

History and Civics

Normal Curriculum Framework

Classes : VII-XII



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P.O. Box 1243

Paro – 12001

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Telephone: +975-8-271226 / 271632 / 271214

Toll free: 185

Fax: +975-8-271991

Website: www.rec.gov.bt

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Acknowledgments

Advisors:

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

Research and Writing Team:

1. Pema Wangdi, Teacher, Damphu CS, Tsirang
2. Sonam Zangpo Sherpa, Teacher, Tashidingkha CS, Punakha
3. Chhimi Lhadon, Teacher, Changangkha MSS, Thimphu
4. Dr. Sonam Chuki, Curriculum Developer, REC
5. Mr. Thukten Jamtsho, Curriculum Developer, REC
6. Mr. Karma Phuntsho, Training Developer, REC

Foreword

We live in an interconnected global world. International historical perspectives, types of governance, forms of civilization and culture influence the world order. Therefore, it is important for learners to understand the worth of learning History. This is because it has an impact on our present and future.

Different historians share varied views about historical documents. Learners need to comprehend and explain the importance of learning History. They should view History as a perspective-based study and be able to relate the impacts of civilisation on today's scientific and technological advancement. Moreover, learners must understand the significance of governance and appreciate diverse culture. Further, learners have the opportunity to learn how to write personal history.

Thus, this framework, new normal curriculum (NNC), sets the foundation for the beginners to understand History based on political, social, cultural and economic dimensions of high school History education. The NNCF, which focuses on the learning principle 'less is more' caters to learning the core and fundamental concepts in history.

We are grateful to all our writers and reviewers from the Royal University of Bhutan, the Ministry of Education and colleagues from the Royal Education Council for their valuable contributions. We hope that our teachers and learners enjoy teaching and learning History and contribute to the promotion of History education in the country.

Tashi Delek!

Kinga Dakpa
Director General

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1. INTRODUCTION

1.1 Background

History is the living dialogue of the past, present and future. It is an attempt made by the people through the centuries to reconstruct, describe and interpret their own past. By apprising the past, History enables to justify the present and guides through the future.

Civics and Citizenship Education (CCE) has guided the humankind continuously by providing knowledge, skills and values to enable people to live harmoniously in the society. Knowledge, skills and values learnt through CCE determine the disposition of people that had affected the history in the past, and will guide the present that will ultimately have an impact on the future. As future depends on the present, it is essential to ensure that our present is endowed with exhaustive CCE.

History plays a critical role in developing our learners' identity through the understanding of History from local, national and international perspectives. To this extend, Bhutan History is important in building national character and Bhutanese narrative in international arena. History deals with human interactions. History opens the door to the world in all aspects. It gives an opportunity to craft the historical processes through sources, historiography and multiple interpretations. CCE ensures appropriate linkages in the system that would enable healthy human interactions. It influences historical actors in all aspects to uphold the prevalence of righteous conduct in the society. Through History and CCE, learners understand the evolution of people, places and events. Learners also understand the importance of living harmoniously and to embrace the attributes of a good human being, which will enable people to adapt to the existing environment. It further inculcates a sense of belonging that leads to unity, solidarity and protection of oneself and others.

World, Bhutan and Indian History are taught in secondary school in the country. Bhutan History was introduced in school education in 1994 from Class VII till XII. The updated Bhutan History curriculum was introduced in 2005 from Class VII till XII. Following national priorities, Indian History was deleted in Class XI in 2017 and from Class VII in 2019. It is removed in phases with the World History replacing it. By 2021, it will be removed completely from history curriculum as new reforms in history education. New Class VII, VIII and IX World History and Class VII and VIII Bhutan History and CCE textbooks are developed. Class VII and VIII World History textbooks were used in schools in 2019 and 2020.

Further, Bhutan Civics education was introduced in school education in 2008 to prepare our students to be able to understand that changing governance with the introduction of democracy in the country. CCE framework is the major reform of the erstwhile Bhutan Civics curriculum. The new CCE framework directed current textbook development for

Classes VII and VIII.

The Bhutan History curriculum framework was developed in 2019 as a main reform in Bhutan History curriculum. The earlier textbooks were written without framework and directed Class VII and VIII Bhutan History textbook development. New additions were made and the present framework is a validated document. The new Bhutan History and CCE curriculum framework guided writing Bhutan History and CCE in one textbook.

Prior to the National School Curriculum Conference (NSCF), 2016, History and Civics textbooks were developed based on the syllabi. NSCF recommended the need for a curriculum framework to suit Bhutanese classrooms and provide learning contents and areas that best defines Bhutanese characteristics.

Further, the New Normal Curriculum Framework (NNCF) is designed to provide an uninterrupted education amidst COVID 19 affected school education. The access to continuous education is based on the principle of less is more learning along the successful Singaporean education reform of “Teach Less, Learn More Initiative of 2007” (Kai-ming 2017: 19). Through teach less, learn more, the curriculum expects to promote lifelong learning in learners. Further, the NNCF curriculum content is reduced to 65 percent based on the criteria of core and foundational knowledge and principles, significance, relevancy, utility, self- exploratory learning, thematic approach, coherence and progression, competency based assessment and blended learning. Repetitive and redundant parts of the curriculum are removed.

1.2 Rationale

The 21st century world is uncertain and complex. It is ridden with international, regional and national conflicts, nuclear weapon build up, climate crisis, frequent natural disasters, increase rate of epidemic, high rate of migration within and between the countries, and artificial intelligence and robot driven way of life. Further, COVID 19 pandemic completely changed our way of life from daily living to major international events across the world. The young people will be challenged to be versatile, adaptable and resilient. Therefore, the rationale of History and CCE curriculum is to equip our learners with historical thinking and active citizenship skills, build national character and co-exist peacefully in the global world. In this way, Bhutanese youth must be prepared to be globally competent and nationally rooted.

2. GOALS

The goal of History and CCE curriculum is to provide historical and civic engagement knowledge, equip with key skills and develop positive values and attitude in learners. In addition, this curriculum aims to develop learners' awareness of their roots and values with a broad worldview of the importance of diversity and complexity of the real world.

3. KEY COMPETENCIES

Competency is more than just knowledge and skills. It involves the ability to solve complex situations by drawing on and mobilising psychosocial resources (including skills and attitudes) in a particular context.

The key competencies identified in National School Curriculum Framework are: Spirituality and Values, Language, Transversal Competencies, Enterprising and Industrious, Sustainable Living, Health and Wellbeing, and Digital Competence.

The key competencies for History Curriculum are:



» Globally Competent and Nationally rooted

Through the study of history, learners develop worldviews. Developing worldviews refers to understanding different perspectives and establishing harmony.

The history curriculum facilitates learners to understand and connect with worldviews by analysing ideas and events. This fosters pride in one's own culture and appreciation for different cultures of the world.

» **Historical empathy**

Historical empathy refers to the ability to perceive, emotionally experience, and thus better contextualize a historical figure's lived experience.

The presentation on historical events, figures and places allow learners go beyond simply intellectually acknowledging or recalling the facts of their existence and experiences. Instead, learners understand how that person felt, thought, how they acted, why they acted that way, and what consequences they might have faced in their unique historical and social context.

» **Civic Engagement**

Civic engagement means working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference.

The curriculum guides learners continuously by providing knowledge, skills and values to enable people to live harmoniously in the society. Knowledge, skills and values learnt through determine the disposition of people that had affected the history in the past, and will guide the present that will ultimately have an impact on the future. It also ensures appropriate linkages in the system that would enable healthy human interactions. It further inculcates a sense of belonging that leads to unity, solidarity and protection of oneself and others.

» **Media Literacy**

Media literacy means the ability and proficiency of learners to communicate (express) and disseminate their thoughts and ideas in a wide (and growing) range of print and electronic media forms - and even international venues.

The Citizenship and Civics Education curriculum presents platform for learners to explore on media and ways to become media literate.

» **Historical Research and Analysis**

Historical analysis is a method of the examination of evidence in coming to an understanding of the past. It is particularly applied to evidence contained in documents, although it can be applied to all artefacts.

Learners explore on oral history techniques and historical enquiry that is used to write research project at every key stages.

4. GUIDING PRINCIPLES

The guiding principles are a set of precepts that guides writers systematically while writing the curriculum. The reduced NNCf aims to balance of scholarly content knowledge and participatory skills of learners ensuring child-centred learning with more learning and less teaching, commitment to life-long learning and gearing towards the fulfilment of educating for Gross National Happiness. The principles are described as follows:

» **Language Competency**

Language competency is an essential component of learning. History and CCE as a discipline must adhere to the standard of language used across other subjects, enabling the learners to carrying out historical studies, conceptualising ideas, understanding historical terminologies and practise academic writing. Therefore, the curriculum needs to emphasise building skills to grasp ideas and communicate, evaluate and interpret knowledge and terminologies to engage in writing.

» **Progressive Learning**

History and CCE curriculum is structured using the spiral model. This model ensures a gradual learning in stages which suits learners' level of cognitive, physical and social development. The learning starts from the concrete and progresses towards the abstract and from the near to far.

» **Integrating ICT**

History and CCE learning can be made interesting through the integration of ICT facilities. Teaching-learning is no longer a one-way process where teachers and textbooks are the only sources of information and knowledge. Therefore, the curriculum makes an effort to maximise the use of ICT facilities by creating avenues for learning such as e- learning spaces, virtual classrooms, online discussions and debates, online assessments, and audio-visual.

» **Incorporating Dynamic Pedagogy**

Incorporating Dynamic Pedagogy ensures enabling conditions for learning. Enabling conditions refer to suitable and varied pedagogies relevant to different contexts. Dynamic pedagogy integrates a selective and specific teaching and learning approaches, which support intellectual engagement, connectedness to the wider world, support classroom environment and recognition of individual differences. It stimulates inquiry skills in learners and teachers. The curriculum also creates a supportive and inclusive learning environment by engaging learners using different educational mechanisms.

» **Infusing GNH**

"...Today GNH has come to mean so many things to so many people, but to me it signifies simply –Development with Values. ...Thus, for my nation, today GNH is the bridge between the fundamental values of Kindness, Equality and Humanity and the necessary pursuit of economic growth. GNH acts as our National Conscience guiding us towards making wise decisions for a better future." (His Majesty King Jigme Khesar Namgyel Wangchuck, 23 December 2009, New Delhi, India).

The GNH infusion refers to inclusion of GNH in the curriculum. This curriculum framework will direct the inclusion of GNH principles through the inductive and deductive approaches. This will create opportunity for the learners to understand the value of harmonious living

» **Developing Worldviews**

Developing worldviews refers to understanding different perspectives and establishing harmony. This curriculum framework facilitates learners to understand and connect with worldviews by analysing ideas and events. This will foster pride in one's own culture and appreciation for different cultures of the world.

» **Providing Holistic Assessment**

Holistic Assessment is evaluating knowledge, skills and attitude in learners. It provides scope to cater to different learners' abilities and nurture teaching and learning. Holistic assessment enhances creativity and critical thinking of learners at broader levels through formative and summative ways.

» **Values**

The curriculum should be founded on the values of *Tha Dam Tshig* and *Ley Jum Drey*. This will enable the learner to get an in-depth understanding of the Bhutanese culture and the appreciation of its heritage.

» **Inclusiveness**

The curriculum should ensure that all types of learners have access to learning. It should value and include the knowledge, perspectives, and backgrounds and experiences of each learner to realise his or her full potential. Inclusive education is defined as a process of addressing the diverse needs of all learners by reducing barriers to and within the learning environment. Education is intended for all children in Bhutan, and special focus should be given to population groups that live in difficult circumstances in one way or the other. It will mean accepting different starting points, a different pace of learning and ensuring that students are challenged to achieve high standards in ways that complement what they already know, what they can already do, and how they learn best.

5. CURRICULUM STRUCTURE AND ORGANISATION

5.1 Strands

Strands are broad themes, which run consistently with a logical flow of learning across different levels of key stages. This Curriculum Framework has five strands, which cater to the contents of History and CCE across all the key stages.

a. Essential Skills

Essential skills are a process strand. They are a cross-cutting strand which prepares learners to acquire chronological thinking, historical comprehension, historical analysis, research, interpretation, decision-making and citizens' participatory skills.

b. Historiography

History is a perspective-based study. The perspectives that developed over time would become a part of the learners' personality and character. Historical perspectives instill a sense of wonder of the past and develop a sense of chronology. Furthermore, learners build inquiry skills to challenge assumptions and understand the essence of learning History. The strand highlights the social, cultural, intellectual and emotional settings that existed in the past and portrays how societal relationships were developed.

c. Evolving Civilisation

Civilisation is an important topic, especially in history, as the study of history begins with civilisation. Civilisation throws light on the overall development of humankind and the study of evolving civilisation examines the earliest developments and achievements associated with human society and its effect on the world today. Learners gain knowledge and understanding of social, political, economic, cultural, organisation and beliefs of ancient and modern civilisations. Learners develop understanding of how and why some civilisations are recognised as 'advanced' as compared to others. Learners are taken through the patterns of different cradles of civilisations, which provide them the forum to critically analyse and appreciate the diverse patterns of civilisation.

d. Governance and Peace

The strand gives fundamental understanding of diverse governance systems, origins,

structures and processes. The learners realise how human societies have withstood as a nation with the accepted ideas and ideologies. The learners have the opportunity to analyse and understand the concept of CCE and the characteristics of Good Governance relevant to Bhutan's development philosophy of Gross National Happiness. This strand will also include the study of wars and revolutions. The study of conflicts will take the learners through the history of wars and understand their essence to promote international cooperation and peace. CCE will enable the learners to understand the causes of conflicts and how conflicts can be avoided.

e. Identity, Spirituality and Culture

The strand highlights the importance of ethnicity, formation of individual and national identities and culture. Through the strand, learners understand the quintessence of their own identity and culture by exploring the various approaches and explanation of identity and culture of other parts of the world.

