

National School Curriculum

INSTRUCTIONAL GUIDE FOR HISTORY AND CITIZENSHIP EDUCATION

CLASSES XI & XII



Department of Curriculum and Professional Development
Ministry of Education, Royal Government of Bhutan



“Your parents, relatives, and friends would be very proud of what you have achieved. At your age, to have completed your studies is your personal accomplishment. Your knowledge and capabilities are a great asset for the nation. I congratulate you for your achievements. Finally, your capabilities and predisposition towards hard work will invariably shape the future of Bhutan. You must work with integrity, you must keep learning, keep working hard, and you must have the audacity to dream big.”

- His Majesty Jigme Khesar Namgyel Wangchuck

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EDUCATION

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Department of Curriculum and Professional Development
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Foreword

The erstwhile Royal Education Council (REC) developed an Adapted and Prioritized curricula for schools so that students can continue learning during the disruptions caused by the COVID 19 pandemic since March 2020. With the commencement of the 2021 academic session, the new normal curriculum, later renamed as the National School Curriculum (NSC), was embraced as a paradigm shift of education from the conventional knowledge-based learning to competency based, open source and experiential learning leveraged on digital technologies. In order to facilitate the effective implementation of the curriculum change, Instructional Guides were developed in all subjects, and the teachers were oriented through virtual and short contact modes as per the prevailing pandemic situations. The curricula were aimed at minimizing the learning loss for learners as it was designed for implementation in different situations - during school closure or during regular contact instructional hours.

While these measures served as a solution to problems brought about by the pandemic and the global changing trend in education, a resilient and more dynamic curricula and instructions remain the current priority of the Government. In cognizance of some the shortfalls in the provisional edition of Instructional Guides (IG), the Department of Curriculum and Professional Development reviewed and revised the existing Instructional Guides across all subjects with the aim of enforcing the competency-based learning, and making teaching-learning happen ‘anytime anywhere’ commensurate to an inclusive education, so that all learners are provided the opportunity to learn at their pace and situation.

The revised Instructional Guides have drawn ideas and inspiration from various educational philosophies and principles, particularly the Delors Report, *Learning: The Treasure Within* (1996). The report prioritizes the development of the whole person and not just academic knowledge through the four pillars: “learning to know”, “learning to do”, “learning to be”, and “learning to live together”. Therefore, the New Curriculum and the Instructional Guide 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.

The National School Curriculum is, not just a mere response to the pandemic, but a culmination of the curriculum reform work for the last four years by Department of Curriculum and Professional Development. It is an attempt to transform education from the teaching of ‘what to learn, what to do, what to value’, perspective learning to ‘how to learn, how to do, how to value’, to the competency based learning towards empowering learners with the transversal competencies and the 21st century skills, and preparing them to be lifelong learners. Thus, this initiative is envisaged to orient our educational process towards nurturing ‘nationally rooted and globally competent’ citizens.

With this guide, we are optimistic that our learners and teachers are ushered through a life enriching experiential teaching and learning.

Tashi Delek



Tashi Namgyal
Director

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Introduction

History curriculum has been predominantly knowledge based and examination centred teaching and learning. The 21st Century Education framework stipulates the emphasis on thematic based learning areas with a comprehensive support system. With the advancement in ICT, the world is flooded with plethora of information, which is widely read by all at their leisure. In this context, the emphasis of the History curriculum is to engage learners in the process of analysis, interpretation and articulation of information from multiple sources into meaningful and life enriching knowledge and skills.

History curriculum is adapted and grounded on the principle of competency-based learning cognizant of the reality of the immediate environment. It signals a major paradigm shift from the conventional textbook-based learning to open source and experiential learning as is stipulated in the History Curriculum Framework. The History Curriculum Framework is perceived as means in the translation of the educational philosophy and the core standards of the National School Curriculum Framework. It envisages that the roles of teachers are transformed from knowledge transmitter to facilitation, guide, evaluator, researcher and motivator. Therefore, competency-based History curriculum empowers learners with the knowledge and skill necessary in realising their potential to be socially responsible and productive individuals and contribute to the nation building processes – economic, social, political development.

Learning is facilitated through the “Instructional Guide” with learners taking responsibility for their learning; teachers facilitate and guide learners in the due course of their active engagement and assess their performance for improvement in their learning through formative assessment. The Instructional Guide (IG) as the means of delivering the History curriculum framework is built on the four strands namely, Historiography, Evolving Civilisation, Governance and Peace, and Identity, Spirituality & Culture, which run consistently with a logical flow of learning across different levels of key stages. The competencies to be acquired and demonstrated by learners at each stage of learning are outlined as Competencies and Learning Objectives. In essence, the IG informs teachers and stakeholders about the set of related knowledge, skills and values expected to be achieved by learners at various stages of education. Thus, the instructional guide is aimed at understanding about the intent of the curriculum and equip learners with the set of competencies needed to master as mandated by the framework. Learning objectives are organised and aligned to strand and competencies, which inform the selection of topics, learning experiences and the assessment protocols.

The learning experiences, sample activities, assessment rubrics, resources given in the guide are suggestive in nature. Teachers can negotiate to design and adapt their own that best suit their learners and their environment. What is non-negotiable is the teaching of the competencies that the learners must acquire at each class before they move on to the next class. Various assessment approaches, tools and rubrics are to be used consistently and meaningfully to assess learners and report to stakeholders at various levels. Further, the focus of assessment should be for learning rather than assessment of learning, so that learners are facilitated to reflect on their learning continuum in the learning process.

Purpose of Instructional Guide

Among the many definitions of 'curriculum' this Instructional Guide underscores the meaning of curriculum as a standard and competency-based sequence of planned Learning Experience where learners practice and achieve the proficiency in applying the Learning Experience in real life scenarios. These proficiencies, in the curriculum framework, have been stated as "competencies" and 'objectives' for each class. In keeping with the principle, 'less is more' as stated the National School Curriculum, the contents of the curriculum have been reduced so that learners can be engaged more in activities that can lead to the acquisition of language skills rather than having them 'cover the syllabus'. This instructional Guide believes that the classroom teachers, as professional individuals, can make the most authentic and reliable judgment about each learner's learning needs and the Learning Experience to be provided to propel the learners in the learning continuum.

With these beliefs and principles as the background, the following are the purposes of this document:

- i. Strengthen blended learning, including flipped classroom with multimedia, digital pedagogies and ICT devices and websites as tools to share the responsibility of learning amongst the learners, teachers, the parents and other stakeholders.
- ii. Facilitate the use of Continuous Formative Assessment for learning using diverse appropriate assessment techniques and tools commensurate with individual differences in learning, and gather evidence to guide planning of educational programmes and activities for learners.
- iii. Promote inclusive learning through the blended learning which facilitates learning anywhere, any time with the learner being responsible for the learning.
- iv. Provide suggestive means of teaching skills by building interrelationship among, and through, the integration of the four strands of the curriculum.
- v. Help teachers assume the roles of facilitator, guide, motivator and evaluator.
- vi. Guide teachers, parents and other stakeholders in helping learners achieve their potential.
- vii. Empower teachers to design their own 'course of study' or 'class curriculum' for their students in line with the National School Curriculum Framework.

