

RINCHEN HIGHER SECONDARY SCHOOL



PROSPECTUS



PROGRAMS / MAJORS / STUDIES

SCALING UP
FOR EXCELLENCE
IN EDUCATION



"We are here to get all we can out of life for ourselves, but try to make the lives of others happier" - William Osler





The Gateway To Excellence

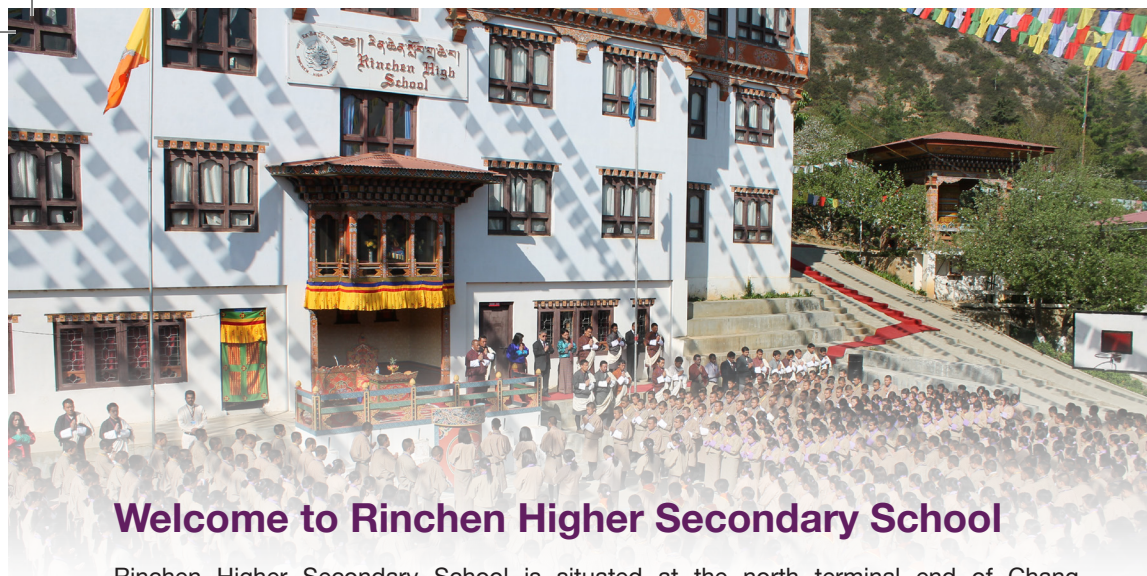
"Our nation's vision can only be fulfilled if the scope of our dreams and aspirations are matched by the reality of our commitment to nurturing our future citizens"

- His Majesty the King Jigme Khesar Namgyal Wangchuck



Table of Contents

Welcome to RHSS	6
About Rinchen HSS	7
Courses offered	8
Facilities	9
Curriculum	9
Academic Year	10
Examination	10
Fee Structure	11
Admission Procedure	11
Duties and Responsibilities	12
Parents/Guardian Information	13
Awards and Scholarships	14
Our Commitments	15
Our School Climate	16
Map	17



Welcome to Rinchen Higher Secondary School

Rinchen Higher Secondary School is situated at the north terminal end of Chang Gaydarphug, above JDWNR Hospital in the beautiful valley of Thimphu (the Kingdom of Bhutan).

The cold but beautifully sunny and auspicious morning of 22nd February, 2002 saw the grand inauguration of the school with a traditional “rabney” performed by Datong Tulku. Aum Sangay Zam and Mr. Sonam Dhendup (the patrons of the school), family and the faculty members and numerous invited guests attended the inauguration ceremony. The school was inaugurated by Hon’ble Lyonpo Sangay Nidup, the then Minister for Health and Education.

The school was later blessed and consecrated by His Holiness Tulku Jigme Choedra, the 70th Je Khenpo in 2004.

