

NEW NORMAL CURRICULUM

Instructional Guide

History

Class XII



Curriculum Development Centre
Royal Education Council
Royal Government of Bhutan

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Advisor:

1. Kinga Dakpa, Director General, REC
2. Wangpo Tenzin, Dean, REC
3. Norbu Wangchuk, Unit Head, Social Science, REC

Research and Writing Team:

1. Sonam Zangpo Sherpa, Teacher, Tashidingkha CS, Punakha
 2. Pema Wangdi, Teacher, Damphu CS, Tsirang
 3. Sonam Choden, Teacher, GUDCS, Haa
 4. Leingdron Tshomo, Teacher, Utpal Academy, Paro
 5. Pem Eden, Teacher, Sherubling CS, Trongsa
 6. Jigme Tenzin, Teacher, Khuruthang MSS, Punakha
 7. Dr. Sonam Chuki, Curriculum Developer, REC
 8. Thukten Jamtsho, Curriculum Developer, REC
 9. Karma Phuntsho, Training Developer, REC
-

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: The Silken Knot and Golden Yoke

1.1. Topic: The concept of the *Choethrim Dargi Dudphoe* (Silken Knot) and *Gyalthrim Sergi Nyashing* (Golden Yoke)

1.1.1. Competencies

- Harmonious Co-existence

The lessons on the Choe-sid system help learners acquire the significance of existing harmoniously irrespective of their status in the society.

- Acceptance of Change and Continuity

The lesson on the evolution of the Choe-sid system in Bhutan instills the value of acceptance of change and continuity to learners.

1.1.2. Objective:

- Explain the concept of the Silken Knot and Golden Yoke.

1.1.3. Pedagogy or Learning Experience: Brainstorming

- Teacher provides a brief background on the establishment of the dual system of governance by Zhabdrung Ngawang Namgyal.
- Students share their understanding of the phrase, '*Choethrim Dargi Dudphoe Gyalthrim Sergi Nyashing*'.
- Teacher provides handouts on Silken Knot and Golden Yoke (Refer The History of Bhutan, p.g., 256 -257).
- Students interpret the concept of Silken Knot and Golden Yoke.

1.1.4. Assessment

Assess students' understanding of the concept of Silken Knot and Golden Yoke and relate it with the importance of school rules and regulations.

1.1.5. Resources

- Karma Phuntsho (Dr.), History of Bhutan by Karma Phuntsho, 2013.

1.2. Topic: The role of Je Khenpo in the Choe-sid System

1.2.1. Competency

- Harmonious Co-existence

The lessons on the roles of Je Khenpo in the Choe-sid system help learners acquire the significance of existing harmoniously irrespective of their status in the society.

1.2.2 Objectives:

- Describe the role of Je Khenpo in the Choe-sid System.
- Describe the modalities of becoming a Je Khenpo.

1.2.3. Pedagogy or Learning Experience: Brainstorming and Comprehension

- Teacher introduces the lesson by asking some basic questions on institution of the post of Je Khenpo.
- Teacher provides an article for students to read and find out the modalities of becoming Je Khenpo and their responsibilities in the Choesid System (Refer article titled 'Je Khenpo: Bhutan's Chief Abbot').

- Students present their findings.
- Teacher validates and supplements.

1.2.4. Assessment

Assess students' analytical assignment of the continued spiritual support of the 70th Je Khenpo during the pandemic (Refer Kuensel article titled, 'Listen to health experts'), using a rubric.

1.2.5. Resources

- Je Khenpo: Bhutan's Chief Abbot:
<https://texts.shanti.virginia.edu/content/jé-khenpo-bhutan's-chief-abbot>
- Listen to health experts...: <https://kuenselonline.com/bhutan-and-the-covid-19-pandemic/>

1.3 Topic: The role of Desi in the Choe-sid System

1.3.1. Competency

- Harmonious Co-existence

The lessons on the roles of Desi in the Choe-sid system help learners acquire the significance of existing harmoniously irrespective of their status in the society.

1.3.2. Objectives:

- Describe the role of Desi in the Choe-sid System.
- Describe the modalities of becoming a Desi.

1.3.3. Pedagogy or Learning Experience: KWL, Explore and Discover

- Teacher provides a KWL chart to each student after introducing the topic.
- Students fill up the first two columns and share.
- Teacher circulates an article. (Refer the article titled ‘The Desi-s of Bhutan’).
- Students deduce the roles of the Desis and share the information.
- Teacher evaluates and supplements.
- Students fill up the third column of KWL chart.
- Students explore the different modalities of becoming Desi (Refer A History of Bhutan, A Supplementary Text for Class XII, p.g., 7 – 9).
- Teacher assists and monitor.
- Teachers ask questions to validate the discoveries of the students.

1.3.4. Assessment

- Assess students’ comparative analysis between the Desi and the Prime Minister as Statesman in terms of their responsibilities.

1.3.5. Resources

- The Desi-s of Bhutan:
<https://texts.shanti.virginia.edu/content/desi-s-bhutan>
- Royal Education Council, A History of Bhutan, A Supplementary Text for Class XII, 2019.

1.4. Topic: The transformational contributions of Je Khenpos

1.4.1. Competencies

- Harmonious Co-existence

The lessons on the contributions of Je Khenpos help learners acquire the significance of existing harmoniously irrespective of their status in the society.