Learners are taken through the evolution of culture, socio-cultural awakening, societal development, cultural comparison, colonial legacy, identity crisis, cultural imperialism, emerging cultures, and challenges. Learners understand and derive ideas to appreciate, value and deliberate on how people in the past survived in their unique ways in absence of modern technology. CCE will only be effective if the learners have appreciation for their identity, spirituality, and culture. Our daily conduct is consciously and subconsciously influenced by our culture and spiritual beliefs and values. Therefore, it is imperative to connect CCE to Identity, Spirituality and Culture. Learners comprehend the concept of civic disposition of becoming compassionate and harmonious citizens in diverse world.

5.2 Key Stages

Key Stage refers to a stage/group, aiming to develop learner sets of knowledge, skills, and values appropriate for the learner's age and maturity level within each stage. **Each key stage consists of a certain range of school years** defining the knowledge, skills, attitudes and the related attainment targets/learning outcomes.

Key stages are classified into five different levels based on developmental stages of learners' age and class. The key stages are:

Key Stage	Class
I	PP - III
II	IV - VI
III	VII - VIII
IV	IX - X
V	XI - XII

5.3 Key Stage-wise Competency-based Standards

Learning standards are concise, written descriptions of what learners are expected to know and be able to do at a specific stage of their education. It is a benchmark to gauge their learning achievement at the end of each key stage. It is also used as a reference point for planning teaching and learning programme and for assessing the learners' progress. The key stage-wise competency-based standards are:

Bhutan History and Civics and Citizenship Education

Key Stage: III
<ul style="list-style-type: none"> » Discuss the life of early inhabitants to demonstrate the understanding of ancient Bhutan. » Explain the characteristics of Bhutanese architecture, arts and crafts to show the understanding of its origin in Bhutan. » Discuss Tertoen Pema Lingpa's contribution in Bhutan to understand the Tertoen Tradition. » Discuss Jigme Namgyel's rise to the post of Trongsa Penlop to understand his political journey. » Explain the contribution of Jigme Namgyel with reference to the political scenario during his time. » Discuss Ugyen Wangchuck's contribution as the Founding Monarch. » Discuss the circumstances leading to the conflicts between Bhutan and British India to understand British India's interests in Bhutan. » Describe the different events in the conflicts between Bhutan and British India to assess its impact. » Distinguish between state and government to understand their features. » Explain the features of the Constitution of Bhutan tracing its origin and purpose. » Explain civic roles and citizenship skills through the understanding of civics and citizenship. » Discuss the spread of Buddhism in Bhutan with reference to the advent of Buddhism in Bhutan. » Discuss the role of different officials in the administration of dzong with the understanding of the purposes of dzong. » Discuss Zhabdrung Ngawang Namgyal's arrival in Bhutan with reference to the circumstances that led to his departure from Tibet. » Describe government with reference to political parties. » Elucidate significance of election with the understanding of the concept of election. » Explain the four domains of citizenship in light of civil, political, socio-economic and cultural context. » Analyze the attributes of good citizen with reference to the concept of citizenship.

Key Stage: IV

Learning Standard: At the end of the key stage, learners will be able to:

- » Discuss the two major traditions of Buddhism in Bhutan to understand the three yanas of Buddhism.
- » Discuss Bhutanese literature to understand significance and salient features of Bhutanese literature.
- » Assess Pema Lingpa's lineage in context to his contribution to Bhutan.
- » Discuss Zhabdrung Ngawang Namgyal's contributions in context to the process of unification.
- » Discuss the concept of national identity through the understanding of *Chhoe-sid* System and code of law.
- » Discuss Druk Gyalpo Jigme Wangchuck's contributions with reference to his Consolidation of the nation.
- » Discuss Druk Gyalpo Jigme Dorji Wangchuck's contributions with reference to him as the Father of Modern Bhutan.
- » Discuss Druk Gyalpo Jigme Singye Wangchuck as the Visionary Monarch with reference to his selfless leadership.
- » Discuss Druk Gyalpo Jigme Khesar Namgyel Wangchuck's contributions with reference to him as the People's King.
- » Evaluate the relevance of Principles of State Policy in understanding the concept of good governance.
- » Discuss the role of Monarch in Democratic Constitutional Monarchy with reference to his importance.
- » Discuss fundamental rights and duties to understand the attributes of citizenship
- » Analyse societal values and ethos within the national community.
- » Assess the importance of the Article 3, 4 and 5 of the Constitution of Bhutan
- » 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.
- » Evaluate the role of Article 5 in conservation of environment.
- » Infer Bhutan's foreign policy from the interactions between Bhutan and British India.
- » Evaluate the impacts of different treaties signed between Bhutan and British India on Bhutan.
- » Analyse the significance of the relationship between Bhutanese leaders and British political officers.

Key Stage V

- » Discuss the evolution of Bhutanese culture to demonstrate the understanding of major influences that shaped Bhutanese culture.
- » Assess the importance of architecture, arts and crafts in strengthening cultural identity in context to its status in contemporary Bhutan.
- » Discuss the changes in the concept of ethnicity in contemporary Bhutan with reference to different ethnic groups in Bhutan.
- » Assess the contributions of historical figures to building Bhutan as a nation state.
- » Discuss the transformational contributions of Je Khenpos and Desis to understand Choe-sid system.
- » Discuss the political, social and economic reforms of the monarchy as a symbol of unity in Bhutan.
- » Evaluate the impact of regional and international organisations on Bhutan through the understanding of Bhutan's role in these organisations.
- » Examine the origin and evolution of state as propounded by major thinkers in the context of Bhutan's emergence as a Nation State and the importance of Monarch
- » Relate the major political theories including contemporary theories to the different political landscapes of Bhutan.
- » Demonstrate a sense of responsibility as producers and consumers of media Content.
- » Discuss the origin, types, purpose and theory of interpretation of Constitution in connection to Bhutan.

World History

Key Stage III

- » Discuss the importance of History and studying History in understanding people, place and time.
- » Deliberate and appreciate historiography as an important study in understanding and applying historical knowledge in their daily lives.
- » Discuss the various factors leading to the growth of civilization to demonstrate the significance of civilization.
- » Discuss the changes in culture and tool technology of the stone ages to examine the impacts of civilization to the world.
- » Discuss and explain the changes and continuity in the forms of governance to understand the changing political needs and wants of societies.

- » Discuss feudalism, capitalism and communism to understand their influences in the emergence of different governance system.
- » Relate industrial revolution and colonization with the emergence of nationalism in European countries and their colonies.
- » Discuss the diverse cultures and religions in the world to respect their differences.
- » Discuss the factors that lead to diversity of culture and religion in the world to demonstrate an understanding of culture and religion.

Key Stage IV

- » Discuss the development of historiography to demonstrate it as an important tool in studying History.
- » Explain the pattern of historical writings during ancient, medieval and modern periods in Europe and the world to understand and appreciate their contributions in the development of history as discipline.
- » Discuss methodologies employed in writing history in different periods to apply the knowledge in learning and writing History.
- » Explain the factors that influenced the development of ancient civilizations to demonstrate the understanding of evolution of early town and cities in different parts of the world.
- » Discuss the social, economic, political structures and technological developments in the cradles of civilization to show the significance in the present world.
- » Explain the significance of Renaissance to appreciate the development of humanist approach and scientific research and its relevance in the contemporary world.
- » Examine the socio-cultural changes that occurred during the age of enlightenment to explain its importance in present world.
- » Discuss the motives, methods and consequences of European explorations to demonstrate its impact on the socio-economic and political scenario of the world.
- » Distinguish patterns of world cultures to develop a sense of pride on one's own culture and instill respect for other cultures.
- » Discuss race and ethnicity to develop an impartial view on individual and societal variances of identity and race.
- » Explain the socio-cultural awakening to appreciate the contributions of Buddha in the development of Buddhism as a religion.

Key Stage V

- » Discuss various ways and approaches in constructing historical knowledge to appreciate history as an integral part in the study of human society.
- » Elucidate the different trends of historiography to understand its impact on interpretation of sources, role and method of History.
- » Examine the various schools of historiography to apply their principles in understanding various historical events in the global context.
- » Discuss theories on biological evolution to understand the evolution of human beings;
- » Discuss the features and contribution of Egyptian, Greek and Roman civilizations to demonstrate their impact to the modern civilization.
- » Discuss the change and continuity of features in modern civilization to understand the factors that have lead to the development of modern civilizations
- » Identify issues and problems in history to understand the efforts of peace keeping and peace building organizations.
- » Understand and assess actions taken by historical figures and provide a credible and convincing justification for their evaluation.
- » Discuss the cause and effect of 19th and 20th century revolutions and global conflicts to analyze their implications on social, political and economic lives of the people.
- » Discuss the growth of Buddhism during the Mauryan Empire to understand its impact on human lives.
- » Analyze differences and similarities amongst cultures to understand the customs of people from different geographic, cultural, racial, religious, and ethnic backgrounds

5.4 Class-wise Competencies

Class-wise competency is the description intended to apply or use a set of related knowledge, skills and attitude that enable learners to successfully perform their work. It implies that learning process and environments are chosen so that learners can acquire and apply the knowledge, skills and attitudes to situations they encounter in everyday life. It also serve as a potential measurement criteria for assessing competency attainment. It is expected to attain at the end of class or academic year. It refers to the learners' ability to solve complex situations by drawing on and mobilising psychosocial resources including skills and attitudes in a particular context.

Class VII

» **Historical Literacy:**

The knowledge of artefacts and the derivative features of ancient Bhutan will foster awareness of such concepts as source and evidence in the construction of historical knowledge.

» **Historical Inference:**

The learners are encouraged to look at parts of primary sources (artefacts) in order to make inferences and draw conclusions pertaining to social, economic and political life of ancient inhabitants.

» **Historical Inquiry:**

Learners practice basic conventions of historical inquiry (written and oral history) by collecting artefacts, records, proofs and evidences. Through extended projects and classroom lessons learners frame questions, verify valid information sources, and construct claims or arguments.

» **Cultural Resilience:**

The study of types, origin, features of Bhutanese arts and crafts equip learners with essential knowledge and appreciation of indigenous knowledge and practices. Knowledge and appreciation of indigenous arts and crafts help create and preserve the culture to suit modern context by maintaining and developing itself.

» **Historical empathy:**

The study of Pema Lingpa's early life, his treasure discoveries and his other contributions by perceiving and contextualizing his lived experiences in the backdrop of socio-religious and political context derive deep empathy.

» **Historical Pride:**

Lessons on childhood of Jigme Namgyel, his journey to Trongsa, and his services in Trongsa help learners empathize the choices made by Jigme Namgyel. Furthermore, learners develop sense of appreciation and pride for Jigme Namgyel's choices and motives.

» **Chronological Thinking:**

The study of Jigme Namgyel's early life, tracing his journey to Trongsa and his rise to power prepare learners to draw chronological relationship between events and analyse the continuity, as well as recognise the change.

» **Perspective Awareness:**

The study of historical conflicts, wars and treaties and a spectrum of their interpretations enhance learners' skill of understanding multiple perspectives. Learners comprehend how and why individuals in their locality or around the world may observe events from different perspectives.

» **Civic Literacy:**

The study of state and government provide the learners with fundamental knowledge making them civically literate.

» **Critical Analysis and synthesis:**

The learners compare and contrast state and government by examining their features to draw out a relationship between the two. Understanding of this relationship adds to civic literacy of the learners.

» **Civic identity:**

The lessons on civic roles and citizenship skills help students identify themselves as an active individual participant or to work with others for the social benefit.

» **Historical Significance:**

Exposure to characteristics and significance of history, understanding history's perspective-based and transversal nature equip learners with fundamental knowledge of the subject.

» **Perspective Awareness:**

Introduction of History as a perspective-based study provides basic skill to the learners in comprehending why individuals in their locality or around the world observe and interpret events from different perspectives.

» **Global Competence:**

Brief introduction of world civilizations, their features and impacts make learners aware, curious, and interested in learning about the world and how it works.

» **Historical Resilience:**

Through the study of civilizations and their evolution over time learners observe and evaluate change (decline or continuity) by comparing points in the past and the present extrapolating reasons for change or continuity.

» **Awareness of Change and Continuity:**

Lessons on different forms of governance system that changed from one form to another during different time periods probe learners to evaluate change in the system between two time points, analyzing and explaining reasons for stagnation, change or continuity.

» **Respect for differences:**

The lessons on features of culture, cultural diversity and how it impacts social life enable learners to interact meaningfully with others that will lead to unity and peace in a society.

Class VIII

» **Historical Empathy:**

The learners through the study of significance of ancient Lhakhangs, arrival of Guru Rinpoche and the concept of Bhutan as Baeyul imbibe appreciation for the land and its age old culture.

» **Historical Inference:**

The exposure to different historical records concerning the advent of Buddhism and arrival of Guru Rinpoche provide learners avenue to infer social, religious and political structure prevalent at that time.

» **Cultural Co-existence:**

The study about reasons behind the arrival and prevalence of different Buddhist sects in the country inspire and prepare learners to comprehend cultural co-existence.

» **Historical Honour:**

The lessons on the life and legacies of Desi Jigme Namgyel and Druk Gyalpo Ugyen Wangchuck provide learners with avenue for appreciating the contribution of these leaders in laying the foundations of unprecedented peace and stability.

» **Critical Analysis:**

The lessons on formation of government, political parties and election help learners observe, deliberate and analyse these institutions and processes in the real world, linking theory with practice.

» **Civic Engagement**

The lessons on the domains of citizenship and the attributes of a good citizen develop learners into effective members of the community and enhance their ability to apply political knowledge and understanding to issues that concern them. In the process of defining a good citizen, learners are also encouraged to investigate issues, express their views, and take actions that make a difference in the communities, helping the learners to develop as more effective members of society.

» **Civic identity**

Exploration of attributes of a good citizen helps learners identify oneself as an active participant in society with responsibility to work with others for the social benefit.

» **eCitizenship**

The lesson on the role of media informs eCitizenship which encompasses media and information literacy; use of social networks and technology tools for civic purposes (i.e. to benefit the society and the larger community).

