

National School Curriculum

# INSTRUCTIONAL GUIDE FOR HISTORY AND CITIZENSHIP EDUCATION

CLASSES IX & X



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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Ministry of Education, Royal Government of Bhutan

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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 21<sup>st</sup> 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 21<sup>st</sup> 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 was predominantly knowledge based and examination centred teaching and learning of textual information perceived by educators important for the grade. The 21st Century Education framework stipulates the emphasis on thematic based learning areas with a comprehensive support system. On the other hand, with the advancement in ICT, the world is flooded with such information, which is widely read by all at their leisure. History curriculum is intended for learners to acquire skills from multiple sources.

In an approach, the History curriculum is grounded on competency-based education with a major shift from conventional perspective learning, driven by a framework which mandates learning through active engagement of learners. The roles of teachers are transformed from knowledge transmitter to facilitation, guide, evaluator, researcher and motivator. Therefore, competency-based History curriculum is crucial in facilitating learners to realise their potential to be socially responsible and productive individuals and contribute to the nation building processes – economic, social, political development.

History Curriculum Framework is aligned with the philosophy and the core standards of National School Curriculum Framework. The instructional guide features components from the History curriculum framework and consists of four strands, 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 the learners at each stage of learning are outlined as Standards, Competencies and Learning Objective. It informs teachers and stakeholders about the set of related knowledge, skills and values expected from the learners at various stages of education.

The instructional guide is aimed at understanding about the intent of the curriculum and equip students with the same set of competencies informing our teachers' planning, instruction of curricula and authentic assessment and implement as desired. The teaching of the competencies is crucial without altering any learning objectives for all levels of key stages. Learning objectives should be organised and aligned to strand, competencies to determine the topic of a lesson, for planning and delivery, and assessment.

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 assess students and report to stakeholders at various levels. Further, the focus of assessment should be for learning rather than assessment of learning which would happen periodically.

The curriculum is adapted and grounded on the principle of competency-based learning, inspired by being aware of the reality of the immediate environment. 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.

## 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 experiences where learners practice and achieve the proficiency in applying the learning experiences 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 judgement about each learner’s learning needs and the learning experiences 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 IX

### Bhutan History and Civics and Citizenship Education

#### Strand: Governance and Peace

### Chapter 1: Zhabdrung Ngawang Namgyal - The Architect of the Nation State

#### Topic 1: Unification in Western Bhutan

In 1616 CE, when Zhabdrung came to Bhutan there were several Vajrayana Buddhist schools and centres established in the western part of the country. The schools of Drikung and Drukpa Kagyud, the Nyenyingpa, Shingtapa, Nyingma and Sakya had all founded their schools and centres. There was no ruler as such at that point of time in the western part of Bhutan. The religious lords of these schools and centres exercised leadership influence and dominion over the communities and the societies within their outreach. However, the Drukpa Kagyud School under Phajo Drugom Zhigpo and his *choeje* family was expanding its dominion in the west over other religious schools. This expansion of religious dominion of Drukpa in the west played an important role in receiving and assisting Zhabdrung Ngawang Namgyal in Bhutan.

#### Competency

- Demonstrate the understanding of the political condition in western Bhutan during the time of Zhabdrung Ngawang Namgyal's arrival, and analyse the process of unification of the regions and empathise Zhabdrung's legacy towards the national cohesion.

#### Learning Objectives

- Divide learners into groups and assign topics in the following way:
  - Group I: Reasons for the departure of Zhabdrung from Tibet to Bhutan (Refer A History of Bhutan, Class IX, p.g., 49-51, The History of Bhutan, p.g., 212-217, online article titled 'The Rapprochement between Bhutan and Tibet under the enlightened rule of Sde- Srid XIII Shes-Rab Dbang- Phyug' p.g., 65).
  - Group II: The patrons of Zhabdrung in Bhutan (Refer, A History of Bhutan, Class IX, p.g., 51-52, The History of Bhutan, p.g., 217-219).
  - Group III: Political prevalence and authority of Lam Kha Nga in Western Bhutan (Refer, A History of Bhutan, Class IX, p.g., 29-31 and a YouTube video titled, Zhabdrung Zeynam III series).
  - Group IV: Internal conflict of Zhabdrung with Lam Kha Nga (Refer A History of Bhutan, Class IX, p.g., 54, The History of Bhutan, p.g., 235-237).
  - Teacher monitors and facilitates and evaluates the bulleted notes prepared by Learners in their respective groups.
  - Learners are reshuffled into different groups as an expert in their respective topics.
  - Learners take turns to share their findings in the group.
- OR
- Learners research independently on the aforementioned topics.

- Learners make short notes on each topic.
- Teacher validates the learners' work.

### Assessment

- Assess learners' impromptu dramatization on theme 'national cohesion' with reference to Zhabdrung's unification in western Bhutan, using set criteria.  
or
- Assess learners' 10-second videos on the theme 'national cohesion' with reference to Zhabdrung's unification in western Bhutan, using set criteria.

### Resources

- Karma Phuntsho (Dr.), The History of Bhutan, 2013.
- John A. Ardussi, The Rapprochement between Bhutan and Tibet Under the enlightened rule of Sde-Srid XIII Shes-Rab Dbang-Phyug (R 1744- 63)  
[https://www.bhutanstudies.org.bt/publicationFiles/JBS/JBS1\\_Vol1\\_No1/3.Desi13.pdf](https://www.bhutanstudies.org.bt/publicationFiles/JBS/JBS1_Vol1_No1/3.Desi13.pdf)
- Royal Education Council, A History of Bhutan, Course Book for Class IX, 2019.
- Zhabdrung Zeynam III series:  
<https://www.youtube.com/watch?v=QDluXazmuTE&t=935s>

### Sample Criteria

Criteria	Rating
Pre-Zhabdrung era political conditions	☆☆
Process of unification by Zhabdrung	☆☆
Concept of National Cohesion	☆☆☆
Sense of National Pride	☆☆☆☆

## Topic 2: Tibetan attacks during Zhabdrung's era

The external threats to Bhutan started since the early part of 17<sup>th</sup> century after the arrival of Zhabdrung. The main reason being the Zhabdrung's adversary with the Tsang ruler, which started over the dispute on the incarnation of Kuenkhen Pema Karpo that led Zhabdrung to leave Tibet to Bhutan. The first Tibetan invasion took place in 1617 and faced for the last time during the time of Zhabdrung in 1648.

### Competency

- Assess the outcomes of Tibetan attacks and unification of regions, and empathise Zhabdrung's legacy towards the national cohesion.

### Learning Objective

- Discuss the causes of Tibetan attacks during Zhabdrung's era.
- Assess the outcome of Tibetan attacks during Zhabdrung's era.

### Learning Experience

- Teacher provides the research topics and hand-outs/links to the groups in the following manner:  
Group I: Discuss the causes of Tibetan attacks on Bhutan (Refer A History of Bhutan, Class IX, p.g., 53-58, The History of Bhutan p.g., 227- 229, A History of Bhutan, Class VII, p.g.10).  
Group II: Discuss various Tibetan attacks (Refer A History of Bhutan, Class IX, p.g., 53-58).  
Group III: Discuss the significance of the Tibetan Attacks on Bhutan (Refer, A History of Bhutan, Class IX, p.g. 53-58).
- The groups display their task on the wall for a gallery walk.  
or
- Learners present their task through PPT.
- Teacher summarises the lesson.
- Learners explore stories on attacks by Tibetans and their consequences. Learners draw a flowchart to represent the information gathered. Share their work to the class.

### Assessment

- Assess learners' song composition on Zhabdrung's victory against the Tibetan attacks on the theme: national cohesion, using a set of criteria.

### Resources

- Karma Phuntsho (Dr.), The History of Bhutan, 2013.
- Royal Education Council, A History of Bhutan, Course Book for Class IX, 2019.
- Royal Education Council, A History of Bhutan, Course Book for Class IX, 2019.

## Topic 3: Zhabdrung's assertion of Bhutan as a nation state

Zhabdrung wrote *the Ngachudrugma* (Sixteen l's), arranged into a spoke of wheel which was designed as his seal and the emblem for seal of the highest authority during his time. It also marks his intend to build a unified Drukpa state that is victorious of all enemies at all directions. It also signifies the moment he attained the level of trust and confidence. Zhabdrung realised his destiny to lead and initiate the nation building of the state of Drukpa.

### Competency

- Discuss and assess the outcome of Nga Chudrugma in the context of Zhabdrung's assertion in Bhutan as a nation state, and empathise Zhabdrung's legacy towards the national cohesion.

### Learning Objective

- Explain Nga Chudrugma in the context of Zhabdrung's assertion of Bhutan as a nation state.
- Analyse the significance of Nga Chudrugma in the past and in the present Bhutan.
- Justify Nga Chudrugma as the symbol of unification to nationhood.

### Learning Experience

- Teacher makes a presentation on the symbolism of Nga Chudrugma and its significance through showing the actual image of the Zhabdrung's seal, (Refer, The History of Bhutan, Class IX p.g.,53-62, A History of Bhutan, p.g.,53-62)
- Provide question (How did Zhabdrung Rinpoche unified Bhutan and made it a sovereign country?) (Refer A History of Bhutan, Class VII, pg., 9-15, A History of Bhutan, Class IX, pg. 53- 62, The History of Bhutan, P.g.,218-254, Biography of Zhabdrung Ngawang Namgyal, p.g.,135-139 and 174-184 selected YouTube Video 'Zhabdrung Zeynam' Series). Use the resource on <https://www.youtube.com/watch?v=QDluXazmuTE&t=935s>
- Learners work individually and later find a partner and share each other's views.
- Learners, in turn, share the views in their table-groups.
- Teacher facilitates the views/information and debriefs the views shared by learners.

### Assessment

- Assess learner's visual presentation titled 'Zhabdrung and His Time' on the theme: National Cohesion, using a set criteria.

### Resources

- Karma Phuntsho (Dr.), The History of Bhutan, 2013.
- Royal Education Council, A History of Bhutan, Course Book for Class VI, 2019.
- Royal Education Council, A History of Bhutan, Course Book for Class IX, 2019.
- Dasho Sangay Dorji and Sonam Kinga, Biography of Zhabdrung Ngawang Namgyal.

## Topic 4: Sharchog Khorlo Tshibgyed as the legacy of Zhabdrung

### Competency

- Develop a sense of oneness and remain rooted to one's origin after learning of external threats and unification of the Drukpa state. Critically analyse Sharchog Khorlo Tshibgyed as the legacy of Zhabdrung in the unification of the Drukpa state and empathise Zhabdrung's legacy towards national cohesion.

### Learning Objective

- Explain Sharchog Khorlo Tshibgyed as the legacy of Zhabdrung in the unification of the Drukpa state.

### Learning Experience: Visual, Research and Presentation

- Teacher displays two separate maps of Bhutan with the differences in the regional boundaries during the unification and at present to introduce the lesson about unification of the 'Eight Regions of Eastern Bhutan' concept.
- Students form eight groups and discuss 'How each region in the eastern Bhutan was brought under unification?'  
Group I: Mangde (Trongsa) Group II: Bumthang  
Group III: Trashigang  
Group IV: Trashigang Group V: Kurtog (Lhuntse) Group VI: Khyeng (Zhemgang)  
Group VII: Zhonggar (Monggar)

Group VIII: Dungsam (Pema Gatshel- Samdrup Jongkhar) (Refer A History of Bhutan, p.g., Biography of Zhabdrung Ngawang Namgyal by Dasho Sangye Dorji and Sonam Kinga, p.g.,175-178)

- Teacher facilitates the group discussion.
- Teacher moderates group presentations and assists students to share their findings.
- Teacher highlights key findings of the discussion.

#### **Assessment**

- Teacher assesses the students' Haiku to empathise on unity as an element for the sovereignty of the country, using a set of criteria.

#### **Resources**

- Royal Education Council, A History of Bhutan, Course Book for Class IX, 2019.
- Karma Phuntsho (Dr.), The History of Bhutan, 2013.
- Dasho Sangay Dorji, translated by Sonam Kinga, The Biography of Zhabdrung Ngawang Namgyel, 2008.
- BBSChannel 2, Zhabdrung Zeynam Series.  
[https://www.youtube.com/results?search\\_query=zhabdrung+zeynam](https://www.youtube.com/results?search_query=zhabdrung+zeynam)

## Chapter 2: Monarchy: An era of Stability and Reforms Druk Gyalpo Jigme Wangchuck

### Topic 1: Early life of Jigme Wangchuck and Enthronement of Prince Jigme Wangchuck as the Second Druk Gyalpo

Druk Gyalpo Jigme Wangchuck was born in 1905, at Thinley Rabten Palace in Bumthang. It was a moment of great joy, especially for Druk Gyalpo Ugyen Wangchuck, as he had prayed and yearned for the birth of an heir. The First Druk Gyalpo had established Bhutan's first modern school at Wangduecholing Palace in Bumthang to provide modern education to the Bhutanese people. The crown prince was also enrolled this school. In 1923, he was formally promoted as the Trongsa *Poenlop*, a post which is a prerequisite to become Druk Gyalpo. On March 14, 1927, Crown Prince Jigme Wangchuck was enthroned as the second Druk Gyalpo.

#### Competency

- Explain the early life of Jigme Wangchuck and his enthronement as the Second Druk Gyalpo, and empathise and inspire the sense of appreciation and pride as Bhutanese.

#### Learning Objectives

- Describe the birth and childhood of Druk Gyalpo Jigme Wangchuck.
- Explain the enthronement of Prince Jigme Wangchuck as the Second Druk Gyalpo.
- Analyse the contributions of the Second Druk Gyalpo in relation to the stability of the nation.

#### Learning Experience

- Learners explore information on the early life and enthronement of the Prince Jigme Wangchuck (Refer A History of Bhutan, course book Class VII, p.g., 47, A History of Bhutan, course book, class X, p.g., 33 – 35, The History of Bhutan p.g., 535 – 543 and Leadership of the wise, Kings of Bhutan, p.g., 45 – 47).
- Learners complete the plot diagram (Refer annexure for plot diagram).
- Teacher summarises the lesson topic.
- Explore information of the Reforms of Druk Gyalpo Jigme Wangchuck and their significance to the security and stability of Bhutan. Represent the information with the help of mind map and present to the class.

#### Assessment

- Assess learners' scrapbook on the early years of Druk Gyalpo Jigme Wangchuck through a set of criteria using the Canva platform (<https://www.canva.com/>).

#### Resources

- Royal Education Council, A History of Bhutan, Course Book for Class VII, 2019
- Royal Education Council, A History of Bhutan, Course Book for Class X, 2019.
- Karma Phuntsho (Dr.), The History of Bhutan, 2013.
- Karma Ura (Dasho), Leadership of the Wise, Kings of Bhutan, 2010.



### Sample Plot Diagram

Date of Birth	Parents	Early Education	Enthronement

## Topic 2: Druk Gyalpo Jigme Wangchuck as the consolidator

Second Druk Gyalpo's long reign of twenty-five years was marked by firm discipline and order that led to the consolidation of internal unity of the country achieved by his father. His Majesty adopted an isolation policy of consolidating and strengthening the nation. With his strong adherence to the traditional policy of self-isolation, combined with genuine friendship towards neighbouring powers, he kept Bhutan outside the turmoil of the political upheavals in the region and the world. The meticulous reforms initiated by His Majesty created a foundation to launch the country into the modern era.

### Competency

- Analyse some of the significant reforms of Druk Gyalpo Jigme Wangchuck, and justify him as the consolidator in an era of internal and external turmoil.

### Learning Objective

- Explain Druk Gyalpo Jigme Wangchuck as the consolidator in an era of internal and external turmoil.
- Justify reforms that he initiated during his reign as an era of consolidation and stability of the country.

### Learning Experience

- Teacher provides the learners with the reading resources (Refer Class VIII, p.g., 47 – 48, A History of Bhutan, Course Book Class X, A History of Bhutan, A supplementary Text for Class XII, p.g., 20, The History of Bhutan 2013, pg., 550 – 559, Kingship, Polity and Democracy, p.g., 204 – 208).
- Teacher instructs the learners to collect information of Druk Gyalpo Jigme Wangchuck as the consolidator in an era of internal and external turmoil.
- Learners make an oral presentation on their findings.
- Teacher supplements and monitors the oral presentations.
- The teacher and learners draw the conclusion on how the Druk Gyalpo emerged as a consolidator in an era of internal and external turmoil.
- Explore and narrate the significance of the reforms to the state of the contemporary Bhutan.

### Assessment

- Assess learners' short poem in honour of the Druk Gyalpo as the consolidator using a set of criteria.

### Resources

- Royal Education Council, A History of Bhutan, Course Book for Class VII, 2019.
- Royal Education Council, A History of Bhutan, Course Book for Class X, 2019.

- Royal Education Council, A History of Bhutan, Supplementary for Class XII, 2019.
- Karma Phuntsho (Dr.), The History of Bhutan, 2013.
- Sonam Kinga (Dr.), Polity, Kingship and Democracy, 2009.

### **Topic 3: Tax and administrative reforms of Second Druk Gyalpo Jigme Wangchuck**

His Majesty Jigme Wangchuck started to systematically study the tax system. He began to assess the incidence, severity, effects and value of the various taxes. His Majesty reduced the number of Dungkhags and certain government officials drastically to reduce the tax burden of people. Other forms of taxes in labour and in kind were also greatly reduced.

#### **Competency**

- Explain the tax and administrative reforms of the Second Druk Gyalpo Jigme Wangchuck and empathise his selfless contributions for the welfare of people.

#### **Learning Objective**

- Explain the tax and administrative reforms of the Second Druk Gyalpo Jigme Wangchuck.
- Justify how did the reduction of taxes benefited the life of people.

#### **Learning Experience**

- Teacher provides a handout on Tax and administrative reforms of Second Druk Gyalpo (Refer, A History of Bhutan, Course Book, Class VIII, p.g., 54-55, A History of Bhutan, Course Book, Class X, p.g., 543-550).
- The teacher gives learners to read and jot down their thoughts on a Bingo Sheet with two columns (Refer Annexure for Bingo sheet).
- Teacher then asks them to pair up and exchange their Bingo Sheet.
- Learners fill in the missing points in their partner's Bingo Sheet.
- Teacher summarises the reforms.

#### **Assessment**

- Assess learners' Venn diagram on the taxes that existed then and now.

#### **Resources**

- Royal Education Council, A History of Bhutan, Course Book for Class VII, 2019.
- Royal Education Council, A History of Bhutan, Course Book for Class X, 2019.
- Karma Phuntsho (Dr.), The History of Bhutan, 2013.

## **Topic 4: Her Majesty Gyalyum Azhi Phuntsho Choden Wangchuck-Patron of Dharma**

Her Majesty Azhi Phuntsho Choden played an important role in maintaining and strengthening Bhutan's rich Buddhist heritage and promoting the Dharma. Her Majesty built a legacy of religious institutions, established spiritual learning centers and preserved the rich heritage that formed the core of Bhutan's religious history. Her Majesty was kind, capable, open-minded, and generous. Throughout her life, she received teachings, empowerments and reading transmissions from renowned *lamas* in the Drukpa Kagyu, Karma Kagyu, Dudjom, Peling and Nyingthik traditions.

### **Competency**

- Discuss the contributions of Azhi Phuntsho Choden as the Patron of Dharma, and appreciate the virtuous contribution made by her towards maintaining and strengthening Bhutan's rich Buddhist heritage and the promotion of Dharma.

### **Learning Objective**

- Discuss Azhi Phuntsho Choden as the Patron of Dharma.
- Enumerate the benefits of Azhi Phuntsho Choden's virtuous contribution as the patron of Dharma for the wellbeing of people in the country.

### **Learning Experience**

- Teacher provides resources on religious initiatives contributed by Azhi Phuntsho Choden as Patron of Dharma, (Refer Bhutan History, Civics and Citizenship Education, Class IX (Draft) 2021, Chapter Two Monarchy: *An era of Stability and Reforms*)
- Learners find out information on various contributions of Azhi Phuntsho Choden as Dharma Patron.
- Learners share voluntarily.
- Teacher assesses and validates the sharing.
- Learners discuss the benefits of Dharma towards the spiritual wellbeing of people. Present the ideas.