In this age of advanced communication and information technology, contents are widely available from a number of sources, therefore, the contents of the curriculum have been kept flexible enough for teachers to select, structure and sequence them to best suit the learners need while maintaining coherence and consistency. In other words, while the contents of the curriculum are negotiable, the competencies and objectives are not. While, teachers may have access to number of materials, it should be kept in mind that the teaching and learning should be focused on achieving the competencies rather than 'covering of the syllabus'. The teaching learning materials should be used as means to create a learning environment that is competency-based where the learners need to master the skills presented to them. While designing lesson plans and teaching learning activities, teachers need to ensure that the materials are relevant and appropriate for the given task. The assessment should be competency-based wherein the teachers should assess the learners' mastery of the skills stated as competencies and objectives for each class. Teachers should use appropriate assessment tools and techniques depending on the nature of the learning activities. The learners should be clearly informed about the success criteria, the areas of assessment and the tools to be used so that they know exactly what tasks are to be performed or expected of them. In the process of the performance, the teacher should continuously provide feedback and, if necessary, modify instructions. Efforts have to be made to ensure that every learner has mastered the skills.

Class XI

Bhutan History and Civics and Citizenship Education

Strand: Governance and Peace

Chapter 1: Political Theories

Topic 1: Theories of Origin of State

The state is an independent political entity exercising the sovereign power within a definite territory for a given population. To understand the concept of state, it is necessary to know the concept of origin of the state. There are many theories of origin of the state and some of the popular theories are Divine Origin Theory, Social Contract Theory and the Force Theory.

Competency

- Explain the different theories of origin of state and the political theories to analyse and relate with the Bhutanese context.

Learning Objectives

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

Learning Experience: Research based learning

- Facilitate students to conduct online and library research on 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 OR 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. (Refer 'Polity, Kingship and Democracy' pg.21-30)
- 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.

Reflective questions

- Examine the theory on the origin of state that you think is the best, which describes the formation of Bhutanese state.

Assessment

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

Resources

- Theories on the Origin of State:
<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>
- Sonam Kinga, Polity, Kingship and Democracy, 2009.

Topic 2: Socialism and Capitalism

The ideology of socialism and capitalism both are used to describe economic and political systems. Both the systems have merits as well as demerits, thus the strength and limitation of socialism and capitalism will focus on enabling learners to acknowledge the government in adopting system to address the current economic and social circumstances.

Competency

- Explain socialism and capitalism from a historical perspective to critically appreciate the policies of the government with reference to the current economic and social conditions.

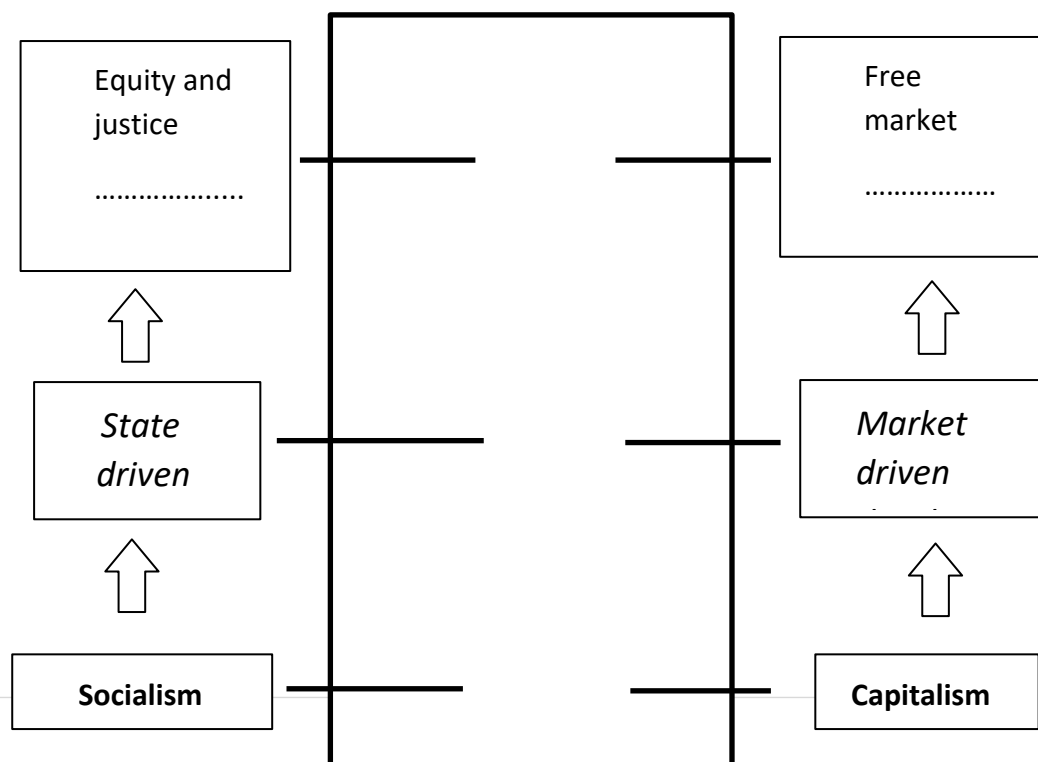
Learning Objectives

- Explain capitalism.
- Discuss the contemporary political debates with reference to the Bhutanese context.

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').
- Teacher demonstrates the 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 and citing examples from their community.
- Or
- Conduct panel discussion on “Capitalism as the best economic system for better socio-economic development of Bhutan”.
- Summarise students’ discussions and highlight key features and limitations of socialism and capitalism, and its relevance in the contemporary Bhutanese political debates.

Assessment

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

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

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

Topic 1: The genesis of the three turnings of the Wheel of Dharma

Buddha Sakyamuni skilfully employed device and adjusted various means in his teachings at different locations and numerous occasions to suit the mental dispositions of multiple audiences. The 'Three Turnings of the Wheel of Dharma,' (*Choekhorrimpa sum*) is one of the well-known and fundamental classification of Buddha Sakyamuni's teaching. Resulting in the emergence of three successive developments in Buddhist thought. These thoughts classify the content, philosophical view, and practical application of the whole collection of Buddhist teachings.

The chapter centres on The Four Noble Truths (*Denzhichoekhor*), The Absence of Characteristics (*Tshen-nyidmepaichoekhor*) and Fully Realising the Ultimate (*Legparnam par phyewaichoekhor*).

