

SOCIAL STUDIES

CLASS V



Department of School Education
Ministry of Education and Skills Development
Royal Government of Bhutan
Thimphu.

Published by

Center for School Curriculum Development (CSCD)
Department of School Education (DSE)
Ministry of Education and Skills Development (MoESD)
Royal Government of Bhutan
Thimphu

Tel: + 975-2-332885/332880

Toll Free: 1850

Website: www.education.gov.bt

Copyright © DSE, MoESD, Thimphu.

All rights reserved. No part of this book may be reproduced in any form without a written permission from DSE, MoESD, Thimphu, except for educational purposes.

Provisional Edition 2020



ISBN

978-99936-0-493-8

Reprint 2025

Acknowledgement

The Department of School Curriculum (DSE), MoESD would like to acknowledge the Department of Culture, Ministry of Home and Cultural Affairs, RENEW, School Health and Nutrition Division, Dzongkhag Administrations and Schools for their valuable contributions.

Advisors:

1. Tashi Namgyal, Director, DSC, MoESD
2. Kuenzang Gyeltshen, Assistant Professor, Samtse College of Education
3. Norbu Wangchuck, Officiating Chief, CSCD, DSE, MoESD
4. Wangpo Tenzin, Dean, erstwhile Royal Education Council (REC), Paro

Research and writing:

1. Norbu Wangchuk, Curriculum Specialist, REC, Paro.
2. Dorji Tshewang, Curriculum Specialist, REC, Paro.
3. Karchung, Principal Curriculum Officer, REC, Paro
4. Thukten Jamtsho, Curriculum Developer I, REC, Paro
5. Wangchuk, Curriculum Developer, REC, Paro.
6. Dorji Wangdi, Principal, Jigme Namgyel LSS, Thimphu.
7. Lhundup Gyeltshen, Principal, Meretsemo PS, Chhukha.
8. Lachuman Ghalley, Teacher, Umling LSS, Sarpang.
9. Norzang Wangmo, Teacher, Khangkhu MSS, Paro.
10. Sangay Zam, Hebesa Primary School, Wangdue
11. Tandin Dorji, Teacher, Katscho LSS, Wangdue.
12. Pema Dorji, Teacher, Serzhong LSS, Mongar.
13. Choeda Jamtsho, Teacher, Doteng LSS, Paro.
14. Gyan Bahadur Darjee, Teacher, Shemjong PS, Tsirang
15. Karma Tshomo, Teacher, Jangchubling LSS, Sarpang.
16. Sonam Choden, Teacher, Tsirangtoe CS, Tsirang.
17. Sonam Gyeltshen, Teacher, Bidung LSS, Trashigang.
18. Sonam Tshering, Teacher, Samtse LSS, Samtse.
19. Tshelthrim Dorji, Teacher, Yadi CS, Mongar
20. Tshering Wangchuk, Teacher, Lhuntse HSS, Lhuntse.
21. Tshering Zam, Teacher, Wochu, LSS, Paro.
22. Ugyen Zangmo, Teacher, Gosaling PS, Tsirang.

Reviewers:

1. Norbu Wangchuk, Curriculum Specialist, REC, Paro.
2. uenzang Gyeltshen, Assistant Professor, SCE, Samtse
3. Ugyen Tshomo, Assistant Professor, PCE, Paro
4. Rinzin Wangmo, Principal EMO, EMD, DSE, Thimphu
5. Dorji Tshewang, Curriculum Specialist, REC, PAro
6. Phub Dorji, Training Developer, REC, Paro
7. Yeshe Samdrup, Sr. Architect, DoC, MoHCA, Thimphu
8. Yeshe Lhendup, Sr. Research Librarian, DoC, MoHCA, Thimphu
9. Ugyen Thinley, Programme Officer, RENEW, Thimphu
10. Sangay Zam, Teacher, Hebesa PS, Wangduephodrang
11. Norzang Wangmo, Teacher, Khangkhu MSS, Paro
12. Jabchu, Department of Disaster Management, Thimphu
13. Karma Tshering, UNFPA, Thimphu
14. Chuzang Norbu, Principal, Damphu LSS, Tsirang
15. Sonam Lhamo, Teacher, Utpal Junior, Paro
16. Kinley Dema, Teacher, Utpal Junior, Paro
17. Lhundup Gyeltshen, Principal, Meritsemo PS, Chhukha
18. Wangchuk, Curriculum Developer, REC, Paro

Proof-reading

Ugyen Tshomo, Asst. Professor, PCE, Paro

Cover Design

Ugyen Namdel, Lecturer, PCE, Paro

Photography

Choyzang Dubjur, Photographer, STEM & Innovation Division, DSE, MoESD, Thimphu

Layout and Design

Karma Wangmo, CSCD, DSE, MoESD, Thimphu



དཔལ་ལྷན་འབྲུག་གཞུང་། ཤེས་རིག་ལྷན་ཁག།

Department of School Education
Ministry of Education and Skills Development
Center for School Curriculum Development



Foreword

Education is the prerequisite to and the central element of any progress and development of a nation, provided it is relevant and appropriate. The Ministry of Education and Skill Development is vigorously moving forward to fulfill a need recognised by Royal Government of Bhutan to make education meaningful to the children and outline the role they are expected to play as future subjects of the country.

Learners learn Social Studies from classes IV to VI in schools. It is difficult to define Social Studies as a subject because it is a combination of various disciplines. Social Studies provides knowledge, skills and values integrated from Civics, Culture, Economics, Geography, History, Political Science, Religion, Sociology, as well as Mathematics and Natural Sciences.

The purpose of Social Studies is to help learners develop the ability to make informed decisions as citizens of a culturally diverse democratic society in an interdependent world. It is designed to promote transversal skills and competencies through integration of different disciplines in the Social Studies curriculum.

Social Studies is about the relationships, interaction and interdependence between human beings and the nature around them. They are intended to provide civic competence through scientific and historic knowledge, skills and attitudes required of learners to be able to assume roles of good citizens in a fast-changing society.

Learners are provided inquiry skills through hands-on experiences such as exploration, observation, investigation, survey, measurement and field trip that help them to understand and live successfully in the technologically changing world. They are expected to acquire critical thinking, problem-solving and decision-making skills which allow them to grow into active citizens to support the humanity.

Learners open their minds to their own communities, country and the outside world and make closer observations of the natural and man-made environment. Learners look at the causes and effects of things that occur or appear in everyday life and understand the values of their existence.

I hope that the knowledge and the values provided by Social Studies will enable our learners to appreciate how ideas, events, and individuals have intersected to produce change over time as well as to recognize the conditions and forces that maintain continuity within human societies.

Iasni Namgay
Director

Table of Contents

Acknowledgement.....	iii
Foreword	v
Chapter 1 : The Earth	1
1.1 The Earth	1
1.2 Latitude and Longitude.....	2
1.3 Continents and Oceans.....	3
Chapter 2 : Our Country.....	5
2.1 Location of Bhutan	5
2.2 Physical Zones of Bhutan.....	6
2.3 Neighbouring Countries of Bhutan.....	8
Chapter 3 : Rivers	11
3.1 A River	11
3.2 Stages of Rivers	12
3.3 Major Rivers of Bhutan.....	14
3.4 Importance of Rivers	16
Chapter 4 : Forests.....	17
4.1 Community Forest	17
4.2 Important of Community Forests	18
4.3 Protected Areas of Bhutan	23
4.4 Traditional Beliefs on Forests.....	24
Chapter 5 : Zhabdrung Ngawang Namgyal	27
5.1 Zhabdrung Ngawang Namgyal.....	27
5.2 Zhabdrung's contributions	28
Chapter 6 : National Symbols.....	31
6.1 National Symbols.....	31
6.2 Holidays	35
Chapter 7 : Scared places of Worship	39
7.1 Lhakhang	39
7.2 Monastery	40

Chapter 8 : Local Government	43
8.1 A Dzongkhag Tshogdu.....	44
8.2 A Dzongkhag Administration	44
8.3 A Thromde Tshogde.....	45
Chapter 9 : People and the Society	47
9.1 Child abuse	48
9.2 Puberty	49
9.3 Teenage Pregnancy.....	51
9.4 Substance Abuse	51
Chapter 10 : People and the Environment.....	53
10.1 Human activities	53
10.2 Impacts of Pollution.....	55
10.3 Waste Management	56
10.4 Conservation of the Environment	57
Chapter 11 : Hazard and Disaster	59
11.1 Windstorm.....	60
11.2 Flood.....	61
11.3 Landslide	62
Chapter 12 : Money and Banks	65
12.1 Goods and services	66
12.2 Money	67
12.3 Saving Money	68
12.4 Bank.....	69
Period allocation and weighting	71
Assessment	72

Chapter 1

The Earth

Competency

Explain the shape of the Earth, lines of latitudes and longitudes to locate continents and oceans.

