

NEW NORMAL CURRICULUM

Instructional Guide

History

Class XI



Curriculum Development Centre
Royal Education Council
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Foreword

COVID-19 has suddenly caused unforgiving disruptions in the public education all over the world, and brought about threats of fragmentation due to disparities in accessibility and connectivity in many systems. In Bhutan too, continuity of education and learning has been severely affected as a result of nationwide school closures and due to restrictions and health protocols. The disruptions have led to challenges in many existing patterns and trends in education resulting in a massive shift away from learning and teaching in traditional settings with physical interactions to the maximum in terms of relevancy and efficiency. This has caused a major problem for children living in poverty worldwide, who often rely on the physical settings of their schools for educational materials, guidance, and, sometimes, the only decent meal of the day.

In the new normal education, human interaction and well-being is a priority. Technology, particularly digital technology that enables communication, collaboration and learning across distance, is a formidable tool – not a panacea but a source of innovation and expanded potentials. As we embrace this exceptional opportunity to transform the world, and as we reimagine the organization of our educational institutions and learning environments, we will need to think about where we want to go.

In the post COVID 19 era, we must prioritize the development of the whole person not just academic knowledge. Inspiration for the change can be drawn from the 1996 Delors report, *Learning the treasure within*, in its specification of four pillars of learning as “learning to know”, “to do”, “to be”, and “to live together”. Therefore, curricula must be increasingly perceived as an integrated and based on themes and problems that allows learners to learn to live in peace with our common humanity and our common planet. This has the potential in the development of a strong base of knowledge about one’s self and about the world and find purpose and be better able to participate in social and political milieu.

The New Normal Curriculum is, not just a mere response to the pandemic, but also a culmination of the curriculum reform work for the last four years by the Royal Education Council. It is an attempt to transform education from the teaching of “what” to learning of “how” and “why” towards empowering learners with the transversal competencies and the 21st century skills, and preparing them to be lifelong learners. We are optimistic that this move orients our education process towards nurturing nationally rooted and globally competent citizens.

Wish all our learners and teachers a life enriching experiential teaching and learning.

(Kinga Dakpa)
Director General

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Bhutan History and Civics and Citizenship Education

Strand: Governance and Peace

1. Chapter: Political Theories

1.1. Topic: Theories of Origin of State

1.1.1. Competency

- Civic Literacy

The lessons on political theories of origins of state equip learners analyse and relate with the Bhutanese context.

1.1.2. Objectives:

- Discuss Theories of Origin of State.
- Explain the concept of State presented in different theories with reference to Bhutan.

1.1.3. Pedagogy or Learning Experience: Research based learning

- Facilitate students to conduct online and library research of the salient features and limitations of Divine Theory, Force Theory and Social Contract Theory (Refer online article titled, '[Theories on the Origin of State](#)' and [YouTube](#) video titled, 'Lecture on the Theory of Origin of State').
- Facilitate students' presentation on the three Theories of Origin of State with reference to origin of the Bhutanese state.
- Teacher supplements and summarises key features and limitations of different theories with reference to Bhutan.

Note: The teacher presents and facilitates discussion on the Divine Theory in the Bhutanese context in terms of the benevolence and people-centred approach of the Bhutanese state.

1.1.4. Assessment

- Assess students' analytical essay about the relevance of three theories with reference to Bhutan using a set of criteria.

1.1.5. Resources

- [Theories on the Origin of State:](https://www.politicalsciencenotes.com/essay/state/theories-on-the-origin-of-state-essay-theories-political-science/1513)
<https://www.politicalsciencenotes.com/essay/state/theories-on-the-origin-of-state-essay-theories-political-science/1513>
- Lecture on the Theory of Origin of State:
<https://www.youtube.com/watch?v=Esj-4hNWxLQ>

1.2. Topic: Socialism and Capitalism

1.2.1. Competency

- Civic Literacy

The lessons on socialism and capitalism from the historical perspective enable learners critically appreciate the policies of the government with reference to the current economic and social conditions.

