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**Department of Youth and Sports
Ministry of Education**

Introduction

To better streamline and sustain the ongoing School Sports Program in the schools across the country, the Department of Youth and Sports (DYS), in collaboration with relevant stakeholders has developed the National Strategic Framework for School Sports and Physical Activity (NSFSSPA) in 2015.

In pursuing this NSFSSPA, the Games and Sports Division, DYS has also developed the National Standards and Guidelines for the School Sports Program. The National Standards for School Sports Program are based on the best practices and are expected to be achieved at each stage of learning as specified. Therefore, it is very important for the schools and in particular the sports personnel to make proper plan and activities to facilitate every child achieve the stated standards.

The Guidelines developed are to provide all stakeholders, partners and in particular the school management to ensure that SPA programs are of quality, uniformed, sustainable and in-line with the overall objectives of the School Sports Program. The guidelines are broad and drawn from the best international practices that are also practical to our context.

All the stakeholders and partners, including the students are advised to go through this National Standards and Guidelines booklet and ensure adherence to the best interest for the development of SPA in schools across Bhutan. Any suggestions to further improve this guidelines may be forwarded to the Games and Sports Division, Department of Youth and Sports, Thimphu.

“Physical education and sport are essential tools to contribute to the total and harmonious development of a child”.

Mr. Patrick Nanty

CHAPTER – ONE

1.1 National Standards for School Sports Program

To facilitate progressive and uniform implementation of School Sports Program (SSP) in the country, eight standards have been developed - four standards each for primary and secondary schools as mentioned below. With these standards in place, it is expected to facilitate the schools and learners to comprehend the outcomes and mainly endeavour to achieve the standards at each stage. The schools are recommended to use various manuals, guidebooks, activity books and experiences in achieving the standards as appropriate. Every school should implement diverse games and sports throughout the year.

Part A: Describes the standards for Primary Schools, **Part B:** Describes standards for Secondary Schools and **Part C:** Provide examples of recommended activities and expected outcomes which are given in a tabular form.

1.1.1 Part A: Standards for Primary Schools

Standard 1: A student will understand that sports & physical activities allow for improvement in physical, social, and emotional aspects of life.

Student Expectations

When students are introduced to sports events they begin to understand how games and physical activities lead to improved skill levels as well as development of friendship. Students at the primary level should learn that sports and games can lead to enjoyment as well as improvement in physical health.

Performance Indicators

1. Enjoy participation in sports and physical activities.
2. Perform basic motor skills.

3. Use manipulative skills during a game or event.
4. Play simple or modified sports and physical activities.

Standard 2: A student will participate and develop skills in sports & physical activities regardless of their personal performance

Student Expectations

Students have varying level of proficiency at a variety of sports skills. During sports events the students should perform skills regardless of how well they perform. The concept of attempting multiple attempts to improve skills should be fostered through standard 2.

Student Performance Indicators

1. Perform a variety of sports specific skills.
2. Identify a personal skill weakness.
3. Explain a strategy to overcome a deficient skill.
4. Apply changes to create sports skill practice.

Standard 3: A student will experience friendly competition and display sportspersonship.

Student Expectations

Both individual and dual sports/games provide students a healthy competition. During events there are winners and losers therefore, students must learn how to compete with others and accept skill level differences as well as give support in the spirit of the game.

Performance Indicators

1. Identify traits of a well - rounded sports person.
2. Explain how winning and losing are growing experiences.

3. Explore various forms of sportspersonship.
4. Define teamwork and how it is used in a game.
5. Define competition and how they feel about being challenged.

Standard 4: A student will appreciate and develop love for sports and physical activities.

Student Expectations

During youth sports activities, students have a variety of positive and negative experiences. Standard four focuses on respecting the games and experiencing enjoyment throughout the activities. The ultimate goal is to have the students develop love for the game and their team mates.

Performance Indicators

1. Value teammates and coaches.
2. Value the rules of the game.
3. Appreciate the enjoyment that sports brings.
4. Identify why they love to play.
5. Define traits of respect and compassion toward competition.

1.1.2 Part B: Standards for Secondary Schools

Standard 5: A student will become knowledgeable of self-improvement through sports & physical activities.

Student Expectations

Students learn about how well they know a skill or game at an early age. It is important to focus this self-efficacy through guided questions and teaching reflections after an activity. The coach should provide tools for students to cope with failure and attempt to growth through defeat.

Performance Indicators

1. Practice a skill after practice.
2. Attempt mental imagery of a skill.
3. Demonstrate an alternative way to perform an activity.
4. Set a personal goal.
5. Explain steps to improve.
6. Identify mental growth that has occurred after a season.

Standard 6: **A student will recognize that healthy competition will foster greater skill development.**

Student Expectations

Throughout adolescent, students learn a variety of lessons from competitive sports. During this stage students must learn that besides practice they must compete versus equal or more skilled opponents to grow as an athlete. Standard six will allow a student to channel practice to improve performance.

Performance Indicators

1. Identify qualities that an elite team possesses.
2. Describe steps to improve an individual skill.
3. Explore methods to improve the entire team performance or individual performance.

Standard 7: **A student will appreciate and value sports and physical activity as a way to lead healthy life style.**

Student Expectations

The ultimate outcome of sports participation is improvement in holistic wellness. During a variety of activities the health-related fitness or skill-related fitness components can be challenged by an individual. Becoming cognizant of why sports allow for enjoyment is an important part of growing and learning.

Performance Indicators

1. Explain why they like to participate in a sports.
2. Identify healthy living concepts that are improved through sports.
3. Compare and contrast pre and post season wellness outlooks.
4. Value being able to express themselves through activities.

