national identity and was a natural choice for the national language. Therefore, "In 1961 His Majesty King Jigme Dorji Wangchhuck decreed Dzongkha the national language of the Kingdom of Bhutan, thereby conferring official status to the role which Dzongkha had acquired in the course of Bhutanese history" (Driem, 1994, pp. 93).

Dzongkha is spoken as a *lingua franca* throughout the country and simultaneously it is the official language of the kingdom. Both Dzongkha and English are the administrative languages and media of formal education in Bhutan. Although Dzongkha began to be taught as a subject in schools since 1961 it was more of medium to explain because written curriculum contents and literature were still in *Choekey* (language of liturgy). It was only in 1971 the Dzongkha Division was set up in the then Department of Education to develop instructional materials in Dzongkha medium.

A number of initiatives has been taken to promote Dzongkha as a national language as shown in the Table 3.1 below.

Table 3.1 Initiatives to promote Dzongkha

Year	Milestones
1961	Royal decreed Dzongkha as the national language of Bhutan
1971	The Dzongkha Division was set up to develop instructional materials and the first one was the New Method Dzongkha Handbook
1986	Special Dzongkha Advisory Committee was established and for the first time a Dzongkha Dictionary was published
1989	Established Dzongkha Development Commission
1993	Royal Edict issued commanding Dzongkha be the medium of all formal discussions and meetings

Source: (DDC, 2012)

Since then Dzongkha development and promotional literature and instructional materials have been developed and the trend continues even today. Amongst other includes Dzongkha *Rabsel Lamzang*, An Introduction to Dzongkha, New Dzongkha Grammar, Manual of Spoken Dzongkha, Guide to Official Dzongkha Romanization, the Grammar of Dzongkha, and Dzongkha Language Workbook.

Furthermore, the "National Policy and Strategy of Dzongkha Development and Promotion" approved by the Government (Dzongkha Development Commission [DDC], 2012) contains a detailed policy statements and strategies. Some of the most pertinent ones are reproduced below.

- To include Dzongkha development and promotional activities as one of the prioritized and main activities in the functions of three branches of government, all ministries, agencies, Dzongkhags and Gewogs.
- The medium of discussion of the Parliament session of Bhutan, the Cabinet meetings and discussions, discussion of *Dzongkhag Tshogdu*, *Thromde Tshogde*. *Gewog Tshogde* and all other meetings, public speeches, presentations and reports should be carried out in Dzongkha. Even if there are foreigners present at such meetings they should be informed through translation.
- Continue to teach Environmental Studies and Dzongkha language in Dzongkha together with an English language and Mathematics subject from PP to III.
- Social Studies to be taught in Dzongkha.
- Dzongkha is now considered as one of the main subjects till Grade X, henceforth Dzongkha should be also considered as a main subject in all streams of higher secondary education.
- Introduce a Dzongkha *Rigzhung* stream as one of the elective streams in all higher secondary schools.
- For all kinds of studies after Grade XI including higher studies and training courses (bachelors and professional courses etc), Dzongkha subject should be included as a selection criteria.
- Introduce a Dzongkha subject in all the streams of pre university classes/ degree courses by 2015 and make it a compulsory subject.
- The Ministry of Education, Royal University of Bhutan, Royal Civil Service Commission and the Ministry of Labour and Human Resources should make Dzongkha as one of the main selection criteria for higher studies, professional courses and job training course both within and outside the country. (DDC, 2012, pp. 16-34).

Therefore, the Royal government's position in terms of policy, strategies and implementing agencies at various are clearly elucidated.

# CHAPTER FOUR

## **METHODOLOGY**

#### 4.1 Introduction

This chapter presents the methodology used to analyze data related to comparability study of grade X students' performance in Bhutan Certificate for Secondary Education (BCSE) Dzongkha against their actual competencies in Dzongkha Reading and Writing – 2015.

The NEA 2015 had 1666 (817 males and 849 females) students who participated both in test and filling up questionnaires. Some 74 teachers and 55 parents also participated. The number of students for BCSE ranged 11,258 (5428 males and 5830 females) (2015), 1411 (663 males and 748 females) (2014) and 988 (519 males and 469 females) (2013). Due to inconsistent records in the main data the number of males and females varied. However, a significant number of students did participate.

The study used a number of demographic variables including gender, age, region, rural-urban, parents' occupation, walking time between schools and home, so forth. Attitudinal and managerial data included interest in Dzongkha, employment scope, available of reading materials, teaching learning materials, teaching effectiveness, and support at home, curriculum, parents' education level, mother tongue, and so on.

# **4.1.1 Reading Literacy Proficiency Scale**

The student scores in reading are grouped under six cognitive skill levels according to the scores obtained in each skill. The reading competency of each level has been interpreted as Level 6: Creating, Level 5: Evaluating, Level 4: Analyzing, Level 3: Applying, Level 2: Understanding and Level 1: Remembering. Descriptor for each level is presented in the main report.

# 4.1.2 Writing Literacy Proficiency Scale

The student scores in writing are grouped under six proficiency levels according to the score range given in "Dzongkha Reading and Writing Testing Framework". Level 6 is the highest and well developed proficiency and Level 1 being the least developed written skills. The students in this level cannot demonstrate or express even the most basic skills. Descriptor for each level is presented in the main report.

#### 4.2 Data used

The following data were used from BCSEA to carry out the analysis:

- a. BCSE test scores in Dzongkha I and II for 3 years (2015, 2014 and 2013)
- b. NEA 2015 test scores in Dzongkha
- c. NEA Questionnaires (Teacher, Student and Parent) data

# 4.3 What is a competency?

A competency is the capability to apply or use a set of related knowledge, skills, and abilities required to successfully perform "critical work functions" or tasks in a defined work setting. Competencies often serve as the basis for skill standards that specify the level of knowledge, skills, and abilities required for success in the workplace as well as potential measurement criteria for assessing competency attainment. The OECD's Definition and Selection of Competencies (DeSeCo) defined competencies as 'the ability to successfully meet complex demands in a particular context... the mobilization of **knowledge**, **cognitive** and **practical skills**, as well as **social and behaviour** components such as **attitudes**, **emotions**, **and values** and **motivations**' (Rychen & Salganik, 2003).

# 4.3.1 Competency and a Learning Outcome

Competencies define the applied skills and knowledge that enable people to successfully perform their work while learning outcomes are specific to a course of instruction. Competencies are a way to verify that a learner has in fact learned what was intended in the learning outcomes. Learning outcomes describe what the learner should be able to achieve at the end of a learning period. In short, outcomes say what we want the learners to know and competencies say how we can be certain they know it.

# 4.3.2 Reading and Writing Competency

Reading competency is the level of understanding a student has achieved in regards to written text. Whereas, writing competency is the level of understanding one has achieved in writing a piece of text. http://everydaylife.globalpost.com/reading-writing-competencies-17564.html

# 4.3.3 Actual Competencies in Dzongkha Reading and Writing

The actual competencies in Dzongkha Reading and Writing were assessed at two levels: competencies at Cognitive Levels and competencies at Literacy Proficiency Scales. The procedures are described below.

# 4.3.4 Competency Assessment Framework

Competency Assessment Framework given in **Table 4.1** below was used to analyze the test data.

**Table 4.1: Competency Assessment Framework** 

Tests	Reading	Mean	Writing	Mean	
	Competencies at cognitive level		Competencies at Literacy Proficiency Scales		
BCSE	Creating		Level 6		
	Evaluating		Level 5		
	Analyzing	Mean	Level 4	Mean	
	Applying		Level 3		
	Understanding		Level 2		
	Remembering		Level 1		
NEA 2015	Creating		Level 6		
	Evaluating		Level 5		
	Analyzing	M	Level 4	M	
	Applying	Mean	Level 3	Mean	
	Understanding		Level 2		
	Remembering		Level 1		

# 4.3.5 Assessing Writing Competency (NEA and BCSE)

In Dzongkha NEA 2015, the writing test had an essay writing worth 20 marks and other items in grammar worth 15 marks totaling 35 marks. The types of items used in grammar portion were multiple choices and short answer questions.

Similarly, in BCSE, the question pattern followed that the writing test was in Paper I and had an essay writing worth 25 marks and other items in grammar worth 25 marks totaling 50 marks. The types of items used in grammar portion were multiple choices; fill in the blanks and editing. Refer (Table 5.1, ANNEXURE 5).

The total scores in the writing test of students were grouped under six literacy proficiency scales as given in **Dzongkha Reading and Writing Testing Framework**. The percentage of students falling in each level indicated the competency in writing in the test. These percentages can be regarded as a benchmark or standard attained by students in a writing test conducted in a particular year **(Table 4.2)** below.

Table 4.2: Actual Competency in Literacy Proficiency in WRITING

Scores	Literacy Proficiency Indicators	% of actual score in Writing NEA Dzongkha 2015 (FM=35)	% of actual score in Writing BCSE Dzongkha 2015 (FM=50)	% of actual score in Writing BCSE Dzongkha 2014 (FM=50)	% of actual score in Writing BCSE Dzongkha 2013 (FM=50)
C	Students at this level have excellent use of language and expressions.  They can respond to all items appropriately using broad, well-developed thinking and reasoning skills. They can communicate their interpretations and reasoning with good justifications. They use a range of vocabulary.				
61 – 80	Students at this level have good use of language and expressions with some minor grammatical errors. They can extract relevant information from a single source and make use of a single representational mode; employ basic procedures and make literal interpretations of the results. They can respond to items using critical thinking skills.				

Students at this level have fairly good use of language and expressions with minor grammatical errors. They can interpret situations that require no more than direct inference.	Students at this level can answer questions involving familiar contexts where all relevant information is present and the questions are clearly defined. Their language and expressions is fairly good.	Students at this level have poor expression. They have problems with spelling and punctuation. They have limited choice of words and it's filled with grammatical errors.	Students at this level have major problems with the use of language and expressions. They cannot demonstrate or express even the most basic skills.	Overall mean
41 – 60	31 – 40	21 -30	0 - 20	
4	W	7	-	

National Education Assessment Framework (2014), BCSEA

# 4.3.6 Assessing Reading Competency (NEA and BCSE)

In Dzongkha NEA 2015, reading test had a comprehension passage worth 16 marks and a poem worth 19 marks totaling 35 marks. Types of items used were multiple choices and short answer.

Similarly, in BCSE, the question pattern followed that the reading test was in Paper II (Reading and Literature) and had a passage worth 20 marks and a poem worth 20 totaling 40 marks. The types of items used were multiple choices, short response and extended response questions refer (Table 5.2, ANNEXURE 5).

All the items were grouped under various thinking levels as specified in the test specification given in **Dzongkha Reading and Writing Testing Framework**. The total scores for each level were worked out by grouping the items falling under same level from raw scores of the reading test. The actual percentage of score in each level was worked out then. The percentage of students falling in each level indicated the competency in reading in the test. The descriptors of each level are as per the Bloom's Taxonomy (http://www.nwlink.com/~donclark/hrd/bloom.html). These percentages can be regarded as a benchmark or standard attained by students in a reading test conducted in a particular year (**Table 4.3**) below.

Table 4.3: Actual Competency in Cognitive Skills in READING

Thinking levels	Cognitive Areas		% of actual score in Reading NEA Dzongkha 2015 (FM=35)	Dzongkha	% of actual score in Reading BCSE Dzongkha 2014 (FM=40)	% of actual score in Reading BCSE Dzongkha 2013 (FM=40)
6	Creating	Able to put together parts or elements to form a new whole.				
5	Evaluating	Able to judge and defend the value of ideas, materials or products.				
4	Analyzing	Able to break down an idea into its constituent parts.				
3	Applying	Able to use information in new situations or to solve a new problem. The use of knowledge.				
2	Understanding	Able to understand the information being communicated without relating it to other material or ideas.				
1	Remembering	Able to recall the information				
		Overall Mean				

# 4.4 Questionnaires

Three questionnaires: Teachers, Student and Parents were used. The teacher questionnaire had 28 items, student questionnaire 32 items and parent questionnaire 12 items. There were no open ended questions requiring qualitative analysis. The questionnaire specifications were as follows.

**Table 4.4: Questionnaire Specifications** 

Teacher Questionnaire		acher Questionnaire Student Questionnaire		Parent Questionnaire		
Items	Labels	Items	Labels	Items	Labels	
1	School Level		Biographical details	1	Gender	
2	Type of school	1	Age	2	Home language	
3	Gender	2	Village language	3	Study facilities	
4	Age	3	Parent Occupation	4	Parent literacy	
5	Academic Q	4	Change of school	5	Parental support	
6	Prof Qualification	5	Govt/Private	6	Enquire about school study	
7	Studied at	6	Time to walk to school	7	Talk about school routine	
8	Imp Stud Perf	7	HW time table by parents	8	Reason to admit in school	
9	Teach Exp	8	Have study room	9	Yearly meeting with Dz Lop	
10	Teach Exp X	9	Parent enquire about study	10	Agree with decline in Dz	
11	Attend Wkshp	10	Tell parent about school routine	11	Child's main prob with Dz	
12	How many times	11	Speak Dzongkha at home	12	To improve read & write-need	
13	Useful?	12	Speak at school			
14	Weekly teaching hrs	13	Dzongkha reading materials			
15	Teaching other subjects?		Part II: Dzongkha Reading			
16	What teaching	14	Is Dzongkha enjoyable			
17	Weekly hrs planning	15	Reasons not enjoyable			
18	Hrs spend in strands	16	Reasons enjoyable			
19	Teaching activities used	17	Know teachers' intention to improve			
20	Topics in syllabus	18	Teacher tell you about your competency			

21	Content coverage	19	Teachers regularity (presence)		
22	Weekly HW	20	Stay till end of lesson		
	HW Correct	21	Types of parental support		
24	Areas for training	22	Learning environment		
25	Problems in teaching	23	Support from school management		
26	Dz Down agree	24	After school Dz Study time		
27	Stud problem	25	Weekly HW		
28	Hw to imp read & writ	26	Weekly HW correction		
		27	Learning reading		
		28	Learning writing		
		29	Use of dictionary		
		30	Monthly books reading		
_		31	Most diff lang skill		
		32	Imp teaching area		

# 4.5 Software Used

Statistical Package for Social Science (SPSS) software was used to analyze test and questionnaire data. QUEST software was used to analyze the multiple choice items.

# CHAPTER **FIVE**

# FINDINGS, DISCUSSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter has four subsections: a) National Education Assessment Dzongkha grade X 2015, b) Bhutan Certificate of Secondary Education (BCSE), c) Comparative findings: NEA and BCSE and d) Challenges and issues involved in conducting assessments. Each section presents the findings, discussions and recommendations.

# 5.2 Findings

# 5.2.1 National Education Assessment Dzongkha grade X 2015

In a large scale survey of this kind, there are lots of findings. This sub-section will present the findings of grade X Dzongkha National Education Assessment 2015, BCSE 2015, 2014 and 2013. The technical details are in **ANNEXURES**. The following response rates were achieved for the various instruments developed for NEA 2015 and BCSE 2013, 2014, 2015.

**Table 5.1: Tests & Instruments** 

Tests & Instruments	Responses
Dzongkha teacher questionnaire	74
Parent questionnaire	55
Student questionnaire	1669
Dzongkha test	1666
Students doing both tests and questionnaire	1660
BCSE 2015: Dzongkha WRITING	11258
BCSE 2014: Dzongkha WRITING	1411
BCSE 2013: Dzongkha WRITING	988
BCSE 2015: Dzongkha READING	11293
BCSE 2014: Dzongkha READING	1333
BCSE 2013: Dzongkha READING	978

#### **5.2.1.1** Student Ouestionnaire

A summary of findings is presented below. The details are in **ANNEXURE 1.** 

- Most of the students (75.8%, N=1669) were in the age range 16 to 18 years.
- 31.3% (N=1656) of the students had Sharchopkha as their mother tongue followed by 25% Dzongkha.

- Most of the students' fathers were farmers, followed by civil servants.
- While most of the mothers were also farmers, 11.1% (N=1532) were engaged in business.
- 60.73% of the students studied in government schools and 39.27% in private schools.
- 36.7% of the students walked 15 minutes to reach school while 7.2% even walked between 45 minutes to one hour.
- Though parents gave guidance and counseling to their children, most parents do not seem to give tutorials and help with the homework. Parents seem to give enough study time to their children but they seldom provided learning resources and meet teachers.
- 66.3% (N=1672) of the students spoke Dzongkha in schools.
- All the students seem to have at least some Dzongkha reading materials at home.
- The students found Dzongkha interesting.
- Students found Dzongkha interesting because it is a compulsory subject, has songs and dances, is different from other languages and is a national identity.
- 80% (N=1675) responded that the teachers have great expectations from them to improve in Dzongkha.
- Only 48.5% (N=1674) of the teachers told students about the importance of Dzongkha.
- Though majority of students read Dzongkha after school hours, 31.7% (N=1670) could not read at all.
- While most teachers gave home work 3-4 times a week, some did not give home work at all.
- Frequency of giving home work and correction seem to match.
- Most students learnt reading skills only sometimes.
- Similarly, most students learnt writing skills sometimes.
- 7.4% of the students did not read any books in a month; others read 1 to more than 3 books a month.
- The students seem to find writing the most difficult language skill.
- For students, grammar was the most important topic followed by Gelse Laglen.
- In the trial examination, majority of the students scored between the score range 51 to 60.