Competency

- Instil beliefs and the ability to apply the principles of spirituality and religion in school, at home and beyond life along with character building relating to the Wheel of Dharma.

Learning Objectives

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

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 the 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.

Reflective Question

- Relate how the principles of the three turning of the Wheel of Dharma can be practiced at school?
- Explain the role of Buddhism in building character and enabling one to understand oneself better.

Assessment

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

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

Topic 2: Establishment of Drukpa Kagyud tradition in Bhutan

Drukpa Kagyud is the state religion of Bhutan. The introduction of Drukpa tradition is attributed to Phajo Drugom Zhigpo in fulfilment of the Tshangpa Gyra's prophecy. Phajo's descendants further propagated the tradition in the country. Various Drukpa saints like Ngagi Wangchuk (1517–1554), Mipham Choegyel (1543–1606), Mipham Tenpai Nyima (1567–1619), and Drukpa Kuenley contributed in establishing and strengthening the Drukpa Kagyud. Currently Zhung Dratshang plays a vital role in reviving, spreading and reinforcing Drukpa Kagyud. Furthermore, various branches of Kagyud, particularly practitioner of Drukpa Kagyud and Nyingma schools co-exist harmoniously.

Competencies

- Trace the establishment of Drukpa Kagyud tradition in Bhutan to examine the relationship among the historical events to infer the historical causality.
- Examine the concept of Kar-Nying to understand the true essence of Buddhism leading towards a harmonious and responsible life.

Learning 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.

Learning Experience: Seminar or Field trip

- Teacher helps the students to prepare 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 a 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 students to make field notes on their observations based on a check list.
- Facilitate students to share field trip findings and learn from each other.
- Summarise and highlight the core observations from the students' field trip.

Reflective Question

- Provide examples for the harmonious coexistence of Nyingma and Kagyud tradition from the community you belong to.
- Discuss which event contributes significantly in the establishment of Drukpa Kagyud tradition in Bhutan?

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).

Resources

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

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

Topic 1: Tangible and intangible cultural heritage

Bhutanese cultural heritage is classified into tangible and intangible culture. Tangible cultural heritage refers to things that we can store or physically touch. Examples of tangible cultural heritage include traditional clothing, tools, buildings, artwork, monuments, and modes of transportation. Intangible cultural heritage refers to things that are not tactile but existing intellectually. Intangible cultural heritage is the practices, expressions, knowledge and skills that communities, groups and sometimes individuals recognise as part of their cultural heritage.

Competency

- Analyse the tangible and intangible cultural heritage to understand the diverse interpretations of the past and present.

Learning Objectives

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

Learning Experience: Frayer Model Method

In order to develop better understanding of the tangible and intangible cultural heritage:

- 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 the intangible culture using the 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.

Reflective questions

- Suggest few measures to protect intangible culture which can be maintained in the present and for the benefit of future generations.
- Explain the importance of tangible culture in protecting the sovereignty and security of the nation.

Assessment

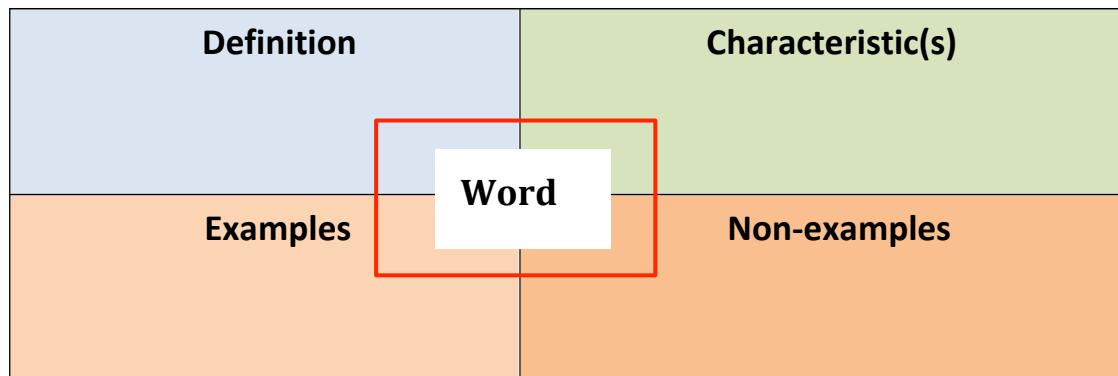
- Assess students' write up on the ways to preserve and promote the tangible and intangible cultural heritage of Bhutan using a set of criteria.

Resources

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

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

Sample Frayer Model



Topic 2: Salient features of secular and spiritual arts and crafts of Bhutan.

Bhutanese arts and crafts are further classified into secular and spiritual. The secular arts and crafts refer to those arts and crafts that has no religious reference points and is, in fact, oblivious to organised religion. Having an aesthetic appeal in a non-religious context, it neither denies or affirms the existence of God, but focuses on human agency. Spiritual art or sacred art is the creative ideal or process of using divinity as inspiration and themes to positively uplift consciousness. Some spiritual artists may use a ritual or cultic practices of spiritual manifestation to create their artwork.

Competency

- Examine the secular and spiritual arts and crafts to describe and explain the diverse interpretations of the past and present.

Learning Objective

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

Learning Experience: Concept map/fishbone

- Introduce the topic by explaining the concept of secular and spiritual arts and crafts of Bhutan.
- Create groups and assign 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 materials (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).

Or

- Use fishbone strategy to draw the features of secular and spiritual arts and crafts using the aforementioned information.
- Facilitate students to present their work through the concept map.

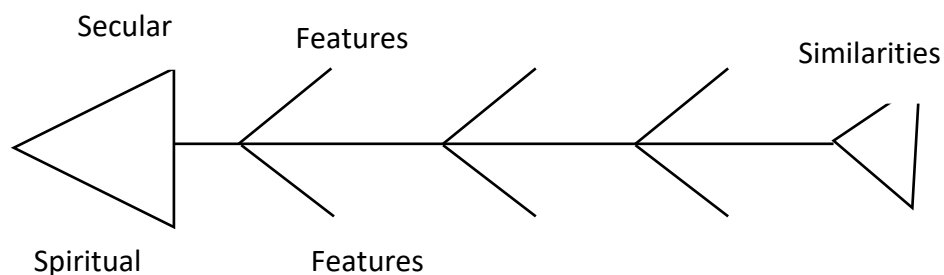
Assessment

- 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.

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>

Sample of fishbone strategy



Topic 3: Factors leading to the emergence of architecture, arts and crafts in contemporary Bhutan.

Bhutan has a unique architecture, arts and craft. Architecture, arts and craft constitutes an important aspect of tangible culture. Bhutanese often showcase and take pride in the unique Bhutanese architecture, arts and craft. Preservation and promotion of culture is one of the pillars of Gross National Happiness. However, Bhutanese architecture, arts and crafts faces serious challenges with rapid globalization and technological revolutions.