Standard 8: A student will work cooperatively with teammates and display sportspersonship.

Student Expectations

Cooperation is built into a coach and student relationship as well as a teammate to teammate relationship. Students should be able to communicate with both their coach and teammates during and after activities. Throughout competition students have an opportunity to display a variety of forms of being a good sportsperson and follow the etiquette of the games.

Performance Indicators

1. Define cooperation in an activity.
2. Explore methods to communicate both verbally and non-verbally.
3. Identify rules to individual sports and activities.
4. Compare and contrast sportspersonship and teamwork.
5. Analyze person interactions in the social aspect of the game.

1.1.3 Part C: Example of Activities and Expected Outcomes

Class	Proposed activities	Outcomes
PP - I	Organize variety of simple and enjoyable physical activities. Focus more on participation and development of motor skills.	<p>Children are keen in physical activities. Demonstrate few bodily coordination/skills in SPA.</p> <p>Understand basic rules of few physical activities.</p> <p>Demonstrate some skills in walking, running and throwing.</p>
II - III	Organize diverse physical activities that are simple and enjoyable. Organize modified sports and conduct simple competitions in SPA. Teach some basic athletics skills (running, hopping, throwing, etc.)	<p>Children love to play physical activities. Children know names of few SPA.</p> <p>Able to play with modified sports.</p> <p>Demonstrate few athletic skills such as running, hopping, throwing, etc.</p>
IV-VI	Organize diverse physical activities. Teach lead up drills for various sports. Organize mini sports activities with modifications and simple rules. Educate on sporting spirit like teamwork, fair play, participation, etc. Conduct simple SPA competitions.	<p>Children enjoy SPA.</p> <p>Understand benefits and participate in SPA.</p> <p>Demonstrate improved physical coordination and skills.</p> <p>Knows how to play few sports with modified rules.</p> <p>Engage in SPA with or without adult supervision.</p> <p>Demonstrate some athletic and sporting skills like running, hopping, throwing, etc.</p>

<p>VII -VIII</p>	<p>Organize diverse SPA.</p> <p>Introduce to formal sports and conduct coaching courses. Make all children play one or more sports or athletic of their choice. Teach children about sporting spirit, nutrition and healthy lifestyles. Conduct modified competitions in various sports and athletics.</p>	<p>Children enjoy SPA.</p> <p>Children are able to play at least one or more sports of his/her choice with improved coordination and skills.</p> <p>Demonstrate more athletic skills including understanding of how games are played.</p> <p>Understand the benefits of SPA and also take safety measures.</p> <p>Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity.</p> <p>Able to organize their own events. Generally children are active and healthy</p>
<p>IX-X</p>	<p>Organize various SPA. Educate on the importance and benefits of SPA for personal health and the society at large. Make children participate in one or more sports or athletic event on regular basis. Conduct coaching courses for all including school team. Teach sporting spirit, nutrition and healthy lifestyles. Organize competition within schools and also with other schools. Emphasis on teamwork and create pathways for different abilities. Let the good athletes represent school and participate in competitions.</p>	<p>All children enjoy and understand the benefits of SPA.</p> <p>Understand how various sports are played and its basic rules.</p> <p>Examines moral and ethical conduct in specific competitive situations.</p> <p>Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities or sports.</p> <p>Mange their own events and take leadership roles as coordinator, referee, etc.</p> <p>Creates and implements a behavior-modification plan that enhances once healthy and active lifestyle.</p> <p>Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity.</p> <p>Some students perform outstandingly and take part in school teams.</p>

<p>XI-XII</p>	<p>Organize various SPA. Educate on the importance and benefits of SPA for personal health and the society at large. Make children participate in one or more sport or athletic event on regular basis. Conduct coaching courses for all including school team. Teach sporting spirit, nutrition and healthy lifestyles. Organize competition within schools and also with other schools. Emphasis on teamwork and create pathways for different abilities. Let the good athletes represent school and participate in competitions.</p>	<p>All children enjoy and understand the benefits of SPA.</p> <p>Understand how various sports are played and its basic rules.</p> <p>Examines moral and ethical conduct in specific competitive situations.</p> <p>Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities or sports.</p> <p>Manage their own events and take leadership roles as coordinator, referee, etc.</p> <p>Creates and implements a behavior-modification plan that enhances once healthy and active lifestyle.</p> <p>Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity.</p> <p>Some students perform outstandingly and take part in school teams. Generally children are active and healthy</p>
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Note: *The activities proposed are just suggestive, and therefore, individual SSI, teacher or coach may initiate varied activities and use coaching manuals and activities guides such as Kids - athletics, grassroots football, mini basketball prepared by the NSFs and other relevant agencies.*

CHAPTER – TWO

2.1 Guidelines for School Sports Intramurals

To derive the maximum benefits that sports and physical activities (SPA) has to offer, it will be vital to have planned SPA intramurals in schools. The following are the general guidelines to implement effective and sustainable SPA intramurals in schools.

- i. SPA must be well planned and effectively implemented as per the national policy and guidelines so that every child acquires a minimum of 120 minutes of SPA a week.
- ii. The purpose of organizing the SPA in schools should be to foster lifelong healthy lifestyle, instill values & skills and also to enrich teaching-learning process.
- iii. Mass participation must be fostered regardless of child's age, gender, ability and background to gain the benefits from participating in SPA. (*Also refer Mass participation guidelines*).
- iv. Make participation in SPA safe and fair. Therefore, students in secondary schools should be categorized into **Senior Division (Classes IX to XII)** and **Junior Division (Classes VII & VIII)** for competitions at Dzongkhag level. However, the schools has the discretion to opt for class & house wise as appropriate for the intramurals.
- v. The SPA should be planned to be conducted throughout the year in a developmental phase to derive maximum benefits and to keep children meaningfully engaged mainly after school hours, weekends and holidays.
- vi. Schools should establish various sports clubs, organize literary activities and sports coaching on regular basis during school or after school hours.
- vii. House and class competitions should be organized to facilitate participation by all students in SPA.