Ms. Tshewang Wangdi Choden became its founding principal who was assisted by Mr. Sonam Palden as Vice Principal and a group of very hard working teachers. The group ploughed through all the difficulties and laid the launching pad for the school’s ever widening progress in its attempt to spread the light of wisdom. The school’s first batch of students produced a modest 73% pass result in the Indian Schools Certificate Examination, 2003. Over the years the school’s result kept on improving. The school produced Bhutan Topper for Commerce Stream: Namgay Wangchuck (2004) and Bikash Chettri (2005).

The school is ideally located to facilitate congenial teaching and learning environment. The school follows the National School Curriculum prescribed by the DCRD - Department of Curriculum and Research Development, Ministry of Education. It also follows same evaluation and assessment process like all the government schools. It is affiliated to Bhutan Council for Secondary Examinations and Assessment (BCSEA). It is also mandated to follow the same academic session as the government schools.

The school is committed to providing world class value-based education which in the long run would contribute to achieving the National goal of Gross National Happiness.

About Rinchen Higher Secondary School

→ Our Vision

Rinchen Higher Secondary School aims at becoming a model school that provides quality wholesome education in an atmosphere that is conducive to learning for students' total personality development.



→ Our Mission

Rinchen Higher Secondary School aspires to create productive citizens by providing quality wholesome education and other life skills thereby contributing to the attainment of Gross National Happiness.

→ Our Theme

“Scaling Up For Excellence in Education”

Why Rinchen?

Proprietor, Aum Sangay Zam named the school after her late father, Mr. Rinchen Tshering. He was a man of great vision and was one of the first successful Bhutanese businessmen.



As his business flourished, he managed to purchase a very spacious property which his daughter inherited. She found an ideal way to honour her dear father by establishing a school which would have far reaching benefits and would perpetuate a lasting memory. Her dream is to gradually expand RHSS's infrastructure and facilities to create one of the best private schools in Bhutan.

This is a tribute to her dear loving father reflecting her passion and love, both for education and his memory.



Courses Offered

The school offers two Streams: Arts and Commerce in classes XI, XII & CE. Course Options:

Humanities	Commerce	CE
Dzongkha	Dzongkha	
English	English	
History	Commerce	
Geography	Accounts	
Economics	Mathematics	
Rigzhung/CTS/Math	Rigzhung/Eco/CTS	

Note: For the CE candidates, the school does not offer any optional subjects. They must take up compulsory subjects being offered in all the streams.



Basic Computer Course

Basic Computer application will be offered only to the students interested in making themselves computer literate and to equip them with the IT skills demanded by today's jobs. However, they will have to pay a nominal fee for the course.

Facilities

Rinchen Higher Secondary School provides the following facilities:

- A computer laboratory equipped with internet connections
- Well stocked library
- Music room with both western and traditional musical instruments
- A basketball court/assembly court
- Transport facilities
- A cafeteria
- An Infirmary with basic medical provisions
- A conference Hall
- A school counseling unit
- Administrative offices
- Good modern washrooms/toilets
- Good water supply
- Qualified, experienced and competent teachers
- Scholarship, in-house training programs and school court and Tashi-cell information



Curriculum

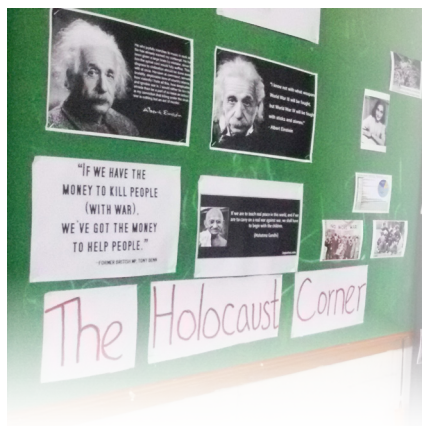
While we believe that education begins at home, we at RHSS place the highest emphasis on helping students realize their full potential. Students are expected to put equal efforts in their learning as teachers do in their teaching. We believe that the baseline in education is students' learning and their achievement. Learning is an individual activity but not a solitary one and is more effective when it takes place in a supportive environment. This is what we endeavour to create here.

The medium of instruction is English for all subjects except Dzongkha. We believe that quality teaching can take place only if there are quality teachers.