» **Historical Inquiry:**

Learners practice basic conventions of historical inquiry (through oral history project and collection of artefacts, records, and evidences for history museum). Learners frame questions, explore and verify valid information sources, and construct claims or arguments.

» **Historical Knowledge Construction**

Through the know-how of historical inquiry learners build the ability to describe, analyse, evaluate and create diverse interpretations of the past and present.

» **Chronological Thinking:**

Studying about historical periods and their features develop the understanding of context and chronology, which involves considering the order of events and developing a sense of period through characteristic features.

» **Awareness of Change and Continuity:**

Lessons on different forms of governance system that changed from one form to another during different time periods probe learners to evaluate change in the system between two time points, analyzing and explaining reasons for stagnation, change or continuity.

» **Historical Empathy:**

The study of different forms of government, their features, and pros and cons help learners conceive the lives of people under these different forms of government.

» **Perspective Awareness**

The study of different forms of governance, understanding their characteristics, and evaluating their relevance in the present time involves learners to present diverse perspectives and interpretation, simultaneously learning to understand and accommodate different perspectives.

» **Historical Literacy:**

Drawing the definition and characteristics of religion and learning about different religions help students construct conceptual knowledge about religion particularly and history in general.

Class IX

» **Spirituality**

The lesson on Buddhism prepares learners become confident with Bhutanese beliefs and apply principles of Buddha dharma in school, home and beyond throughout life. It will help them build character and understand their mind.

» **Spiritual Resilience**

Learners recognise and imbibe age old Vajrayana Buddhism. Bhutan being a last surviving Vajrayana nation in the world, the lesson on Vajrayana Buddhism enables learners to preserve it.

» **Historical Empathy**

The lesson on Jangchub Gi Sem (Practice the Bodhichitta) help learners develop compassion towards self and others and be able to understand the importance of interdependence of the world.

» **Cultural Literacy**

The lesson on Bhutanese religious and secular literature enables learners to explore, analyse and interpret them.

» **Cultural Identity**

The lesson on traditional and contemporary songs and dances facilitate learners to express the interconnection of our past and present practices of culture and tradition and carve out their identity.

» **Historical Pride**

The lessons on Pema Lingpa's spiritual and cultural contributions to Bhutan prepare learners to take pride in native spiritual figures transforming contributions to the nation. Further, learners will be able to integrate Pema Lingpa's legacy in their lives.

» **Nationally rooted and national cohesion**

Learners develop sense of oneness and remain rooted to one's origin after learning lesson on external threats and unification of Drukpa state. Assessing outcome of Tibetan attacks and unification of regions allows learners to empathise Zhabdrung's legacy towards national cohesion.

» **Historical Pride and Loyalty**

The learners honor the Druk Gyalpos in Bhutan as the ultimate symbol of unity and sovereignty. The lesson on the Druk Gyalpos help learners admire, empathise and develop loyalty and love to emulate them.

» **Community Cohesion**

The lessons on concept of national community and Bhutanese ethos develop a sense of belonging to common root. Also, the lessons on shared values prepare learners to live in harmony with others and appreciate community vision and action.

» **Ley-jumdrey and Thadamtsig**

The lessons on **Ley-jumdrey and Thadamtsig** help learners to apply the concept in their intention and action. In addition, learners develop sense of gratitude and loyalty to their king, country, parents and teachers.

» **Civic-Mindedness**

The lessons on fundamental rights and duties develop common thoughts and goals in the community learners live. In addition, learners are equipped with social and moral rights and duties that will enhance one's character development.

» **Historical Inquiry**

Through research based approach learners are equipped with research skills to collect evidences and write about basic history in different periods.

» **Historical Knowledge Construction**

The lesson on European and Asian historians and their contributions provide platform for learners to express ideas, construct historical arguments, and collect evidences based on what has happened in the past.

» **Historical insight**

The lesson on ancient civilization and on social, political and religious life help learners to examine human progression and comprehend on the establishment of culture and customs practiced today. Learners will further develop sense of appreciation on technological and human advancement during the ancient civilization.

» **Historical Inference**

The lesson on Renaissance, Civic Humanism and Reformation enable learners to analyse and reflect aspect of people's lives during classical age. In addition, learners evaluate on how enlightened thought favored the need for democratic values and institutions and relate to present context.

» **Cross-Cultural Awareness**

The lessons on race and ethnicity furnish learners in behaving in an appropriate way across different cultures. In addition, learners develop sense of respect and appreciation towards diverse humanity building trust.

Class X

» **Historical Pride and Loyalty**

The learners honor the Druk Gyalpos in Bhutan as the ultimate symbol of unity and sovereignty. The lesson on the Druk Gyalpos help learners admire, empathise and develop loyalty and love to emulate them.

» **Historical Empathy**

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

» **Chronological Thinking**

The lessons on the reforms of the Druk Gyalpos enable learners to arrange the historical events towards establishment of vibrant democracy in Bhutan.

» **Civic Engagement**

The lessons on social services develop active citizenship skills in learners.

» **Responsible citizen**

The lesson on government, institutions, Principles of State Policy help learners expose to systems and mechanism in place for a country to run effectively.

» **Responsible Citizen**

The lesson on the civil society prepares learner be responsible about his/her role in community, country and the world.

» **Harmonious co-existence:**

The lessons on *Chhoe-sid* system infuse the knowledge of religious and secular affairs in learners and help adapt to the view that it co-exists harmoniously.

» **Social Cohesion**

The lessons on Zhabdrung Ngawang Namgyel's codification of law promote social cohesion.

» **Perspective Consciousness**

The lessons on the British Political Officers and their contributions enable learners develop multiple perspectives on the treaties signed and be conscious of the outcomes. In addition, learners interpret historical events and share different perspectives.

» **Historical Literacy**

The lesson on role played by our leaders in defending the country from external forces and maintaining relation with British India grooms children with firm knowledge of the past.

» **Community Cohesion**

The lessons on the article 3, 4 & 5 develop qualities such as sense of respect, shared values to live harmoniously, and cultivate environment sensitivity.

» **Spiritual , Culture and Nature stewardship**

The lessons on the article 3, 4 & 5 equip learners with the value of reverence for sacred beliefs, sacred sites and conserved areas.

» **Historical Interpretation**

The lesson on medieval and modern historiography widens learners' ability to describe, analyse, evaluate and create diverse interpretation of historiography while learners also reflect careful reading of primary sources.

» **Historical Perspective**

The lessons on the medieval and modern method of writing history help learners develop different interpretation of the historical perspective of different times and period.

» **Historical Thinking**

The lesson on emergence of civilization, socio-cultural features and economic and technological advancement allow learners relate ancient civilizations to humanities and social sciences. In addition, learners understand the economic and political commonalities and differences among cultures, people, and the environment in present context.

» **Historical Synthesis**

The lesson on enlightenment and exploration equip the learners with the application of historical knowledge to interpret decision making, identify contrasting perspectives and recognize potential solution to problem.

» **Historical awareness**

Lesson on colonisation and nationalism help learners develop sense of awareness on events and devotion to one's nation.

» **Acceptance of Change and Continuity**

The lessons on socio-cultural awakening allow learners to analyse the existing practices and beliefs and explore adoption of new principles that suit to the changing conditions.

Class XI

» **Historical Inquiry**

Exploring the archeological sites in their locality equip learners with the fundamental research skills.

» **Historical Literacy**

The knowledge of artefacts and the derivative features of ancient Bhutan foster awareness of sources and evidences in the construction of historical knowledge.

» **Chronological Thinking**

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

» **Cultural Resilience**

The lesson on Kar-Nying Zungdrel helps learners value the true essence of the Buddhism by
The lessons on secular and spiritual arts and crafts widen learners' ability to describe, analyse, evaluate and create diverse interpretations of the past and present.

» **Cross-Cultural Awareness**

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

» **Peaceful Co-existence**

The lesson on the commonalities of ethnic groups helps learners realise the importance of promoting the concept of peaceful-coexistence globally to enhance productive, meaningful lives and sustainable societies.

» **Civic literacy**

The lessons on different theories of origins of state and the political theories equip learners to analyse and relate with the Bhutanese context. In addition, the lessons on socialism and capitalism from the historical perspective equip learners with information about the policies of the government, current economic and social conditions, and the major issues in the country.

» **Historical Inquiry**

The lessons on the oral history equip learners with the fundamental research skills.

» **Change and Continuity**

The lessons on the development of oral history make learners accept the concept of change and continuity in the study of history.

» **Ethical Application**

The lesson on ethics and standard practice of oral history help learners uphold ethics in shouldering their responsibilities.

» **Historical Awareness**

The lessons on theories of evolution and the civilisation develop awareness on the acceptance of continuity and change. It also enables learners to relate how the legacies of the ancestor impact the modern world.

» **Harmonious Co-existence**

The lessons on the French Revolution promote the principles of liberty, equality and fraternity.

» **Historical Interpretation**

The lessons on the interpretation of industrial revolution widen learners' ability to describe, analyse, evaluate and create diverse interpretations of the past and present.

» **Spirituality**

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

» **Historical Empathy**

The lesson on the battle of Kalinga and Ashoka's contributions in spread of Buddhism help learners identifies Ashoka as a transformational historical figure. This builds a sense of empathy in significant historical events.

Class XII

» **Spiritual Well-being**

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

» **Historical Synthesis**

The lesson on the contributions of religious figures in spreading Buddhism equip learners with the application of historical knowledge to interpret decision making, identify

contrasting perspectives and recognize potential solution to problem.

» **Harmonious Co-existence**

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

» **Acceptance of Change and Continuity**

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

» **Historical Pride and Loyalty**

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

» **Nationally rooted Citizen**

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

» **Chronological Reasoning**

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

» **Global Citizenship**

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

» **Peaceful Co-existence**

The lessons on the international organisations will help learners realise the importance of promoting the concept of peaceful-coexistence today's divisive world.

» **Historical Synthesis**

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

» **Civic engagement**

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

» **Civic Identity**

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

» **Media Literacy**

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

» **Historical Perspectives**

The lessons on the method of recording and writing history in the 19th and 20th century schools of historiography enable learners develop multiple perspectives on construction of the historical knowledge. In addition, learners interpret historical events and share different perspectives.

» **Chronological Reasoning**

The lessons on the schools of historiography help learners develop a deeper understanding of the historical interpretations in the context of change and continuity.

» **Historical Awareness**

The lessons on renaissance promote the value of the acceptance of continuity and change. It also enables learners relate how it impacted the modern society.

» **Historical Interpretation**

The lessons on Greco- Roman civilisation widen learners' ability to describe, analyse, evaluate and create diverse interpretations of the past and present.

» **Community Cohesion**

The lessons on the UNO promote the concept of unity for maintaining peace and security in the schools, homes and communities

» **Chronological Thinking**

Presenting the lesson on the national movements of Gandhi through a timeline helps

learner acquire an analytical skills to examine a connection between ideas.

» **Global Citizenship**

The lessons on the concept of race help to promote the concept of a global citizen among the learners. In addition, learners appreciate the interconnectedness and respect cultural diversity and social justice in the world.

» **Cross-Cultural Awareness**

The lessons on the biological and social construct of the racial identity furnish learners in behaving in an appropriate way across different cultures and build acceptance for these cultural differences. In addition, it results in enhancing cross-cultural communication skill to build trust between people of different cultures.

» **Peaceful Co-existence**

The lessons on the contributions of individuals and group to fight racism help learners realise the importance of promoting the concept of peaceful-coexistence in today's divisive world.

» **Historical Synthesis**

The effects of racial conflict equip learners with the application of historical knowledge to interpret decision-making, identify contrasting perspectives and recognize potential solution to problem.

5.5 Learning objectives, Core Concepts, and Process/Essential Skills

Learning objectives describes what the learner should know, or be able to achieve at the end of the lesson or learning period. The objectives are clear to determine the topic of a lesson, for planning and delivery, and assessment. It is applied class-wise. Learning objectives should be organised and aligned to strand, competencies and specific class level.

Bhutan History and Civics and Citizenship Education

Class VII

Strand: *Evolving Civilisation*

Learning Objectives (KSVA)	Core Concepts (Chapters/ Topics/ Themes)	Process/ Essential Skills
<ul style="list-style-type: none"> » Infer from artefacts some key features of ancient Bhutan. » Explain the various ancient names of Bhutan. » Describe the socio-economic life of Bhutan's early inhabitants. 	<p>Theme/Chapter: <i>Ancient Bhutan: Tracing the Country's earliest roots</i></p> <p>Topics: Features of Ancient Bhutan Ancient names of Bhutan Socio Economic Life of Bhutan's early inhabitant</p>	<ul style="list-style-type: none"> » Historical Inquiry » Historical Inference

Strand: *Identity, Spirituality and Culture*

Learning Objectives (KSVA)	Core Concepts (Chapters/ Topics/ Themes)	Process/ Essential Skills
<ul style="list-style-type: none"> » Define Bhutanese arts and crafts. » Define Bhutanese architecture. » Explain the origin of Bhutanese arts and crafts. » Explain the origin of Bhutanese architecture. » Categorise the types of Bhutanese arts and crafts. » Categorise the types of Bhutanese architecture. » Describe the salient features of Bhutanese arts and crafts. » Describe the salient features of Bhutanese architecture. 	<p>Theme/Chapter: <i>Cultural Heritage: Making Sense of Bhutanese National Expressions</i></p> <p>Topics: Bhutanese arts and craft Bhutanese Architecture</p>	<ul style="list-style-type: none"> » Historical Analysis

<ul style="list-style-type: none"> » Explain the prophecy leading to the birth of Pema Lingpa. » Explain the concept of tertoenpa. » Explain the origin of Tertoen Tradition. » Discuss Pema Lingpa’s parental background and upbringing. » List the extraordinary characteristics of Pema Lingpa as a child and a young man. » Describe Pema Lingpa’s treasure discovery from Mebar Tsho. » Write about Pema Lingpa’s contribution to the Buddhist teachings in Bhutan and Tibet. 	<p>Theme/Chapter: <i>Pema Lingpa: A Spiritual and Cultural Luminary of the Soil</i></p> <p>Topic: Tertoens Early life of Pema Lingpa Contributuion of Pema Lingpa</p>	<ul style="list-style-type: none"> » Historical Empathy
<ul style="list-style-type: none"> » Define civics » Explain the concept of civics » Define citizen and citizenship » List types citizenship » Define media » Differentiate civics and citizenship » State basic citizenship skills » Mention civic roles as a responsible student in school 	<p>Theme/Chapter: <i>Citizen and Citizenship</i></p> <p>Topics: Civics and Citizenship Citizenship Skills Responsible citizens</p>	<ul style="list-style-type: none"> » Civic Literacy Civic Identity