- viii. Bhutanese indigenous sports should be promoted and organized on regular basis.
- ix. Mechanism must be put in place to make optimum use of the existing SPA facilities and also develop a SPA recreational park using locally available resources.
- x. The SPA should be made enjoyable & fun for all children.
- xi. There should be a modest system for recognition and rewarding the outstanding students in SPA.
- xii. Primary schools are the most vital phase for laying the strong sports culture at the grassroots level. It is therefore, important for all children to have access to wide variety of organized sports and physical activities. Primary schools should center its SPA programs to make it more participatory, enjoyable and learn basic fundamental skills and values, and not to specialize in any one sports.

2.2 Guidelines for Fostering Mass participation (Sports for All)

All children regardless of age, gender, talent and background must have equal opportunity to take part in SPA. It is therefore important for schools to take initiatives to ensure that every child gets the opportunity to take part in the organized SPA on regular basis. Participation in SPA in schools should be all about nurturing lifelong healthy lifestyle and acquiring values and skills that are essential in life besides enhancing teaching-learning experiences.

Following are the some of the approaches that could be used to facilitate mass participation.

- i. School leaders, faculty and students must be committed to planning and organizing the SPA.
- ii. Wide varieties of SPA programs should be planned and organized throughout the year for children and school faculty to engage during or after school hours.
- iii. Besides conventional sports, encourage in-expensive and easy to conduct SPA activities like aerobics, rhythmic dance, musical drills and indigenous sports.
- iv. Set mechanisms to make sports facilities safe and easily accessible. Also create recreational parks using locally available materials.
- v. Institute various sports clubs in school and have scheduled programs coordinated by students under the supervision of adults.
- vi. Modify sports to make it enjoyable and participatory.
- vii. Refrain from making uniform and sports attires compulsory particularly during the in-school SPA.
- viii. No child should be allowed to take part in more than two sports or athletics events.
- ix. Encourage students to take up leadership roles, such as coordinator, referee, and coach during SPA programs.
- x. Encourage school staff to embrace healthy lifestyle and also take initiative to coordinate SPA in schools.

- xi. Schools should plan and implement SPA during and after school hours in an organized manner.
- xii. Every child must be mandated to participate in at least one SSP on regular basis besides the HPE lessons.
- xiii. Initiatives must be taken to engage all the in-active students in SPA which could be due to academic attention, economic background and others.
- xiv. Institute a system to grade participation of students in SPA and also modestly recognize the exemplary ones.
- xv. Conduct advocacy and literary activities on the benefits of SPA.

Example of timetable for mass participation is provided in ***Annexure-I***.

2.3 Guidelines for School Sports Competitions

While the primary focus of the School Sports Program (SSP) is to provide opportunities for all children to engage in a wide variety of SPA throughout the year, it is also important to organize sports competitions at various levels to motivate and encourage greater participation at the grassroots levels and foster sports excellence. The talented students should have the opportunity to compete and nurture their talents by taking part in various sports competitions. The following guidelines are proposed:

- i. All Dzongkhags, Thromde and schools must adhere to the School Sports Program's objectives and guidelines while conducting sports competitions.
- ii. The competition conducted under the School Sports Program shall be titled as follows:

Dzongkhag: *Dzongkhag School Sports Meet (DSSM)*

Regional: *Regional School Sports Meet (RSSM)*

National: *National School Games (NSG)*

- iii. Only sports that are endorsed by the Department of Youth and Sports will be included in the school sports competitions.
- iv. School sports competitions should be conducted in two separate divisions as follows during the Dzongkhag/Thromde level competitions.

Senior Division : Classes IX to XII

Junior Division : Classes VII & VIII

- v. Schools may field the best team to compete at the DSSM. However, senior and junior students should not be merged to form a team.
- vi. Should the junior team winners desire to take part in the RSSM, the Dzongkhag/Thromde should make arrangement to decide which team to represent Dzongkhag/Thromde at the RSSM by conducting competitions amongst two winners or through commonsensical decision.

- vii. No children of class VI or below should be allowed to take part in DSSMs/RSSMs & NSGs for their safety and logistic reasons.
- viii. In athletics, regardless of the senior or junior divisions, the best athletes will represent the school in track and field events. However, no students of class VI or below will be allowed to participate as well.
- ix. No child should be allowed to participate in **more than two sports or athletics events** in a year in the school sports competitions.
- x. A technical committee must be constituted to address technical matters and to organize the competitions smoothly.
- xi. School sports competitions should be conducted as per the international rules however, where required simple modifications to suit the local circumstances may be adopted on mutual accord of all parties.
- xii. All school sports competitions should be free of drugs, alcohol and smoking.
- xiii. Any form of verbal or physical abuse by officials or escorts should be strictly prohibited.
- xiv. All sports competitions and events should be officiated and coordinated by qualified and competent personnel.
- xv. It should be the responsibility of the technical committee to verify equipment and venues prior to conduct of competitions and accordingly be accountable for the submission of authentic records to the Games and Sports Division as required.

*The details of the process to organize the Dzongkhag School Sports Meets, Regional School Sports Meets and National School Games are given in **Annexure – II**.*

2.4 Guidelines for Wellbeing and Safety during the SPA

The highest priority must be accorded to the student's wellbeing and safety during the SPA. Many sports injuries can be prevented or at least curbed if a few basic precautions are taken. The following are some of the guidelines towards ensuring safety during the SPA.