### **Assessment**

- Assess learners' write-up on their appreciation about Azhi Phuntsho Choden's contributions as Patron of Dharma.

### **Resources**

- Bhutan History, Civics and Citizenship Education, Class IX (Draft) 2021.
- Patron King Series Part XIV: Her Majesty Azhi Phuntsho Choden Wangchuck <https://khyentsefoundation.org/project/her-majesty-ashi-phuntsho-choden-wangchuck/>
- Her late Majesty Gyalyum Phuntsho Choden's Life [https://www.raonline.ch/pages/bt/visin/bt\\_royalfam04b.html](https://www.raonline.ch/pages/bt/visin/bt_royalfam04b.html)

## **Chapter 3: Monarchy: An era of Stability and Reforms Druk Gyalpo Dorji Jigme Wangchuck**

### **Topic 1: Early life of Druk Gyalpo Jigme Dorji Wangchuck**

Druk Gyalpo Jigme Dorji Wangchuck was born on May 2, 1928 at Thruelpang Palace near Trongsa Dzong. At the age of seven, he began his education under Babu Tazhi and Geshe Ajo Pasang. The former taught him English and Hindi and the latter, local literary skills and Buddhist subjects. Later, the Crown Prince went to Kalimpong in India for a year and then to England for further studies. Like his father and grandfather, he also learned by serving his father at court. He began this at the age of fourteen and one of his first assignments was to escort guests to the King's chambers. Gradually, he performed other duties. In 1943, Crown Prince became Trongsa Droenyar. As Droenyar, he spent most of his time examining the book of accounts. In 1950, His Royal Highness became the Paro Poenlop.

#### **Competency**

- Describe early life of Druk Gyalpo Jigme Dorji Wangchuck and the coronation ceremony to recognise the significance of the national occasion with the sense of pride and appreciation as Bhutanese.

#### **Learning Objectives**

- Explain the early life of Druk Gyalpo Jigme Dorji Wangchuck.
- Describe the coronation of Druk Gyalpo Jigme Dorji Wangchuck.

#### **Learning Experience**

- Teacher asks learners read the resources on the early life and coronation of Third Druk Gyalpo Jigme Dorji Wangchuck (Refer A History of Bhutan, Course Book, Class VIII, p.g., 57, A History of Bhutan, Course Book, Class X, p.g., 45 – 47).
- The teacher divides the class into groups provided with the placemat consensus sheet.
- Learners write their understanding of early life and the coronation of the Third Druk Gyalpo Jigme Dorji Wangchuck independently.
- Learners make a definite finding of the groups based on their consensus.
- Teacher debriefs on the lesson.

#### **Reflective questions**

- What would be the state of Bhutan today, if the Druk Gyalpo Jigme Dorji Wangchuck was not blessed for Bhutan?

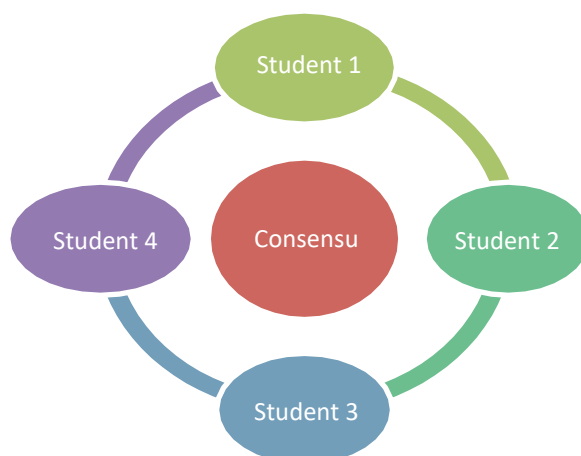
#### **Assessment**

- Assess learners' photo collage on the early years of the Third Druk Gyalpo Jigme Dorji Wangchuck using a set of criteria.

#### **Resources**

- Royal Education Council, A History of Bhutan, Course Book for Class VIII, 2019.
- Royal Education Council, A History of Bhutan, Course Book for Class X, 2019.

### Sample Placemat Consensus



## Topic 2: Bhutan's relation with India and international community during the reign of Druk Gyalpo Jigme Dorji Wangchuck

The Second Druk Gyalpo Jigme Wangchuck had established formal relationship with independent India through the Treaty of 1949. During the reign of the Third Druk Gyalpo, this relationship was further strengthened. The foundation for the special and globally acknowledged relation that Bhutan and India share today was established. A relationship beyond the scope of the 1949 Treaty was developed and nurtured. India began to assist Bhutan in its development programmes. The Third Druk Gyalpo's role in moving forward, initiating the growth and development of a very special bond with independent India is one of the most significant hallmarks of his reign.

Bhutan had become a member of the Universal Postal Union in 1961. In 1962, Bhutan became a member of the Colombo Plan. On September 12, 1971, the United Nations Security Council unanimously approved the candidature of Bhutan for membership in the world body. All these were important for Bhutan's independence and sovereignty.

### Competency

- Assess the significance of Bhutan's relation with India and international community during the reign of Third Druk Gyalpo Jigme Dorji Wangchuck, and explain the Bhutan's path to economic development and as a sovereign country.

### Learning Objective

- Assess Bhutan's relation with India and international community during the reign of Third Gyalpo Druk Jigme Dorji Wangchuck.
- Explain the significance of the relation to the country.

## Learning Experience

- Teacher divides learners into different groups.
- Learners read the resources provided by the teacher (Refer A History of Bhutan, Course Book Class VIII, p.g., 59, A History of Bhutan, Course Book Class X, p.g., 56-57, Leadership of the Wise, p.g., 72- 73, Polity, Kingship and Democracy, p.g., 248-252).
- Group I: Bhutan's relation with India Group II: Colombo Plan
- Group III: Universal Postal Union Group IV: United Nations
- After the group discussion, the teacher draws the flow chart.
- Each group presents the events along with its significance in the flow chart.

## Assessment

- Assess learners' reflection on the situation of Bhutan if it remained isolated.

## Resources

- Royal Education Council, A History of Bhutan, Course Book for Class VIII, 2019.
- Royal Education Council, A History of Bhutan, Course Book for Class X, 2019.
- Karma Ura, Leadership of the Wise, Kings of Bhutan, 2010.
- Sonam Kinga (Dr.), Polity, Kingship and Democracy, 2009.

### Sample Flow Chart

<b>India – Bhutan Relation</b>	<b>Significance</b> <ul style="list-style-type: none"><li>• Strengthened the relation between two countries.</li><li>• Began developmental activities in Bhutan.</li></ul>
<b>Colombo Plan</b>	<b>Significance</b>
<b>Postal union</b>	<b>Significance</b>

## Topic 3: Druk Gyalpo Jigme Dorji Wangchuck as the Father of Modern Bhutan.

Druk Gyalpo Jigme Dorji Wangchuck's reign from 1952 to 1972 was a historic for people of Bhutan and the country. Right after becoming King, he began initiating reforms in the system of governance. He visited India and opened doors for the beginning of very special relations between the governments of India and Bhutan. At the international front, Bhutan became a member of several organizations and ultimately the United Nations in 1971. The security and sovereignty of Bhutan was strengthened.

His Majesty Jigme Dorji Wangchuck proved himself an enlightened ruler with wisdom and extraordinary courage. His Majesty led Bhutan out of the isolation to fulfil the cherished desire of his people to become a full-fledged member of the international community. He is thus rightly, described and fondly remembered as the 'Father of Modern Bhutan'.

## Competency

- Rationalise the Third Druk Gyalpo Jigme Dorji Wangchuck as the Father of Modern Bhutan, and relate his contribution to the socio-economic development and constitutional reforms.

### Learning Objective

- Explain the Third Druk Gyalpo as the Father of Modern Bhutan with focus on socio-economic and constitutional reforms.
- Relate the significance of his contribution to the current state of the nation.

### Learning Experience

- Teacher ask the learners to refer the resources (Refer A History of Bhutan Course Book Class VIII, p.g.,59 – 63, A History of Bhutan Class X, p.g.,48-48 and 53-56, A History of Bhutan, Class XII, p.g.,22- 27, One hundred years of Development, p.g., 151- 164, Leadership of the Wise, p.g., 63- 68, Facts about Bhutan, The land of the Thunder Dragon, p.g., 28-29)
- Learners construct the concept mapping on Third Druk Gyalpo Jigme Dorji Wangchuck as the Father of Modern Bhutan. (Refer Annexure for sample concept mapping).
- Teacher debriefs on the lesson.
- Learners interview elders in the community to understand their perception and devotion to The Third Druk Gyalpo.
- Learners in groups write Tributes to The Third Druk Gyalpo as the Father of the Modern Bhutan.
- Display the work in the class.

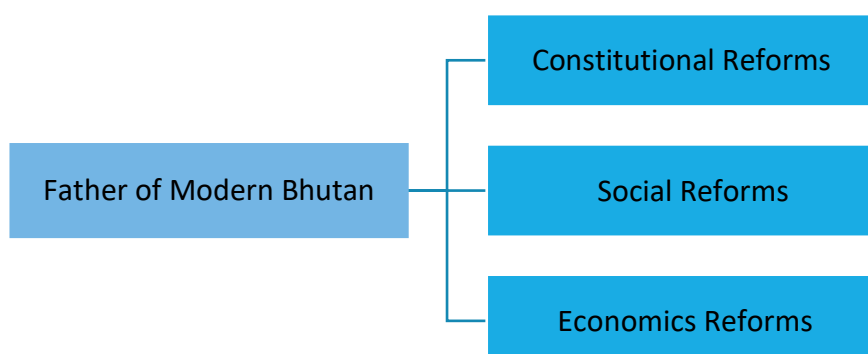
### Assessment

- Assess learners' task to compose a song (English/Dzongkha) in honour of the Druk Gyalpo Jigme Dorji Wangchuck.

### Resources

- Royal Education Council, A History of Bhutan, Course Book for Class VIII, 2019.
- Royal Education Council, A History of Bhutan, Course Book for Class X, 2019.
- Royal Education Council, A History of Bhutan, Course Book for Class X, 2019.
- Karma Ura (Dasho), Leadership of the Wise, Kings of Bhutan, 2010.
- Damchu Lhendup, One Hundred Years of Development, 2014.
- Lily Wangchuk, Facts About Bhutan, The Land of the Thunder Dragon.

### Sample Concept mapping



## **Topic 4: Azhi Kesang Choden Wangchuck: *Dharma* and Cultural Patron.**

Her Royal Grandmother Azhi Kesang Choden Wangchuck is one of the most influential figures in the History Bhutan and a very significant patron of the cultural and spiritual heritage of Bhutan. The Royal Grandmother has supported and facilitated the flourishing of traditional architecture, woodcarving, sculpture, painting and silver smithy. As Patron of Dharma, The Royal Grandmother's roles are manifested in her vast contributions to the monastic communities, monasteries and spiritual lineages in Bhutan.

### **Competency**

- Discuss Azhi Kesang Choden Wangchuck as the Dharma and Cultural Patron, and narrate some of the significant contributions devoted for the social and spiritual wellbeing of all sentient beings with the sense of appreciation and devotion.

### **Learning Objectives**

- Discuss Azhi Kesang Choden Wangchuck as the Dharma and Cultural Patron.
- Explain the importance of Dharma in Bhutanese social and spiritual wellbeing.

### **Learning Experience**

- Teacher introduces the topic by explaining the concept of dharma and cultural patron.
- Teacher asks learners to refer the resources (Refer Bhutan History, Civics and Citizenship Education, Class IX (Draft), Chapter Three)
- Teacher divides the class into groups and assigns the task as follows:  
Group 1: Patron of Dharma.  
Group 2: Patron of Dharma.  
Group 3: Patron of Culture.  
Group 4: Patron of Culture.
- Learners construct the concept mapping on the topic given in their group.
- Learners display their work.
- Teacher conducts a Gallery Walk.
- Teacher moderates the discussion on the topic.

### **Assessment**

- Assess learners' task on historical memoir in honour of Azhi Kesang Choden Wangchuck as a patron of Dharma and culture using a rubric.

### **Resources**

- Royal Education Council, Bhutan History, Civics & Citizenship Education, Class IX (Draft), 2021.
- Azhi Kesang Choden Wangchuck, Heart of a Sacred Kingdom, 2014.



## Chapter 4: Parliament Judiciary and Local Government.

### Topic 1: Concept of Parliament, Executive and Judiciary

Parliament is the legislature or the law making body of a state. It has powers to make and amend laws, safeguard the interest of the country and the people, and scrutinise public policies and functions.

The executive refers to the branch of government responsible to put laws made by the parliament into action, make plans and policies, and govern the country. The judiciary refers to the system of courts. The responsibility of the judiciary is to interpret laws made by the legislature and administer justice.

#### Competency

- Explain parliament, executive and judiciary branches of a democratic government system, and analyse their roles and responsibilities towards serving the country for a continued growth and development, and the security of the nation.

#### Learning Objectives

- Explain parliament in a democratic government.
- Relate the meaning of legislative to their responsibilities.
- Describe the roles of executive branch of the government.
- Explain judiciary as the branch to uphold the values of equality, just and fair in the society.

#### Learning Experience

- Learners explore the concept of Parliament, Legislature, executive and Judiciary (Refer Bhutan Civics, Classes VII and VIII, p.g., 5-6, Bhutan Civics, Classes IX and X, p.g., 39-42, Bhutan Civics, Classes XI and XII, p.g., 27 and 30, The Constitution of Bhutan, Principles and Philosophies, p.g., 206-233).
- Learners make the tree mapping of each concept.
- The teacher debriefs at the end of the lesson.
- In groups, learners explore the roles and duties of each branch of the government.
- Present the ideas and information at the symposium.

#### Reflective questions

- How has the emergence of democracy in the country changed the social life of people?

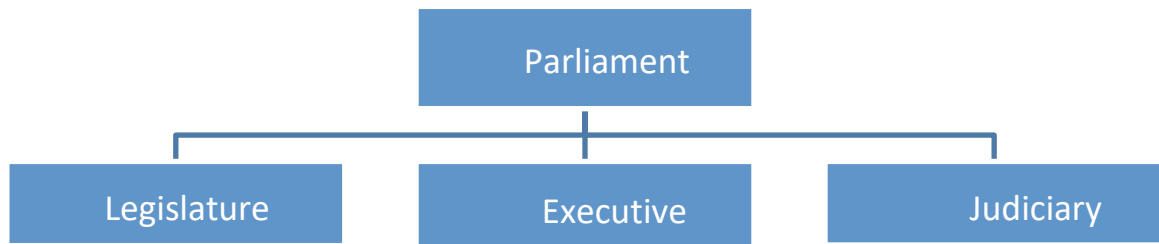
#### Assessment

- Assess learners' task to identify the committees of the school parallel to the three branches of the government.

#### Resources

- Royal Council of Education, Bhutan Civics, Classes VII and VIII, 2019.
- Royal Council of Education, Bhutan Civics, Classes IX and X, 2019
- Royal Council of Education, Bhutan Civics, Classes XI and XII, 2019
- Sonam Tobgye (Lyonpo), The Constitution of Bhutan, Principles and Philosophies.

### Sample Tree Mapping



## Topic 2: National Assembly, National Council and Importance of Monarch in Parliament of Bhutan

The bicameral parliament of Bhutan functions with National Assembly and National Council. The National Assembly functions in fulfilling the constitutional mandate to enact and amend laws. It also forms parliamentary committees to look after public interests beyond the legislative and meet people of their constituencies twice a year. The National Council, House of Review on the matters affecting the security and sovereignty of the country and the interests of the people also has enactment and amendment legislative roles.

The Druk Gyalpo is an indispensable part of the Parliament of Bhutan. He has equal legislative and review powers as the National Assembly and the National Council, although he does not take part in the parliamentary deliberations in person or through a direct representative.

### Competency

- Demonstrate the understanding on National Assembly, National Council and the importance of Monarch in the Parliament of Bhutan, and analyse the roles and duties of the National Assembly and National Council in the service of *Tsa-wa-sum*.

### Learning Objectives

- Explain the roles of the National Assembly.
- Analyse the roles of the National Council.
- Narrate the importance of Monarch in the Parliament of Bhutan.

### Learning Experience

- Engage: The Teacher asks several questions to check the Learners' ideas on the role of the National Assembly and National Council and importance of Monarchy with reference to the present functioning of the Parliament.
- Explore: Teacher provides the reading materials (Refer Bhutan Civics, Classes IX and X, p.g., 42, The Constitution of Bhutan, Principles and Philosophies, p.g., 213-214, 226-237).
- Explain: Learners explain their findings.
- Extend: Teacher further asks the student to make relations between the three entities of the government - National Assembly, National Council and Monarchy.
- Evaluate: Teacher and learners evaluate through discussion.

- Learners interview one or two members of any house to extend their understanding on the roles and their significance for the state of the nation.
- Make posters of their findings.

### **Reflective Questions**

- Compare and contrast the functions of National Assembly and National Council of Bhutan.
- Explain the significance of Monarch in the Parliament of Bhutan.

### **Assessment**

- Assess learners' pamphlets on the role of the National Assembly, National Council and importance of Monarch in the Parliament.

### **Resources**

- Royal Council of Education, Bhutan Civics, Classes IX and X, 2019
- Sonam Tobgye (Lyonpo), The Constitution of Bhutan, Principles and Philosophies.

## **Topic 3: Passing of a Bill**

A bill is a draft of a proposed new law or a proposal to change an existing law presented to Parliament for debate and discussion. In simple terms, it is a draft law. After Parliament deliberates on it and passes it, it becomes an act or law.

### **Competency**

- Explain the procedure of passing a Bills, and analyse its importance for a transparent and fair governance system that contribute towards the national peace and prosperity.

### **Learning Objectives**

- Explain the Bill.
- Explain the procedure of passing of a Bills.
- Illustrate the importance of bills in good governance.

### **Learning Experience**

- The teacher provides the resources to the learners (Refer Bhutan Civics, Class IX-X, p.g., 41, Constitution of Bhutan, Its Principles and Philosophies, p.g., 238- 244).
- Teacher selects the participants for the role-play.
- The passing of Bill is demonstrated through the participants role-play while other Learners observe and take note.
- Teacher facilitates the role-play on the process of passing Bill.
- Learners design the info-graphic putting in the procedure of passing of a Bill (Refer Annexure for Info-graphic poster)
- Teacher supplements and summarises.
- Learners explore for any bill passed in the parliament. Analyse it to study its merits in terms of intent and benefit for the nation.
- Debate to ascertain one's own stand on the sample bill.
- Teacher summarises the lesson.

### Reflective questions

- What are the benefits of passing the bills through the parliament?
- How would the bill be viewed if the bill is not passed through the houses of parliament?

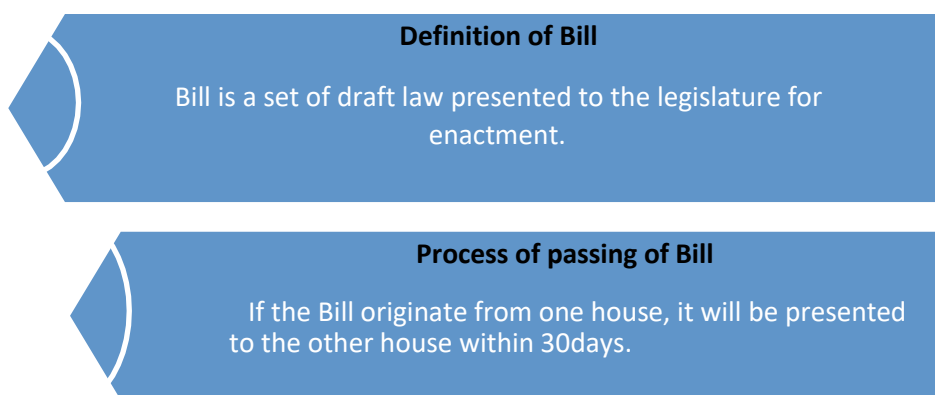
### Assessment

- Assess learners' info-graphic design of the passing of Bill using criteria.