Academic Year

The academic year opens usually on 10th February every year and ends around 18th December. RHSS follows the same academic session, observes all the national holidays and has two term breaks (Mid Year and Winter Breaks) at par with government schools. Participation in all the extra curricular activities and competitions such as sports, cultural activities and celebrations of all significant events are part of RHSS life.



Examination

Just as all schools in Bhutan, RHSS is also governed by the same evaluation and assessment policy of BCSEA. While school frames its own continued process of assessment by way of Unit and Class Tests, with its own internal exams, it ultimately prepares students for the council examination. RHSS like

all other schools are monitored by the Ministry of Education. The school is a centre for BHSEC trial exams being conducted by BCSEA.





Admission Procedure

Eligibility Criteria

- To be eligible for admission, a student must have:
- A Pass Certificate in the BCSE exam with an aggregate of 50% and above.
- A good character certificate.
- SUPW grade of minimum C and higher.
- At least 45% each in both English and Dzongkha.
- Minimum 45% in Maths to opt for Commerce Stream.

Procedure

Application form is available from the school's General Office upon payment. 50% of the annual fee has to be paid at the time of admission. A student needs to submit the following documents along with the completed application form:

- A good character certificate.
- **Original** BCSE Mark sheet
- **Original** BCSE Pass Certificate
- **Original** School Leaving Certificate
- **Original** Character Certificate
- Xerox copy of the Citizenship ID card
- A letter from the Head of Agency (e.g. BCCI for business people) certifying that the parents are residing in Thimphu.

CE Candidates have no age bar. They must produce all the required documents. It is meant only for the Bhutanese nationals. Seniors will be given preference. Those who are employed must produce the NOC from their parent organization.



Duties & Responsibilities

- Students must know what is expected of them and accept responsibility for their choices and actions.
 - Teachers must role model the behaviour they expect from students.
 - Teachers have responsibility for managing conduct effectively in the classroom and for giving consistent support to the implementation of the school code of conduct.
 - Parents must be aware of the school's expectations. They must work constructively with school to promote positive student behaviour in the best interests of the child.
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- Administration should provide firm, equitable, transparent support and leadership for the implementation of the school code of conduct.
 - Administration must employ effective routines to obtain relevant information and to communicate clearly with all concerned in adjudicating disciplinary issues.
 - Teachers must collaborate with students in developing and clearly communicating classroom standards for conduct.
 - Teachers must provide relevant and effective instruction supported by sound disciplinary strategies.
 - Teachers are responsible for supporting the equitable, timely and appropriate application of school-wide standards of conduct.
 - Students will be informed about conduct, standards and consequences.
 - Students are to be treated with respect and dignity.
 - Students' input concerning conduct, codes and consequences are welcome.
 - 'Zero Tolerance' means that an infraction will always be dealt with through appropriate consequences.
 - 'Zero Tolerance' essentially applies to all behavioural categories contained in the **Rinchen Code Of Conduct**.

Parents/Guardian Information

- The school reserves the right to infinitely confiscate restricted items brought to school (as per the provisions in the **Rinchen Code of Conduct**).
- The school maintains a 'junk food free policy'. Therefore, you are requested to comply with it.
- Wearing of any jewellery or fancy make-up is prohibited in school.
- It is not recommended to give your ward huge sum as pocket money.
- Once registered, fees shall not be refunded even in case of withdrawal.
- All absences must be reported to the concerned authority. If the absence is more than three days the matter will be brought to the notice of the principal.
- School must be intimated for severe health related issues, if any, in writing with relevant medical certificates. School Infirmary can only offer basic healthcare.
- School visit proper dress code for any reason, must be planned in accordance with the convenience of the school schedule.
- Communication between parents/guardian and school/teachers with regard to child's education is encouraged.
- Parents/guardian are recommended to read and understand the **Rinchen Code of Conduct** and be responsible to ensure that their ward complies with it.
- Since many pertinent information and notices are provided through their ward's Yearbook (School Diary), parents/guardians are required to go through the same regularly.
- Parents/guardian's cooperation in enhancing their ward's learning and education is solicited. Therefore, they are expected to play a vital role in shaping the all round development of their wards.