- i. Safety and welfare of students must be accorded highest priority. Always follow the principle of "athlete first".
- ii. Encourage children to uphold the values and ethics in SPA by declaring information correctly, pursuing fair play and true sports spirit.
- iii. Encourage children to disclose any physical or medical conditions and deal with it professionally.
- iv. Take all possible measures to make sports equipment, facilities and environment appropriate and safe.
- v. Persuade children to have suitable outfits (attires, shoes & safety gears) during SPA.
- vi. First Aid facilities to be available at all times in schools and a medical personnel during the sports competitions.
- vii. No undue verbal or physical exertion should be used on children to excel to adult expectations.
- viii. Encourage students to follow healthy practices such as warming-up before play, cooling down after the activities and remaining hydrated. Refrain and restrict students from playing either on full or empty stomach.
- ix. Always pay attention to any injuries and provide care. No child should be forced to continue the activity after sustaining injury.
- x. Strictly prohibit use of non-perspective medicines, supplements, tobacco, alcohol and smoking.
- xi. Ensure that SPA are appropriate to children's development and coordinated under supervision of competent personnel.
- xii. All rules and regulations to safeguard the athletes must be fully enforced.

2.5 Guidelines to Facilitate Sports Excellence

In the process of implementing school sports program, appropriate initiatives must be taken to recognize, award and facilitate talented student athletes to excel in the chosen sports. This will not only motivate greater participation at the grassroots level but also assist the National Sports Federations to have a pool of talented athletes.

The following are the guidelines towards promoting sports excellence.

- i. Planned and developmental sports training/coaching should be organized for all students on regular basis in schools.
- ii. Appropriate SPA competitions should be organized and accordingly initiate to recognize and to groom talented students.
- iii. Talented and good student athletes should be appointed as sports captains and club coordinators.
- iv. Facilitate good student athletes to play for clubs, community or at the national level competitions with proper mechanisms to ensure that child's education is not adversely affected.
- v. In recognition to the talented student athletes, the DYS will issue "*Certificate of Commendation*" (CoC) signed by the head of the Ministry of Education. These certificates are to be issued to those outstanding students during the DSSMs.
- vi. In addition, if schools find exceptional student who could set new records or excel in any sports events, it may be informed to the GSD, DYS. Upon verification by the GSD, DYS and the National Sports Federations, the individual will be awarded with the certificate titled "*Certificate of Excellence*".
- vii. At the center, initiative will be pursued to place outstanding student athletes in sports academy or sports schools in collaboration with the relevant agencies.
- viii. Appropriate scheme (scholarship) will also be initiated by the BOC, DYS & NSFs to support exceptional student athletes in pursuing academics and sports career as appropriate.

2.6 Guidelines for Budgeting for School Sports Program

The Royal Government of Bhutan has allocated the following two separate budget heads to all Dzongkhags/Thromdes to carry out the SPA in a planned manner on annual basis.

- a) *Budget for the Promotion of Sports and Physical Activities at Dzongkhag Level (Budget code: 17.08) and*
- b) *Budget for Procurement of sports equipment and items (Budget code: 14.07).*
 - i. Every year, schools across the country must propose the above two budgets to carry out the SPA as per the formula issued by the DYS.
 - ii. The Dzongkhag & Thromde Education Sectors must consolidate the proposals received from the schools, verify and submit to Dzongkhag/Thromde Administrations to be submitted to Ministry of Finance on annual basis.
 - iii. The budget once approved, under the guidance of the School Sports Committee should be transparently allocated to the schools including primary schools. Every school should receive some fund to organize in-school SPA.
 - iv. This budget is to be solely utilized in organizing intramurals and part of it to be used for conducting the DSSM.
 - v. The budget titled “Procurement of sports equipment or items” should be allocated to respective school to procure sports equipment or items as required and also be held accountable.
 - vi. Construction or repair of sports infrastructure should fall under capital work and it should be proposed separately with technical details during the budgeting period and be submitted through proper channel to Ministry of Finance.
 - vii. To sustain the SPA, schools are encouraged to market SPA by way of organizing fund raising events and engaging communities.

2.7 Guidelines for Monitoring and Evaluation (M&E)

To facilitate effective implementation of the programs and to provide timely interventions, it is important to have regular monitoring and evaluation in place. The effective monitoring and evaluation would also contribute towards pragmatic planning and efficient use of limited resources. To this, the following monitoring and evaluation (M&E) are proposed to be carried out:

- i. The Dzongkhag/Thromde Education Sectors are to carry out the following activities as part of the M&E on an annual basis:
 - A copy of the annual Dzongkhag/Thromde Annual Calendar with inclusion of Dzongkhag/Thromde school sports activities to be submitted to GSD, DYS in the beginning of each year.
 - Information on schools with sports calendars, the number of students and students' participation in SPA, fund received for SPA, sports facilities and sports personnel are to be furnished to GSD, DYS. The same data collections will be facilitated through online data-based system.
 - Share reports on any monitoring activities carried out by the Dzongkhag or Thromde Education Sectors with the GSD, DYS.
- ii. The School Sports Instructors (SSIs) must submit the following to the GSD, DYS through the school management:
 - A copy of Annual SPA calendar (once in the beginning of the year).
 - Submit half yearly reports (June and December) which is to be based on the 'Daily Log of Activities' maintained by SSIs and endorsed by the school administration on weekly basis.
 - Submit annual performance evaluation duly endorsed by the school and Dzongkhag/Thromde Administration every year.
 - Information on any training programs attended.