- Acceptance of Change and Continuity

The lesson on the contributions of Je Khenpos instills the value of acceptance of change and continuity to learners.

1.4.2. Objective:

- Study the transformational contributions of Je Khenpo to Bhutan (1st Je Khenpo, 9th Je Sacha Rinchen, 13th Je Yonten Thaye, 25th Je Sherab Gyeltshen, 68th, 69th and 70th)

1.4.3. Pedagogy or Learning Experience: Activity Based Learning

- Teacher divides the students into groups.
- Students in respective groups find out the contributions of the Je Khenpos:

Group I: Ninth Je Sacha Rinchen (Refer the online article titled, ‘Ninth Je Khenpo Sakya Rinchen’).

Group II: 13th Je Yonten Thaye (Refer the online article titled, ‘Thirteenth Je Khenpo Yonten Taye’).

Group III: 25th Je Sherab Gyeltshen (Refer the online article titled, ‘Twenty Fifth Je Khenpo Sherab Gyeltshen’).

Group IV: 68th Je Tenzin Dendup (Refer the YouTube video titled, ‘His Holiness 68th Je khenpo Tenzin Dendup Rinpoche’s Zeynam’).

Group V: 69th Je Geshe Geduen Rinchen (Refer the YouTube video titled, ‘Biography of 69th Je Khenpo’).

Group VI: 70th Je Jigme Choeda (Refer Kuensel article titled, ‘His Holiness the Je Khenpo’).

- Teacher facilitates the group activity.
- Students present their findings.
- Teacher validates their findings.

1.4.4. Assessment

Assess students’ tribute in the form of collage of quotes/poems/essay on the above listed Je Khenpos’ transformational contribution to Bhutan, using a rubric.

1.4.5. Resources

- Ninth Je Khenpo Sakya Rinchen:
<https://treasuryoflives.org/biographies/view/Je-Khenpo-09-Shakya-Rinchen/7815>
- Thirteenth Je Khenpo Yonten Thaye:
<https://treasuryoflives.org/biographies/view/Je-Khenpo-13-Yonten-Taye/8028>
- Twenty Fifth Je Khenpo Sherab Gyeltshen:
https://treasuryoflives.org/biographies/view/Twenty-Fifth-Je-Khenpo,-Sherab-Gyeltsen/TBRC_P579
- His Holiness 68th Je khenpo Tenzin Dendup Rinpoche’s Zeynam:
<https://kcclip.com/video/mJ7uGcWkIao/his-holiness-68th -j-khenpo-tenzin-dendup-rinpoche-s-zeynam.html>
- Biography of 69th Je Khenpo: <https://youtu.be/xlj4lUiqWo0>

1.5. Topic: The transformational contributions of Desis

1.5.1. Competencies:

- Harmonious Co-existence

The lessons on the contributions of Desis help learners acquire the significance of existing harmoniously irrespective of their status in the society.

- Acceptance of Change and Continuity

The lesson on the evolution of the contributions of Desis in Bhutan instills the value of acceptance of change and continuity to learners.

1.5.2. Objective:

- Study the transformational contributions of Desi to Bhutan (1st, 3rd, 4th, 12th Desis).

1.5.3. Pedagogy or Learning Experience: Simulated Hot-seating

- Teacher selects competent students on voluntary basis as per the number of Desis to be studied, to take up roles for hot seating.
- The following four Desis are studied:
 - I. 1st Desi Tenzin Drukgyal (Refer The History of Bhutan, p.g., 260-261)
 - II. 3rd Desi Chogyal Minjur Tempa (Refer The History of Bhutan, p.g., 264 – 265)
 - III. 4th Desi (Refer The History of Bhutan, p.g., 278 – 284 and refer online note titled ‘The Fourth Druk Desi, Tendzin Rabgye’)
 - IV. 12th Desi Jamgoen Ngawang Gyaltshen (Refer The History of Bhutan, p.g., 301 – 303 and the article titled ‘The Treasury of Lives Jamgon Ngawang Gyeltshen’)

- V. 13th Desi Sherub Wangchuk (Refer The History of Bhutan, p.g.,331 – 341/ subsection titled ‘Bhutanese rulers learn the art of diplomacy’ under the article ‘Bhutan as recognised by history’)
- After the role assignment, the teacher provides participants as well as other students with relevant multimedia materials.
 - The participating students (who took up roles as Desis) prepares using the tips and the resources provided by the teacher.
 - The non-participating members of the class also use the same resources and prepare questions (including lower to higher levels of thinking) to be asked during the hot seating, to each of the Desis.
 - The questions are evaluated and rephrased with teacher’s assistance to increase its relevance.
 - The teacher initiates a series of simulated hot-seating in the class.

1.5.4. Assessment

Assess students’ reflection using a flow chart on the theme:

Leadership qualities I should possess (Refer Annexure for flow chart template).

