

National School Curriculum

HISTORY CURRICULUM FRAMEWORK

Classes VII - XII



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



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

- His Majesty Jigme Khesar Namgyel Wangchuck

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Research and writing

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

Advisers

1. Mr. Kinga Dakpa, Director General, REC
2. Mr. Tashi Namgyal, Director, DCPD, MoE
3. Mr. Wangpo Tenzin, Dean, DCPD, MoE
4. Mr. Norbu Wangchuk, Unit Head, Social Science, DCPD, MoE

Foreword

We live in an interconnected global world. International historical perspectives, types of governance, forms of civilisation 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 Different historians share varied views about historical documents.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 cultures. Further, learners can learn how to write personal history.

Thus, this framework, National School Curriculum (NSF), sets the foundation for the beginners to understand History based on the political, social, cultural, and economic dimensions of high school History education. The framework, which focuses on the learning principle 'less is more' caters to learning the core and fundamental concepts in history. The National School Curriculum is, not just a mere response to the pandemic, but also a culmination of the curriculum reform work for the last four years by Department erstwhile Royal Education Council. It is an attempt to transform education from the teaching of "what" to learning of "how" and "why" towards empowering learners with the transversal competencies and the 21st century skills, and preparing them to be lifelong learners.

We are optimistic that this move orients our education process towards nurturing nationally rooted and globally competent citizens. We are optimistic that our learners and teachers are ushered through a life enriching experiential teaching and learning. 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



Tashi Namgyal
Director

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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 appraising the past, History enables us to justify the present and guides us through the future.

Civics and Citizenship Education (CCE) has guided 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 the 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 extent, Bhutan History is important in building national character and Bhutanese narrative in the 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 instils a sense of belonging that leads to unity, solidarity and protection of oneself and others.

World, Bhutan, and Indian History are taught in secondary schools in the country. Bhutan History was introduced in school education in 1994 from Class VII to XII. The updated Bhutan History curriculum was introduced in 2005 from Class VII to 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 World History replacing it by 2021. 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 from 2019 and 2020.

Further, Bhutan Civics education was introduced in school education in 2008 to prepare our students to be able to understand the 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 define Bhutanese characteristics.

Further, the National School Curriculum Framework (NSCF) is designed to provide an uninterrupted 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 NSCF 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 builds 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.

The experiential and personalised learning practises are widely used around the world and are grounded on different models. One of such models that suits the current situation and expectation of education for the 21st century is the ADDIE model (Analyse, Design, Develop, Implement and Evaluate).

The need to revise the curriculum have been necessitated by the recommendations of the National Curriculum Conference (2016), and to align the curriculum to the educational vision and philosophy laid out in the National School Curriculum Framework (2020). Revision is further to realign the contents and pedagogy to facilitate uninterrupted curriculum implementation even during times of national disruptions.

All in all, every learner has the potential to learn and achieve high standards of knowledge, skills, behaviour, and attitude. The learners should be given every opportunity to grow up to their full potential with historical thinking and active citizenship skills, build national character and co-exist peacefully in the global world. In this way, Bhutanese youth should be prepared to be globally competent and nationally rooted.

1.3 Scope

History is taught as a separate subject from Key Stage III-V and it will consist of Bhutan History, World History, and Civics and Citizenship Education. History and CCE have reference to the Bhutan Baccalaureate Curriculum and the critical principles and elements of its 5 domains are embedded in the curriculum where ever it is relevant. History and CCE curriculum aspire to assist the learners to acquire knowledge and skills and instil good attitudes introduced in the lower key stages. It helps them understand the evolution of social, political, cultural, and economic conditions of the people and about the places and events of the past.

History will include important values of preservation of unique identities, appreciation for age-old cultural and traditional values, democratic values, patriotism, local wisdoms, community vitality, good governance and democracy, civic values, roles, responsibilities, and duties of citizens. The students will be introduced to some past events and changes that have taken place in other countries giving them a better understanding of the nature of

historical changes. The subject also aims to provide students historical knowledge of the outside world. It attempts to generate awareness among the students of some issues and major events in the neighbouring countries and the world, consequently creating a better understanding of the people, which is an indispensable step towards harmonious human co-existence.

History will enable learners to understand how past human action affects the present and influences our future. It allows us to evaluate these effects. History will provide the data on the emergence of national institutions, problems, and values as evidence of how nations have interacted, providing international and comparative perspectives essential for responsible citizenship. History plays a critical role in developing our learners' identity through the understanding of History from local, national, and international perspectives.

Civics and Citizenship Education will assist learners acquire civic knowledge, skills, and attitudes needed to be active citizens in the national and international societies. The students will understand the basic principles of citizens' duties and responsibilities, and the structure and functions of various organs of the government. This will help them become informed and responsible citizens of a democratic society. Further, CCE will make the learners understand the characteristics and classification of constitution in relation to the Constitution of Bhutan and competent citizens to participate responsibly and effectively in the political and civic life of a democracy. It aspires to provide knowledge, skills, and values to live harmoniously in society.

The study of History and CCE will enable learners to assess evidence and conflicting interpretations, and experience in assessing past examples of change. It will help the learners develop broad perspectives and flexibility, reflection, critical inquiry, critical thinking, problem-solving, negotiation, peace building, social responsibility, and enhance their research skills and basic writing and speaking skills.

2. Goals

The goal of History and CCE curriculum is to provide historical and civic engagement knowledge, equip them 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. The goal of History and CCE curriculum are categorized into the category of:

- **Knowledge and Cultural Understanding:** Students acquire indigenous knowledge through the key characteristics of the periods studied – this includes the social, economic, cultural, religious, geographic, and political contexts of the societies.
- **Develop Attitude and Values:** Help our students to inculcate and instil positive attitude and appreciation towards understanding our national identity, civic values and become better citizens by understanding our rights and responsibilities. Inculcate a sense of loyalty and dedication to the *Tsa-Wa- Sum*, helping them to commit to work for the well-being of the nation.
- **Skills Attainment and Participation:** Ensure students acquire skills including basic skills, in which it involves obtaining information and judging its value, reaching reasoned conclusions based on evidence, and developing sound judgment. Develop critical thinking where students can define and clarify problems, judge information related to a problem and solve problems and draw conclusions. The participation skills to develop our students' ability and willingness to make joint effort and effective cooperation and work for the common good with others in a society.

3. Key Competencies

The Organization for Economic Cooperation and Development (OECD) defines competency as "... 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".

As unique as Bhutan is, its education system aspires to inculcate in the learners a set of competencies that will strengthen its uniqueness while gaining or having a competitive edge in the global community. The National School Curriculum Framework (NSCF) identifies seven key competencies that the learners are: Spirituality and Values, Language, Transversal Competencies, Enterprising and Industrious, Sustainable Living, Health and Wellbeing, and Digital Competence, expected to acquire and demonstrate as they graduate through the school system. The History curriculum through its contents and delivery, aims at the development and acquisition of the following key competencies in the learners.



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 allows learners to 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 will determine the disposition of people that had affected the history in the past, and guide the present that 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 a platform for learners to explore 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 oral history techniques and historical enquiry that is used to write research projects at every key stage.

4. Guiding Principles

Guiding principles are national and educational philosophical beliefs and values that guide curriculum development, implementation, and assessment. These principles serve as a binding factor to glue together the various aspects of the curriculum and the national aspiration while attempting to link the past with the present and the future.

In line with the guiding principles identified in the NSCF, the following principles form the bedrock of the History curriculum:

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 carry out historical studies, conceptualising ideas, understanding historical terminologies and practise academic writing. Therefore, the curriculum needs to emphasis building skills to grasp ideas and communicate, evaluate, and interpret knowledge and terminologies to engage in writing.

Progressive Learning

History and CCE curriculum are 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 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 tries 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 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 Jigme Khesar Namgyel Wangchuck, 23 December 2009, New Delhi, India).

The GNH infusion refers to the 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 opportunities 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-damtshig* and *Lay-gyudrey*. 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.

Future focused, dynamic, and relevant

Education process is usually understood as preparing the future citizens. With this premise, the History curriculum shall be dynamic in nature so that it retains its relevancy not only for the present but also for the near foreseeable future. One of the ways in which the curriculum addresses this is by focusing on imparting use of competencies. Once learners achieve adequate level of competency, they become self-directed learners and cultivate enduring habit of life-long learning.

5. Curriculum Structure and Organisation

The teaching of History begins from Pre-primary to grade XII with components of the subject integrated in Languages for classes PP to III and in Social Studies for Classes IV to VI. History as a separate subject is taught from Classes VII to XII.

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.

i. Essential Skills

Essential skills are a process strand. They are a cross-cutting strand applied in all the four content strands which prepares learners to acquire chronological thinking, historical comprehension, historical analysis, research, interpretation, decision-making and citizens' participatory skills. Process strand is applied through the conduct of various activities while teaching and learning. It is explicitly applied in in spiral progression which developmentally appropriate in each key stage through the conduct of oral history research, history museum, historical memoir, history day.

ii. 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 instil 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.

iii. 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.

iv. 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 can 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 learner 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.

V. 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 explanations 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 a 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 Competency-based Standards

Learning standards 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 programmes and for assessing the learners' progress. Learning standard is translated in the form of key stage competency-based standards and expected the learning outcome to be achieved at the end of each key stage. The Standards are statements of what the public can expect learners to know and be able to do in History curriculum when they graduate from each Key Stage of the school system. The

learners are expected to demonstrate a set standard under each of the strand for each Key Stage. The following are the Standards for each Key Stage.