#### 5.2.1.2 Discussion

The students mostly came from the rural background and so the tendency to have over-aged students in class X is overwhelming. The rapid urbanization seems to have contributed to some under-aged students in the class. Use of Dzongkha is not extensive at homes. While government is putting efforts to improve the access of education there are still students walking long distances. The students walking 30-45 minutes are performing well in reading and those walking 15 minutes in writing.

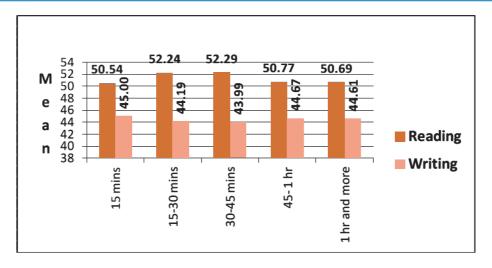


Figure 1: Walking Distance and Learning Outcome

The central school concept may take some time to bring tangible outcome. The parents give full attention and support to their children's education but they are unable to help children in family tutorials and meeting teachers to discuss problems. Dzongkha is extensively spoken in schools, the students have great interest in it and all homes have some Dzongkha reading materials.

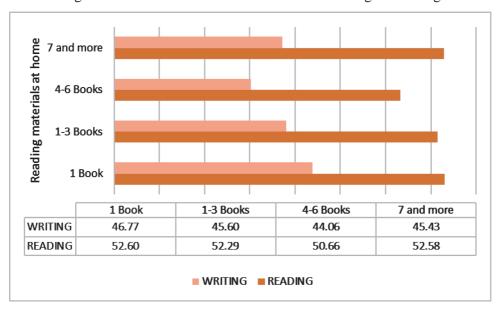


Figure 2: Reading Materials at Home and Learning Outcome

The teachers who have great expectations to improve Dzongkha, students seemed to be performing well.

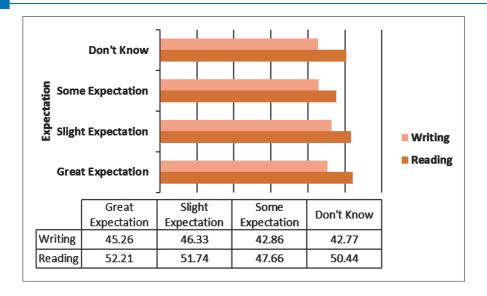


Figure 3: Teacher Expectation and Learning Outcome

Most students read Dzongkha at home but there were some who did not read at home at all.

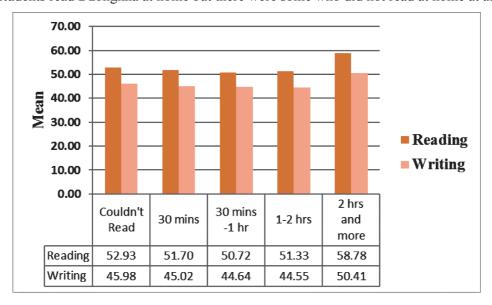


Figure 4: Reading After School and Learning Outcome

Students who were reading more than two hours at home seemed to be performing well in both reading and writing. While teachers frequently gave homework and corrected, the actual teaching of reading and writing skills was only done sometimes. The students find writing the most difficult task; they feel that grammar and Gelse Laglen are the most important topics.

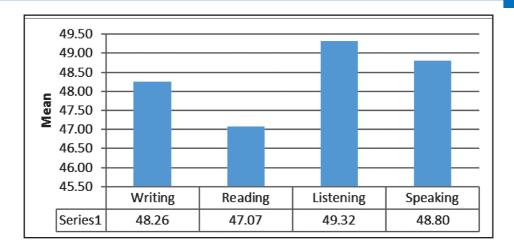


Figure 5: Language Skills and Learning Outcome

Though the trial examinations are not taken seriously in schools, the students mostly scored above average.

#### 5.2.1.3 Recommendations

- a) Favourable access to education should be the priority in the education plan.
- b) Schools should further work on enhancing parent teacher relationship.
- c) The teaching of reading and writing skills should be given top priority in schools.

# **5.2.2** Teacher Questionnaire

A summary of findings is presented below. The details are in **ANNEXURE 2.** 

- 45 middle secondary and 31 higher secondary schools participated in the survey.
- Out of 76 schools, 55 were government, 8 private and 13 central schools.
- Out of 73 teachers, 61 were male and 12 female.
- 36.5% (N=74) were between the age range 31 to 40.
- A half of the 74 teachers had B.Ed. Qualifications.
- Most teachers were graduates from Rigzhung Institute.
- More than 70% of the teachers had teaching experience 5 years and above.
- About 70% of the teachers had experience of 5 years and below in teaching Class X.
- Most teachers had attended in-service workshops.
- All the teachers had attended the training at least once.
- The trainings were found very helpful.
- 37% of the teachers taught more than 9 periods a week.

- Teachers generally seem to spend more than 3 hours in teaching writing in a week. Comprehension and speaking were taught between 2 to 3 hours.
- Teachers seem to feel that curriculum contents were alright.
- The teachers seemed to use various teaching methods but sometimes only. Lecture, activity and questioning were mostly used.
- Generally, teachers gave homework three times a week.
- Some of the most needed professional development areas were syllabus orientation, 21st century advanced teaching methods, information technology and values education.
- Challenges faced by teachers seem to be large number of students in the class, time constraint, school activities and additional responsibilities given to them.
- While 52.8% (N=72) of the teachers agreed that the Dzongkha standard is low, 25% disagreed and 22.2% reported they "cannot say".
- 47.9% of the teachers felt that students' major difficulty is in writing.
- To improve Dzongkha reading and writing four top most strategies teachers agreed were:
  - Give professional training to teachers,
  - Conduct frequent literary competitions,
  - Improve parental support, and
  - Make provisions for reading materials in the school.
- Generally, teachers found the BCSE Dzongkha papers alright.
- While only 20.3% of the teachers seem to feel that BCSE test performance matched the actual competency in reading and writing, 50% felt it does not match and 29.7% expressed "cannot say".

## 5.2.2.1 Discussion

The number of male Dzongkha teachers is dominant over females. The teachers in the survey were mostly with undergraduate qualifications and teaching experience of five years and more. All the teachers had professional development at least once. Teachers generally seem to spend more than 3 hours in teaching writing in a week. Comprehension and speaking were taught between 2 to 3 hours

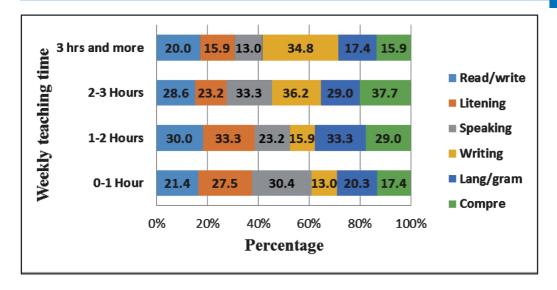


Figure 6: Weekly Time Spent in teaching language skills

The teachers seemed to use various teaching methods but sometimes only. Lecture, activity and questioning were mostly used.

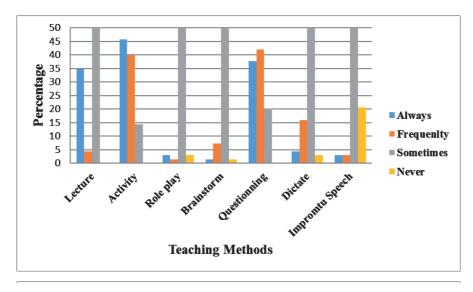
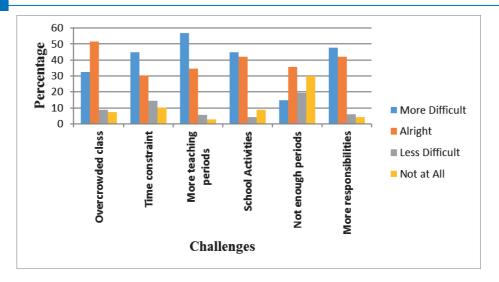


Figure 7: Teaching Methods Used

Frequency of giving homework and correction as reported by teachers was in line with what the students reported. The teachers felt that they require professional development on advanced teaching methods and information technology. Teachers' challenges with class size and time constraint still seems to linger in the system.



**Figure 8: Challenges Facing Teachers** 

Teachers have much concern on the low standard of Dzongkha and some of the strategies suggested were to give professional support to teachers, improve parental support and provide Dzongkha resources in schools.

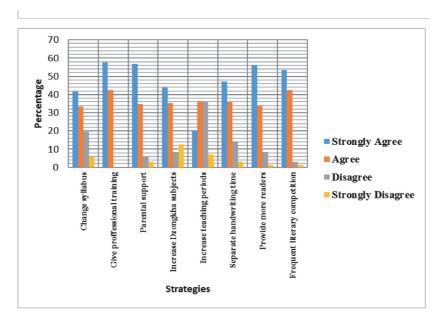


Figure 9: Strategies to improve reading and writing

Teachers also felt that BCSE test performance does not match students' actual competencies in reading and writing.

#### 5.2.2.2 Recommendations

- a) Teachers must be given intensive professional development training in teaching reading and writing skills.
- b) Schools should equip libraries with enough Dzongkha reading materials.
- c) Studies should be conducted to ascertain if competencies taught in schools match the actual application in real life.

# **5.2.3** Parent Questionnaire

A summary of findings is presented below. The details are in **ANNEXURE 3.** 

- Only 54 parents were surveyed of which 35 were male and 19 female.
- Parents mostly spoke Dzongkha at home.
- About 80% (N=55) of the parents were literate.
- More than 80% of the parents said that they have different kinds of reading materials available at home, 17% did not have any.
- In general, parents reported that they have reading materials, electricity, rooms and furniture, 40.9% did not have computers and internet connectivity.
- Parents seem to give learning support to their children.
- Majority of the parents felt that their children have some interest in Dzongkha learning.
- The reasons why children have less interest in Dzongkha were its difficulty and less scope for employment.
- Most parents seem to help their children in Dzongkha learning.
- Parents also seem to agree that their children have problems in writing and understanding Dzongkha.
- 62.3% of the parents (N=53) seem to feel that the standard of Dzongkha has gone down.
- On the strategies to improve Dzongkha, parents seem to have divided opinion over the changing of syllabus, providing teacher training and increasing the subject.

#### 5.2.3.1 Discussion

Though the number of parents was not representative, some of their views are important to consider. Parents seem to put all their efforts to support the learning of their children but some have limitations may be due to economic reasons. Time and again students and teachers expressed that the parental support is not satisfactory. Parents reported that children's interest in Dzongkha learning is somewhat hindered by lack of employment opportunities. Despite the effort to address the situation, the scenario will take some time to change it into a favorable condition. Parents also agree that the standard of Dzongkha is low; some of the strategies suggested were the revision of syllabus and diversified subject areas.

#### **5.2.3.2 Recommendations**

- a. While devising ways to address problems in Dzongkha, parents' views should also be considered.
- b. Dzongkha curriculum reform should consider parent participation.

### 5.2.4 Student Test

A summary of findings is presented below. The details are in **ANNEXURE 4.** 

- 50.96% (N=1666) female and 49.04% (N=1666) male students appeared the test.
- 42.74% of the parents of the students were farmers.
- Region-wise, nearly a half of the students were from the western region.
- The overall mean score in reading was 51.96% and in writing 45.28%. The performance in reading seems to be better than in writing.
- The overall test reliability was 0.87 (Cronbach's Alpha) with 39 items.
- In writing, the reliability was 0.50 with 13 items and in reading, 0.80 with 26 items.
- In both reading and writing and overall mean, females outperformed males.
- Region-wise, western region had the highest mean scores in both reading and writing compared to east and central.
- Students travelling 15 to 30 minutes to school seem to do better in reading and those travelling 15 minutes appear to be doing well in writing.
- Students having only one book at home were performing well in both reading and writing.
- Students having interest in Dzongkha did well in the subject.
- Higher the teacher expectations better the performance.
- More the students read after school hours better the performance.
- Students who never did weekly homework did well in both reading and writing. It is not very significant because the number of students who said this was small.
- Similarly students whose home works were never corrected weekly did well in both reading and writing. It is also not very significant because the number of students who said this was small.
- Students who sometimes did practice in reading skills seem to be good at reading.
- Students who never did writing skill practice seem to be good at writing. Again the percentage who said this was very small.
- Students' performance in essay writing indicated that they were fairly good at handwriting, use of synonyms, introducing the topic but very poor in creative thoughts and expressions.
- The correlation between reading and writing was 0.68.

#### 5.2.4.1 Discussion

The gender difference in number is not very significant but it is a healthy sign of increase in female participation in education. Females outperformed males in both reading and writing. The test as a whole was of moderate difficulty with about six items falling above 70% score and six items falling below 30% score. The distribution of items in the writing test is shown below.

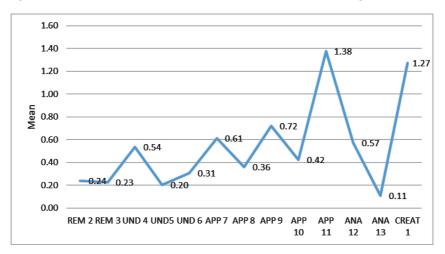


Figure 10: Distribution of test scores in writing

The distribution of items in the reading test is shown below.

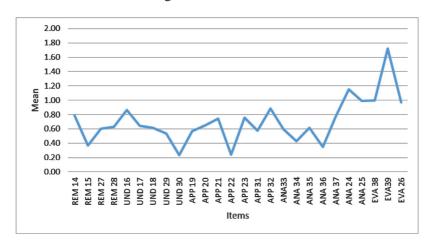


Figure 11: Distribution of items: Reading

More students from the western region participated in the study and their mean score was also high compared to other regions may be the location falling in the Dzongkha speaking area. Among the Dzongkhags, students from Wangdue performed the best in both reading and writing.



Figure 12: Dzongkha-wise Performance

The overall test reliability was very good in 39 item test. The test reliability was lower in writing compared to reading. Shorter the distance travelled to school better was the performance. Having reading resource at home also improved the language development. Teacher expectation, interest in subject, additional reading at home contributed to language learning.

Students' performance in essay writing indicated that they were fairly good at handwriting, use of synonyms, introducing the topic but very poor in creative thoughts and expressions. The students were asked to write an essay on only one topic. The topic was: Write an essay in about 250 to 300 words on the reasons why younger generation has low regards for teachers and parents these days.

The Pearson Correlation between reading and writing was 0.68 which is significant at 0.01 level.

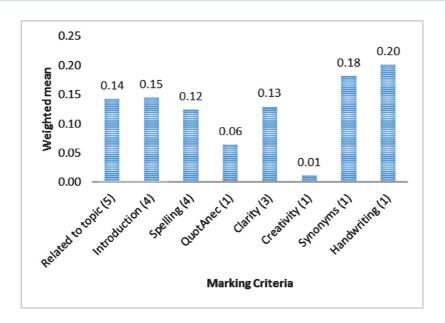


Figure 13: Performance in Essay Writing NEA 2015

Due to small number of respondents some of the findings were strange and skewed towards negative implications. The study is first of its kind at Class X and can be considered as a benchmark.

### 5.2.4.2 Recommendations

- a) The outcome of this study should be used as a benchmark for comparison in the future studies.
- b) Such studies should be mounted at a regular interval of time.

# 5.2.5 Bhutan Certificate of Secondary Education (BCSE)

A summary of findings is presented below. The details are in **ANNEXURE 5.** 

#### 5.2.5.1 BCSE 2015

- a) The overall mean score in writing was 50.50%.
- b) The writing test reliability was 0.74%.
- c) Males outperformed females in the writing test with the mean difference of 0.06.
- d) In writing competency, 57.40% (N=11044) of the students were at proficiency level 4. At this level students seem to have fairly good use of language and expressions with minor grammatical errors. They can interpret situations that require no more than direct inference.
- e) The overall mean in reading was 51.39%.
- f) The reading test reliability was 0.70.

- g) Male outperformed female in reading by mean difference of 0.23.
- h) In reading competency, 46% (N=11293) were at level 4 (analyzing) whereby students are able to break down an idea into its constituent parts.

#### 5.2.5.2 BCSE 2014

- a) The overall mean in writing was 55.68%.
- b) The writing test reliability was 0.45 with 10 items.
- c) Male outperformed female in writing.
- d) In writing competency, 60.00% (N=1342) of the students fell under proficiency level 4 whereby students seem to have fairly good use of language and expressions with minor grammatical errors. They can interpret situations that require no more than direct inference.
- e) The overall mean in reading was 49.12%.
- f) The reading test reliability was 0.45.
- g) Male outperformed female in reading also.
- h) The reading competency was better manifested by students being good at analytical and application skills.