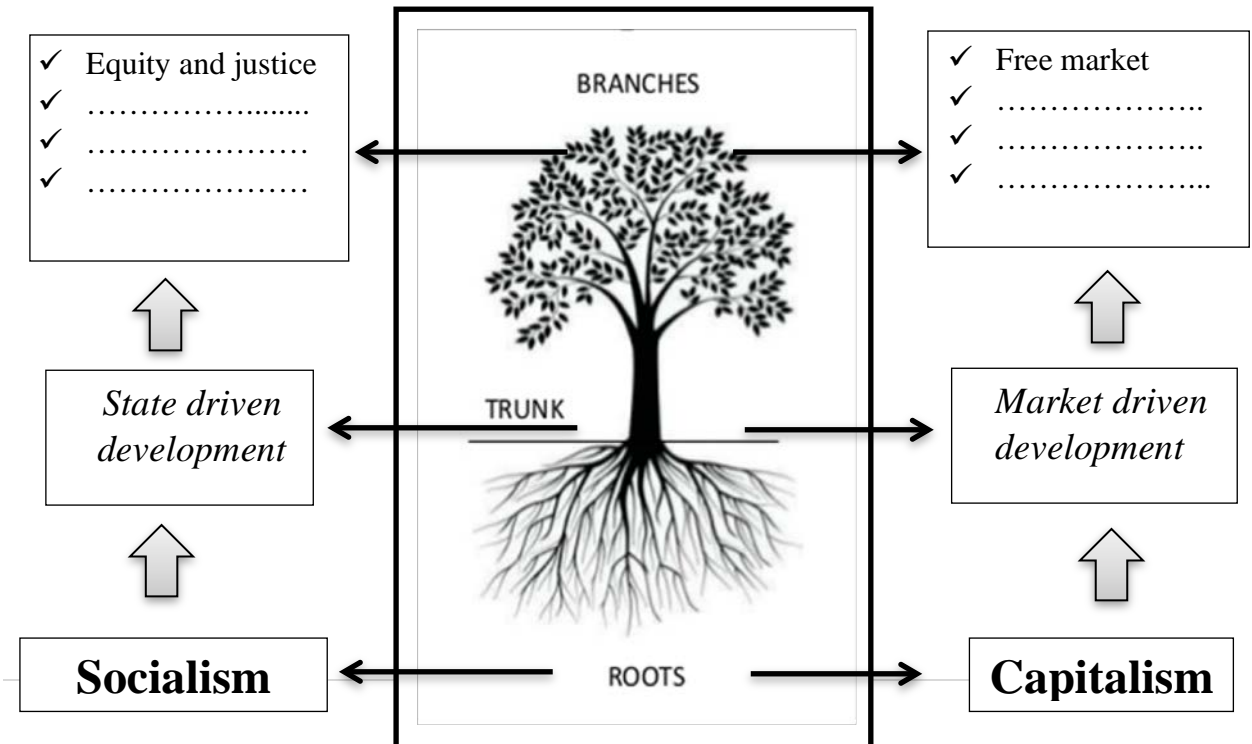
1.2.2. Objectives:

- Explain Socialism.
- Explain Capitalism.
- Discuss the contemporary political debates with reference to the Bhutanese Context.

1.2.3. Pedagogy or Learning Experience: Visual Inference

- Present socialism and capitalism political thought (Refer online article titled, ‘Capitalism vs. Socialism: What's the Difference?’ and YouTube video titled, ‘Capitalism vs. Socialism: A Soho Forum Debate’).
- Teachers demonstrates political thought analysis tree given below and facilitate students to discuss and explain its features and limitations in the Bhutanese context.

POLITICAL THOUGHT ANALYSIS TREE



- Students infer meanings of the concept of socialism and capitalism and its relevance in the Bhutanese political debates using the political thought analysis tree.
- Summarise students' discussions and highlight key features and limitations of socialism and capitalism, and its relevance in the contemporary Bhutanese political debates.