Competency

- Evaluate the traditional architecture, arts and crafts in Bhutan to understand the factors responsible in the emergence of architecture, arts and crafts in the country.

Learning 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.

Learning Experience: Local Market Tour/ Photo Exhibition

- Identify a relevant local contemporary market which has the 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 to prepare for the 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 the 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 a 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.

Reflective Question

- Suggest few measures to overcome the challenges in upholding the ancient architecture, arts and craft in the contemporary Bhutan.

Assessment

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

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.

Topic 4: Fusion of traditional and contemporary architecture, arts and crafts in Bhutan.

Traditional architecture, arts and crafts are the main identity of our country. Preserving and promoting the traditional architecture, arts and craft faces major challenges in modern Bhutan. Therefore, the fusion of traditional and contemporary architecture, arts and crafts is to preserve our traditional architecture, arts and crafts to suit the modern context.

Competencies

- Recreate and preserve ancient culture to suit the modern context by fusion of traditional and contemporary architecture, arts and crafts of Bhutan.

Learning Objective

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

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 a 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 students draw lessons of co-existence of ancient and modern architecture, arts and crafts thereby being culturally resilient in the face of globalisation.

Reflective Questions

- Suggest any fusion design for architecture, arts and crafts which will suit in the contemporary market.
- Discuss advantages on the fusion of traditional and contemporary architecture, arts and crafts.

Assessment

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

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>

Topic 5: Importance of architecture, arts and crafts in strengthening cultural Identity

Bhutan with its rich cultural heritage and traditions holds the root of the country being independent and sovereign. To the pressing challenges against modernization and developing change, cultural preservation serves an important foundation for nation's sovereignty. It displays a unique identity that describes the nation to the outside world.

Competency

- Assess the importance and the challenges of preservation of cultural heritage to understand the foundation for the sovereignty and identity of a nation.
- Learning Objectives
- Discuss the challenges in the preservation of Bhutanese culture.
- Assess the importance of architecture, arts and crafts in strengthening cultural identity.

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).

Assessment

- Assess using a set of 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).

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>

Sample Questions (Bloom's Taxonomy)

Before

What do you understand by the 'Tangible' and 'Intangible' cultural heritage?

Provide few examples of tangible and intangible cultural heritage.

Describe the features of the Bhutanese arts and architecture.

During

Identify the challenges that we face in the preservation of the cultural heritage.

Why do we need to preserve and promote the cultural identity?

"The preservation of Bhutanese culture is under threat by globalization and modernisation." What is your stand on this? Justify.

After

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

Chapter 4: Ethnic groups: Separate Faces of One Nation

- Examine the various ethnic groups of Bhutan to understand and promote the cultural and ethnic diversity.

Learning 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.

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 the 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 the rest of the class honour the group.
- Teacher recapitulates the lesson highlighting the key points.

Assessment

- Assess students' ability to respect the diversity through group presentations (songs, skits, dance) using a set of criteria.
- Resources
- Karma Phuntsho (Dr.) History of Bhutan, 2013.
- Royal Education Council, World History Class IX, 2021.

Sample Statement for Claim it!

Claim it! Groups

I am Sharchokpa.

I am Lhotsampa.

I am Ngalong.

Topic 2: Construction of Bhutanese identity

Bhutanese identity is rooted in the shared history and culture despite being a multi-ethnic and multi-lingual nation-state. The defining characteristics of Bhutanese identity may be looked at through the prisms of external and internal dimensions. The external dimensions are mainly National Symbols, dress, language, sports and Driglam Namzha (Code of Bhutanese traditional etiquette) and many other cultural ingredients. The internal dimension is constructed by the values and beliefs and GNH.

Competency

- Analyse the importance of promoting the concept of peaceful coexistence and cultural diversity to understand the commonalities of ethnic groups.

Learning 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.

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 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.

Reflective Question

- Discuss the advantages of understanding the commonalities of different ethnic group in promoting Bhutanese identity.

Assessment

- Assess students' presentation on "Being Bhutanese: Unity in Diversity" cultural bonanza using a set of criteria.
- Assess students' short video clips on what it means to be a Bhutanese?

Resources

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

Class XII

Bhutan History and Civics and Citizenship Education

Strand: Governance and Peace

Chapter 1: The Silken Knot and Golden Yoke

Topic 1: The concept of the Choethrim Dargi Dudphoe (Silken Knot) and Gyalthrim Sergi Nyashing (Golden Yoke)

The Law symbolized by the Golden Yoke (*sergyi nyashing*) and Silken Knot (*dargyi dudphoe*) which was established by ZhabdrungNgawangNamgyal continues to be highly relevant even in democratic Bhutan. The Golden Yoke represents the temporal laws and the Silken Knot represents the spiritual laws. These two laws of *Choe-sid Nyiden* are popularly referred to as *Gyalthrim Sergi Nyashing*, *Choethrim Dargi Dudphoe* which means ‘law of the state is like a golden yoke and the law of religion is like a silken knot’.

Competencies

- Interpret and examine the concept of The Silken Knot and Golden Yoke to understand the impact of it in shaping the present.

Learning Objective

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

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.

Assessment

- Assess students’ understanding of the concept of Silken Knot and Golden Yoke and relate it with the importance of school rules and regulations.
- Resources
- Karma Phuntsho (Dr.), History of Bhutan, 2013.

Topic 2: The role of Je Khenpo in the Chhoe-sid System

The establishment of Dual System of Administration (Choe-sid Nyiden) by Zhabdrung Ngawang Namgyal contributed to the creation of Bhutan as a Nation State supported by two persons. The Je Khenpo, as the Spiritual Head, oversees the Monastic Body and its affairs. His Holiness is also responsible for important liturgical and religious duties and initiatives across the country.

Competency

Analyse the evolution of the Chhoe-sid system and the role of Je Khenpo to understand the essence of Buddhism for a harmonious and responsible life.

Learning Objectives

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

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 Choe-sid System (Refer article titled 'Je Khenpo: Bhutan's Chief Abbot').
- Students present their findings.
- Teacher validates and supplements.

Reflective questions

- How important is the role of Jekhenpo for the unity of Bhutan?
- Account the modalities to become a Jekhenpo currently in Bhutan.

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.

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/>

Topic 3: The role of Desi in the Chhoe-sid System

In 1651, before entering into permanent retreat, Zhabdrung Ngawang Namgyal appointed Umze Tenzin Drugyal as the first Desi to look after the secular duties of the Drukpa state. Bhutan was ruled by Desi from 1651 to 1907. Druk Desis have transformed the Bhutanese society with the development of the country mainly in the areas of religious reforms, institution of laws, educational reforms and political security of the country.