- iii. The Education Monitoring and Support Service Division (EMSSD):
 - Carry out monitoring on the SPA during visits to schools and any findings to be shared with the GSD, DYS and concerned Dzongkhag/Thromde Education sectors.
 - Incorporate GSD's outcome indicators in the School Performance Management system and consider for overall rating of the schools' performance.
- iv. Games and Sports Division (GSD):
 - Conduct routine monitoring and evaluation exercises to assess the implementation of SPA and provide timely interventions. Share findings both good and needing interventions with the concerned stakeholders.
 - Collect information on programs and data of sports personnel, budget, facilities and infrastructures on half-yearly basis for providing appropriate recommendations/suggestions in effectively planning future programs. All these information to be uploaded through ICT mainly to facilitate effectiveness and reliability in information sharing to relevant stakeholders.

CHAPTER – THREE

3.1 Standards for School Sports Instructors (SSIs)

To facilitate professional delivery of SPA in schools, the RGoB has approved the employment of full time School Sports Instructors (SSIs). However, it is essential that the SSIs are qualified and competent to carry out the SPA programs in schools. To this, the following standards are being set:

- i. All SSIs must have a minimum of Diploma in Sports Education or Sports Coaching from a recognized institute and be selected by the Ministry of Education and the Royal Civil Service Commission based on the pre-service interview selection process.
- ii. Abide by the BCSR rules, Teachers' Code of Conduct and SSI's roles and responsibilities.
- iii. The career enhancement will be based on the performance evaluation and necessary qualification up-gradation in terms of professional development (such as advance diploma, degree, masters, or equivalent).
- iv. Have good background with no adverse records or medical conditions that may restrain his/her performance. Be physically fit and undergo fitness test periodically.
- v. Be conversant with the latest development in SPA and the rules governing different sports.
- vi. Should uphold the value and spirit of sports at all times. Should set examples by consistently following set rules themselves and being fair when imposing eligibility, recruitment, practices and other provisions related to regulating interscholastic competitions.

3.2 Basic Minimum Sports Facilities and Equipment

It is essential to have basic sports facilities and equipment in place for schools to implement well organized SPA. To enable schools to implement appropriate SPA, the following basic minimum sports equipment and facilities for schools are set out:

3.2.1 School with Classes PP to III

Sl.	Description	Quantity
1	Football No. 3	1 ball for every 15 children per year
2	Volleyball (mini ball)	1 ball for every 15 children per year
3	Jump rope (cotton)	1 no. for every 15 children per year
4	Frisbee	1 no. for every 20 children per year
5	Tenniquoit (PCV ring)	1 no. for every 20 children per year
6	Hula Hoop (PCV)	1 for every 10 students
7	Tennis ball	1 no. for every 20 children per year
8	PCV exercise ball	5/10 numbers
9	PCV cone	1set of 30 pieces per year
10	Markers	1set of 30 pieces per year

3.2.2 School with Classes IV to VI

Sl.	Description	Quantity
1	Football No. 3/4	1 ball for every 15 children per year
2	Volleyball(mini ball)	1 ball for every 15 children per year
3	Futsal ball	5 balls per school per year
4	Jump rope (cotton)	1 no. for every 15 children per year
5	Frisbee	1 no. for every 20 children per year
6	Tenniquoit (PCV ring)	1 no. for every 20 children per year
7	Hula Hoop (PCV)	1 for every 10 students
8	Tennis ball	1no. for every 20 children per year
9	PCV cone/marker	1set of 30 pieces per year
10	Badminton racket	1 pair for every 20 children per year
11	Badminton net	3 per school
12	Shuttle cock	20 barrels per school per year
13	Chess set	5 sets per school
14	Carrom board	2/3 set per school depending on school size
15	Football goal net	2 pair per school per year
16	Volleyball net	2 pairs per school per year
17	Whistle	5 nos per school per year
18	Stop watches	5 nos. per school for 3 years

19	Measuring tape, 50 m	2 nos. per school for 3 years
20	Kid athletic equipment	1 set per school for 5 years
21	Football field (standard)	1 no.
22	Volleyball court	1 no.
23	PCV cone	1 set of 30 pieces per year
24	Markers	1 set of 30 pieces per year

3.2.3 School with Classes VII to VIII

Sl.	Description	Quantity
1	Football No. 4/5	1 ball for every 20 children per year
2	Volleyball No. 4/5	1 ball for every 25 children per year
3	Futsal ball	5/10 balls per school per year
4	Basketball No. 5/6	1 ball for every 30 children per year
5	Jump rope (cotton)	1 no. for every 30 children per year
6	Frisbee	1 no. for every 30 children per year
7	Tenniquoit (PCV ring)	1 no. for every 30 children per year
8	Hula Hoop (PCV)	1 for every 30 students
9	PCV cone/marker	1 set of 30 pieces per year
10	Badminton racket	1 pair for every 40 children per year
11	Badminton net	3 per school
12	Shuttle cock	20 barrels per school per year
13	Chess set	5 sets per school
14	Carrom board	3 set per school depending on school size
15	Football goal net	2 pair per school per year
16	Volleyball net	2 pairs per school per year
17	Whistle	5 nos. per school per year
18	Stop watches	5 nos. per school for 3 years
19	Measuring tape (50m)	2 nos. per school for 3 years
20	Kid athletic equipment	1 set per school for 5 years
21	Football field (small)	1 no.
22	Volleyball court	1 no.
23	Uniform for team event	1 set per sports discipline for 3 years
24	PCV cone	1set of 30 pieces per year
25	Markers	1set of 30 pieces per year
26	Multipurpose hall	1 No.