1.2.4. Assessment

- Assess student's brochure design using a set of criteria on socialism and capitalism with reference to the contemporary political debates in the Bhutanese Context.

1.2.5. Resources

- Capitalism vs. Socialism: What's the Difference?:
<https://www.investopedia.com/ask/answers/020915/what-are-differences-between-capitalism-and-socialism.asp>
- Capitalism vs. Socialism: A Soho Forum Debate:
<https://www.youtube.com/watch?v=YJQSuUZdcV4>

Strand: Identity, Spirituality and Culture

2. Chapter: Buddhism: The Light on the Nation's Path

2.1. Topic: The genesis of the three turnings of the Wheel of Dharma

2.1.2. Competency

- Spirituality

The lessons on spirituality and religion prepare learners become confident with beliefs and apply the principles in school, home and beyond life. In addition, it helps them build character and understand their own character.

2.1.2. Objectives:

- Trace the genesis of the three turnings of the Wheel of Dharma.
- Discuss distinct characteristics of the three turnings of Wheel of Dharma.

2.1.3. Pedagogy or Learning Experience: Guest speaker and Three Rs Approach learning

- Invite a guest speaker to talk about the three turnings of the Wheel of Dharma.
- *Reflect*: Assist students to reflect on the meaning and purpose of life in relation to the essence of three turnings of the Wheel of Dharma.
- *Reasoning*: Facilitate students to explain about the three turnings of the Wheel of Dharma with reference to its distinct characteristics.
- *React*: Help students to contemplate and react about their understanding of the distinct characteristics of the turning of the Wheel of Dharma and its lesson on their life.
- Teacher summarises the discussion and highlight the key characteristics of the three turnings of Wheel of Dharma (Refer

online literature titled, ‘ Four Noble Truths,’ ‘The Sutra on the Wheel of Dharma,’ ‘ Prajnaparamita Sutra,’ ‘Three Turnings,’ and ‘The Lankavatara Sutra’).

Note: The teacher is suggested to be sensitive to the classroom and local community context in delivering the lesson.

2.1.4. Assessment

- Assess students’ self-reflection on the three turnings of the Wheel of Dharma and its application in their lives through a Power Point presentation.

2.1.5. Resources

- Four Noble Truths:
https://www.rigpawiki.org/index.php?title=Four_Noble_Truths
 - The Sutra of the Wheel of Dharma:
<https://read.84000.co/translation/UT22084-072-037.html>
 - The Sutra of the Heart of Transcendent Wisdom, from the Words of the Buddha: <https://www.lotsawahouse.org/words-of-the-buddha/heart-sutra-with-extras>
 - Three Turnings:
https://www.rigpawiki.org/index.php?title=Three_Turnings#Third_Turning
 - The Lankavatara Sutra:
http://www.buddhasutra.com/files/lankavatara_sutra.htm
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2.2. Topic: Establishment of Drukpa Kagyud tradition in Bhutan

2.2.1 Competency

- Chronological Thinking

Tracing the establishment of Drukpa Kagyud tradition in Bhutan helps the learners to examine the relationship among the historical events and to explain the historical causality.

- Spiritual Well-being

The lesson on Kar-Nying Zungdrel helps learners value the true essence of the Buddhism by relating the Buddhist teachings to leading a harmonious and responsible life.

2.2.2. Objectives:

- Describe the practice of Kar-Nying Zungdrel (Coexistence of Nyingma and Kagyud practice).
- Explain the establishment of Drukpa Kagyud tradition in Bhutan.
- Discuss the role of Zhung Dratshang in strengthening Drukpa Kagyud in Bhutan.

2.2.2. Pedagogy or Learning Experience: Seminar or Field trip

- Teacher helps the students to prepare on the content of Drukpa Kagyud tradition in Bhutan. (Refer online article titled, 'Lho-Druk Tradition', p.g., 186-190, A History of Bhutan, Course Book for Class IX, p.g., 35-40 and History of the Drukpa Kagyud School in Bhutan, p.g., 19-75).