Competency

- Examine the roles of Desi in the Chhoe-sid system to understand the significance of harmonious co-existence and life in the society.

Learning Objectives

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

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.

Reflective questions

- What were the primary roles of Desi in Choesid Nidhen system?
- Describe how were Desis appointed.

Assessment

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

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.

Topic 4: The transformational contributions of Je Khenpos

The Je Khenpo, as the Spiritual Head, oversees the Monastic Body and its affairs. His Holiness is also responsible for important liturgical and religious duties and initiatives across the country. The notable contributions such as the establishment of Tango Buddhist College, the scroll appliqué of Zhabdrung Phuentsum Tshogpa and the institution of Mani Dungdrup and Siddha Dungdrup in all twenty Dzongkhags. This made our Je Khenpos to be remembered and revered for all times in our history. Some of the transformational contributions of Je Khenpos to Bhutan will be studied referring to the 1st Je Pekar Jungney, 9th Je Sakya Rinchen, 13th Je Yonten Thaye, 68th Tenzin Dendup, 69th Geshey Gendun Rinchen and the present Je 70th Trulku Jigme Chhoeda.

Competencies

- Assess the contributions of Je Khenpos to understand the significance of their legacies and its impact to the country.

Learning Objective

- Study the transformational contributions of Je Khenpo to Bhutan (1st Je Pekar Jungney, 9th Je Sakya Rinchen, 13th Je Yonten Thaye, 68th Tenzin Dendup, 69th Geshey Gendun Rinchen and 70th Trulku Jigme Chhoeda)

Learning Experience: Activity Based Learning

- Teacher divides the students into groups.
- Students in respective groups explore the contributions of the Je Khenpos:
 - Group I: 1st Je Pekar Jungney
 - Group II: 9th Je Sakya Rinchen (Refer the online article titled, 'Ninth Je Khenpo Sakya Rinchen').
 - Group III: 13th Je Yonten Thaye (Refer the online article titled, 'Thirteenth Je Khenpo Yonten Taye').
 - 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 Geshey Geduen Rinchen (Refer the YouTube video titled, 'Biography of 6. 9th Je Khenpo' and 'The Smiling Moon').
 - Group VI: 70th Je Jigme Chhoeda (Refer Kuensel article titled, 'His Holiness the Je Khenpo, and 'Selwai Melong').
- Teacher facilitates the group activity.
- Students present their findings.
- Teacher validates their findings.

Reflective question

- Which contributions of Je Sacha Rinchen is significant? Justify.

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.

Resources

- Tandin Tshering, 'Selwai Melong', 2011.
- Tshering, 'The Smiling Moon', 2020.
- 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>
- His Holiness 68th Je khenpo Tenzin Dendup Rinpoche's Zeynam: <https://kcclip.com/video/mJ7uGcWklao/his-holiness-68th-j-khenpo-tenzin-dendup-rinpoche-s-zeynam.html>
- Biography of 69th Je Khenpo: <https://youtu.be/xlj4lUiqWo0>
- His holiness the Je Khenpo: <https://kuenselonline.com/his-holiness-the-je-khenpo/>

Topic 5: The transformational contributions of Desis

The Desi shouldered the responsibility of running the secular affairs of the Drukpa State. Besides managing secular administration of the state, the Desi was responsible for the security of the State and peace and order. Further, the Desi also ensured collection of taxes. Some of the transformational contributions of Desi to Bhutan will be studied referring to the 1st Desi Tenzin Drugyal, 2nd Desi La Ngoenpa Tenzin Drugdra, 3rd Desi Chhogyal Minjur Tempa, 4th Desi Gyalsey Tenzin Rabgye, 13th Desi Sherab Wangchuk.

Competencies

- Analyse the legacies of the Desis to understand the significance of their contributions in promoting harmonious life in the society.

Learning Objective

- Study the transformational contributions of Desi to Bhutan (1st Tenzin Drugyal, 2nd La Ngoenpa Tenzin Drugdra, 3rd Chhogyal Minjur Tempa, 4th Gyalsey Tenzin Rabgye, 13th Sherab Wangchuk).

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. 2nd Desi La Ngoenpa Tenzin Drugdra (Refer, The History of Bhutan, p.g., 263-264)
 - iii. 3rd Desi Chhogyal Minjur Tempa (Refer, The History of Bhutan, p.g., 264 – 265)
 - iv. 4th Desi (Refer, The History of Bhutan, p.g., 278 – 284 and refer online note titled 'The Fourth Druk Desi, Tenzin Rabgye')
 - 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.

Reflective Questions

- Account the factors responsible for unprecedented peace in Bhutan during the reign of Desi Sherub Wangchuk.
- What did the first four Desis do to carry forward the system of governance introduced by Zhabdrung Ngawang Namgyal?

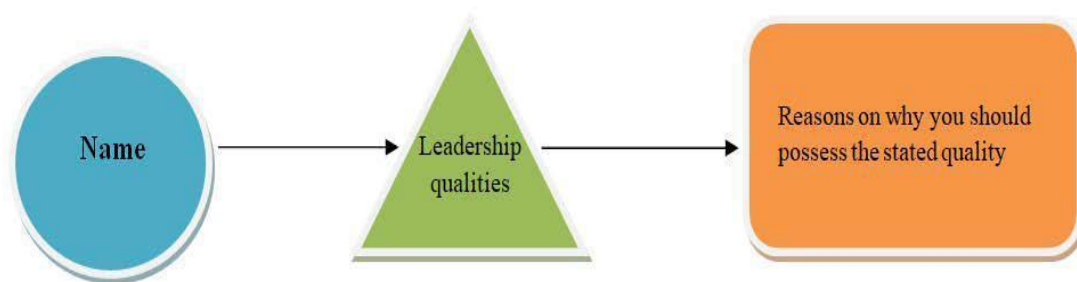
Assessment

- Assess students' reflection using a flow chart on the theme: Leadership qualities I should possess (Refer Annexure for flow chart template).

Resources

- Karma Phuntsho (Dr), The History of Bhutan, 2013.
- The Centre for Bhutan Studies and GNH, 'Chronicles of Druk Desis of Bhutan', 2017.
- Yonten Dargye (Dr), 'History of the Drukpa Kagyud School in Bhutan, 12th to 17th century, 2001'.
- The fourth Druk Desi: <https://treasuryoflives.org/biographies/view/Tenzin-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/>

Sample flow chart



Topic 6: The evolution of the Chhoe-sid System in Bhutan

The path to creation of *Choe-sid Nyiden* materialized only after Zhabdrung Ngawang Namgyal successfully overcame many external attacks by the Tibetans on the North and internal oppositions mainly from *Lam Khag Nga* (Group of Five Lams). The *Lam Khag Nga* were also trying to establish their rule in Bhutan. Despite all these challenges, Zhabdrung Ngawang Namgyal gradually united western Bhutan by 1651 under the Drukpa rule and established *Choe-sid Nyiden* with Dzong as the seat of administration of ecclesiastical duties and secular affairs of the state.