3.2.4 School with Classes IX to XII

Sl.	Description	Quantity
1	Football No. 5	1 ball for every 30 children per year
2	Volleyball No. 6/7	1 ball for every 30 children per year
3	Futsal ball	10/15 balls per school per year
4	Basketball No. 5/6	1 ball for every 30 children per year
5	Jump rope (cotton)	1 no. for every 30 children per year
6	Frisbee	1 no. for every 30 children per year
7	Tenniquoit (PCV ring)	1 no. for every 50 children per year
8	Hula Hoop (PCV)	1 for every 50 students
9	PCV cone/marker	1 set of 30 pieces per year
10	Badminton racket	1 pair for every 40 children per year
11	Badminton net	3 per school
12	Shuttle cock	30 barrels per school per year
13	Chess set	5 sets per school depending on school size
14	Carrom board	2/3 set per school depending on school size
15	Football goal net	4 pair per school per year
16	Volleyball net	4 pairs per school per year
17	Whistle	5 nos. per school per year
18	Stop watches	5 nos. per school for 3 years
19	Measuring tape (50m)	2 nos. per school for 3 years
20	Athletic equipment set	1 set per school for 5 years
21	Basketball net	4 pairs per year
22	Table tennis board	2 set per school for two years
23	Football field	1 no.
24	Basketball court	2 nos.
25	Multipurpose hall	1 no.
26	Volleyball court	2 nos.
27	Uniform for team event	1 set per sports discipline for 3 years
28	Football boots (boys & girls)	2 sets per year
29	Jump pit	1 no.
30	PCV cone	1 set of 30 pieces per year
31	Markers	1 set of 30 pieces per year

CHAPTER – FOUR

4.1 Roles and responsibilities of the Stakeholders in carrying out Sports and Physical Activity

The sports and physical activities are not only of interest and fun to children but are also vital for their holistic development. School is also a place where potential students could be nurtured to excel through effective collaboration of all stakeholders in establishing good sports culture. The effective collaboration of stakeholders would not only facilitate concerted effort but also bring better results and efficient use of resources.

It is therefore vital for all stakeholders including the students to understand their roles and responsibilities and areas of collaboration. The following are some of the guidelines developed to facilitate clear and effective collaboration in the implementation of sports and physical activities in schools across the country.

4.1.1 Department of Youth and Sports, Ministry of Education:

The Department of Youth and Sports (DYS) under the Ministry of Education is the lead agency and will look after the development of SPA for all schools in the country. The primary objectives of the DHS are to foster lifelong healthy lifestyle, instill values and skills which are essential in life besides enriching the teaching–learning process. In pursuance to these objectives, the DHS will facilitate to create access and foster mass participation of students in SPA at all levels of schools. Towards this, DHS will facilitate effective delivery of SPA in the country in collaboration with various stakeholders. The specific tasks of the DHS are as follows:

- Formulate policy, strategies, guidelines and programs for SPA within the ambit of the Ministry of Education’s National Policy.
- Prepare annual programs and budgets for the development of SPA for schools.
- Plan and manage human resources required for the implementation of SPA.

- Provide professional support (management & technical) and assistance to Dzongkhags/Thromdes and schools in organizing SPA.
- Organize National levels school sports competitions and facilitate the organization of DSSMs & RSSMs.
- Maintain records of all National School Sports events.
- Monitor and assess SPA.
- Develop the 'Common Annual School Sports Calendar' in collaboration with BOC/NSFs and circulate it to the Dzongkhags and Thromdes for implementation as appropriate.
- Facilitate sports excellence and assist in forwarding the list of outstanding students to BOC/NSFs.
- Share information on the status of HPE teachers, SSIs, sports facilities and sports records.
- Facilitate the organization of sports events by BOC/NSFs through seeking approval from the Ministry of Education and participation by students, teachers or SSIs.
- Partner with BOC/NSFs in nominating and facilitating the participation of school representatives in any trainings, seminars or competitions within or outside the country.

4.1.2 National Sports Committee (NSC):

The National Sports Committee (NSC) represented by all relevant stakeholders will be the main coordinating body to bring about better collaboration among the various stakeholders to facilitate effective implementation of the SPA in schools across the country. The main function of the NSC will be to provide advisory directions for the development of SPA in the country.

The specific tasks of the NSC are:

- To guide and assist Department of Youth and Sports, Ministry of Education, Bhutan Olympic Committee and National Sports Federations in implementing SPA in the country.
- To facilitate signing of Memorandum of Understanding (MoU) between DYS, BOC & NSFs.

- Convene bi-annual meetings (July and December every year).
- To advise and establish protocol for inclusion of new sports in the school sports program.

4.1.3 Bhutan Olympic Committee (BOC):

The Bhutan Olympic Committee besides promoting Olympic Movement in the country also serves as the lead agency for development of sports in the country. As the parent organization, BOC also guides all National Sports Federations in their functions.

The specific tasks of the BOC for supporting the SPA are:

- Advise and assist the DYS in the development of SPA.
- Facilitate better coordination between DYS and NSFs in the implementation of SPA in schools.
- Assist DYS in terms of resources (technical knowhow, funds and materials) for establishing good grassroots sports development programs.
- Collaborate with the DYS in managing sports scholarship schemes for talented individuals and career in sports.

4.1.4 National Sports Federations (NSFs):

The NSFs are affiliated to the BOC and are responsible for developing their respective sports in the country and enforcing rules pertaining to the sports. The NSFs can play a vital role in promotion and development of SPA at the grassroots levels.