Bhutan History and Civics and Citizenship Education Key Stage III

1. Discuss the life of early inhabitants to demonstrate the understanding of ancient Bhutan.
2. Explain the characteristics of Bhutanese architecture, arts, and crafts to show the understanding of its origin in Bhutan.
3. Discuss Tertoen Pema Lingpa's contribution in Bhutan to understand the Tertoen Tradition.
4. Discuss Jigme Namgyel's rise to the post of Trongsa Poenlop to understand his political journey.
5. Explain the contribution of Jigme Namgyel with reference to the political scenario during his time.
6. Discuss Ugyen Wangchuck's contribution as the Founding Monarch.
7. Discuss the circumstances leading to the conflicts between Bhutan and British India to understand
8. British India's interests in Bhutan.
9. Describe the different events in the conflicts between Bhutan and British India to assess its impact.
10. Distinguish between state and government to understand their features.
11. Explain the features of the Constitution of Bhutan tracing its origin and purpose.
12. Explain civic roles and citizenship skills through the understanding of civics and citizenship.
13. Discuss the spread of Buddhism in Bhutan with reference to the advent of Buddhism in Bhutan.
14. Discuss the role of different officials in the administration of dzong with the understanding of the purposes of dzong.
15. Discuss Zhabdrung Ngawang Namgyal's arrival in Bhutan with reference to the circumstances that led to his departure from Tibet.
16. Describe government with reference to political parties.
17. Elucidate significance of election with the understanding of the concept of election.
18. Explain the four domains of citizenship in the light of civil, political, socio-economic, and cultural context.
19. Analyze the attributes of good citizens with reference to the concept of citizenship.

Bhutan History and Civics and Citizenship Education Key Stage: Key Stage IV

1. Discuss the two major traditions of Buddhism in Bhutan to understand the three yanas of Buddhism.
2. Discuss Bhutanese literature to understand significance and salient features of Bhutanese literature.
3. Assess Pema Lingpa's lineage in context to his contribution to Bhutan.
4. Discuss Zhabdrung Ngawang Namgyal's contributions in context to the process of unification.
5. Discuss the concept of national identity through the understanding of *Chhoe-sid* System and code of law.
6. Discuss Druk Gyalpo Jigme Wangchuck's contributions with reference to his Consolidation of the nation.
7. Discuss Druk Gyalpo Jigme Dorji Wangchuck's contributions with reference to him as the Father of Modern Bhutan.
8. Discuss Druk Gyalpo Jigme Singye Wangchuck as the Visionary Monarch with reference to his selfless leadership.
9. Discuss Druk Gyalpo Jigme Khesar Namgyel Wangchuck's contributions with reference to him as the People's King.
10. Evaluate the relevance of Principles of State Policy in understanding the concept of good governance.
11. Discuss the role of Monarch in Democratic Constitutional Monarchy with reference to his importance.
12. Discuss fundamental rights and duties to understand the attributes of citizenship
13. Analyse societal values and ethos within the national community.
14. Assess the importance of the Article 3, 4 and 5 of the Constitution of Bhutan
15. Assess the importance of spiritual heritage with reference to Article 3 of the Constitution of Bhutan.
16. Discuss the significance of cultural heritage as laid out in Article 4.

17. Evaluate the role of Article 5 in conservation of environment.
18. Infer Bhutan's foreign policy from the interactions between Bhutan and British India.
19. Evaluate the impacts of different treaties signed between Bhutan and British India on Bhutan.
20. Analyse the significance of the relationship between Bhutanese leaders and British political officers.

Bhutan History and Civics and Citizenship Education Key Stage: Key Stage V

1. Discuss the evolution of Bhutanese culture to demonstrate the understanding of major influences that shaped Bhutanese culture.
2. Assess the importance of architecture, arts and crafts in strengthening cultural identity in context to its status in contemporary Bhutan.
3. Discuss the changes in the concept of ethnicity in contemporary Bhutan with reference to different ethnic groups in Bhutan.
4. Assess the contributions of historical figures to building Bhutan as a nation state.
5. Discuss the transformational contributions of Je Khenpos and Desis to understand Chhoe- sid system.
6. Discuss the political, social and economic reforms of the monarchy as a symbol of unity in Bhutan.
7. Evaluate the impact of regional and international organisations on Bhutan through the understanding of Bhutan's role in these organisations.
8. 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.
9. Relate the major political theories including contemporary theories to the different political landscapes of Bhutan.
10. Demonstrate a sense of responsibility as producers and consumers of media Content.
11. Discuss the origin, types, purpose and theory of interpretation of Constitution in connection to Bhutan.

World History Key Stage III

1. Discuss the importance of History and studying History in understanding people, place, and time.
2. Deliberate and appreciate historiography as an important study in understanding and applying historical knowledge in their daily lives.
3. Discuss the various factors leading to the growth of Civilisation to demonstrate the significance of
4. Civilisation.
5. Discuss the changes in culture and tool technology of the stone ages to examine the impacts of
6. Civilisation to the world.
7. Discuss and explain the changes and continuity in the forms of governance to understand the changing political needs and wants of societies.
8. Discuss feudalism, capitalism and communism to understand their influences in the emergence of different governance system.
9. Relate industrial revolution and colonization with the emergence of nationalism in European countries and their colonies.
10. Discuss the diverse cultures and religions in the world to respect their differences.
11. Discuss the factors that lead to diversity of culture and religion in the world to demonstrate an understanding of culture and religion.

World History Key Stage IV

1. Discuss the development of historiography to demonstrate it as an important tool in studying History.
2. 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.
3. Discuss methodologies employed in writing history in different periods to apply the knowledge in learning and writing History.
4. Explain the factors that influenced the development of ancient Civilisations to demonstrate the understanding of evolution of early town and cities in different parts of the world.
5. Discuss the social, economic, political structures and technological developments in the cradles of
1. Civilisation to show the significance in the present world.
6. Explain the significance of Renaissance to appreciate the development of humanist approach and scientific research and its relevance in the contemporary world.
7. Examine the socio-cultural changes that occurred during the age of enlightenment to explain its importance in present world.
8. Discuss the motives, methods and consequences of European explorations to demonstrate its impact on the socio-economic and political scenario of the world.
9. Distinguish patterns of world cultures to develop a sense of pride on one's own culture and instill respect for other cultures.
10. Discuss race and ethnicity to develop an impartial view on individual and societal variances of identity and race.
11. Explain the socio-cultural awakening to appreciate the contributions of Buddha.

World History Key Stage V

1. Discuss various ways and approaches in constructing historical knowledge to appreciate history as an integral part in the study of human society.
2. Elucidate the different trends of historiography to understand its impact on interpretation of sources, role and method of History.
3. Examine the various schools of historiography to apply their principles in understanding various historical events in the global context.
4. Discuss theories on biological evolution to understand the evolution of human beings;
5. Discuss the features and contribution of Egyptian, Greek and Roman Civilisations to demonstrate their impact on modern Civilisation.
6. Discuss the change and continuity of features in modern civilisation to understand the factors that have led to the development of modern civilisation s
7. Identify issues and problems in history to understand the efforts of peacekeeping and peace building organizations.
8. Understand and assess actions taken by historical figures and provide a credible and convincing justification for their evaluation.
9. 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.
10. Discuss the growth of Buddhism during the Mauryan Empire to understand its impact on human lives.
11. 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 processes 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 serves as a potential measurement criterion 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

1. Use the collection of artefacts, records, proofs and evidence to infer some of the key features of ancient Bhutan and practice the basic conventions of historical inquiry (written and oral history).
2. Explain the various ancient names of Bhutan to understand their origin and the underlying meanings.
3. Analyse primary sources like artefacts to make inferences and draw conclusions on the socio-economic life of Bhutan's early inhabitants.
4. Explain the origin of Bhutanese arts, crafts and architecture to equip with essential knowledge and appreciation of indigenous knowledge and practises.
5. Explain the types of Bhutanese arts and crafts to understand and appreciate the indigenous knowledge and practices.
6. Describe the salient features of Bhutanese arts, crafts and architecture to raise awareness and create ideas in preserving the culture in the modern context.
7. Explain concept and the origin of Tertoenpa to understand the importance and appreciate Tertoenpa Tradition.
8. Narrate the life of Pema Lingpa as a child and a young man and his mythical power to reveal the hidden religious treasures as in the sacred prophecy, and empathise and appreciate him as an extraordinary Bhutanese figure.
9. Describe Pema Lingpa's treasure discovery and his contribution, and analyse his contributions, consequences and impacts of his actions to the Buddhist teachings in Bhutan and Tibet.
10. Describe the childhood of Jigme Namgyel and his prophetic dream to appreciate and empathise with the choices made by him.
11. Explain Jigme Namgyel's early life, tracing his journey to Trongsa to draw chronological relationship between events.
12. Discuss the services of Jigme Namgyel and critically analyse his services leading to the rise in power.
13. Infer the meaning and the features of Duars by analysing the geographical features and relate to the significance of Duars to Bhutan.
14. Describe Bhutan's relationship with Cooch Behar and British India in context to the battle of Cooch Behar, and use a spectrum of their interpretations to enhance the skill of understanding multiple historical perspectives.
15. Infer the significance of Anglo-Bhutanese Treaty of 1774 to develop the ability to analyse and interpret historical events and their impact.
16. Infer the causes, events and the significance of the Duar War and the Treaty of Sinchula of 1885, and analyse to interpret historical events and their impact of their own.
17. Explain civics and citizenship to identify themselves as an active individual participant and work with others for the social benefit.
18. Explain the types of citizenship to provide fundamental knowledge to understand and realise the sense of civic literacy and responsibilities.
19. Explain the basic concepts of citizenship to identify one's civic responsibility in the service of others in the community and are conscious of their civic roles in the community.