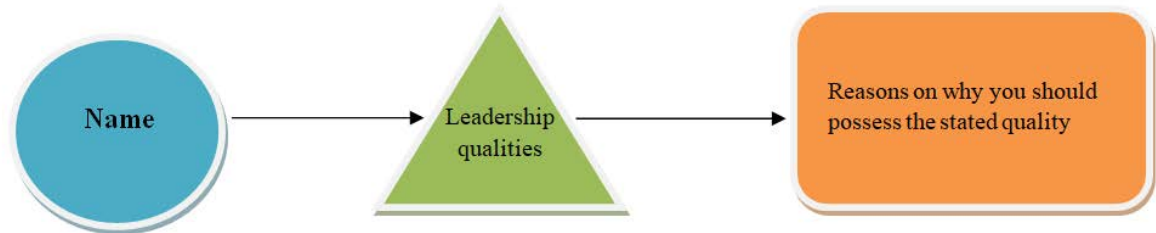
1.5.5. Resources

- Karma Phuntsho (Dr), The History of Bhutan, 2013.
- The fourth Druk Desi:
<https://treasuryoflives.org/biographies/view/Tendzin-Rabgye/7622>
- Jamgoen Ngawang Gyaltshen:
<https://treasuryoflives.org/biographies/view/Jamgon-Ngawang-Gyeltsen/7803>
- Bhutan as recognised by history:

<http://drukjournal.bt/bhutan-as-recognised-by-history/>

1.5.6. Annexure:

Sample flow chart



1.6. Topic: The evolution of the Choesid System in Bhutan

1.6.1. Competencies

- Harmonious Co-existence

The lessons on the Choe-sid system help learners acquire the significance of existing harmoniously irrespective of their status in the society.

- Acceptance of change and Continuity

The lesson on the evolution of the Choe-sid system in Bhutan instills the value of acceptance of change and continuity to learners.

1.6.2. Objective:

- Discuss the evolution of the Choesid System in Bhutan.

1.6.3. Pedagogy or Learning Experience: Flow Chart

- Teacher asks a few basic questions to recapitulate the lesson from their lower classes.
- Students explore and discuss the evolution of Choesid Nyiden (Refer History of Bhutan The Drukpa Kagyud School in Bhutan, 12th to 17th)

Century A.D. p.g., 165 – 171 or A History of Bhutan, A Supplementary Text for Class XII, p.g, 3 – 4).

- Teacher facilitates students to capture their understandings in the form of a flow chart.
- Students share their work.

1.6.4. Assessment:

- Assess students' interpretation of the evolution of the current political system as an impact of Choesid Nyiden.

1.6.5. Resources:

- Yonten Dargye, History of Bhutan The Drukpa Kagyud School in Bhutan, 12th to 17th Century A.D. Royal Education Council, A History of Bhutan, A Supplementary Text for Class XII.
- Royal Education Council, A History of Bhutan, A Supplementary Text for Class XII.

2. Chapter: Monarchy: An Era of Stability and Reforms

2.1 Topic: The political reforms of Druk Gyalpos

2.1.1. Competencies

- Historical Pride and Loyalty

The lessons on the initiatives undertaken by the Druk Gyalpos help learners to appreciate the selfless efforts put in by our great monarchs for the well-being of the country and its people.

- Historical Empathy

The lesson on the contributions of the Druk Gyalpos help learners empathise monarch for their selfless contribution and pay greater sense of respect for the historical events.

- **Nationally Rooted**

Appraising the various initiatives undertaken by the Druk Gyalpo helps in producing the nationally rooted citizen.

- **Chronological Reasoning**

Presenting the reforms undertaken by the self-less monarchs through a timeline will help learners develop a deeper understanding of their sacrifices in the context of change and continuity.

2.1.2. Objectives:

- Discuss the political reforms of:
 - ✓ Druk Gyalpo Ugyen Wangchuck,
 - ✓ Druk Gyalpo Jigme Wangchuck,
 - ✓ Druk Gyalpo Jigme Dorji Wangchuck,
 - ✓ Druk Gyalpo Jigme Singye Wangchuck,
 - ✓ Druk Gyalpo Jigme Khesar Namgyel Wangchuck in the context of change and continuity.
- Elaborate on the Democratic Constitutional Monarchy with reference to political reforms.

2.1.3. Pedagogy or Learning Experiences: Human Timeline and

Fishbowl

- Students, in groups, are provided the reading materials on the Druk Gyalpos' political reforms (Refer The History of Bhutan, p.g., 538; Polity, Kingship and Democracy: A Biography of Bhutanese State,

- p.g., 196 – 197 & 213; Bhutan’s Crowning Glory: The journey of a King and His People in the last ten years, p.g., 95 – 117; A History of Bhutan, Provisional Edition: Course Book for Class X, p.g., 36; A Supplementary Text for Class XII p.g., 22 – 24 & 30 – 35).
- Teacher provides a card—with any one of the political reforms—to each student.
 - Students discuss amongst themselves to form a human timeline.
 - Students conduct a discussion.
 - Inner circle discusses the significance of the political reforms.
 - The outer circle interprets how the political reforms of the Druk Gyalpos contributed to the establishment of the Democratic Constitutional Monarchy.

Teacher summarises the discussion.

2.1.4. Assessment

Assess students’ historical memoir: Walking down the memory lane of the political initiatives of the Druk Gyalpos using a rating scale (Refer Annexure for sample rating scale).

2.1.5. Resources

- Royal Education Council, A History of Bhutan: A Supplementary Text for Class XII, 2005.
- Royal Education Council, A History of Bhutan, Provisional Edition: Course Book for Class X, 1996.
- Sonam Kinga, Polity, Kingship and Democracy: A Biography of Bhutanese State, 2009.
- Karma Phuntsho, The History of Bhutan, 2013.
- Ugyen Tenzin, Bhutan’s Crowning Glory: The journey of a King and His People in the last ten years, 2017.