- Teacher provides themes: Kar-Nying Zungdrel (Coexistence of Nyingma and Kagyud practice) and the role of Zhung Dratshang in strengthening Drukpa Kagyud in Bhutan.
- Teacher assists the selected participants for the seminar.
- Teacher moderates the seminar and encourages the observers (non-participants) to ask questions.
- Summarise discussions and draw out key themes.

OR

- Organise field trip to a nearby Drukpa Kagyud Lhakhang/ Dzong/Ney/Shedra to learn about the establishment of Drukpa Kagyud tradition in Bhutan, the role of Zhung Dratshang in strengthening Drukpa Kagyud in Bhutan and the practice of Kar-Nying Zungdrel (Coexistence of Nyingma and Kagyud practice).
- Facilitate student to make field notes on their observations based on a check list.
- Facilitate students to share about field trip findings and learn from each other.
- Summarise and highlight the core observations from the students' field trip.

2.2.4. Assessment

- Assess students' presentation on Kar-Nying Zungdrel and the role of Zhung Dratshang in strengthening Drukpa Kagyud in Bhutan using a set of criteria by an examiner (Teacher may invite a fellow history teacher from a nearby school).

2.2.5. Resource

- Gembo Dorji, The Lho-Druk tradition of Bhutan, 2012.
- Yonten Dargye, History of the Drukpa Kagyud School in Bhutan, 2001.
- Royal Education Council, A History of Bhutan, Course Book for Class IX, 2019.

3. Chapter: Cultural Heritage: Making Sense of Bhutanese National Expression

3.1. Topic: Tangible and intangible cultural heritage

3.1.1 Competency

- Historical Interpretation

The lessons on tangible and intangible cultural heritage widen learners' ability to describe, analyse, evaluate and create diverse interpretations of the past and present.

3.1.2. Objectives:

- Explain the concept of cultural heritage.
- Explain tangible and intangible cultural heritage with Bhutanese examples.

3.1.3. Pedagogy or Learning Experience: Frayer Model Method

- Teacher explains the concept of tangible culture through the Frayer model (Refer A Concise Cultural History of Bhutan, p.g.,43-44 and annexure for sample Frayer model).

- Students, in groups, discuss on the intangible culture using Frayer model (Refer Intangible Cultural Heritage of Bhutan, p.g.,XVI,1, 47, 89 and A Concise Cultural History of Bhutan, p.g.,65-66).
- Teacher facilitates the discussions.
- Groups display their work in the identified corner.

3.1.4 Assessment

- Assess students' write up on the ways to preserve and promote the tangible and intangible cultural heritage of Bhutan using a set criteria.

3.1.5 Resources

- C.T Dorji (Dr.), A Concise Cultural History of Bhutan, 2008.
- Intangible Cultural Heritage of Bhutan: <https://www.unesco-ichcap.org/publications-archive/intangible-cultural-heritage-of-bhutan/>

OR

- Research & Media Division National Library & Archives of Bhutan, Intangible Cultural Heritage of Bhutan, 2015.

3.1.6 Annexure/Appendix

Sample Frayer Model

Definition	Characteristic(s)
Examples	Non-examples

Word

3.2 Topic: Salient features of secular and spiritual arts and crafts of Bhutan.

3.2.1 Competency

- Historical Interpretation

The lessons on secular and spiritual arts and crafts widen learners' ability to describe, analyse, evaluate and create diverse interpretations of the past and present.

3.2.1. Objective:

- Discuss the salient features of secular and spiritual arts and crafts of Bhutan.

3.2.3. Pedagogy or Learning Experience: Concept map

- Introduce the topic by explaining the concept of secular and spiritual arts and crafts of Bhutan.
- Create groups and assign the topics for discussion.
 - Group I: Features of secular arts and crafts.
 - Group II: Features of spiritual arts and crafts.
- Students draw features of the assigned topics with the help of given reading material (Refer A Concise Cultural History of Bhutan, p.g., 44, A History of Bhutan A Supplementary Text for Class XI, p.g.,1-18, A History of Bhutan Course Book for Class X, p.g., 94, and online article titled, 'Bhutanese Architecture Guidelines' p.g., 16).
- Facilitate students to present their work through concept map.