Learning objectives

- Discuss the formation of the Earth.
- Explain the shape of the Earth.
- Identify lines of latitudes and longitudes and their importance.
- Locate continents and oceans on the outline map of the world.

Introduction

There are eight planets in the Solar System. The planet on which living things live is the Earth. It is divided into seven continents and five oceans.

1.1 The Earth

The Origin of the Earth

The Earth was formed about 4.6 million years ago. The Earth was formed by the joining and hardening of dust, debris, rock particles and gases. These materials collided repeatedly and gradually got bigger to form the Earth. The Earth is a home for all living beings.

It is the only planet known to support life. It is covered by land, water and air.



Figure 1.1 The Earth

Shape of the Earth

The Earth was considered to be flat until scientists proved that the Earth is spherical in shape. The Sun rises and sets at different times at different places due to the spherical shape of the Earth.

It is slightly flattened at the top and bottom and is bulged in the middle. This shape of the Earth is called an **oblate spheroid**.

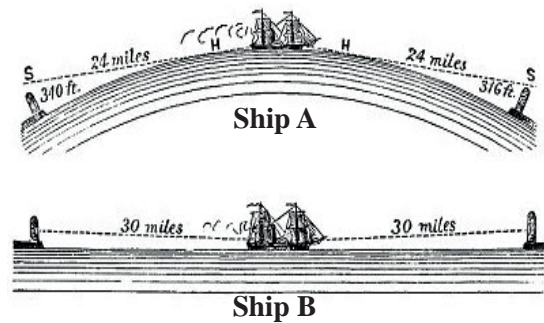


Figure 1.2 A view of ship from seashore

Learning Activity 1.1 Exploring shape of the Earth

1. Work in pairs.
2. Observe Figure 1.2.
3. Discuss about the shape of the Earth.
4. Share your ideas to the class.

Follow-up Questions:

1. Describe the view of the ship A and B in Figure 1.2.
2. Discuss the shapes of the Earth shown in pictures A and B in Figure 1.2.
3. Which one do you think is the right shape of the Earth? Why?

1.2 Latitudes and Longitudes

There are no real lines of latitudes and longitudes on the Earth. They are just the imaginary lines drawn on the map of the Earth.

Latitudes are imaginary lines drawn on the map from east to west. The lines of latitude are parallel to each other. There are 90° latitudes in the north and 90° in the south. Equator, Tropic of Cancer, Tropic of Capricorn, Arctic Circle and the Antarctic Circle are an important lines of latitude. Latitudes are used to locate the places on the Earth.

Longitudes are imaginary lines drawn on the map from north to south. The lines of longitude have the same length but are not parallel. There are 180° longitudes in the east and 180° longitudes in the west. Longitude starts from Prime Meridian which is 0° longitude. It is used to locate places on the Earth and calculate time.

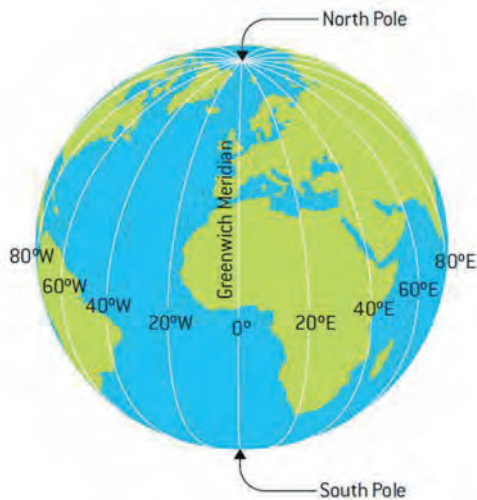


Figure 1.4 The lines of Longitudes

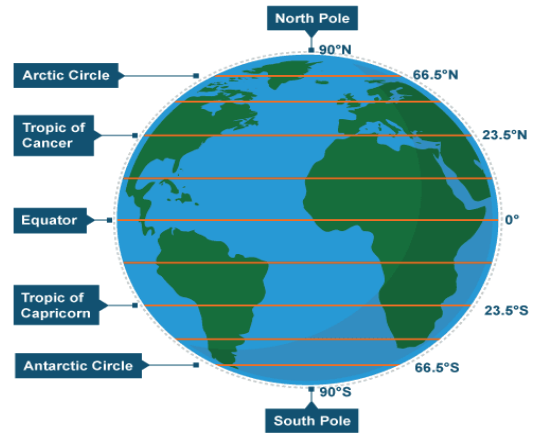


Figure 1.3 Important latitudes

1.3 Continents and Oceans

Continents are the large surfaces of the Earth covered by land. Continents make about 30 percent of the surface of the Earth. There are seven continents on the Earth. They are: Africa, Antarctica, Asia, Australia, Europe, North America and South America. Asia is the largest continent and Australia is the smallest continent on the Earth.

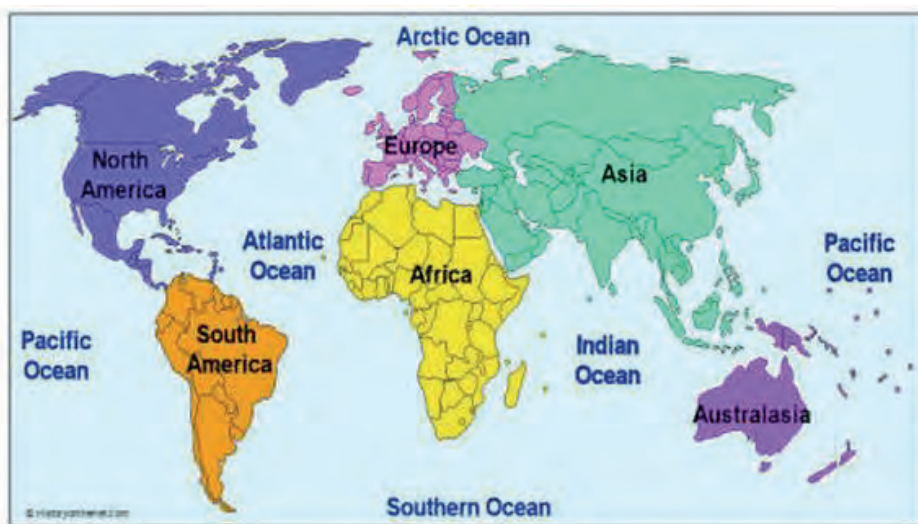


Figure 1.5 Continents and Oceans

Oceans are large bodies of water. Oceans cover about 70 percent of the surface of the Earth. There are five oceans on the Earth. They are: the Arctic, Atlantic, Indian, Pacific and Southern Oceans. The Pacific is the largest ocean while the Arctic is the smallest ocean.

Learning Activity 1.2 Locating continents and oceans

1. Locate and label the continents and oceans on an outline map of the world.
2. Use blue colour for oceans and green for continents.

Follow-up Questions:

1. How are oceans important to human beings?
2. Why there are no human settlements in some of the continents?

Test Yourself

1. Describe the shape of the Earth.
2. Why does the sun rise and set at different times in different places?
3. Draw a diagram of the Earth showing important lines of latitudes.
4. Which is the longest latitude? Why?
5. Why are latitudes and longitudes important?

Chapter 2

Our Country

Competency

Apply map reading skills to locate Bhutan, physical zones and neighbouring countries.

Learning objectives

- Locate Bhutan on the outline map of Asia.
- Locate 20 Dzongkhags on the outline map of Bhutan.
- Explain the physical zones of Bhutan.
- Draw an outline map of Bhutan to locate physical zones of Bhutan.
- Locate neighbouring countries of Bhutan on the outline map of South Asia.
- Discuss the importance of neighbouring countries.

Introduction

Bhutan is a mountainous country in Asia. It is located between China and India on the southern slope of the Eastern Himalayas. The country extends from the plains in the south to the high mountains in the north.

2.1 Location of Bhutan

It is located between 26.70° to 28.30° N latitude and 88.80° to 92.10° E longitude. The altitude ranges from 200 metres to more than 7,000 metres above sea level. Bhutan is divided into 20 *dzongkhags*, 205 *gewogs* and 1044 *chiwogs*.