Competency

- Analyse the Chhoe-sid system to understand the evolution of a nation with acceptance of change and continuity.

Learning Objective

- Discuss the evolution of the Choesid System in Bhutan.

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.

Assessment

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

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.

Chapter 2: Monarchy: An Era of Stability and Reforms

Topic 1: The political reforms of Druk Gyalpos

In 101 years, four Druk Gyalpos of the Wangchuck dynasty had successfully reigned, while the Fifth Druk Gyalpo continues to lead the country. All the Druk Gyalpos have played very vital roles in securing and strengthening Bhutan's unity, identity and sovereignty, just like their roles in the nation's socio-economic development. Similarly, in Bhutan's political journey from an Absolute Monarchy to a Democratic Constitutional Monarchy, the Monarchs, past and present, have been central to this historic political reform.

Competency

- Assess the initiatives and contributions of the Druk Gyalpos to understand and appreciate the selfless efforts put in by our great monarchs for the well-being of the country and its people.

Learning Objectives

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

Learning Experience: 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 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.

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).

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.

Sample Rating Scale

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

Topic 2: The social reforms of The Druk Gyalpos

When Bhutan became one nation with the First Druk Gyalpo Ugyen Wangchuck as the country's first hereditary monarch, there were no formal institutions like today, which looked into different needs of the people. Our Monarchs were aware of the problems people faced and initiated several reforms, to make the lives of the people easier. One of the main reforms was in the social sphere. The history of Bhutan outlines how different Kings studied issues confronted by the people and accordingly intervened. While social reforms began primarily through the reduction of taxes imposed, as the country progressed, social sectors like health and education stood out as the sectors receiving the maximum financial support from the government. Alternatively, through Royal Prerogatives, the landless were provided free land; resettlement to better regions was instituted and a series of social schemes introduced for the benefit of citizens, especially the underprivileged.

Competencies

- Analyse the reforms undertaken by the selfless monarchs to establish the great sacrifices made for the harmonious socio-economic development of the country.

Learning Objectives

- Discuss the social reforms of:
 - a. Druk Gyalpo Ugyen Wangchuck,
 - b. Druk Gyalpo Jigme Wangchuck
 - c. Druk Gyalpo Jigme Dorji Wangchuck
 - d. Druk Gyalpo Jigme Singye Wangchuck, and
 - e. 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.

Learning Experience: Concept Mapping

- Teacher introduces the concept of social reforms through PowerPoint presentation 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.

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.

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>

Topic 3: The economic reforms of Druk Gyalpos

One of our primary objectives is to be self-reliant, it means that we should be able to stand on our own, without depending on others. Just as our Monarchs gradually initiated political and social reforms, economic development in Bhutan began slowly but steadily. Self-reliance emerged before the planned economic development began. Bhutan is today economically self-reliant as compared to the past, it is because of the capabilities of our Druk Gyalpos to translate their aspirations to achievements and visions into reality. Additionally, the importance attached to economic self-reliance by our Kings is evident from the fact that it is included in the Constitution. Article 9, Section 9 of the Constitution states that “The State shall endeavour to achieve economic self-reliance and promote open and progressive economy.”

Competency

- Analyse the reforms undertaken by the selfless monarchs to establish the great sacrifices made for the harmonious socio-economic development of the country.

Learning Objectives

- Discuss the economic reforms of
 - a. Druk Gyalpo Ugyen Wangchuck
 - b. Druk Gyalpo Jigme Wangchuck
 - c. Druk Gyalpo Jigme Dorji Wangchuck
 - d. Druk Gyalpo Jigme Singye Wangchuck,
 - e. Druk Gyalpo Jigme Khesar Namgyel
- Analyse Bhutan’s economic self-reliance in contemporary times with reference to the visions of the monarchs.

Learning Experience: Flipped Classroom & Foldable

- Teacher assigns lesson topics on Economic Reforms of the Druk Gyalpos as follows:
 - a. Druk Gyalpo Ugyen Wangchuck (Refer online book Leadership of the Wise Kings of Bhutan, by Karma Ura, p.g, 33 – 36).
 - b. Druk Gyalpo Jigme Wangchuck (Refer online book Leadership of the Wise Kings of Bhutan, by Karma Ura, p.g, 48 – 54).
 - c. 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).

- d. 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).
- e. 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 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 economic self-reliance in contemporary times with reference to the visions of the monarchs.

Assessment

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

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

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

Topic 1: Bhutan's Political Interactions

After the unification of Bhutan as a nation state by Zhabdrung Ngawang Namgyel in the 17th Century, Bhutan's focus had been on repulsing invasions from Tibet and Mongol armies from the north. During this period, Bhutan established diplomatic and monastic ties with Nepal, Ladakh and Sikkim. In the later century came into contact with British India and built its relations with India eventually. The fundamental goal of Bhutan's political interaction is to safeguard the sovereignty, territorial integrity, security, unity, and enhance the wellbeing and economic prosperity of Bhutan. The realization of this goal centres on the maintenance of friendly and cooperative relations and collaboration with all countries to promote a just, peaceful and secure international environment. In fact, you will discuss in detail of how Bhutan had maintained cordial relations with its neighbouring countries such as India, Ladakh, Sikkim, Nepal, Tibet, and China from the 17th to 21st century.

Competency

- Explore the interactions of Bhutan with India, Ladakh, Sikkim, Nepal, Tibet, and China to understand the contrasting perspectives to find potential solutions to the problems.

Learning Objective

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

Learning Experience: Socratic Seminar— Fishbowl

- Teacher provides students with the notes and reading materials (Refer Economic and Political Relation between Bhutan and Neighboring countries., p.g 37-40 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 about 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.

Reflective questions

- What were the reasons for Bhutan's interactions with the neighbouring states?
- How did Bhutan and the neighbouring states benefit from each other?

Assessment

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

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 Neighbouring countries:
https://www.ide.go.jp/library/English/Publish/Download/Jrp/pdf/132_3.pdf

Topic 2: Bhutan's membership to the International Organisations

As a small landlocked developing country, multilateral engagement is an important aspect of Bhutan's foreign policy both in political and economic spheres. Bhutan ended the self-imposed isolation and embarked on the path of socio-economic development by joining various international organizations and regional organizations during the reign of third Druk Gyalpo. Today, Bhutan is a member of international organizations such as UNO, NAM and several regional organizations such as Colombo Plan, SAARC and BIMSTEC.