20. Explain the concept of state and government to provide fundamental knowledge to make civics literate with the features of state and government.
21. Compare state and government by examining their features to draw out a relationship between the two to add deeper civic literacy of the learners.
22. Compare state and government by examining their features to draw out a relationship between the two to develop the sense of civic literacy and understand their citizenry duties.
23. Explain Constitution based on the fundamental conceptual knowledge, and classify different types of Constitutions to make them civically literate.
24. Examine the origin and its fundamental features of the Constitution of Bhutan to understand its significance to every Bhutanese and stimulate the realization of the solemn duties.
25. Explain the importance of learning history with its characteristics to understand the diverse perspectives and transversal nature of history and contribute to building deeper fundamental knowledge of the subject.
26. Explain History as a perspective based study to comprehend and analyse the reasons for observing events from different perspectives and enhance historical skills of understanding multiple perspectives.
27. Demonstrate the understanding of history in relation to other subjects and its transversal nature to help learners acquire fundamental knowledge of the subject
28. Explain ancient civilisations, their features and impacts to develop a sense of inquiry in learning about the past and become aware, curious and interested in the subject.
29. Explain factors leading to the rise of civilisations and their evolution over time to understand the change and continuity through the process of observation and evaluation.
30. Explain the characteristics of civilisation based on the observation and evaluation of change in the past and the present to infer reasons for change or continuity in the human communities.
31. Explain the advancement of science and technology, analyse their impacts on the advancement of scientific invention, technology on the human welfare.
32. Explain the governance system that changed from one form to another during different time periods and analyse its significance to change and continuity in human growth.
33. Explain Theocracy and Monarchy and analyse the different governance systems of the medieval period.
34. Explain feudalism and its decline to evaluate and analyse the change in the system between two time points.
35. Explain culture, features, and cultural diversity to draw meaningful interaction with others in promoting unity and peace in a society.
36. Discuss about culture and its effects on the social life of people to understand ways to interact with others with purpose and respect to cultural differences.
37. Explain culture and its features, and analyse reasons for the diversity of culture and learn to respect the cultural differences.
38. Investigate the shamanistic worship practices before the advent of Buddhism in Bhutan, and analyse their effects on the culture of the community.
39. Explain the importance of Kyichu and Jampa Lhakhang and infer it for the diffusion of Buddhism in Bhutan.
40. Explain Sakyamuni Buddha's prophecy on the birth of Guru Rinpoche in the context of Bhutan as Baeyul, and synthesise Guru Rinpoche's arrival in Bhutan as the significant landmark to the advent of Buddhism in Bhutan.
41. Analyse the historical evidence of why Bhutan was known as 'Baeyul' or Hidden Land blessed by Guru Rinpoche to understand its historical significance in the life of Bhutanese people.
42. Describe reasons behind the arrival and prevalence of different Buddhist sects in the country to inspire and comprehend cultural co-existence.
43. Explain the concept of Dzong to appreciate the evolution of the dzong system in Bhutan.
44. Explain Dzongs in the changing context and analyse the emergence of the dzong system in Bhutan.

45. Explain research-based approach to help learners equipped with basic skills to collect evidence and analyse the purpose of dzong built during the pre- Zhabdrung era, Zhabdrung era, postZhabdrung era, and contemporary Bhutan.
46. Investigate the roles and responsibilities of different officials in the Dzong during Zhabdrung's era, and draw their significance in contemporary Bhutan.
47. Explain Zhabdrung Ngawang Namgyel's early life in Tibet to understand his unique qualities and mythical power in Tibet and in the history of Bhutan.
48. Understand Zhabdrung Ngawang Namgyel's journey and arrival in Bhutan to analyse his abilities to lay the foundation for the unification of Bhutan.
49. Discuss Zhabdrung Ngawang Namgyel's departure from Tibet and arrival in Bhutan to understand the causes and effects and appreciate the context.
50. Explain the reunification of Sharcho Khorlo Tsibgye to analyse and assess its impact on the country.
51. Discuss the legacies of Jigme Namgyel as a Trongsa Poenlop to assess the circumstances that led him to the post of Trongsa Poenlop.
52. Discuss the influence of Lam Jangchub Tsundru and critically analyse the impacts on Jigme Namgyel's life.
53. Provide learners an avenue to describe, draw historical literacy and appreciation on the early Druk Gyalpo Ugyen Wangchuck.
54. Explain and through historical inquiry analyse milestones in the rise of Ugyen Wangchuck as an important political figure.
55. Discuss the contributions of Desi Jigme Namgyel and Druk Gyalpo Ugyen and assess the immediate circumstances leading to the establishment of Hereditary Monarchy.
56. Explain the contributions of Druk Gyalpo Ugyen Wangchuck and analyse their benefits for the people of Bhutan.
57. Discuss the contributions of Azhi Tsundru Lhamo and analyse the importance of traditional weaving, honour and appreciation as its patron.
58. Explain the formation of government, political parties and analyse these institutions and processes in the real world, linking theory with practice.
59. Explain the concept and the importance of election to assess the fundamental knowledge of election and the processes in the context of democracy.
60. Explain domains of citizenship and their relationship in terms of civil, political, socioeconomic and cultural context to enhance their civic literacy and become an effective member in the community.
61. Explore the attributes of a good citizen and help learners identify oneself as an active participant in society with responsibility to work with others for the social benefit.
62. Explain community and the importance of living with commonality and diversity to develop to be an effective and helpful member of the community to live in commonality and diversity.
63. Explain the sources of history, types and its uses to analyse the deeper understanding of the historical interpretation of events based on the types of sources in the context of change and continuity.
64. Explain historiography and analyse the evolution of diverse historical recordings, interpretations and writing of history with time in the context of change and continuity.
65. Describe the historical periods to develop the understanding of context and chronology of events and develop a sense of period through characteristic features.
66. Describe the cause for change and continuity in the governance system and explore reasons for a change from one form to another during different time periods.
67. Explain different forms of government, their features, and pros and cons to comprehend the lives of people under these different forms of government.
68. Explain the characteristics of different forms of government and evaluate their relevance in the present time. Further, it helps to present the diverse interpretation and accommodate different perspectives.

69. Explain imperialism and industrial revolution and analyse the circumstances leading to the rise of new forms of government.
70. Explain the rise of capitalism and socialism and analyse its impact on the modern system of governance.
71. Explain religion and its basic characteristics to construct a conceptual knowledge about religion particularly and history in general.
72. Explain types of religion and analyse the circumstances leading to the growth of different religions. Further it helps to respect religious diversity as an essential element of any peaceful society.
73. Describe the significance of religion on the socio-cultural life to recognize and respect sociocultural diversity.

Class VIII

1. Investigate the shamanistic worship practices before the advent of Buddhism in Bhutan, and analyse their effects on the culture of the community.
2. Explain the importance of Kyichu and Jampa Lhakhang and infer it for the diffusion of Buddhism in Bhutan.
3. Explain Sakyamuni Buddha's prophecy on the birth of Guru Rinpoche in the context of Bhutan as Baeyul, and synthesise Guru Rinpoche's arrival in Bhutan as the significant landmark to the advent of Buddhism in Bhutan.
4. Analyse the historical evidence of why Bhutan was known as 'Baeyul' or Hidden Land blessed by Guru Rinpoche to understand its historical significance in the life of Bhutanese people.
5. Describe reasons behind the arrival and prevalence of different Buddhist sects in the country to inspire and comprehend cultural co-existence.
6. Explain the concept of Dzong to appreciate the evolution of the dzong system in Bhutan.
7. Explain research-based approach to help learners equip with basic skills to collect evidence and analyse the purpose of dzong built during the pre- Zhabdrung era, Zhabdrung era, postZhabdrung era, and contemporary Bhutan.
8. Investigate the roles and responsibilities of different officials in the Dzong during Zhabdrung's era, and draw their significance in contemporary Bhutan.
9. Understand Zhabdrung Ngawang Namgyal's journey and arrival in Bhutan to analyse his abilities to lay the foundation for the unification of Bhutan.
10. Explain the reunification of Sharcho Khorlo Tsibgye to analyse and assess its impact on the country.
11. Discuss the legacies of Jigme Namgyel as a Trongsa Poenlop to assess the circumstances that led him to the post of Trongsa Poenlop.
12. Discuss the influence of Lam Jangchub Tsundru and critically analyse the impacts on Jigme Namgyel's life.
13. Provide learners an avenue to describe, draw historical literacy and appreciation on the early life Druk Gyalpo Ugyen Wangchuck.
14. Explain and through historical inquiry analyse milestones in the rise of Ugyen Wangchuck as an important political figure.
15. Discuss the contributions of Desi Jigme Namgyel and Druk Gyalpo Ugyen and assess the immediate circumstances leading to the establishment of Hereditary Monarchy.
16. Explain the contributions of Druk Gyalpo Ugyen Wangchuck and analyse their benefits for the people of Bhutan.
17. Discuss the contributions of Azhi Tsundru Lhamo and analyse the importance of traditional weaving, honour and appreciation as its patron.
18. Explain the formation of government, political parties and analyse these institutions and processes in the real world, linking theory with practice.
19. Explain the concept and the importance of election to assess the fundamental knowledge of election and the processes in the context of democracy.
20. Explain domains of citizenship and their relationship in terms of civil, political, socioeconomic and cultural context to enhance their civic literacy and become an effective member in the community.