#### 5.2.5.3 BCSE 2013

- a) The overall mean in writing was 57.19%.
- b) Male outperformed female.
- c) The writing test reliability is not very good (0.46).
- d) In writing competency, a majority of the students (58.19%) were at proficiency level 4.
- e) The overall mean in reading was 52.25%.
- f) The reading test reliability was good (0.71).
- g) In reading, girls had 0.75 mean differences more than boys.
- h) In reading competency, 31% of the students were at level 5 where they were able to judge and defend the value of ideas, materials or products.

# 5.2.5.4 Discussion

BCSEA has been conducting this public examination for more than a decade. The test is developed by pool of experienced teachers and moderated by subject specialists. Even though items are not pilot tested, the test reliability is found to be high. Every year the cohort of students appearing the examination is new and only a small percentage of the students repeat the examination. For this study, only selected items from Dzongkha Paper one and two pertaining to reading and writing were considered for analysis. For the available data, the samples taken for BCSE 2015 and 2014 were alright but for 2013, it was not statistically representative. Except in BCSE 2013 reading, the males performed better than females. Comparing 2015 NEA and BCSE performance makes

sense because at least the students were same though the tests were different. In BCSE 2014, 2013 and NEA 2015, both tests and students were different. So the comparative study on performance would paint a very rough picture on student's reading and writing competencies. Clustering the test scores around various proficiency levels and cognitive scales, a trend has emerged to indicate that the students' actual competencies in reading and writing are falling in levels 3 and 4 which is neither too good nor bad. Since, such an analysis was never done before this achievement can be treated as benchmark for future reference.

#### 5.2.5.5 Recommendations

- a) Such an analysis in BCSE language papers is a worthwhile exercise and should be done on an annual basis.
- b) A representative sample should be drawn for this purpose.
- c) Oral tests should be considered to assess various aspects of reading competency.

# 5.2.6 Comparative findings: NEA and BCSE

A summary finding is presented below. The details are in **ANNEXURE 5.** 

# 5.2.6.1 Writing means compared

- a. The performance of students was better in BCSE than in NEA.
- b. The best performance was in BCSE 2013.
- c. The mean difference between NEA 2015 and BCSE 2015 was 5.22 but was much greater compared to BCSE 2014 and 2013.

## 5.2.6.2 Reading means compared

- a) The performance of students was better in BCSE than in NEA.
- b) The best performance was in BCSE 2013.
- c) The mean difference between NEA 2015 and BCSE 2015 was only 0.57.
- d) The gender difference in performance revealed that males outperformed females in both reading and writing in BCSE 2014 and 2015 whereas females outperformed males in both reading and writing in NEA 2015 and BCSE 2013.

# 5.2.6.3 Actual Writing and Reading competencies compared

- a) Comparatively, both in NEA and BCSE, the students' writing competency was by and large at proficiency level 4. At this level, the students seem to have fairly good use of language and expressions with minor grammatical errors. They can interpret situations that require no more than direct inference.
- b) Comparatively, both in NEA and BCSE, the students' reading competency has clustered around level 4 (analyzing) and level 5 (evaluating).
- c) The 2013, standing seems to be not very normal.

d) Comparatively in reading, the test reliabilities are acceptable except for 2014 which is only 0.45. In writing, except BCSE 2015, other tests have poor reliability.

#### 5.2.6.4 Discussion

The overall performance was better in BCSE than in NEA in both reading and writing probably because BCSE is a high stake examination conducted annually and students take it seriously. Whereas Dzongkha NEA was conducted in 2015 for the first time and it is normally conducted only periodically.

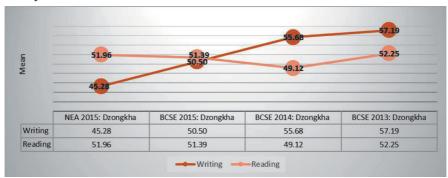


Figure 14: Reading and Writing Means Compared

The females outperformed males in both reading and writing in NEA 2015 which is consistent with the findings of NEA 2003 and 2007. The comparison of actual writing competencies revealed that both in NEA and BCSE, the students' writing competency was by and large at proficiency level 4, which meant that the students seem to have fairly good use of language and expressions with minor grammatical errors. They could interpret situations that require no more than direct inference.

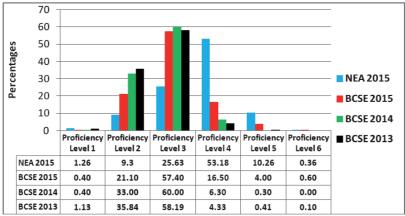


Figure 15: Actual Writing Competencies Compared

Similarly, in reading, the competency has clustered around level four (analyzing) which meant that the students were able to break down an idea into its constituent parts.

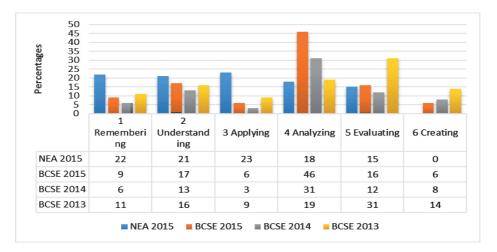


Figure 16: Reading Competencies Compared

The test reliability in reading is good but in writing, it is not satisfactory. The quality of test items, number of items in the test and standard sample required for the test seem to affect the test reliability.

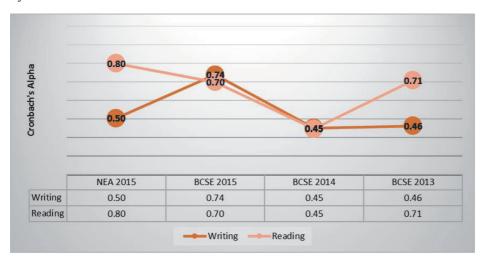


Figure 17: Test Reliability

#### 5.2.6.5 Recommendations

- a) A representative sample should be drawn in BCSE to conduct similar studies in future.
- b) Teaching of writing and reading skill in schools should be further enhanced so that students attain higher writing proficiency levels.
- c) The test development should consider pilot testing and item analysis to improve items.

## 5.2.7 Challenges and issues involved in conducting assessments

This section focuses on the challenges and issues involved in conducting assessments, collection of other education data, analysis and dissemination of such data, challenges in using evidences to influence policy decisions and the role of data collected related to the education outcomes and education quality in the context of the task assigned.

# 5.2.7.1 Challenges and constraints in conducting assessments: analysis of capacities available in designing and conducting of assessment.

Conducting large scale national education assessment requires specialized professional capacities for designing the survey, collecting and analyzing survey data. The task is not one time but extends over the period of several years. Lately, the mandate of BCSEA has broadened to handle both national assessment and conduct public examinations. The existing capacity requires further expansion if relevant human resource is available otherwise much of the work could be outsourced to expert agencies. In both the situation, the challenges are to find suitable experts to handle the tasks at BCSEA or availability of funds to carry out the studies.

Following are some of the observations related 2015 Dzongkha NEA, the details are in **ANNEXURES.** 

#### **Tests**

The test contained 39 items of which 29 items (9 items in writing and 20 items in reading sections) were multiple choice questions (MCQs). Among 9 items in the writing section, Items 2, 3 and 4 needed to be thrown away and rewrite completely for the next test as their discrimination indexes were below 0.20. Items 5, 6, 8 and 10 can be revised and used again as their discrimination indexes were between 0.20 to 0.40.

Similarly, in the reading section among 20 items, Item 22 needs to be completely rewritten, and items 15, 17, 18, 19, 20, 21, 28, 29, 30, 32, 33, 34 and 36 require revision for the next test.

On the use of item types, it is advisable to use a variety of items such as short answer, completion, matching etc so that the respondents do not feel monotonous.

## Questionnaires

The student, teacher and parent questionnaires were good but could be improved further by including anchor items which provide ample opportunities to compare views on similarities and dissimilarities, agreements and disagreements, likes and dislikes, frequencies etc. Some of the obvious items such as "Do you like Dzongkha? Are you interested in Dzongkha? could be avoided.

While correct data collection procedure is crucial to get authentic data, the data compilation procedures require systematic approach such as having standard formats for test and questionnaire data entry. The data punchers should be trained with dummy run of data entry formats. Thereafter, they should be constantly monitored to ensure correct data entry. Further data cleaning should eradicate any other anomalies and the analysis can be completed. The situation of conducting research is even more challenging in Dzongkha. The availability of related literature in Dzongkha is scanty. The use of software requires that all the data need to be translated into English.

#### Recommendations

- a) The existing capacity of BCSEA should be further expanded with relevant human resource in Dzongkha.
- b) Further research in Dzongkha reading and writing should be carried out.

5.2.7.2 Issues related to effective use of evidence in the policy making process: capacity available in resolving key issues and concerns in carrying out research, and notes to help advocacy efforts to bring about the needed policy changes in such key areas.

The main issue related to the effective use of evidence in the policy making process seems to be lack of a body of literature available in Dzongkha through various research conducted in various areas. The literature review in section 3 of the report indicated that among various policy statements and strategies to improve Dzongkha, nothing is mentioned about the promotion of research activities in Dzongkha. The analysis of the current study points out the need to look at areas where such challenges could be addressed.

#### Recommendations

- a) BCSEA should bring the relevant issues in the forefront of the policy makers as and when the opportunities arise.
- b) Research activities in Dzongkha should be one of the strategies to collect evidences to improve Dzongkha.

#### Recommendation

a) BCSEA should investigate if schools, Dzongkhags and the Ministry of Education use evidences from data analysis while monitoring the learning outcomes of students.

# 5.2.7.3 Issues related to coordination on data for assessments between line ministries and other stakeholders

Coordination itself seems to be a major challenge between line ministries and other stakeholders. When it comes to the promotion of Dzongkha, probably all are equally responsible. But drawing a fine line for each is difficult. There is a lack of research in Dzongkha, so data is also scanty.

#### Recommendation

a) BCSEA should raise the issue of coordination in the appropriate fora.

# 5.2.7.4 Any socio-political or economic factors that may play a critical role in quality of student learning

Social, political and economic factors do play critical role in quality of student learning in general. The study finding indicated that socio-economic factors has some impact in the quality of student's learning achievements in Dzongkha. Some of the challenges particularly learning a language like Dzongkha could be diverse ethnic and linguistic groups, political will and poverty. But the policy documents clearly outline that there is a strong political will to promote Dzongkha as a national language. Though there are several dialects being spoken, they are not in the written form. Economic factors are improving with the speedy progress of the nation in all sectors.

#### Recommendation

a) BCSEA should launch awareness programs among stakeholders such as the Ministry of Education, DDC, REC and some selected schools by disseminating the findings and recommendations of this report so that the issues related to socio-political and economic factors that play critical role in the quality of student learning could be addressed.



# MAJOR RECOMMENDATIONS, POLICY IMPLICATIONS, WAY FORWARD AND CONCLUSION

#### **6.1 Introduction**

This chapter presents the major recommendations that emerged from the study. Twenty three recommendations were drawn from the findings of the study. Following thirteen major recommendations are grouped under five themes: a) Teacher Education, b) Research, c) Curriculum, d) BCSEA, and e) General for further follow up.

#### **6.2** Teacher Education

1) Teachers must be given intensive professional development training in teaching reading and writing skills.

#### 6.3 Research

- 1) Studies should be conducted to ascertain if competencies taught in schools match the actual application in real life.
- 2) Dzongkha NEA 2015 should again be conducted in the next three to five years.
- 3) Research activities in Dzongkha should be one of the strategies to collect evidences to improve Dzongkha.
- 4) Conduct a study to investigate if schools, Dzongkhags and the Ministry of Education use evidences from data analysis while monitoring the learning outcomes of students.

#### 6.4 Curriculum

- 1) Dzongkha curriculum reform should consider parent participation.
- 2) Oral tests in language should be initiated to assess various aspects of reading competency.
- 3) Schools libraries should be equipped with enough Dzongkha reading materials.

#### 6.5 BCSEA

- 1) The outcome of this study should be used as a benchmark for comparison in the future studies.
- 2) Analysis of reading and writing competencies in BCSE language papers should be done on an annual basis.
- 3) The existing human resource professional and technical capacity of BCSEA should be further developed to carry out large scale assessment.

4) BCSEA should launch awareness programs regarding Dzongkha development among stakeholders such as Policy makers, the Ministry of Education, DDC, REC and some selected schools by disseminating the findings and recommendations of this report so that the issues related to socio-political and economic factors that play critical role in the quality of student learning could be addressed.

#### 6.6 General

1) Schools should further work on enhancing parent teacher relationship.

## 6.7 Policy implications

The policy implications presented in the study concerns recognition and popularizing Dzongkha Language and assessment of policy in force.

# 6.7.1 Recognition of the language at the wider society in the country

The study found that the popularity of Dzongkha language in terms of its utility at various levels in the society is yet to be desired. It also appears that the Royal Decree issued in 1993 commanding the use of Dzongkha as the medium of all formal meetings and discussion is half-heartedly implemented. Therefore, there is a need to revisit the policy to ensure better and wider recognition of the national language.

# 6.7.2 Popularizing the use of Dzongkha in informal settings and businesses

The study revealed that Dzongkha is used (spoken) at home by only about one-third of the students. Other dominant languages (Sharchhopkha, Lhotshampkha, English, etc) are used at home. This suggests more languages other than Dzongkha are used in informal settings, business, entertainment, etc. Although this is natural in a multi-lingual society such situation invariably affects the popularity of national language. Therefore, there is a need to put in place policy objectives and implementation strategies to popularize the use of Dzongkha in many domains as possible.

# 6.7.3 Employment scope with Dzongkha background

One of the reasons for students having less interest in learning Dzongkha is associated to its less scope in employment in the real job market. Much has been said on this in any level of meetings but practically much is desired. Although it sounds a "tall order", but there is a need to formulate policy and strategies to introduce certain job-quota for people with Dzongkha background especially in Civil Service.

# 6.7.4 Rigorous follow up and streamlining the use of Dzongkha in selection criteria for employment

The standing government policy (DDC, 2012) is that all line ministries and employing agencies should make Dzongkha as one of the main selection criteria for higher studies, professional courses and job training course both within and outside the country. It is not clear how seriously the government order is followed by employing agencies. Therefore, there is a need to carry out a comprehensive assessment of the implementation of the policy in question and further streamline the use of Dzongkha as one of the selection criteria in all sectors (government, corporations, private).

#### 6.8 Way Forward

The study recommends three major activities as a "Way Forward".

## 6.8.1 Implementations of the major recommendations of the present study

- BCSEA to prepare action plan to implement the findings and recommendations,
- Convene stakeholders' meeting and discuss to take ownership of the recommendations,
- Dissemination of findings of the study.

## 6.8.2 Ways to making NEA a regular and more effective activity

- BCSEA to prepare medium term and long term plan to conduct NEA in key subject areas,
- BCSEA to make plans to conduct such assessment in BCSE Dzongkha annually,
- BCSEA to consider resources needs (HR, Finance, etc) particularly Dzongkha, and
- BCSEA can consider outsourcing assessment activity.

#### **6.8.3 Toward Transformative Assessment**

- BCSEA to take the lead in hosting brain storming sessions, workshops, seminars to discussing 21st Century and Transformative Assessment,
- Initiate discussion to moving toward "Virtual Assessment", and
- Work toward partnership and collaboration with renowned education boards/council in assessment such as PISA, TIMMS, PIRLS, Cambridge and IB in addition to existing partnering institutions.

#### 6.9 Conclusion

The study has delved into comparing Grade X students' performance in the public examinations, Bhutan Certificate of Secondary Education (BCSE) results against their actual competencies in reading and

writing in Dzongkha that is tested through National Education Assessment (NEA) 2015. While BCSE results of three years, 2013, 2014 and 2015 were considered, the NEA had only for one year, 2015. Having to compare three results with three groups of students, different sets of teachers and circumstances and different sets of tests would have affected the comparability of the results and performance. However, the study of this kind has been a worthwhile exercise.

The comparative analysis revealed some trends in that the students performed better in BCSE in all three years compared to NEA 2015. Further comparative analysis showed that both in NEA and BCSE, the students' writing competency were by and large at proficiency level 4. This indicates the students have fairly good use of language and expressions with minor grammatical errors. They can interpret situations that require no more than direct inference. Insofar as the reading competency was concerned they seem to cluster around level 4 (analyzing) and level 5 (evaluating).

The study proposed some recommendations pertaining to reading, writing, and policy implications. Teaching-learning strategies and assessment practices in Grade X Dzongkha should consider attaining higher level of competency. Oral tests may be considered to assess various aspects of reading competency. In the same vein Dzongkha learning environment in schools should be improved by providing more Dzongkha language learning resources and teachers' professional development. Insofar as the writing is concerned there is a need for concerned stakeholders including the Royal Education Council, Ministry of Education and BCSEA to come up with innovative approaches to teaching writing Dzongkha and also assign more time practising writing.

The study also makes recommendations that would require multi-sectoral participation. Among others, recognize Dzongkha in the wider society, its use be made in many domains, revisit and reinforce royal decree and government policy directions issued on the promotion and use of Dzongkha.