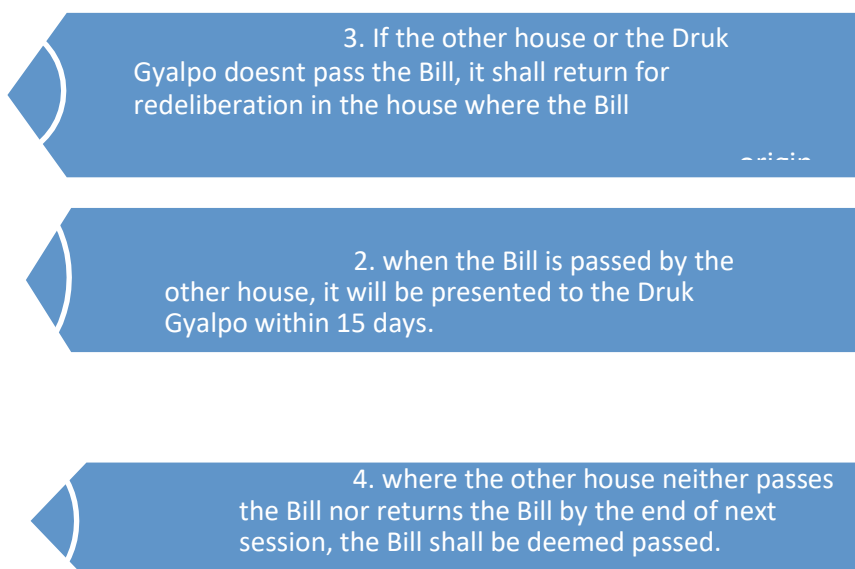
### Resources

- Royal Council of Education, Bhutan Civics, Classes IX and X, 2019
- Sonam Tobgye (Lyonpo), The Constitution of Bhutan: Principles and Philosophies.

### Sample Info- graphic poster.



### Process of passing of Bill



## Topic 4: Role of Local Government

Local government is an administrative unit at the district, sub-district, and county levels. Local government is not the lowest level of government. It is the nearest and closest level of government for our people. The Local government is an indispensable avenue for people's participation in democracy and development. The success of democracy is determined by the success of local governments.

### Competency

- Discuss the roles of local government as the service provider at the grass root level, and illustrate its importance for an equitable socio-economic development amongst the communities or regions and inspire youths to participate in the democratic decision-making.

### Learning Objectives

- Explain the Local Government.
- Discuss the roles of Local Government.
- Justify the needs of the local government.

### Learning Experience

- Teacher introduces the concept of Local Government and its functions.
- The teacher creates the group.
- The teacher provides the learners with the resources in groups (Refer Bhutan Civics, Class IX – X, p.g., 69 – 80, Constitution of Bhutan— Principles and Philosophies, p.g., 373 – 390, The Local Government Act of Bhutan, p.g., 1-4, 11-21).  
Group I: Gewog Tshogde and its functions.  
Group II: Dzongkhag Tshogdu and its function.  
Group III: Thromde Tshogde and its function.
- Teacher assists learners to familiarise their designated roles as members of the local government.
- Learners prepare an agenda (e.g., Road building, water supply, obtaining wood pass permit) to discuss an issue in local government.
- Learners demonstrate how each local government functions at a varied level using the agenda through role play dramatization.
- Learners make presentation of their experiences.

### Reflective questions

- Reflect on how have the access to services changed with the presence of local government in the community.
- Why do we need local government in the current era?

### Assessment

- Teacher assesses the learners' application, using a rubric, about the need for local government's support to strengthen community support in local development.

### Resources

- Royal Council of Education, Bhutan Civics, Classes IX and X, 2019
- Sonam Tobgye (Lyonpo), The Constitution of Bhutan: Principles and Philosophies.
- Local Government Act of Bhutan, 2009  
[https://www.nab.gov.bt/assets/uploads/docs/acts/2014/The\\_Local\\_Government\\_Act\\_of\\_Bhutan,\\_2009eng1stextraordinary.pdf](https://www.nab.gov.bt/assets/uploads/docs/acts/2014/The_Local_Government_Act_of_Bhutan,_2009eng1stextraordinary.pdf)

## Strand: Spirituality, Identity and Culture

### Chapter 5: Pema Lingpa — A Spiritual and Cultural Luminary of the Soil.

Pema Lingpa is a native Bhutanese saint and a scholar, well known among the Himalayan Buddhist world. His works of arts continue to contribute to the country's socio-cultural identity, while his scholarly revelations contribute to shaping Bhutanese thoughts and ideologies in the form of spiritual and religious doctrine. He is also the only Bhutanese *tertoen* among the many Buddhist 'treasure revealers' and is among the five king *tertoens* or the major 'treasure revealers' widely regarded even outside Bhutan.

#### Topic 1: Peling Tradition and its spiritual impacts on the lives of the Bhutanese

Tradition is generally defined as an inherited or an established folk custom, thoughts and behaviours in the culture of religious or social practices. Therefore, by definition, Peling tradition means the folk customs, thoughts or behaviours inherited from or established by Pema Lingpa. The spiritual traditions of Pema Lingpa are formed by his discovered treasure, teachings and the later works by himself and other students following and practising his teachings.

#### Competency

- Evaluate Pema Lingpa's spiritual and cultural contributions to Bhutan, and understand the Peling tradition and emulate the legacy in their lives.

#### Learning Objectives

- Explain the Peling Tradition.
- Evaluate the spiritual impacts of the Peling Tradition on the lives of Bhutanese.

#### Learning Experience

- Introduce the lesson by showing a video clip, (Refer, YouTube videos "The Turquoise Heart: A Bhutanese remembers a Bhutanese", "Dzongsar Jamyang Khyentse Rinpoche on the 500th anniversary...", and 'Celebrating 500 years of Pema Lingpa's contribution!').
- Learners in table-groups/individually, work on the flowchart (Refer Annexure) inferring the information from the videos they watched.
- Teacher facilitates the learners by providing additional materials. (Refer A History of Bhutan, Course Book for Class VII, p.g., 4-6, A History of Bhutan, Course Book for Class IX, p.g. 43-47, "Pema Lingpa Day, p.g.,20-26," online articles titled: "Celebrating 500 years of Pema Lingpa's history: a native scholar with global influence," "Pema Lingpa Lineage" and "Pema Lingpa".
- Learners share their works.
- Validate the learners' task and debrief the lesson.
- Learners extend their learning with interaction with a few Peling Traditions practitioners. Present the new insights gained.

## Reflective questions

- Analyse how the Peling Tradition is practiced in the locality.

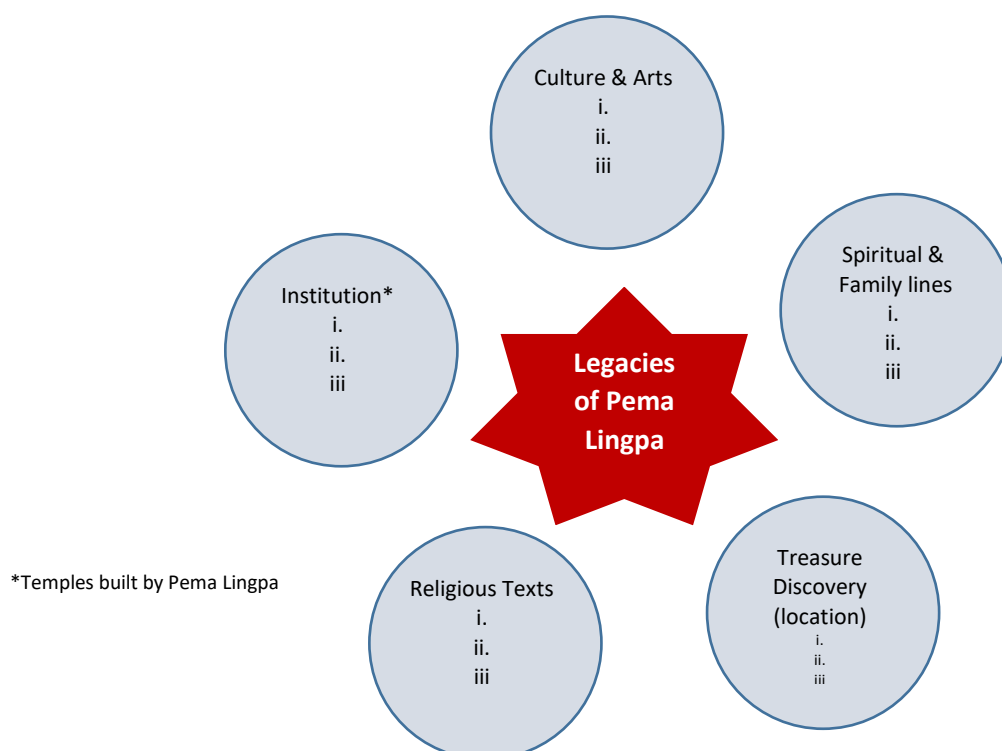
## Assessment

- Assess learners' pamphlet titled 'Remembering Pema Lingpa' to observe Pema Lingpa Day on the theme: historical pride on a set criteria.

## Resources

- A History of Bhutan, Course Book for Class IX, 2019.
- Karma Phuntsho (Dr.), The History of Bhutan, 2013.
- Royal Education Council, A History of Bhutan, Course Book for Class IX, 2019.
- Karma Phuntsho (Dr.), Pema Lingpa Day: Guru Practice and Prayers.
- Pawo Choyning Dorji, "The Turquoise Heart: A Bhutanese remembers a Bhutanese," 2019. <https://www.youtube.com/watch?v=TNW7Zbucr5E>
- Dzongsar Jamyang Khyentse Rinpoche on the 500th anniversary of Pema Lingpa. <https://www.youtube.com/watch?v=3ovg2Kt4Hbs>
- The Pema Lingpa Lineage <https://gangteng-rinpoche.org/lineage/#:~:text=Pema%20Lingpa%20is%20known%20as,cycle%20on%20Great%20Perfection%20%E2%80%93%20Dzogchen>.
- Kuensel, 'Celebrating 500 years of Pema Lingpa's history: a native scholar with global influence,' 2021. <https://kuenselonline.com/celebrating-500-years-of-pema-lingpas-history-a-native-scholar-with-global-influence/>
- Celebrating 500 years of Pema Lingpa's contribution! <https://www.youtube.com/watch?v=b0urkuwzbyA>
- Ariana Maki, Pema Lingpa <https://treasuryoflives.org/biographies/view/Pema-Lingpa/3000>

## Conceptual Map



## Topic 2: Pema Lingpa and the discovery of Termas (Treasures)

Pema Lingpa as tertöen following the prophecies of Guru Rinpoche has discovered thirty two hidden treasures. Thirteen revelations were textual discoveries containing major spiritual practice and teaching, while the nineteen revelations contained various scrolls and material treasures.

From his thirteen revelations, he uncovered at least seventeen volumes of spiritual practice and teaching which formed the foundation of the spiritual tradition of Pema Lingpa.

### Competency

- Discuss the treasures discovered by Pema Lingpa, and explain the influence of mythical power of treasure revelation on the belief and cultural practices in the community.

### Learning Objective

- List the treasures discovered by Pema Lingpa.

### Learning Experience

- Present a list of treasures discovered by Pema Lingpa (make Learners aware of the three types of treasures—text, artefacts and holy substance and psychic revelations discovered by Pema Lingpa and location of discovery made) with images (if available) to introduce the lesson, (Refer The History of Bhutan, p.g., 160-168, YouTube videos: ‘Pema Lingpa and His Treasure Revelations’ and ‘Pema Lingpa and his Treasure Revelations’).
- Facilitate the learners to dramatise the event of discovery of treasure from the Mebartsho (The Burning Lake) in Tang, Bumthang.
- Learners write a report to record their learning and share in social media.

### Reflective questions

- Analyse the influence of treasure revelation by religious saints on the life of people.

### Assessment

- Assess learners’ posters on Pema Lingpa’s ‘discovery of Treasure’ on a set criteria.

### Resources

- Karma Phuntsho (Dr.), The History of Bhutan, 2013.
- Royal Education Council, A History of Bhutan, Course Book for Class IX, 2019.
- Pawo Choyning Dorji, “The Turquoise Heart: A Bhutanese remembers a Bhutanese”.
- <https://www.youtube.com/watch?v=TNW7Zbucr5E>
- Pema Lingpa and his Treasure Revelations.  
<https://www.youtube.com/watch?v=ir49EMA14xM>



### Topic 3: Pema Lingpa's contribution to the spiritual dances of Bhutan.

Tradition is generally defined as an inherited or an established folk custom, thoughts and behaviours in the culture of religious or social practices. Therefore, by definition, Peling tradition means the folk customs, thoughts or behaviours inherited from or established by Pema Lingpa. The spiritual traditions of Pema Lingpa are formed by his discovered treasure, teachings and the later works by himself and other students following and practising his teachings.

#### Competency

- Assess Pema Lingpa's contribution to the spiritual dances of Bhutan and explain their significance on the belief of people so that they are inspired by the rich cultural heritage of Bhutan.

#### Learning Objective

- Assess Pema Lingpa's contribution to the spiritual dances of Bhutan.
- Explain the significance of dances on the life of people.
- Justify the need of mask dances for the spiritual wellbeing of people.

#### Learning Experience

- Teacher make a list of spiritual dances contributed by Pema Lingpa, (Refer A History of Bhutan, Class VII, p.g., 5 and 42, A History of Bhutan, Class IX, p.,43-47, A History of Bhutan, Class XI, p.g...,28 and 30,The History of Bhutan,p.g.,169, online articles titled: 'The Sacred Dance of Peling Ging Sum,' 'Peling Ging Sum: The Three Ging Dances of Pema Lingpa,' Video clips: 'Phag Cham,' 'Pema Lingpa Treasure Dance').
- Provide hand-outs/reference links to the learners.
- Learners choose any one of the spiritual dances of Pema Lingpa and study its background and origin.
- Learners' find out the information on one of the spiritual dances and share.
- Teacher evaluate and validate the presentations.
- Reflect on some of the mask dances observed during the tshechu and narrate their experiences.

#### Reflective questions

- Why are mask dances important for Bhutanese society?

#### Assessment

- Assess learners' write-up on any one of the Pema Lingpa's spiritual dances on a set criteria.

#### Resources

- Royal Education Council, A History of Bhutan, Course Book for Class VII, 2019.
- Royal Education Council, A History of Bhutan, Course Book for Class IX, 2019.
- Royal Education Council, A History of Bhutan, Course Book for Class XI, 2019.
- Karma Phuntsho (Dr.), The History of Bhutan, 2013.
- Khenpo Phuntsok Tashi, The Sacred Dance of Peling Ging Sum, 2011.  
[https://www.bhutanstudies.org.bt/publicationFiles/JBS/JBS\\_Vol24/24-3.pdf](https://www.bhutanstudies.org.bt/publicationFiles/JBS/JBS_Vol24/24-3.pdf)
- Peling Ging Sum: The Three Ging Dances of Pema Lingpa, 2021.  
<https://texts.shanti.virginia.edu/content/peling-gingsum-three-ging-dances-pema-lingpa>

- 'Phag Cham,' The New York Public Library Digital Collections, 'Phag Cham.'
- <https://digitalcollections.nypl.org/items/700dd3d0-8292-0130-33c7-3c075448cc4b>
- Pema Lingpa Treasure Dance <https://www.youtube.com/watch?v=ynTA6jZAchc>
- Phag Cham <https://www.youtube.com/watch?v=DuebKTgTzB0>

#### Topic 4: Political Influence of Peling Lineages

As much as spiritual influence Pema Lingpa had, he had equal influence over the secular life and legacy which contributed to the Bhutanese lives. The Peling descendants have both spiritual and secular figures who have shaped the socio-cultural identity of Bhutan.

##### Competency

- Discuss the political influence of *Peling lineages* and take pride of the transforming contributions made by the *Peling lineages* in the country.

##### Learning Objective

- Discuss the political influence of *Peling* lineages in Bhutan.
- Explain the significance of Dungkar Choeje for Bhutan.

##### Learning Experience

- Teacher introduces the topic.
- Teacher divides learners into jigsaw groups.
- Divide the lesson into segments.
- Assign each learner to learn one segment.
- or
- Divide the lesson in the form of questions.
- Provide each learner a question and explore the information.
- Teacher provides materials and resources (Refer A History of Bhutan, Course Book Class VII, p.g 5 and Bhutan History, Civics and Citizenship Education, Class IX (Draft), Chapter Five)
- Learners form "expert groups" by having one student from each jigsaw group join other learners assigned to the same segment. The group discusses the main point.
- Teacher instructs learners to go back into their jigsaw group. Each learner then presents her or his segment to the group, while others take note of it.
- Learners share their works.
- Teacher validates the tasks and debriefs the lesson.

##### Reflective Question

- Evaluate the impacts of Pema Lingpa's political contributions in the lives of Bhutanese.

##### Assessment

- Teacher assesses each learner's reflection on the role of Pema Lingpa in Bhutanese political scenario.

**Resources**

- Royal Education Council, A History of Bhutan, Course Book for Class VII, 2019.
- Royal Education Council, A History of Bhutan, Course Book for Class IX, 2019.
- Royal Education Council, Bhutan History, Civics and Citizenship Education, Class IX (Draft), 2021.
- Karma Phuntsho (Dr.), The History of Bhutan, 2013.
- Royal Education Council, A History of Bhutan, Course Book for Class IX, 2021.

## Chapter 6: Driglam Choesum: Bhutanese Ethos.

### Topic 1: Citizenship

Citizenship is more than belonging to a country by virtue of birth or residence. Citizenship is earned through the willingness, skills, and disposition to engage with the larger life of the country. The different dimensions of citizenship are understood through citizenship by legal status, citizenship by knowledge and skills for participation, and citizenship by disposition and willingness to engage.

#### Competencies

- Discuss citizenship by legal status and citizenship by knowledge and skills, and understand the roles of a citizen towards developing disposition and willingness to participate in the national activities as responsible citizen.

#### Learning Objective

- Explain citizenship and its types.
- Analyse the criteria by which a person's citizenship is defined.

#### Learning Experience

- Teacher provide a case study on:
  - ✓ Citizenship by legal status.
  - ✓ Citizenship by knowledge and skills for participation.
- Learners, in groups, analyse the case studies referring to the procedure for citizenship by legal status and citizenship by knowledge and skills for participation (Refer Constitution of Bhutan: Principles and Philosophies, article 6, 3 (a) and 3(d), p.g., 133 and 135).
- Learners identify the case studies and categorise Citizenship by legal status and Citizenship by knowledge and skills for participation.
- Teacher must prepare case studies prior to the conduct of the lesson.

#### Assessment

- Assess learners' advertisement on Bhutanese Citizenship using a checklist. The checklist must assess student's understanding of citizenship and exhibit civic mindedness.

#### Resources

- Sonam Tobgye (Chief Justice), The Constitution of Bhutan— Principles and Philosophies.

## Topic 2: Fundamental Rights and National Community

Fundamental rights are a group of special rights enshrined in the Constitution. These rights are fundamental to the life and livelihood of every citizen of a country irrespective of race, religion, gender, or place of birth. These rights protect the sanctity of citizens as human beings and are, therefore, especially protected from encroachment. The term national community refers to a group of people within a geographical territory, sharing common socio-economic, political, cultural, and historical identities.

### Competency

- Explain the concept of national community, social and moral rights and duties to enhance one's character development to be more effective, helpful members in the local and national community.

### Learning Objectives

- Identify fundamental rights and duties.
- Explain the concept of national community.
- Explain the importance of exercising rights and duties as citizens within local and national community.

### Learning Experience

- Divide learners into two groups, A and B.
- Assign a theme each to the groups.
- A: Fundamental Rights and Duties. B: Concept of National Community.
- Groups discuss and make notes referring to the text. (Refer Bhutan Civics classes IX and X, p.g.,17 – 22, and article titled, 'How is local and national community different?')
- Learners are paired up with a member each from team A and B.
- Learners share their understanding of the theme they have mastered.
- Learners, in pairs, list a few importance of exercising rights and duties as citizens within the local and national community.
- Teacher supplements the lesson and answers the questions.
- Learners analyse a few cases when people exercised their fundamental rights appropriately and a few cases where they defied the rights of others. Make a presentation of your reflection.

### Reflective questions

- Why should every person exercise one's fundamental rights in the community appropriately?