2.1.6. Annexure

Sample Rating Scale

sl.no	Criteria	Weighting
1	Reflection on <u>Druk Gyalpos</u> ' political reforms	☆☆☆☆
2.	Comprehensive work	☆☆☆
3.	Creativity	☆☆☆

2.2. Topic: The social reforms of The Druk Gyalpos

2.2.1. Competencies

- Historical Pride and Loyalty

The lessons on the initiatives undertaken by the Druk Gyalpos help learners to appreciate the selfless efforts put in by our great monarchs for the well-being of the country and its people.

- Chronological Reasoning

Presenting the reforms undertaken by the self-less monarchs through a timeline will help learners develop a deeper understanding of their sacrifices in the context of change and continuity.

- Nationally rooted

Appraising the various initiatives undertaken by the Druk Gyalpo helps in producing the nationally rooted citizen.

2.2.2. Objectives:

- Discuss the social reforms of:
 - ✓ Druk Gyalpo Ugyen Wangchuck,
 - ✓ Druk Gyalpo Jigme Wangchuck
 - ✓ Druk Gyalpo Jigme Dorji Wangchuck

- ✓ Druk Gyalpo Jigme Singye Wangchuck, and
 - ✓ Druk Gyalpo Jigme Khesar Namgyel Wangchuck in the context of change and continuity.
- Elucidate the role of the monarch as a protector of all religions in enhancing social wellbeing and harmony of the people.

2.2.3. Pedagogy or Learning Experience: Concept Mapping

- Teacher introduces the concept of Social reforms through PPT to give a visual idea to the students. (Refer A History of Bhutan, Course Book for class X p.g.,30, 31, 36, 39,48,65, and 70 and Bhutan’s Crowning Glory, The Journey of a King and His people in the last ten years, p.g., 32 – 52).
- Students, in groups, work on elucidating the social reforms of the Druk Gyalpos and expound on the role of the monarch as a protector of all religions in enhancing social wellbeing and harmony of the people (Refer The Constitution of the Kingdom of Bhutan, Article 3 Spiritual Heritage p.g., 9 – 10).
- Students in group present their ideas using a concept map provided by the teacher.
- Teacher monitors and assists in carrying out the task.
- Students share and reflect on their outcome with teacher evaluating their work simultaneously.
- Organise a gallery walk for the entire class to view their work clearly for reflection and analysis.

2.2.4. Assessment

Students are assessed through writing a brief report on the theme Journey of Bhutan from 1907 till date/a digital presentation on the above mentioned theme.

2.2.5. Resources

- Royal Education Council, A History of Bhutan, a Supplementary Text Book for class XII, provisional edition 2005.
- Royal Education Council, A History of Bhutan, Course Book for class X, provisional edition 1996.
- Ugyen Tenzin, Bhutan's Crowning Glory, The Journey of a King and His people in the last ten years, 2017.
- Constitution of the Kingdom of Bhutan:
<https://www.nationalcouncil.bt/assets/uploads/files/Constitution%20%20of%20Bhutan%20English.pdf>

2.3. Topic: The economic reforms of Druk Gyalpos

2.3.1. Competencies

- Historical Pride and Loyalty

The lessons on the initiatives undertaken by the Druk Gyalpos help learners to appreciate the selfless efforts put in by our great monarchs for the well-being of the country and its people.

- Chronological Reasoning

Presenting the reforms undertaken by the self-less monarchs through a timeline will help learners develop a deeper understanding of their sacrifices in the context of change and continuity.

- Nationally rooted Citizen

Appraising the various initiatives undertaken by the Druk Gyalpo helps in producing the nationally rooted citizen.

2.3.2. Objectives:

- Discuss the economic reforms of
 - ✓ Druk Gyalpo Ugyen Wangchuck
 - ✓ Druk Gyalpo Jigme Wangchuck
 - ✓ Druk Gyalpo Jigme Dorji Wangchuck
 - ✓ Druk Gyalpo Jigme Singye Wangchuck,
 - ✓ Druk Gyalpo Jigme Khesar Namgyel
- Analyse Bhutan's economic self-reliance in contemporary times with reference to the visions of the monarchs.

2.3.3. Pedagogy or Learning Experience: Flipped Classroom & Foldable

- Teacher assigns lesson topics on Economic Reforms of the Druk Gyalpos as follows:
 - I. Druk Gyalpo Ugyen Wangchuck (Refer online book Leadership of the Wise Kings of Bhutan, by Karma Ura, p.g, 33 – 36) .
 - II. Druk Gyalpo Jigme Wangchuck
Refer online book Leadership of the Wise Kings of Bhutan, by Karma Ura, p.g, 48 – 54).
 - III. Druk Gyalpo Jigme Dorji Wangchuck(Refer A History of Bhutan, Course Book, p.g., 53 – 56 Class X, A History of Bhutan, A Supplementary Text Class XII, p.g., 24 – 27 and online book Leadership of the Wise Kings of Bhutan, by Karma Ura, p.g, 68 – 70).
 - IV. Druk Gyalpo Jigme Singye Wangchuck (Refer A History of Bhutan, Course Book, Class X, p.g., 70 – 71, One hundred years of Development by Damchu Lhendup, p.g.,191 – 193).