Strand: Governance and Peace

Learning Objectives (KSVA)	Core Concepts (Chapters/ Topics/ Themes)	Process/ Essential Skills
<ul style="list-style-type: none"> » Explain the parental background of Jigme Namgyel. » Describe the childhood of Jigme Namgyel. » Describe the prophetic dream of Jigme Namgyel. » Outline Jigme Namgyel's journey from Kurtoe to Trongsa. » Discuss the services of Jigme Namgyel in Trongsa Dzong. 	<p>Theme/Chapter: <i>Monarchy: An era of Stability and Reforms</i></p> <p>Topics:</p> <ul style="list-style-type: none"> » Early Life of Jigme Namgyel » Jigme Namgyel's journey from Kurtoe to Trongsa. 	<ul style="list-style-type: none"> » Chronological Thinking
<ul style="list-style-type: none"> » Explain the interest of British India in Bhutan. » Describe the significance of the Duars. » Describe Bhutan's relationship with Cooch Behar. » Describe Bhutan's encounter with British India over Cooch Behar's succession dispute. » Explain the battle of Cooch Behar. » Discuss the outcome of the battle of Cooch Behar. » Summarise the provisions of the Anglo-Bhutanese Treaty (1774). » Explain the causes of the Duar War. » Describe the events of the Duar War. » Discuss the significance of the Duar War. » State the significance of the Treaty of Sinchula of 1865. 	<p>Theme/Chapter: <i>Bhutan and British India: Bhutan's Relation with Her Immediate Foreign Neighbour</i></p> <p>Topic:</p> <ul style="list-style-type: none"> » Duars » Encounter with British India over Cooch Behar dispute » Anglo-Bhutanese Treaty (1774) » Cooch Behar War » Duar War » Treaty of Sinchula 	<ul style="list-style-type: none"> » Historical Inference » Perspective awareness

<ul style="list-style-type: none"> » Define State » Define Government » List features of State » List features of Government » Explain the term Constitution » Explain the features of Constitution » Classify different types of Constitutions » Trace the origin of the Constitution of Bhutan » Write the purpose of the Constitution of Bhutan » Discuss the salient features of the Constitution of Bhutan 	<p>Theme/Chapter: State and Government</p> <p>Topics:</p> <ul style="list-style-type: none"> » State » Government » Types of Constitution » Features of Constitution 	<ul style="list-style-type: none"> » Civic Literacy » Historical Analysis » Historical Synthesis
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World History

Class VII

Strand: *Historiography*

Learning Objectives (KSVA)	Core Concepts (Chapters/ Topics/ Themes)	Process/ Essential Skills
<ul style="list-style-type: none"> » Define History. » Explain the importance of learning History. » List characteristics of History. » Explain History as perspective based study. » Describe History in relation to other subjects. 	<p>Theme/Chapter: Understanding History</p> <p>Topics:</p> <ul style="list-style-type: none"> » Definition of History » Importance of learning history » History as perspective based study » History in relation to other subjects. 	<ul style="list-style-type: none"> » Historical Significance » Perspective Awareness

Strand: Evolving Civilisation

Learning Objectives (KSVA)	Core Concepts (Chapters/ Topics/ Themes)	Process/ Essential Skills
<ul style="list-style-type: none"> » Develop a sense of inquiry in understanding ancient civilisation. » Write definitions of civilisation. » List the factors leading to the rise of civilization. » Explain the characteristics of civilisation. » Relate the impacts of civilisation to the advancement of scientific invention and technology. 	<p>Theme/Chapter: <i>Understanding Civilisation</i></p> <p>Topics:</p> <ul style="list-style-type: none"> » Understanding ancient civilisation » Factors leading to the rise of civilisation » Characteristics of civilisation. 	<ul style="list-style-type: none"> » Global Competence » Historical Resilience

Strand: Governance and Peace

Learning Objectives (KSVA)	Core Concepts (Chapters/ Topics/ Themes)	Process/ Essential Skills
<ul style="list-style-type: none"> » Explain governance system and its significance. » Define Theocracy and Monarchy. » Differentiate the characteristics of Theocracy and Monarchy. » Write the advantages and disadvantages of Theocracy and Monarchy in the medieval period. » Explain Feudalism and its characteristics. » Explain the decline of Feudalism. 	<p>Theme/Chapter: Understanding Governance System</p> <p>Topics:</p> <ul style="list-style-type: none"> » Introduction to Governance System » Theocracy » Monarchy » Advantages and disadvantages of Theocracy » Advantages and disadvantages of Monarchy » Characteristics of Feudalism » Factors for the decline of Feudalism 	<ul style="list-style-type: none"> » Awareness of Change and Continuity

Strand: Spirituality, Identity and Culture

Learning Objectives (KSVA)	Core Concepts (Chapters/ Topics/ Themes)	Process/ Essential Skills
<ul style="list-style-type: none"> » Define culture. » Write the features of culture. » Explain the importance of culture. » Write the impacts of culture on social life. » Explain the reasons for diversity in culture. 	<p>Theme/Chapter: <i>Understanding Culture</i></p> <p>Topics:</p> <ul style="list-style-type: none"> » Concept of Culture » Importance of culture » Impacts of culture on social life » Diversity in culture 	<ul style="list-style-type: none"> » Respect for Differences

Bhutan History and Civics and Citizenship Education Class VIII

Strand: Governance and Peace

Learning Objectives (KSVA)	Core Concepts (Chapters/ Topics/ Themes)	Process/ Essential Skills
<ul style="list-style-type: none"> » Define dzong. » Describe the emergence of the dzong system in Bhutan. » Identify the dzong built during different periods in the history of Bhutan. » Analyse the purpose of dzong built during the pre-Zhabdrung era, Zhabdurng era, post-Zhabdrung era, and contemporary Bhutan. » Explain the location of dzong during Zhabdrung's era. » Examine the role of different officials in the administration of dzong during Zhabdrung's era. » Explore the role of different officials in the administration of dzong in contemporary Bhutan. 	<p>Theme/Chapter: <i>Dzong: The Faithful Sentinels of the Land</i></p> <p>Topics:</p> <ul style="list-style-type: none"> » Concept of Dzong » Dzong system in Bhutan » Dzongs during pre-Zhabdrung era » Role of different officials in the administration of dzong 	<ul style="list-style-type: none"> » Historical Honour

<ul style="list-style-type: none"> » Narrate Zhabdrung Ngawang Namgyal's early life in Tibet. » Discuss the circumstances in Tibet that led to Zhabdrung Ngawang Namgyal's departure from Tibet for Bhutan. » State the factors in Bhutan that enabled Zhabdrung Ngawang Namgyal to come to Bhutan. (Focus on ancestral connection to Bhutan example Yab Tyempey Nima's monastic seat in central Bhutan and Bhutanese Patron; Goen Hobtso Lam's long term connection with Zhabdrung's family, prior to the arrival of Zhabdrung, Drukpa Kagyud teaching already flourished through Phajo Drugom Zhipo and his descendants) » Explain Zhabdrung Ngawang Namgyal's arrival in Bhutan. (outer, inner, and secret reasons) » Discuss the reunification of Sharcho Khorlo Tshibgye. » Discuss the immediate circumstance that led Jigme Namgyel to the post of Trongsa Penlop. » Write a brief background of Lam Jangchub Tsundru. » Discuss the influence of Lam Jangchub Tsundru on Jigme Namgyel's life. » Discuss the significance of the post of Trongsa Penlop to Jigme Namgyel. » Explain the significance of the institution of Trongsa Penlop in the establishment of monarchy. » Explain the role of Jigme Namgyel as Desi. 	<p>Theme/Chapter: Choegyal Zhabdrung Ngawang Namgyal – The Architect of the Nation State Palden Druk</p> <p>Topics:</p> <ul style="list-style-type: none"> » Zhabdrung Ngawang Namgyal's early life » Circumstances in Tibet that led to Zhabdrung Ngawang Namgyal's departure from Tibet for Bhutan » Zhabdrung Ngawang Namgyal's arrival in Bhutan <p>Chapter/Theme: Monarchy: An Era of Stability and Reforms</p> <p>Topics:</p> <ul style="list-style-type: none"> » Reunification of Sharcho Khorlo Tshibgye » Immediate circumstance that led Jigme Namgyel to the post of Trongsa Penlop » Influence of Lam Jangchub Tsundru on Jigme Namgyel's life 	<ul style="list-style-type: none"> » Historical Analysis » Historical Empathy » Historical Honour
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<ul style="list-style-type: none"> » Describe the early life of Druk Gyalpo Ugyen Wangchuck. » Explain the milestones in the rise of Ugyen Wangchuck as an important political figure such as Paro Penlop's revolt of 1877, subjugation of Dronsop Sengay Namgyal of 1879, Battle of Changlimithang of 1885 and Younghusband Mission of 1904. » Discuss the immediate circumstances leading to the establishment of Hereditary Monarchy. » Explain the contributions of Druk Gyalpo Ugyen Wangchuck. » Discuss Ashi Tsundru Lhamo as a patron of Traditional Weaving. » Explain the Formation of Government. » Define political party. » Describe the formation of political parties. » Explain the concept of election. » Assess importance of election. 	<ul style="list-style-type: none"> » Early life of Druk Gyalpo Ugyen Wangchuck » The rise of Ugyen Wangchuck » The immediate circumstances leading to the establishment of Hereditary Monarchy » Contributions of Druk Gyalpo Ugyen Wangchuck » Ashi Tsundru Lhamo as a patron of Traditional Weaving <p>Chapter/Theme: Formation of Government in DCM</p> <p>Topics:</p> <ul style="list-style-type: none"> » Formation of Government » Concept of political party » Concept of election » Importance of election 	<ul style="list-style-type: none"> » Critical Analysis
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Strand: Identity, Spirituality and Culture

Learning Objectives (KSVA)	Core Concepts (Chapters/ Topics/ Themes)	Process/ Essential Skills
<ul style="list-style-type: none"> » Write about nature and shamanistic worship before the advent of Buddhism in Bhutan. » Explain the importance of Kyichu and Jampa Lhakhang. » Outline Sakyamuni Buddha’s prophecy on the birth of Guru Rinpoche. » Describe Guru Rinpoche’s arrival in Bhutan. » Write the characteristics of Bhutan as ‘Baeyul’ or Hidden Land blessed by Guru Rinpoche. » State the reasons for the arrival of Kaygud (drukpa, kamsang, drigung, shangpa), Nyingma, Sakya, and Gelug in Bhutan. 	<p>Theme/Chapter: <i>Buddhism: The Light on the Nation’s Path</i></p> <p>Topics:</p> <ul style="list-style-type: none"> » Shamanistic worship » Kyichu and Jampa Lhakhang » Guru Rinpoche’s arrival in Bhutan » Characteristics of Bhutan as ‘Baeyul’ » Reasons for the arrival of Kaygud, Nyingma, Sakya, and Gelug in Bhutan. 	<ul style="list-style-type: none"> » Historical Empathy » Historical Inference » Cultural Co-existence
<p>Define four domains of citizenship</p> <p>Explore relationship among four domains of citizenship in terms of civil, political, socio-economic and cultural context</p> <p>Define good citizen</p> <p>Identify the attributes of a good citizen</p> <p>Define community</p> <p>Explore importance of living with commonality and diversity</p>	<p>Theme/Chapter: <i>Good Citizenship</i></p> <p>Topics:</p> <ul style="list-style-type: none"> » Domains of citizenship » Concept of good citizen » Importance of living with commonality and diversity. 	<ul style="list-style-type: none"> » Civic Engagement » Civic Identity » e-citizenship

World History

Class VIII

Strand: *Historiography*

Learning Objectives (KSVA)	Core Concepts (Chapters/Topics/Themes)	Process/ Essential Skills
<ul style="list-style-type: none"> » Recognise the value of knowledge building by documenting and collecting sources. » Explain sources in history and its uses. » Explain the primary, secondary, material, non-material sources. » Explain historiography and its importance in studying history. 	<p>Theme/Chapter: <i>History and its Sources</i></p> <p>Topics:</p> <ul style="list-style-type: none"> » Sources and its uses » Historiography and its importance in studying history 	<ul style="list-style-type: none"> » Historical Inquiry » Historical Knowledge Construction

Strand: *Evolving Civilisation*

Learning Objectives (KSVA)	Core Concepts (Chapters/Topics/Themes)	Process/ Essential Skills
<ul style="list-style-type: none"> » Explore the patterns of interactions and enhance learner's knowledge to understand present. » Explain the biological evolution of human beings. » Describe the three periods of Stone Age and its features (Focus on different tools used by Pre-Historic period). » Compare Paleolithic and Neolithic ages. 	<p>Theme/Chapter: <i>The Stone Age</i></p> <p>Topics:</p> <ul style="list-style-type: none"> » Biological evolution of human beings » Three periods of Stone Age and its features 	<ul style="list-style-type: none"> » Chronological Thinking

Strand: Governance and Peace

Learning Objectives (KSVA)	Core Concepts (Chapters/ Topics/ Themes)	Process/ Essential Skills
<ul style="list-style-type: none"> » Describe the cause for change and continuity in governance system. » Explain the characteristics of Totalitarian, Authoritarian, Communist and Democratic forms of government. » Explain the pros and cons of Totalitarian, Authoritarian, Communist and Democratic forms of government. » Explain imperialism and industrial revolution as a cause for the rise of new forms of government. » Explain the impacts of capitalism and socialism on modern system of governance. 	<p>Theme/Chapter: Governance and Peace</p> <p>Topics:</p> <ul style="list-style-type: none"> » Characteristics of <ul style="list-style-type: none"> » Totalitarian, » Authoritarian, » Communist » Democratic forms of government » Imperialism and industrial revolution » Impacts of capitalism and socialism on modern system of governance 	<ul style="list-style-type: none"> » Awareness of Change and Continuity » Historical Empathy » Perspective Awareness