Awards & Scholarships

- Rinchen Thuksey for '*Student of the year*'
- Academic Proficiency for all subjects
- Stream Toppers in Commerce & Humanities
- Tashi Delek Tea for Mid -Year Excellence
- Leadership award for all Captains
- Co-Curricular Activities (literary, cultural and games)
- Certificate of participation for all activities
- 'GNH Weekly Certificates for 20 students who live up to the theme of the week

Rinchen provides opportunities to well deserving students from disadvantaged family backgrounds to pursue higher education. Annually, a minimum of 10 students identified by Ministry of Education are provided with full scholarships. Some scholarships are also offered to students by the proprietor on a case-by-case basis.

Additional sponsorships are also provided for students:

- Who excel in all aspects educational programmes
- **Rinchen Memorial Scholarship** for Stream Toppers from Class XI
- Students (maximum of 5) seeking admission with an aggregate of 70% and above will be granted full scholarship along with school uniform

However, continuity of scholarship will stand subject to good:

- Conduct
- Academic performance and
- Attendance

Our Commitments



1. **Protect the National Economy:** By preparing citizens who will one day be the leaders in making our economy viable and competitive.
2. **Help socialize and unify our multicultural society:** By bringing together people of divergent backgrounds and socialize them into a common Bhutanese culture.
3. **Improve the quality of family life:** By providing quality care for children, thus freeing parents to pursue their personal careers and interest.
4. **Protect the National Defence:** By ensuring time-tested knowledge for security and defence.
5. **Prepare students for the world of work:** By stressing neatness, competition, punctuality, responsibility, co-operation, self control and various other vocational activities.
6. **Cultivate cognitive competence:** By developing intellectual skills such as reading, spelling, mathematical computations, interpreting data, formulating hypotheses through various academic disciplines.
7. **Serve as vehicle for social and economic nobility:** By promoting equal opportunity, we enable all children to acquire skills and knowledge needed to pursue a productive and fulfilling life.
8. **Provide educated citizenry needed in a democracy:** By teaching children the lessons of democracy, history, student elections, current events, and other activities, we ensure knowledge and active citizenry youths.
9. **Encourage diversity & tolerance:** By augmenting the cultural heritage of our nation through teaching children to respect and protect the diversity in ethnicity and religion.
10. **Help eliminate discrimination:** By eliminating any bigotry that could have been passed on through family prejudices.
11. **Preserve and transmit our cultural traditions:** By teaching the new generations of the progress, beliefs, customs, and values of previous generations, we are committed to preserving the accomplishments of our forefathers.
12. **Help bring about needed social changes:** By examining and through proper and critical analysis, bring about any change in our social values, practices and beliefs, we are committed to bringing about continual progress and growth in our society.
13. **Develop positive self-concept and emotional well being:** By understanding and combating negative forces that influence society such as: drugs, increased sexual promiscuity, poverty, discrimination, single parent, dual career families, teenage suicide, adolescent depression, etc.
14. **Develop physical well being:** By teaching proper nutrition, health habits and developing physical skills through games and sports.
15. **Groom and shape the future leaders:** By identifying those students who have the qualities and capabilities to become the next generational leaders.
16. **Serve as a vehicle for attaining world peace:** By being a member of a global society and stressing on international affairs, concerns, customs, languages etc, we develop cross-cultural knowledge through curricular, co-curricular extra curricular events.
17. **Nurture creative talent:** By providing a place where our nation's creative talent can flourish, we help students to understand and develop their aesthetic values.
18. **Help students develop life skills to function in society:** By helping them develop the skills essential for survival, we teach how to combat teenage pregnancy, alcoholism, substance abuse, traffic fatalities, sexual promiscuity, natural calamities and many others.