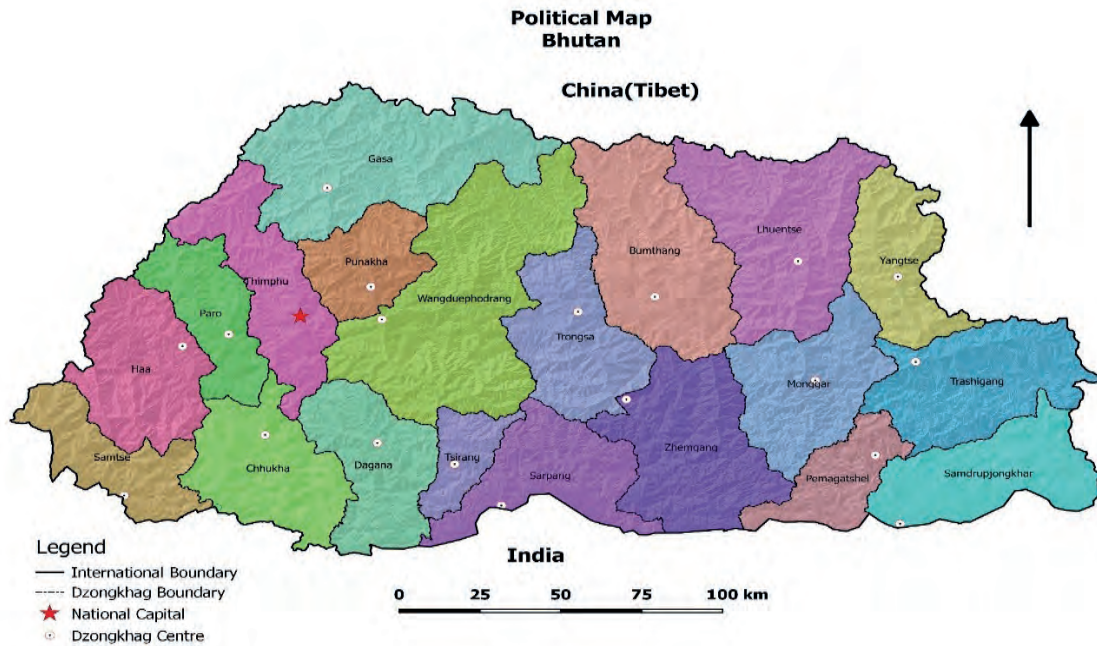


Figure 2.1 Political map of Bhutan

2.2 Physical Zones of Bhutan

There are three physical zones in Bhutan. They are the Sub-Himalayan Foothills, the Inner Himalayas and the Greater Himalayas.

The Sub-Himalayan Foothills

The Sub-Himalayan Foothills ranges from about 200 metres to 2000 metres above sea level. This zone lies in the southern part of the country. The average temperature is about 30°C during summer and 18°C in winter. Subtropical forest is found in this zone. Parts of Samtse, Chhukha, Sarpang, and Samdrup Jongkhar lie in this zone.

The Inner Himalayas

The Inner Himalayas are located between 2000 metres to 4000 metres above sea level. This zone lies above the Sub-Himalayan Foothills. The average temperature is about 10°C to 22°C during summer and 5°C to 8°C in winter. Cool broad-leaved and temperate forests are found in this zone. Parts of Paro, Thimphu, Punakha, Trongsa and Mongar lie in this zone.

The Greater Himalayas

The Greater Himalayas lies above 4000 metres from sea level. This zone is generally covered by permanent snow and glaciers. The average temperature is below 8°C. Jomo Lhari and Jichu Drake are some of the important mountains located in the Greater Himalayas. Alpine forest is found in this zone. Parts of Gasa, Wangdue Phodrang, Bumthang and Lhuentse fall under this zone.

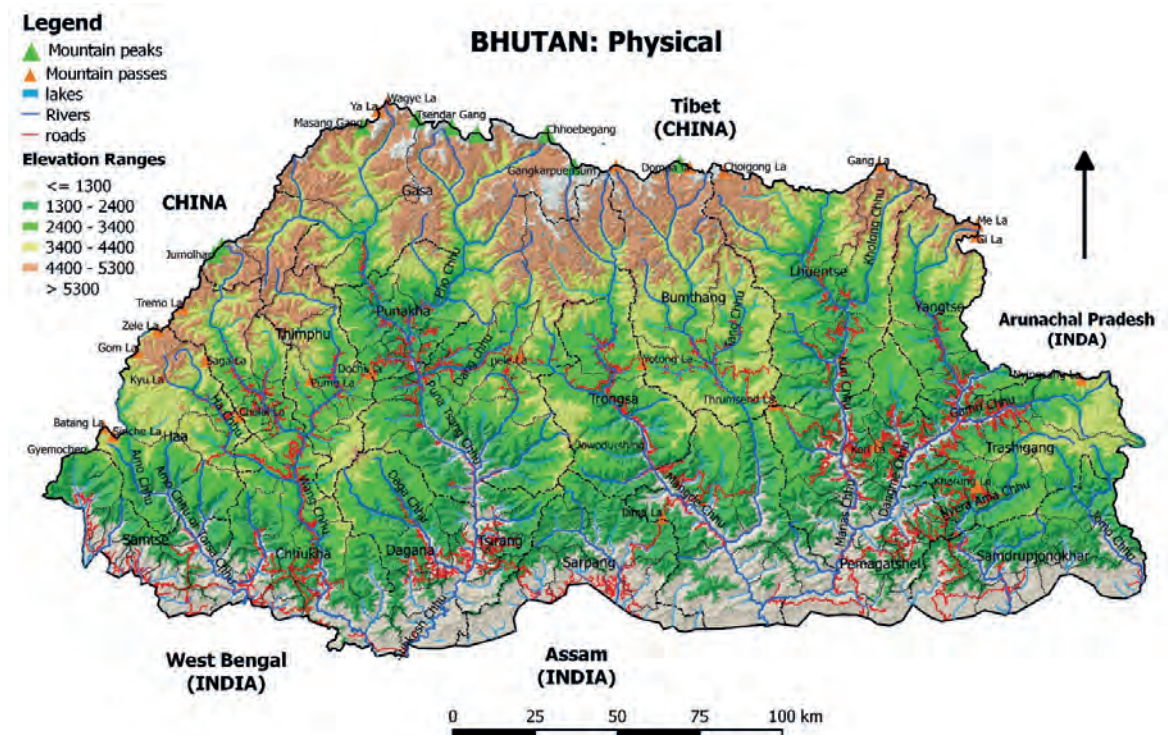


Figure 2.2 Physical Zones of Bhutan

Learning Activity 2.1 Locating the physical zones of Bhutan

1. Refer to the physical map of Bhutan in Figure 2.2.
2. Locate the physical zones of Bhutan on the outline map provided.
3. Shade each zone with different colours.

Follow-up Questions:

1. In which physical zone is your place located?
2. Which zone is the most suitable for human settlement? Why?
3. Why is it important to understand the physical zones of Bhutan?

2.3 Neighbouring Countries of Bhutan

Bhutan has many neighbouring countries. The two immediate neighbouring countries are India and China.

Afghanistan, Bangladesh, India, Maldives, Nepal, Pakistan and Sri Lanka are some neighbouring countries which form a group of nations known as SAARC (South Asian Association for Regional Cooperation) countries. Bhutan is also a member of SAARC countries. These countries cooperate and help each other for development. It is important for all countries to maintain good relationships to promote peace, harmony and prosperity in the region.

They assist in the economic, social, cultural, technical and scientific fields on based on respect for the principles of sovereign equality, territorial integrity, political independence and non-interference in the internal affairs of the countries.

Learning Activity 2.2 Locating neighbouring countries

1. Refer to the political map of Asia in the atlas.
2. Locate SAARC countries on the outline map of South Asia.
3. Use different colours to identify neighbouring countries

Follow-up Questions:

1. Which is the most important neighbouring country of Bhutan? Why?
2. Why is there a need for cooperation among the countries?

Test Yourself

1. Refer political map of Bhutan and locate all *dzongkhags*.
2. What is the latitudinal and longitudinal extent of Bhutan?
3. Explain the physical zones of Bhutan.
4. Why is it important to maintain good relationships with neighbouring countries?
5. How do physical zones affect the livelihood of people?

Chapter 3

Rivers

Competency

Analyse the river systems and their benefits to adopt responsible practices to protect and conserve.

Learning objectives

- Explain the river and its parts.
- Identify the sources of rivers.
- Describe the features of the river at various stages.
- Describe five major rivers of Bhutan.
- Locate the five important rivers on the outline map of Bhutan.
- Discuss the benefits of rivers in the development of the country.
- Suggest ways to conserve and minimise river pollution.

Introduction

Rivers are important resources in the world. Water from the rivers is used in industries, agriculture and for domestic purposes. Generally, rivers in Bhutan flow from north to south. Most of the rivers originate from glaciers in high mountains.

3.1 A River

River is a water body flowing from a source to a mouth. A place from where a river originates is called a **source**. An area where a river joins an ocean, sea, lake or another river is known as a **mouth**. The path followed by a river is called a **river valley**. The surface over which the river flows is called a **river bed**. A **river bank** is the land on either side of a river. Small streams joining the main river are called **tributaries**. Twigs, branches, sand and other objects carried by a river are called **river loads**.



Figure 3.1 River and its features

Sources of River

There are various sources of rivers such as snowfields, glaciers, lakes and springs. Most of the rivers in Bhutan begin from snowfields and glaciers. A **Snowfield** is a large area of permanent snow while a **glacier** is a thick mass of ice. A water body surrounded by land is called a **lake**. Water which comes out of the ground is called a **spring**. Many springs join together to form a river.