Strand: Identity, Spirituality, and Culture

Learning Objectives (KSVA)	Core Concepts (Chapters/ Topics/ Themes)	Process/ Essential Skills
<ul style="list-style-type: none"> » Define religion. » Examine the basic characteristics of religion. » Explain different types of religion. » Explain the circumstances leading to the growth of different religion. » Describe the significance of religion on socio-cultural life. 	<p>Theme/Chapter: <i>Understanding Religion</i></p> <p>Topics:</p> <ul style="list-style-type: none"> » Concept of religion » Different types of religion » Significance of religion on socio-cultural life 	<ul style="list-style-type: none"> » Historical Literacy » Cultural Diversity

<ul style="list-style-type: none"> » Describe the coronation of King Jigme Dorji Wangchuck. » Assess Bhutan’s relation with India and international community during the reign of King Jigme Dorji Wangchuck. » Explain the Third Druk Gyalpo as the Father of Modern Bhutan with focus on socio-economic and constitutional reforms. » Discuss Ashi Kesang Choeden Wangchuck: Dharma and Cultural Patron. » Write the meaning of parliament » Define the Legislature » Discuss the role of National Assembly » Discuss the role of National Council » Underline the importance of Monarch in Parliament of Bhutan » Define Bill » Explain the procedure of passing of a Bill » Describe the Executive » Explain the Judiciary » Define Local Government » Discuss the role of Local Government 	<ul style="list-style-type: none"> » Bhutan’s relation with India and international community during the reign of King Jigme Dorji Wangchuck » King Jigme Dorji Wangchuck as the Father of Modern Bhutan » Ashi Kesang Choeden Wangchuck: Dharma and Cultural Patron. Theme/Chapter: Parliament, Judiciary and Local Government Topics: <ul style="list-style-type: none"> » Concept of Parliament » National Assembly » National Council » Importance of Monarch in Parliament of Bhutan » Passing of a Bill » Judiciary » Role of Local Government 	<ul style="list-style-type: none"> » Understanding fundamental duties
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Strand: Spirituality, Identity and Culture

Learning Objectives (KSVA)	Core Concepts (Chapters/ Topics/ Themes)	Process/ Essential Skills
<ul style="list-style-type: none"> » Explain the <i>Peling</i> Tradition. » List the treasures discovered by Pema Lingpa » Assess Pema Lingpa’s contribution to the spiritual dances of Bhutan. » Evaluate the spiritual impacts of the <i>Peling</i> Tradition on the lives of Bhutanese. » Discuss the political influence of <i>Peling</i> lineages in Bhutan. 	<p>Theme/Chapter:</p> <p><i>Pema Lingpa – A Spiritual and Cultural Luminary of the Soil</i></p> <p>Topics:</p> <ul style="list-style-type: none"> » Concept of Peling Tradition » Treasures discovered by Pema Lingpa » Pema Lingpa’s contribution to the spiritual dances of Bhutan » Political influence of <i>Peling</i> lineages 	<ul style="list-style-type: none"> » Historical Inference » Historical Pride
<ul style="list-style-type: none"> » Discuss citizenship by legal status, by knowledge and skills for participation, by disposition and willingness to engage » 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 » Define Bhutanese Driglam Choesum » Define Ley-jumdrey and Thadamtsig » 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 	<p>Theme/Chapter:</p> <p><i>Driglam Choesum: Bhutanese ethos</i></p> <p>Topics:</p> <ul style="list-style-type: none"> » Citizenship by legal status, by knowledge and skills for participation » Fundamental rights and duties » Concept of national community » Concept of Driglam Choesum » Concept of Ley-jumdrey and Thadamtsig 	<ul style="list-style-type: none"> » Community Cohesion » Ley-jumdrey and Thadamtsig » Civic Mindedness

World History Class IX Strand: *Historiography*

Learning Objectives (KSVA)	Core Concepts (Chapters/ Topics/ Themes)	Process/ Essential Skills
<ul style="list-style-type: none"> » 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 & Roman historiography » Explain the similarities and differences between Greek and Roman historiography » Discuss contributions of main Greek & 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 	<p>Theme/Chapter</p> <ul style="list-style-type: none"> » The Ancient Historiography » Understanding perspective in History <p>Topics:</p> <ul style="list-style-type: none"> » Greek and Roman Historiography » Characteristics of Greek & Roman historiography » Roman and Greek methods used in the writings of history 	<ul style="list-style-type: none"> » Historical Inquiry » Historical Knowledge Construction

Strand: *Evolving Civilisation*

Learning Objectives (KSVA)	Core Concepts (Chapters/ Topics/ Themes)	Process/ Essential Skills
<ul style="list-style-type: none"> » Explain the rise and growth of cities in ancient Mesopotamia. » Describe the economic, social, political and religious life of Mesopotamian civilisation. » Explain the technological advances during Mesopotamian civilisation. » State the hypothetical reasons for decline of Mesopotamian civilisation. » Compare Mesopotamian life to the present world and write similarities and differences 	<p>Theme/Chapter:</p> <ul style="list-style-type: none"> » The Mesopotamian Civilisation <p>Topics:</p> <ul style="list-style-type: none"> » The growth of cities in ancient Mesopotamia » Life in Mesopotamian civilisation. » Reasons for decline of Mesopotamian civilisation 	<ul style="list-style-type: none"> » Historical Insight

Strand: Governance and Peace

Learning Objectives (KSVA)	Core Concepts (Chapters/ Topics/ Themes)	Process/ Essential Skills
<ul style="list-style-type: none"> » Explain the concepts of Renaissance, Civic Humanism and Reformation. » Explain the problems of feudalism as a cause for the birth of renaissance and reformation. » Evaluate the impact of renaissance and reformation on the socio-economic and political lives of Europe and the World » Describe enlightenment as a source for the birth of modern democracy 	<p>Theme/Chapter: <i>The Age of Renaissance and Reformation</i></p> <p>Topics:</p> <ul style="list-style-type: none"> » Concepts of Renaissance, Civic Humanism and Reformation » Feudalism as a cause for the birth of renaissance and reformation. » Impact of renaissance and reformation » Enlightenment as a source for the birth of modern democracy 	<ul style="list-style-type: none"> » Historical Inference

Strand: Identity, Spirituality, and Culture

Learning Objectives (KSVA)	Core Concepts (Chapters/ Topics/ Themes)	Process/ Essential Skills
<ul style="list-style-type: none"> » Explain race and ethnicity » Explain different types of races and its importance » Explain identity and its construct » Describe the features that determine individual and group identity 	<p>Theme/Chapter:</p> <ul style="list-style-type: none"> » Race, Ethnicity and Identity <p>Topics:</p> <ul style="list-style-type: none"> » Concept of race and ethnicity » Types of races » Identity and its construct 	<ul style="list-style-type: none"> » Cross-Cultural Awareness

Bhutan History and Civics and Citizenship Education Class X

Strand: Governance and Peace

Learning Objectives (KSVA)	Core Concepts (Chapters/ Topics/ Themes)	Process/ Essential Skills
<ul style="list-style-type: none"> » Explain the birth prophecies of King Jigme Singye Wangchuck. » Elucidate the contributions of Druk Gyalpo Jigme Singye Wangchuck as a crown Prince. » Discuss King Jigme Singye Wangchuck as a selfless leader Bodhisattva King with reference to: <ul style="list-style-type: none"> » the founding of GNH, » initiation of decentralisation, » drafting of the constitution, » Selfless leadership of 2003, » selfless leadership of 2006, » institution of democracy, » Discuss: <ul style="list-style-type: none"> » Ashi Dorji Wangmo Wangchuck: Champion of Poverty alleviation » Ashi Tshering Pem Wangchuck: Champion of Youth wellbeing » Ashi Tshering Yangdon Wangchuck: Dharma Patron » Ashi Sangay Choden Wangchuck: Champion of Women’s empowerment » Explain the early life of King Jigme Khesar Namgyel Wangchuck. » Discuss the grooming of Jigme Khesar Namgyel Wangchuck to kingship. 	<p>Theme/Chapter:</p> <p>Monarchy: An era of Stability and Reforms</p> <p>Topics:</p> <ul style="list-style-type: none"> » Contributions of Druk Gyalpo Jigme Singye Wangchuck as a crown Prince » King Jigme Singye Wangchuck as a selfless leader Bodhisattva King » The early life of King Jigme Khesar Namgyel Wangchuck » The coronation of King Jigme Khesar Namgyel Wangchuck » King Jigme Khesar Namgyel Wangchuck as the People’s King » Her Majesty The Gyaltseen Jetsun Pema Wangchuck as an advocate for environmental conservation » The significance of the birth of Gyalsey Jigme Namgyel Wangchuck 	<ul style="list-style-type: none"> » Historical Pride » Loyalty » Historical Empathy » Civic Engagement » Chronological Thinking

<ul style="list-style-type: none"> » Describe the coronation of King Jigme Khesar Namgyel Wangchuck. » Describe the Royal Wedding of King Jigme Khesar Namgyel Wangchuck. » Elucidate the significance of royal walk » Discuss King Jigme Khesar Namgyel Wangchuck as the People’s King with reference to: <ul style="list-style-type: none"> » Safeguarding the national security » Democratic consolidation » Economic initiatives » Social initiatives » Other initiatives » Discuss Her Majesty The Gyaltsuen Jetsun Pema Wangchuck as an advocate for environmental conservation. » Explain the significance of the birth of Gyalsey Jigme Namgyel Wangchuck. » Explain the Chhoe-sid System established by Zhabdrung Ngawang Namgyal. » Describe 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. » 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. 	<p>Theme/Chapter: Zhabdrung Ngawang Namgyal– The Architect of the Nation State</p> <p>Topics:</p> <ul style="list-style-type: none"> » The concept of Chhoe-sid System » The first set of laws by Zhabdrung » The significance of the laws codified by Zhabdrung » Legacy of Zhabdrung’s unique national identity 	<ul style="list-style-type: none"> » Harmonious co-existence » Social Cohesion
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<ul style="list-style-type: none"> » Interpret the relationship between the leaders of British India and Desi Jigme Singye, Zhidar, Jigme Namgyel, and Ugyen Wangchuck. » Explain impact of the Anglo – Bhutanese Treaty of 1774, the Treaty of Sinchula of 1865 and the Treaty of Punakha of 1910. » Describe the perspectives of British Political Officers John Claude White, Charles Bell, FM Bailey and AJ Hopkinson on Bhutan. » Define civil society as the third sector » Describe characteristics of civil society as non-profit, voluntary and non-partisan entity » Explain 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 » Differentiate between State and Government » Enumerate the attributes of State » Elucidate Bhutan as a Sovereign State » Discuss the role of Monarch as the Head of State » Write the significance of Principles of State Policy 	<p>Theme/Chapter: Bhutan and British India: Bhutan’s Relations with Her Immediate Foreign Neighbour</p> <p>Topics:</p> <ul style="list-style-type: none"> » The relationship between the leaders of British India and Druk Desis » Impact of the Anglo – Bhutanese Treaty, the Treaty of Sinchula and the Treaty of Punakha » The perspectives of British Political Officers on Bhutan <p>Theme/Chapter:</p> <ul style="list-style-type: none"> » Civil Society <p>Topics:</p> <ul style="list-style-type: none"> » Concept of civil society as the third sector » Characteristics of civil society » Emergence of civil society in Bhutan » Difference between State and Government » Role of Monarch as the Head of State » The significance of Principles of State Policy 	<ul style="list-style-type: none"> » Historical Literacy » Perspective Consciousness » Understanding fundamental duties
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Strand: Spirituality, Identity and Culture

Learning Objectives (KSVA)	Core Concepts (Chapters/ Topics/ Themes)	Process/ Essential Skills
<ul style="list-style-type: none"> » 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 » Evaluate the role of Article 5 in conservation of environment. 	<p>Theme/Chapter: <i>Constitution of Bhutan</i></p> <p>Topics:</p> <ul style="list-style-type: none"> » Importance of spiritual heritage » Significance of cultural heritage 	<ul style="list-style-type: none"> » Spiritual, Culture and Nature stewardship » Community Cohesion

World History
Class X

Strand: Historiography

Learning Objectives (KSVA)	Core Concepts (Chapters/ Topics/ Themes)	Process/ Essential Skills
<ul style="list-style-type: none"> » Explain the importance of Oral History » Explain the characteristics of Medieval Traditions of Historical Writing » Differentiate between Medieval & Modern Traditions of Historical Writing » Describe any three methods of medieval and modern historiography » Explain how medieval historiography has transited to modern phase of historiography. » Identify Medieval and Modern methods used in the writings of history and be inspired to construct knowledge 	<p>Theme/Chapter: <i>Medieval Historiography</i></p> <p>Topics:</p> <ul style="list-style-type: none"> » Oral History » Characteristics of Medieval Traditions of Historical Writing » Methods of medieval and modern historiography 	<ul style="list-style-type: none"> » Historical Inference » Historical Perspective

Strand: Evolving Civilisation

Learning Objectives (KSVA)	Core Concepts (Chapters/ Topics/ Themes)	Process/ Essential Skills
<ul style="list-style-type: none"> » Explain importance of town planning of Indus valley civilisation » 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 » Analyse the different reasons for the decline of Indus valley civilisations » Compare Indus valley civilisation with present day and describe the differences 	<p>Theme/Chapter: <i>Indus Valley Civilisation</i></p> <p>Topics:</p> <ul style="list-style-type: none"> » Town planning of Indus valley civilization » Different cities of Indus valley civilisation » Decline of Indus valley civilisations 	<ul style="list-style-type: none"> » Historical Thinking