Factors external to classroom teaching learning seem to play significant roles in the actual literacy-reading and writing competency. With the coming together of all stakeholders and addressing issues and challenges much superior competency and proficiency is attainable.

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# **APPENDICES**

# **ANNEXURE 1: STUDENT QUESTIONNAIRE FINDINGS**

Following are the findings from the student questionnaire.

# **Demographic information**

Table 1.1: Age

	Frequency	Percent
12-15 Years	154	9.2
16-18 Years	1265	75.8
19-21 Years	239	14.3
22 and above	11	0.7
Total	1669	100

Most of the students (75.8%, N=1669) were in the age range 16 to 18 years.

**Table 1.2: Mother Tongue** 

	Frequency	Percent
Sharchopkha	518	31.3
Dzongkha	414	25
Lhotshamkha	357	21.6
Khenkha	174	10.5
Other Language	69	4.2
Bumthangkha	68	4.1
Choecha Ngacha Kha	55	3.3
X	1	0.1
Total	1656	100

31.3% (N=1656) of the students had Sharchopkha as their mother tongue followed by 25% Dzongkha.

**Table 1.3a: Fathers' Occupation** 

Occupation	Frequency	Percent
Farmer	897	56.5
Civil Service	242	15.2
Army	140	8.8
Private	89	5.6
Business	82	5.2
Others	53	3.3
Monk	24	1.5

NWF	20	1.3
Corporation	15	0.9
Local Govt.	14	0.9
CSO	6	0.4
MP	3	0.2
<b>International Organization</b>	2	0.1
Total	1587	100

Most of the students' fathers were farmers, followed by civil servants.

**Table 1.3b: Mothers' Occupation** 

Occupation	Frequency	Percent
Farmer	1062	69.3
NWF	11	0.7
Civil Service	67	4.4
Business	170	11.1
Army	5	0.3
CSO	4	0.3
Corporation	10	0.7
Local Govt.	14	0.9
Monk	9	0.6
Private	27	1.8
Others	153	10.0
Total	1532	100

While most of the mothers were also farmers, 11.1% (N=1532) were engaged in business.

**Table 1.4: Scholarship** 

	Frequency	Percent
Government	993	60.73
Private	642	39.27
	1635	100.00

60.73% of the students studied in government schools and 39.27% in private schools.

# Other variables affecting Dzongkha learning

Table 1.5: Walking time to school

	Frequency	Percent
15 mins	299	36.7
15-30 mins	217	26.7
1 hr and more	129	15.8
30-45 mins	110	13.5
45- 1 hr	59	7.2
Total	814	100

36.7% of the students walked 15 minutes to reach school while 7.2% even walked between 45 minutes to one hour.

Table 1.6: Parental Support for Dzongkha Learning

		Always	Frequently	Sometimes	Never
Q. No		Percent	Percent	Percent	Percent
5.1	Give Guid/Counsel	59.2	21.1	19.1	0.6
5.2	Give work and learn	9.5	10.5	34.2	45.8
5.3	Help HW	24.9	8.8	33.8	32.5
5.4	Meet teachers	19.2	9.5	60.0	11.4
5.5	Provide resources	23.5	11.9	49.2	15.4
5.6	Give study time	58.6	9.7	23.2	8.5

Though parents gave guidance and counseling to their children, most parents do not seem to give tutorials and help with the homework. Parents seem to give enough study time to their children but they seldom provided learning resources and meet teachers.

**Table 1.7: Speak Dzongkha in School** 

	Frequency	Percent
Always	1109	66.3
Frequently	488	29.2
Sometimes	66	3.9
Never	8	0.5
X	1	0.1
Total	1672	100

66.3% (N=1672) of the students spoke Dzongkha in schools.

Table 1.8: How many Dzongkha Readers

	Frequency	Percent
1 Book	167	10
1-3 Books	782	46.9
4-6 Books	415	24.9
7 and more	302	18.1
E	2	0.1
Total	1668	100

All the students seem to have at least some Dzongkha reading materials at home.

Table 1.9: Is Dzongkha interesting?

	Frequency	Percent
Yes	1496	91.55
No	138	8.45
	1634	100.00

Of course the students found Dzongkha interesting.

Table 1.10: Why Dzongkha not interesting?

Q.No	Reasons	<b>Strongly Agree</b>	Agree	Disagree	<b>Strongly Disagree</b>
		Percent	Percent	Percent	Percent
8a.1	Difficult reading	23	42	23	12
8a.2	More Choeky	26	38	24	12
8a.3	Emp opp less	24	30	25	21
8a.4	Writing difficult	22	37	26	15
8a.5	No teaching method	10	18	39	34
8a.6	No Ref Mat	16	32	32	20
8a.7	Fewer Vocab	11	21	36	33

More than half of the students agree that Dzongkha reading and writing are difficult, more Choekey and has fewer employment opportunities.

Table 1.11: Why is Dzongkha interesting?

		Strongly Agree	Agree	Disagree	Strongly Disagree
Q. No	Reasons	Percent	Percent	Percent	Percent
8B.1	Being Compulsory Subject	53.3	34.6	7.5	4.4
8B.2	Songs and dances	30.3	52.1	13.1	4.5
8B.3	Different from other languages	42.7	33.8	16.5	7.0
8B.4	National Identity	70.0	19.9	5.4	4.6
8B.5	More Vocabulary	16.4	42.5	30.7	10.3
8B.6	National Language	18.6	24.1	33.9	23.3
<b>8B.7</b>	Having choekey	18.2	40.9	26.2	14.6

Students found Dzongkha interesting because it is a compulsory subject, has songs and dances, is different from other languages and is a national identity.

Table 1.12: Teacher Expectation to improve Dzongkha

	Frequency	Percent
<b>Great Expectation</b>	1340	80
Slight Expectation	242	14.4
Some Expectation	44	2.6
Don't Know	49	2.9
Total	1675	100

80% (N=1675) responded that the teachers have great expectations from them to improve in Dzongkha.

Table 1.13: Do teachers tell about the importance of Dzongkha?

	Frequency	Percent
Always	812	48.5
Frequently	468	28
Sometimes	378	22.6
Never	15	0.9
G	1	0.1
Total	1674	100

Only 48.5% (N=1674) of the teachers told students about the importance of Dzongkha.

Table 1.14: School support for Dzongkha learning.

		Always	Frequently	Sometimes	Never
Q.No		Percent	Percent	Percent	Percent
11.1	School give support	34.2	18.4	39.3	8.1
11.2	Improve teaching method	21.9	26.9	44.2	7.0
11.3	Give guidance	51.6	25.7	20.7	1.9
11.4	Provide learning resources	22.1	16.8	48.4	12.7
11.5	Improve learning environment	52.3	14.6	20.9	12.1

To support Dzongkha learning the schools seem to improve learning environment and provide guidance but sometimes provided resources and improve teaching methods.

Table 1.15: Read Dzongkha after school hours

	Frequency	Percent
Couldn't Read	529	31.7
30 mins	694	41.6
30 -1 hr	339	20.3
1-2 hrs	99	5.9
2 and more	7	0.4
X	1	0.1
Total	1670	100

Though majority of students read Dzongkha after school hours, 31.7% (N=1670) could not read at all.

Table 1.16: Weekly Home work

	Frequency	Percent
Always	334	20
3-4Times	702	42
2-3 Times	493	29.5
1 Time	123	7.4
Never	18	1.1
Total	1670	100

While most teachers gave home work 3-4 times a week, some did not give home work at all.

Table 1.17: Weekly homework correction

	Frequency	Percent
Always	1	0.1
3-4 Times	432	25.9
2-3 Times	470	28.1
1 Time	377	22.6
Never	45	2.7
Total	1670	100

Frequency of giving home work and correction seem to match

Table 1.18: Learning reading skill

	Frequency	Percent
Always	377	22.74
Sometimes	1236	74.55
Never	45	2.71
Total	1658	100.00

Most students learnt reading skills only sometimes.

**Table 1.19: Learning writing skill** 

	Frequency	Percent
Always	640	38.51
Sometimes	989	59.51
Never	33	1.99
Total	1662	100.00

Similarly, most students learnt writing skills sometimes.

Table 1.20: Monthly book reading

	Frequency	Percent
Never read	124	7.4
1 book	342	20.5
2 books	446	26.7
3 books	371	22.2
3 books and more	384	23
L	1	0.1
Total	1668	100

7.4% of the students did not read any books in a month; others read 1 to more than 3 books a month.

Table 1.21: Most difficult language skill

	Frequency	Percent
Writing	1039	62.82
Reading	259	15.66
Listening	185	11.19
Speaking	171	10.34
Total	1654	100

The students seem to find writing the most difficult language skill.

**Table 1.22: Importance of topics** 

Q.No		Very Important	Important	Little Important	Not Important
		Percent	Percent	Percent	Percent
19.1	Grammar	82.7	15.6	1.3	0.4
19.2	Essay	38	55.7	5.7	0.6
19.3	Letter writing	36.8	46.4	14.6	2.2
19.4	Poetry	31.6	50.5	15.1	2.8
19.5	Story	38.8	47.3	12.5	1.4
19.6	Gelse laglen	73.3	20.1	4.9	1.8

For students, grammar was the most important topic followed by Gelse Laglen.

**Table 1.23: Trial examination score** 

Score range	Frequency	Percent
91-100	18	1.4
81-90	51	3.9
71-80	117	9.0
61-70	269	20.7
51-60	382	29.4
41-50	294	22.6
31-40	134	10.3
30 and below	34	2.6
Total	1299	100

In the trial examination, majority of the students scored between the score range 51 to 60.

# STUDENT QUESTIONNAIRE AND TEST RESULTS COMPARED

The tables, graphs and comments below summarize key results of the analysis of the test instruments and the student questionnaire.

The following response rates were achieved for the various instruments developed for this study.

Table 1.24: Instrument employed and responses

Instruments	Responses
Dzongkha teacher questionnaire	74
Parent questionnaire	55
Student questionnaire	1669
Dzongkha test	1666
Students doing both tests and questionnaire	1660

Table 1.25: Walking distance and learning outcome

WALKING TIME AND I OUTCOME		READING		WRITING	
WALKING TIME	N	Mean Std. Deviation		Mean	Std. Deviation
15 mins	294	50.54	16.22	45.00	12.21
15-30 mins	209	52.24 16.46		44.19	12.02
15-30 mins	108	52.29	17.48	43.99	11.32
45- 1 hr	59	50.77	13.52	44.67	11.30
1 hr and more	129	50.69 16.02		44.61	11.17
Total	799	51.26	16.23	44.57	11.79

Students travelling 15 to 30 minutes to school seem to do better in reading and those travelling 15 minutes doing well in writing.

Table 1.26: Dzongkha resources at home and learning outcome

	MATERIALS AND NG OUTCOME	READING		WRITING	
READERS	N	Mean	<b>Std. Deviation</b>	Mean	<b>Std. Deviation</b>
1 Book	167	52.60	16.60	46.77	12.66
1-3 Books	773	52.29	16.36	45.60	12.26
4-6 Books	412	50.66	15.78	44.06	11.80
7 and more	299	52.58	15.79	45.43	12.12
Total	1653	51.96	16.14	45.29	12.19

Students having only book at home were performing well in both reading and writing.

Table 1.27: Interest in Dzongkha subject and learning outcome

	DZONGKHA AND G OUTCOME	READING		READING WRITING	
INTEREST	N	Mean	<b>Std. Deviation</b>	Mean	<b>Std. Deviation</b>
YES	1482	52.19	16.18	45.39	12.24
NO	137	50.10	15.47	44.15	11.68
TOTAL	1619	51.93	16.15	45.26	12.20

Obviously, students having interest in Dzongkha do well in the subject.

Table 1.28: Teacher expectation and learning outcome

TEACHER EXPECT		R	READING	V	WRITING
EXPECTATION	N	Mean	<b>Std. Deviation</b>	Mean	<b>Std. Deviation</b>
Great Expectation	1327	52.21	15.92	45.26	12.21
Slight Expectation	240	51.74	16.93	46.33	11.88
Some Expectation	44	47.66	18.87	42.86	12.35
Don't Know	49	50.44	14.69	42.77	12.47
TOTAL	1660	51.97	16.13	45.28	12.18

Higher the teacher expectations better the performance.

Table 1.29: Reading after school and learning outcome

	READING AFTER SCHOOL AND LEARNING OUTCOME		READING	WRITING	
READING TIME	N	Mean	<b>Std. Deviation</b>	Mean	<b>Std. Deviation</b>
Couldn't Read	523	52.93	16.12	45.98	11.92
30 mins	688	51.70	15.65	45.02	12.03
30 mins -1 hr	336	50.72	16.93	44.64	12.80
1-2 hrs	99	51.33	15.93	44.55	12.11
2 hrs and more	7	58.78	14.08	50.41	7.73
TOTAL	1653	51.91	16.10	45.24	12.15

More the students read after school hours better the performance.

Table 1.30: Weekly homework and learning outcome

WEEKLY HOMEWORK AND LEARNING OUTCOME		I	READING	WRITING		
FREQUENCY	N	Mean	<b>Std. Deviation</b>	Mean	Std. Deviation	
Always	329	51.08	16.83	45.09	11.40	
3- 4 Times	698	51.61	16.09	44.94	12.47	
2-3 Times	488	52.35	15.73	45.25	12.25	
1 Time	122	54.06	15.60	47.20	12.14	
Never	18	54.45	14.39	47.62	11.24	
Total	1655	51.93	16.09	45.26	12.16	

Students who never did weekly homework did well in both reading and writing. It is not very significant because the number of students who said this was small.

Table 1.31: Weekly homework correction and learning outcome

WEEKLY HOMEWORK CORRECTION AND LEARNING OUTCOME		RE	CADING	WRITING	
FREQUENCY	N	Mean	Std. Deviation	Mean	Std. Deviation
Always	1				
3- 4 Times	428	50.91	16.00	44.38	11.74
2-3 Times	468	51.65	16.63	45.81	12.53
1 Time	374	53.19	14.64	45.49	11.27
Never	45	53.40	18.41	48.95	12.83
Total	1655	51.90	16.10	45.25	12.15

Similarly students whose home works were never corrected weekly did well in both reading and writing. It is also not very significant because the number of students who said this was small.

Table 1.32: Practice reading and writing skills and learning outcome

READING: PRACTICE READING SKILLS							
FREQUENCY	Mean	N	Std. Deviation				
Always	50.35	373	16.88				
Sometimes	52.39	1225	15.87				
Never	49.27	45	14.16				
Total	51.89	1643	16.10				

Students who sometimes did practice in reading skills seem to be good at reading.

Table 1.33: Frequency of writing practice

WRITING: PRACTICE WRITING SKILLS							
FREQUENCY Mean N Std. Deviation							
Always	45.60	629	12.58				
Sometimes	45.00	986	11.88				
Never	46.79	32	13.03				
Total	45.26	1647	12.18				

Students who never did writing skill practice seem to be good at writing. Again the percentage who said this was very small.

Table 1.34: Monthly reading and learning outcome

READING: MONTHLY READING							
FREQUENCY	Mean	N	<b>Std. Deviation</b>				
Never use to read	52.78	124	14.74				
Once	50.99	341	16.16				
Twice	52.35	441	16.02				
Thrice	51.36	368	16.66				
Three times or more	52.62	378	16.03				
Total	51.93	1652	16.11				

Again students who never read even once a month seem to have better performance in reading.

# **ANNEXURE 2: TEACHER QUESTIONNAIRE FINDINGS**

Table 2.1: School level				
	Frequency		Percent	
MSS		45	5	9.2
HSS		31	4	8.04
Total		76		100

45 middle secondary and 31 higher secondary schools participated the survey.

Table 2.2: Type of school			
	Frequency	Percent	
Govt. School	55	72.4	
Private School	8	10.5	
Central School	13	17.1	
Total	76	100	

Out of 76 schools, 55 were government, 8 private and 13 central schools.

Table 2.3: Gender				
	Students		Percent	
Male		61	83.6	
Female		12	16.4	
Total		73	100	

Out of 73 teachers, 61 were male and 12 female.

Table 2.4: Age			
	Frequency	Percent	
21-30	21	28.4	
31-40	27	36.5	
41-50	20	27.0	
51 and above	6	8.1	
Total	74	100.0	

Majority of the teachers 36.5% (N=74) were between the age range 31 to 40.

Table 2.5: Academic Qualification				
	Frequency		Percent	
Rigzung Class 10		4	5.6	
Rigzung Class 12		14	19.4	
<b>Under Graduate</b>		33	45.8	
Master		21	29.2	
Total		72	100	

The teachers had mostly under graduate degree.

<b>Table 2.6: Professional Qualification</b>				
	Frequency		Percent	
ZTC		9	12.2	
Bed.		37	50.0	
PGCE		20	27.0	
Med.		8	10.8	
Total		74	100.0	

A half of the 74 teachers had done B. Ed.