3.2 Stages of River

A river generally has three stages from its source to its mouth. These stages are the upper, middle and lower stages. Each stage has different land features formed by the river.

Upper stage

In the upper stage, the river flows through steep slopes with great speed. The great speed of the river causes erosion forming gorges and waterfalls. A **gorge** is a deep narrow valley. **Waterfall** is a flow of water over the edge of a cliff.

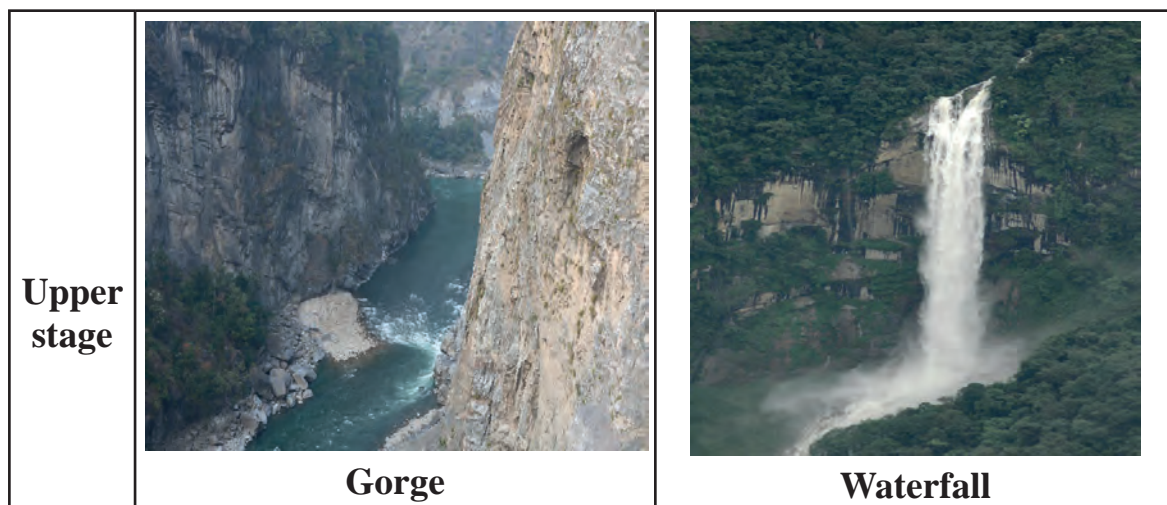


Figure 3.2 Upper stage of a river

Middle stage

In the middle stage, the river leaves mountains and hills. The speed of the river decreases due to a decrease in slope. Many tributaries join the river and increase the volume of water. In this stage, the river erodes and carries a river load forming river meanders and oxbow lakes. The zigzag flow of a river like a snake is called **river meander**. An **oxbow lake** is a curved lake formed by a river.



Figure 3.3 Middle stage of a river

Lower stage

In the lower stage, the river has a high volume of water. It is usually wide and deep. The speed of the river decreases as it flows over plains, resulting in the deposition of loads. Levees and deltas are some features formed in this stage.

Levees are the walls formed by the river loads on the sides of the river. **Deltas** are the triangle-shaped landforms formed at the mouth of the river.

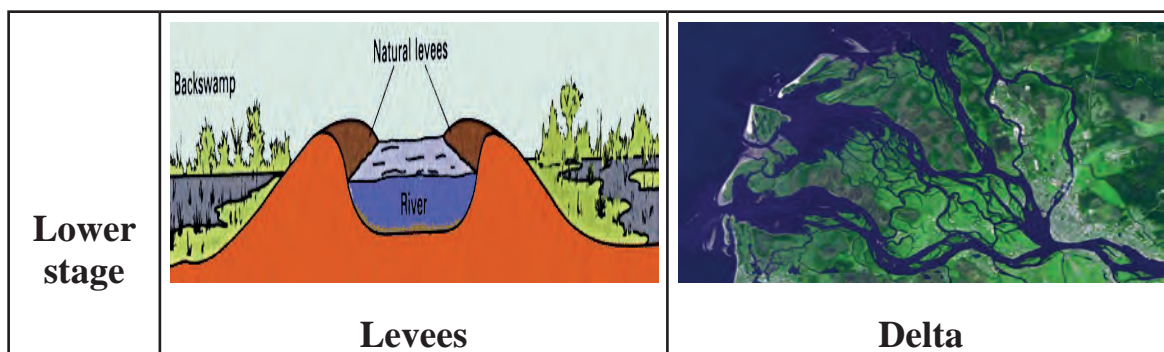


Figure 3.4 Lower stage of a river

Learning Activity 3.1 Drawing features of river

1. Work in teams.
2. Draw a river system showing river source, bed, bank, tributaries, load and mouth.

Follow-up Questions:

1. What are the river features found in Bhutan?
2. Which stage of the river would be suitable for generating electricity? Why?
3. At which stage of a river do you find meanders? Give reasons.

3.3 Major Rivers of Bhutan

There are five major rivers in Bhutan. All the rivers join the Brahmaputra in India.

Amo Chhu

Amo *chhu* originates from glaciers in the Himalayas. It flows through Haa, Samtse and Chhukha.

Learning Activity 3.2 Locating the major rivers on the map of Bhutan

1. Draw the major rivers on an outline map of Bhutan.
2. Use thick lines to indicate the main rivers.
3. Use thin lines to show the tributaries.

Follow-up Questions:

1. Which river has the highest number of tributaries? Write the names of tributaries.
2. How does your locality benefit from a nearby river or stream?
3. Discuss ways to protect spring water in your locality.

3.4 Importance of Rivers

Rivers are important for living beings. They are sources of water for domestic use, irrigation and industries. In Bhutan, rivers are also used to generate hydro-electricity which is the main source of income for the country.



Figure 3.6 Chhukha Hydropower Plant

There is an increasing threat of river pollution and drying of sources. It is due to human activities such as agriculture, deforestation and industries. As rivers are a source of livelihood, it is important to protect them from such threats.

Test Yourself

1. What are the main sources of rivers in Bhutan?
2. What would happen to a river if there were more tributaries?
3. Why are rivers in Bhutan suitable for generating hydroelectricity?
4. What would happen to our country if the rivers dry up?
5. What will you do to protect the river from pollution?

Chapter 4

Forests

Competency

Explore the benefits of forest to promote healthy and sustainable living.

Learning objectives

- Discuss the concept of community forests and its benefits.
- Suggest ways to protect community forests.
- Identify the protected areas of Bhutan.
- Discuss the benefits of protected areas.
- Analyse the traditional ways of protecting forests.

Introduction

The forest is home to animals, birds, insects and local deities. Forest provides food, clothing and shelter. Therefore, it is important to protect forest. In Bhutan, forest is conserved in the form of community forest and protected areas.

4.1 A Community Forest

Community forest is an area of government reserve forest designated for the community to manage, protect and preserve for present and future generations. Community forest is introduced to control deforestation caused by human activities such as agriculture, construction of roads and logging, and to manage forest resources. The forest of that particular community is given to the people of that community to improve their lives.

Dzozam community forest in Mongar is the first community forest in Bhutan. It was established in 1997 by Bhutan's Community Forestry (CF). In 2008, the Department of Forests established 100 Community Forests. These were given to the people of that communities to take care and protect. Since then, a total of 839 community forests had been established in the whole country by December 2021.