Strand: Governance and Peace

Learning Objectives (KSVA)	Core Concepts (Chapters/ Topics/ Themes)	Process/ Essential Skills
<ul style="list-style-type: none"> » 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 » Explain the effects of Columbian exchange to the world. » Define colonisation and explain the reasons for colonising America, Africa and Asia » Examine the reasons of the conflicts over maritime trade and its consequences » Explain colonisation as a cause for the rise of nationalism in India 	<p>Theme/Chapter: <i>Age of Exploration</i></p> <p>Topics:</p> <ul style="list-style-type: none"> » Age of enlightenment » Spain and Portugal spearheading the idea of exploration » The effects of Columbian exchange to the world » Reasons for colonising America, Africa and Asia 	<ul style="list-style-type: none"> » Historical Synthesis » Historical Awareness

Strand: Identity, Spirituality, and Culture

Learning Objectives (KSVA)	Core Concepts (Chapters/ Topics/ Themes)	Process/ Essential Skills
<ul style="list-style-type: none"> » 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 » Explain life and teachings of Lord Buddha 	<p>Theme/Chapter: Socio-Cultural Movement</p> <p>Topics:</p> <ul style="list-style-type: none"> » Factors for the rise of socio-cultural movements » Significance of liberal ideas on socio-cultural awakening » Buddha as an icon of socio-cultural awakening » Life and teachings of Lord Buddha 	<ul style="list-style-type: none"> » Accepting of Change and Continuity

Bhutan History and Civics and Citizenship Education**Class XI****Strand: Governance and Peace**

Learning Objectives (KSVA)	Core Concepts (Chapters/ Topics/ Themes)	Process/ Essential Skills
<ul style="list-style-type: none"> » Discuss Theories of Origin of State. » Explain the concept of State presented in different theories with reference to Bhutan. » Explain Socialism » Explain Capitalism » Discuss the contemporary political debates with reference to the Bhutanese Context. 	<p>Theme/Chapter <i>Political Theories</i></p> <p>Topics:</p> <ul style="list-style-type: none"> » Theories of Origin of State » Socialism » Capitalism 	<ul style="list-style-type: none"> » Civic Literacy

Strand: Identity, Spirituality and Culture

Learning Objectives (KSVA)	Core Concepts (Chapters/ Topics/ Themes)	Process/ Essential Skills
<ul style="list-style-type: none"> » Trace the genesis of the three turnings of the Wheel of Dharma. » Discuss distinct characteristics of the three turnings of Wheel of Dharma. » Describe the practice of Kar-Nying Zungdrel (Coexistence of Nyingma and Kagyud practice) » Explain the establishment of Drukpa Kagyud tradition in Bhutan. » Discuss the role of Zhung Dratshang in strengthening Drukpa Kagyud in Bhutan. » Explain the concept of cultural heritage. » Explain tangible and intangible cultural heritage with Bhutanese examples. » Discuss the salient features of secular and spiritual arts and crafts of Bhutan. » Describe the factors leading to the emergence of architecture, arts and crafts in contemporary Bhutan. » Evaluate the status of traditional architecture, arts crafts in contemporary Bhutan. » Discuss the fusion of traditional and contemporary architecture, arts and crafts in Bhutan. » Discuss the challenges in the preservation of Bhutanese culture. » Assess the importance of architecture, arts and crafts in strengthening cultural identity. 	<p>Theme/Chapter:</p> <p>Buddhism: The Light on the Nation's Path</p> <p>Topics:</p> <ul style="list-style-type: none"> » The genesis of the three turnings of the Wheel of Dharma » Establishment of Drukpa Kagyud tradition in Bhutan <p>Theme/Chapter:</p> <p><i>Cultural Heritage: Making Sense of Bhutanese National Expression</i></p> <p>Topics:</p> <ul style="list-style-type: none"> » The concept of cultural heritage » Tangible and intangible cultural heritage » Factors leading to the emergence of architecture, arts and crafts in contemporary Bhutan » Importance of architecture, arts and crafts in strengthening cultural identity. 	<ul style="list-style-type: none"> » Chronological Thinking » Spiritual Wellbeing » Cultural Resilience » Historical Interpretation

<ul style="list-style-type: none"> » Explain the different ethnic groups of Bhutan. » Describe the myths associated with different ethnic groups of Bhutan. » Explain the salient characteristics of different ethnic groups of Bhutan. » Discuss the commonalities shared by different ethnic groups. » Analyse the benefits of changes in the concept of ethnicity in contemporary. » Discuss the construction of Bhutanese identity. 	<p>Theme/Chapter: Ethnic groups: Separate Faces of One Nation</p> <p>Topics:</p> <ul style="list-style-type: none"> » Different ethnic groups of Bhutan » The salient characteristics of different ethnic groups of Bhutan. » Construction of Bhutanese identity 	<ul style="list-style-type: none"> » Cross-Cultural Awareness » Peaceful Coexistence
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World History

Class XI

Strand: *Historiography*

Learning Objectives (KSVA)	Core Concepts (Chapters/ Topics/ Themes)	Process/ Essential Skills
<ul style="list-style-type: none"> » Explain historiography as the history of history » Discuss the key features of Historiography from Ancient to Modern period » Explain Oral History » Explain the development of Oral History in the study of history » Describe the methods and techniques used in Oral History » Describe few important ethics and standards of practice of Oral History » Write a Local History/Community History 	<p>Theme/Chapter: Historiography and Oral History</p> <p>Topics:</p> <ul style="list-style-type: none"> » Historiography as the history of history » Key features of Historiography from Ancient to Modern period » Oral History » Important ethics and standards of practice of Oral History. 	<ul style="list-style-type: none"> » Historical Inquiry » Accepting Changes and Continuity » Ethical Application

Strand: Evolving Civilisation

Learning Objectives (KSVA)	Core Concepts (Chapters/ Topics/ Themes)	Process/ Essential Skills
<ul style="list-style-type: none"> » Explain Lamarck's and Darwin's theory of evolution » Explain the biological evolution and its importance to history » Compare Lamarck's theory and Darwin's theory. » Discuss the factors that led to the rise of civilisation with reference to Egyptian civilisation in Africa » Examine the features of Egyptian civilisation in relation to the features of modern society » Relate the scientific inventions and innovations of Egyptian civilisation as a source for modern technology » Analyze the reasons for the downfall of Egyptian civilisation 	<p>Theme/Chapter: Evolution theories and Civilisation</p> <p>Topics:</p> <ul style="list-style-type: none"> » Lamarck's and Darwin's theory of evolution » Features of Egyptian civilisation » The scientific inventions and innovations of Egyptian civilisation » The reasons for the downfall of Egyptian civilisation 	<ul style="list-style-type: none"> » Historical Inquiry » Historical Analysis » Historical Synthesis

Strand: Governance and Peace

Learning Objectives (KSVA)	Core Concepts (Chapters/ Topics/ Themes)	Process/ Essential Skills
<ul style="list-style-type: none"> » Explain Revolution and Nationalism » Analyse and assess the influence of enlightenment ideas on French revolution » Examine the causes of French Revolution » Discuss the impact of French revolution in Europe and the World » Evaluate the impact of French revolution in bringing about the idea of liberty, equality, fraternity, and justice 	<p>Theme/Chapter: Revolution and Nationalism</p> <p>Topics:</p> <ul style="list-style-type: none"> » Influence of enlightenment ideas on French revolution » The impact of French revolution in Europe and the World » Colonialism as the root cause for the rise of Indian Nationalism 	<ul style="list-style-type: none"> » Historical Co-existence » Historical Interpretation

<ul style="list-style-type: none"> » Explain Colonialism as the root cause for the rise of Indian Nationalism (INM) » Explain why WWI was a global conflict. » Discuss the causes of WWI » Assess the consequences of WWI » Discuss the key causes of Industrial Revolution in England. » Discuss the various interpretations of Industrial Revolution » Discuss the impact of Industrial Revolution » Evaluate the impact of Industrial Revolution on modern democracy. » Explain Economic Depression and its impact to the world 	<ul style="list-style-type: none"> » WWI was a global conflict » The key causes of Industrial Revolution in England » the impact of Industrial Revolution 	<ul style="list-style-type: none"> » Historical Co-existence » Historical Interpretation
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Strand: Identity, Spirituality, and Culture

Learning Objectives (KSVA)	Core Concepts (Chapters/ Topics/ Themes)	Process/ Essential Skills
<ul style="list-style-type: none"> » Explain Spirituality and Religion » Explain Asoka's rise to power » Describe battle of Kalinga and its impact » Analyse Asoka's contribution in the spread of Buddhism in Asia » Discuss the role of king Asoka in spread of Buddhism in Bhutan 	<p>Theme/Chapter: Spirituality and Religion</p> <p>Topics:</p> <ul style="list-style-type: none"> » Asoka's rise to power » Battle of Kalinga and its impact » Asoka's contribution in the spread of Buddhism in Asia 	<ul style="list-style-type: none"> » Spirituality » Historical Empathy

Bhutan History and Civics and Citizenship Education

Class XII

Strand: Governance and Peace

Learning Objectives (KSVA)	Core Concepts (Chapters/ Topics/ Themes)	Process/ Essential Skills
<ul style="list-style-type: none"> » Explain the concept of the Silken Knot and Golden Yoke. » Describe the role of Je Khenpo in the Choe-sid System. » Describe the modalities of becoming a Je Khenpo. » Describe the role of Desi in the Choe-sid System. » Describe the modalities of becoming a Desi. » Study the transformational contributions of Je Khenpo to Bhutan. (First, 9th Je Sacha Rinchen, 13th Je Yonten Thaye, Je Sherab Wangchuk, 68th, 69th and 70th) » Study the transformational contributions of Desi to Bhutan. (1st, 4th Chogyal Minjur Tempa, 12th Jamgoen Ngawang Gyeltshen) » Discuss the evolution of the Choesid System in Bhutan. 	<p>Theme/Chapter: The Silken Knot and Golden Yoke</p> <p>Topics:</p> <ul style="list-style-type: none"> » Explain the concept of the Silken Knot and Golden Yoke » The role of Je Khenpo in the Choe-sid System » The role of Desi in the Choe-sid System » The transformational contributions of Je Khenpos » The transformational contributions of Desis » The evolution of the Choesid System in Bhutan. 	<ul style="list-style-type: none"> » Harmonious Co-existence » Acceptance of change and Continuity
<ul style="list-style-type: none"> » Discuss the political reforms of : <ul style="list-style-type: none"> » Druk Gyalpo Ugyen Wangchuck » Druk Gyalpo Jigme Wangchuck » Druk Gyalpo Jigme Dorji Wangchuck » Druk Gyalpo Jigme Singye Wangchuck and » Druk Gyalpo Jigme Khesar Namgyel Wangchuck in the context of change and continuity. 	<p>Theme/Chapter: Monarchy: An era of Stability and Reforms</p> <p>Topics:</p> <ul style="list-style-type: none"> » The political reforms of Druk Gyalpos » The social reforms of Druk Gyalpos 	<ul style="list-style-type: none"> » Historical Pride and Loyalty » Chronological Reasoning » Nationally rooted

<ul style="list-style-type: none"> » Elaborate on the Democratic Constitutional Monarchy with reference to political reforms. » Discuss the social reforms of: <ul style="list-style-type: none"> » Druk Gyalpo Ugyen Wangchuck, » Druk Gyalpo Jigme Wangchuck » Druk Gyalpo Jigme Dorji Wangchuck » Druk Gyalpo Jigme Singye Wangchuck, and » Druk Gyalpo Jigme Khesar Namgyel Wangchuck in the context of change and continuity. » Elucidate the role of the monarch as a protector of all religions in enhancing social wellbeing and harmony of the people. <ul style="list-style-type: none"> » Discuss the economic reforms of » Druk Gyalpo Ugyen Wangchuck » Druk Gyalpo Jigme Wangchuck » Druk Gyalpo Jigme Dorji Wangchuck » Druk Gyalpo Jigme Singye Wangchuck, and » Druk Gyalpo Jigme Khesar Namgyel Wangchuck in the context of change and continuity. » Analyse Bhutan’s economic self-reliance in contemporary times with reference to the visions of the monarchs. » Explain Bhutan’s political interactions with India, Ladakh, Sikkim, Nepal, Tibet, and China from the 17th to 21st century. 	<ul style="list-style-type: none"> » The economic reforms of Druk Gyalpos 	<ul style="list-style-type: none"> » Historical Pride and Loyalty » Chronological Reasoning » Nationally rooted
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<ul style="list-style-type: none"> » Discuss the reasons for Bhutan’s membership to the: <ul style="list-style-type: none"> » United Nations (UN), » Non Aligned Movement (NAM), » South Asian Association for Regional Cooperation (SAARC), » Bay of Bengal Initiative for Multi-Sectoral Technical and Economic Cooperation (BIMSTEC), and » Colombo Plan. » Describe Bhutan’s contribution to the UN, NAM, SAARC, BIMSTEC, and Colombo Plan. » Explain the contributions of the UN, NAM, SAARC, BIMSTEC, and Colombo Plan to Bhutan. » Discuss one international or regional organisation most relevant to contemporary Bhutan. » Discuss the avenues for civic engagement in your community. » Discuss the ways to become critical consumers of media contents » Analyse any media contents to examine media consumption skills » Evaluate the forms of Democracy with reference to Bhutan. » Assess the advantages and disadvantages of Democracy. » Compare the origin of the Constitution of Bhutan with reference to any other Constitution 	<p>Theme/Chapter: Bhutan and International Organisations: Among the Constellation of Nations</p> <p>Topics:</p> <ul style="list-style-type: none"> » Bhutan’s political interactions » Bhutan’s membership to the INO <p>Theme/Chapter:</p> <ul style="list-style-type: none"> » Media Literacy » Democracy and Constitution <p>Topics:</p> <ul style="list-style-type: none"> » Ways to become critical consumers of media contents » The advantages and disadvantages of Democracy 	<ul style="list-style-type: none"> » Global Citizenship » Historical Synthesis » Civic Identity » Civic Engagement » Media Literacy
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<ul style="list-style-type: none"> » Relate the structure of the Constitution of Bhutan with any other country's Constitution » Evaluate the theories of interpretation of the Constitution of Bhutan 	<ul style="list-style-type: none"> » The structure of the Constitution of Bhutan » The theories of interpretation of the Constitution of Bhutan 	
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Strand: Identity, Spirituality and Culture