21. Explore the attributes of a good citizen and help learners identify oneself as an active participant in society with responsibility to work with others for the social benefit.
22. Explain community and the importance of living with commonality and diversity to develop to be an effective and helpful member of the community to live in commonality and diversity.
23. Explain the sources of history, types and its uses to analyse the deeper understanding of the historical interpretation of events based on the types of sources in the context of change and continuity.
24. Explain historiography and analyse the evolution of diverse historical recordings, interpretations and writing of history with time in the context of change and continuity.
25. Explain the biological evolution of human beings to become historically literate on the human beings developed on Earth from now-extinct primates.
26. Describe the historical periods to develop the understanding of context and chronology of events and develop a sense of period through characteristic features.
27. Describe the cause for change and continuity in the governance system and explore reasons for a change from one form to another during different time periods.
28. Explain different forms of government, their features, and pros and cons to comprehend the lives of people under these different forms of government.
29. Explain the characteristics of different forms of government and evaluate their relevance in the present time. Further, it helps to present the diverse interpretation and accommodate different perspectives.
30. Explain imperialism and industrial revolution and analyse the circumstances leading to the rise of new forms of government.
31. Explain the rise of capitalism and socialism and analyse its impact on the modern system of governance.
32. Explain religion and its basic characteristics to construct a conceptual knowledge about religion particularly and history in general.
33. Explain types of religion and analyse the circumstances leading to the growth of different religions. Further it helps to respect religious diversity as an essential element of any peaceful society.
34. Describe the significance of religion on the socio-cultural life to recognize and respect sociocultural diversity.

Class IX

1. Demonstrate the understanding of the political condition in western Bhutan during the time of Zhabdrung Ngawang Namgyal's arrival, and analyse the process of unification of the regions and empathise Zhabdrung's legacy towards the national cohesion.
2. Assess the outcomes of Tibetan attacks and unification of regions, and empathise with Zhabdrung's legacy towards the national cohesion.
3. Discuss and assess the outcome of Nga Chudrugma in the context of Zhabdrung's assertion in Bhutan as a nation state, and empathise with Zhabdrung's legacy towards the national cohesion.
4. Develop a sense of oneness and remain rooted to one's origin after learning of external threats and unification of the Drukpa state. Critically analyse Sharchog Khorlo Tshibgyed as the legacy of Zhabdrung in the unification of the Drukpa state and empathise Zhabdrung's legacy towards national cohesion.
5. Explain the early life of Jigme Wangchuck and his enthronement as the Second Druk Gyalpo, and empathise and inspire the sense of appreciation and pride as Bhutanese.
6. Analyse some of the significant reforms of Druk Gyalpo Jigme Wangchuck, and justify him as the consolidator in an era of internal and external turmoil.
7. Explain the tax and administrative reforms of the Second Druk Gyalpo Jigme Wangchuck and empathise with his selfless contributions for the welfare of people.
8. Discuss the contributions of Azhi Phuntsho Choden as the Patron of Dharma, and appreciate the virtuous contribution made by her towards maintaining and strengthening Bhutan's rich Buddhist heritage and the promotion of Dharma.

9. Describe the early life of Druk Gyalpo Jigme Dorji Wangchuck and the coronation ceremony to recognise the significance of the national occasion with the sense of pride and appreciation as Bhutanese.
10. Assess the significance of Bhutan's relation with India and international community during the reign of Third Druk Gyalpo Jigme Dorji Wangchuck, and explain Bhutan's path to economic development and as a sovereign country.
11. Assess learners' reflection on the situation of Bhutan if it remained isolated.
12. Rationalise the Third Druk Gyalpo Jigme Dorji Wangchuck as the Father of Modern Bhutan, and relate his contribution to socio-economic development and constitutional reforms.
13. Discuss Azhi Kesang Choden Wangchuck as the Dharma and Cultural Patron, and narrate some of the significant contributions devoted for the social and spiritual wellbeing of all sentient beings with the sense of appreciation and devotion.
14. Explain parliament, executive and judiciary branches of a democratic government system, and analyse their roles and responsibilities towards serving the country for a continued growth and development, and the security of the nation.
15. Demonstrate the understanding of the National Assembly, National Council and the importance of Monarch in the Parliament of Bhutan, and analyse the roles and duties of the National Assembly and National Council in the service of Tsa-wa-sum.
16. Explain the procedure of passing a Bills, and analyse its importance for a transparent and fair governance system that contributes towards national peace and prosperity.
17. Discuss the roles of local government as the service provider at the grass root level, and illustrate its importance for an equitable socio-economic development amongst the communities or regions and inspire youths to participate in the democratic decision-making.
18. Evaluate Pema Lingpa's spiritual and cultural contributions to Bhutan, and understand the Peling tradition and emulate the legacy in their lives.
19. Discuss the treasures discovered by Pema Lingpa, and explain the influence of mythical power of treasure revelation on the belief and cultural practices in the community.
20. Assess Pema Lingpa's contribution to the spiritual dances of Bhutan and explain their significance on the belief of people so that they are inspired by the rich cultural heritage of Bhutan.
21. Discuss the political influence of Peling lineages and take pride in the transforming contributions made by the Peling lineages in the country.
22. Discuss citizenship by legal status and citizenship by knowledge and skills, and understand the roles of a citizen towards developing disposition and willingness to participate in the national activities as responsible citizens
23. Explain the concept of national community, social and moral rights and duties to enhance one's character development to be more effective, helpful members in the local and national community. .
24. Explain the concepts of *Driglam Chosum*, *Lay-gyudrey*, *Tha-damtshig*, and *Rangdoen and Zhenphen*, and understand their relevance as the national values and for the peace and harmony in the society.
25. Explain the contributions of European and Asian historians and their method of writing history to understand different interpretations and importance of building historical perspective of different periods.
26. Discuss and evaluate Greek, Roman historiography and their contributions, and use the idea as a platform to express ideas, construct historical arguments and collect evidence based on what has happened in the past.
27. Discuss the rise and growth of cities in ancient Mesopotamia, and rationalise the emergence of civilization and human advancement during the ancient civilisation.
28. Examine Mesopotamian civilisation and explain the economic, social, political and religious life in relation to life in the present world.
29. Examine and analyse the hypothetical reasons for the decline of Mesopotamian civilisation, and articulate ideas to validate the hypothesis.

30. Explain Renaissance, Civic Humanism and Reformation based on people's lives during the classical age and analyse the impact of renaissance and reformation on the socio-economic and political lives of Europe and the World.
31. Explain how the enlightened thoughts favoured the need for democratic values and institutions and relate to present context.
32. Explain the concept of race and ethnicity, and demonstrate the sense of respect and appreciation towards diverse humanity and trust building.
33. Explain identity, its construct, and describe the features that determine the individual and group identity.

Class X

1. Explain the birth prophecy of King Jigme Singye Wangchuck in the light of the glorious 34 years of Druk Gyalpo's reign help to understand the fulfilment of the sacred prophecy of Guru Rinpoche, empathise and appreciate the noble deeds of His Majesty the fourth Druk Gyalpo.
2. Discuss the contributions of the Fourth Druk Gyalpo Jigme Singye Wangchuck as the crown prince, how he surmounted the challenges, how he compromised his youth to assume the mantle of leadership at a young age and empathise the monarch for his maturity, determination, and vision. Learners generate a greater sense of appreciation for his contributions as well as the historical events.
3. Explain and honour fourth Druk Gyalpo Jigme Singye Wangchuck as the ultimate symbol of unity and sovereignty. It will help to admire, empathise and develop loyalty.
4. Discuss the contributions of the Fourth Druk Gyalpo Jigme Singye Wangchuck and empathise monarch for his selfless contributions and pay greater sense of respect for the historical events.
5. Discuss the reforms of the Druk Gyalpo Jigme Singye Wangchuck and critically analyse the historical events towards the establishment of vibrant democracy in Bhutan.
6. Discuss the sacred age-old traditions and cultural ceremonies, such as the Coronation of His Majesty the Druk Gyalpo, and the Royal Wedding to imbibe cultural values and its significance in their lives.
7. Discuss the contributions of His Majesty The Druk Gyalpo to empathise with the monarch for his selfless contributions and pay greater sense of respect for the historical events.
8. Discuss His Majesty The Druk Gyalpo as the ultimate symbol of unity and sovereignty to admire, empathise, develop loyalty and love to emulate him.
9. Discuss the reforms of His Majesty The Druk Gyalpo and critically analyse the historical events towards establishment of vibrant democracy in Bhutan.
10. Discuss Her Majesty Gyaltsuen The Jetsun Pema Wangchuck as an advocate for environmental conservation to admire, empathise, develop loyalty and love to emulate her.
11. Explain the birth of Gyalsey Jigme Namgyel Wangchuck to inspire, honour the successive Druk Gyalpos and their sacrifices.
12. Explain Choe-sid system to impart the knowledge of religious and secular affairs and adapt to the view that it co-exists harmoniously.
13. Describe Zhabdrung Ngawang Namgyal's codification of law and analyse its significance as his legacy and promote social cohesion.
14. Discuss the legacy of Zhabdrung's unique national identity to promote social cohesion, unity and a sense of pride.
15. Discuss the relationship between the leaders of British India and Bhutan and interpret historical events and share different perspectives.
16. Discuss the treaties to postulate firm knowledge of the past and the impact of these treaties in shaping the present.
17. Discuss the bilateral treaties to understand the multiple perspectives of the treaties signed and the outcomes.
18. Examine civil society and its characteristics to analyse that the rights go with the responsibilities.