The specific tasks of the NSFs are:

- Advice and support DYS in implementation of SPA in schools.
- Provide technical knowhow and resources for the promotion of SPA in schools.
- Collaborate with DYS in carrying out sports courses or programs involving teachers, SSIs and mainly students.
- Assist Dzongkhags and Thromdes to organize DSSMs/ RSSMs and facilitate proper conduct of sports competitions and also in identifying talented students.

- Collaborate with DYS to have effective human resource development programs.
- Supply of any resources including monetary or equipment to be done in collaboration with DYS to ensure quality, uniformity and effective utilization.
- Share information on training courses conducted and providing the list of participants along with the results to DYS after trainings.

4.1.5 Royal Education Council (REC):

The Royal Education Council (REC) as an autonomous and professional body primarily focuses on developing the curriculum, conducting research and in-service training programs as required for education.

The specific tasks of the REC are:

- Develop curriculum and other literatures as required for HPE and SSP.
- Facilitate professional development of personnel as needed.
- Conduct research on HPE and SSP.

4.1.6 Royal University of Bhutan (RUB):

The College of Educations (CoEs) under the Royal University of Bhutan offer teacher training courses. As a teacher training institute, the CoE could facilitate the human resource development in the area of SPA.

The specific tasks of the CoE, RUB are:

- Provide HPE & Sports courses (diploma & degree).
- Conduct in-service professional development programs as required.
- Review the courses based on needs in implementation of SPA in schools.

4.1.7 Education Monitoring and Support Service Division (EMSSD):

The Education Monitoring and Support Service Division (EMSSD) under the Education Ministry is assigned to carry out monitoring and evaluation of educational programs and also to provide timely interventions.

The specific tasks of the EMSSD:

- Monitor and evaluate HPE & SSP and see whether programs are carried out as per the policies and guidelines issued.
- Monitor whether sports personnel, infrastructures, facilities and funds related to SPA are effectively and transparently utilized.
- Provide timely interventions.
- Share findings with the DYS in regard to SPA.

4.1.8 Dzongkhag and Thromde Education Offices:

The office of the Dzongkhag and Thromde Education sectors are the key partners of the DYS. The leaders at the Dzongkhag and Thromde Education Sectors have a pivotal role and have great influence in the implementation of the SPA in schools. The following are some of the important roles that Dzongkhag and Thromde Education Sectors can play to ensure effective implementation of SPA in schools.

The specific tasks of the Dzongkhag and Thromde Education Sectors are:

- Comprehend the policy, programs and guidelines of the SPA.
- Play lead role in facilitating all the schools within the Dzongkhag/Thromde to carry out SPA as per the policy and guidelines.
- Facilitate schools in proposing funds for SPA (budget head 17.08) and equipment (budget head 14.08) as per the GSD's formula and take necessary action to secure funds and also ensure fair and transparent utilization of the funds.

- Facilitate schools in having basic minimum sports facilities and also monitor effective use of the same.
- Ensure that the sports facilities and equipment are of standard and quality.
- Ensure effective planning and mobilization of trained sports personnel.
- Coordinate DSSMs & RSSMs (On rotational basis) and submit reports to the GSD, DYS on time as required.
- Consult DYS whenever other agencies propose to conduct programs or invite students, teachers and SSIs for in or ex-country programs;
- Monitor SPA in schools on regular basis.
- One of the most important roles of the Dzongkhag/Thromde is to institute School Sports Committee. Some of the functions (but not limited) of the committee are to draw-up the '*Annual School Sports Calendar*' based on the DYS's calendar, coordinate fund utilization for programs and procurement/ supply of sports equipment.

4.1.9 Schools:

Of all, the principal and school management has a big role to ensure that SPA is effectively implemented to achieve the desired objectives; to foster mass participation and encourage lifelong healthy lifestyle. The SPA is also expected to enhance skills and values besides circumventing children from undesirable activities. The following are some of the important tasks that schools are expected to play:

- Be abreast with SPA policy, guidelines and programs and ensure compliance.
- Develop Annual School Sports Calendar (exclusively or incorporated within the school calendar) and ensure effective implementation.
- Provide 120 minutes of SPA in a week to every student.
- Plan and conduct diverse SPA throughout the year.
- Initiate having basic minimum sports facilities/equipment and mainly optimize its utilization.
- Make effective use of trained sports personnel.

- Conduct after school hours sports programs and engage children in leadership roles to coordinate their own programs/activities.
- Develop recreational parks using local materials.
- Maintain proper records of SPA and institute a mechanism to recognize active and talented student athletes.
- Maintain good working relationship with volunteers, community and other agencies to share resources.
- Monitor and evaluate SPA on regular basis.

4.1.10 Students:

Students have the privilege to take part in the SPA. However, to derive maximum benefits and to make programs/activities effective and sustainable, students must also shoulder certain responsibilities. The following are the rights and responsibilities of students:

- Comprehend that SPA is essential for holistic growth and development.
- Have the right to participate in a chosen SPA to enjoy and enrich experiences.
- Participate in SPA for minimum of 120 minutes a week.
- To declare the bio-data and any physical or medical conditions truthfully.
- Respect and abide by the rules and regulations governing the varied SPA at all times.
- Keep sports clean by not engaging in undue means like doping, smoking, consuming alcohol and other illegal means.
- Take responsibility to look after the sports facilities, equipment and organizing sports activities in collaboration with the school management.
- Respect the officials at all times (referees, managers, coaches, SSIs).
- Recommended to have proper sports attires for personal safety and as per the games' rules.
- Attend the training programs and competitions as per school's rules and regulations.