Learning Objectives (KSA)	Core Concepts (Chapters/ Topics/ Themes)	Process/ Essential Skills
<ul style="list-style-type: none"> » Evaluate Guru Rinpoche's role in strengthening Buddhism in Bhutan. » Discuss Pema Lingpa's spiritual contribution to Bhutan. » Assess Phajo Drugom Zhigpo as the pioneer of Drukpa Kagyud in Bhutan. » Discuss Zhabdrung Ngawang Namgyal as the architect of Bhutan as a nation state » Discuss Drukpa Kuenley's unique approach to teaching of Vajrayana Buddhism in Bhutan. » Explain the role of Moenmo Tashi Kheudron in spreading Vajrayana Buddhism in Bhutan. » Explain the role of Khandro Sonam Peldron as a role model in the practice of Vajrayana Buddhism. 	<p>Theme/Chapter: Important Historical Figures and Shaping of National Identity</p> <p>Topics:</p> <ul style="list-style-type: none"> » Guru Rinpoche's role in strengthening Buddhism in Bhutan » Pema Lingpa's spiritual contribution to Bhutan » Phajo Drugom Zhigpo as the pioneer of Drukpa Kagyud in Bhutan » Zhabdrung Ngawang Namgyal as the architect of Bhutan as a nation state » Moenmo Tashi Kheudron in spreading Vajrayana Buddhism in Bhutan » Khandro Sonam Peldron as a role model in the practice of Vajrayana Buddhism 	<ul style="list-style-type: none"> » Historical Synthesis » Spiritual Wellbeing

World History Class XII Strand: *Historiography*

Learning Objectives (KSVA)	Core Concepts (Chapters/ Topics/ Themes)	Process/ Essential Skills
<ul style="list-style-type: none"> » Recognise the importance of historical sources and learn basic approaches to historical interpretations » Discuss three different schools of historiography that developed during the late 19th century with reference to their, ideas, influences and criticisms. » Analyse the development in the methods of recording and writing history in the 19th century school of Historiography. » Compare the different theories on the role of history forwarded by Historicists, Accidentalists, Intentionalist and Hegelian. » Discuss the different schools of historiography that developed during the late 20th century with reference to their ideas, influences and criticism. » Analyse the development in the methods of recording and writing history in the 20th century. 	<p>Theme/Chapter: <i>Historical Interpretations</i></p> <p>Topics:</p> <ul style="list-style-type: none"> » Importance of historical sources » Different schools of historiography that developed during the late 19th century » Different theories on the role of history forwarded by Historicists, Accidentalists, Intentionalist and Hegelian » The different schools of historiography that developed during the late 20th century 	<ul style="list-style-type: none"> » Historical Perspective » Chronological Reasoning

Strand: Evolving Civilisation

Learning Objectives (KSVA)	Core Concepts (Chapters/ Topics/ Themes)	Process/ Essential Skills
<ul style="list-style-type: none"> » Give reasons why Greco-Roman civilisation is called classical civilisation. » Discuss the importance of myth and mythology in Greek and Roman civilisation » Compare and contrast Greek and Roman Civilisation » Explain the factors that led to rise of city states in Greek civilisation » Examine the features of modern civilisation » Discuss the impact of renaissance on society and religion » Explain the role of Humanism in bringing intellectual development » Describe Age of Reason and Discovery » Explain the scientific innovations and inventions and its impact on society 	<p>Theme/Chapter: Classical Civilisation</p> <p>Topics:</p> <ul style="list-style-type: none"> » Greco-Roman civilization » The impact of renaissance on society and religion » The factors that led to rise of city states in Greek civilisation » The features of modern civilisation » The role of Humanism » Age of Reason and Discovery 	<ul style="list-style-type: none"> » Historical awareness » Historical Interpretation » Understanding Continuity and Change

Strand: Governance and Peace

Learning Objectives (KSVA)	Core Concepts (Chapters/ Topics/ Themes)	Process/ Essential Skills
<ul style="list-style-type: none"> » Explain Russia's involvement in WWI and its impact to Russian society and economy » Describe the causes of Russian Revolution. » Evaluate Russian Revolution as a challenge to aristocracy » Assess the successes of Bolshevik revolution and its impacts to the World. » Discuss the philosophy of Gandhi » Describe the national movements led by Gandhi. 	<p>Theme/Chapter: <i>Nationalism, Global Peace and Security</i></p> <p>Topics:</p> <ul style="list-style-type: none"> » Russia's involvement in WWI 	

<ul style="list-style-type: none"> » Assess the treaty of Versailles as cause to rise of extreme nationalism in Germany and Italy » Explain the causes and consequence to rise of militarism in Japan » Evaluate the consequences of appeasement policy followed by England and France » Discuss the circumstances that led to the cold war. » Assess the roles of Gorbachev and Reagan in the end of Cold War » Explain the concept of Global Peace and Security. » Discuss the League of Nations as an effort of Global Peace and security. » Discuss the reason for the establishment of the UNO. » Discuss Security Council of the United Nations Organisations as body focusing for global peace and cooperation. 	<ul style="list-style-type: none"> » The causes of Russian Revolution » Bolshevik revolution » The philosophy of Gandhi » The national movements led by Gandhi. » The circumstances that led to the cold war. » League of Nations » UNO 	<ul style="list-style-type: none"> » Community Cohesion » Chronological Thinking
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Strand: Identity, Spirituality, and Culture

Learning Objectives (KSVA)	Core Concepts (Chapters/ Topics/ Themes)	Process/ Essential Skills
<ul style="list-style-type: none"> » Analyse the emergence of the idea of race- Age of discovery & exploration » Explain the biological thoughts of racial differences » Explain the social construct of racial identity. » Discuss on the unique features of the four major races of the world that determine the socio-cultural interactions » Analyse the causes and effects of racial conflict in the present world, and » Discuss the contributions of individuals and groups to fight racism 	<p>Theme/Chapter: <i>Racial Identity</i></p> <p>Topics:</p> <ul style="list-style-type: none"> » The emergence of the idea of race- Age of discovery & exploration » The biological thoughts of racial differences » The social construct of racial identity » Unique features of the four major races » The causes and effects of racial conflict » The contributions of individuals and groups to fight racism 	<ul style="list-style-type: none"> » Global Citizenship » Cross-cultural awareness » Historical Synthesis

6. TEACHING AND LEARNING APPROACHES

Teaching and learning approaches refer to effective pedagogies to equip learners for life, in its broadest sense; build inter disciplinary and cross-curricular skills, concepts, knowledge, and values; facilitate integration of knowledge, skills, and values within and across the disciplines; promote enduring understanding and deeper learning; and promote collaboration, cooperation, and shared learning, thus promoting active engagement of the learners in the learning process. Drawing upon the teaching and learning approach in National Curriculum Framework (NSCF 2020), the following the teaching and learning approaches are drawn to align History and CCE curriculum with the national curriculum framework.

- » Competency Based Learning
- » Place Based Education
- » Dimension of effective pedagogy (21st century skills and pedagogy, experiential learning)
- » Autonomy, flexibility and adaptability (teacher as a facilitator/localised curriculum)
- » Blended learning (Eg. TPACK model)
- » Differentiated/Inclusive/ Personalised instruction
- » Individualised learning/Learner centred/ Learner ownership (lifelong learning)

Based on the teaching and learning approaches outlined in the NSCF, History and CCE integrated these pedagogies in relation with the nature, purpose and scope of the discipline. In addition, the History and CCE curriculum has subject specific teaching and learning approaches like History Day and History Museum.

Competency Based Learning

In an uncertain COVID 19 affected teaching and learning context with imminent national lock down and social distancing, History and CCE pedagogy need to be a blended approach. Based on the learning standards, objectives and competencies, the History and CCE curriculum needs to integrate the traditional classroom methods with online digital

approaches.

There are about six key competencies for History and CCE curriculum. Based on these six core competencies, class wise competencies are written to make learning experiential and applicable.

Place Based Education

History and CCE curriculum pedagogy could be adapted to suit the reality of different school's historical context across the country. The places' historical background and level of civic engagement could be considered in teaching and learning. For example, Bhutan History topics like Buddhism and Dzongs can be taught through field trips. For topics like culture, learners could self- explore and learn based on their local culture.

Experiential and applicable pedagogy

History and CCE curriculum could be delivered through experiential learning and applicable pedagogy. The learners could be enabled to learn through fun and experience. Lesson topics could be taught through role play, music, art and classroom theatre, visits nearby historical sites, inviting local resource persons and use of transformative pedagogy based on the schools' context. Further, History and CCE lessons could have real life application. Classroom lessons could be made applicable to school activities like rimdro, concert, picnic, morning assembly conduct, morning and evening prayers and contemplation practice and gardening. Student's research work could be made experiential and applicable in terms of topic choice.

Autonomy, flexibility and adaptability

Supported by high technology, the 21st world has an access to huge educational resources and students are knowledge producers. Therefore, the teachers need to facilitate actual learning based on learner centred pedagogy. Further, the teachers need to exercise their flexibility and adaptability based on the school context and deliver lessons. Lesson delivery need to be adapted for both online and off line teaching and learning. This relates with Placed Based Education and local realities could be considered for teaching and learning.

Reflective practices

Using experiential and applicability pedagogies, History and CCE lesson topics could be delivered to bring in learners' reflections. Learner's reflective journal could be an approach to provide opportunities for the learners to write simple reflections about days' History and CCE lessons to build national root with and global outlook. For example, reflective practice

like contemplation and journal keeping can be used for lesson on the Four Noble Truths in Buddhism.

Blended learning

In the New Normal situation amidst COVID 19 and post COVID 19 world and in an uncertain world, History and CCE curriculum, will use blended learning approach.

Differentiated/Inclusive/ Personalised instruction

History and CCE curriculum teaching and learning will include learners with different emotional and physical difficulties such as differently abled learners, gender difference, learning difficulty as a result of a prolonged illness and lack of parental/ guardian's support at home.

Individualised learning/Learner centred/ Learner ownership

History and CCE curriculum will use learner centred learning to build learners' competencies in knowledge, skills and attitude from Classes VII till XII. Inclusive teaching and learning History and CCE content and pedagogy will cater to individualised learning of grooming gifted learners and assisting slow learners. Also, the learners will take ownership of their learning in terms of submitting their homework on time, engaging in project and research work and learning for the joy of learning. Teaching and learning pedagogies must enable learners to enjoy learning and be a lifelong learner.

7. ASSESSMENT AND REPORTING

The primary purpose of assessment is to improve students' learning and teachers' teaching as both respond to the information it provides. The focus of assessment should be on measuring the achievement of competencies and less on content. The goal is to assess the appropriate application of knowledge, skills, and values, and not necessarily acquisition of them. This kind of assessment enables the creation of meaningful connections within and among subject areas where subjects or disciplines are used as the vehicle through which literacy, numeracy, and other competencies are developed over time.

The main purposes of assessment are to:

- i. Assess a learner's achievement and competencies against the set target.
- i. Inform and improve a learner's learning and development.
- i. Inform decision-making to improve teaching and instructional strategies.
- i. Grade and certify learners.
- i. Facilitate mobility between academic pathway and vocational pathway.

Assessment in history is categorized into two: Formative and Summative assessment. Formative assessment constitutes Research Project, History Museum, Classwork and Homework. The summative assessment will be carried out as monthly texts and examinations. The weighting for assessment in history are given below:

Assessment mode	Weighting in %
Examination	8
Research Project	10
History Museum	5
Classwork and Homework	5

The suggested areas for assessment in History are:

History museum

History Museum is a process of collecting and conserving the artifacts and other objects of artistic, cultural, historical, or scientific importance. Learner collects artifacts from the

community with a brief description encompassing:

- a. Name
- b. Origin
- c. Composition/materials used
- b. Purpose
- e. Significance in today's era

Objectives:

The History museum helps learners to achieve the following objectives:

- » To enhance indigenous knowledge
- » To develop the skills of identifying, collecting, preserving, interpreting items of artistic and cultural significance
- » To create an opportunity to understand Bhutanese culture
- » To impart the sense of appreciation on Bhutanese culture and traditions

Process

In this task, learners identify and collect artifacts for the museum with a short description. Learners follow the following procedures to create the History Museum in the school:

- » Decide an area: room or an open area
- » Prepare a floor layout plan of the museum
- » Create your own ways of displaying artifacts with write-ups
- » Change the display as and when new artifacts are available
- » Create visitor's book for feedback and suggestion

Using a checklist assesses Assessment History Museum as a technique for assessment.

Historical memoir

Historical memoir is the collection of information, taking an account on historical event, place or a person. It provides opportunities for learners to reflect and appreciate the significance of historical events.

Objectives:

Historical memoir is intended to achieve the following objectives:

- » Promote independent learning beyond the prescribed content learning
- » Build historical perspectives on historical events and figures
- » Enhance historical knowledge, skills, values and attitude

Procedure:

- i. Students identify/choose a topic on any of the following:
 - » Historical events
 - » Historical figure
 - » Historical place
- ii. Students collect information on the chosen topic from available resources
- iii. Record the information collected in the form of narration supported by illustrations and pictures.
- iv. Students display their work for gallery walk

History Day

A school can mark history day dedicating to celebrate an event to create awareness on the significance of important historical events/historical figures. School can mark History day dedicated to any historical event or historical figure coinciding with its date as a whole school approach programme.