Table 2.7: Study place			
	Frequency	Percent	
Rigzung Institute	47	68.1	
ILCS	15	21.7	
Shedra	6	8.7	
Sherubste College	1	1.4	
Total	69	100	

Most teachers were graduates from Rigzhung Institute.

Table 2.8: Teaching Experience				
	Frequency	Percent		
1 Year	6	8.1		
1-5 Years	13	17.6		
5-10 Years	20	27		
10-15 Years	9	12.2		
15 and above	26	35.1		
Total	74	100		

More than 70% of the teachers had teaching experience 5 years and above.

Table 2.9: Teach Experience in Class X				
	Frequency		Percent	
1 Year		20	29.9	
1-5 Years		27	40.3	
5-10 Years		10	14.9	
10-15 Years		5	7.5	
15 and above		5	7.5	
Total		67	100	

About 70% of the teachers had experience of 5 years and below in teaching class X.

Table 2.10: Attended training				
	Frequency		Percent	
Yes		47	65.3	
No		25	34.7	
Total		72	100	

Most teachers had attended in-service workshops.

Table 2.11: How many times				
	Frequency	Percent		
1 Time	25	53.2		
2 Times	11	23.4		
3 Times	4	8.5		
4 Times	1	2.1		
4 and above	6	12.8		
Total	47	100		

All the teachers had attended the training at least once.

Table 2.12: Training helped?				
	Frequency	Percent		
Not Helpful	1	2		
Little Bit Helpful	16	32		
Very Helpful	33	66		
Total	50	100		

The trainings were found very helpful.

Table 2.13: Weekly teaching period						
	Frequency	Percent				
3-5 Periods	20	27.4				
5-7 Periods	22	30.1				
7-9 Periods	4	5.5				
9 and above	27	37.0				
Total	73	100				

37% of the teachers taught more than 9 periods a week.

Table 2.	Table 2.14: Weekly Time Spent in teaching language skills									
			0-1 Hour	1-2 Hours	2-3 Hours	3 and more	Total			
Q.No		N	Percent	Percent	Percent	Percent				
14.1	Reading	70	21.4	30.0	28.6	20.0	100			
14.2	Listening	69	27.5	33.3	23.2	15.9	100			
14.3	Speaking	69	30.4	23.2	33.3	13.0	100			
14.4	Writing	69	13.0	15.9	36.2	34.8	100			
14.5	Grammar	69	20.3	33.3	29.0	17.4	100			
14.6	Comprehension	69	17.4	29.0	37.7	15.9	100			

Teachers generally seem to spend more than 3 hours in teaching writing in a week. Comprehension and speaking were taught between 2 to 3 hours.

Table 2.15: Teaching Methods Used								
			Always	Frequently	Sometimes	Never	Total	
Q.No		N	Percent	Percent	Percent	Percent		
15.1	Lecture	69	34.8	4.3	60.9	0.0	100	
15.2	Activity	70	45.7	40	14.3	0.0	100	
15.3	Role play	68	2.9	1.5	92.6	2.9	100	
15.4	Brainstorming	69	1.4	7.2	89.9	1.4	100	
15.5	Questioning	69	37.7	42	20.3	0.0	100	
15.6	Dictation	69	4.3	15.9	76.8	2.9	100	
15.7	Impromptu Speech	68	2.9	2.9	73.5	20.6	100	

Most used teaching methods were activity and questioning. Lecture, role play, brainstorming, dictation and impromptu speeches were seldom used and some never used them at all.

16 f

Table 2.16: Curriculum Content									
			More	Alright	Fewer	Can't Say	Total		
Q.No	Content	N	Percent	Percent	Percent	Percent			
16 a	Gelse laglen	70	5.7	88.6	5.7	0.0	100		
16 b	Story	70	1.4	54.3	41.4	2.9	100		
16 c	poem	71	0.0	74.6	25.4	0.0	100		
16 d	Essay	70	1.4	82.9	12.9	2.9	100		
16 e	Spelling	70	1.4	54.3	44.3	0.0	100		

81.4

12.9

1.4

100

4.3

Teachers seem to feel that curriculum contents were alright.

Handwriting

70

Table 2.17: Weekly Home work							
	Frequency	Percent					
Always	7	9.7					
3 Times	48	66.7					
2 Times	14	19.4					
1 Time	3	4.2					
Total	72	100					

Generally, teachers gave homework three times a week.

Table 2.18: Home work correction							
	Frequency		Percent				
All		55		76.4			
Half		15		20.8			
Some Part		2		2.8			
Total		72		100			

6.4% of the teachers said that they corrected all the homework.

Table 2	Table 2.19: Areas of training								
			More	Average	Less	Not Needed	Total		
Q.No		N	Percent	Percent	Percent	Percent			
19.1	Syllabus orientation	69	79.7	15.9	4.3	0.0	100		
19.2	Questioning skill	69	49.3	33.3	13	4.3	100		
19.3	Evaluation skill	70	58.6	30	11.4	0.0	100		
19.4	Continuous Assessment training	69	37.7	44.9	14.5	2.9	100		
19.5	21 century method	70	78.6	15.7	4.3	1.4	100		
19.6	Information technology	69	72.5	21.7	4.3	1.4	100		
19.7	Values Education	70	54.3	30	14.3	1.4	100		
19.8	Clarification	69	40.6	36.2	17.4	5.8	100		

Some of the most needed professional development areas were syllabus orientation, 21st century advanced teaching methods, information technology and values education.

Table 2.20: Challenges								
			<b>More Difficult</b>	Alright	Less Difficult	Not at All	Total	
Q.No	Challenges		Percent	Percent	Percent	Percent		
20.1	Overcrowded class	68	32.4	51.5	8.8	7.4	100	
20.2	Time constraint	69	44.9	30.4	14.5	10.1	100	
20.3	More teaching periods	72	56.9	34.7	5.6	2.8	100	
20.4	School Activities	69	44.9	42.0	4.3	8.7	100	
20.5	Not enough periods	67	14.9	35.8	19.4	29.9	100	
20.6	Additional responsibilities	69	47.8	42.0	5.8	4.3	100	

Challenges faced by teachers seem to be large number of students in the class, time constraint, school activities and additional responsibilities given to them.

Table 2.21: Dzongkha standard is low.						
	Frequency	Percent				
Agree	38	52.8				
Disagree	18	25				
Can't Say	16	22.2				
Total	72	100				

While 52.8% (N=72) of the teachers agreed that the Dzongkha standard is low, 25% disagreed and 22.2% cannot say.

Table 2.22: Major student difficulty						
	Frequency	Percent				
Reading	21	29.6				
Writing	34	47.9				
Speaking	4	5.6				
Listening	7	9.9				
Understanding	5	7				
Total	71	100				

47.9% of the teachers felt that students' major difficulty is in writing.

Table 2	Table 2.23: To improve reading and writing							
			Strongly Agree	Agree	Disagree	Strongly Disagree	Total	
Q.No	Strategies		Percent	Percent	Percent	Percent		
23.a	Change syllabus	72	41.7	33.3	19.4	5.6	100	
23.b	Give professional training	71	57.7	42.3	0.0	0.0	100	
23.c	Parental support	72	56.9	34.7	5.6	2.8	100	
23.d	Increase Dzongkha subjects	71	43.7	35.2	8.5	12.7	100	
23.e	Increase teaching periods	69	20.3	36.2	36.2	7.2	100	
23.f	Separate handwriting time	70	47.1	35.7	14.3	2.9	100	
23.g	Provide more readers	71	56.3	33.8	8.5	1.4	100	
23.h	Frequent literary competition	71	53.5	42.3	2.8	1.4	100	

To improve Dzongkha reading and writing four top most strategies teachers agreed were:

- Give professional training to teachers,
- Conduct frequent literary competitions,
- Improve parental support, and
- Make provisions for reading materials in the school.

Table 2.24: How were BCSE questions?						
	Frequency	Percent				
Difficult	2	2.7				
Alright	68	93.2				
Easy	1	1.4				
Can't Say	2	2.7				
Total	73	100				

Generally, teachers found the BCSE Dzongkha papers alright.

Table 2.25: Does BCSE test performance match actual reading and writing competency?				
	Frequency	Percent		
Yes	15	20.3		
No	37	50		
Can't Say	22	29.7		
Total	74	100		

While only 20.3% of the teachers seem to feel that BCSE test performance matched the actual competency in reading and writing, 50% felt it does not match and 29.7% cannot say.

# **ANNEXURE 3: PARENT QUESTIONNAIRE AND FINDINGS**

There were only 54 parents who participated in the survey. The sample is largely under represented keeping in view the proportion of students in class X. However, the findings of the study are somewhat indicative of what parents feel about their children's Dzongkha learning.

Table 3.1: Gender			
	Frequency		Percent
Male		35	64.8
Female		19	35.2
Total		54	100

Only 54 parents were surveyed of which 35 were male and 19 female.

Table 3.2: Language spoken at home				
	Frequency	Percent		
Dzongkha	24	44.4		
Sharchop	18	33.3		
Lhotsham	12	22.2		
Total	54	100		

Parents mostly spoke Dzongkha at home.

Table 3.3: Parent education		
Parent Literacy	Frequency	Percent
<b>Both Parents literate</b>	21	38.2
One literate	23	41.8
<b>Both illiterate</b>	11	20
Total	55	100

About 80% (N=55) of the parents were literate.

Table 3.4: Availability of different reading materials				
	Frequency	Percent		
Fully available	10	22.2		
Enough	13	28.9		
Partial	14	31.1		
None	8	17.8		
Total	45	100		

More than 80% of the parents said that they have different kinds of reading materials available at home, 17% did not have any.

Table 3.5: Availability of learning materials at home

	Availability of learning materials		Fully available	Enough	Partial	None
Q. No		N	Percent	Percent	Percent	Percent
4.1	Different reading Materials	45	22.2	28.9	31.1	17.8
4.2	Yongdel	44	20.5	18.2	20.5	40.9
4.3	Electricity	47	78.7	14.9	6.4	0.0
4.4	Rooms	45	44.4	40	8.9	6.7
4.5	Table Chair	45	44.4	26.7	11.1	17.8

In general, parents reported that they have reading materials, electricity, rooms and furniture, 40.9% did not have computers and internet connectivity.

**Table 3.6: Provide Learning support** 

	Frequency	Percent
A few	6	10.9
Enough	17	30.9
Fully	32	58.2
Total	55	100

Parents seem to give learning support to their children,

Table 3.7: Children's interest in Dzongkha

	Frequency	Percent
Full interest	13	23.6
Average interest	38	69.1
No interest	1	1.8
Can't say	3	5.5
Total	55	100

Majority of the parents felt that their children average interest in Dzongkha learning.

Table 3.8: Reasons for no interest in Dzongkha

	Frequency	Percent
No employment	18	34.6
Difficult subject	19	36.5
No resources	7	13.5
Can't say	8	15.4
Total	52	100

The reasons why children have no interest in Dzongkha were its difficulty and less scope for employment.

Table 3.9: Do you help the child?

	Frequency		Percent
No		1	1.8
Little		7	12.7
Average	1	10	18.2
Full	3	37	67.3
Total	4	55	100

Most parents seem to help their children in Dzongkha learning.

Table 3.10: Child's problem?

	Frequency	Percent
Reading	6	11.1
Writing	23	42.6
Speaking	1	1.9
Understanding	24	44.4
Total	54	100

Parents also seem to agree that their children have problems in writing and understanding Dzongkha.

Table 3.11: Is Dzongkha standard down?

	Frequency		Percent
Yes		33	62.3
No		8	15.1
Can't say		12	22.6
Total		53	100

62.3% of the parents (N=53) seem to feel that the standard of Dzongkha is down.

Table 3.12: Strategies to improve Dzongkha.

	Frequency	Percent
Change syllabus	16	29.6
Provide teacher training	14	25.9
Increase subject	24	44.4
Total	54	100

On the strategies to improve Dzongkha, parents seem to have divided opinion over the changing of syllabus, providing teacher training and increasing the subject.

# ANNEXURE 4: STUDENT TEST PERFORMANCE AND FINDINGS

Following are the findings from the student test performance.

# **Demographic information**

Table 4.1: Gender

	Frequency	Percent	
MALE	817	49.04	
FEMALE	849	50.96	
Total	1666	100	

50.96% (N=1666) female and 49.04% (N=1666) male students appeared the test.

**Table 4.2: Parent occupation** 

	Frequency	Percent
FARMER	712	42.74
BUSINESS	148	8.88
GOVT. SERVICE	327	19.63
CORPORATION	78	4.68
OTHER	76	4.56
N/A	88	5.28
ARM FORCE	136	8.16
LOCAL GOVERNMENT	7	0.42
N ORGANIZATION	1	0.06
PVT.COMPANY	77	4.62
RELIGIOUS BODY	16	0.96
Total	1666	100

42.74% of the students were the children of the farmers and the least number belonged to the religious body.

**Table 4.3: Region-wise Number of Students** 

REGIONS	Frequency	Percent
WESTERN REGION	826	49.58
CENTRAL REGION	453	27.19
EASTERN REGION	387	23.23
Total	1666	100

Region-wise, nearly a half of the students were from the western region.

Table 4.4: Reading and writing tests and means

	WRITING	WRITING	READING	READING	WHOLE	WHOLE
	TEST	TEST	TEST	TEST	TEST	TEST
	(FM=35)	(FM=100)	(FM=35)	(FM=100)	(FM=70)	(FM=100)
MEAN	15.85	45.28	18.19	51.96	34.03	48.62
STD DEVIATION	4.26	12.17	5.63	16.10	9.07	12.96
N	1666	1666	1666	1666	1666	1666

The overall mean score in reading was 51.96 and in writing 45.28. The performance in reading seems to be better than in writing.

**Table 4.5 Test reliability** 

Cronbach's	N of
Alpha	Items
0.87	39

The overall test reliability was .87.

Table 4.6 2015 NEA Test Reliability (Writing)

Cronbach's Alpha	N of Items	
0.50	13	

Test reliability is 0.50 in writing.

Table 4.7 2015 NEA Test Reliability (Reading)

Cronbach's Alpha	N of Items
0.80	26

Test reliability in reading is 0.80.

**Table 4.8 Gender Performance** 

Gender		WRITING	READING	WHOLE TEST
MALE	Mean	45.06	51.74	48.40
	N	817.00	817.00	817.00
	Std. Deviation	11.49	15.69	12.37
FEMALE	Mean	45.49	52.17	48.83
	N	849.00	849.00	849.00
	Std. Deviation	12.79	16.49	13.50
Total	Mean	45.28	51.96	48.62
	N	1666.00	1666.00	1666.00
	Std. Deviation	12.17	16.10	12.96

In both reading and writing and overall mean, females outperformed males.

**Table 4.9: SCHOOL-WISE PERFORMANCE** 

SL	SCHOOLS	WRITING	READING	WHOLE TEST
NO.	SCHOOLS	(Mean)	(Mean)	(Mean)
1	GASELO HIGHER SECONDARY SCHOOL	59.04	67.11	63.08
2	RAMJAR MIDDLE SEONDARY SCHOOL	52.84	62.17	57.50
3	CHUMIGTHANG MIDDLE SECONDARY SCHOOL	51.57	58.93	55.25
4	ZHILUKHA MIDDLE SECONDARY SCHOOL	50.99	56.90	53.94
5	PELJORLING HIGHER SECONDARY SCHOOL	49.79	57.95	53.87
6	SHARI HIGHER SECONDARY SCHOOL	48.40	56.74	52.57
7	NANGKOR HIGHER SECONDARY SCHOOL	49.21	54.72	51.96
8	CHUNGDU CENTRAL SCHOOL	42.50	58.69	50.60
9	WANGBAMA CENTRAL SCHOOL	44.94	55.22	50.08
10	PHUENTSHOLING MIDDLE SECONDARY SCHOOL	44.09	53.88	48.98
11	LHUNTSE HIGHER SECONDARY SCHOOL	43.98	53.52	48.75
	Schools above and below the nat	tional mean 48	3.62	
12	DRUJEYGANG HIGHER SECONDARY SCHOOL	44.51	51.96	48.23
13	TANG CENTRAL SCHOOL	44.16	51.12	47.64
14	BULI MIDDLE SECONDARY SCHOOL	43.21	51.52	47.37
15	UTPAL HIGHER SECONDARY SCHOOL	42.76	51.67	47.22
16	BJISHONG CENTAL SCHOOL	41.84	51.68	46.76
17	KIDHEYKHAR MIDDLE SECONDARY SCHOOL	42.00	49.87	45.93
18	PHUNTSHOTHANG MIDDLE SECONDARY SCHOOL	43.23	44.90	44.07
19	RADHI MIDDLE SECONDARY SCHOOL	38.21	49.50	43.86
20	PELKHIL HIGHER SECONDARY SCHOOL	41.93	43.93	42.93
21	TRASHIGANG MIDDLE SECONDARY SCHOOL	41.80	43.87	42.83
22	SHERUBLING HIGHER SECONDARY SCHOOL	40.06	45.41	42.73
23	TASHIDINGKHA MIDDLE SECONDARY SCHOOL	40.04	43.95	41.99
24	MENDREGANG CENTRAL SCHOOL	38.65	39.97	39.31
25	PELRITHANG MIDDLE SECONDARY SCHOOL	36.23	40.25	38.24
	Total	45.28	51.96	48.62

School-wise, both in reading and writing, Gaselo Higher Secondary School topped the list.