3.2.4. Assessment

- Assess students' analytical understanding of the lesson through a short project work on an existing feature of secular and spiritual arts and crafts using a rubric.

3.2.5. Resources

- Royal Education Council, A History of Bhutan, A Supplementary Text for Class XI, 2019
- C.T Dorji (Dr.) A Concise Cultural History of Bhutan, 2008.
- Royal Education Council, A History of Bhutan, Course Book for Class X, 2019.
- Ministry of Works and Human Settlement Royal Government of Bhutan, Bhutanese Architecture Guidelines (2014):
<https://www.mowhs.gov.bt/wp-content/uploads/2010/11/Bhutan-Arch-Guidelines-final-2014.pdf>

3.3 Topic: Factors leading to the emergence of architecture, arts and crafts in Contemporary Bhutan.

3.3.1 Competency

- Historical Interpretation
The lessons on traditional arts and crafts widen learners' ability to describe, analyse, evaluate and create diverse interpretations of the past and present.

3.3.2. Objectives:

- Describe the factors leading to the emergence of architecture, arts and crafts in contemporary Bhutan
- Evaluate the status of traditional architecture, arts and crafts in contemporary Bhutan.

3.3.3. Pedagogy or Learning Experience: Local Market Tour/ Photo Exhibition

- Identify a relevant local contemporary market which has presence of newly emerged architecture, arts and crafts.
- Provide a background about the factors to the emergence of architecture, arts and crafts in contemporary Bhutan (Refer A History of Bhutan Course Book for Class X, p.g., 93).
- Assist students prepare for market tour to learn about factors affecting the emergence of architecture, arts and crafts in contemporary Bhutan.
- Assist students to design a checklist to be used during market tour.
- Facilitate students to observe new architecture, arts and crafts in the locality based on the checklist and make notes.
- Summarise and draw out core learning points and highlight the influence of different factors on newly evolved architecture, arts and crafts in contemporary Bhutan.

OR

- Assist students to take photos of contemporary architecture, arts and crafts in their locality with the help of a checklist.
- Students exhibit their photos through short video clip.

- Facilitate discussions about the factors affecting the emergence of architecture, arts and crafts in contemporary Bhutan (Refer A History of Bhutan Course Book for Class X p.g., 93).
- Highlight the key ideas of the lesson and help students learn about contemporary architecture, arts and crafts in contemporary Bhutan.

3.3.4. Assessment

- Assess students' brochure design on contemporary art, architecture and crafts using rubrics.

3.3.5. Resources

- Royal Education Council, A History of Bhutan, Course Book for Class X, 2019.
- C.T Dorji (Dr.) A Concise Cultural History of Bhutan, 2008.

3.4 Topic: Fusion of fusion of traditional and contemporary architecture, arts and crafts in Bhutan.

3.4.1 Competencies

- Cultural Resilience

The lessons on fusion of traditional and contemporary architecture help learners recreate and preserve the ancient culture to suit modern context.

3.4.2. Objective:

- Discuss the fusion of traditional and contemporary architecture, arts and crafts in Bhutan.

3.4.3. Pedagogy or Learning Experience: Field Trip

- Provide a brief concept of the traditional and contemporary art, architecture and crafts in Bhutan (Refer Arts & Culture of Bhutan, p.g., 138-142, A History of Bhutan Course Book for Class X, p.g.,88-103, and online notes titled, ‘ Bhutanese Architecture Guidelines,’ p.g., 18,28, 24,38,48,58, 169 & 219).
- Assist students to prepare for a field trip in the community to learn about the fusion of contemporary arts and crafts.
- Help students prepare checklist for field trip observation.
- Students observe and make notes about the fusion of contemporary arts and crafts during the field trip.
- Facilitate discussions about the contemporary fusion of arts and crafts in the observed community.
- Highlight the importance of simultaneously preserving the ancient culture and recreating it to suit the modern context.
- Help student draw lessons of co-existence of ancient and modern architecture, arts and crafts there by being culturally resilient in the face of globalisation.