### Assessment

- Assess learners' civic mindedness, using a checklist, through a description/sketch on 'My rights, my duties.'

### Resources

- How is the local and national community different? <https://www.quora.com/How-is-local-and-national-communities-different>
- Royal Education Council, Bhutan Civics, Classes IX and X, 2019.

### Topic 3: Driglam Choesum - Lay-gyudrey, Tha-damtshig, Rangdoen and Zhenphen

*Driglam Choesum* refers to the traditional Bhutanese code of etiquette. It is the customary practice of polite behaviour, speech, and attitude. It is often interchangeably used with *Driglam Namzha*, although their literary meanings differ. *Lay-gyudrey* refers to the causes and effects of one's actions or deeds which, in short, is simply reaping what one sow. *Tha-damtshig* refers to moral principles such as fidelity, loyalty, uprightness, filial respect, gratitude, commitment. The communal ethos of Bhutan consists of traditional moral principles, concepts, and values. They include moral precepts such as *lay-gyudrey* and *tha-damtshig*, *driglam namzha* or the code of etiquette, *zhenphen* or common good, *Tsawasum*, and Gross National Happiness.

#### Competencies

- Explain the concepts of *Driglam Chosum*, *Lay-gyudrey*, *Tha-damtshig*, and *Rangdoen* and *Zhenphen*, and understand their relevance as the national values and for the peace and harmony in the society.

#### Learning Objectives

- Define *Driglam Choesum*.
- Define *Lay-gyudrey* and *Tha-damtshig*.
- Explore Bhutanese ethos within the community.
- Evaluate self-interest and common good (*Rangdoen* and *Zhenphen*).
- Build a sense of national community to create national consciousness.

#### Learning Experience

- K stage – What do you KNOW? (Think-pair- share)
  - Learners activate their prior knowledge by sharing what they already know about *DriglamChoesum - Lay-gyudrey, Tha-damtshig, Rangdoen* and *Zhenphen*.
- W stage – what do you WANT to know? (Brainstorm)
  - Learners set goals specifying what they want to learn about *Driglam Choesum - Lay-gyudrey, Tha-damtshig, Rangdoen* and *Zhenphen*.
  - Teacher lists the Learners' goals in the form of questions.
- H stage – HOW will you find out? (Reading)
  - Teacher provides handouts to the Learners about *Driglam Choesum - Lay-gyudrey, Tha-damtshig, Rangdoen* and *Zhenphen*, communal ethos of Bhutan, national consciousness and National Community. (Refer Bhutan History, Civics and Citizenship Education, Class IX (Draft), Chapter Six)
- L stage – What have you LEARNED?
  - Discuss and share what they have learned based on the questions and points they generated in K and W- stages on the lesson topic.
- A stage – What ACTION will you take? (Inquiry learning)
  - Learners explore Bhutanese ethos within their community. (Suggest visual aids such as mind maps, collage, graphic organisers, sketches, art work, videos, etc.)
  - Assess learners' visual aids on content, creative elements, and reliable research, using a rubric through gallery walk. (Refer annexure for a sample rubric)
- Q stage – What further QUESTIONS do you have?
  - Teacher initiates a question and answer session.

## Assessment

- Assess learners' comprehensive writing with an example from their community that justifies "self-interest can lead to common good", using a set of criteria.

## Resources

Royal Education Council, Bhutan History, Civics and Citizenship Education (Draft), Class IX, 2021.

### Sample Rubric

Standard	Rating: Exemplary, Proficient, Developing, or missing	
	Student(Elaborated reflection)	Teacher(elaborated feedback)
<b>Content:</b> <ul style="list-style-type: none"><li>Main points included.</li><li>Information is accurate and complete.</li></ul>		
<b>Creative Elements:</b> <ul style="list-style-type: none"><li>Original ideas.</li><li>Elaboration (intensive detail)</li></ul>		
<b>Reliable Research:</b> <ul style="list-style-type: none"><li>Multiple sources (cited)</li><li>Synthesised information.</li></ul>		

### Sample KWHLAQ

K	What do I <b>Know</b> ?	
W	What do I <b>Want</b> to know?	
H	<b>How</b> will I find out?	
L	What have I <b>Learned</b> ?	
A	What <b>Action</b> will I take?	
Q	What new <b>Questions</b> do I have?	

## Class IX : World History

### Strand: Historiography

## Chapter 1: Ancient Historiography, Understanding Perspective in History

### Topic 1: Greek and Roman Historiography, Characteristics of Greek and Roman Historiography and Roman and Greek methods used in the writings of history

The ancient Greeks often referred to as the pioneers of Historiography used the logographers as the source to write history. They were influenced and wrote on prominent topics such as wars, politics, society and culture of their times, particularly the Greece and Rome. They used investigations, inquiry and cross-examination sources to produce authentic information. Similarly, the Romans were also interested in similar subjects of history as Greeks and used similar methods of recording history.

#### Competencies

- Explain the contributions of European and Asian historians and their method of writing history to understand different interpretations and importance of building historical perspective of different periods.
- Discuss and evaluate Greek, Roman historiography and their contributions, and use the idea as a platform to express ideas, construct historical arguments and collect evidence based on what has happened in the past.

#### Learning Objectives

- Recognise the importance of building perspectives based on knowledge drawn from contributions of European and Asian historians.
- Discuss the era before Greek and Roman Historiography (proto-history).
- Explain Greeks as pioneers of historiography.
- Describe the characteristics of Greek and Roman historiography.
- Explain the similarities and differences between Greek and Roman historiography.
- Discuss contributions of main Greek and Roman historians in History.
- Compare and contrast Greek and Roman Historiographies.
- Identify Roman and Greek methods used in the writings of history and be inspired to construct knowledge.

#### Learning Experience

- Teacher provides a worksheet of KWL and asks the learners to fill in the worksheet of What they Know, what they want and leave the column of what they learnt after the lesson.
- Learners take turns to share What they know and What they want to learn on Historiography (Refer Annexure KWL chart).
- Teacher divides the learners into groups assigning a topic each (Refer World History, Class IX, p.g.,2 – 22, Historiography, p.g., 3 – 6, YouTube video titled



Historiography of Ancient India). Use link like

<https://www.youtube.com/watch?v=mucZUwCGjTU&t=675s>

Group I: Era before Greek and Roman Historiography (proto-history) and Greek as pioneers of Historiography.

Group II: Characteristics of the Greek and Roman historiography and similarities and differences between Greek and Roman historiography.

Group III: Contributions of the prominent Greek and Roman historians.

Group IV: Importance of building perspective based on knowledge drawn from contributions of European and Asian Historians and Roman and Greek methods used in the writings of history.

- Each group presents on their topic and during the presentation, other learners can fill in their worksheet what they have learnt.
- Teacher summarises after each presentation.
- Learners analyse the significance of Roman historiography in the present world.

### **Reflective questions**

- What relationships do you observe between the historiography in the past and the present?

### **Assessment**

- Teacher assesses learners' work on drawing the features of The History of Bhutan by Karma Phuntsho (Dr).

### **Resources**

- Royal Education Council, World History, Class IX, 2021.
- Historiography of Ancient India...:  
<https://www.youtube.com/watch?v=mucZUwCGjTU&t=675s>

## Strand: Evolving Civilisation

### Chapter 2: The Mesopotamian Civilisation

#### Topic 1: The growth of cities in ancient Mesopotamia

Mesopotamia was ideal for agriculture due to its fertile land. Once people learned how to farm, their skills and technology developed over time. By 3500 BCE, many villages thrived to towns with increase in population. City had its own rulers, warriors, government and functioned like an independent country. In this way, the world's first city was developed.

#### Competency

- Discuss the rise and growth of cities in ancient Mesopotamia, and rationalise the emergence of civilization and human advancement during the ancient civilisation.

#### Learning Objective

- Explain the rise and growth of cities in ancient Mesopotamia.
- Analyse the factors that brought about the civilization.
- Justify civilization as the human advancement for peace and prosperity.

#### Learning Experience

- Introduce the lesson by showing a video clip, (Refer YouTube videos titled, 'Ancient Mesopotamia' and 'Rise of Sumer...'). Use the link like <https://www.youtube.com/watch?v=MHpmLrWBjnM>
- Teacher provides hand-outs about the background of the Mesopotamian civilisation in the table-group.
- In table-group, learners discuss on the factors that led to the rise of Mesopotamian civilisation (Refer World History, Class IX, p.g., 25 – 26, YouTube video titled, 'Ancient Mesopotamian Civilisations', and online articles titled 'Mesopotamia' and 'Physical Features: Tigris-Euphrates river system').
- A member from the group occupies a seat at the centre and shares their findings.
- Teacher validates the presentation.
- Initiate question and answer session to recapitulate the lesson.
- Further, learners make illustrations of antiques at their homes with description of how they were used and what contemporary artefacts replaced them. Display in the class.

#### Reflective questions

- Analyse how the civilization in Mesopotamia has influenced the contemporary world.

#### Assessment

- Assess learners' short write-up, comparing a Bhutanese village with Mesopotamian civilisation.
- Note: Teacher provided a sample of a picture of a Bhutanese village.

#### Resources

- Royal Education Council, World History, Course Book for Class IX, 2021.
- Rise of Sumer: Cradle of Civilisation DOCUMENTARY

<https://www.youtube.com/watch?v=MHpmLrWBjnM>

- 'Mesopotamia' in History.com, 2019. <https://www.history.com/topics/ancient-middle-east/mesopotamia>
- Britannica, 'Physical Features' Tigris-Euphrates river system, 2021. <https://www.britannica.com/place/Tigris-Euphrates-river-system/Physiography-of-the-Tigris>
- Khan Academy, Ancient Mesopotamian Civilisations. <https://www.khanacademy.org/humanities/world-history/world-history-beginnings/ancient-mesopotamia/a/mesopotamia-article>

## **Topic 2: Life in Mesopotamian civilization**

The life in Mesopotamia was quite liberal and happening in terms of economy, culture and religion, art and architecture and so on. However, they believed in social orders of society which was divided into three classes of Lugal and the family at top, merchants, craftsmen and artisans as middle class and labourers and farmers as lower classes. They celebrated festivals such as Akitu, regular feasts and appeasing the deities.

### **Competency**

- Examine Mesopotamian civilisation and explain the economic, social, political and religious life in relation to the life to the present world.

### **Learning Objectives**

- Describe the economic, social, political and religious life of Mesopotamian civilisation.
- Explain the technological advances during Mesopotamian civilisation.
- Compare Mesopotamian life to the present world and write similarities and differences.

### **Learning Experience**

- Divide the Learners into Four groups to discuss on the features of the Mesopotamian civilisation, namely,
  - i. Leadership and Politics. (II) Economy.
  - ii. Religion.
  - iii. Social structure.
  - iv. Technology. (Refer World History, Class IX, p.g., 27-41, online articles titled: 'Code of Hammurabi' History.com, 'Mesopotamian Religion,' 'Mesopotamia Daily Life in Sumer,' 'Daily Life of Mesopotamian Commoners,' 'Ancient Mesopotamia Science, Inventions and Technology,' YouTube video titled: 'Daily Life in Ancient Mesopotamia').
- The groups research and prepare digital portfolio (representation/collage of images/video clip) on the given topics for presentation.
- Teacher validates the presentation.

### **Reflective questions**

- What resemblance can you draw between the Mesopotamians life with the life of people of the present?

### Assessment

- Teacher assesses learners' digital portfolio highlight on the topic, Mesopotamian civilisation through the lens of economics, religion, culture, and government using a set criteria.

### Resources

- Royal Education Council, World History, Course Book for Class IX, 2021.
- Ducksters, 'Ancient Mesopotamia Science, Inventions and Technology, 2021: [https://www.ducksters.com/history/mesopotamia/science\\_and\\_technology.php](https://www.ducksters.com/history/mesopotamia/science_and_technology.php)
- 'Code of Hammurabi' History.com: <https://www.history.com/topics/ancient-history/hammurabi#:~:text=The%20Hammurabi%20code%20of%20laws,and%20finally%20rediscovered%20in%201901>
- 'Mesopotamian Religion' World History Encyclopedia, 2011: [https://www.ancient.eu/Mesopotamian\\_Religion/](https://www.ancient.eu/Mesopotamian_Religion/)
- 'Daily Life of Mesopotamian Commoners' History on the Net, 2021: <https://www.historyonthenet.com/daily-life-of-mesopotamian-commoners#:~:text=All%20of%20Mesopotamia's%20social%20classes,nobility%20or%20temples%20and%20slaves>
- Daily Life of Mesopotamian Commoners' History on the Net, 2021. 'Mesopotamia Daily Life in Sumer' History's Histories: <http://www.historyshistories.com/mesopotamia-daily-life-in-sumer.html>
- Study of the Antiquity and the Middle Ages, 'Daily Life in Ancient Mesopotamia,' 2020: <https://www.youtube.com/watch?v=8XhbmQmLh4>

### Topic 3: Reasons for decline of Mesopotamian civilization

The Mesopotamians are likely to be wiped out by unbearable climate shift in the form of dust storms over the years. Some theories also suggest its inability to grow crops and other foods for survival, famine and mass social upheaval against the government. It could also possibly have been defeat in the war in an invasion from other population.

### Competency

- Examine and analyse the hypothetical reasons for the decline of Mesopotamian civilisation, and articulate ideas to validate the hypothesis.

### Learning Objective

- State the hypothetical reasons for decline of Mesopotamian civilisation.
- Explain the ways to validate these hypotheses.

### Learning Experience

- Provide copies of selective readings/ hands-out to the Learners (Refer Norman Yoffee, 'The Decline and Rise of Mesopotamian Civilisation: An Ethno archaeological Perspective on the Evolution of Social Complexity,')
- Learners jot down the hypothesis of the decline of Mesopotamian civilisation from the selective readings.
- Teacher monitors and provides guidance on their readings.
- Learners read the points to the class following the popcorn strategy.

- Teacher facilitates learners to evaluate and take note of the points shared by their friends.
- Learners extend their understanding through exploration with other relevant sources.
- Explore to find out other civilisations which had the similar fate. Present to the class.

### **Reflective questions**

- From the extinction of the Mesopotamia civilization, what lessons can you draw?

### **Assessment**

- Assess learners' storyboard titled, 'Old and New Mesopotamia' with reference to the geographical scenario.

### **Resources**

- Norman Yoffee, 'The Decline and Rise of Mesopotamian Civilisation: An Ethno archaeological Perspective on the Evolution of Social Complexity' JSTOR, 1979. [https://www.jstor.org/stable/279187?read-now=1&refreqid=excelsior%3A378764b3e8a0af8a20c0eeae33dc0369 &seq=1](https://www.jstor.org/stable/279187?read-now=1&refreqid=excelsior%3A378764b3e8a0af8a20c0eeae33dc0369&seq=1)
- Fall of Civilisations, 'The Fall of Sumerians,'
- 2020. <https://www.youtube.com/watch?v=d2IJUOv0hLA>
- Decline of Mesopotamian Civilisation  
[https://www.youtube.com/watch?v=f3rY7Br\\_Oj8](https://www.youtube.com/watch?v=f3rY7Br_Oj8)

## Chapter 3: The Age of Renaissance and Reformation

### Topic 1: Concepts of Renaissance, Civic Humanism and Reformation, Feudalism

Renaissance is the period which marked the rebirth and revival of ideas and knowledge of ancient Graeco-Roman civilization which was forgotten during the medieval period. People began to question the beliefs and practices of the catholic church. This led to the reformation with the idea of rationalism and scientific outlook to turn towards the past and study of the Graeco-Roman civilisation.

#### Competence

- Explain Renaissance, Civic Humanism and Reformation based on people's lives during the classical age and analyse the impact of renaissance and reformation on the socio-economic and political lives of Europe and the World.

#### Learning Objectives

- Explain the concepts of Renaissance, Civic Humanism and Reformation.
- Explain the problems of feudalism and other factors as a cause for the birth of renaissance and reformation.
- Relate the significance of Renaissance, Civic Humanism and Reformation to the present world.

#### Learning Experience

- Teacher gives the concept of Renaissance, Civic humanism and Reformation.
- Teacher divides the learners into groups for the presentation with the topics.
- Teacher facilitates the learners with the resources (Refer World History, Class IX, p.g., 45 – 55, YouTube video titled, 'Feudalism: A Brief Explanation').
- Group I: problems of feudalism as the cause of Renaissance.
- Group II: impact of Renaissance on the socio-economic life of the European and the World.
- Group III: impact of Renaissance on the political life of the European and the World.
- Teacher initiates discussion to summarise the lesson.
- Further, learners evaluate the impact of renaissance and reformation on the socio-economic and political lives of Europe and the World. Share the work through any means.

#### Reflective questions

- Analyse the significance of Renaissance, Civic Humanism and Reformation to the present world

#### Assessment

- Assess learners' posters on the influence of Renaissance on present society using a set of criteria.

#### Resources

- Royal Education Council, World History, Class IX, 2021
- Feudalism: A brief Explanation:  
[https://www.youtube.com/watch?v=c74QkiroV6k&t=405s\](https://www.youtube.com/watch?v=c74QkiroV6k&t=405s)

## Topic 2: Enlightenment as a source for the birth of modern democracy

The intellectual and cultural awakening in the West eventually spread to rest of the world. It questioned and awakened the people's political ideas, natural rights and equality. Democracy is a form of government with all the qualities described by the Enlightenment thinkers of those times.

### Competencies

- Explain how the enlightened thoughts favoured the need for democratic values and institutions and relate to present context.

### Learning Objective

- Describe enlightenment as a source for the birth of modern democracy.
- Compare the democratic values of the past and the present.

### Learning Experience Jigsaw

- Teacher explains the concept of The Age of Enlightenment.
- Teacher assists learners to form home-groups.
- Teacher provides handout on enlightenment and democracy (Refer online article titled, 'Chapter 11: Age of Enlightenment', p.g.,526 – 530).  
Topic I: Ideas of Rights to Life, Liberty and Property by John Locke  
Topic II: Division of branches of government by Montesquieu criticism on power of divine right by Rousseau  
Topic III: How the enlightenment impacted the society through examples
- Teacher allocates time for discussion in their expert group.
- Learners come back to their home-group to share their experience.
- Learners analyse the democratic values of the past and the present and record in their personal journals.

### Reflective questions

- Compared to the past democratic values, how do the current democratic values favour the present world people?

### Assessment

- Assess learners' portfolio, using a checklist, on the impacts of the Enlightenment period.

### Resources

- Royal Education Council, World History, Class IX, 2021.
- Chapter 11: Age of Enlightenment:  
[https://www.sanpasqualunion.net/cms/lib04/CA01000408/Centricity/Domain/96/c\\_hap11.pdf](https://www.sanpasqualunion.net/cms/lib04/CA01000408/Centricity/Domain/96/c_hap11.pdf)

## Strand: Identity, Spiritually and Culture

### Chapter 4: Race, Ethnicity and Identity

#### Topic 1: Concept of race and ethnicity

Race refers to the idea of classifying people on the basis of their physical appearances which is the result of genetic ancestry and shared genealogy. Similarly, the state of belonging to a social group that has common national or cultural tradition is called Ethnicity.

#### Competency

- Explain the concept of race and ethnicity, and demonstrate the sense of respect and appreciation towards diverse humanity and trust building.

#### Learning Objective

- Explain race and ethnicity.
- Justify the emergence of race and ethnicity.
- Analyse the negative impacts of race and ethnicity in the world.

#### Learning Experience

- Introduce the lesson by displaying a set of images of people/a video clip, depicting different racial backgrounds (focus on four major racial categories of the world), (Refer World History Class IX, p.g., 59 – 62, YouTube videos titled, 'Human Races of the World,' and 'How many major races are there in the World').
- Teacher poses a question to the Learners to think about the concept of the word 'race.'
- Learners in pairs share the concept to one another.
- Teacher handpicks a few concepts from the pairs, evaluates and then constructs a suitable meaning to define the term 'race'.
- Teacher recalls the four major races of the world and probes Learners to identify to which category we belong.
- Teacher facilitates the discussion to connect one of the four major races with the Bhutanese ethnicity.
- Simultaneously, the teacher instructs the class to individually think of one speciality in their community as *Sharchop/ Ngalong/ Lhotsampa/ Khengpa*, which can be represented in any form (songs/dresses/food habits).
- Learners will individually share one ethnic trait to the class.
- Teacher facilitates the Learners to construct the meaning of the term ethnicity.