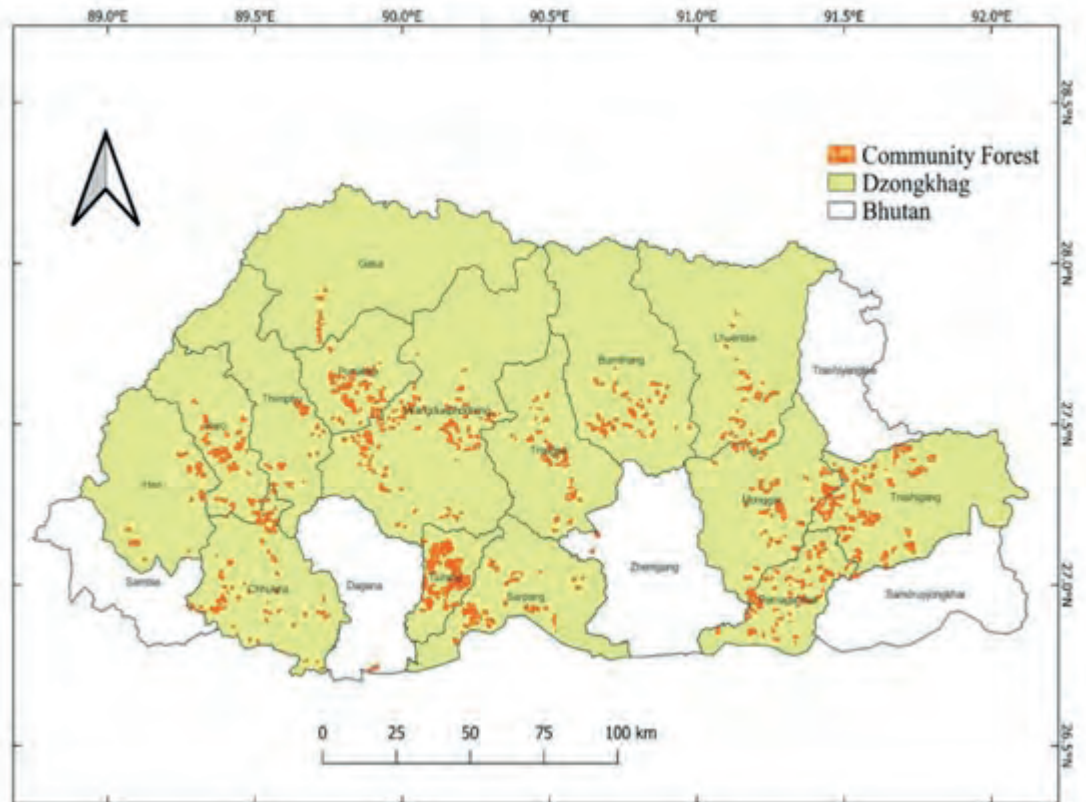


Figure 4.1 Community Forest of Bhutan

4.2 Importance of Community Forest

Forests are given to the people of particular community so that forests resources are used carefully and legally. In the past, trees were cut down illegally, there was forest- fire, drying of water sources, landslides and soil erosion. Lands having trees became treeless and people had to travel long distances to get firewood and timber for building houses.

Now, people take great care and use the forest wisely. They can sell the forest resources. They protect forest resources, reduce fire incidents and control illegal cutting of trees.

Community forests help rural communities generate income and reduce poverty through the marketing of timber, firewood, non-wood forest products and ecosystem services and through group governance mechanisms ensuring sustainable use of forest. They also provide jobs, nourishment and fuel in addition to water, oxygen and shelter.

Forests also retain more water, protect from runoff and erosion; improve air and water quality; increase carbon, which aids in climate change mitigation and reduction of the heat island effect. The forest absorbs the carbon dioxide emitted by animals and provides oxygen to the environment.

Ways to protect community forest

The community has its laws and guidelines that forbid (stop) hunting and protect against intrusions (in-coming) of wildlife. These are done to improve the lives of people. It also actively involves and gives local community members some authority over conservation initiatives.

In forest conservation, community participation is often associated with community forestry, which refers to management by people living close to the forest who have better knowledge of the forest. They make people aware of cutting trees, forest fires and then help them to restore and afforest the forests.

The steps and measures that should be taken to conserve land resources are afforestation, proper grazing and maintaining irrigation, reducing pesticides and fertilizers for agriculture, properly using wastelands and fallow land.

People plant native species and adopt the insects and birds that feed on flower nectar and pollinate the fruits. They support local wildlife in the community by setting up bee hotels, bird boxes, ponds and green roofs.

Learning Activity 4.1 Exploring the importance of community forest

1. Divide into teams.
2. Read the case study report in Table 4.1.
3. Discuss the changes brought by the community forest to the livelihood of the people of Lamjithang.
4. Share your findings.

Table 4.1 Case study on community forest**Lamjithang Community Forest**

Lamjithang community forest in Rinchengang village under Wangdue Phodrang Dzongkhag was established in 2004. Before establishing community forests, people had to depend on government reserved forests for timber and non-timber products. Local people had to travel long distances to collect the forest products. People had to follow a long process to obtain a permit from the forestry office.

After the establishment of the community forest, it has become easier for the people to get timber for building and maintenance work. People also collect mushrooms, ferns and wild asparagus from the forest for consumption and to sell in the nearby market.

The members of the community forest are responsible for the management of the forests. The members carry out various activities such as thinning, afforestation, weeding, and refilling of the plantation. Throughout the year, the members monitor the forest for proper management.

Adapted from: Community Forestry in Bhutan

Follow-up Questions:

1. Why is it important to have community forest?
2. If you were a member of community forest management, how would you manage the forest?
3. Discuss the interdependence between people and forest.

4.3 Protected Areas of Bhutan

Protected areas are the defined areas for protecting plants and animals. It is important to protect endangered species of plants and animals to maintain balance in nature. Bhutan has been able to maintain large forest cover due to the protected areas.

In Bhutan, protected areas include national parks, sanctuaries, reserves and biological corridors. Excessive use of resources from these areas is restricted. Bhutan has 10 protected areas covering more than half of the total area.

Table 2.2 Protected Areas of Bhutan

1	Wangchuck Centennial Park
2	Jigme Khesar Strict Nature Reserve
3	Jigme Dorji National Park
4	Royal Manas National Park
5	Jigme Singye Wangchuck National Park
6	Phrumsengla National Park
7	Bumdelling Wildlife Sanctuary
8	Sakteng Wildlife Sanctuary
9	Jomotsangkha Wildlife Sanctuary
10	Phibsoo Wildlife Sanctuary

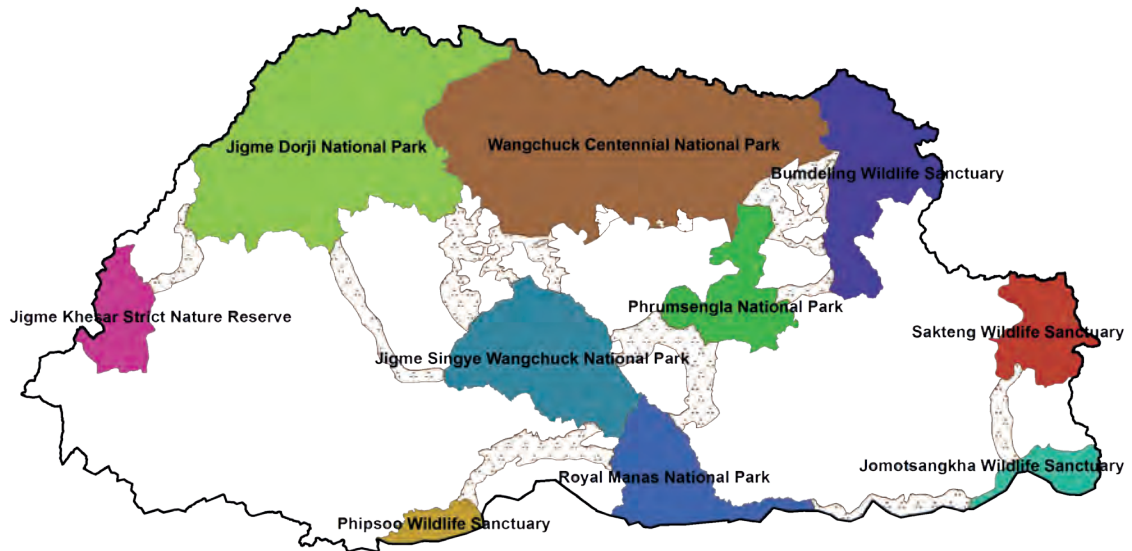


Figure 4.2 Bhutan map showing protected areas

4.4 Traditional Beliefs on Forest

In Bhutan, people believe that some trees, forests, mountains, passes, stones, lakes and springs are owned by spirits and local deities. People avoid disturbing or polluting them. It is believed that disturbing them would cause bad weather, pests, diseases and death. To please these deities, rituals are performed and offerings are made.

Learning Activity 4.2 Exploring Local Beliefs

1. Read the text in Table 4.3.
2. Ask an elderly person in your locality about local beliefs.
3. Explore various beliefs regarding forest.
4. Share your findings.

Table 4.3 Traditional Beliefs***La dham and Ri dham (Traditional beliefs)***

‘La’ means mountain or pass and ‘Ri’ means forest while ‘Dham’ means restriction or prohibition. It is a village or community rule to prevent people from entering the restricted areas during certain period. People are not allowed to visit mountains and forests especially during the harvest season to prevent bad weather.

It is believed that mountains and hills are the homes for *tsen* or mountain deities.

Everything in these places is considered sacred. *La-tsho* (sacred lake), *Lha shing/ney-shing* (sacred tree), *Drub-chhu* (holy water) and *Ney-do/Lu-do* (sacred stone) are some of the objects in which deities are believed to be residing.

Disturbing such objects and places would make the deities angry. As a result, they are believed to bring heavy rain, hailstorms and windstorms destroying lives and properties. Therefore, the community restricts people from entering such places to avoid disturbing the deities. These beliefs help in protection of forest.

Adapted from: Department of Culture, MoHCA

Follow-up Questions:

1. Why are traditional beliefs important for the protection of forests?
2. Which belief is the most important for the protection of forests in your locality? Why?