3.4.4. Assessment

- Assess students' picture collage on the fusion of traditional and contemporary architecture, arts and crafts in Bhutan, based on set of criteria.

3.4.5. Resources

- Ministry of Works and Human Settlement Royal Government of Bhutan, Bhutanese Architecture Guidelines (2014):
<https://www.mowhs.gov.bt/wp-content/uploads/2010/11/Bhutan-Arch-Guidelines-final-2014.pdf>
- Royal Education Council, A History of Bhutan, Course Book for Class X, 2019.
- Phuntsho Tashi (Khenpo), Arts & Culture of Bhutan, 2019.
- C.T Dorji (Dr.) A Concise Cultural History of Bhutan, 2008.
- Art Thou Looking at Modern Art in Bhutan:
<https://www.youtube.com/watch?v=4kgi75bEPPM>

3.5. Topic: Importance of architecture, arts and crafts in strengthening cultural Identity

3.5.1 Competency

- Historical Interpretation

This lesson widens learners' ability to describe, analyse, evaluate and create diverse interpretations of the past and present.

3.5.2 Objectives:

- Discuss the challenges in the preservation of Bhutanese culture.
- Assess the importance of architecture, arts and crafts in strengthening cultural identity.

3.5.3 Pedagogy or Learning Experience: Advanced questioning

- *Before:* Teacher recapitulates the previous lesson on the topic:asking questions (Refer annexure for sample questions).
- *During:* Teacher leads the discussion on the challenges in the preservation of Bhutanese culture and its importance of preserving and promotion (Refer A Concise Cultural History of Bhutan, p.g.,41,85,89-92,online article titled, ‘Bhutan Aims To Reinforce And Promote Its Cultural Identity And Traditions,’ and YouTube video titled, ‘Improving the Resilience of Bhutan’s Cultural Heritage Sites’).
- *After:* Teacher summarises the discussion through questionings (Refer Annexure for sample questions).

3.5.4 Assessment

- Assess, using a set criteria, students’ proposal on reviving one vulnerable cultural heritage of Bhutan (Students identify one cultural heritage of Bhutan which is on the verge of being lost and develop a plan to revive it).

3.5.5 Resources

- C.T Dorji (Dr.) A Concise Cultural History of Bhutan, 2008.

- Bhutan Aims To Reinforce And Promote Its Cultural Identity And Traditions: <https://dailybhutan.com/article/bhutan-aims-to-reinforce-and-promote-its-cultural-identity-and-traditions>
- Improving the Resilience of Bhutan’s Cultural Heritage Sites: <https://youtu.be/FIAe2cQGuDE>

3.5.6 Annexure/Appendix

Sample Questions (Blooms Taxonomy)

Before

1. What do you understand by the ‘Tangible’ and ‘Intangible’ cultural heritage?
2. Provide few examples of tangible and intangible cultural heritage.
3. Describe the features of the Bhutanese arts and architecture.

During

1. Identify the challenges that we face in the preservation of the cultural heritage.
2. Why do we need to preserve and promote the cultural identity?
3. ***“The preservation of Bhutanese culture is under threat by globalization and modernisation.”*** What is your stand on this? Justify.

After

1. How can you as a responsible citizen contribute in promoting the Bhutanese cultural heritage?
2. Suggest measures to preserve the cultural heritage of Bhutan.

4. Chapter: Ethnic groups: Separate Faces of One Nation

4.1. Topic: Different ethnic groups of Bhutan and their features

4.1.1. Competency

- Cross-Cultural Awareness

The lessons on different ethnic group of Bhutan furnish learners in behaving in an appropriate way across different cultures and create a feeling for these cultural differences. In addition, it results in enhancing cross-cultural communication skill which plays a vital role to build trust between people of different cultures.