Sample time table for SPA to foster mandatory and mass participation

1. A day has to be allocated to each class level as shown below in the time table so that every child gets minimum of one hour to engage in SPA per week.
2. There should be two segments daily: **1st session** should be mandatory for all students of a class to participate in a planned sports activity. Whereas the 2nd session is for sports specific training/competitions.
3. The coordination of the overall program should be done by the SSI who could be assisted by the interested teachers and senior students in different sports discipline.
4. SSI should make sure that every week he/she takes up one different session/sports discipline besides the overall coordination.
5. The school management and SSI are to ensure that SPA facilities are available throughout the week by instituting a proper mechanism.
6. The boarding schools should make use of morning hours to have SPA.
7. The time table could be followed throughout the year except during examinations.
8. As a result of participation in the mandatory and optional SPA, a child's health should be good. Moreover, at the end of the year a child should be able to demonstrate fundamental skills or knowledge in their chosen SPA.

Day	Class	Time	F/ball	B/football	V/ball	B/ton	TT	Athletic	Chess	Others
Monday	VII	3:30 – 4:30 pm	Mandatory participation in SPA of choice							
		5:00 – 6:00 pm	Sports specific training (interested students)							
Tuesday	VIII	3:30 – 4:30 pm	Mandatory participation in SPA of choice							
		5:00 – 6:00 pm	Sports specific training (interested students)							
Wednesday	IX	3:30 – 4:30 pm	Mandatory participation in SPA of choice							
		5:00 – 6:00 pm	Sports specific training (interested students)							
Thursday	X	3:30 – 4:30 pm	Mandatory participation in SPA of choice							
		5:00 – 6:00 pm	Sports specific training (interested students)							
Friday	XI	3:30 – 4:30 pm	Mandatory participation in SPA of choice							
		5:00 – 6:00 pm	Sports specific training (interested students)							
Saturday	XII	2:00 – 3:00 pm	Mandatory participation in SPA of choice							
		3:30 – 4:30 pm	Sports specific training (interested students)							
Sunday	Open	9:00 – 4:00 pm	Participation by all interested students.							

Details on the process to organize School Sports Meets

Annually, under the School Sports Program, three phases (except traditional archery) of school sports competitions are to be organized at various levels and at different point of time in a year. The three phases are the Dzongkhag School Sports Meets, Regional School Sports Meets and National School Games. The details are as follows:

1. **Dzongkhag School Sports Meets(DSSMs)**

In the first stage of the school sports meet, the DSSM should be coordinated by the Dzongkhag and Thromde Education Offices with assistance of the School Sports Committee and schools any time between the months of **March to August every year**. The budget for conduct of DSSM should be made available from the Budget Head 17:08 (**Promotion of Sports and Physical Activities**) after allocation to the schools.

At the DSSM, the following information must be well comprehended and adhered to ensure that school sports competitions are held uniformly and fairly:

- *Only children who are attending regular classes can take part in the School Sports Meets.*
- *DSSM is only for Senior and Junior Divisions of students. However, only the best team of either Senior or Junior Divisions will qualify to participate in the RSSM.*
- *If desired, a school can field two students (but not more) to compete in a particular athletics event at the DSSM. However, no child should be allowed to take part in more than two events.*
- *NO child should be allowed to take part in more than two sports.*
- *Students from different divisions (senior & junior) should not be merged to form a single team at the DSSMs to have separate competitions. **However, once the school qualifies for RSSM and NSG, the participants of two divisions may be merged to form a good school team.***

- *NO child from primary school (class VI and below) should be allowed to compete in DSSM.*

The Dzongkhag/Thromde Education Offices must ensure that DSSMs are conducted properly as per the School Sports Program guidelines and also submit the records to GSD, DYS as required on time.

2. **Regional School Sports Meets (RSSMs)**

In the second stage of school sports meet, the Regional School Sports Meet (RSSM) is to be organized. The RSSM is to be coordinated on rotational basis among the Dzongkhags and Thromde of the same region within the months of **September and October every year**. The fund for conducting the RSSMs will be made available from the GSD, DYS which will be released to the coordinating Dzongkhag/Thromde upon submission of details including date, venue and budget estimate for the meet.

The RSSM is to be held only for one division. Therefore, Dzongkhags/Thromdes are to determine the best team of either the Senior or Junior Divisions to represent Dzongkhags/Thromdes at the RSSM. The coordinator of the RSSM must ensure that competitions are conducted as per the Competition guidelines. The reports, results and accounts of the meet must be submitted to GSD, DYS immediately after the completion of the meet.

3. **National School Games (NSG)**

The third and final phase of the school sports meets is the National School Games (NSG). The GSD, DYS will coordinate all national level school sports meets at different times of the year and places to facilitate better coordination and management. The dates and venues for the meets will be informed to the Dzongkhags, Thromdes and schools in advance and will be funded by the GSD, DYS.

The winners at the RSSMs qualify to participate at the National level school sports meets. However, only those students meeting the national entry standards in athletics will be invited to participate at the National School Athletics Meet. The other criteria remains same as given for the DSSMs and RSSMs. The detailed guidelines and other information on participation in the national school sports meets will be provided to Dzongkhags and Thromdes well in time by the GSD, DYS.

4. ***Traditional Archery Tournament for Higher Secondary Schools***

Unlike other sports, the Traditional Archery Tournament for Higher Secondary Schools is to be held only for classes XI and XII students and in two phases (Regional and National levels). All those interested higher secondary schools will have to confirm participation and compete at the respective regions for which the GSD will provide funds as per the existing norms. The winners of the regions will be invited to take part at the national level which will be coordinated and funded by the GSD, DYS. The technical details and changes will be updated and provided to schools on annual basis by the GSD, DYS.