Test Yourself

1. Explain *La-dham* and *Ri-dham* in your own words.
2. How are community forests important to people?
3. How do protected areas benefit Bhutan?
4. How will you protect forests in your locality?
5. Why are traditional beliefs important for the protection of forests?

Chapter 5

Zhabdrung Ngawang Namgyal

Competency

Describe the life history of Zhabdrung Ngawang Namgyal and his contributions towards promoting culture and unity.

Learning objectives

- Narrate the life history of *Zhabdrung Ngawang Namgyal*.
- Compare and contrast the status of Bhutan before and after *Zhabdrung*'s arrival.
- Discuss significant contributions of *Zhabdrung Ngawang Namgyal*.

Introduction

Zhabdrung Ngawang Namgyal was a religious figure who unified Bhutan bringing all the local leaders under one rule. He established dual system of government and constructed many *dzongs*.

5.1 Zhabdrung Ngawang Namgyal

Zhabdrung Ngawang Namgyal was born in 1594 at a place called *Ralung* in Tibet. He was the son of the Drukpa lineage-holder *Mipham Tenpai Nyima* and his wife *Sönam Pelgyi*



Figure 5.1 Zhabdrung Ngawang Namgyal

Butri, princess and daughter of the ruler of Tibetan Kyishö province. He was the reincarnation of *Kuenkhen Pema Karpo*. He came to Bhutan through Gasa in 1616. *Zhabdrung* means ‘at whose feet one submits’.

5.2 Zhabdrung’s contributions

Different regions were ruled by different leaders before the arrival of **Zhabdrung Ngawang Namgyal**. There was no peace and people were engaged in wars to protect their leaders and to expand their power.

Zhabdrung Ngawang Namgyal unified the country, brought different leaders under his rule and established the *Drukpa Kagyu* lineage across Bhutan. It was the *Zhabdrung* who codified the *Kagyu* religious teachings into a system that was distinctively Bhutanese.

He also introduced unique cultures and identities such as national dress, *driglam namzha*, art and architecture and instituted the *tsechu* festival. He developed the first tax system and instituted the compulsory labour system to build dzongs, temples, and bridges. He introduced laws in the country to bring peace and harmony.

During his rule, *Zhabdrung* built many dzongs. Semtokha, Punakha, Wangdue Phodrang, Rinpung and Dagana are some of the dzongs built by him. He introduced a dual system of government known as the *Chhoe-sid* system in 1651. *Chhoe* means religion and *Sid* means political. *Dzongs* were the centres for *chhoe-sid* system of government which is continued even today in some of the *dzongs*.

He also established the foundation for national governance and the Bhutanese identity. The *Zhabdrung* also left as his legacy the dual system of government – the temporal and theocratic – with *Je Khenpo* (chief abbot) as the religious head and the temporal leader known as the *Desi*. He died in 1651.



Punakha Dzong



Rinpung Dzong



Wangdue Phodrang Dzong



Semtokha Dzong

Figure 5.2 Some of the dzongs built by Zhabdrung

Learning Activity 5.1 Exploring dzongs

1. Divide into teams.
2. Explore information about the *dzongs*.
3. Fill in the empty spaces in the Table 5.1.
4. Share the findings to the class.

Table. 5.1.

Questions	Punakha	Rinpung	Dobji dzong	Trashigang	Trongsa
Who built it?					
Where is it?					
When was it built?					
Why was it built?					

Follow-up Questions:

1. Discuss the functions of the *dzongs*.
2. Why do we need to take care of *dzongs*?

Test Yourself

1. Choose the most correct answer.
 - i. The system of government introduced by *Zhabdrung Ngawang Namgyal* is known as
 - a. Dual system
 - b. Monarchical system
 - c. Democratic system
 - d. Religious system
 - ii. *Zhabdrung* came to Bhutan at the age of
 - a. 20
 - b. 21
 - c. 22
 - d. 23
 - iii. Which of the following was introduced by *Zhabdrung*?
 - a. National anthem
 - b. National dress
 - c. National flower
 - d. National flag
2. Why is *Zhabdrung Ngawang Namgyal* regarded as an important figure in Bhutan?
3. When do we observe *Zhabdrung Kuchoe*?
4. What is your understanding about *Driglam Namzha*?
5. Why did *Zhabdrung Ngawang Namgyal* introduce *Driglam Namzha*?

Chapter 6

National Symbols

Competency

Recognizes and values the importance of national symbols, events, and holidays to foster a sense of Bhutanese identity.

Learning objectives

- Explain the importance of National Symbols.
- Suggest ways to preserve and promote National Symbols.
- Discuss the values of important events and holidays.

Introduction

Every country has its national symbols. National symbols are important for national identity and sovereignty. Bhutan has its unique national symbols.

Important events are celebrated at the national and local level to mark historical, religious and cultural significance.

6.1 National Symbols

National Symbols of Bhutan include the National flag, the National Emblem, dress, language, bird, animal, tree, flower and game. Important events are significances based on history, religion, tradition and culture, and Anniversaries of Kings.

National Flag

The national flag of Bhutan is the symbol of independence and national identity. It is rectangular in shape and divided diagonally into two parts with a white

dragon in the middle. The upper part is yellow. It signifies the secular and authority of the King.

The lower part of the flag is orange. It signifies the religious practice and spiritual power of Buddhism.

The dragon symbolises the name of our country, *Drukyul*. The white colour signifies the purity and loyalty of the Bhutanese people. The mouth of the dragon is opened. It is the symbol of deities who protect Bhutan from evil forces. The dragon holds beautiful jewels in its claws. Jewels symbolise the wealth of our country.



Figure 6.1 The National Flag of Bhutan

National Anthem

The national anthem is a patriotic song. It is sung in praise of our country. We call it *Gyalong Tenzhug*. We sing it proudly every morning in schools and during important events. Singing our national anthem gives us a sense of pride and happiness in being a Bhutanese.

The National Anthem of Bhutan

***In the Kingdom of Bhutan adorned with cypress trees,
The Protector who reigns over the realm of spiritual and
secular traditions.***

He is King of Bhutan, the precious sovereign.

***May His being remain unchanging, and the kingdom
prosper,***

***May the teachings of the Enlightened One flourish, May
the sun of peace and happiness shine over all the people.***

Figure 6.2 The National Anthem of Bhutan

National Emblem

The national emblem of Bhutan is the circular emblem. Within a circle, there are two crissed-vajras (dorje) placed over a lotus. They are climbed by jewel and bordered on either side by a male and female white dragon.



Figure 6.3 The National Emblem of Bhutan

The diamond-thunderbolt (dorje) represents the harmony between secular and religious powers. The lotus symbolizes purity; the jewel expresses the sovereign power of the people; and the two dragons, male and female, stand for the name of the country which they proclaim with their great voice, the thunder.



Figure 6.4 The National Dress

The National Dress

The national dress is the most important cultural identity of our country. Male wears 'Gho' and the female wears 'Kira'. They make us feel distinct as Bhutanese from the rest of the world. The traditional dresses give promotion to culture and heritage. As a Bhutanese, we feel proud to wear our national dress.

National Day

The National Day of Bhutan is on 17 December, 1907. The day marks the coronation of *Gongsar* Ugyen Wangchuck as the First *Druk Gyalpo* (King) of Bhutan. It is celebrated throughout the country. People come together to celebrate and pay homage and respect to our Kings every year during this day.



Figure 6.5 The National Day

National Language

The national language of Bhutan is *Dzongkha* which is the official language. It is written using the Tibetan letters. The word *dzongkha* means "the language of the fortress". *Dzong* means "fortress" and *kha* stands for "language". It is also a symbol of the identity and sovereignty of our country.

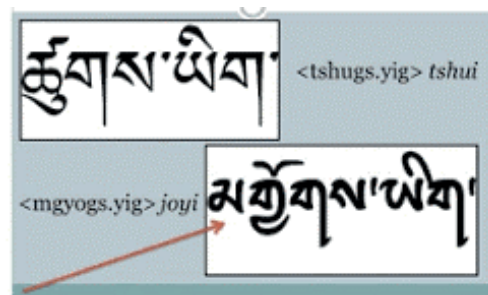


Figure 6.6 The National Language written in Dzongkha

National Flower

The national flower of Bhutan is Blue Poppy scientifically known as '*Meconopsis galydiana*'. It is locally known as '*Tsherngo Meto*'. Blue Poppy is found in high mountains. In Bhutan, it grows to a height of 1 meter on the rocky mountain terrain, above the tree line at altitudes of 3500m to 4500m..



Figure 6.7 Blue Poppy

National Tree

The national tree of Bhutan is Cypress (*Cupressus torolusa*). It is locally known as *Tsendhen*. Cypress has significance in the history, culture and tradition of Bhutan.