4.1.2 Objectives:

- Explain the different ethnic groups of Bhutan.
- Explain the salient characteristics of different ethnic groups of Bhutan.
- Describe the myths associated with different ethnic groups of Bhutan.

4.1.3. Pedagogy or Learning Experience: Claim it! Game based learning

- Teacher introduces the lesson by playing different songs (e.g., Tsangla, Dzongkha, Lhotshamkha, Khengkha) and makes them sing together or dance to the tune of the music.
- Students are placed in groups and teacher instructs to claim their identity as s/he reads out the names of different ethnic groups (Refer sample statement in annexure).

- Teacher provides reading materials on language of different ethnic groups to each group (Refer The History of Bhutan, p.g.,51-58, and World History Class IX, p.g.,63-64).
- Each group presents the myth associated with their ethnicity and rest of the class honours the group.
- Teacher recapitulates the lesson highlighting the key points.

4.1.4. Assessment

- Assess students' ability to respect the diversity through a group presentations (songs, skits, dance) using a set criteria.

4.1.5. Resources

- Karma Phuntsho (Dr.) History of Bhutan, 2013.
- Royal Education Council, World History Class IX, 2021.

4.1.6. Annexure/ Appendix

Sample Statement for Claim it!

Claim it! Groups

1. *I am Sharshokpa.*
2. *I am Lhotsampa.*
3. *I am Ngalong.*
4. *I am Doyab.*
5. *I am Khengpa.*
6. *I am Layab.*

4.2. Topic: Construction of Bhutanese identity

4.2.1. Competency

- Peaceful Co-existence

The lesson on the commonalities of ethnic groups helps learners realise the importance of promoting the concept of peaceful-coexistence and appreciate diversity.

4.2.2. Objectives:

- Discuss the commonalities shared by different ethnic groups.
- Analyse the benefits of changes in the concept of ethnicity in contemporary Bhutan.
- Discuss the construction of Bhutanese identity.

4.2.3. Pedagogy or Learning Experience: Cultural Bonanza or Triple-A Approach

- Organise a class/school cultural bonanza on the theme; “Being Bhutanese: Unity in Diversity” during an important national/ local/ school’s historical day (Eg. Constitution Day/ Blessed Rainy Day/ special community festival day/ school foundation day/ new students’ welcome day).
- Assist students to prepare for the cultural bonanza celebration in the form of skit, histrionic, motivational speech, and dance, songs, music and food presentation.
- Follow up cultural bonanza celebration with discussion about “Being Bhutanese: Unity in Diversity” and highlight about the commonalities shared by different ethnic groups contributing to the

construction of Bhutanese identity (Refer The History of Bhutan p.g., 51-62, and online article titled, ‘What makes you not a Bhutanese?’).

- Help students analyse about “Being Bhutanese: Unity in Diversity” and draw lessons about the benefits of changes in the concept of ethnicity in contemporary Bhutan.

OR

- *Assess:* Facilitate students in groups to assess on the commonalities shared by different ethnic groups.
- *Analyse:* Assist students to analyse about construction of Bhutanese identity in the groups (Refer The History of Bhutan p.g., 51-62, and online article titled, ‘What makes you not a Bhutanese?’).
- *Apply:* Help students to apply lessons from the discussions on the benefits of changes in the concept of ethnicity in contemporary Bhutan in their life.

4.2.4 Assessment

- Assess students’ presentation on “Being Bhutanese: Unity in Diversity” cultural bonanza using a set of criteria.
- Assess student’s short video clip on what it means to be a Bhutanese?

4.2.5 Resources

- Karma Phuntsho (Dr.), The History of Bhutan, 2013.
- Dzongsar Jamyang Khyentse Rinpoche: <http://drukjournal.bt/what-makes-you-not-a-bhutanese/> .