V. Druk Gyalpo Jigme Khesar Namgyel Wangchuck in the context of change and continuity. (Refer BHUTAN's Crowning Glory by Ugyen Tenzin, p.g., 27-32 and online book Leadership of the Wise Kings of Bhutan, by Karma Ura, p.g, 175 – 177).

- Teacher provides relevant resources and materials and instructs the students to carry out a preliminary research.
- Students search and gather information and prepare a foldable in the class (in pairs) with teacher scaffolding.
- Teacher initiates discussion using the foldable the students have designed.
- Teacher facilitates the discussion on the economic self-reliance in contemporary times with reference to the visions of the monarchs.

2.3.4. Assessment

Assess students' foldable on student-teacher negotiated criteria (e.g., content coverage, chronological reasoning, creativity, teamwork).

2.3.5. Resources

- Royal Education Council, A History of Bhutan, Course Book for Class X, 1996.
- Royal Education Council, A History of Bhutan, A Supplementary Text for Class XII, 2005.
- Karma Ura, Leadership of the Wise Kings of Bhutan,
http://www.bhutanstudies.org.bt/wp-content/uploads/2017/07/Second-Edition_Leadership-ilovepdf-compressed-min.pdf

3. Chapter: Bhutan and International Organisations: Among the Constellation of Nations

3.1 Topic: Bhutan's Political Interactions

3.1.1. Competency

- Historical Synthesis

Reasons for Bhutan's interactions with India, Ladakh, Sikkim, Nepal, Tibet, and China from the 17th to 21st century equip the learners with the application of historical knowledge to interpret decision making, identify contrasting perspectives and recognize potential solutions to problems.

3.1.2. Objective:

- Explain Bhutan's political interactions with India, Ladakh, Sikkim, Nepal, Tibet, and China from the 17th to 21st century.

3.1.3. Pedagogy and Learning Experiences: Socratic Seminar—

Fishbowl

- Teacher provides students with the notes and reading materials (Refer Economic and Political Relation between Bhutan and Neighboring countries., p.g.,125 – 131 & p.g.,168 – 174; A History of Bhutan: Course book for class XI, p.g., 53 – 59 & 73 – 92).
- Students prepare notes and questions for the seminar.
- During the seminar, the inner circle conducts the discussion on the questions prepared by the students the significance of the interaction between Bhutan and the neighbouring countries for an allotted time. The outer circle takes notes on their partner in the inner circle's discussion.

- After the inner circle discussion, the outer circle continues the discussion on the significance of the interaction between Bhutan and the neighbouring countries for an allotted time.
- Teacher monitors and assesses students' research and dialogue, and supplements the seminar.

3.1.4. Assessment

Assess students' reflective writing, using set criteria, on the topic: Impact of political interaction between Bhutan and the neighboring countries in the 17th to 20th century on Bhutan in the 21st century.

3.1.5. Resources

- Royal Education Council, A History of Bhutan: A Supplementary Text for Class XI, 1994.
- Institute of Developing Economies, Economic and Political Relation between Bhutan and Neighboring countries:
https://www.ide.go.jp/library/English/Publish/Download/Jrp/pdf/132_3.pdf

3.2. Topic: Bhutan's membership to the International Organisations

3.2.1. Competencies

- Global Citizenship

The lessons on the international organisations help to promote the concept of global citizenship among the learners. In addition, learners appreciate the interconnectedness and respect cultural diversity, social justice, and protect the planet earth.

- Historical Synthesis

Reasons for Bhutan's membership to the international and regional organisations equip the learners with the application of historical knowledge to interpret decision making, identify contrasting perspectives and recognise potential solutions to problems.

3.2.2. Objectives:

- Discuss the reasons for Bhutan's membership to the:
 - ✓ United Nations (UN),
 - ✓ Non Aligned Movement (NAM),
 - ✓ South Asian Association for Regional Cooperation (SAARC),
 - ✓ Bay of Bengal Initiative for Multi-Sectoral Technical and Economic Cooperation (BIMSTEC) , and
 - ✓ Colombo Plan.
- Describe Bhutan's contribution to the UN, NAM, SAARC, BIMSTEC, and Colombo Plan.
- Explain the contributions of the UN, NAM, SAARC, BIMSTEC, and Colombo Plan to Bhutan.
- Discuss one international or regional organisation most relevant to contemporary Bhutan.

3.2.3. Pedagogy and Learning Experience: Presentation and Inquiry based learning

- Teacher and students recall Bhutan's period of isolation and the need to end its self-imposed isolation. Teacher then draws a timeline on the board/chart to show Bhutan's entry to the UN, NAM, SAARC, BIMSTEC, and Colombo Plan.

- Students, in groups, research on UN, NAM, SAARC, BIMSTEC, and Colombo Plan (Refer A History of Bhutan, A Supplementary Text for Class XII, p.g., 36 & 43 – 51, Kuensel article titled ‘UN reflects on progress in Bhutan,’ Economic and Political Relation between Bhutan and Neighboring countries, p.g., 155 – 162, and Colombo Plan report titled, The Colombo Plan’s Contributions for the Member Countries p.g., 5, 62, 120, 134, 216, 245 & 250).
- Students in groups conducts a PPT on:

Group I: Purposes of the organisations

Group II: Impacts of the organisations to Bhutan

Group III: Bhutan’s contribution to the organisation
- Teacher supplements the presentation.
- Teacher assists the students to identify one international or regional organisation most relevant to contemporary Bhutan.