#### Reflective questions

- Analyse the pros and cons of race and ethnicity in the present world.

#### Assessment

- Assess learners' fashion parade on cross-cultural awareness and unity, using a set of criteria.



## Resources

- Royal Education Council, World History, Class IX, 2019.
- Human Races of the World [https://www.youtube.com/watch?v=CnK\\_iCuMcb4](https://www.youtube.com/watch?v=CnK_iCuMcb4)
- How many major races are there in the World <https://www.youtube.com/watch?v=TjI3hG-4DAQ>

## Topic 2: Types of races, identity and its construct.

Some of the major races in the world are Mongoloid, Australoid, Caucasoid and Negroid with their own distinctive features. Learning about race help us better understand and respect each human for their importance and differences. The state of being or what a person or thing is, is called as Identity. Our culture and tradition, physical attributes, food habits and so on make our identity.

## Competency

- Explain identity, its construct, and describe the features that determine the individual and group identity.

## Learning Objectives

- Explain identity and its construct.
- Describe the features that determine individual and group identity.
- Justify the relevance of race and ethnicity in the current world.

## Learning Experience

- Divide Learners in groups: Australia, Europe & North America, Asia & Pacific Islands, and Africa.
- Groups collect pictures of people and their lifestyles (dress, food habits, etc) from four different regions and make a pictorial collage on chart (refer World History Class IX, p. 62 and YouTube video titled, 'race & Ethnicity: Crash course Sociology)
- Learners observe, in groups, the pictorial charts and infer information.
- Learners share their observations and teacher supplements.
- Learners investigate the relevance of race and ethnicity in the current world. Make presentation.

## Reflective questions

- How are Bhutanese people described and to what race do they belong?

## Assessment

- Assess learners' creativity on 'What makes me a Bhutanese?' using a set of criteria.

## Resources

- Karma Phuntsho (Dr.), The History of Bhutan, 2013.
- Royal Education Council, World History, Class IX, 2021.
- How many major races are there in the world', 2021. <https://www.studocu.com/in/document/fakir-mohan-university/corporate-law/lecture-notes/how-many-major-races-are-there-in-the-world/5880168/view>
- Race & Ethnicity <https://www.youtube.com/watch?v=7myLgdZhjzo&t=146s>
- What is race? What is ethnicity? Is there a difference? <https://www.youtube.com/watch?v=NQOimokvJXo&t=45s>

## Class X

### Bhutan History, Civics and Citizenship Education

#### Strand: Governance and Peace

#### Chapter 1: Monarchy: An era of Stability and Reforms

#### Druk Gyalpo Jigme Singye Wangchuck

##### Topic 1: Birth prophecies of King Jigme Singye Wangchuck.

Guru Padma Sambhava's revelation in the records of Tertoen Drugdra Dorji explains the birth of a boy in "Southern *Baeyul*," who would become a great King, spread the Buddha's teachings and shower peace and happiness upon his people. The boy would be born in the Female Sheep Year, in a place called Wodrong (Kabjisa, near present day Dechhencholing).

True to the prophecy, His Majesty the Fourth Druk Gyalpo, Jigme Singye Wangchuck was born on November 11, 1955 in the Female Sheep Year to the Third Druk Gyalpo Jigme Dorji Wangchuck and Her Majesty Azhi Kesang Choden Wangchuck at Dechhencholing Palace. The birth of the Fourth Druk Gyalpo was of immense significance to the history of Bhutan. The Druk Gyalpo's reign between 1972 and 2006 may be termed as the Golden Era in the history of Bhutan. The people experienced unprecedented peace, prosperity and happiness.

##### Competency

- Explain the birth prophecy of King Jigme Singye Wangchuck in the light of the glorious 34 years of Druk Gyalpo's reign help to understand the fulfilment of the sacred prophesy of Guru Rinpoche, empathise and appreciate the noble deeds of His Majesty the fourth Druk Gyalpo.

##### Learning Objective

- Explain the birth prophecies of King Jigme Singye Wangchuck.

##### Learning Experience

K stage – What do you **KNOW?** (Think-Pair- Share)

- Learners activate their prior knowledge by sharing what they already know about the birth prophecies of King Jigme Singye Wangchuck.
- Learners set goals specifying what they want to learn about birth prophecies of King Jigme Singye Wangchuck.
- Teacher lists the student goals in the form of questions.

H stage – **HOW** will you find out? (Learners may carryout online search, refer books, watch videos, and conduct expert-interview on the topic)

- Teacher assists Learners to locate resources such as texts and videos. (Refer A History of Bhutan, Course Book for Class X, p.g., 61, Kuensel Articles titled, 'Significance of the Birth of The Prince His Royal Highness Gyalsey Jigme Namgyel Wangchuck' and 'Rare royal namzas among exhibits dedicated to Drukgyal Zhipa' The Dharma King, p.g., 29-30)

L stage – What have you **LEARNED?**

- Discuss what they have learned based on the questions and points they generated in K and W- stages on the lesson topic.  
A stage – What **ACTION** will you take? (Learner agency/differentiated learning)
- Learners present what they have learned through a visual aid of their choice. (Suggest visual aids such as mind maps, collage, graphic organisers, sketches, art work, videos, etc.)
- Assess learners' visual aids on content, creative elements, and reliable research, using a hybrid rubric. (Refer annexure for a sample rubric)  
Q stage – What further **QUESTIONS** do you have?
- Learners may ask additional questions and doubts. Teacher initiates discussion on the additional questions.  
Note: In case of remote learning, using a relevant digital platform.
- Learners can be made to fill up the KWHLAQ table, after teacher orientation on the lesson. (Refer Annexure for the sample table)
- Learners prepare the visual aid using digital tools, such as Google docs, Google Jam board, or Google slides)

### Assessment

- Assess learners' tribute (e.g., song/poem/sketch) on the birth of His Majesty Druk Gyalpo Jigme Singye Wangchuck, using a set of criteria Instructional Guide for History Class X.

### Resources

- Royal Education Council, A History of Bhutan, Course Book for Class X, 2019.
- Kuensel, Significance of the Birth of The Prince His Royal Highness Gyalsey Jigme Namgyel Wangchuck, 2016: <https://kuenselonline.com/significance-of-the-birth-of-the-prince-his-royal-highness-gyalsey-jigme-namgyel-wangchuck/>
- Rare royal namzas among exhibits dedicated to Drukgyal Zhipa, 2015: <https://kuenselonline.com/rare-royal-namzas-among-exhibits-dedicated-to-drukgyal-zhipa>
- Zhung Dratshang, The Dharma King, A tribute to His Majesty Jigme Singye Wangchuck The fourth King of Bhutan, 2014.

### Sample Hybrid Rubric/Checklist/Reflection

	Target/ Standard	Rating: Exemplary, Proficient, Developing, or missing	
		Student	Teacher
		(Elaborated reflection)	(Elaborated feedback)
	<b>Content:</b> <ul style="list-style-type: none"> <li>• Main points included</li> <li>• Information is accurate and complete</li> </ul>		
	<b>Creative Elements:</b> <ul style="list-style-type: none"> <li>• Original ideas</li> <li>• Elaboration (intensive detail)</li> </ul>		
	<b>Reliable Research:</b> <ul style="list-style-type: none"> <li>• Multiple sources (cited)</li> <li>• Synthesized information</li> </ul>		

### Sample KWHLAQ table

What I Know	
What I Want to Know?	
How will I find out?	
What have I Learned?	
What Action will I take?	
What further Questions do I have?	

## Topic 2: Contributions of Druk Gyalpo Jigme Singye Wangchuck as the Crown Prince.

From a very young age, His Majesty Jigme Singye Wangchuck took on the responsibilities of leadership and governance. In 1971, His Majesty Druk Gyalpo Jigme Dorji Wangchuck appointed him as the Chairman of the Planning Commission. He took on the responsibilities of planning and coordinating the Five-Year Plan. In April 1972, the *Lhengye Zhungtshog* (Cabinet) recommended His Majesty the Third Druk Gyalpo to install HRH as Trongsa *Poenlop*. Subsequently, on June 16, 1972, he became Trongsa *Poenlop* and was directly awarded the yellow scarf by His Majesty. His Majesty the Third Druk Gyalpo passed away on July 21, 1972 in Kenya, South Africa and a very profound and sacred responsibility suddenly fell upon the young Crown Prince.

### Competency

- Discuss the contributions of the Fourth Druk Gyalpo Jigme Singye Wangchuck as the crown prince, how he surmounted the challenges, how he compromised his youth to assume the mantle of leadership at a young age and empathise the monarch for his maturity, determination, and vision. Learners generate a greater sense of appreciation for his contributions as well as the historical events.

### Learning Objective

- Elucidate the contributions of Druk Gyalpo Jigme Singye Wangchuck as the Crown Prince.

### Learning Experience

- Teacher provides relevant reading materials on the topic to the Learners in advance. (Refer A History of Bhutan, Course Book for Class VIII, p.g., 69, A History of Bhutan, Course Book for Class X, p.g., 63, and The Leadership of the Wise, p.g., 93-94).
- The materials can cover the following areas:
  - ✓ Assumption of the responsibility of Chairman of the Planning commission 1971
  - ✓ Assumption of the responsibility of Trongsa Poenlop in 1972.
  - ✓ Assumption of the reins of the Government in 1972.
  - ✓ Encourage them to take notes or annotate the reading materials as a preparation for the seminar.
- Assign a discussion question to the Learners in the inner circle.

- After the discussion, each of the inner circle members presents their discussions to a partner in the outer circle who listens and records in the form of notes as per the speaker (Refer annexure for reflective peer-assessment prompts).
- Teacher randomly assesses the notes recorded by the outer circle Learners in the process of the seminar and provides feedback.
- Teacher regulates the switching of the roles with the change of the questions.  
Note: Questions progress from lower-order to higher-order thinking levels.  
OR
- In case of remote teaching, discussion boards can be created using digital tools such as Google Jam board or Google doc to execute the seminar online.

### Assessment

- Assess learners' short personal reflection on the importance of being a responsible youth, in the society, in relation to the responsibilities shouldered by the Druk Gyalpo Jigme Singye Wangchuck as the Crown Prince, using a set of criteria.

### Resources

- Royal Education Council, A History of Bhutan, Course Book for Class VIII, 2019.
- Royal Education Council, A History of Bhutan, Course Book for Class X, 2019.
- Karma Ura, Leadership of the Wise, Kings of Bhutan, 2010:  
[http://www.bhutanstudies.org.bt/wp-content/uploads/2017/07/Second-Edition\\_Leadership-ilovepdf-compressed-min.pdf](http://www.bhutanstudies.org.bt/wp-content/uploads/2017/07/Second-Edition_Leadership-ilovepdf-compressed-min.pdf)

### Sample prompts (Adapted from minds-in-bloom.com)

#### Prompts for Outer Circle Recorders

- Do the speakers present correct points? (Within the scope of the question)
- Do the speakers offer evidence in support of their points?
- Do the speakers acknowledge others before presenting their own views?

#### Prompts for Inner Circle Discussers

- Where in the material/text does it show \_\_\_\_\_?
- Is this what you meant when you said \_\_\_\_\_?
- What do you think the author/ text is intending to convey the message?

### **Topic 3: Fourth Druk Gyalpo Jigme Singye Wangchuck as a selfless leader— Bodhisattva King**

His Majesty the Fourth Druk Gyalpo was a great leader in modern time. His visionary leadership, realistic development strategies, compassionate heart, selfless leadership and humble nature where his subjects' welfare occupied the place above his own welfare have made him an Enlightened and Selfless King-The Bodhisattva King. Founding of Gross National Happiness (GNH) in early 1980s, promulgation of the Constitution of Bhutan, safe guarding of the national sovereignty, the establishment of friendly diplomatic relationships with many countries and to the establishment of institution of democracy in 2008, are the unforgettable contributions and the qualities of a Bodhisattva King. His Majesty guided and steered Bhutan through a glorious reign of 34 years, making it the "Golden Era" in the history Bhutan.

#### **Competency**

- Explain and honour fourth Druk Gyalpo Jigme Singye Wangchuck as the ultimate symbol of unity and sovereignty. It will help to admire, empathise and develop loyalty.
- Discuss the contributions of the Fourth Druk Gyalpo Jigme Singye Wangchuck and empathise monarch for his selfless contributions and pay greater sense of respect for the historical events.
- Discuss the reforms of the Druk Gyalpo Jigme Singye Wangchuck and critically analyse the historical events towards the establishment of vibrant democracy in Bhutan.

#### **Learning Objective**

- Explain the attributes of a Bodhisattva King in reference to the Fourth Druk Gyalpo.
- Discuss King Jigme Singye Wangchuck as a selfless leader— Bodhisattva King with reference to:
  - i. the founding of GNH,
  - ii. initiation of decentralisation,
  - iii. drafting of the constitution,
  - iv. selfless leadership of 2003,
  - v. selfless leadership of 2006, and
  - vi. institution of democracy.

#### **Learning Experience**

- Learners are prompted to go around and select a topic (student agency) assigned at different corners and brainstorm what they know. The topics or corners are as follows:
  - i. The founding of GNH (Refer an Article titled, 'Gross National Happiness', 'An Introduction to GNH', and The History of Bhutan, 595 – 599)
  - ii. Initiation of decentralisation (Refer, The Constitution of Bhutan— Principles and Philosophies, p.g.,16 – 18, A History of Bhutan, Course Book for Class X, p.g., 73)
  - iii. Drafting of the constitution (Refer, The Constitution of Bhutan— Principles and Philosophies, p.g.,19 – 25, Bhutan Civics, Classes IX and X, A Course Book, p.g.,4 – 5)
  - iv. Selfless leadership of 2003 (Refer, Bold Bhutan Beckons, p.g., 147-182)
  - v. Selfless leadership of 2006 (Refer, Portrait of a Leader, p.g.,128 – 135)

- vi. Institution of democracy (Refer, The Bodhisattva King, p.g., 150 – 154)
- Learners present and note down what they know about the topic, taking turns, to activate prior knowledge.
- Teacher assists the Learners in groups to construct concept maps on their topic referring to the resources specified above, as well as any other relevant materials.
- Learners draft and redraft the concept map incorporating the teacher's feedback.
- The finalised concept map is presented through a Gallery Walk. During the gallery walk Learners present their doubts in the form of questions, in the designated doubt parking area.
- Groups sit together and prepare answers for the doubts asked by the other groups and present the answers to the whole class.

Note: In case of remote learning, collaborative digital tools such as Google Jam board may be used to execute the lesson. Both concept mapping and gallery walk-in groups can be carried out on Google Jam board or a Google doc.

### Assessment

- Assess learners' concept map, using a rubric interpreting the initiatives of Fourth Druk Gyalpo Jigme Singye Wangchuck as the Bodhisattva King.

### Resources

- Royal Education Council, A History of Bhutan, Course Book for Class X, 2019.
- Royal Education Council, Bhutan Civics, Classes IX and X, A Course Book, 2018.
- Karma Phuntsho (Dr.), The History of Bhutan, 2013.
- Gross National Happiness: [https://www.mfa.gov.bt/pmbny/?page\\_id=166](https://www.mfa.gov.bt/pmbny/?page_id=166)
- An Introduction to GNH (Gross National Happiness): <https://www.schumachercollege.org.uk/learning-resources/an-introduction-to-gnh-gross-national-happiness>
- Lyonpo Sonam Tobgye, The Constitution of Bhutan-Principles and Philosophies, 2008: <http://www.judiciary.gov.bt/education/constitutionphilosophies.pdf>
- Mieko Nishimizu, Portrait of a Leader—Through the Looking-Glass of His Majesty's Decrees, 2008.
- Tim Fischer and Tshering Tashi, From Jesuits to Jetsetters - BOLD BHUTAN BECKONS - Inhaling Gross National Happiness, 2009.
- Tshering Tashi and Thierry Mathou, The Bodhisattva king: His Majesty Jigme Singye Wangchuck of Bhutan.

## Topic 4: The contributions of Their Majesties the Queen Mothers.

Historical accounts tell that the Queen Mothers of Bhutan made it their responsibilities to serve the country. Queen Mothers made it their mandates to offer their services in different fields. Similarly, Their Majesties the Queen Mothers play crucial roles in different areas and continue to contribute immensely in Bhutan's development.

### Competency

- Explain and honour fourth Druk Gyalpo Jigme Singye Wangchuck as the ultimate symbol of unity and sovereignty to admire, empathise and develop loyalty.

- Discuss the contributions of the Fourth Druk Gyalpo Jigme Singye Wangchuck and empathise monarch for his selfless contributions and pay greater sense of respect for the historical events.
- Discuss the reforms of the Druk Gyalpo Jigme Singye Wangchuck and critically analyse the historical events towards the establishment of vibrant democracy in Bhutan.

### **Learning Objectives**

- Discuss Queen Mother Azhi Dorji Wangmo Wangchuck as a Champion of Poverty Alleviation.
- Discuss Queen Mother Azhi Tshering Pem Wangchuck as a Champion of Youth Wellbeing.
- Discuss Queen Mother Azhi Tshering Yangdon Wangchuck as a Dharma Patron.
- Discuss Queen Mother Azhi Sangay Choden Wangchuck as a Champion of Women's Empowerment.

### **Learning Experience**

K: Teacher activates the Learners' prior knowledge on Queen Mother Azhi Dorji Wangmo Wangchuck, Queen Mother Azhi Tshering Pem Wangchuck, Queen Mother Azhi Tshering Yangdon Wangchuck and Queen Mother Azhi Sangay Choden Wangchuck.

- Learners list the points on the first column of the worksheet (Refer annexure for sample KWL format).
- Teacher creates four groups and assigns the task.

Group I- Queen Mother Azhi Dorji Wangmo Wangchuck: Champion of Poverty Alleviation.

Group II- Queen Mother Azhi Tshering Pem Wangchuck: Champion of Youth Wellbeing.

Group III- Queen Mother Azhi Tshering Yangdon Wangchuck: Dharma Patron.

Group IV- Queen Mother Azhi Sangay Choden Wangchuck: Champion of Women's Empowerment.

W: Learners discuss in the group on what they want to know about the assigned topics, and write in the second column of the worksheet.

- Teacher provides materials (Refer Bhutan History, Civics and Citizenship Education (Draft) Class X, Chapter One).

L: One member from each group share what they have written on the third column of the worksheet.

- Teacher facilitates the discussion and encourages Learners to add new points.

### **Assessment**

- Discuss the contributions of Their Majesties the Queen Mothers and empathise their selfless contributions and pay greater sense of respect for the historical events.

### **Resources**

- Royal Education Council, Bhutan History, Civics and Citizenship Education (Draft) Class X, 2021.



## Chapter 2: Monarchy: An era of Stability and Reforms

### Druk Gyalpo Jigme Khesar Namgyel Wangchuck

#### Topic 1: The early life of Druk Gyalpo Jigme Khesar Namgyel Wangchuck.

The Druk Gyalpo Jigme Khesar Namgyel Wangchuck was born on February 21, 1980, to the Fourth Druk Gyalpo Jigme Singye Wangchuck, and Her Majesty Queen Mother Azhi Tshering Yangdon Wangchuck. Druk Gyalpo's preparations to assume responsibilities as The Druk Gyalpo began at a very young age. By attending schools at home and then abroad, the young Crown Prince imbibed national and international knowledge.

At a very young age, the Druk Gyalpo became the Chief Patron of the Scouts Association of Bhutan, playing a public role in giving direction to the youth of Bhutan. In the capacity of Crown Prince, The Druk Gyalpo attended several public functions and spoke at the events. He participated in important events such as the National Day celebrations and the reviews of national plans and policies. He addressed the United Nations General Assembly and represented Bhutan in countries such as Thailand and India. In 2004, His Royal Highness became the *Chhoetse Poenlop* and was actively involved in the consultation of draft Constitution with the people of Bhutan in 2005.

#### Competency

- Discuss the early life of His Majesty the Druk Gyalpo's ordinary grooming as a common citizen to empathise and appreciate His Majesty's early life experiences.