They are associated mostly with religion, and may often be found near the temples and monasteries in the temperate zone between altitudes of 1800m and 3500m



Figure 6.8 Cypress

National Bird

The national bird of Bhutan is the Raven. It is locally known as *Jaro Dongchen*. It is the most prominent component of the Royal Crown, *Uzha Jarog Dongchen*.

Raven is found in the alpine region and it represents *Mahakala*, one of the chief guardian deities of our country



Figure 6.9 Ravan

National Game

The national game of Bhutan is Archery. This game is usually played during local festivals and holidays to celebrate and socialize. Other traditional Bhutanese sports include *khuru*, *soksom*, *pundo* and *degor*.

Archery has also been a favourite sport of the King of Bhutan, handed down from generation to generation. During the Bhutanese period of theocratic rule (1616-1907), there was a no regular standing army. The bows and arrows were among the principal means of arming population during frequent upheavals and invasions



Figure 6.10 The National Language Game

Learning Activity 6.1 Deliberating on the promotion of national identities

1. Divide into two teams.
2. Debate on the topic: “It is important to promote national identities”.

Follow-up Questions:

1. Discuss the importance of the national flag.
2. Why do we sing the national anthem during important events?
3. How does our national game promote social values?

6.2 Holidays

The holiday is a day set aside by the government on which schools and offices remain closed. Generally, holidays are intended to allow people to celebrate events related to tradition, culture and religion. Most of the holidays are in connection to Lord Buddha, *Guru Rinpoche*, *Zhabdrung Rinpoche*, and the Kings of Bhutan.

National Holidays

Some important national holidays are the First Sermon and the Descending Day of Lord Buddha, Birth Anniversary of *Guru Rinpoche*, *Zhabdrung Kuchoe*, Anniversaries of the Kings and Blessed Rainy Day. Festivals such as *Nyinlo*, *Dassain* and *Losar* are also considered national holidays.



Figure 6.11 Mask dance during tshechu

Local Holidays

The local holiday is a day assigned to celebrate local events in the communities. They are also events related to tradition, culture and religion. Some of the local holidays in Bhutan are *Lomba* in Paro and Haa, *Lhaboe* in Trongsa and Zhemgang, and local *Tshechus*. *Tshechu* is one of the common local festivals in Bhutan.

Learning Activity 6.2 Surveying local festivals

1. Visit a nearby community.
2. Interview people to explore information on local festivals.
3. Use table 6.1 for gathering and recording information.
4. Share the findings with the class.

Table 6.1

<i>Interviewee Name</i>	<i>Festival (What, where, why)</i>

Follow-up Questions:

1. How do festivals help the community?
2. What contributions do the community make during festivals? Why?

Test Yourself

1. Why are national symbols considered very important?
2. Suggest three ways to preserve national identity.
3. Why is it important to wear our national dress?
4. Discuss the significance of a festival that you have attended in your locality.
5. Make a list of all the national holidays.

Chapter 7

Scared places of Worship

Competency

Discuss the importance of places of worship to develop love and compassion.

Learning objectives

- Explain *Lhakhang* and Monastery.
- Identify statues, relics and Buddhist Sculptures in the *Lhakhang* and Monastery.
- Discuss the significance of *Lhakhang* and Monastery.

Introduction

People in Bhutan worship places, trees, rivers and lakes. *Lhakhangs* and monasteries (*goendey/shedra/gomdey*) are the most common worship places. *Lhakhangs* and monasteries were built to spread Buddhism in Bhutan. They are important heritage sites of our country.

7.1 Lhakhang

Lhakhangs are places of worship where people perform rituals and prayers. They are an important source of historical evidence. *Lhakhangs* were built by Buddhist masters to spread Buddhism. Some *lhakhangs* were built to subdue demons and to bring peace.

Statues, relics and Buddhist scriptures are found in *lhakhangs*. Paintings of Buddhist masters, deities, gods and goddesses are found on the walls. The history of *lhakhangs* can be traced from the wall paintings, statues and types of structure. Some of the important *lhakhangs* are Kyichu, Jampa and Kurje.

A. Kyichu and Jampa *Lhakhang*

Kyichu in Paro and Jampa in Bumthang are the two oldest *lhakhangs* in Bhutan. These *lhakhangs* were built by Buddhist King Songtsen Gampo in the seventh century. It is believed that he built 108 *lhakhangs* in a day to subdue demoness.

The main relics in Kyichu and Jampa *lhakhangs* is the statue of Jowo Jampa (future Buddha) and the statues of eight standing bodhisattvas.

These *lhakhangs* are preserved for understanding the structures and construction practices in the past.



Figure 7.1 Kyichu Lhakhang



Jambay Lhakhang

7.2 Monasteries

A monastery is a place where monks and nuns live, study and worship. Generally, monasteries are bigger than *lhakhangs*. Most of the monasteries in Bhutan are schools and institutes of higher Buddhist studies. Some of the monasteries in Bhutan are *Sangchen Choekhor*, *Tango*, *Tharpaling*, and *Rangjung Woesel Choling*.

Tango Monastery

The Tango monastery in Thimphu was built by *Gyalsey Tenzin Rabgye* in the seventeenth century. The place was blessed by *Phajo Drugom Zhigpo* in the thirteenth



Figure 7.2 Tango Monastery

century. *Zhabdrung Ngawang Namgyal* visited and meditated in Tango in the seventeenth century.

The monastery has statues of *Tandrin*, *Mahakala* and *Jowo Jampa*. Tango monastery is a Buddhist University.

Tharpaling Monastery

Tharpaling Monastery in Bumthang was built by *Kuenkhyen Longchen Rabjam* in the fourteenth century.

Statue of *Kuenkhyen Longchen Rabjam* is the main relic of the monastery. The monastery is one of the Buddhist institutions.



Figure 7.3 Tharpaling Monastery

Learning Activity 7.1 Exploring a lhakhang or a monastery

1. Divide into teams.
2. Visit a *lhakhang* or a monastery.
3. Collect information and fill in the empty spaces in Table 7.1.
4. Present the findings to the class.

Table 7.1.

Guiding questions	Answers
What is the name of <i>lhakhang</i> /monastery?	
Where is it?	
Who built it?	
When was it built?	
What are the important features of the <i>lhakhang</i> /monastery?	
How was it built?	
Why was it built?	
Why is it important for the Community?	
How does community preserve the <i>lhakhang</i> or monastery?	
How will you preserve <i>lhakhangs</i> and monasteries for future generation?	

Follow-up Questions:

1. Write ten sentences about *lhakhang* or monastery that you have visited.
2. Why do people visit *lhakhangs*?
3. How do visiting *lhakhangs* and monasteries influence the behaviour of people?

Test Yourself

1. Why do people worship some places, forests and rivers?
2. Explain how a *lhakhang* is different from a monastery.
3. How do you feel while visiting *lhakhangs* and monasteries? Why?
4. Discuss the importance of Kyichu and Jampa *lhakhangs*.
5. What promise will you make while visiting a *lhakhang* or a monastery?

Chapter 8

Local Government

Competency

Examine the roles and responsibilities of local government and dzongkhag administration to understand their effort for the development of the community.

Learning objectives

- Explain *Dzongkhag Tshogdu* with its functions.
- Identify the elected members of *Dzongkhag Tshogdu*.
- Discuss the role and responsibilities of members of *Dzongkhag Tshogdu*.
- Discuss roles and responsibilities of different sectors in the *dzongkhags* administration.
- Explain *Thromde Tshogde* with its functions.
- Discuss role and responsibilities of *thromde* members.
- Draw the *kabney* of local government members with the correct features.

Introduction

Our country is divided into twenty dzongkhags. Each dzongkhag has Dzongkhag Tshogdu and some dzongkhags have Thromde Tshogde. Dzongkhag Tshogdu and Thromde Tshogde are the highest decision-making bodies in the respective dzongkhags and thromdes. Development plans and activities approved by Dzongkhag Tshogdu and Thromde Tshogdes are implemented by dzongkhag and thromde administrations.

8.1 A Dzongkhag Tshogdu

Dzongkhag Tshogdu is the highest decision-making body in the *dzongkhag*. It comprises *Gups* and *Mangmis*, one elected representative from *Dzongkhag Thromde* and one elected representative from *Dzongkhag Yenlag Thromdes*. *Dzongkhag Tshogdu* meets at least twice a year.

Dzongkhag Tshogdu is chaired by a chairperson who is elected from among its members. He/she maintains a record of resolutions and issues notifications. *Kabney/rachu* worn by the chairperson is known as *khamar*.

Dzongkhag Tshogdu is responsible for implementation and reviewing of planned developmental activities in the *Dzongkhag*. *Dzongkhag Tshogdu* is supported by *dzongkhag* administration in the planning and implementation of various developmental activities.