19. Discuss the emergence of civil society and a self-help mechanism to become helpful and responsible about his/her role in the community, country and the world.
20. Explain state, government to understand fundamental knowledge and skills to participate in making change in the community.
21. Explain Bhutan as a Sovereign State and the role of Monarch as the Head of State and honour Monarch as the ultimate symbol of unity and sovereignty.
22. Explain Bhutan as a Sovereign State and the role of Monarch as the Head of State and honour Monarch as the ultimate symbol of unity and sovereignty.
23. Analyse the significance of the Principles of State Policy to deduce the fundamental knowledge in creating a harmonious socio-economic environment.
24. Discuss the significance of the spiritual and cultural heritage as laid out in the Constitution of the Kingdom Bhutan to instil the values of reverence, sense of respect and shared values to live harmoniously.
25. Discuss the conservation of environment to imbibe the values of reverence for sacred beliefs and sites for harmonious coexistence.
26. Explain oral history as a research-based approach to support in preparing research skills to collect information for analysing the past, based on the evidence.
27. Analyse medieval and modern historiography to understand the diverse interpretations of historiography and also to reflect on careful reading of primary sources.
28. Discuss medieval and modern methods of writing history to understand different interpretations of the historical perspective of different times and periods.
29. Discuss the emergence of civilisation, socio-cultural features, economic and technological advancement and relate ancient civilizations to humanities and social sciences.
30. Analyse the economic and political commonalities and differences among cultures, people, and the environment in the present context.
31. Analyse the core ideas that drove the Age of Enlightenment to the Age of Exploration to apply historical knowledge for further progression of technologies and ideas.
32. Discuss the effects of Columbian exchange to infer the events of the new world and devotion to one's nation.
33. Examine enlightenment and exploration to analyse the application of historical knowledge to interpret in decision making, identifying contrasting perspectives and recognise potential solutions to problems.
34. Explain colonisation and nationalism to cultivate a sense of awareness of events and devotion to one's nation.
35. Discuss socio-cultural movements, the significance of liberal ideas to analyse the existing practices, beliefs and adoption of new principles that suit the changing conditions.
36. Explain the life and teachings of Lord Buddha and analyse the existing practices and beliefs in adopting new principles that suit the changing conditions.

Class XI

1. Explain the different theories of origin of state and the political theories to analyse and relate with the Bhutanese context.
2. Explain socialism and capitalism from a historical perspective to critically appreciate the policies of the government with reference to the current economic and social conditions.
3. Instil beliefs and the ability to apply the principles of spirituality and religion in school, at home and beyond life along with character building relating to the Wheel of Dharma.
4. Trace the establishment of Drukpa Kagyud tradition in Bhutan to examine the relationship among the historical events to infer the historical causality.
5. Examine the concept of Kar-Nying to understand the true essence of Buddhism leading towards a harmonious and responsible life.

6. Analyse the tangible and intangible cultural heritage to understand the diverse interpretations of the past and present.
7. Examine the secular and spiritual arts and crafts to describe and explain the diverse interpretations of the past and present.
8. Evaluate the traditional architecture, arts and crafts in Bhutan to understand the factors responsible for the emergence of architecture, arts and crafts in the country.
9. Recreate and preserve ancient culture to suit the modern context by fusion of traditional and contemporary architecture, arts and crafts of Bhutan.
10. Assess the importance and the challenges of preservation of cultural heritage to understand the foundation for the sovereignty and identity of a nation.
11. Examine the various ethnic groups of Bhutan to understand and promote the cultural and ethnic diversity.
12. Analyse the importance of promoting the concept of peaceful coexistence and cultural diversity to understand the commonalities of ethnic groups.
13. Analyse different theories of origins of state and the political theories and relate with the Bhutanese context.
14. Discuss socialism and capitalism from the historical perspective and relate it to the policies of the government, current economic and social conditions, and the major issues in the country.
15. Discuss the development of oral history and equip fundamental research skills.
16. Analyse the theories of evolution and civilisation and relate how the legacies of their ancestors impact the modern world.
17. Explain the French Revolution and promote the principles of liberty, equality and fraternity.
18. Describe industrial revolution and enable us to analyse, evaluate and create diverse interpretations of the past and present.
19. Explain spirituality and religion prepare learners to become confident with beliefs and apply the principles in school, home, build character and understand their own character.
20. Discussing the battle of Kalinga and Ashoka's contributions and analyse help Ashoka as a transformational historical figure in spreading Buddhism in the regions.

Class XII

1. Interpret and examine the concept of The Silken Knot and Golden Yoke to understand the impact of it in shaping the present.
2. Analyse the evolution of the Chhoe-sid system and the role of Je Khenpo to understand the essence of Buddhism for a harmonious and responsible life.
3. Examine the roles of Desi in the Chhoe-sid system to understand the significance of harmonious co-existence and life in the society.
4. Assess the contributions of Je Khenpos to understand the significance of their legacies and its impact to the country.
5. Analyse the legacies of the Desis to understand the significance of their contributions in promoting harmonious life in the society.
6. Analyse the Chhoe-sid system to understand the evolution of a nation with acceptance of change and continuity.
7. Assess the initiatives and contributions of the Druk Gyalpos to understand and appreciate the selfless efforts put in by our great monarchs for the well-being of the country and its people.
8. Analyse the reforms undertaken by the selfless monarchs to establish the great sacrifices made for the harmonious socio-economic development of the country.
9. Explore the interactions of Bhutan with India, Ladakh, Sikkim, Nepal, Tibet, and China to understand the contrasting perspectives to find potential solutions to the problems.

10. Examine Bhutan's relationship with the international organisations to understand the role of global citizenship to promote interconnectedness, harmony and peace in the world.
11. Analyse the role of media in society as a bridge between people and the government.
12. Explain the concept of democracy to understand the roles and responsibilities of an individual for the benefit of oneself and the society.
13. Examine the origin and structure of the constitution to understand the roles and responsibilities of an individual.
14. Explain the role of Guru Rinpoche in strengthening Buddhism in Bhutan to understand his contributions to be considered as "the second Buddha".
15. Assess Pema Lingpa's spiritual contributions in transforming Bhutan into a rich spiritual experiences and values.
16. Assess the contributions of Phajo Drugom Zhigpo in promoting culture and spirituality in Bhutan.
17. Analyse the legacies of Zhabdrung Ngawang Namgyal in promoting national cohesion as the architect of Bhutan.

Bhutan History and Civics and Citizenship Education: Class VII

Strand: *Evolving Civilisation*

Learning Objectives	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: Ancient Bhutan: Tracing the Country's earliest roots</p> <p>Topics: Features of Ancient Bhutan Ancient names of Bhutan Socio Economic Life of Bhutan's early inhabitant</p>	<p>Historical Inquiry Historical Inference</p>

Strand: *Identity, Spirituality and Culture*

Learning Objectives	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. 	<p>Theme/Chapter: Cultural Heritage: <i>Making Sense of Bhutanese National Expressions</i></p> <p>Topics:</p> <ul style="list-style-type: none"> Bhutanese arts and craft Bhutanese Architecture 	<p>Historical Analysis</p>
<ul style="list-style-type: none"> Explain the concept of Tertoenpa. Explain the origin of the Tertoen Tradition. Explain the prophecy leading to the birth of Pema Lingpa. Discuss Pema Lingpa's parental background and upbringing. List the extraordinary characteristics of Pema 	<p>Theme/Chapter: <i>Pema Lingpa: A Spiritual and Cultural Luminary of the Soil</i></p> <p>Topic:</p> <ul style="list-style-type: none"> Tertoens Early life of Pema Lingpa Contribution of Pema Lingpa 	<p>Historical Empathy</p>

Lingpa as a child and a young man. <ul style="list-style-type: none"> Describe Pema Lingpa's treasure discovery from Mebar Tsho. Write about Pema Lingpa's contribution to the Buddhist teachings in Bhutan and Tibet. 		
<ul style="list-style-type: none"> Define civics Explain the concept of civics Define citizen and citizenship List types citizenship Differentiate civics and citizenship State basic citizenship skills Mention civic roles as a responsible student in school 	Theme/Chapter: <i>Citizen and Citizenship</i> Topics: <ul style="list-style-type: none"> Civics and Citizenship Responsible citizens 	<ul style="list-style-type: none"> Civic Literacy Civic Identity

Strand: Governance and Peace

Learning Objectives	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 Kurtoeto Trongsa. Discuss the services of Jigme Namgyel in Trongsa Dzong. 	Theme/Chapter: <i>Monarchy: An era of Stability and Reforms</i> Topics: <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"> 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 interest of British India in Bhutan. 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. 	Theme/Chapter: <i>Bhutan and British India: Bhutan's Relation with Her Immediate Foreign Neighbour</i> Topic: <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 	Theme/Chapter: <i>State and Government</i> Topics:	<ul style="list-style-type: none"> Civic Literacy Historical Analysis Historical