3.2.4. Assessment

Assess students’ speech to promote social justice or global citizenship using a checklist (Refer Annexure for sample checklist).

3.2.5. Resource

- Royal Education Council, A History of Bhutan: A Supplementary Text for Class XII, 2005
- UN reflects on progress in Bhutan: <https://kuenselonline.com/un-reflect-on-progress-in-bhutan/>

- UN in Bhutan contributes USD 1.14M for COVID-19:
<https://kuenselonline.com/un-in-bhutan-contributes-usd-1-14m-for-covid-19/>
- United Nations Bhutan : <https://bhutan.un.org/>
- About BIMSTEC: https://bimstec.org/?page_id=189
- The History of Colombo Plan: <https://colombo-plan.org/history/>
- Ashi Tashi: The Person Behind Bhutan’s inclusion in Colombo Plan recognised: <https://thebhutanese.bt/ashi-tashi-the-person-behind-bhutans-inclusion-in-colombo-plan-recognized/>
- The Colombo Plan’s Contributions for the Member Countries:
https://colombo-plan.org/wp-content/uploads/2020/03/The_ColomboPlans_Contributions_for_thembercountries.pdf
- Institute of Developing Economies, Economic and Political Relation between Bhutan and Neighboring countries:
https://www.ide.go.jp/library/English/Publish/Download/Jrp/pdf/132_3.pdf
- Bhutan’s Role in Promoting Regional Peace and Prosperity in South Asia: <https://asiasociety.org/bhutans-role-promoting-regional-peace-and-prosperity-south-asia>

3.2.6. Annexure

Sample checklist

Sl.no	Criteria	Yes	Somewhat	No
1.	An identified social injustice (e.g., environmental issues, gender inequality, racism)			
2.	Contribution of Bhutan to curb the social injustice in the past.			
3.	Clearly suggested one way Bhutan can contribute to curb the social injustice/promote global citizenship.			

4. Chapter: Media Literacy

4.1. Topic: Civic Engagement

4.1.1. Competencies

- Civic Engagement

The lessons on exploring the avenues for civic engagement in the community find learners engaged meaningfully for a common cause and become a responsible citizen.

- Civic Identity

The lessons on the concept of civic engagement help learners identify oneself as an active participant in society with responsibility to work with others for social benefit.

4.1.2. Objective:

- Discuss the avenues for civic engagement in your community.

4.1.3. Pedagogy and learning experience: Project based learning

- Assist students to identify school/community's problems (e.g., in the areas of waste management, campus beautification, and community service).
- Facilitate students on project planning to solve the problem to be responsible citizens.
- Students implement their plan and address the identified problem.
- Support students to review their result and draw lessons to be proactive citizens.

4.1.4. Assessment:

Assess students' projects using a set of criteria.

4.1.5. Resources

- Bird House Project: <https://youtu.be/0XL4Z2Mnztg>

4.2. Topic: Ways to become critical consumers of media contents

4.2.1. Competency

- Media Literacy

The lessons on media consumption skills help learners to view the media content rationally. In addition, learners are prepared to be mindful media users and consumers to promote responsible digital citizenship.

4.2.2. Objectives:

- Discuss the ways to become critical consumers of media contents.
- Analyse any media contents to examine media consumption skills.

4.2.3. Pedagogy and Learning Experiences: Guest Speaker

- Provide reading materials about media literacy. Students prepare questions on media literacy to ask the guest speaker.
- Invite a guest speaker to talk about media literacy to be a mindful media user and consumer.
- Students and the guest engage in the question answer session.
- Students select one media content and critically analyse it using the five questions to ask about media (Refer Annexure for question template).
- Teacher assesses the work and acknowledges the students with the best media content analysis by making them read their work to the class.

4.2.4. Assessment

Assess students' digital poster design on media literacy using a set of criteria (Refer Annexure for sample question).

4.2.5. Resources

- Five Question to ask about Media:
commonsense.org/education/articles/5-questions-students-should-ask-about-media

4.2.6. Annexure

Sample Question

1. Who created this message?
2. Which techniques are used to attract my attention?
3. How might different people interpret this message?
4. Which lifestyles, values, and points of views are represented—or missing?
5. Why is this message being sent?

Source: Common Sense Education

4.3. Topic: The advantages and disadvantages of Democracy

4.3.1. Competency

- Civic Identity

The lessons on the concept of Democracy help learners identify oneself as an active participant in society with responsibility to work with others for social benefit.

4.3.2. Objectives:

- Evaluate the forms of Democracy with reference to Bhutan.

- Assess the advantages and disadvantages of Democracy.

4.3.3. Pedagogy or Learning Experience: Inquiry Learning

- Teacher poses a question to derive the pre knowledge of students on the concept of ‘Democracy’.
- Students, share their understanding of the term Democracy.
- Students in groups explore the features of direct and indirect democracy, advantages and disadvantages of Democracy (Refer [Bhutan Civics, Classes XI and XII, p.g., 9 – 13](#)).
- Teacher monitors and facilitates the group discussion.
- Respective groups share their findings on the above assigned topics.
- Teacher supplements their findings.

4.3.4. Assessment

Students are assessed through conduct of a brief interview of an individual who has participated in the election. Their questionnaire must aim in inferring the reflections of their interviewees in the electoral proceedings.