#### Learning Objectives

- Explain the early life of Druk Gyalpo Jigme Khesar Namgyel Wangchuck.
- Discuss the grooming of Druk Gyalpo Jigme Khesar Namgyel Wangchuck to kingship.

#### Learning Experience

- Teacher provides reading materials on the early life of Druk Gyalpo Jigme Khesar Namgyel Wangchuck in advance. (Refer The Wangchuck Dynasty – 100 Years of Enlightened Monarchy, p.g., 140– 144, Leadership of the Wise Kings of Bhutan, p.g., 131 – 140).
- Teacher initiates 'Give one, Get one'.
- Learners divide a sheet of paper into two vertical columns. Label the left side "Give One" and the right side "Get One."
- Learners list all the facts they know about the early life of Druk Gyalpo Jigme Khesar Namgyel Wangchuck on the left side.
- Learners share finding partners and write down new facts on their sheet.
- Teacher collects all the facts and supplements.
- Teacher initiates Panel discussion (Learners are informed in advance that panel members will be selected randomly for each discussion question).
- The teacher frames, in advance, relevant questions for discussion regarding the grooming of Druk Gyalpo Jigme Khesar Namgyel Wangchuck to the kingship.
- Executes panel discussion with selection of a new set of panel members for every discussion question. (Teacher may also assign the discussion questions with the reading material). He studied in different institutions that varied socially, culturally,

economically and politically. The mixture of this educational environment enabled the Druk Gyalpo to imbibe and acquire a wide knowledge of the world and Bhutan.

### **Assessment**

- Assess student's cartoon strip narrative on grooming of His Majesty Druk Gyalpo Jigme Khesar Namgyel Wangchuck using a set of criteria.

### **Resources**

- Lham Dorji, The Wangchuck Dynasty – 100 years of Enlightened Monarchy, 2008.
- Leadership of Wise Kings of Bhutan: [http://www.bhutanstudies.org.bt/wp-content/uploads/2017/07/Second-Edition\\_Leadership-ilovepdf-compressed-min.pdf](http://www.bhutanstudies.org.bt/wp-content/uploads/2017/07/Second-Edition_Leadership-ilovepdf-compressed-min.pdf)

## **Topic 2: The Coronation and the Royal Wedding of Druk Gyalpo Jigme Khesar Namgyel Wangchuck.**

The Coronation of His Majesty Jigme Khesar Namgyel Wangchuck consists of three stages. On November 1, 2008, His Majesty received the Dhar Kha Nga from His Holiness the Je Khenpo, Trulku Jigme Chhoeda within the sacred Machen of Punakha Dzong. This was followed by the ceremony on November 6, 2008, where His Majesty received the Raven Crown inside the Throne Room of Tashichhoedzong. Finally, on November 7, 2008, His Majesty celebrated with the people at Changlimithang, where His Majesty delivered the coronation address.

The Royal wedding took place on October 13, 2011 in Punakha Dzong. The auspicious event showcased Bhutan's culture, beginning from Her Majesty taking blessings from the Fourth Druk Gyalpo and His Holiness the Je Khenpo. Following tradition, His Majesty the Druk Gyalpo received the Crown of the Druk Gyaltsuen (Queen) from the most sacred Machen temple of the Dzong and bestowed it on Her Majesty. This was the formal proclamation that the Kingdom of Bhutan now has a Gyaltsuen.

### **Competency**

- Discuss the sacred age-old traditions and cultural ceremonies, such as the Coronation of His Majesty the Druk Gyalpo, and the Royal Wedding to imbibe cultural values and its significance in their lives.

### **Learning Objectives**

- Describe the coronation of Druk Gyalpo Jigme Khesar Namgyel Wangchuck.
- Describe the Royal Wedding of Druk Gyalpo Jigme Khesar Namgyel Wangchuck.
- Elucidate the significance of a royal walk.

### **Learning Experience**

- The teacher facilitates YouTube video screening on the Coronation, and Royal Wedding of His Majesty the Druk Gyalpo Jigme Khesar Namgyel Wangchuck as a prelude to the lesson. (Refer YouTube videos titled, 'Bhutan Coronation', and 'Bhutan's Royal Wedding Highlights').
- The teacher selects some relevant newspaper articles (Bhutanese) or any other articles covering the historic events of the coronation and the Royal Wedding of His Majesty the Druk Gyalpo Jigme Khesar Namgyel Wangchuck. (Refer the articles titled, '...important Elements of the Coronation?' in Leadership of the Wise Kings of

Bhutan, p.g., 146 – 147, ‘The Royal Matrimony, The Queen is Crowned’, and ‘The Royal Wedding...’)

- Learners in groups analyse the articles by transferring essential facts using the 5W1H-question prompters: Who, What, When, Where, Why, and How. (Learners are encouraged to form relevant questions using 5W1H question prompters)
- Learners in groups deliberate and transfer the essential facts onto a chart, from the readings, for both these historic events.
- Learners present the work to the class for discussion and validation.
- Teacher initiates discussion in reference to the Article 2, section (3a), of the Constitution of Bhutan for the historic significance of the Royal Wedding or ‘Tashi Ngasoel’. Likewise, Article 2, Section 4 for the Historic Significance of receiving Dar from the Machhen of Zhabdrung Ngawang Namgyal at Punakha Dzong, and Article 2, Section 5 for the Oath of Allegiance to the Druk Gyalpo.

### Assessment

- Assess student-crafted programme list (group work) for His Majesty the Druk Gyalpo’s:  
a) Coronation, and b) Tashi Ngasoel, on the comprehensiveness, and correct sequence of events using a rubric.

### Resources

- Bhutan Coronation: <https://www.youtube.com/watch?v=6Ya4-0F2Zqo>
- Bhutan's Royal Wedding Highlights:  
<https://www.youtube.com/watch?v=56ZUnwrv00E>
- Leadership of Wise Kings of Bhutan: [http://www.bhutanstudies.org.bt/wp-content/uploads/2017/07/Second-Edition\\_Leadership-ilovepdf-compressed-min.pdf](http://www.bhutanstudies.org.bt/wp-content/uploads/2017/07/Second-Edition_Leadership-ilovepdf-compressed-min.pdf)
- The Constitution of Bhutan – Principles and Philosophies:  
<http://www.judiciary.gov.bt/education/constitutionphilosophies.pdf>
- The Royal Wedding on 13th October 2011:  
[http://www.raon.ch/pages/bt/rfam/bt\\_gyalpo05060400.html](http://www.raon.ch/pages/bt/rfam/bt_gyalpo05060400.html)
- The Royal Matrimony, The Queen is Crowned: <http://www.bbs.bt/news/?p=6691>

## Topic 3: Druk Gyalpo Jigme Khesar Namgyel Wangchuck as the People’s King.

The coronation address to the nation in 2008 describes the way in which His Majesty continues to steer the country ahead as the Head of State. On November 7, 2008, His Majesty celebrated with the people at Changlimithang, where His Majesty delivered the most profound, brilliant and heartfelt coronation speech that laid the cornerstones of His Majesty’s reign. One of the highlights from the speech that depicts our Druk Gyalpo as People’s King, which touched the Bhutanese from all walks of life, is the following:

*“Throughout my reign I will never rule you as a King. I will protect you as a parent, care for you as a brother and serve you as a son. I shall give you everything and keep nothing; I shall live such a life as a good human being that you may find it worthy to serve as an example for*

*your children; I have no personal goals other than to fulfill your hopes and aspirations. I shall always serve you, day and night, in the spirit of kindness, justice and equality.”*

The Druk Gyalpo has put people at the center of all policies and activities. Lodging his aspirations with the interests and needs of the people, every moment of His Majesty, starting from simple daily tasks are being devoted towards fulfillment of his people’s ultimate aspirations. His Majesty assures that the voices of the people are heard. His Majesty personally interacts with the people to unravel the difficulties that plague them. His Majesty is fondly known as the People’s King. His Majesty earned this, through his noble deeds, anchored on love, compassion and concern for the people.

### **Competencies**

- Discuss the contributions of His Majesty The Druk Gyalpo to empathise the monarch for his selfless contributions and pay greater sense of respect for the historical events.
- Discuss His Majesty The Druk Gyalpo as the ultimate symbol of unity and sovereignty to admire, empathise, develop loyalty and love to emulate him.
- Discuss the reforms of His Majesty The Druk Gyalpo and critically analyse the historical events towards establishment of vibrant democracy in Bhutan.

### **Learning Objectives**

- Discuss His Majesty The Druk Gyalpo Jigme Khesar Namgyel Wangchuck as the People’s King with reference to:
  - i. Safeguarding national security.
  - ii. Democratic consolidation.
  - iii. Economic initiatives.
  - iv. Social initiatives.
  - v. Other initiatives.

### **Learning Experience**

- According to the instructional time allotted to the chapter, the teacher plans and charts the topics as per the objectives and delimits the scope of each topic by listing relevant sub-topics. (Refer Annexure for delimitation of scope)
- Teacher assigns a series of topics with regulated intervals between each and directs Learners to multimedia materials (websites, videos, articles) for online and out-of-the classroom learning.
- Learners make notes by reading relevant materials.
- In the class Learners prepare interactive notebooks with teacher scaffolding.
- Teacher monitors the progress of Learners and provides feedback. (Differentiated learning to be encouraged as student progress would differ)
- Learners organise the information that they gathered as well as the ones provided by the teacher (notes, discussions, snippets of speeches, handouts, etc.) on the left side of the notebook. On the right side, Learners personalise the same information in a creative way (information foldable, drawings, sketches, cartoons, mind maps, maps, buzzwords, fact files, etc.) and also leave a designated space for teacher feedback. (Refer Annexure for a sample outline)
- Teacher initiates discussion employing question and answer to summarise the topic and draw out the essence of Druk Gyalpo Jigme Khesar Namgyel Wangchuck as the People’s King

OR

- In case of remote teaching, the lesson can be executed using a thematic PowerPoint presentation by the Learners through online conferencing platforms.

### **Assessment**

- Assess learners' thematic digital photo-story on His Majesty The Druk Gyalpo Jigme Khesar Namgyel Wangchuck as the People's King, using a rubric.

### **Resources**

- Royal Kashos on civil service and education: <https://kuenselonline.com/royal-kashos-on-civil-service-and-education/>
- Ugyen Tenzin, Bhutan's Crowning Glory – The journey of a King and His People in the last ten years, 2017.

#### **Delimitation of relevant sub-topics:**

##### **i. Safeguarding the national security**

- Indo-Bhutan Friendship Treaty – 2007 (Refer Bhutan's Crowning Glory, p.g., 119 – 125)
- De-suung – Guardians of Peace and Harmony (Refer Bhutan's Crowning Glory, p.g., 75 – 76)
- Royal Institute for Governance and Strategic Studies (RIGGS) (Refer Bhutan's Crowning Glory, p.g., 117 – 118)

##### **ii. Democratic consolidation**

- Public Consultation of the Draft Constitution (Refer, The Constitution of Bhutan – Principles and Philosophies, p.g., 46)
- Anti-Corruption Commission Act - 2011 (Refer Bhutan's Crowning Glory, p.g., 98 – 99)
- Election Commission of Bhutan (Refer Bhutan's Crowning Glory, p.g., 100 – 101)
- Judiciary – Royal Law Project (RLP), Bhutan National Legal Institute (BNLI), Royal Institute of Law (RIL), Law Library, Jigme Singye Wangchuck School of Law (Refer Bhutan's Crowning Glory, p.g., 102 – 107)
- Historic Local Government Election of 2011 (Refer Bhutan's Crowning Glory, p.g., 115 – 116)
- Bhutan Media Foundation – 2010 (Refer Bhutan's Crowning Glory, p.g., 116 – 117)

##### **iii. Economic initiatives**

- Druk Holdings and Investments – DHI (Refer Bhutan's Crowning Glory, p.g., 27 – 30)
- Natural Resources Development Corporation Limited – NRDC (Refer Bhutan's Crowning Glory, p.g., 31)
- National Cadastral Survey (Refer Bhutan's Crowning Glory, p.g., 32 – 33)

##### **iv. Social initiatives**

- National Rehabilitation Program – NRP (Refer Bhutan's Crowning Glory, p.g., 36 – 39)
- Royal Education Council (Refer Bhutan's Crowning Glory, p.g., 41 – 42)
- Royal Kashos on civil service and education (Refer article titled Royal Kashos on civil service and education)

**v. Other initiatives**

- Royal Society for Protection of Nature (Refer Bhutan's Crowning Glory, p.g., 36 – 39)
- Diplomatic Relations (Refer Bhutan's Crowning Glory, p.g., 128– 137)

## **Topic 4: Her Majesty Gyaltsuen Jetsun Pema Wangchuck as Patron of the Environment**

Her Majesty Gyaltsuen Jetsun Pema Wangchuck is actively involved in various programmes that positively impact the lives of people and complements endeavors of the government in achieving significant national goals. One of the significant areas where Her Majesty continues to guide and inspire is the environment. As Royal Patron of the Environment, Her Majesty works closely with the National Environment Commission, Royal Society for Protection of Nature, Clean Bhutan and other government and nongovernment agencies on environment aspects. Her Majesty's commitment and tireless support as the Royal Patron of Environment reinforces Bhutan's cause for environment protection. Her Majesty is also an Honorary Member of the WWF-US Board of Directors.

### **Competency**

- Discuss Her Majesty Gyaltsuen The Jetsun Pema Wangchuck as an advocate for environmental conservation to admire, empathise, develop loyalty and love to emulate her.

### **Learning Objective**

- Discuss Her Majesty The Gyaltsuen Jetsun Pema Wangchuck as an advocate for environmental conservation.

### **Learning Experience**

- Teacher introduces the lesson through PPT to give a visual idea to the Learners. (Refer the source titled 'Champion of Social Causes')
- Teacher divides the Learners into groups.
- Learners in respective groups find out the initiatives/contributions of Her Majesty The Gyaltsuen Jetsun Pema Wangchuck as: (Refer Bhutan History, Civics and Citizenship Education, Class X (Draft), Chapter Two)

Group I: Royal Patron, Royal Society for Protection of Nature.

Group II: Royal Patron, Clean Bhutan.

Group III: Royal Patron, National Environment Commission.

Group IV: United Nations Environment Program (UNEP) Ozone Ambassador.

Group V: Board of Directors, World Wide Fund for Nature (WWF)

- Teacher facilitates the group activity.
- One presenter from each group will present their findings.
- Teacher validates their findings.

### **Reflective Questions**

- Outline a few practical actions that you may take up to make your village a "Zero Waste Society" as envisioned by Her Majesty Gyaltsuen Jetsun Pema Wangchuck.

**Assessment**

- Assess student's short poem in honour of Her Majesty The Gyaltsuen Jetsun Pema Wangchuck, using a rubric.

**Resources**

- Champion of Social Causes: <https://jetsun.org/her-majesty-the-queen/champion-of-social-causes/>
- Royal Education Council, Bhutan History, Civics and Citizenship Education, Class X (Draft), 2021).

**Topic 5: The significance of the birth of Gyalsey Jigme Namgyel Wangchuck**

Gyalsey Jigme Namgyel Wangchuck was born on February 5, 2016 when the country was in a festive mood for Losar (Lunar New Year). The Nation celebrated the first child of His Majesty the Druk Gyalpo and Her Majesty the Gyaltsuen. The birth of His Royal Highness is a significant moment in the history of Bhutan.

**Competency**

- Explain the birth of Gyalsey Jigme Namgyel Wangchuck to inspire, honour the successive Druk Gyalpos and their sacrifices.

**Learning Objective**

- Explain the significance of the birth of Gyalsey Jigme Namgyel Wangchuck.

**Learning Experience**

- Teacher plays the song 'Tendrel Zangso ... - rejoicing the birth of Gyalsey Jigme Namgyel Wangchuck', to introduce the lesson (Teacher invites all the Learners to sing).
- Learners read a selected reading material on the birth of His Highness Gyalsey Jigme Namgyel Wangchuck (Refer Kuensel article titled - Significance of the Birth of The Prince His Royal Highness Gyalsey Jigme Namgyel Wangchuck).
- Learners are divided into groups of four.
- Learners are oriented on the procedure of Reciprocal Teaching. The roles are defined as follows:
- 1st member: initiates prediction by surveying the title, the subtopics and key words.
- 2nd member: initiates reading to find out more.
- 3rd member: initiates clarification on tricky words, phrases and ideas and seeks teacher scaffolding.
- 4th member: initiates summarization of the topic.
- The members take turns to record their discussion on a worksheet. (Refer annexure for sample worksheet)
- Teacher facilitates class discussion using questioning techniques.

**Assessment**

- Assess learners' felicitations on the significance of the birth of Gyalsey Jigme Namgyel Wangchuck, using a set of criteria.

## Resources

- Significance of the Birth of The Prince His Royal Highness Gyalsey Jigme Namgyel Wangchuck: <https://kuenselonline.com/significance-of-the-birth-of-the-prince-his-royal-highness-gyalsey-jigme-namgyel-wangchuck/>

## Sample worksheet

### Cooperative Reading Square

<b>Prediction</b>	<b>Read</b>
<b>Clarification, Questioning and Discussion</b>	<b>Summarization</b>



## Chapter 3: Zhabdrung Ngawang Namgyal – The Architect of the Nation State.

### Topic 1: The concept of Choe-sid System

Zhabdrung Ngawang Namgyal proclaimed as the supreme ruler of the state of Drukpa and became the holder of both religious and secular power of the state he would build. He then gradually instituted a system of religious and political affairs, the dual system also known as the *Choe-sid* which refers to the duality of spiritual and secular affairs.

#### Competency

- Explain *Choe-sid* system to impart the knowledge of religious and secular affairs and adapt to the view that it co-exists harmoniously.

#### Learning Objective

- Explain the *Choe-sid* System established by Zhabdrung Ngawang Namgyal.

#### Learning Experience

- Teacher introduces the lesson by explaining the concept of the *Choe-sid* System established by Zhabdrung Ngawang Namgyal in Bhutan.
- Learners, in groups, read the materials and draw an organogram of the *Choe-sid* system established by Zhabdrung Ngawang Namgyal through a tree map. (Refer A History of Bhutan, A Supplementary Text for Class XII, p.g., 3-5, A History of Bhutan Course Book for Class IX, p.g., 60-61 and History of Bhutan, p.g., 258-259).
- Teacher facilitates Learners' presentation and summarises the lesson highlighting on key points.

#### Assessment

- Assess learners' one paragraph critique on *Choe-sid* System established by Zhabdrung Ngawang Namgyal, using a set of criteria.

#### Resources

- Royal Education Council, A History of Bhutan, A Supplementary Text for Class XII, 2019.
- Royal Education Council, A History of Bhutan Course book for Class IX, 2019.
- Karma Phuntsho (Dr), The History of Bhutan, 2013.

### Topic 2: The first set of laws by Zhabdrung and the significance of the laws.

*Ka-thrim*, the law of order is the first set of law Zhabdrung codified through his decree. It was based on the six great command of laws enforced by Dharma King Songtsen Gampo in Tibet. Later a more formalised law was promoted in written, drawn from Zhabdrung's edict by 10th Je Khenpo Tenzin Chogyal in 1729 on the order of the 9<sup>th</sup> *Druk Desi* Mipham Wangpo.

#### Competency

- Describe Zhabdrung Ngawang Namgyal's codification of law and analyse its significance as his legacy and promote social cohesion.

### Learning Objectives

- Trace the origin of the first set of laws promulgated by Zhabdrung Ngawang Namgyal.
- Explain the significance of the laws codified by Zhabdrung Ngawang Namgyal.
- Discuss the legacy of Zhabdrung's Code of Law.

### Learning Experience

- Phase I: Teacher defines the concept of the '*Ka-thrim*' and states the importance of the establishment of the law during the times of Zhabdrung Ngawang Namgyal in Bhutan.
- Phases II: Teacher provides an example of *Ka-thrim* codified by Zhabdrung Ngawang Namgyal through a bubble map.
- Phase III: Learners provide examples of Ka-thrim by reading the materials provided. (Refer A History of Bhutan A Supplementary Text for Class XII, p.g., 5-6 and A History of Bhutan Course Book for Class IX, p.g., 59-60)
- Phase IV: Teacher sums up the lesson by assigning the task to present the significance of the Ka-thrim through a bubble map.
- Phase V: Teacher asks Learners to give more examples of the unique national identities created by Zhabdrung in Bhutan.
- Teacher facilitates the discussions.
- Teacher summarises the lesson highlighting the key points.