Table 4.10: Region-wise performance

REGIONS	WRITING (Mean)	READING (Mean)	WHOLE TEST (Mean)
WESTERN REGION	47.45	55.02	51.24
CENTRAL REGION	40.50	45.59	43.05
EASTERN REGION	46.22	52.87	49.55
Total	45.28	51.96	48.62

Region-wise, western region had the highest mean scores in both reading and writing compared to east and central.

Table 4.11: Class X Dzongkha NEA 2015

Writing Competency						
Proficiency Level	Score Range	Frequency	Percent	Mean		
<b>Proficiency Level 1</b>	0 - 20	21	1.26	0.57		
<b>Proficiency Level 2</b>	21 - 30	155	9.30	4.21		
<b>Proficiency Level 3</b>	31 - 40	427	25.63	11.61		
<b>Proficiency Level 4</b>	41 - 60	886	53.18	24.08		
<b>Proficiency Level 5</b>	61 -80	171	10.26	4.65		
Proficiency Level 6	81 - 100	6	0.36	0.16		
Total		1666	100	45.28		

### **Writing Literacy Proficiency Scale**

The student scores in writing are grouped under six proficiency levels according to the score range given in **Dzongkha Reading and Writing Testing Framework**. The last column of the table portrays the share of mean scores at each level contributing to the overall mean. The writing competency of each level has been interpreted below.

#### Level 6

Only 0.36% (N=1666) of the students seem to have excellent use of language and expressions. They can respond to all items appropriately using broad, well-developed thinking and reasoning skills. They can communicate their interpretations and reasoning with good justifications. They use a range of vocabulary.

#### Level 5

10.26% (N=1666) of the students seem to have good use of language and expressions with some minor grammatical errors. They can extract relevant information from a single source and make use of a single representational mode; employ basic procedures and make literal interpretations of the results. They can respond to items using critical thinking skills.

### Level 4

53.18% (N=1666) of the students seem to have fairly good use of language and expressions with minor grammatical errors. They can interpret situations that require no more than direct inference.

#### Level 3

25.63% (N=1666) of the students could answer questions involving familiar contexts where all relevant information is present and the questions are clearly defined. Their language and expressions is fairly good.

#### Level 2

9.30% (N=1666) of the students seem to have poor expression. They have problems with spelling and punctuation. They have limited choice of words and it's filled with grammatical errors.

### Level 1

Only 1.26% (N=1666) of the students seem to have major problems with the use of language and expressions. They cannot demonstrate or express even the most basic skills.

<b>Table 4.12: NEA 2015 Reading Competence</b>	Table 4.1	2: <b>NEA</b>	2015	Reading	Competer	ncy
------------------------------------------------	-----------	---------------	------	---------	----------	-----

Competency Level	Cognitive Skill	Full Marks	Mean	Percentage of mean	Weighting
6	CREAT	0	0	0	0
5	EVA	9	3.69	41.03	0.15
4	ANA	10	4.91	49.09	0.18
3	APP	7	4.42	63.11	0.23
2	UND	5	2.90	57.92	0.21
1	REM	4	2.39	59.69	0.22
		35	18.30		1.00

# **Reading Literacy Proficiency Scale**

The student scores in reading are grouped under six cognitive skill levels according to the scores obtained in each skill. The last column of the table portrays the percentage students at each level contributing to the overall mean. The reading competency of each level has been interpreted as follows.

**Level 6: (Creating):** The reading test did not have any items at this level.

**Level 5: (Evaluating)**: 15% (N=1666) of the students are able to judge and defend the value of ideas, materials or products.

**Level 4: (Analyzing)**: 18% (N=1666) of the students are able to break down an idea into its constituent parts.

**Level 3: (Applying):** 23% (N=1666) of the students are able to use information in new situations or to solve a new problem.

**Level 2: (Understanding):** 21% (N=1666) of the students are able to understand the information being communicated without relating it to other material or ideas.

**Level 1: (Remembering):** 22% (N=1666) of the students are able to recall the information.

**Table 4.13: Performance in Essay Writing: NEA 2015** 

Marking Criteria	Weighted mean	Mean Average	Mean
Related to topic (5)	0.14	0.55	2.76
<b>Introduction (4)</b>	0.15	0.56	2.24
Spelling (4)	0.12	0.48	1.91
QuotAnec (1)	0.06	0.25	0.25
Clarity (3)	0.13	0.50	1.50
Creativity (1)	0.01	0.04	0.04
Synonyms (1)	0.18	0.70	0.70
Handwriting (1)	0.20	0.78	0.78
	1.00	3.86	10.18

Students' performance in essay writing indicated that they were fairly good at handwriting, use of synonyms, introducing the topic but very poor in creative thoughts and expressions.

# ANNEXURE 5: FINDINGS: BCSE 2015-2013 WRITING and READING COMPETENCY

In Bhutan Certificate of Secondary Education (BCSE) examination Class X, the students write examinations on two papers Paper I (Language and Writing) and Paper II (Reading and Literature). **Paper I (Language and Writing):** The format of the paper is as follows:

Table 5.1 Format: BCSE Dzongkha Paper I (Language and Writing)

Content	Question Nos	No of Items	Item Type	Full Marks	Item analysis for writing competency
Composition Writing	Q 1 a - d	4	Extended Response	20	$\sqrt{}$
Letter Writing	Q 2 a - c	3	Extended Response	10	$\sqrt{}$
Comprehension	Q 3 a1 - 4	4	Short answer	8	X
Completension	Q 3 b 1- 5	5	Multiple Choice	5	X
	Q 3 c	1	Fill in the blanks	2	X
	Q 3 d	1	Matching	5	X
Nature of language	Q 4.1 - 3	3	Short answer	10	X
Grammar	Q 5 a1 - 5	5	Short answer	5	$\sqrt{}$
Grummur	Q 5 b1- 5	5	Multiple Choice	5	$\sqrt{}$
	Q 5 c	1	Short answer	5	$\sqrt{}$
	Q 5 d	1	Matching	5	V
		33		80	50

For the assessment of writing competency, 19 items in composition writing, letter writing and grammar worth 50 marks from BCSE Dzongkha Paper I (Language and Writing) were considered for analysis.

# Paper II (Reading and Literature): The format of the paper is as follows:

Table 5.2: Format: BCSE Dzongkha Paper II (Reading and Literature)

Content	Section	Question Nos	No of Items	Item Type	Full Marks	Item analysis for reading competency
	A	Q. a 1 - 5	5	Multiple Choice	5	$\sqrt{}$
Essay	A	Q. b 1 - 3	3	Short answer	15	$\sqrt{}$
Essay	В	Q. a	1	Extended response	10	$\sqrt{}$
	В	Q. b	1	Extended response	10	$\sqrt{}$
		Q. a 1 - 5	5	Multiple Choice	5	$\sqrt{}$
Doodsey	A	Q. b 1 - 3	3	Short answer	15	$\sqrt{}$
Poetry	В	Q. a	1	Extended response	10	$\sqrt{}$
		Q. b	1	Extended response	10	$\sqrt{}$
	A	Q. a 1 - 5	5	Multiple Choice	5	X
Short	А	Q. b 1 - 3	3	Short answer	15	X
story	В	Q. a	1	Extended response	10	X
	В	Q. b	1	Extended response	10	X
	A	Q. a 1 - 5	5	Multiple Choice	5	X
Gelse	А	Q. b 1 - 3	3	Short answer	15	X
Laglen	В	Q. a	1	Extended response	10	X
	В	Q. b	1	Extended response	10	X
			40		160	80

For the assessment of reading competency, 20 items in essay and poetry worth 80 marks from BCSE Dzongkha Paper II (Reading and Literature) were considered for analysis.

Table 5.3: BCSE 2015: Dzongkha WRITING

	N	FULL MARKS	Mean	Std. Deviation
WRITING	11258	100	50.50	12.10

The overall mean score in writing was 50.50.

Table 5.4: 2015 BCSE Test Reliability (Writing)

Cronbach's Alpha	N of Items
0.74	16

The test reliability was 0.74.

**Table 5.5: 2015 WRITING** 

GENDER	N	Mean	Std. Deviation
MALE	5428	50.53	12.02
FEMALE	5830	50.47	12.20
Total	11258	50.50	12.11

Males outperformed females in the writing test with the mean difference of .06.

Table 5.6 BCSE 2015: Dzongkha Writing Competency

<b>Proficiency Level</b>	Score Range	Frequency	Percent	Mean
<b>Proficiency Level 1</b>	0 - 20	63	0.60	0.30
<b>Proficiency Level 2</b>	21 - 30	445	4.00	2.02
<b>Proficiency Level 3</b>	31 - 40	1826	16.50	8.33
<b>Proficiency Level 4</b>	41 - 60	6339	57.40	28.99
<b>Proficiency Level 5</b>	61 -80	2331	21.10	10.66
<b>Proficiency Level 6</b>	81 - 100	40	0.40	0.20
Total		11044	100	50.50

# **Writing Literacy Proficiency Scale**

The student scores in writing are grouped under six proficiency levels according to the score range given in **Dzongkha Reading and Writing Testing Framework**. The last column of the table portrays the share of mean scores at each level contributing to the overall mean. The writing competency of each level has been interpreted below.

#### Level 6

Only 0.40% (N=11044) of the students seem to have excellent use of language and expressions. They can respond to all items appropriately using broad, well-developed thinking and reasoning skills. They can communicate their interpretations and reasoning with good justifications. They use a range of vocabulary.

#### Level 5

21.10% (N=11044) of the students seem to have good use of language and expressions with some minor grammatical errors. They can extract relevant information from a single source and make use of a single representational mode; employ basic procedures and make literal interpretations of the results. They can respond to items using critical thinking skills.

#### Level 4

57.40% (N=11044) of the students seem to have fairly good use of language and expressions with minor grammatical errors. They can interpret situations that require no more than direct inference.

#### Level 3

16.50% (N=11044) of the students could answer questions involving familiar contexts where all relevant information is present and the questions are clearly defined. Their language and expressions is fairly good.

#### Level 2

4.00% (N=11044) of the students seem to have poor expression. They have problems with spelling and punctuation. They have limited choice of words and it's filled with grammatical errors.

#### Level 1

Only 0.60% (N=11044) of the students seem to have major problems with the use of language and expressions. They cannot demonstrate or express even the most basic skills.

In writing competency, 57.40% (N=11044) of the students were at proficiency level 4. At this level students seem to have fairly good use of language and expressions with minor grammatical errors. They can interpret situations that require no more than direct inference.

Table 5.7: BCSE 2015: Dzongkha READING

	N	Full Marks	Mean	Std. Deviation
READING	11293	40	20.55	5.20
READING	11293	100	51.39	13.01

The overall mean in reading was 51.39.

Table 5.8: 2015 BCSE Test Reliability (Reading)

Cronbach's Alpha	N of Items
0.70	20

The test reliability was .70.

**Table 5.9: 2015 READING** 

Gender	N	Mean	<b>Std. Deviation</b>
MALE	5445	51.51	12.89
FEMALE	5846	51.28	13.11
Total	11291	51.39	13.01

Male outperformed female by mean difference of .23.

Table 5.10: BCSE 2015: Dzongkha Reading Competency

Competency Level	Cognitive Skill	Full Marks	Mean	Percentage of mean	Weighting
6	CREAT	15	1.25	8.33	0.06
5	EVA	20	3.26	16.30	0.16
4	ANA	26	9.39	36.12	0.46
3	APP	7	1.27	18.14	0.06
2	UND	8	3.55	44.38	0.17
1	REM	4	1.84	46.00	0.09
		80	20.56		1.00

### **Reading Literacy Proficiency Scale**

The student scores in reading are grouped under six cognitive skill levels according to the scores obtained in each skill. The last column of the table portrays the percentage students at each level contributing to the overall mean. The reading competency of each level has been interpreted as follows.

Level 6: (Creating): 6% (N=11293) of the students are able to put together parts or elements to form a new whole.

**Level 5: (Evaluating)**: 16% (N=11293) of the students are able to judge and defend the value of ideas, materials or products.

**Level 4: (Analyzing)**: 46% (N=11293) of the students are able to break down an idea into its constituent parts. Level 3: (Applying): 6% (N=11293) of the students are able to use information in new situations or to solve a new problem.

Level 2: (Understanding): 17% (N=11293) of the students are able to understand the information being communicated without relating it to other material or ideas.

**Level 1: (Remembering):** 9% (N=11293) of the students are able to recall the information.

In reading competency,: 46% (N=11293) were at level 4 (analyzing) whereby students are able to break down an idea into its constituent parts.

Table 5.11: BCSE 2014: Dzongkha WRITING

	N	Full Marks	Mean	Std. Deviation
WRITING	1411	100	55.68	10.25

The overall mean in writing was 55.68.

Table 5.12: 2014 BCSE Test Reliability (Writing)

Cronbach's Alpha	N of Items	
0.45	10	

The test reliability was 0.45 with 10 items.

**Table 5.13: 2014 WRITING** 

Gender	N	Mean	Std. Deviation
MALE	663	55.95	9.99
FEMALE	748	55.44	10.47
Total	1411	55.68	10.25

Male outperformed female.

Table 5.14: BCSE 2014: Dzongkha Writing Competency

<b>Proficiency Level</b>	Score Range	Frequency	Percent	Mean
Proficiency Level 1	0 - 20	0	0.00	0.00
Proficiency Level 2	21 - 30	4	0.30	0.17
Proficiency Level 3	31 - 40	84	6.30	3.51
Proficiency Level 4	41 - 60	806	60.00	33.41
Proficiency Level 5	61 -80	443	33.00	18.37
Proficiency Level 6	81 - 100	5	0.40	0.22
Total		1342	100.00	55.68

# **Writing Literacy Proficiency Scale**

The student scores in writing are grouped under six proficiency levels according to the score range given in **Dzongkha Reading and Writing Testing Framework**. The last column of the table portrays the share of mean scores at each level contributing to the overall mean. The writing competency of each level has been interpreted below.

### Level 6

Only 0.40% (N=1342) of the students seem to have excellent use of language and expressions. They can respond to all items appropriately using broad, well-developed thinking and reasoning skills. They can communicate their interpretations and reasoning with good justifications. They use a range of vocabulary.

#### Level 5

33.00% (N=1342) of the students seem to have good use of language and expressions with some minor grammatical errors. They can extract relevant information from a single source and make use of a single representational mode; employ basic procedures and make literal interpretations of the results. They can respond to items using critical thinking skills.

#### Level 4

60.00% (N=1342) of the students seem to have fairly good use of language and expressions with minor grammatical errors. They can interpret situations that require no more than direct inference.

#### Level 3

6.30% (N=1342) of the students could answer questions involving familiar contexts where all relevant information is present and the questions are clearly defined. Their language and expressions is fairly good.

#### Level 2

0.30% (N=1342) of the students seem to have poor expression. They have problems with spelling and punctuation. They have limited choice of words and it's filled with grammatical errors.

### Level 1

Only 0.00% (N=1342) of the students seem to have major problems with the use of language and expressions. They cannot demonstrate or express even the most basic skills.

In writing competency, 60.00% (N=1342) of the students fell under proficiency level 4 whereby students seem to have fairly good use of language and expressions with minor grammatical errors. They can interpret situations that require no more than direct inference.

Table 5.15: BCSE 2014: Dzongkha READING

	N	Full Marks	Mean	Std. Deviation
READING	1333	40	19.65	5.13
READING	1333	100	49.12	12.82

The overall mean in reading is 49.12.

**Table 5.16: 2014 BCSE Test Reliability (Reading)** 

Cronbach's Alpha	N of Items	
0.45	20	

The reliability was 0.45.

**Table 5.17: 2014 READING** 

Gender	N	Mean	<b>Std. Deviation</b>
MALE	626	49.32	13.08
FEMALE	707	48.95	12.59
Total	1333	49.12	12.82

Male outperformed female.

Table 5.18: BCSE 2014: Dzongkha Reading Competency

Competency Level	Cognitive Skill	Full Marks	Mean	Percentage of mean	Weighting
6	CREATING	5	1.52	30	0.08
5	EVALUATING	20	2.33	12	0.12
4	ANALYZING	22	6.13	28	0.31
3	APPLYING	22	5.95	27	0.30
2	UNDERSTANDING	8	2.58	32	0.13
1	REMEMBERING	3	1.14	38	0.06
		80	19.65		1.00

# **Reading Literacy Proficiency Scale**

The student scores in reading are grouped under six cognitive skill levels according to the scores obtained in each skill. The last column of the table portrays the percentage students at each level contributing to the overall mean. The reading competency of each level has been interpreted as follows.

Level 6: (Creating): 8% (N= 1333) of the students are able to put together parts or elements to form a new whole.

**Level 5: (Evaluating)**: 12% (N=1333) of the students are able to judge and defend the value of ideas, materials or products.