Competency

- Examine Bhutan's relationship with the international organisations to understand the role of global citizenship to promote interconnectedness, harmony and peace in the world.

Learning Objectives

- Discuss the reasons for Bhutan's membership to the:
 - i. United Nations (UN),
 - ii. Non-Aligned Movement (NAM),
 - iii. South Asian Association for Regional Cooperation (SAARC),
 - iv. Bay of Bengal Initiative for Multi-Sectoral Technical and Economic Cooperation (BIMSTEC), and
 - v. 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.

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 Neighbouring countries, p.g., 155 – 162, Colombo Plan report titled, The Colombo Plan's Contributions for the Member Countries p.g., 5, 62, 120, 134, 216, 245 & 250 and Journal titled 'Bhutan in SAARC and BIMSTEC' p.g., 109 – 117 & 124-128).
- 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.

Assessment

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

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 Neighbouring 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>
- Chokey Namgyal Bhutia, Bhutan in SAARC and BIMSTEC, Journal of Bhutan Studies 2020.

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.			

Chapter 4: Democracy and Constitution

Topic 1: Media as the fourth estate of government

In democratic form of government there are three organs, executive, legislature and the judiciary. Democratic system is also lined towards media as the fourth estate. The merit of the democratic system is that it gives freedom of expression where media is imperative to be aware of social, political and economic activities of the country.

Competency

- Analyse the role of media in the society as a bridge between people and the government.

Learning Objective

- Examine Media as the fourth estate of democracy.

Learning Experience: 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 as the fourth state.
- 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.

Assessment

- Assess students' projects using a set of criteria.

Resources

- Draft reference, History of Bhutan, Class XII

Learning Experience: 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 as the fourth state
- 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.
- Teacher assesses the work and acknowledges the students with the best media content analysis by making them read their work to the class.

Assessment

- Assess students' digital poster design on media literacy using a set of criteria.

Resources

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

Topic 2: The advantages and disadvantages of Democracy

Democracy, by definition, is a political system in which the supreme power lies in the hands of citizens who can elect people to represent them. It can also be defined as the political orientation of those who favour a government by the people or by their elected representatives and make decisions on their behalf. While democracy is noted as one of the most efficient government systems ever, however, it is not without any downsides. Let us take a look at its advantages and disadvantages.

Competency

- Explain the concept of democracy to understand the roles and responsibilities of an individual for the benefit of oneself and the society.

Learning Objectives:

- Evaluate the forms of Democracy with reference to Bhutan.
- Assess the advantages and disadvantages of Democracy.

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.

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.

Resources

- Royal Education Council, Bhutan Civics, Classes XI and XII, A Course Book, 2008.

Topic 3: The birth, features and sources of the Constitution of the Kingdom of Bhutan

The genesis of the Constitution process began in 2001, when His Majesty the Fourth Druk Gyalpo Jigme Singye Wangchuck proclaimed that democracy should be the bulwark of the people of Bhutan. His Majesty said: *"The destiny of the nation lies in the hands of the people, we cannot leave the future of the country in the hands of one person"*.

The Constitution enshrines the most fundamental principles of democracy. It is a clear testimony that the strength of Bhutan comes from the unity of citizens. The Constitution defines various institutions through which power is to be exercised and specifies roles that institutions are to perform.

Competency

- **Examine the origin and structure of the constitution to understand the roles and responsibilities of an individual.**

Learning Objectives

- Compare the origin of the Constitution of Bhutan with reference to any other Constitution.
- Relate the features and sources of the Constitution of Bhutan with any other country's Constitution.

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 and examine different interpretations of the Constitution of Bhutan (Refer 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.

Reflective Questions

- Compare Bhutan’s constitution with two other countries and write two differences and similarities each.

Assessment

- Students prepare a video on the themes: impressions on the Constitution of The Kingdom of Bhutan.

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%20of%20Bhutan%20English.pdf>
- Sonam Tobgye (Chairman of the Drafting committee), The Constitution of Bhutan- Principles and Philosophies.
- 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>

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

Chapter 5: Important Historical Figures and Shaping of National Identity

Topic 1: Guru Rinpoche's role in strengthening Buddhism in Bhutan

Buddhism that prevailed then in Bhutan was that of Hinayana tradition, which is also known as Theravada tradition. It was the arrival of Guru Padmasambhava, who is also known as Guru Rinpoche, in 746 AD that ushered the introduction of Mahayana tradition of Buddhism in Bhutan. The extent of spread and influence of Buddhism must have been limited prior to Guru's arrival, partly because of strong prevalence of Bon faith. However, it is evident that through three successive visits of Guru Rinpoche, Vajrayana Buddhism flourished across very political territories and frontiers of present-day Bhutan.

Competency

- Explain the role of Guru Rinpoche in strengthening Buddhism in Bhutan to understand his contributions to be considered as “the second Buddha”.

Learning Objective

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

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.

Assessment

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

Resources

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

Topic 2: Pema Lingpa's spiritual contribution to Bhutan

Tertoen Pema Lingpa's remarkable life was destined by Guru Rinpoche, and his activity as a spiritual figure began when he was in his mid-twenties. Pema Lingpa's discoveries generally belong to the class of earth treasures, that is, treasures hidden and rediscovered from the physical world such as cliff or lake. Today a great number of statues and other religious artifacts can be seen in many places in Bhutan considered to be rediscovered by the Great Tertoen Pema Lingpa.

Competency

- Assess Pema Lingpa's spiritual contributions in transforming Bhutan into a rich spiritual experiences and values.

Learning Objective

- Discuss Pema Lingpa's spiritual contribution to Bhutan.

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).

Assessment

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

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.

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	

Topic 3: Phajo Drugom Zhigpo as the pioneer of Drukpa Kagyud in Bhutan

Drukpa Kagyud school of Buddhism which was founded by Tsangpa Gyarey Yeshe Dorji (1161-1211) became popular very rapidly. As prophesized by the founder, in the subsequent generation, Drukpa school began to proliferate southward into the western valleys of present-day Bhutan, under the leadership of Phajo Drugom Zhigpo (c.1184 to c. 1251). The sustainable intensity of spread of Drukpa Kagyu under the Phajo's leadership was unprecedented and crucial to gauge Phajo's role as a pioneer of Drukpa Kagyu in Bhutan.

Competency

- Assess the contributions of Phajo Drugom Zhigpo in promoting culture and spirituality in Bhutan.

Learning Objective

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

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.

Assessment

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

Reflective Question

- Examine the contributions of Phajo Drugom Zhigpo in the development Bhutanese culture?

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.

Topic 4: Zhabdrung Ngawang Namgyal as the architect of Bhutan as a nation state

The 17th century marked an important milestone in the history of Bhutan. The period saw unification of Lhomon Khazhi through the establishment of a Buddhist government, resulting in the emergence of Bhutan as a nation state in the community of nations. This historical feat

was achieved under the leadership of Zhabdrung Ngawang Namgyal (1594-1651), who is therefore known as the founder of Bhutan.