### Assessment

- Assess learners' poster design/sketch on the implications on modern Bhutan, had Zhabdrung not codified the laws, using a checklist.

### Resources

- Royal Education Council, A History of Bhutan, A Supplementary Text for Class XII, 2019.
- Royal Education Council, A History of Bhutan Course book for Class IX, 2019.

## Topic 3: Legacy of Zhabdrung's unique national identity.

Zhabdrung Ngawang Namgyal realised Tibet would remain the biggest threat to Bhutan's sovereignty as well as to the Drukpa Kagyu school. The threat would be either in the form of military intrusion or religious and cultural dominance. It was this that prompted the Zhabdrung to create for Bhutan customs, traditions, dress, ceremonies and rituals which reflected the Bhutanese characters as distinct from anywhere else. These creations of unique national identity have a direct bearing on Bhutanese social and cultural life.

### Competency

- Discuss the legacy of Zhabdrung's unique national identity to promote social cohesion, unity and a sense of pride.

### **Learning Objective**

- Explain 'national identity'.
- Explain the factors leading to the creation of national identity by Zhabdrung Ngawang Namgyal.
- Analyse the legacy of Zhabdrung's unique national identity.

### **Learning Experience**

- Teacher selects a piece of art, photograph, video clip, or other piece of visual media on Bhutanese customs, traditions, dress, festivals, and ceremonies.
- Lead Learners through analysis to understand the meaning of national identity, by displaying or showing images or videos.
- Teacher poses the following three questions. Pause after each question to give Learners time to reflect.
  - i. What do you see? What details stand out? (At this stage, elicit observations, not interpretations)
  - ii. What do you think is going on? What makes you say that?
  - iii. What does this make you wonder? What broader questions does this image/video raise for you?
- After posing each question, the teacher might ask Learners to simply respond in their notebooks, or use the Think, Pair, Share strategy to provide the opportunity for brief paired and whole-class discussions.
- Link Learners' discussion to the factors leading to the creation of national identity by Zhabdrung Ngawang Namgyal and highlight Zhabdrung's legacy. (Refer A History of Bhutan, A Supplementary Text for Class XII, p.g., 6, and A History of Bhutan Course book for Class IX, p.g., 59).

### **Assessment**

- Assess Learners pencil sketch, using a rubric, on the significance of national identity in the contemporary times.

### **Resources**

- Royal Education Council, A History of Bhutan, A Supplementary Text for Class XII, 2019.
- Royal Education Council, A History of Bhutan Course book for Class IX, 2021.

## **Chapter 4: Bhutan and British India: Bhutan's Relations with Her Immediate Foreign Neighbour.**

### **Topic 1: The relationship between the leaders of British India and Druk Desis.**

Historically, Bhutan came in contact with British India in 18<sup>th</sup> century as a cause of Cooch Behar, a kingdom in present India. Prior to this contact Cooch Behar was a protectorate of Bhutan and had a mutual relationship. As such Bhutan had no political relation with British. Bhutan was soon to be brought into extensive contacts with British which led to unprecedented development in the country's history. These extensive contacts were realised by several Desis including Jigme Singye, Sonam Lhendup (Zhidar), Jigme Namgyal and Ugyen Wangchuck.

#### **Competency**

- Discuss the relationship between the leaders of British India and Bhutan and interpret historical events and share different perspectives.

#### **Learning Objective**

- Interpret the relationship between the leaders of British India and Desi Jigme Singye, Zhidar, Jigme Namgyal, and Ugyen Wangchuck.

#### **Learning Experience**

- Teacher provides a KWL chart to the Learners after introducing the topic.
- Learners are divided into four groups and choose a personality each (Desi Jigme Singye, Zhidar, Jigme Namgyal, and Ugyen Wangchuck).
- Learners, in respective groups, discuss the relation between Bhutan and British India during their reign (Refer A History of Bhutan, A Course Book for class IX p.g., 75, 78, 86 – 87, 89 and 92 and A History of Bhutan, A Course Book for class X p.g., 9, 12 and 24 – 27).
- Teacher monitors and assists the Learners.
- Learners share their understanding in accordance with their group sequence.
- Teacher validates and evaluates their findings while presenting.
- Learners fill up the third column of the KWL chart.

#### **Assessment**

- Learners are assessed through event analysis between Bhutan and British India using a rubric.

#### **Resources**

- Royal Education Council, A History of Bhutan, A Course Book for class IX, edited 2012.
- Royal Education Council, A History of Bhutan, A Course Book for class X, provisional edition 1996.
- Karma Phuntsho (Dr), The History of Bhutan, 2013.

## **Topic 2: Impact of the Anglo-Bhutanese Treaty, the Treaty of Sinchula and the Treaty of Punakha.**

Bhutan has come in contact with British and having several disputes over border territories, Bhutan and British India had signed atleast three different treaties to settle the differences. The first one was Anglo Bhutanese Treaty signed after the battle of Cooch Behar, the second was the Treaty of Sinchula after the Duar war and the third, Treaty of Punakha was signed after the establishment of hereditary king of Bhutan.

### **Competencies**

- Discuss the treaties to postulate firm knowledge of the past and the impact of these treaties in shaping the present.
- Discuss the bilateral treaties to understand the multiple perspectives of the treaties signed and the outcomes.

### **Learning Objective**

- Explain the impact of the Anglo –Bhutanese Treaty of 1774, the Treaty of Sinchula of 1865, and the Treaty of Punakha of 1910.

### **Learning Experience**

- Teacher provides notes on the three treaties to the Learners. (Refer A History of Bhutan Course Book for IX, p.g., 76, 97, 98, Course Book for VIII, p.g., 26,45, and Course Book for VII, p.g., 49)
- Learners use the SWOT Analysis framework to critically analyse the three treaties. (Refer Annexure for an exemplar template that may be provided to the Learners during the activity)
- Engage the learners in groups to study the three treaties by means of SWOT analysis components as listed below:
  - i. Strengths – advantages of the treaty.
  - ii. Weaknesses – disadvantages of the treaty.
  - iii. Opportunities – growing scope as a result of the treaty.
  - iv. Threats – risks posed as a result of the treaty.
- Learners present the analysis to the class.
- Facilitate discussion to bring in inference and perspective consciousness. (Refer notes titled 'British Intrusions, 1772-1907' in the book.

### **Assessment**

- Assign Learners (in groups) to write a letter to the British Government on behalf of the Government of Bhutan after selecting any one of the treaties (each group selects a different treaty), urging the British government to revise certain Articles or conditions, and specifying the reasons thereof. Peer-assess/evaluate the letter for content, staying on point, clarity, accuracy of information and persuasiveness.

### **Resources**

- Royal Education Council, A History of Bhutan, Course Book for Class VII, 2019.
- Royal Education Council, A History of Bhutan, Course Book for Class VIII, 2019.
- Royal Education Council, A History of Bhutan, Course Book for Class VIII, 2019.
- Bhutan: A Country Study: <http://countrystudies.us/bhutan>

### Sample template for SWOT analysis on the Anglo-Bhutanese Treaty 1774.

<b>Strengths</b> Example: Bhutan regained its lost territories.	<b>Weakness</b> Example: British were allowed to fell timbers in the hill forests.
<b>Opportunities</b> Example: Bhutanese were allowed free trade in Rangpur.	<b>Threats</b> Example: British soldiers were allowed to follow the criminals into Bhutanese territories.

## Chapter 5: Civil Society

### Topic 1: Concept of civil society as the third sector

Civil society is often referred to as the 'third sector' or the 'third space', distinct from the government (which is political) and the market or the private sector (which is profit-oriented). There are three sectors within the overarching entity of state: the government, the private sector, and civil society. They are distinct and independent from each other and are considered equally important to society in terms of their contribution to nation building.

Internationally, civil society refers to a wide range of organisations, which include community groups, associations, foundations, charitable organisations, trade unions, faith-based organisations, and independent mass media. However, according to the Civil Society Organisations Act 2007, civil society in Bhutan does not include trade unions, political parties, cooperatives, and religious organisations. In Bhutan, civil society includes informal groups such as community welfare associations and formal organisations registered with the Civil Society Organisations Authority.

#### Competency

- Examine civil society and its characteristics to analyse that the rights go with the responsibilities.

#### Learning Objectives

- Define civil society as the third sector.
- Describe characteristics of civil society as non-profit, voluntary and non-partisan entities.

#### Learning Experience

- Teacher provides a brief introduction to the lesson.
- Learners watch a YouTube video titled, 'Civil Society.'
- Learners watch the YouTube video and answer the questions framed by the teacher prior to the video lesson (Questions must be framed on the second objective of the topic).
- Teacher provides a short essay on 'Civil Society' (Refer the article titled, Civil Society).
- Learners, in groups, make a presentation on 'Civil Society as a third sector.'

### Assessment

- Assess learners' short proposals on civil society they wish to undertake to solve the above (learning experience) identified problem in the communities in their future. Assessment must be based on their understanding of civil society and their fundamental duties to contribute to their society.

### Resources

- Khan Academy, Civil Society:  
[https://www.youtube.com/watch?v=b6\\_YVsuyUEM&t=Nidup Zangpo, Civil Society \(Resource pack\).](https://www.youtube.com/watch?v=b6_YVsuyUEM&t=Nidup Zangpo, Civil Society (Resource pack).)

## Topic 2: Characteristics and emergence of civil society in Bhutan.

The fundamental characteristic of civil society is non-profit and volunteerism. In Bhutan, the CSO Act requires the registered CSOs to be non-profit. It underlines that CSOs 'do not distribute any income or profits to their members, founders, donors, directors or trustees.' Civil society organisations or groups are born out of individual initiatives and interests to serve society. They are voluntarily formed by individuals for the benefit of a group or the larger public. They are largely sustained by a network of volunteers.

Civil society has existed in Bhutan in the form of community self-help mechanisms long before the emergence of organised entities called civil society organisations. However, civil society as the organised third sector started evolving in the early 1970s in the form of voluntary groups. Since the emergence of the formal sector, the members of the Royal Family have played a crucial role as founders or patrons of civil society organisations.

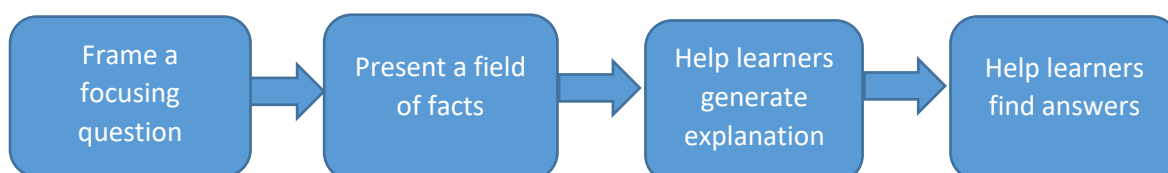
### Competency

- Discuss the emergence of civil society and a self-help mechanism to become helpful and responsible about his/her role in the community, country and the world.

### Learning Objectives

- Explain the emergence of civil society in Bhutan.
- Trace existence of civil society in Bhutan in the form of self-help mechanisms and as a formal organised institution.

### Learning Experience: Thematic Inquiry



- Teacher introduces the lesson and sets thematic inquiry in the form of a question; exploring the emergence of civil society in Bhutan.
- Teacher provides reading materials to Learners titled, Emergence of Civil Society in Bhutan and Bhutanese Context of Civil Society.

- Learners interpret their understanding of the content in the reading materials.
- Learners find out the existence of self-help mechanisms in their locality.

#### **Assessment**

- Assess learners' posters on the topic, "My Society—helping each other" using a set criteria.

#### **Resources**

- Karma Galey, Bhutanese Context of Civil Society (Resource pack).
- Lam Dorji, The Existence of Civil Society in Bhutan (Resource pack).

## **Topic 2: Difference between state and government.**

A state is the biggest entity of a nation and the government is only one element of the state. Major differences between state and government are that the state is permanent while government is temporary, government works on behalf of state. Whole population are the members of a state but few members make a government and sovereignty belongs to the state not the government.

#### **Competency**

- Explain state, government to understand fundamental knowledge and skills to participate in making change in the community.

#### **Objectives**

- Differentiate between State and Government.
- Enumerate the attributes of State.

#### **Learning Experience**

- Introduction: Teacher introduces the lesson with a brief description of State and Government.
- Survey: Learners refer to the handouts provided by the teacher and make notes on State and Government (Refer Bhutan Civics, classes XI and XII, p.g., 2 – 5).
- Instruct: Learners are further instructed to watch a YouTube video titled, "The State".
- Answer: Learners answer the questions provided by the teacher.  
Note: Teacher prepares the question to check the content and the competency.

#### **Assessment**

- Assess student's short essay on differentiating State and Government in context to Bhutan, using a checklist.

#### **Resources**

- Royal Education Council, 2019: Bhutan Civics, Classes XI and XII
- The State: <https://www.youtube.com/watch?v=GtcicQY49AQ>



### **Topic 3: Bhutan as a Sovereign State.**

Article 1, Section 1 of the Constitution of Bhutan states, “Bhutan is a Sovereign Kingdom and the sovereign power belongs to the people of Bhutan”. Bhutan has been a sovereign nation state since 17<sup>th</sup> century when it was founded as a Nation State by Zhabdrung Ngawang Namgyal. It has never been colonised and its sovereignty has been strengthened over centuries despite numerous internal and external threats.

#### **Competency**

- Explain Bhutan as a Sovereign State and the role of Monarch as the Head of State and honour Monarch as the ultimate symbol of unity and sovereignty.

#### **Learning Objective**

- Elucidate Bhutan as a Sovereign State.
- Discuss the role of Monarch as the Head of State.

#### **Learning Experience**

- Learners are oriented with the method of Socratic Seminar.
- Learners are provided necessary reading materials (Refer Bhutan Civics, Classes XI and XII, p.g., 30-32).
- Teacher takes up the role of a moderator initially.
- Learners are given the opportunity to take up the role of moderator.
- Teacher support is withdrawn as Learners become more comfortable in the process.
- Teacher may record the session for debriefing.

#### **Assessment**

- Assess a student's poster on the role of a monarch as the head of a state, using a rubric.

#### **Resources**

- Royal Education Council, Bhutan Civics, Classes XI and XII, 2019.

## Topic 4: Principles of State Policy

The principles of state Policy embodies a set of guidelines for state for policy making, lawmaking, governance and administration of justice. They are the fundamental principles on which the state function. The Principles of State Policy is enshrined in Article 9 of the Constitution of the Kingdom of Bhutan. It contains 23 principles to ‘ensure a good quality of life for the people of Bhutan in a progressive and prosperous country that is committed to peace and amity in the world.’

### Competency.

- Analyse the significance of the Principles of State Policy to deduce the fundamental knowledge in creating a harmonious socio-economic environment.

### Learning Objective

- Write the significance of Principles of State Policy.

### Learning Experience

- Learners carry out research on the topic and prepare short notes. (Refer Bhutan Civics, Classes XI and XII, p.g., 46 and The Constitution of Bhutan—Principles and Philosophies, p.g.,198 – 205).
- Teacher selects a few Learners from the class to carry out the process of elocution in explaining the significance of Principles of State Policy.
- Teacher supplements and provides feedback on the topic.

### Assessment

- Assess student’s 50 words summary on the significance of Principles of State Policy and understanding their fundamental duties.

### Resources

- Royal Education Council, Bhutan Civics, Classes XI and XII, 2019.
- Lyonpo Sonam Tobgye, The Constitution of Bhutan—Principles and Philosophies.

### Chapter 6: Constitution of Bhutan

#### Topic 1: Significance of spiritual heritage and significance of cultural heritage

Article 3 of the Constitution of The Kingdom of Bhutan highlights the significance of the spiritual heritage. The meaning of spiritual heritage could become complex, sensitive, controversial and emotional. However, to understand the concept of spiritual heritage, it is important to understand spiritual and heritage separately. The word 'spiritual' can mean many things such as spirit, soul and belief. However, in context to the Bhutanese constitution, it means a religion or religious belief. Similarly, heritage can be understood from various segments of human traditions and practices- material to non-material and in context to time and space.

The foundation of Bhutanese unity, harmony and sovereignty is culture. Culture defines the sovereignty and identity of Bhutan and its people. Cultural heritage preservation is one of the four pillars of Gross National Happiness, the guiding philosophy of Bhutan's development. The constitution is further founded on the historical, cultural and traditional principles of the Bhutanese people. Article 4 of the Constitution of The Kingdom of Bhutan highlights the significance of the Culture with four sections.

#### Competency

- Discuss the significance of the spiritual and cultural heritage as laid out in the Constitution of the Kingdom Bhutan to instil the values of reverence, sense of respect and shared values to live harmoniously.

#### Learning Objectives

- Assess the importance of spiritual heritage with reference to Article 3 of the Constitution of Bhutan.
- Discuss the significance of cultural heritage as laid out in Article 4.

#### Learning Experience

K: Teacher activates the Learners' prior knowledge on the Articles 3 and 4 of the Constitution of Bhutan and lists the points shared by the Learners on the first column of the worksheet (Refer annexure for sample KWL format).

- Teacher creates groups and assigns the task on Article 3 and 4 of the Constitution of Bhutan.

W: Learners discuss in the group on what they want to know about the assigned article and write on the second column of the worksheet.

- Teacher provides materials (Refer Bhutan Civics Classes IX, p.g., 14, A concise cultural history of Bhutan, p.g., 41 and Constitution of Bhutan-Principles and Philosophies, p.g., 108 – 121).

L: One member from each group shares what they have written on the third column of the worksheet. Teacher facilitates the discussion and encourages Learners to add new points.

### Reflective Questions

- Suggest some ways of preserving cultural and spiritual heritage that can be practiced in your school.
- Why is it essential to preserve and promote cultural and spiritual heritage for Bhutanese?

### Assessment

- Assess learners' advertisement on spiritual and cultural heritage of Bhutan, using a checklist.

### Resources

- Sonam Tobgye (Lyonpo), The Constitution of Bhutan-Principles and Philosophies.
- Royal Education Council, Bhutan Civics classes IX and X, 2019.

### Sample K-W-L format

	K	W	L
	What you KNOW	What you want to KNOW	What you LEARNT
Article 3			
Article 4			

## Topic 2: Article 5: Conservation of Environment

Bhutan is located in the eastern Himalayas which is one of the ten biodiverse regions of the world. Bhutan is home to a diverse ecosystem, ranked among the top ten countries in the world with the highest species density and recognised as a biodiversity hot spot. It also has the highest proportion of land in protected areas, with five national parks, four wildlife sanctuaries, and a nature reserve, covering an area of 16,396.4 km<sup>2</sup> —42.7% of the country. Bhutan also has the highest proportion of forest cover in Asia at 72%.

On the other hand, the rapid modernisation of the country has threatened the rich natural resources. Threats to the pristine environment from multiple angles merit stringent environmental policies and efforts. Understanding these different threats, conservation of the environment has been included as one of the pillars of the Gross National Happiness. Further, Articles (5) of the constitution highlights the significance of the preservation, promotion and protection of the environment.

### Competency

- Discuss the conservation of environment to imbibe the values of reverence for sacred beliefs and sites for harmonious coexistence.

### Learning Objective

- Evaluate the role of Article 5 in conservation of environment.

### Learning Experience: Document Analysis

- Teacher prepares a document analysis form in advance. (Refer Annexure for a sample document analysis form)
- Teacher provides copies of the Article 5 and assists Learners to complete a document analysis form. (Refer the Constitution of the Kingdom of Bhutan for article 5)
- Learners are probed to share their ideas from the document analysis form for discussion.
- Teacher assesses Learners' filled up forms
- Teacher facilitates discussion on the role of Article 5 in conservation of environment. (Refer the Constitution of Bhutan-Principles and Philosophies, Article 5).

### Reflective Question

- How would you as a student and a Bhutanese citizen fulfil the role of a custodian of the environment?

### Assessment

- Assess learners' posters on the theme: 'A student's role in conserving the environment', using a rubric.