**Level 4: (Analyzing)**: 31% (N=1333) of the students are able to break down an idea into its constituent parts.

Level 3: (Applying): 30% (N=1333) of the students are able to use information in new situations or to solve a new problem.

Level 2: (Understanding): 13% (N=1333) of the students are able to understand the information being communicated without relating it to other material or ideas.

**Level 1: (Remembering):** 6% (N=1333) of the students are able to recall the information.

The reading competency was better manifested by students being good at analytical and application skills.

Table 5.19: BCSE 2013: Dzongkha WRITING

	N	Full Marks	Mean	Std. Deviation
WRITING	988	100	57.19	10.44

The overall mean in writing was 57.19.

**Table 5.20: 2013 Writing** 

Gender	N	Mean	Std. Deviation
Male	519	57.23	10.44
Female	469	57.14	10.44
Total	988	57.19	10.44

Male outperformed female.

Table 5.21: 2013 BCSE Test Reliability (Writing)

Cronbach's Alpha	N of Items
0.46	10

The test reliability is not very good (0.46).

Table 5.22: BCSE 2013: Dzongkha Writing Competency

<b>Proficiency Level</b>	Score Range	Frequency	Percent	Mean
Proficiency Level 1	0 - 20	1	0.10	0.06
Proficiency Level 2	21 - 30	4	0.41	0.24
Proficiency Level 3	31 - 40	42	4.33	2.47
Proficiency Level 4	41 - 60	565	58.19	33.28
Proficiency Level 5	61 -80	348	35.84	20.50
<b>Proficiency Level 6</b>	81 - 100	11	1.13	0.65
Total		971	100	57.19

### **Writing Literacy Proficiency Scale**

The student scores in writing are grouped under six proficiency levels according to the score range given in **Dzongkha Reading and Writing Testing Framework**. The last column of the table portrays the share of mean scores at each level contributing to the overall mean. The writing competency of each level has been interpreted below.

### Level 6

Only 1.13% (N=971) of the students seem to have excellent use of language and expressions. They can respond to all items appropriately using broad, well-developed thinking and reasoning skills. They can communicate their interpretations and reasoning with good justifications. They use a range of vocabulary.

#### Level 5

35.84% (N=971) of the students seem to have good use of language and expressions with some minor grammatical errors. They can extract relevant information from a single source and make use of a single representational mode; employ basic procedures and make literal interpretations of the results. They can respond to items using critical thinking skills.

### Level 4

58.19% (N=971) of the students seem to have fairly good use of language and expressions with minor grammatical errors. They can interpret situations that require no more than direct inference.

### Level 3

4.33% (N=971) of the students could answer questions involving familiar contexts where all relevant information is present and the questions are clearly defined. Their language and expressions is fairly good.

### Level 2

0.41% (N=971) of the students seem to have poor expression. They have problems with spelling and punctuation. They have limited choice of words and it's filled with grammatical errors.

#### Level 1

Only 0.10% (N=971) of the students seem to have major problems with the use of language and expressions. They cannot demonstrate or express even the most basic skills.

In writing competency, a majority of the students (58.19%) were at proficiency level 4.

Table 5.24: 2013 BCSE Test Reliability (Reading)

	N	Mean	Std. Deviation
READING	978	20.90	4.66
READING	978	52.25	11.66

The overall mean in reading was 52.25.

Table 5.24: 2013 BCSE Test Reliability (Reading)

Cronbach's Alpha	N of Items
0.71	16

The test reliability was good (0.71).

Table 5.25: BCSE 2013 Reading

Gender	N	Mean	Std. Deviation
Male	519	51.91	11.47
Female	459	52.66	11.87
Total	978	52.26	11.66

In reading, girls had 0.75 mean differences more than boys.

Table 5.26: BCSE 2013: Dzongkha Reading Competency

Competency Level	Cognitive Skill	Full Marks	Mean	Percentage of mean	Weighting
6	CREATING	25	3.00	12	0.14
5	EVALUATING	20	6.55	33	0.31
4	ANALYZING	11	3.87	35	0.19
3	APPLYING	10	1.84	18	0.09
2	UNDERSTANDING	10	3.45	35	0.16
1	REMEMBERING	4	2.20	55	0.11
		80	20.91		1.00

### **Reading Literacy Proficiency Scale**

The student scores in reading are grouped under six cognitive skill levels according to the scores obtained in each skill. The last column of the table portrays the percentage students at each level contributing to the overall mean. The reading competency of each level has been interpreted as follows.

Level 6: (Creating): 14% (N= 978) of the students are able to put together parts or elements to form a new whole.

**Level 5: (Evaluating)**: 31% (N= 978) of the students are able to judge and defend the value of ideas, materials or products.

**Level 4: (Analyzing)**: 19% (N=978) of the students are able to break down an idea into its constituent parts.

**Level 3: (Applying)**: 9% (N=978) of the students are able to use information in new situations or to solve a new problem.

**Level 2: (Understanding):** 16% (N=978) of the students are able to understand the information being communicated without relating it to other material or ideas.

**Level 1: (Remembering):** 11% (N=978) of the students are able to recall the information.

In reading competency, 31% of the students were at level 5 where they were able to judge and defend the value of ideas, materials or products.

<b>Table 5.27: V</b>	WRITING	COMPETENCY	<b>MEANS</b> (	COMPARED
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WRITING COMPETENCY	N	FULL MARKS	Mean	<b>Std. Deviation</b>
NEA 2015: Dzongkha WRITING	1666	100	45.28	12.17
BCSE 2015: Dzongkha WRITING	11258	100	50.50	12.10
BCSE 2014: Dzongkha WRITING	1411	100	55.68	10.25
BCSE 2013: Dzongkha WRITING	988	100	57.19	10.44

From the table above it appears that in writing test:

- a. the performance of students was better in BCSE than in NEA.
- b. the best performance was in BCSE 2013.
- c. The mean difference between NEA 2015 and BCSE 2015 was 5.22 but was much greater compared to BCSE 2014 and 2013.

**Table 5.28: READING COMPETENCY MEANS COMPARED** 

READING COMPETENCY	N	FULL MARKS	Mean	Std. Deviation
NEA 2015: Dzongkha READING	1666	100	51.96	16.10
BCSE 2015: Dzongkha READING	11293	100	51.39	13.01
BCSE 2014: Dzongkha READING	1333	100	49.12	12.82
BCSE 2013: Dzongkha READING	978	100	52.25	11.66

From the table above it appears that in reading test:

- a) the performance of students was better in BCSE than in NEA.
- b) the best performance was in BCSE 2013.

c) the mean difference between NEA 2015 and BCSE 2015 was only .57.

The gender difference in performance revealed that males outperformed females in both reading and writing in BCSE 2014 and 15 whereas females outperformed males in both reading and writing in NEA 2015 and BCSE 2013.

**Table 5.29: NEA AND BCSE WRITING COMPETENCY COMPARED** 

Proficiency		PF		TAGES ( ENTS	OF
Levels	Descriptors	NEA		BCSE	BCSE
Proficiency Level 6	The students seem to have excellent use of language and expressions. They can respond to all items appropriately using broad, well-developed thinking and reasoning skills. They can communicate their interpretations and reasoning with good justifications. They use a range of vocabulary.	0.36	0.60	0.00	0.10
Proficiency Level 5	The students seem to have good use of language and expressions with some minor grammatical errors. They can extract relevant information from a single source and make use of a single representational mode; employ basic procedures and make literal interpretations of the results. They can respond to items using critical thinking skills.	10.26	4.00	0.30	0.41
Proficiency Level 4	The students seem to have fairly good use of language and expressions with minor grammatical errors. They can interpret situations that require no more than direct inference.	53.18	16.50	6.30	4.33
Proficiency Level 3	The students could answer questions involving familiar contexts where all relevant information is present and the questions are clearly defined. Their language and expressions is fairly good.	25.63	57.40	60.00	58.19
Proficiency Level 2	The students seem to have poor expression. They have problems with spelling and punctuation. They have limited choice of words and it's filled with grammatical errors.	9.3	21.10	33.00	35.84
Proficiency Level 1	The students seem to have major problems with the use of language and expressions. They cannot demonstrate or express even the most basic skills.	1.26	0.40	0.40	1.13
	Mean total	45.28	50.50	55.68	57.19
	N	1666	11258	1411	988

The table above indicates that:

- a) Comparatively, both in NEA and BCSE, the students' writing competency was by and large at proficiency level 4. At this level, the students seem to have fairly good use of language and expressions with minor grammatical errors. They can interpret situations that require no more than direct inference.
- b) The 2013, standing seems to be not very normal.

**Table 5.30: READING COMPETENCY COMPARED** 

C			Pe	ercentages of students			
Competency Level	Cognitive Skill	Descriptors	NEA	BCSE	BCSE	BCSE	
			2015	2015	2014	2013	
6	CREATING	The students are able to build a structure or pattern from diverse elements. Able to put parts together to form a whole, with emphasis on creating a new meaning or structure.	0	6	8	14	
5	EVALUATING	The students are able to judge and defend the value of ideas, materials or products.	15	16	12	31	
4	ANALYZING	The students are able to break down an idea into its constituent parts.	18	46	31	19	
3	APPLYING	The students are able to use information in new situations or to solve a new problem.	23	6	3	9	
2	UNDERSTANDING	The students are able to understand the information being communicated without relating it to other material or ideas.	21	17	13	16	
1	REMEMBERING	The students are able to recall the information.	22	9	6	11	
	Mean total		51.96	51.39	49.12	52.25	
	N		1666	11293	1333	978	

The table above indicates that:

- c) Comparatively, both in NEA and BCSE, the students' reading competency has clustered around level 4 (analyzing) and level 5 (evaluating).
- d) The 2013, standing seems to be not very normal.

**Tables 5.31: READING AND WRITING TESTS RELIABILITY** 

TEST RELIABILITY: READING			TEST RELIABILITY: WRITING				
TESTS	Cronbach's Alpha	N of Items	TESTS	Cronbach's Alpha	N of Items		
NEA 2015	0.80	26	NEA 2015	0.50	13		
BCSE 2015	0.70	20	BCSE 2015	0.74	16		
BCSE 2014	0.45	20	BCSE 2014	0.45	10		
BCSE 2013	0.71	16	BCSE 2013	0.46	10		

Comparatively in reading, the test reliabilities are acceptable except for 2014 which is only 0.45. In writing, except BCSE 2015, other tests have poor reliability.

# **ANNEXURE 6: ITEM ANALYSIS**

NEA	Dz	V10	2015	
INCA	11/.	1 1 ()	Z. ( )   )	

Item Analy					
27/ 6/2016 20:2 all on all (N =	590 L = 2		_		
Item 1: REM2					SQ = 1.08
				Di	sc = 0.17
Categories	A [0]	В [0]	C [0]	D [1]	missing
Count	136	125	172	142	15
Percent (%)	23.7	21.7	29.9	24.7	
Pt-Biserial	0.01	-0.13	-0.05	0.17	
Mean Ability	0.10	-0.11	0.03	0.32	0.14
StDev Ability	0.72	0.81	0.79	0.73	0.79
Step Labels		1			
Thresholds		1.30			
Error		0.10			
Item 2: REM3				Infit MNS	SQ = 1.06 .sc = 0.17
Categories	A [0]	B [1]	C [0]	D [0]	missing
Count	120	129	47	291	3
Percent (%)	20.4	22.0	8.0	49.6	
Pt-Biserial	-0.15	0.17	-0.12	0.05	
Mean Ability	-0.15	0.34	-0.21	0.13	-0.11
StDev Ability	0.76	0.80	0.83	0.72	0.98
Step Labels		1			

Thresholds		1.46			
Error		0.10			
Item 3: UND4W	R			Infit MNS	Q = 1.11
					c =08
				DIS	.00
Cotogonios	70 F O I	D [0]	C [1]	רטו ת	
Categories	A [U]	В [0]	C [1]	נט] ת	missing
Count	280	113	51	142	4
Percent (%)	47.8	19.3	8.7	24.2	
Pt-Biserial	0.19	-0.19	-0.08	0.00	
Mean Ability	0.25	-0.22	-0.09	0.10	-0.72
StDev Ability			0.85	0.64	0.83
Step Labels		1			
steb Taneis		Τ.			
		0 50			
Thresholds		2.58			
Error		0.15			
T+om / IINDEM	TD.			Infit MNS	0 - 0 07
Item 4: UND5W	K			TIHIC MINS	Q = 0.97
rtem 4: UNDSW	K				
rcem 4: ONDSW	K				g = 0.97 sc = 0.30
		B [0]	C [0]	Di	sc = 0.30
Categories		в [0]	C [0]	Di	sc = 0.30
Categories	A [0]			Di D [1]	sc = 0.30 missing
Categories Count	A [0]	171	25	Di D [1] 126	sc = 0.30
Categories Count Percent (%)	A [0] 267 45.3	171 29.0	25 4.2	Di D [1] 126 21.4	sc = 0.30 missing
Categories  Count Percent (%) Pt-Biserial	A [0] 267 45.3 -0.19	171 29.0 -0.05	25 4.2 -0.02	Di D [1] 126 21.4 0.30	sc = 0.30 missing
Categories Count Percent (%)	A [0] 267 45.3 -0.19	171 29.0 -0.05	25 4.2 -0.02	Di D [1] 126 21.4 0.30	sc = 0.30 missing
Categories  Count Percent (%) Pt-Biserial	A [0]  267 45.3 -0.19 -0.08	171 29.0 -0.05 0.03	25 4.2 -0.02	Di D [1] 126 21.4 0.30	sc = 0.30 missing
Categories  Count Percent (%) Pt-Biserial Mean Ability	A [0]  267 45.3 -0.19 -0.08	171 29.0 -0.05 0.03	25 4.2 -0.02 0.01	Di D [1]  126 21.4 0.30 0.54	sc = 0.30 missing  1 0.61
Categories  Count Percent (%) Pt-Biserial Mean Ability StDev Ability	A [0]  267 45.3 -0.19 -0.08	171 29.0 -0.05 0.03	25 4.2 -0.02 0.01	Di D [1]  126 21.4 0.30 0.54	sc = 0.30 missing  1 0.61
Categories  Count Percent (%) Pt-Biserial Mean Ability	A [0]  267 45.3 -0.19 -0.08	171 29.0 -0.05 0.03 0.69	25 4.2 -0.02 0.01	Di D [1]  126 21.4 0.30 0.54	sc = 0.30 missing  1 0.61
Categories  Count Percent (%) Pt-Biserial Mean Ability StDev Ability Step Labels	A [0]  267 45.3 -0.19 -0.08	171 29.0 -0.05 0.03 0.69	25 4.2 -0.02 0.01	Di D [1]  126 21.4 0.30 0.54	sc = 0.30 missing  1 0.61
Categories  Count Percent (%) Pt-Biserial Mean Ability StDev Ability Step Labels Thresholds	A [0]  267 45.3 -0.19 -0.08	171 29.0 -0.05 0.03 0.69	25 4.2 -0.02 0.01	Di D [1]  126 21.4 0.30 0.54	sc = 0.30 missing  1 0.61
Categories  Count Percent (%) Pt-Biserial Mean Ability StDev Ability  Step Labels  Thresholds Error	A [0]  267 45.3 -0.19 -0.08 0.77	171 29.0 -0.05 0.03 0.69 1 1.50 0.10	25 4.2 -0.02 0.01 0.78	Di D [1]  126 21.4 0.30 0.54 0.75	sc = 0.30 missing  1 0.61
Categories  Count Percent (%) Pt-Biserial Mean Ability StDev Ability  Step Labels  Thresholds Error	A [0]  267 45.3 -0.19 -0.08 0.77	171 29.0 -0.05 0.03 0.69 1 1.50 0.10	25 4.2 -0.02 0.01 0.78	Di D [1]  126 21.4 0.30 0.54 0.75	sc = 0.30 missing  1 0.61 0.00
Categories  Count Percent (%) Pt-Biserial Mean Ability StDev Ability  Step Labels  Thresholds Error	A [0]  267 45.3 -0.19 -0.08 0.77	171 29.0 -0.05 0.03 0.69 1 1.50 0.10	25 4.2 -0.02 0.01 0.78	Di D [1]  126 21.4 0.30 0.54 0.75	sc = 0.30 missing  1 0.61 0.00
Categories  Count Percent (%) Pt-Biserial Mean Ability StDev Ability  Step Labels  Thresholds Error	A [0]  267 45.3 -0.19 -0.08 0.77	171 29.0 -0.05 0.03 0.69 1 1.50 0.10	25 4.2 -0.02 0.01 0.78	Di D [1]  126 21.4 0.30 0.54 0.75	sc = 0.30 missing  1 0.61 0.00
Categories  Count Percent (%) Pt-Biserial Mean Ability StDev Ability  Step Labels  Thresholds Error	A [0]  267 45.3 -0.19 -0.08 0.77	171 29.0 -0.05 0.03 0.69 1 1.50 0.10	25 4.2 -0.02 0.01 0.78	Di D [1]  126 21.4 0.30 0.54 0.75	sc = 0.30 missing  1 0.61 0.00
Categories  Count Percent (%) Pt-Biserial Mean Ability StDev Ability  Step Labels  Thresholds Error	A [0]  267 45.3 -0.19 -0.08 0.77	171 29.0 -0.05 0.03 0.69 1 1.50 0.10	25 4.2 -0.02 0.01 0.78	Di D [1]  126 21.4 0.30 0.54 0.75	sc = 0.30 missing  1 0.61 0.00  Q = 0.98 sc = 0.30