<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • State • Government • Types of Constitution • Features of Constitution 	<ul style="list-style-type: none"> • Synthesis
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Word History: Class VII

Strand: Historiography

Learning Objectives	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: <i>Understanding History</i></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	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 civilisation. • 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	Core Concepts (Chapters/Topics/Themes)	Process/ Essential Skills
<ul style="list-style-type: none"> • Explain the 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. 	<p>Theme/Chapter: <i>Understanding Governance System</i></p> <p>Topics:</p> <ul style="list-style-type: none"> • Introduction to Governance System • Theocracy • Monarchy • Advantages and disadvantages of 	<ul style="list-style-type: none"> • Awareness of Change and Continuity

<ul style="list-style-type: none"> Explain the decline of Feudalism. 	<ul style="list-style-type: none"> Theocracy Advantages and disadvantages of Monarchy Characteristics of Feudalism Factors for the decline of Feudalism 	
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Strand: Spirituality, Identity and Culture

Learning Objectives	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: Strand: Governance and Peace

Learning Objectives	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, Zhabdrung 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. Explain Zhabdrung Ngawang Namgyal's arrival in Bhutan. (reasons) 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 	<p>Theme/Chapter: <i>Choegyal Zhabdrung Ngawang Namgyal – The Architect of the Nation State Palden Druk</i></p> <p>Topics:</p> <ul style="list-style-type: none"> Zhabdrung Ngawang Namgyal's early life Circumstances in Tibet that led to 	<ul style="list-style-type: none"> Historical Analysis Historical Empathy

<p>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)</p>	<p>Zhabdrung Ngawang Namgyal's departure from Tibet for Bhutan</p> <ul style="list-style-type: none"> Zhabdrung Ngawang Namgyal's arrival in Bhutan 	
<ul style="list-style-type: none"> Discuss the immediate circumstance that led Jigme Namgyel to the post of Trongsa Poenlop. Discuss the significance of the post of Trongsa Poenlop to Jigme Namgyel. Explain the significance of the institution of Trongsa Poenlop in the establishment of monarchy. Explain the role of Jigme Namgyel as Desi. Write a brief background of Lam Jangchub Tsundru. Discuss the influence of Lam Jangchub Tsundru on Jigme Namgyel's life. 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 Poenlop'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. 	<p>Chapter/Theme: <i>Monarchy: An Era of Stability and Reforms</i></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 Poenlop Influence of Lam Jangchub Tsundru on Jigme Namgyel's life 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 	<ul style="list-style-type: none"> Historical honour
<ul style="list-style-type: none"> Explain the Formation of Government. Define political party. Describe the formation of political parties. Explain the concept of election. Assess the importance of elections. 	<p>Chapter/Theme: <i>Formation of Government in Democratic Constitutional Monarchy</i></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

Strand: Identity, Spirituality and Culture

Learning Objectives	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's arrival in Bhutan. 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 Coexistence
<ul style="list-style-type: none"> Define four domains of citizenship. Explore relationship among four domains of citizenship in terms of civil, political, socio-economic and cultural context Define good citizen. Identify the attributes of a good citizen. Define community. Explore importance of living with commonality and diversity 	<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	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	Core Concepts (Chapters/Topics/Themes)	Process/ Essential Skills
<ul style="list-style-type: none"> 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	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 the modern system of governance. 	<p>Theme/Chapter: <i>Governance and Peace</i></p> <p>Topics:</p> <ul style="list-style-type: none"> Characteristics of 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	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 religions. 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

Bhutan History and Civics and Citizenship Education: Class IX

Strand: *Governance and Peace*

Learning Objectives (KSVA)	Core Concepts (Chapters/Topics/ Themes)	Process/ Essential Skills
<ul style="list-style-type: none"> Discuss the political condition in western Bhutan during the time of Zhabdrung Ngawang Namgyal's arrival. Describe the process of unification in western Bhutan. Discuss the causes of Tibetan attacks during Zhabdrung's era. Assess the outcome of Tibetan attacks during Zhabdrung's era. Explain Nga Chudrugma in the context of Zhabdrung's assertion of Bhutan as a nation state. Explain Sharchog Khorlo Tsibgyed as the legacy of Zhabdrung in the unification of the Drukpa state. 	<p>Theme/Chapter: Zhabdrung Ngawang Namgyal – <i>The Architect of the Nation State</i></p> <p>Topics:</p> <ul style="list-style-type: none"> Process of unification in western Bhutan Tibetan attacks during Zhabdrung's era. Zhabdrung's assertion of Bhutan as a nation state <i>Sharchog Khorlo Tsibgyed</i> as the legacy of Zhabdrung 	<ul style="list-style-type: none"> Historical Literacy Cultural Diversity
<ul style="list-style-type: none"> Describe the birth and childhood of Druk Gyalpo Jigme Wangchuck. Explain the enthronement of Prince Jigme Wangchuck as the Second Druk Gyalpo. Explain Druk Gyalpo Jigme Wangchuck as the consolidator in an era of internal and external turmoil. Explain the tax and administrative reforms of Second Druk Gyalpo. Discuss Azhi Phuntsho Choden: Patron of the Dharma. 	<p>Theme/Chapter: <i>Monarchy: An era of Stability and Reforms</i> The Second Druk Gyalpo Jigme Wangchuck</p> <p>Topics:</p> <ul style="list-style-type: none"> Early life of Druk Gyalpo Jigme Wangchuck Enthronement of Prince Jigme Wangchuck as the Second Druk Gyalpo Druk Gyalpo Jigme Wangchuck as the consolidator Tax and administrative reforms of Second Druk Gyalpo 	<ul style="list-style-type: none"> Historical Pride and Loyalty

<ul style="list-style-type: none"> • Explain the early life of Druk Gyalpo Jigme Dorji Wangchuck. • Describe the coronation of Druk Gyalpo Jigme Dorji Wangchuck. • Assess Bhutan's relation with India and international community during the reign of Druk Gyalpo Jigme Dorji Wangchuck. • Explain the Third Druk Gyalpo as the Father of Modern Bhutan with focus on socio-economic and constitutional reforms. • Discuss Azhi Kesang Choeden Wangchuck: Dharma and Cultural Patron 	<p>Theme/Chapter: <i>Monarchy: An era of Stability and Reforms</i> The Third Druk Gyalpo Jigme Dorji Wangchuck</p> <p>Topics:</p> <ul style="list-style-type: none"> • Early life of Druk Gyalpo Jigme Dorji Wangchuck • Bhutan's relation with India and international community during the reign of Druk Gyalpo Jigme Dorji Wangchuck • Druk Gyalpo Jigme Dorji Wangchuck as the Father of Modern Bhutan • Azhi Kesang Choeden Wangchuck: Dharma and Cultural Patron. 	
<ul style="list-style-type: none"> • Define the Legislature. • Write the meaning of parliament. • 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. 	<p>Theme/Chapter: <i>Parliament, Judiciary and Local Government</i></p> <p>Topics:</p> <ul style="list-style-type: none"> • Concept of Parliament, Executive and Judiciary • National Assembly • National Council • Importance of Monarch in Parliament of Bhutan • Passing of a Bill • Role of Local Government 	<ul style="list-style-type: none"> • Civic Mindedness

Strand: Spirituality, Identity and Culture

Learning Objectives	Core Concepts (Chapters/Topics/ Themes)	Process/ Essential Skills
<ul style="list-style-type: none"> Explain the Peling 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 Peling Tradition on the lives of Bhutanese. Discuss the political influence of Peling lineages in Bhutan. 	<p>Theme/Chapter: Pema Lingpa – A <i>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 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 Lay-gyudrey and Tha- damtshig. Explore Bhutanese ethos within the community. Evaluate self-interest and common good (Rangdoen and Zhenphen). Build a sense of national community to create national consciousness. 	<p>Theme/Chapter: <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 Lay- gyudrey and Tha-damtshig 	<ul style="list-style-type: none"> Community Cohesion Lay-gyudrey and Tha-damtshig Civic Mindedness

World History: Class IX

Strand: Historiography

Learning Objectives	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. 	<p>Theme/Chapter</p> <ul style="list-style-type: none"> <i>The Ancient Historiography</i> <i>Understanding perspective in History</i> <p>Topics:</p> <ul style="list-style-type: none"> Greek and Roman Historiography Characteristics of Greek & Roman historiography 	<ul style="list-style-type: none"> Historical Inquiry Historical Knowledge Construction

<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Roman and Greek methods used in the writings of history 	
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Strand: *Evolving Civilisation*