Objectives:

The celebration of history day in school is to achieve following objectives:

- » To explore, reflect and appreciate contributions of historical events/figures
- » To make History interesting, lively and hands on for the learners
- » To create awareness on the importance of the past and its influence on the present era
- » To promote experiential and process based learning in History

- » To help learners acquire skills of inquiry, investigation, critical analysis, interpretation and presentation

Process

The History Day in school is celebrated once in year, as a whole school approach, led by History teachers. Some of the suggested activities are:

- quiz
- poster display
- debate
- role play and dramatization
- declamation
- exhibition

8. ENABLING CONDITIONS

Enabling conditions are characteristics of a school that facilitate effective teaching and learning. Teaching and learning processes include classroom level factors that directly affect student learning, including learning time, teaching strategies, and student assessment. To achieve these aims, the school education will ensure in which:

- » Learners can master rigorous curricular contents, skills, and values.
- » Teaching and learning are relevant to life outside of school.
- » Individual needs are catered to and learners have the opportunity to explore their interests, develop their potential, and build their capacities as lifelong learners.
- » Learners develop and use learning skills, information and communication skills, thinking and problem-solving skills, and interpersonal and self-directional skills that lead to high levels of achievement in school and in life.
- » Professional development and teaching strategies enable educators to help students gain the knowledge, skills, and values that they need in the 21st century.
- » Students, teachers, and caregivers have access to 21st century tools and technologies and use them to work efficiently and productively.
- » 21st century tools and context are embedded in core learning areas and assessments.

9. CROSS-CURRICULAR LINKAGES

The learners' real world is outside classroom and therefore cross-curricular. Myriad subjects interact with each other in the actual world and affect learners. Thus, cross-curricular teaching and learning refers to the recognition of... "these multiple viewpoints and seeks to build more knowledgeable, lasting and transferable understandings of the world around us" (Barnes 2012: 261). This implies that learners see real life from mathematical, musical, poetic, artistic, economical, spiritual, philosophical and historical cross-curricular vocabulary. This means cross-curricular linkages refers to the relationship between different subjects in school education. Following this, the History and Civics curriculum is interdisciplinary in nature and relates with all subjects in school curriculum. It has implicit and explicit connections within social science and with physical science and languages curriculum. Therefore, it helps provide multiple views of teaching learning through varied lens.

The History and Civics curriculum's historiography and evolving civilization strands relates with historical genesis of scientific age, discovery, inventions, theories and technological evolution of STEM subjects. Further, identity, spirituality and culture strand explicitly links with the Dzongkha and English Languages. History and Civics can assist in learning evolution of language and culture, socio-cultural awakening and cultural comparison in Dzongkha and English language and literature.

Also, History and Civics will help learn civic identity, civic literacy, identity crisis, cultural imperialism and societal development in Social Science subjects like social studies, values, arts and economics. In addition, historiography strand provide a space to teach and learn geographical perspectives in historical events, evolution, crisis and analysis. Historical records on earth quakes, floods, epidemics, famine and fire outbreaks can be used to teach geographical views on the same topics.

Glossary

Description of Competence

Active citizenship

Active citizenship involves having an awareness of issues, having the desire to act on issues, being able to make judgments and decisions, taking direct peaceful action, collaborating with others, and reflecting on decisions and actions.

Citizenship

Citizenship goes beyond doing good works; it develops young people's ability to apply political knowledge and understanding to issues that concern them. In addition, particularly at post-16, they are encouraged to investigate issues, express their views, and take actions that make a difference to the communities of which they are part (college, neighbourhood, region, country, other parts of the world), helping them to develop as more effective members of society.

Chronological thinking (awareness of change and continuity)

Chronological thinking is viewing the events in the order of their occurrences. It will help the learners develop a relationship between the historical events by presenting through timeline and analyze the continuity as well as recognize historical change.

Civic engagement

Civic engagement is working to contribute in the civic life of the communities. It also means promoting the quality of life in a community, through both political and non-political processes. In addition, civic engagement encompasses participation in activities of personal and public concern that is both personally enriching and socially beneficial to the community.

Civic identity

It is an individual's ability to identify oneself as an active participant in the society with responsibility to work with others for the social benefit.

Civic literacy

The study and understanding of key concepts and ideas pertaining to civics provides the learners with fundamental knowledge making them civically literate.

Civic-mindedness

Thinking about and paying attention to the public good and well-being of society in developing knowledge for a public purpose

Community cohesion

This includes Sense of togetherness and bonding exhibited by members of a community. Learners will develop a sense of common belonging. Develop qualities sense of respect of

shared values to live harmoniously and cultivate oneness in terms of collective thought, action, mindset and vision.

Critical and Creative Thinking

It is the ability to think rationally and understand the logical connection between ideas. Students use the available evidence and their imagination to reflect upon the lives of people in the past and represent their thinking orally and in writing. Students make models or other graphical representations of historical sites and concepts.

Cross-Cultural awareness

It means that a good understanding of its own culture will help the individual to understand more the other's cultures and then to be more successful in cross cultural behaviour.

Cultural Resilience

The study of elements of both tangible and intangible culture equips learners with essential knowledge and appreciation of indigenous knowledge and practices. Knowledge and appreciation help create and preserve the culture to suit modern context by maintaining and developing itself.

eCitizenship

eCitizenship encompasses media and information literacy; use of social networks and technology tools for civic purposes (i.e. to benefit the society and larger community).

Global Citizenship

As a global citizen, students should be aware of universal nature of societal issues, care about people from other communities and countries, understand the economic integration of the world, appreciate the interconnectedness and interdependence of peoples, respect and protect cultural diversity, fight for social justice for all, and protect planet earth.

Global Competence

Globally competent students are aware, curious, and interested in learning about the world and how it works.

Historical empathy

It refers to the effective engagement of learners' cognitive and affective skills with historical figures for the better understanding and contextualization of their experiences, decisions or actions.

Historical Inference

Learners should be able to look at parts of primary sources in order to make inferences and draw conclusions. It is essential to understand that history is someone's story about the past which is subject to change through interpretation and the discovery of new facts. Learners can arrive at differing conclusions through reasoning and study of evidences.

Historical Inquiry

Learners practice basic conventions of historical inquiry (written and oral history) by collecting artefacts, records, proofs and evidences. Through extended projects and classroom lessons learners frame questions, verify valid information sources, and construct claims or arguments. Learners also develop research skills by exploring local historical/ archaeological sites or artefact in their locality and writing its significance.

Historical literacy

Learners should be able to express ideas clearly and accurately using the fundamental historical concepts. Learners should learn to build historical arguments, exhibiting awareness of source and evidence, and cause and consequence.

Historical pride and honour

Learning about historical personalities and places, their contributions and significance help learners empathize the choices they have made and the significance they hold helping learners develop sense of appreciation and pride.

Historical Synthesis

It is the ability to describe, analyse, evaluate and create diverse interpretations of the past and present and recognize potential solutions to problems.

Media/Digital Literacy

Learners' ability to use ICT and digital media to access, manage and share contents related to History. Students use websites or online resources to gather evidence about an aspect of the past for a research project. They maintain electronic files of their work and create a digital presentation to show their findings. Students should be responsible, safe and ethical in using digital technology. Students should be able to evaluate the objectivity and fairness of online historical sources/ evidence.

Peaceful / Harmonious Co-existence

A policy of mutual toleration between states, groups, etc., having different beliefs, ideologies or outlooks.

Perspective Consciousness/ Awareness

Students should have skill of understanding multiple perspectives. This awareness of multiple perspectives should imbibe appreciation of how cultural beliefs, values and traditions shape perception and interpretation of historical events. It should allow students to comprehend how and why individuals in their locality or around the world may observe events from different perspectives.

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Appendixes

Rubrics /Checklist for assessment

Sample Checklist for assessing history Museum

<i>Name</i>	<i>Criteria</i>					<i>Teacher's feedback</i>
	<i>Associates artifacts to indigenous knowledge</i>	<i>Displays team work</i>	<i>Demonstrates appreciation for our culture and tradition</i>	<i>Exhibits inquiry and investigation</i>	<i>Labels artifacts with prescribed information</i>	

Sample Checklist for assessing History Day

<i>Name</i>	<i>Criteria</i>					<i>Teacher's feedback</i>
	<i>Demonstrates confidence in presentation</i>	<i>Possess clear understanding of the topic</i>	<i>Participates actively</i>	<i>Collaborates with team mates</i>	<i>Relates past to the present era</i>	

Sample Checklist for assessing Historical Memoir

<i>Name</i>	<i>Criteria</i>				<i>Teacher's feedback</i>
	<i>Demonstrates clear understanding of the topic</i>	<i>Analyze information creatively</i>	<i>Presents information chronologically using illustrations and pictures</i>	<i>Relates learning to his/her own life</i>	

Assessment Weighting

Class VII Bhutan History and CCE (70%)

Sl.No	Strand	Chapter	Wgt. (%)	Remarks
1.	Evolving Civilisation	Ancient Bhutan: Tracing the Country's earliest roots	8	
2.	Governance and Peace	Monarchy: An era of Stability and Reforms	15	
		Bhutan and British India: Bhutan's Relation with Her Immediate Foreign Neighbour	10	
		State and Government	7	
3.	Identity, Spirituality and Culture	Cultural Heritage: Making Sense of Bhutanese National Expressions	13	
		Pema Lingpa-A Spiritual and Cultural Luminary of the Soil	10	
		Civics and Citizenship	7	

Class VII World History (30%)

Sl.No	Strand	Chapter	Wgt. (%)	Remarks
1.	Historiography	Understanding History	5	
2.	Evolving Civilisation	Understanding Civilisation	7	
3.	Governance and Peace	Understanding Governance System	8	
4.	Identity, Spirituality and Culture	Understanding Culture	10	

Class VIII Bhutan History and Civic Education (70%)

Sl.No	Strand	Chapter	Wgt. (%)	Remarks
1.	Governance and Peace	Dzong: The Faithful Sentinels of the Land	10	
		Choegyal Zhabdrung Ngawang Namgyal – The Architect of the Nation State Palden Druk	12	
		Monarchy: An Era of Stability and Reforms (Jigme Namgyal)	10	
		Monarchy: An Era of Stability and Reforms (Gongsa Ugyen Wangchuck)	13	
		Constitution	7	
2.	Identity, Spirituality and Culture	Buddhism: The Light on the Nation’s Path	10	
		Civics & Citizenship	8	

Class VIII World History (30%)

Sl.No	Strand	Chapter	Wgt. (%)	Remarks
1.	Historiography	History and its Sources	5	
2.	Evolving Civilisation	The Stone Age	8	
3.	Governance and Peace	Governance and Peace	7	
4.	Identity, Spirituality and Culture	Understanding Religion	10	

Class IX Bhutan History and Civic Education (70%)

Sl.No	Strand	Chapter	Wgt. (%)	Remarks
1.	Governance and Peace	Zhabdrung Ngawang Namgyal – <i>The Architect of the Nation State</i>	13	
		Monarchy: An era of Stability and Reforms (Druk Gyalpo Jigme Wangchuck)	15	
		Monarchy: An era of Stability and Reforms (Druk Gyalpo Jigme Dorji Wangchuck)	15	
		Good Governance	8	
		Pema Lingpa – <i>A Spiritual and Cultural Luminary of the Soil</i>	12	
		Identity, Spirituality & Culture	7	

Class IX World History (30%)

Sl.No	Strand	Chapter	Wgt. (%)	Remarks
1.	Historiography	1. Ancient Historiography	5	
		2. Understanding Perspective in History	5	
2.	Evolving Civilisation	3. Mesopotamian civilization	8	
3.	Governance and Peace	4. Age of Renaissance and Reformation	7	
4.	Identity, Spirituality and Culture	5. Race, Ethnicity and Identity	5	

Class X Bhutan History and Civic Education (70%)

Sl.No	Strand	Chapter	Wgt. (%)	Remarks
1.	Governance and Peace	Monarchy: An era of Stability and Reforms (Druk Gyalpo Jigme Singye Wangchuck)	15	
		Monarchy: An era of Stability and Reforms (Druk Gyalpo Jigme Khesar Namgyel Wangchuck)	20	
		Zhabdrung Ngawang Namgyal– <i>The Architect of the Nation State</i>	12	
		Bhutan and British India: Bhutan's Relations with Her Immediate Foreign Neighbour	8	
		Governance and Peace	8	
2.	Identity, Spirituality and Culture	Spiritual & Cultural Heritage	7	

Class X World History (30%)

Sl.No	Strand	Chapter	Wgt. (%)	Remarks
1.	Historiography	Medieval Historiography	8	
2.	Evolving Civilisation	Indus Valley Civilisation	7	
3.	Governance and Peace	Age of Exploration	8	
4.	Identity, Spirituality and Culture	Socio-Cultural Movement	7	

Class XI Bhutan History and Civic Education (50%)

Sl.No	Strand	Chapter	Wgt. (%)	Remarks
1.	Evolving Civilisation	Ancient Bhutan: Tracing the Country's earliest roots	12	
2.	Governance and Peace	Governance and Peace	8	
3.	Identity, Spirituality and Culture	Buddhism: The Light on the Nation's Path	10	
		Cultural Heritage: Making Sense of Bhutanese National Expression	10	
		Ethnic groups: Separate Faces of One Nation	10	

Class XI World History (50%)

Sl.No	Strand	Chapter	Wgt.(%)	Remarks
1.	Historiography	Historiography & Oral History	15	
2.	Evolving Civilisation	Evolution Theories & Civilisation	10	
3.	Governance and Peace	Revolution & Nationalism	10	
4.	Identity, Spirituality and Culture	Spirituality and Religion	15	

Class XII Bhutan History and Civic Education (50%)

Sl.No	Strand	Chapter	Wgt. (%)	Remarks
1.	Governance and Peace	Choe-sid System – The Silken Knot and Golden Yoke	10	
		Monarchy: An era of Stability and Reforms	20	
		Bhutan and International Organisations: Among the Constellation of Nations	5	
		Governance & Peace	5	
2.	Identity, Spirituality and Culture	Important Historical Figures and Shaping of National Identity	10	

Class XII World History (50%)

Sl.No	Strand	Chapter	Wgt. (%)	Remarks
1.	Historiography	Historical Interpretations	15	
2.	Evolving Civilisation	Classical Civilisation	10	
3.	Governance and Peace	Nationalism & Global Peace and Security	10	
4.	Identity, Spirituality and Culture	Racial Identity	15	