Count	105	167	161	6.4	3	
Count Percent (%)			27.4		3	
Pt-Biserial						
Mean Ability					-0 15	
StDev Ability			0.68			
Schev Ability	0.75	0.79	0.00	0.72	1.20	
Step Labels		1				
Thresholds		1.10				
Error		0.10				
Item 6: APP7					SQ = 0.96	•
1 CCIII	****				a = 0.40	
				2 -		
Categories	A [0]	В [1]	C [0]	D [0]	missing	
3					2	
Count	119	365	65	40	1	
Percent (%)	20.2	62.0	11.0	6.8		
Pt-Biserial	-0.24	0.40	-0.19	-0.16		
Mean Ability	-0.28	0.34	-0.32	-0.37	-1.87	
StDev Ability	0.73	0.70	0.74	0.70	0.00	
Step Labels		1				
Thresholds		-0.43				
Error		0.09				
• • • • • • • • • • • • • • • • • • • •						
Item 7: APP8	WR				SQ = 1.07	
				Dı	sc = 0.24	
C-+	7) [O]	D [0]	0 [0]	D [1]		
Categories	A [U]	B [0]	C [0]	D [I]	missing	
Count	203	57	105	220	5	
Percent (%)	34.7	9.7	17.9	37.6	-	
Pt-Biserial	-0.09	-0.08	-0.12	0.24		
Mean Ability					0.13	
StDev Ability		0.88	0.74	0.73	1.22	
1	-			-		
Step Labels		1				

Thresholds		0.65			
Error		0.09			
Item 8: APPS			• • • • • • • • • • • • • • • • • • • •		SQ = 0.93
item 8: APPS				sc = 0.93	
				DI	0.40
Categories	A [0]	B [1]	C [0]	D [0]	missing
Count	61	422	64	42	1
Percent (%)		71.6		7.1	1
Pt-Biserial	-0.25	0.43	-0.20	-0.21	
Mean Ability		0.30	-0.34	-0.52	-0.53
StDev Ability			0.73	0.81	0.00
Step Labels		1			
Thresholds		-0.92			
Error		0.10			
Item 9: APP1	LOWR			Infit MNS	8Q = 0.97
				·	0 00
				Di	sc = 0.38
Categories	A [0]	В [1]	C [0]		
Categories Count			C [0]	D [0]	
	81	260	61	D [0]	missing
Count Percent (%) Pt-Biserial	81 13.8 -0.24	260 44.2 0.38	61 10.4 -0.18	D [0]  186 31.6 -0.11	missing 2
Count Percent (%) Pt-Biserial Mean Ability	81 13.8 -0.24 -0.38	260 44.2 0.38 0.42	61 10.4 -0.18 -0.30	D [0]  186 31.6 -0.11 -0.04	missing 2 0.20
Count Percent (%) Pt-Biserial	81 13.8 -0.24 -0.38	260 44.2 0.38 0.42	61 10.4 -0.18	D [0]  186 31.6 -0.11 -0.04	missing 2 0.20
Count Percent (%) Pt-Biserial Mean Ability	81 13.8 -0.24 -0.38	260 44.2 0.38 0.42	61 10.4 -0.18 -0.30	D [0]  186 31.6 -0.11 -0.04	missing 2 0.20
Count Percent (%) Pt-Biserial Mean Ability StDev Ability Step Labels	81 13.8 -0.24 -0.38	260 44.2 0.38 0.42 0.70	61 10.4 -0.18 -0.30	D [0]  186 31.6 -0.11 -0.04	missing 2 0.20
Count Percent (%) Pt-Biserial Mean Ability StDev Ability	81 13.8 -0.24 -0.38	260 44.2 0.38 0.42 0.70 1	61 10.4 -0.18 -0.30	D [0]  186 31.6 -0.11 -0.04	missing 2 0.20
Count Percent (%) Pt-Biserial Mean Ability StDev Ability Step Labels Thresholds	81 13.8 -0.24 -0.38	260 44.2 0.38 0.42 0.70	61 10.4 -0.18 -0.30	D [0]  186 31.6 -0.11 -0.04	missing 2 0.20

Item 10: REM14	RD			Infit MNSQ Dis	0 = 0.90 $0 = 0.42$
Categories	A [0]	В [0]	C [1]	D [0]	missing
Count Percent (%) Pt-Biserial Mean Ability StDev Ability	-0.12 -0.66	-0.39 -0.68	0.25	17 2.9 -0.07 -0.20 0.57	3 0.40 0.42
Step Labels		1			
Thresholds Error		-1.52 0.11			
Item 11: REM15	RD			Infit MNS(	0 = 1.08 sc = 0.23
Categories	A [0]	В [1]	C [0]	D [0]	missing
Count Percent (%) Pt-Biserial Mean Ability StDev Ability	12.8 -0.12 -0.16		8.1 -0.21	0.07	
Step Labels		1			
Thresholds Error		0.56 0.09			
Item 12: UND16				Infit MNSÇ	
Categories	A [0]	В [0]	C [0]	D [1]	missing
Count Percent (%) Pt-Biserial	28 4.8 -0.26	23 3.9 -0.18		516 87.8 0.41	2

F -						_
Mean Ability	-0.80	-0.61	-0.88	0.21	-0.79	
StDev Ability						
Debev indiffey	0.77	0.75	0.90	0.70	0.33	
Step Labels		1				
Thresholds		-2.03				
Error		0.13				
		0.10				
• • • • • • • • • • • • • • • • • • • •		• • • • • • • • • •	• • • • • • • • • • •			,
	_					
Item 13: UND17	'RD				8Q = 1.02	
				Di	sc = 0.32	
Categories	A [1]	В [0]	C [0]	D [0]	missina	
5					5	
Count	270	47	33	138	2	
Count	370	47			۷	
Percent (%)						
Pt-Biserial	0.32	-0.14	-0.19	-0.17		
Mean Ability	0.28	-0.29	-0.52	-0.15	1.15	
StDev Ability			0.74	0.74	0.62	
Class Tales Is		1				
Step Labels		1				
Thresholds		-0.49				
Error		0.09				
Item 14: UND18	BRD			Infit MNS	SQ = 1.01	
100m 11. 0ND10	,1(5				sc = 0.33	
				Dı	.50 - 0.33	
Categories	A [0]	В [0]	C [1]	D [0]	missing	
Count	95	58	384	51	2	
Percent (%)	16.2	9.9	65.3	8.7		
Pt-Biserial			0.33			
					0 1 5	
Mean Ability						
StDev Ability	0.84	0.80	0.69	0.70	0.34	
Step Labels		1				
Thresholds		-0.59				
		() ()()				
Error		0.09				

<pre>Item 15: APP19RD</pre>						
Categories	A [0]	B [0]	C [1]	D [0]	missing	
Count Percent (%) Pt-Biserial Mean Ability StDev Ability	-0.17 -0.09	-0.67	0.32	0.14	1 0.36 0.00	
Step Labels		1				
Thresholds Error		-0.09 0.09				
Item 16: APP20F	RD			Infit MNS(	Q = 0.98 sc = 0.37	
Categories	A [1]	В [0]	C [0]	D [0]	missing	
Count Percent (%) Pt-Biserial Mean Ability StDev Ability	62.0 0.37 0.31	-0.08		-0.36	8 0.36 0.79	
Step Labels		1				
Thresholds Error		-0.44 0.09				
Item 17: APP21F				Infit MNS		
Categories	A [1]	В [0]	C [0]	D [0]	missing	
Count Percent (%) Pt-Biserial	432 73.5 0.31	56 9.5 -0.19	60 10.2 -0.22	40 6.8 -0.04	2	

Mean Ability					
	0.23	-0.38	-0.44	-0.04	0.81
StDev Ability					
	0.03	0.31	0.02	0.00	0.10
Cton Tobolo		1			
Step Labels		1			
Thresholds		-1.02			
Error		0.10			
Item 18: APP22	'RD			Infit MNS	Q = 1.11
100 10 1111111					sc = 0.11
				Dı	30 - 0.11
	n [1]	D [0]	0 [0]	D [0]	
Categories	A [1]	B [0]	C [0]	ם [0]	missing
Count	125		84		10
Percent (%)	21.6	41.0	14.5	22.9	
Pt-Biserial	0.11	0.06	-0.09	-0.10	
Mean Ability	0.25	0.14	-0.09	-0.06	0.41
StDev Ability					
Debev imility	0.75	0.71	0.52	0.00	0.01
G: - 1 1		4			
Step Labels		1			
Thresholds		1.48			
Error		0.10			
	DD			Infit MNS	0 - 0 00
Item 19: APP23	(KI)				U - U - 0
Item 19: APP23	) KD				
Item 19: APP23	) KD				sc = 0.46
		D [0]	G [0]	Di	sc = 0.46
Item 19: APP23 Categories		в [0]	C [0]	Di	sc = 0.46
Categories	A [1]			Di D [0]	sc = 0.46
		31	71	Di	sc = 0.46
Categories	A [1]	31	71	Di D [0]	sc = 0.46
Categories Count	A [1] 452 77.4	31 5.3	71 12.2	Di D [0] 30 5.1	sc = 0.46
Categories  Count Percent (%) Pt-Biserial	A [1] 452 77.4 0.46	31 5.3 -0.23	71 12.2	Di D [0] 30 5.1 -0.24	sc = 0.46 missing
Categories  Count Percent (%) Pt-Biserial Mean Ability	A [1] 452 77.4 0.46 0.28	31 5.3 -0.23 -0.66	71 12.2 -0.28 -0.49	Di D [0] 30 5.1 -0.24 -0.69	missing 6 -0.08
Categories  Count Percent (%) Pt-Biserial	A [1] 452 77.4 0.46 0.28	31 5.3 -0.23 -0.66	71 12.2 -0.28 -0.49	Di D [0] 30 5.1 -0.24 -0.69	missing 6 -0.08
Categories  Count Percent (%) Pt-Biserial Mean Ability StDev Ability	A [1] 452 77.4 0.46 0.28	31 5.3 -0.23 -0.66 0.78	71 12.2 -0.28 -0.49	Di D [0] 30 5.1 -0.24 -0.69	missing 6 -0.08
Categories  Count Percent (%) Pt-Biserial Mean Ability	A [1] 452 77.4 0.46 0.28	31 5.3 -0.23 -0.66	71 12.2 -0.28 -0.49	Di D [0] 30 5.1 -0.24 -0.69	missing 6 -0.08
Categories  Count Percent (%) Pt-Biserial Mean Ability StDev Ability  Step Labels	A [1] 452 77.4 0.46 0.28	31 5.3 -0.23 -0.66 0.78	71 12.2 -0.28 -0.49	Di D [0] 30 5.1 -0.24 -0.69	missing 6 -0.08
Categories  Count Percent (%) Pt-Biserial Mean Ability StDev Ability	A [1] 452 77.4 0.46 0.28	31 5.3 -0.23 -0.66 0.78 1 -1.25	71 12.2 -0.28 -0.49	Di D [0] 30 5.1 -0.24 -0.69	missing 6 -0.08
Categories  Count Percent (%) Pt-Biserial Mean Ability StDev Ability  Step Labels	A [1] 452 77.4 0.46 0.28	31 5.3 -0.23 -0.66 0.78	71 12.2 -0.28 -0.49	Di D [0] 30 5.1 -0.24 -0.69	missing 6 -0.08
Categories  Count Percent (%) Pt-Biserial Mean Ability StDev Ability Step Labels Thresholds	A [1] 452 77.4 0.46 0.28	31 5.3 -0.23 -0.66 0.78 1 -1.25	71 12.2 -0.28 -0.49	Di D [0] 30 5.1 -0.24 -0.69	missing 6 -0.08

Item 20: REM27	RD				Q = 0.95 sc = 0.42
Categories	A [0]	В [0]	C [0]	D [1]	missing
Count Percent (%) Pt-Biserial Mean Ability StDev Ability	-0.32 -0.75	-0.23 -0.20	12 2.0 -0.09 -0.40 0.60	368 62.8 0.42 0.34 0.70	4 0.36 0.12
Step Labels		1			
Thresholds Error		-0.48 0.09			
Item 21: REM28	RD				Q = 1.05 sc = 0.28
Categories	A [0]	в [1]	C [0]	D [0]	missing
Count Percent (%) Pt-Biserial Mean Ability StDev Ability	-0.15	389 66.2 0.28 0.25 0.73	28 4.8 -0.08 -0.19 0.85	22 3.7 -0.19 -0.67 0.71	-0.36 0.37
Step Labels		1			
Thresholds Error		-0.64 0.09			
Item 22: UND29	RD				Q = 0.98 sc = 0.38
Categories	A [0]	В [0]	C [0]	D [1]	missing
Count Percent (%) Pt-Biserial	123 21.1 -0.05	109 18.7 -0.28	44 7.5 -0.23	308 52.7 0.38	6

F						_		
Mean Ability	0.02	-0.37	-0.56	0.36	0.72			
StDev Ability	0.66	0.77	0.87	0.67	0.53			
-								
Step Labels		1						
beep labels		_						
Thresholds		-0.03						
Error		0.09						
Item 23: UND3			Infit MNSQ = $0.93$					
			Disc = 0.36					
Categories	A [1]	B [0]	C [0]	D [0]	missing			
Count	119	81	312	68	10			
Percent (%)								
Pt-Biserial								
Mean Ability					0.47			
_								
StDev Ability	0.65	0.68	0.74	0.83	0.76			
Step Labels		1						
Thresholds		1.55						
Error		0.11						
Item 24: APP31RD				Infit MNSQ = $0.93$				
				Disc = 0.42				
Categories	A [0]	в [0]	C [0]	D [1]	missina			
	[]	_ [,,]	2 [ 7 ]	- [-]				
Count	52	71	70	390	7			
	8.9				,			
Pt-Biserial			-0.20		0.10			
Mean Ability								
StDev Ability	0.84	0.78	0.76	0.67	0.43			
Step Labels		1						
Thresholds		-0.68						
Error		0.09						
Error		0.09						

Item 25: APP32RD				Infit MNSQ = 0.99 Disc = 0.26		
Categories	A [0]	B [1]	C [0]	D [0]	missing	
Count Percent (%) Pt-Biserial Mean Ability StDev Ability	-0.11 -0.42	0.26 0.16	-0.64	-0.43	O NA NA	
Step Labels		1				
Thresholds Error		-2.26 0.14				
Item 26: ANA33		Infit MNSQ = $1.00$ Disc = $0.35$				
Categories	A [0]	В [0]	C [1]	D [0]	missing	
Count Percent (%) Pt-Biserial Mean Ability StDev Ability	12.4 -0.06 -0.03	-0.41	60.3 0.35 0.31		3 0.68 0.36	
Step Labels		1				
Thresholds Error		-0.36 0.09				
Item 27: ANA34RD				Infit MNSQ = 1.00 Disc = 0.34		
Categories	A [0]	B [1]	C [0]	D [0]	missing	
Count Percent (%) Pt-Biserial	119 20.3 -0.14				4	

Mean Ability	-0.14	0.39	0.07	-0.60	0.54		
StDev Ability	0.86	0.68	0.61	0.76	0.55		
Step Labels		1					
Thresholds		0.40					
Error		0.09					
Item 28: ANA35			Infit MNSQ = $0.94$				
				Disc = 0.42			
Catagonias	7 [ ] 7	D [0]	C [0]	D [1]	miaaina		
Categories	A [U]	B [0]	C [0]	D [I]	missing		
Count	106	42	79	362	1		
Percent (%)					±		
Pt-Biserial							
Mean Ability					-0 24		
StDev Ability							
Schev Ability	0.70	0.70	0.00	0.05	0.00		
Step Labels		1					
Scop Lasers		_					
Thresholds		-0.41					
Error		0.09					
Item 29: ANA36RD				Infit MNSQ = $1.08$			
				Disc = 0.23			
Categories	A [1]	В [0]	C [0]	D [0]	missing		
Count	214	83	154	129	10		
Percent (%)	36.9	14.3	26.6	22.2			
Pt-Biserial	0.23	-0.19	-0.09	0.00			
Mean Ability	0.32	-0.29	-0.04	0.09	0.27		
StDev Ability	0.67	0.83	0.81	0.77	0.58		
Step Labels		1					
Thresholds		0.68					
Error		0.09					
	• • • • • • • • •						

Mean test score 14.97 Standard deviation 4.08 Internal Consistency 0.67

The individual item statistics are calculated using all available data.

The overall mean, standard deviation and internal consistency indices assume that missing responses are incorrect. They should only be considered useful when there is a limited amount of missing data.

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