Competency

- Analyse the legacies of Zhabdrung Ngawang Namgyal in promoting national cohesion as the architect of Bhutan.

Learning Objective

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

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.

Assessment

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

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.

Topic 5: Lam Drukpa Kuenley's unique approaches to teaching Drukpa Kagyud in Bhutan.

Drukpa Kuenley popularly known as the 'Divine Madman', is one of the most revered and famous spiritual master in the religious history and folklore of Bhutan. He has spent a substantial portion of his life traveling back and forth to Bhutan, where he has become a patron saint and beloved Buddhist figure for local people across the country.

Competency

- Analyse the impact of Drukpa Kuenley's unique approach to teaching in propagating Vajrayana Buddhism in Bhutan.

Learning Objective

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

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 scribble 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.

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.

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

Topic 6: Role of Moenmo Tashi Kheudron and Khandro Sonam Peldron in the spread and practice of Vajrayana Buddhism

Moenmo Tashi Kheudron, also known as Bumden Tshomo was the daughter of Sindhuraja, who invited Guru Padmasambhava - the Indian tantric master, to Bhutan for the first time in the 8th century. Tashi Kheudron possessed all the marks of a spiritual partner, Guru Rinpoche took her as his tantric consort to engage in the esoteric practice of Vajrakilaya

Khandro Sonam Peldron was the second consort of Phajo Drukgom Zhigpo. Khandro assisted Drukgom Zhigpo in the process of establishing his main seat at Dodena, a confluence north of Thimphu.

Competency

- Assess the roles of Moenmo Tashi Kheudron and Khandro Sonam Peldron in practising and spreading Vajrayana Buddhism to mark their influenced in the history of Buddhism in Bhutan.

Learning Objectives

- Explain the role of Moenmo Tashi Kheudron in spreading Vajrayana Buddhism in Bhutan.
- Explain the role of Khandro Sonam Peldron as a role model in the practice of Vajrayana Buddhism.

Learning Experience: Think-Tac-Toe

- Teacher will provide the general background on Moenmo Tashi Kheudron and Khandro Sonam Peldron
- Students in pair discuss the role of Moenmo Tashi Kheudron and Khandro Sonam Peldron in spreading and practice of Vajrayana Buddhism. (Refer Bhutan History, Civics and Citizenship Education Class XII (Draft), Chapter five, 'Why Tashi Khyidren?' in Khendup Foundation Organization web page, watch video titled 'The Dakini Code: Lotus-Born Master and the Event Horizon from 32.44- 34.01 minute)
- In pairs students will select and complete the activities designed in Think-Tac-Toe. (Refer Annexure)
- Paired students will present their work.

Reflective Question

- Examine the contributions of Khandro Sonam Peldron and Tashi Kheudron in spreading practices of Buddhism.

Assessment

- Assess students' Think-Tac-Toe activities on the roles of Moenmo Tashi Kheudron and Khandro Sonam Peldron in the spread and practice of Vajrayana Buddhism using a rubric/checklist.

Resources

- Royal Education Council, Bhutan History, Civics and Citizenship Education, Class XII (Draft), 2021.
- Why Tashi Khyidren? <https://khedrupfoundation.org/monmo-tashi-khyidren-initiative/>
- 'The Dakini Code: Lotus-Born Master and the Event Horizon': <https://www.youtube.com/watch?v=rUBhyaxmWMA>

Think-Tac-Toe

Choose a whole row/column/diagonal activity.

<p>Make a short comic on the role of Moenmo Tashi Kheudron in spreading Vajrayana Buddhism in Bhutan.</p>	<p>Design a poster on the role of Khandro Sonam Peldron as a role model in the practice of Vajrayana Buddhism.</p>	<p>Develop a Quiz on role of Moenmo Tashi Kheudron and Khandro Sonam Peldron in spreading Vajrayana Buddhism.</p>
<p>Write answers to the questions on Moenmo Tashi Kheudron and Khandro Sonam Peldron.</p>	<p>Free Chance You can design/choose any activities of your choice.</p>	<p>Make a presentation using your own act work to describe the role of Moenmo Tashi Kheudron in spreading Vajrayana Buddhism in Bhutan.</p>
<p>Explore key roles of Moenmo Tashi Kheudro and Khandro Sonam Peldron.</p>	<p>Create a Newspaper front page for the role of Moenmo Tashi Kheudron in spreading Vajrayana Buddhism in Bhutan.</p>	<p>Compose a song about Khandro Sonam Peldron as a role model in the practice of Vajrayana Buddhism.</p>

Assessment Weighting and Instructional Hours

Class XI Bhutan History and Civic Education (50%)

Sl. No	Strand	Chapter	Wgt. (%)	Instructional Hours
1	Evolving Civilisation	1. Ancient Bhutan: Tracing the Country's earliest roots	12	14.4
2	Governance and Peace	2. Governance and Peace	8	9.6
3	Identity, Spirituality and Culture	3. Buddhism: The Light on the Nation's Path	10	12.0
		4. Cultural Heritage: Making sense of Bhutanese National expression	10	12.0
		5. Ethnic groups: Separate Faces of One Nation	10	12.0
			Total	60.0

Class XI World History (50%)

Sl. No	Strand	Chapter	Wgt. (%)	Instructional Hours
1	Historiography	1. Historiography & Oral History	15	18.0
2	Evolving Civilisation	2. Evolution Theories & Civilisation	10	12.0
3	Governance and Peace	3. Revolution & Nationalism	10	12.0
4	Identity, Spirituality and Culture	4. Spirituality and Religion	15	18.0
			Total	60.0
			Grand Total	120.0

Class XII Bhutan History and Civic Education (50%)

Sl. No	Strand	Chapter	Wgt. (%)	Instructional Hours
1	Governance and Peace	1. Chhoe-sid System – The Silken Knot and Golden Yoke	10	12.0
		2. Monarchy: An era of Stability and Reforms	17	24
		3. Bhutan and International Organisations: Among the Constellation of Nations	5	6.0
		4. Constitution and Democracy	8	6.0
2	Identity, Spirituality and Culture	5. Important Historical Figures and Shaping of National Identity	10	12.0
			Total	60.0

Class XII World History (50%)

Sl. No	Strand	Chapter	Wgt. (%)	Instructional Hours
1	Historiography	Historical Interpretations	15	18.0
2	Evolving Civilisation	Classical Civilisation	10	12.0
3	Governance and Peace	Nationalism & Global Peace and Security	10	12.0
4	Identity, Spirituality and Culture	Racial Identity	15	18.0
			Total	60.0
			Grand Total	120.0