### Resources

- Sonam Tobgye (Lyonpo), The Constitution of Bhutan-Principles and Philosophies.
- The Constitution of the Kingdom of Bhutan  
<https://www.nab.gov.bt/assets/templates/images/constitution-of-bhutan-2008.pdf>

### Sample document analysis form

#### Document Analysis Form

Title of the Document: .....

Type of document:.....

Observe its parts.

- a. Who wrote it?
- b. When is it from?
- c. Where is it from?

Try to make sense of it.

- i. What is it talking about?
- ii. What are the main points expressed?
- iii. Quote evidence from the document that tells you this.
- iv. What was happening at the time in history this document was created?

Use it as historical evidence.

- i. What did you find out from this document that you might not learn anywhere else?
- ii. What other documents or historical evidence are you going to use to help you understand this event or topic?
- iii. Write one sentence summarising this document.

(Adapted from [www.facinghistory.org](http://www.facinghistory.org))

## Class X: World History

### Strand: Historiography

## Chapter 1: Medieval Historiography

### Topic 1: Oral History

Oral history is a technique comprising systematic method of inquiry in the study of historical events, places and figures. Oral history is different from oral tradition, fables and gossips. The latter lacks definite process of investigation and verification of the data. In the modern history oral history technique is used for various reasons. The method enables to record stories of unheard people, minorities, commoners and suppressed population.

#### Competency

- Explain oral history as a research-based approach to support in preparing research skills to collect information for analysing the past, based on in the evidences.

#### Learning Objective

- Explain the importance of Oral History.

#### Learning Experience

- Knowledge: Teacher provides a handout on the concept of Oral History and the importance of Oral history (Refer: Introduction to Oral History, p.g., 1 and 2).
- Understand: Learners, in pairs or groups, discuss the concept and importance of Oral History.
- Application: Learners, independently, choose any one importance of oral history and interpret it with an example of local oral history interpreted by their parents.

#### Assessment

- Assess student's one-page local history to check how they infer and develop perspective through the technique of oral history.  
Note: Learners may be asked to interview their parents/grandparents for local history information.

#### Resources

- Baylor University Institute, Introduction to Oral History:  
<https://www.baylor.edu/content/services/document.php/43912.pdf>

## Topic 2: Medieval and Modern Traditions of Historical Writing

Historiography is the study of writing history. The method of writing history evolved through the time from ancient to modern period. Every period has a distinct characteristic of documenting historical phenomena. For instance, medieval historiography is influenced by theological theme emphasising on the role of divine theory and clergy. While modern historiography revived the ancient method of writing history, that is focused on role of man. These two methods differ in their views and use of sources.

### Competencies

- Analyse medieval and modern historiography to understand the diverse interpretations of historiography and also to reflect on careful reading of primary sources.
- Discuss medieval and modern method of writing history to understand different interpretations of the historical perspective of different times and periods.

### Learning Objectives

- Explain the characteristics of Medieval Traditions of Historical Writing.
- Differentiate between Medieval and Modern Traditions of Historical Writing.
- Describe any three methods of medieval and modern historiography.
- Explain how medieval historiography has transited to the modern phase of historiography.
- Identify Medieval and Modern methods used in the writings of history and be inspired to construct knowledge.

### Learning Experience

- Teacher explains the concept of Medieval Historiography and Modern Historiography.
- Learners read the article titled, 'Medieval Historiography' and note the methods used in medieval historiography (Refer the article titled 'Medieval Historiography').
- Learners watch YouTube videos titled, 'Historiography...' and write the concept of modern historiography and their methods (Refer YouTube video titled, 'Historiography...').
- Teacher further explains:
  - a. Methods of medieval and modern historiography.
  - b. Transition of medieval historiography to modern phase of historiography.

### Assessment

- Assess learners' critical analysis, on the methods used by medieval and modern historians and suggest ways to use a few methods in writing local history of Bhutan, using a rubric.

### Resources

- Medieval Historiography: <http://egyankosh.ac.in/bitstream/123456789/44450/1/Unit-8.pdf>
- Historiography: <https://www.youtube.com/watch?v=z1qw3Fdmac0>

## Strand: Evolving Civilisation

### Chapter 2: Indus Valley Civilisation

#### Topic 1: Indus valley civilization, features and decline.

Indus valley civilization is the one of the ancient civilisations and alike any civilization geographical factor played a vital role in flourishing of the civilization. The modern world is to greater extent echoes the social-cultural, economic and political life of Indus valley. Incredible features like city plan, architecture, trade and commerce, arts and crafts were part of Indus. However, the civilisation declined and there are various theories contending on factors responsible for the decline.

#### Competency

- Discuss the emergence of civilisation, socio-cultural features, economic and technological advancement and relate ancient civilizations to humanities and social sciences.
- Analyse the economic and political commonalities and differences among cultures, people, and the environment in the present context.

#### Learning Objectives

- Explain the importance of town planning of Indus valley civilization.
- Describe the importance of geographical locations of different cities of Indus valley civilisation.
- Discuss the socio-cultural features of Indus valley civilisation.
- Identify the economic and technological advancements.
- Compare Indus Valley civilisation with present day and describe the differences.
- Analyse the different reasons for the decline of Indus valley civilisations.

#### Learning Experience

- Teacher plans and charts the following topics according to the instructional time allotted to the chapter:
  - i. Geographical location of the civilisations and its cities.
  - ii. Town planning of Indus valley civilisation.
  - iii. Socio-cultural features.
  - iv. Economic and technological advancement.
  - v. Reasons for the decline of Indus valley civilisation.
- Teacher assigns a topic and directs Learners in groups, to multimedia materials (websites, videos, articles) for online and out-of-the classroom learning (Refer a YouTube video titled, 'Indus River Valley civilisations', online notes titled 'Indus River Valley civilisations', Indian History and World Development since 1945, p.g., 1–10).
- Learners make notes by reading relevant materials and watching videos.
- In the class, Learners prepare display charts with teacher support.
- Teacher monitors the progress of Learners and provides feedback.
- Learners do a topic-wise presentation using the display charts they have prepared. Presentations consist of group input, whole class question and answer, and teacher input and discussion.



**Assessment**

- Assess learners' photo story on Indus valley civilisation, its origin, features and the decline, using a checklist.

**Resources**

- Indus River Valley civilisations: <https://youtu.be/mi9sMazNPxM>
- Indus River Valley civilisations: <https://www.khanacademy.org/humanities/world-history/world-history-beginnings/ancient-india/a/the-indus-river-valley-civilizations>
- Manjistha Bose, Indian History and World Development since 1945, 2000.

### Chapter 3: Age of Exploration.

#### Topic 1: Age of enlightenment and the idea of exploration.

During the renaissance period, there was a great love for culture and scientific discoveries and people made scientific examinations of the natural world. These curiosities led to many inventions and scientific discoveries and ultimately to geographic explorations beyond Europe. These explorations were undertaken by the Europeans for various reasons such as to gain direct access to the riches of Asia. In the 1400s CE, Muslim and Italian merchants controlled trade between Europe and Asia. Muslim merchants brought prized goods till the Mediterranean ports and from there Italian merchants carried to different European markets. Therefore, in finding an alternative route, it sparked enthusiasm in European nations- firstly Portugal followed by Spain. Soon it became a race for European nations leading to a new age called “**Age of Explorations**” also known as “**Age of Discovery**”.

#### Competency

- Analyse the core ideas that drove the Age of Enlightenment to the Age of Exploration to apply historical knowledge for further progression of technologies and ideas.

#### Learning Objectives

- Explain how the age of enlightenment led to exploration of the world by the Europeans.
- Describe the reasons for Spain and Portugal spearheading the idea of exploration.

#### Learning Experience

- Outside the classroom, Learners carry out research on the two questions:
  - i. How has the Age of Enlightenment led to the exploration of the world by the Europeans? (Refer Class IX World History, p.g 45-54)
  - ii. What are the reasons Spain and Portugal began exploring the sea in the 15th century? (Refer the YouTube video titled, ‘Age of Exploration...’)
  - iii. Learners also make notes and cite the sources. Teachers assess the Learners’ homework and give feedback accordingly before class.
- In the classroom, teachers group the Learners, and provide a cube to each group with ‘Why’, ‘When’, ‘Where’, ‘Who’, ‘What’, and ‘How’ on each face.
- Learners, in groups, roll the cube and design questions on the topic.
- Teacher validates the questions and facilitates exchange among groups.
- Learners write and present their answers for discussion.
- In case of remote teaching, the teacher assists Learners formulate questions using 5W1H.
- In pairs, Learners discuss questions and present using Google docs.
- Teacher validates the discussion.

#### Assessment

- Assess learners’ analytical journal as an explorer during the Age of Discovery, using a rubric.

## Resources

- Age of Exploration...: <https://www.youtube.com/watch?v=wOclF9eP5uM>

## Topic 2: The effects of Columbian exchange to the world

European exploration led to the establishment of new trade relationships between the continents. Increase in trading activities between the continents enhanced the exchange of ideas, plants, animals, diseases, technologies and goods throughout the world. This exchange is now called the Columbian Exchange (after Christopher Columbus).

### Competency

- Discuss the effects of Columbian exchange to infer the events of the new world and devotion to the one's nation.

### Learning Objective

- Explain the effects of Columbian exchange to the world.

### Learning Experience:

- Teacher shows a map of Columbian Exchange (Refer the Columbian Exchange map).
- Analysing the map, Learners, in groups, make a chart work noting the possible impacts of the Columbian Exchange in the New World and the Old World.
- Learners present their work to the class.
- Teacher supplements the presentation.

### Assessment

- Assess Learners through a photo contest depicting one effect of the Columbian Exchange, using a checklist. (In the photograph, New World and Old World should be distinguishable and one impact clearly depicted).

## Resources

- Map of Columbian Exchange:  
[http://1.bp.blogspot.com/-mOpy9855xnw/VRFqsmorNrl/AAAAAAAAAAeQ/fzcFJSrElwU/s1600/columbian\\_exchange.jpg](http://1.bp.blogspot.com/-mOpy9855xnw/VRFqsmorNrl/AAAAAAAAAAeQ/fzcFJSrElwU/s1600/columbian_exchange.jpg)

## Topic 3: Colonisation of America, Africa and Asia.

Colonisation is the process of taking economic and political control of a country by another. The Age of Exploration and Enlightenment sow and strengthens the seed of colonisation. European countries colonised America, Africa and Asia for economic gain, spreading Christianity and glory. In the quest of exploring and controlling new land, European countries were using water transportation resulting in the attempting to dominate and be first to explore shorter routes caused conflict over seas.

The process of colonisation generates nationalist feeling among the colonised country. India is one of the iconic examples of experiencing adverse impact of colonisation and Indian desiring to gain independence.

**Competencies**

- Examine enlightenment and exploration to analyse the application of historical knowledge to interpret in decision making, identifying contrasting perspectives and recognise potential solutions to problems.
- Explain colonisation and nationalism to cultivate a sense of awareness of events and devotion to one's nation.

**Learning Objectives**

- Define colonisation and explain the reasons for colonising America, Africa and Asia.
- Examine the reasons for the conflicts over maritime trade and its consequences.
- Explain colonisation as a cause for the rise of nationalism in India.

**Learning Experience**

- Teacher explains the terms 'colonisation' and 'nationalism' with examples, to introduce the lesson.
- Learners watch videos on maritime trade (Refer YouTube videos titled, 'Maritime Empires Established...' and 'Maritime Empires Developed and Maintained...').
- After watching the videos, Learners, in groups, discuss and summarise the following topics:
  - ✓ Reason for the Europeans to colonise Asia, Africa and America.
  - ✓ Reasons for maritime trade conflict and its consequences.
- Learners present their summaries.
- Teacher facilitates discussion about the rise of nationalism in India due to colonisation.

**Assessment**

- Assess learners' cartoon/comic strip on the negative impacts of colonisation, using a rubric.

**Resources**

- Royal Education Council, World History class IX, 2021.
- Maritime Empires Established...: <https://www.youtube.com/watch?v=KeEilhNvCeY>
- Maritime Empires Developed & Maintained...: <https://www.youtube.com/watch?v=h8UIo1HokAE&t=328s>

## Strand: Identity, Spirituality and Culture

### Chapter 4: Socio-Cultural Movement

#### Topic 1: Factors for the rise of socio-cultural movements and significance of liberal ideas on socio-cultural awakening.

Sixth Century BCE witnessed many socio-cultural movements in different parts of the world. Various reformers like Confucius and Lao Tzu in China, Empedocles and Parmenides in Greece, and Zoroaster in Persia preached new ways of life. India too was in a state of a great social upheaval with thinkers like the Buddha and Mahavira propagating transformation in social and cultural life of the people.

The rise of any socio-cultural movement can be best discussed if it is examined against the backdrop of its historical setting. The discussion of the Buddha and the belief system that he developed cannot be achieved without first placing him in the context of the social and cultural landscape of the 6<sup>th</sup> century BCE India.

#### Competency

- Discuss socio-cultural movements, the significance of liberal ideas to analyse the existing practices, beliefs and adoption of new principles that suit the changing conditions.

#### Learning Objectives

- Describe the factors for the rise of socio-cultural movements.
- Explain the significance of liberal ideas on socio-cultural awakening.
- Describe Buddha as an icon of socio-cultural awakening.

#### Learning Experience

- Learners watch a video on the emergence of socio-cultural movement as a warm-up for the lesson (Refer YouTube video titled 'Buddhism: Context and Comparison': use the video from minute 01 to minute 05).
- Teacher initiates debriefing on the video through a question and answer session.
- Learners, in groups, carry out research on the following topics (Refer Indian History and World Development Since 1945, p.g.,25 – 26):
  - i. Change in the Nature of Worship in Later Vedic Period.
  - ii. Sacrifices.
  - iii. The Rigid Caste System and the Brahmanical Domination.
  - iv. Introduction of the New Agricultural Economy.
  - v. Difficult Language of Vedas.
  - vi. The Advent of New Liberal Thinkers.
- Learners, in groups, present their research in the medium of their choice (eg. online tools like Google slides, and offline tools like pamphlets or foldable)
- Learners explain the content through a presentation of their work.

### Assessment

- Assess learners' concept mapping on Buddha as an icon of socio-cultural awakening, using a checklist.

### Resources

- Manjistha Bose, Indian History and World Development Since 1945, 2000.
- Buddhism: Context and Comparison:  
<https://www.khanacademy.org/humanities/world-history/ancient-medieval/buddhism-intro/v/contextualization-buddhism>

## Topic 2: Life and teachings of Lord Buddha

Prince Siddhartha was destined to become either a greater king or a spiritual leader. The dissatisfaction that Prince Siddhartha felt in the Palace led him to come across numerous incidences that made him search for answers. At the age of 29 he renounced the luxury life in pursuit of truth and around the age of 35 he attained enlightenment. His realisations of Four Noble Truth were first preached in Deer Park to his first five disciples and even today the teaching of Lord Buddha is strongly embedded in the world. The Buddha's ideas and vision captured the hearts and feelings of a huge cross section of the society of his time and eventually spread all over Asia.

### Competency

- Explain the life and teachings of Lord Buddha and analyse the existing practices and beliefs in adopting new principles that suit the changing conditions.

### Learning Objective

- Explain life and teachings of Lord Buddha.

### Learning Experience

- Teacher divides the phases of life of Lord Buddha into thematic parts as follows:
  - i. The Buddha's Birth and Youth.
  - ii. The Buddha's Great Renunciation.
  - iii. The Buddha's Enlightenment.
  - iv. The Buddha's First Sermon (Teachings of Lord Buddha)
  - v. The Buddha's Mahaparinirvana.
- Learners, in groups, search for information on the assigned theme from teacher suggested sources and make notes (Refer YouTube video titled, 'Early Buddhism' to learn about the life of Buddha....).
- Learners identify a specific historical context from the assigned theme for role play and consider the followings three areas (Refer suggestive context in the annexure):
  - i. the identity / roles of the people involved in the situation.
  - ii. the time and place of the event.
  - iii. a focus or issue that concerned the people involved.
- Learners practice role play incorporating pantomime and tableau with teacher support. One of the members will take the role of a narrator or a presenter.
- Pantomime will cover the historical context and a tableau would be incorporated to explain the historical event.

- Through the use of tableau, the pantomime actors will freeze on the call of the narrator or the presenter, who will then use frozen actors or the scenario to explain or highlight relevant features of the historical event.
- Learners can use their body, relevant props, charts, etc. to present the historical context in the process of the pantomime.
- Teacher initiates discussion on each theme after the role play.

### Assessment

- Assess learners' pantomime and tableau presentation, on content coverage and creativity using a checklist. (Assessment may be carried out by the student observers)

### Resources

- Early Buddhism: <https://www.khanacademy.org/humanities/world-history/ancient-medieval/buddhism-intro/v/buddhism>

### Suggestive historical context for role play under each theme:

- i. *The Buddha's Birth and Youth*
  - Buddha's birth in the garden of Lumbini (a map can also be used to show this place)
  - Buddha's luxurious youth at the royal palace and pleasure gardens
- ii. *The Buddha's Great Renunciation*
  - Buddha's restless and probing mind in his youth
  - The Four Sights (an old, a sick, a corpse and an ascetic)
  - Buddha's renunciation
- iii. *The Buddha's Enlightenment*
  - Three-phase journey - mastering the art of meditation, self-mortification or asceticism, and the middle-path.
  - Buddha's First Sermon and the teachings on Four Noble Truths and Eightfold path.
  - The Buddha's Mahaparinirvana.
  - Buddha's last meal and his final moment.

## Assessment Weighting and Instructional Hours

### Class IX Bhutan History and Civic Education (70%)

Sl. No	Strand	Chapter	(%)	Instructional Hours
1	Governance and Peace	1. Zhabdrung Ngawang Namgyal – <i>The Architect of the Nation State</i>	13	7.8
		2. Monarchy: An era of Stability and Reforms (Druk Gyalpo Jigme Wangchuck)	15	9.0
		3. Monarchy: An era of Stability and Reforms (Druk Gyalpo Jigme Dorji Wangchuck)	15	9.0
		4. Good Governance	8	4.8
2	Identity, Spirituality & Culture	5. Pema Lingpa – <i>A Spiritual and Cultural Luminary of the Soil</i>	12	7.2
		6. Driglam Choesum: Bhutanese Ethos	7	4.2
			<b>Total</b>	<b>42.0</b>

### Class IX World History (30%)

Sl. No	Strand	Chapter	(%)	Instructional Hours
1	Historiography	1. Ancient Historiography	5	3.0
		2. Understanding Perspective in History	5	3.0
2	Evolving Civilisation	3. Mesopotamian civilisation	8	4.8
3	Governance and Peace	4. Age of Renaissance and Reformation	7	4.2
4	Identity, Spirituality and Culture	5. Race, Ethnicity and Identity	5	3.0
			<b>Total</b>	<b>18</b>
			<b>Grand Total</b>	<b>60.0</b>



### Class X Bhutan History and Civic Education (70%)

Sl. No	Strand	Chapter	Wgt. (%)	Instructional Hours
1	Governance and Peace	1. Monarchy: An era of Stability and Reforms (Druk Gyalpo Jigme Singye Wangchuck)	15	9.0
		2. Monarchy: An era of Stability and Reforms (Druk Gyalpo Jigme Khesar Namgyel Wangchuck)	20	12
		3. Zhabdrung Ngawang Namgyal– The Architect of the Nation State	12	7.2
		4. Bhutan and British India: Bhutan’s Relations with Her Immediate Foreign Neighbour	8	4.8
		5. Governance and Peace	8	4.8
2	Identity, Spirituality and Culture	6. Spiritual & Cultural Heritage	7	4.2
		<b>Total</b>		<b>42</b>

### Class X World History (30%)

Sl. No	Strand	Chapter	(%)	Instructional Hours
1	Historiography	1. Medieval Historiography	8	4.8
2	Evolving Civilisation	2. Indus Valley Civilisation	7	4.2
3	Governance and Peace	3. Age of Exploration	8	4.8
4	Identity, Spirituality and Culture	4. Socio-Cultural Movement	7	4.2
		<b>Total</b>		<b>18.0</b>
		<b>Grand Total</b>		<b>60.0</b>