Expected School Climate

Staff – Student relationship

- Mutual respect and trust
- Students feel cared for and secure at all levels
- Dzongkha/English is spoken
- Open communication exists
- Friendly and professional relationships prevail
- Teachers are approachable and friendly
- Active listening is practised by staff and students

Student – Student relationship

- Respect for all is obvious
- Empathy, encouragement and politeness observed
- Students speak in Dzongkha/English to each other
- Bond, support exists between age levels
- Peer mediation program in place
- Abolition of conflict and inappropriate language

How school discipline is handled

- Strong administrative presence
- Inappropriate behaviour is always dealt with
- Consistency and teamwork used (teachers, administration, parents)
- Focus on improving behaviour
- Equity and justice are fundamental principles
- Consequences rather than punishments are used
- Effective strategies used at all levels



Relations between school staff and parents

- Honest, open, two-way communication prevails
- Welcoming, friendly atmosphere in the school
- Partnership and teamwork with parents is common
- Parents are assured that school is a safe and secure place
- Home conditions are considered when disciplining students
- Flexible, frequent communication occurs with parents
- Mutual focus on students' needs (home and school)

Teachers' collaboration and relations

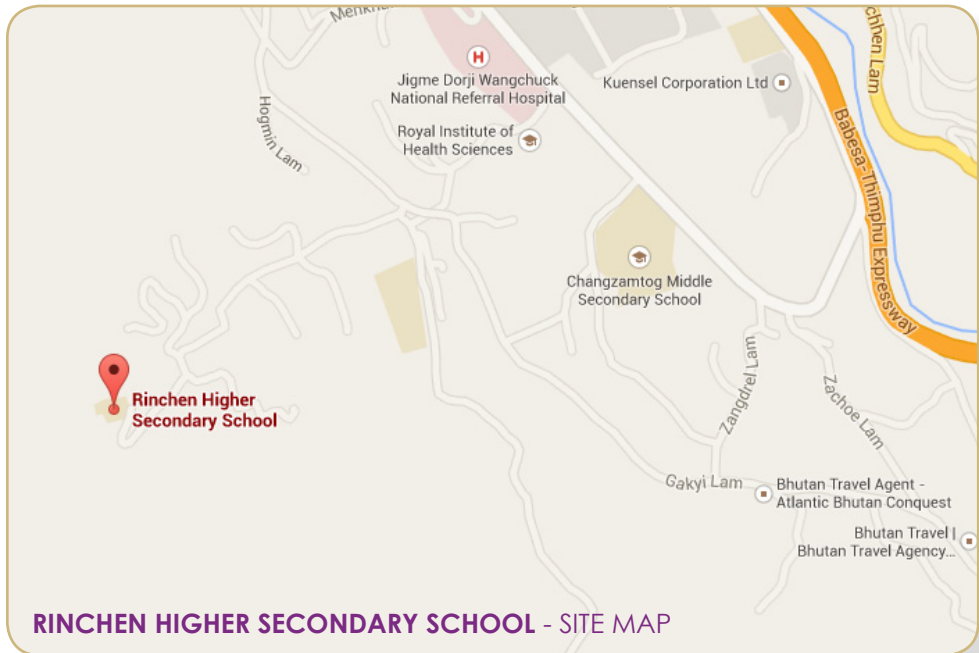
- Consistency and mutual trust emphasized
- Teacher support teams in place to deal with conduct problems
- Professionalism and confidentiality followed
- Frequent sharing of strategies and resources followed
- On-going open communication about student needs
- Proactive, shared approaches to discipline employed

How crisis and problems are handled

- Effective crisis management team and plan in place
- School – wide preparation and communication
- Decision follows consultation and collaboration
- Strong and shared leadership exists
- Focus kept on students' welfare
- Calm, confident and supportive atmosphere prevails

What you see, hear and experience in the school

- Student happiness and academic excellence are apparent
- Pleasant, comfortable, spirited, friendly and orderly climate prevails
- Genuine mutual respect at all levels is ensured
- Celebration and pride in accomplishments are observable





"Education is the point at which we decide whether we love the world enough to assume responsibility for it and by the same token to save it from that ruin, which, except for renewal, except for the coming of the new and the young, would be inevitable. An education, too, is where we decide whether we love our children enough not to expel them from our world and leave them to their own devices, nor to strike from their hands their choice of undertaking something new, something unforeseen by us, but to prepare them in advance for the task of renewing a common world."

Hannah Arendt, Teaching as Leading







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