4.3.4. Resources

- [Royal Education Council, Bhutan Civics, Classes XI and XII, A Course Book, 2008.](#)

4.4. Topic: The structure of the Constitution of Bhutan and theories of interpretation of the Constitution of Bhutan

4.4.1. Competencies

- Civic Engagement

The lessons on the Constitution of Bhutan find learners engaged meaningfully for a common cause and become a responsible citizen.

- Civic Identity

The lessons on exploring the structure of the Constitution help learners identify oneself as an active participant in society with responsibility to work with others for social benefit.

4.4.2. Objectives:

- Compare the origin of the Constitution of Bhutan with reference to any other Constitution.
- Relate the structure of the Constitution of Bhutan with any other country's Constitution.
- Evaluate the theories of interpretation of the Constitution of Bhutan.

4.4.3. Pedagogy or Learning Experience: Cross-over Learning

- Students identify at least one Constitution along with the Constitution of Bhutan.
- Students explore and note the origin and structure of the Constitution of the Kingdom of Bhutan and the identified Constitution (Refer [Bhutan Civics, Classes IX and X p.g., 1 – 6](#) and [The Constitution of the Kingdom of Bhutan](#)).
- Students compare and contrast between the Constitution of Bhutan and the Constitution they have selected (Refer Annexure for sample drawing comparison between the Constitution of Bhutan and some other Constitution).
- Students explore the different interpretations of the Constitution of Bhutan (Refer [The Constitution of Bhutan-Principles and](#)

[Philosophies, p.g.,1 – 23](#) and the online article titled: [The Making of the Constitution and Democracy in Bhutan](#)).

- Students share their findings with the help of notes they have compiled.
- Teacher evaluates and provides feedbacks on their findings.

4.4.4. Assessment

Students prepare a video on the themes: impressions on the Constitution of The Kingdom of Bhutan on a set checklist (Refer Annexure for sample checklist).

4.4.5. Resources

- Sonam Tobgye (Chairman of the Drafting committee), *The Constitution of the Kingdom of Bhutan*, 2008

OR

<https://www.nationalcouncil.bt/assets/uploads/files/Constitution%20%20of%20Bhutan%20English.pdf>

- [SonamTobgye \(Chairman of the Drafting committee\), *The Constitution of Bhutan-Principles and Philosophies*.](#)

OR

- <http://www.judiciary.gov.bt/education/constitutionphilosophies.pdf>
- [The Making of the Constitution and Democracy in Bhutan:](#)
<http://www.ipajournal.com/2012/09/27/the-making-of-the-constitution-and-democracy-in-bhutan/>

4.4.6. Annexure/Appendix

Sample drawing comparison

Area	Bhutan	India
Origin	Gift from the throne.	Crafted after the independence from the British rule.
Structure		
Guiding Philosophies		

Note: The teacher is suggested to be cautious while presenting the genesis of constitution.

Sample Checklist

Components	Yes	No
Genesis of the Constitution of Bhutan		
Category/ type		
Philosophies		
Commitment/ Impression		

Strand: Identity, Spirituality and Culture

5. Chapter: Important Historical Figures and Shaping of National Identity

5.1. Topic: Guru Rinpoche's role in strengthening Buddhism in Bhutan

5.1.1. Competency

- Spiritual Wellbeing

The lesson on the contributions of the religious figure builds learners' connection to culture and spirituality.

5.1.2. Objective:

- Evaluate Guru Rinpoche's role in strengthening Buddhism in Bhutan.

5.1.3. Pedagogy or Learning Experience: Numbered Heads

Together

- Teacher shows an image of Guru Rinpoche and instructs them to make notes about anything they know about Guru.
- Students share their write ups.
- Teacher provides topics for exploration and discussion: social, political, cultural and geographical impacts of Guru Rinpoche's visits to Bhutan to each of the students (Refer The History of Bhutan p.g.,84 – 110 or A History of Bhutan, Course Book for Class IX,p.g.,11 – 17). Based on these themes, students assess the impacts of Guru Rinpoche's visits to Bhutan.
- Teacher monitors and assists students.
- Students with same themes share their points and reach to a consensus.
- Present their findings and open it for validation with teacher's intervention.

5.1.4. Assessment

Assess students' understanding of spirituality through a composition of an ode to Guru Rinpoche using a rubric.

5.1.5. Resources

- Royal Education Council, A History of Bhutan, Course Book for Class IX, edited in 2012.
- Karma Phuntsho (Dr), The History of Bhutan, 2013.

5.2. Topic: Pema Lingpa's spiritual contribution to Bhutan

5.2.1. Competency

- Spiritual Wellbeing
The lesson on the contributions of the religious figure builds learners' connection to culture and spirituality.

5.2.2. Objective:

- Discuss Pema Lingpa's spiritual contribution to Bhutan.

5.2.3. Pedagogy or Learning Experience: YouTube in the classroom

- Teacher shows a video on Tertoen Pema Lingpa (Refer YouTube video titled, 'The turquoise Heart A Bhutanese remembers a Bhutanese').
- Teacher introduces the lesson.
- Teacher replays the video and students answer to the questions provided by the teacher.
- Should any student have any questions unanswered, teacher explains and clarifies (Refer The History of Bhutan, p.g.,160 – 171).