Learning Objectives	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: <i>The Mesopotamian Civilisation</i></p> <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	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	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: <i>Race, Ethnicity and Identity</i></p> <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	Core Concepts (Chapters/Topics/Themes)	Process/ Essential Skills
<ul style="list-style-type: none"> Explain the birth prophecies of Druk Gyalpo Jigme Singye Wangchuck. Elucidate the contributions of Druk Gyalpo Jigme Singye Wangchuck as a crown Prince. Discuss Druk Gyalpo 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"> ✓ Azhi Dorji Wangmo Wangchuck: Champion of Poverty alleviation ✓ Azhi Tshering Pem Wangchuck: Champion of Youth wellbeing ✓ Azhi Tshering Yangdon Wangchuck: Dharma Patron ✓ Azhi Sangay Choden Wangchuck: Champion of Women's Empowerment. 	<p>Theme/Chapter: <i>Monarchy: An era of Stability and Reforms</i> The Fourth Druk Gyalpo Jigme Singye Wangchuck</p> <p>Topics:</p> <ul style="list-style-type: none"> Contributions of Druk Gyalpo Jigme Singye Wangchuck as a crown Prince Druk Gaylpo Jigme Singye Wangchuck as a selfless leader Bodhisattva King 	<ul style="list-style-type: none"> Historical Pride Loyalty Historical Empathy Civic Engagement Chronological Thinking Historical Reasoning Cultural Pride Acceptance of Change and Continuity

<ul style="list-style-type: none"> • Explain the early life of Druk Gyalpo Jigme Khesar Namgyel Wangchuck. • Discuss the grooming of Jigme Khesar Namgyel Wangchuck to kingship. • Describe the coronation of Druk Gyalpo Jigme Khesar Namgyel Wangchuck. • Describe the Royal Wedding of Druk Gyalpo Jigme Khesar Namgyel Wangchuck. • Elucidate the significance of royal walk. • Discuss Druk Gyalpo 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. 	<p>Theme/Chapter: <i>Monarchy: An era of Stability and Reforms</i> His Majesty, Druk Gyalpo Jigme Khesar Namgyel Wangchuck</p> <ul style="list-style-type: none"> • The early life of Druk Gyalpo Jigme Khesar Namgyel Wangchuck • The coronation of Druk Gyalpo Namgyel Wangchuck • Druk Gyalpo Jigme Khesar Namgyel Wangchuck as the People's King • Her Majesty The Gyaltsuen 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 • Historical Reasoning • Cultural Pride • Acceptance of Change and Continuity
<ul style="list-style-type: none"> • 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. 	<p>Theme/Chapter: <i>Zhabdrung Ngawang Namgyal– The Architect of the Nation State</i></p> <p>Topics:</p> <ul style="list-style-type: none"> • The concept of <i>Chhoe-sid</i> 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 coexistence • Social Cohesion
<ul style="list-style-type: none"> • Analyse the legacy of Zhabdrung's unique national identity. • 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. 	<p>Theme/Chapter: <i>Bhutan and British India: Bhutan's Relations with Her Immediate Foreign Neighbour</i></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	
<ul style="list-style-type: none"> 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: <i>Civil Society</i></p> <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
<ul style="list-style-type: none"> Define civil society as the third sector. Describe characteristics of civil society as nonprofit, 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: <i>Civil Society</i></p> <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"> Civic Literacy

Strand: Spirituality, Identity and Culture

Learning Objectives	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 Conservation of Environment 	<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 the 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	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 civilisation 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	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	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: <i>Socio-Cultural Movement</i></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	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	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 (Co-existence 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. 	<p>Theme/Chapter: <i>Buddhism: The Light on the Nation's Path</i></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 	<ul style="list-style-type: none"> Chronological Thinking Spiritual Well-being
<ul style="list-style-type: none"> 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: <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"> 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: <i>Ethnic groups: Separate Faces of One Nation</i></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	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: <i>Historiography and Oral History</i></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 innovations of Egyptian civilisation as a source for modern technology. Analyze the reasons for the downfall of 	<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 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. 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"> Theme/Chapter: <i>Revolution and Nationalism</i> Topics: <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 WWI as 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

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: <i>Spirituality and Religion</i></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 Chhoe-sid System. Describe the modalities of becoming a Je Khenpo. Describe the role of Desi in the Chhoe-sid System. Describe the modalities of becoming a Desi. Study the transformational contributions of Je Khenpo to Bhutan. (1st Je Pekar Jungney, 9th Je Sakya Rinchen, 13th Je Yonten Thaye, 68th Tenzin Dendup, 69th Geshey Gendun Rinchen and 70th Trulku Jigme Chhoda) Study the transformational contributions of Desi to Bhutan. (1st Tenzin Drugyal, 2nd La Ngoenpa Tenzin Drugdra, 3rd Chhogyal Minjur Tempa, 4th Gyalsey Tenzin Rabgye, 13th Sherab Wangchuk). Discuss the evolution of the Chhoe-sid System in Bhutan. 	<p>Theme/Chapter: <i>The Silken Knot and Golden Yoke</i></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 Chhoe-sid System The role of Desi in the Chhoe-sid System The transformational contributions of Je Khenpos The transformational contributions of Desis The evolution of the Chhoe-sid System in Bhutan. 	<ul style="list-style-type: none"> Harmonious Coexistence 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. • Elaborate on the Democratic Constitutional Monarchy with • 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. • Discuss the economic 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: <i>Monarchy: An era of Stability and Reforms</i></p> <p>Topics:</p> <ul style="list-style-type: none"> • The political reforms of Druk Gyalpos • The social reforms of Druk Gyalpos • 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"> 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. 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. 	<p>Theme/Chapter: <i>Bhutan and International Organisations: Among the Constellation of Nations</i></p> <p>Topics:</p> <ul style="list-style-type: none"> Bhutan's political interactions Bhutan's membership to the INO 	
<ul style="list-style-type: none"> 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. Relate the structure of the Constitution of Bhutan with any other country's Constitution. Evaluate the theories of interpretation of the Constitution of Bhutan 	<p>Theme/Chapter:</p> <ul style="list-style-type: none"> <i>Media Literacy</i> <i>Democracy and Constitution</i> <p>Topics:</p> <ul style="list-style-type: none"> The advantages and disadvantages of Democracy The structure of the Constitution of Bhutan The theories of interpretation of the Constitution of Bhutan 	<ul style="list-style-type: none"> Civic Identity Civic Engagement Media Literacy

Strand: Identity, Spirituality and Culture

Learning Objectives (KSVA)	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: <i>Important Historical Figures and Shaping of National Identity</i></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 Well- being

World History: Class XII History

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: <i>Classical Civilisation</i></p> <p>Topics:</p> <ul style="list-style-type: none"> Greco-Roman civilisation 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. • 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. 	<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 • 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

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. Taking reference from National Curriculum Framework (NSCF) 2020, the following 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. The curriculum has clearly outlined a set of Competencies under each Strand for all the class level, so the teachers, while developing lesson plans, need to consider the desired competencies and use the most effective pedagogy to achieve the desired objectives. The activities or the tasks assigned are to be real- world that are in-line with the Competencies and Standards outlined in this curriculum and to any domain of life.

Place Based Education

Place-Based Education (PBE) is an approach that connects learning and communities to increase learner engagement, academic outcomes, and community impact. PBE emphasises on “hands-on, real-world learning experiences” and gives learners opportunities to connect to the culture, ecology, and economy of local places.

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. Teaching approach such as blended learning can be effective and useful in different settings. Blended learning is learning that is facilitated by the effective combination of different modes of delivery, models of teaching and styles of learning and applying them in an interactively meaningful learning environment. It is a mix of face-to-face and online learning. Blended learning comprises web-based lessons, webinars, video lessons, simulations, mobile learning and many more.

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 learned 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.

21st Century Pedagogy

In this ever-changing world, the needs of learners keep on changing. To meet the demands of the learners, teachers should employ effective pedagogies to enrich teaching learning experiences. Various strategies and approaches should be adopted to ensure meaningful learning sessions for learners. Effective pedagogical approaches are of critical importance in providing quality education. Employing effective pedagogical approaches helps learners achieve learning outcomes and realise their full educational potential. Quality pedagogy provides strong foundations for learning as it aids learners in developing advanced concepts and abilities. Since, teaching differs in styles from person to person, it is crucial for teachers to adopt or develop their own unique pedagogy that best fits their lesson and teaching.

Schools should explore ways to implement innovative ways of teaching that reflect a changing world. The 21st Century pedagogy, which aims to develop the skills and knowledge learners need to succeed in work and life, is a useful pedagogy teacher should apply in their teaching for competency-based approach learning. Teachers, while delivering their lessons, should teach learners how to find, interpret, and use information, rather than just presenting them. As the English curriculum aims to develop language skills and competencies in learners, it is paramount importance for teachers to apply 21st Century skills and implement innovative methodologies integrating

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. A balanced assessment and evaluation model consists of the teacher's anecdotal notes based on several observations, checklists, learner's inventories, conferences with the learners, portfolios and some teacher-made tests. In addition to these tools, teachers also use samples of learners work such as projects and presentations to provide evidence of learners learning. All of these assessment tools provide teachers with information to help evaluate learners' growth as well as provide them with valuable information about what they need to teach their learners.

In the History curriculum, the emphasis of teaching History is to improve and 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:

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

7.1 Principles of Assessment

In the History curriculum, assessment will mainly focus on the learners' ability to apply their skills and knowledge of the subject both meaningfully and accurately. It will also recognize activities and procedures based on which teachers collect evidence to discover whether learners have acquired certain concrete knowledge and understanding of the subject taught or to what extent their concrete skill or ability has been formed or developed. Eventually assessment is vital to collect evidences to diagnose learning difficulties and deficits in order to provide necessary support to all learners. Based on these evidences the teacher can decide to change or modify his or her teaching approaches.

Assessment includes formative assessment and summative. Both traditional methods, such as tests, and alternative ones, such as performance-based assessment or portfolios may be used. As assessment, evaluation and reporting are important not only to the learners but also are equally important, if not more, to teachers, educators, policy makers and others, they should be based on the following principles:

i. Focus on learning and academic achievement

Use assessment practices that contribute to learners' learning. Where appropriate, it is important to separate behaviour issues (such as being late for class, handing in late assignments, or talking out of turn) from learning and achievement. Instead, encourage learners to do their best work and use performance tasks and class discussions as opportunities for them to display the new skills and understanding they are acquiring. Assessors (teachers) should be aware of different learning styles, paces of learning, and background cultures and provide opportunities for all learners to document their academic achievement.

ii. Provide for equal opportunity

Ensure that learners assessment practices are inclusive of class, race, age, gender, sexual orientation, and disability. If a learner cannot make it to class, provide him or her with a make-up assignment that covers the same material. When forming study groups, ensure that all learners can participate. Practice affirmative action when necessary.

iii. Assessment practices and the values of the discipline are congruent

Scholarship is important, and assessment, evaluation, and reporting should reflect the value that schools place on learning in every discipline. In other words, certain standards should be set, and educators should avoid learners' assessment practices that are based on improvement and/ or effort. Who wants to have an appendix removed by a surgeon who got A in anatomy for "trying real hard?" Also, avoid "extra credit." Extra credit diminishes the values of the course by implying there are great rewards for those who do more; it also reeks of inequity. Instead provide enrichment activities for everyone. Establish acceptable standards for civility and scholarship and teach to those standards.

iv. Recognise limitations

All assessment practices will have limitations; they should be acknowledged as they arise and, when appropriate, spell them out in the syllabus. (For example, tell learners whether they will be penalized for not meeting deadlines.) This is valuable information to learners who may choose to take a different course or redesign their study strategies based on the acknowledged limitations.

v. Be Supportive of the relationships

Highly competitive assessment practices tend to adversely affect relationships. Teachers should promote co-operation and respect in the classroom. Suggest peer assessment and coaching for those with academic problems. When appropriate, involve the community as an educational resource and involve everyone in the discussions on the assessment, evaluation, and reporting. Be flexible at the level of principles, balancing the rights of the individual and the rights and interests of the rest of society, and communicate clearly the principles in which you are operating.

vi. The learner as an active participant in the assessment process

Invite and value self-assessment and peer assessment and use them as evidences for determining levels of performance to decide next steps. Allow learners the opportunity to practice and redo their work until they meet the success criteria. Learners might be encouraged to share their work with each other during the first part of their class, allowing them to do a quick self- assessment. Then learners can decide whether they need to redo the assessment or it is truly their best work, ready for the scrutiny of the teacher. Share assessment criteria and rubrics for assessment with learners. This way they will not only know what is expected of them, but will also be able to tell the difference between a work that deserves "exceeding" from other levels of achievement.

7.2 Report learner's assessment in a consistent and meaningful way

The learners' performance and progress should be communicated to a wider audience (especially parents and guardians) both formally and informally. Be consistent with the assessment practices employed, and be meaningful to all who need to know. Reporting should be comprehensive and should convey an accurate assessment of learners' performance to all those who are concerned with the learners' future.

Competency-based assessment practice

Assessment practices should be competency-based, which include tasks, such as thematic projects and performance-based tasks that promote learners' involvement and reflection on learning and require learners to use a variety of learning strategies and resources. The Competencies for each strand and class level identified in the framework should be the benchmark for assessing the learners learning and their competence. Efforts have to be made to provide feedback and intervention to learners who struggle with the task so that they achieve the desired competencies level.

Types of Assessment

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 tests and examinations. The weightage for assessment in History are given below:

Assessment mode	Weightage 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:

- Name
- Origin
- Composition/materials used
- Purpose
- 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, and 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:

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

History Day

A school can mark history day by celebrating an event to create awareness on the significance of important historical events/historical figures. Schools 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 a year, as a whole school approach, led by History teachers. Some of the suggested activities are:

- a. Quiz
- b. Poster display
- c. Debate
- d. Role play and dramatization.
- e. Declamation
- f. 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. The curriculum could be delivered in the way that best suits the need of the learners and the school. It is the responsibility of the school and the teachers to facilitate to make learning meaningful and relevant to the learners.

The role of the teacher should change from one of being an information-giver to that of a facilitator. Teachers should provide the materials, the activities, and the practice opportunities to their learners. The quality and authenticity of these materials are central to the success of the class. The teacher must provide positive and constructive feedback in order to help the learners improve their skills. Teachers need to be aware of the learners' needs so that everybody feels welcome in the class.

The successful implementation of the curriculum as it is envisioned and intended will be dependent on various enabling conditions. It is the responsibility of all the key stakeholders to provide continuous support to teachers and schools in implementing the curriculum. The teachers, and the schools should, as far as possible, put in place all the required resources, policies, physical and psychosocial ambience, and other necessary conditions in order to create a conducive learning environment. The goal is to enable learners to meet the desired Competencies and Standards outlined in the curriculum.

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 can 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.
- Community linkages is crucial to engage the community and parents in the matters related to schools. School should advocate and involve the community and parents to support their children's education.

9. Cross-curricular Linkages

The learners' real world is outside the 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 refer 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 the school curriculum. It has implicit and explicit connections within social science and with physical science and language curriculum. Therefore, it helps provide multiple views of teaching learning through varied lenses.

The History and Civics curriculum's historiography and evolving civilisation strands relate with historical genesis of scientific age, discovery, inventions, theories and technological evolution of STEM subjects. Further, identity, spirituality and culture strand explicitly link 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.

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 provides a space to teach and learn geographical perspectives in historical events, evolution, crisis and analysis. Historical records on earthquakes, floods, epidemics, and famine and fire outbreaks can be used to teach geographical views on the same topics.

10. 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 recognise historical change.

Civic engagement

Civic engagement is working to contribute to 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 are 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 a quality 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 one's own culture will help the individual to understand 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 evidence.

Historical Inquiry

Learners practice basic conventions of historical inquiry (written and oral history) by collecting artefacts, records, proofs and evidence. 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 with the choices they have made and the significance they hold, helping learners develop a 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 recognise 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 Coexistence

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

Perspective Consciousness/ Awareness

Students should have the 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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12. Appendixes

Rubrics /Checklist for assessment

Sample Checklist for assessing history Museum

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

Sample Checklist for assessing History Day

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

Sample Checklist for assessing Historical Memoir

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

Assessment Weightage

Class VII Bhutan History and CCE (70%)

Sl. No	Strand	Chapter	Wgt. (%)	Remarks
1	Evolving Civilisation	1. Ancient Bhutan: Tracing the Country's earliest roots	8	
2	Governance and Peace	2. Monarchy: An era of Stability and Reforms	15	
		3. Bhutan and British India: Bhutan's Relation with Her Immediate Foreign Neighbour	10	
		4. State and Government	7	
3	Identity, Spirituality and Culture	5. Cultural Heritage: Making Sense of Bhutanese National Expressions	13	
		6. Pema Lingpa-A Spiritual and Cultural Luminary of the Soil	10	
		7. 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	Chapters	Wgt. (%)	Remarks
1	Governance and Peace	1. Dzong: The Faithful Sentinels of the Land	10	
		2. Choegyal Zhabdrung Ngawang Namgyal –The Architect of the Nation State Palden	12	
		3. Monarchy: An Era of Stability and Reforms (Jigme Namgyal)	10	
2	Identity, Spirituality and Culture	4. Monarchy: An Era of Stability and Reforms (Gongsa Ugyen Wangchuck)	13	
		5. Constitution	7	
		6. Buddhism: The Light on the Nation's Path	10	
		7. 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	1. Zhabdrung Ngawang Namgyal – <i>The Architect of the Nation State</i>	13	
		2. Monarchy: An era of Stability and Reforms (Druk Gyalpo Jigme Wangchuck)	15	
		3. Monarchy: An era of Stability and Reforms (Druk Gyalpo Jigme Dorji Wangchuck)	15	
		4. Good Governance	8	
		5. Pema Lingpa – <i>A Spiritual and Cultural Luminary of the Soil</i>	12	
		6. 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 civilisation	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	1. Monarchy: An era of Stability and Reforms (Druk Gyalpo Jigme Singye Wangchuck)	15	
		2. Monarchy: An era of Stability and Reforms (Druk Gyalpo Jigme Khesar Namgyel Wangchuck)	20	
		3. Zhabdrung Ngawang Namgyal– <i>The Architect of the Nation State</i>	12	
		4. Bhutan and British India: Bhutan's Relations with Her Immediate Foreign Neighbour	8	
		5. Governance and Peace	8	
2	Identity, Spirituality and Culture	6. 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	1. Ancient Bhutan: Tracing the Country's earliest roots	12	
2	Governance and Peace	2. Governance and Peace	8	
3	Identity, Spirituality and Culture	3. Buddhism: The Light on the Nation's Path	10	
		4. Cultural Heritage: Making Sense of Bhutanese National Expression	10	
		5. 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	1. Chhoe-sid System – The Silken Knot and Golden Yoke	10	
		2. Monarchy: An era of Stability and Reforms	17	
		3. Bhutan and International Organisations: Among the Constellation of Nations	5	
		4. Constitution and Democracy	8	
2	Identity, Spirituality and Culture	5. 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	