5.2.4. Assessment

Students are assessed through worksheet provided. The worksheet must focus on assessing the competency. (Refer Annexure for sample worksheet)

5.2.5. Resources

- The Turquoise Heart: A Bhutanese remembers a Bhutanese:
<https://www.youtube.com/watch?v=TNW7Zbucr5E&t=2s>
- Celebrating Tertoen Pema Lingpa:
<https://www.youtube.com/watch?v=3DIWDokUwI4>
- [Royal Education Council, Bhutan History and Civics and Citizenship Education \(draft\), Class VII, 2021.](#)
- Royal Education Council, A History of Bhutan, Course Book for Class IX, edited 2012.

5.2.6. Annexure/ Appendix

Sample worksheet

Spiritual Contributions	Impacts
Discovery of <u>Termas</u>	
Building of Monuments	
Institution of <u>Peling</u> Tradition	
Religious arts-dances hymns and fine arts	

5.3. Topic: Phajo Drugom Zhigpo as the pioneer of Drukpa Kagyud in Bhutan

5.3.1. Competency

- Spiritual Wellbeing

The lesson on the contributions of the religious figure builds learners' connection to culture and spirituality.

5.3.2. Objective:

- Assess Phajo Drugom Zhigpo as the pioneer of Drukpa Kagyud in Bhutan.

5.3.3. Pedagogy or Learning Experience: Think, Pair and Share

- Students in pairs discuss the conditions contributing to revere Phajo as the pioneer of Drukpa Kagyud in Bhutan. (Refer History of Drukpa Kagyud school in Bhutan p.g.,64 – 75 , A History of Bhutan Course Book for Class IX p.g.,35 – 37 , and The History of Bhutan p.g.,143 – 147).
- In pairs students think and share the knowledge in turns.
- Teacher monitors.
- Let paired students volunteer and share the acquired knowledge from each other.

5.3.4. Assessment

Assess students' understanding of the impacts had Phajo Drugom Zhigpo not visited Bhutan.

5.3.5. Resources

- Royal Education Council, A History of Bhutan, Course Book for Class IX, edited 2012.
- Yonten Dargye, History of Drukpa Kagyud School in Bhutan (12th to 17th century A.D), 2001.
- National Library, Biography of Phs ‘Brungsgom Zhigpo called the current of Compassion, 2001.

5.4. Topic: Zhabdrung Ngawang Namgyal as the architect of Bhutan as a nation state

5.4.1. Competency

- Spiritual Wellbeing

The lesson on the contributions of the religious figures builds learners’ connection to culture and spirituality.

5.4.2. Objective:

- Discuss Zhabdrung Ngawang Namgyal as the architect of Bhutan as a nation state.

5.4.3. Pedagogy or Learning Experience: Carousel ride (MDR)

- Teacher allows the students to recall and note down the legacies of Zhabdrung Ngawang Namgyal in Bhutan (Refer Royal Education Council, A History of Bhutan, a Supplementary Text Book for class XII, p.g.,1 – 6).
- Movement: Students in groups of threes move around and halt at the spot where a question is posed by the teacher on a chart.
- Discussion: Students discuss and write the answers/skim over any previous answers by other groups and add their own ideas on the chart within the allotted time and move on to the next spot.

- Review: Teacher reviews and discusses students' answers.

5.4.4. Assessment

Students are assessed through power point presentation on the theme: Zhabdrung Ngawang Namgyal, a versatile leader/statesman of Bhutan in the 17th century.

5.4.5. Resources

- Royal Education Council, A History of Bhutan, a Supplementary Text Book for class XII, provisional edition 2005.
- Yonten Dargye, History of Drukpa Kagyud School in Bhutan (12th to 17th century A.D), 2001.
- Royal Education Council, A History of Bhutan, Course Book for Class IX, edited 2012.

5.5. Topic: Lam Drukpa Kuenley's unique approaches to teaching Drukpa Kagyud in Bhutan

5.5.1. Competency

- Spiritual Wellbeing

The lesson on the contributions of the religious figure builds learners' connection to culture and spirituality.

5.5.2. Objective:

- Discuss Drukpa Kuenley's unique approach to teaching of Vajrayana Buddhism in Bhutan.

5.5.3. Pedagogy or Learning Experience: Silent Conversation

- Teacher provides a brief background to Lam Drukpa Kuenley.
- In pairs, students write the different methods adopted by Drukpa Kuenley in teaching Vajrayana Buddhism. (Refer The History of

Bhutan, p.g.,147 – 151 and History of Drukpa Kagyud school in Bhutan (12th to 17th century A.D, p.g., 92 – 110).

- One peer scribbles her/his idea and allows the other peer to write a different point on the same theme.
- Teacher ensures that students engage in this learning activity where silence is the basic tool in exploring the theme.
- Students share their result by reading it to the class in turns.
- Teacher validates their answers.

5.5.4. Assessment

Assess students' understanding of Drukpa Kuenley's unconventional approach of teaching in comparison to Guru Rinpoche, Pema Lingpa, Phajo Drugom Zhipo and Zhabdrung Ngawang Namgyal.

5.5.5. Resources

- Royal Education Council, A History of Bhutan, Course Book for Class IX, edited 2019.
- Karma Phuntsho (Dr), The History of Bhutan, 2013.
- YontenDargye, History of Drukpa Kagyud school in Bhutan (12th to 17th century A.D).
- https://treasuryoflives.org/biographies/view/Drukpa-Kunle/TBRC_P816