8.2 A Dzongkhag Administration

Dzongkhag administration comprises of civil servants who are the representatives of ministries and other agencies. *Dzongkhag* administration ensures the implementation of overall annual plans and programmes of the *dzongkhag* endorsed by *Dzongkhag Tshogdu*.

Dzongkhag administration is headed by a *Dzongdag* who is appointed by His Majesty the King. *Dzongdag* wears red *kabney/rachu* without fringes having a white stripe running through the middle. *Dzongdag* wears *patang* or *goentag*.

Some larger *dzongkhags* are divided into subdivisions called *drungkhag*. *Drungkhag* administration supports *dzongkhag* administration in implementing the planned activities under the guidance and supervision of *dzongkhag* administration.

Drungkhag administration is headed by a *Drungpa* who is supported by civil servants. *Drungpa* wears a white *kabney* with a red stripe running through the middle. It has fringes with red stripes on both ends. *Drungpa* also wears *patang*.

Learning Activity 8.1 Identifying the roles and responsibilities of dzongkhag administration

1. Divide into teams.
2. Interview teachers/parents to gather information about roles and responsibilities of various sectors under dzongkhag administration.
3. Present your findings using the format given in Figure 8.1.

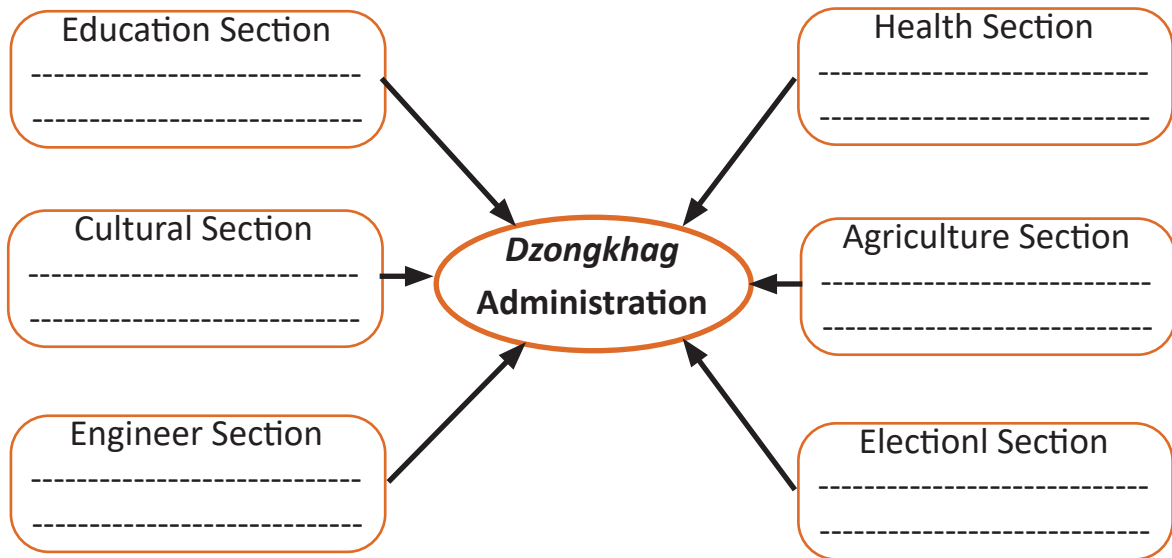


Figure 8.1 Various sectors of Dzongkhag Administration

8.3 A Thromde Tshogde

A *Thromde Tshogde* consists of *Thrompon* and *Thromde Thuemis*. It is the highest decision-making body of the *thromde*. *Thromde Tshogde* is responsible for monitoring, evaluating, ensuring implementation and reviewing of planned activities of the *Thromde*. *Thromde Tshogde* meets at least three times a year.

A *Thromde Tshogde* is headed by *Thrompon* who is an elected member of the *thromde*. The powers and functions of the *Thrompon* is defined by law made by Parliament. A *Dzongkhag Thromde* is divided into constituencies for the election of the members of the *Thromde Tshogde*.

The *Kabney* worn by a *Thrompon* is white, with large blue stripes on both the sides. It has a blue stripe in between two red stripes on both ends with fringes.

A *Thromde Tshogde* is supported by the *thromde* administration in planning and implementing of activities in the *thromde*. *Thromde* administration comprises of an Executive Secretary and other civil servants who work under the supervision of *Thrompon*.

Test Yourself

1. What are the purposes of having different sectors in the *dzongkhag*?
2. What is the importance of *Dzongkhag Tshogdu*?
3. If you were a *Thrompon*, what changes can you introduce in the *thromde* to minimise waste problems.
4. What is the role of the *Dzongkhag Tshogdu* in the development of *dzongkhag*?
5. State two reasons for having different levels of local governance in each *dzongkhag*.

Chapter 9

People and the Society

Competency

Analyse the factors influencing individual, family and community wellbeing to make informed decisions in lives.

Learning objectives

- Identify forms of child abuse.
- Identify good and bad touches to raise awareness on gender.
- Share experiences about physical development during puberty.
- Differentiate between sex and gender.
- Explain the causes and consequences of child forced marriage and teenage pregnancy.
- Discuss ways to prevent child forced marriage and teenage pregnancy.
- Explain substance abuse.
- Discuss causes and suggest ways to mitigate substance abuse.

Introduction

A group of people living together in an area is called a society. People in a society interact and work together with each other for their wellbeing. However, interaction among the people in a society sometimes results in various social issues and concerns.

9.1 Child abuse

People in the society interact and work together with each other for their wellbeing. However, interaction amongst people sometimes results in various social issues and concerns.

Child abuse is ill-treatment of a child by parents, caregivers and others. Hurting the child's feelings, hitting, threatening, touching body parts or forcing the child for sexual activities are some forms of child abuse.

Good touch

A touch that is comfortable and makes people feel happy is a good touch. It feels good to be hugged and kissed by loved ones.

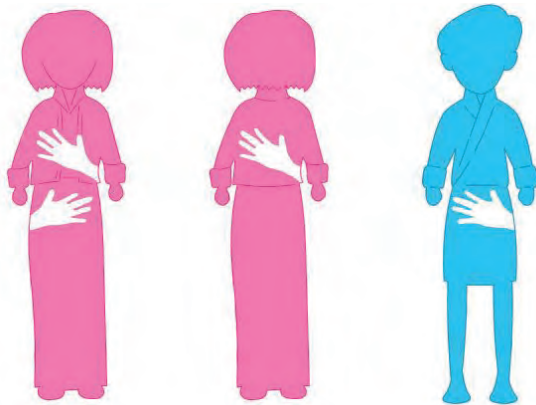


Figure 9.1 Good touch

B. Bad touch

A touch that makes people feel uncomfortable is usually a bad touch. Bad touches should not be kept a secret.

Figure 9.2 Bad touch

Learning Activity 9.1 Identifying Good and Bad Touch

1. List two examples of good touch and two examples of bad touch in pair.

Follow-up Questions:

1. Sonam touches Dorji on his bum. Who do you think is the bad person? Why?
2. If someone touches you on your thigh how would you feel? What would you do?

9.2 Puberty

As people grow their bodies changes. These changes will lead to a change in mood. It is natural. People experience different kinds of emotions. People become sad, angry and excited. This is a stage of growing up and it is called puberty. Puberty is a process of physical change through which a child's body matures.

In girls, puberty begins between the ages of 8-10 and ends at the age of 16-17. In boys, puberty begins between the ages of 10-13 and ends in the late teen or early twenties.

Once a girl starts menstruating you can become pregnant if you have sex with an opposite sex. A boy reaching puberty can impregnate a girl who is menstruating.

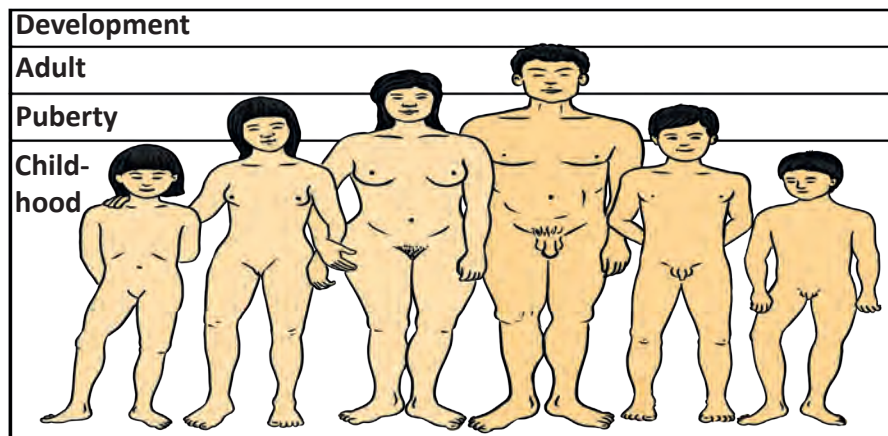


Figure 9.3 Developmental Stages till adulthood

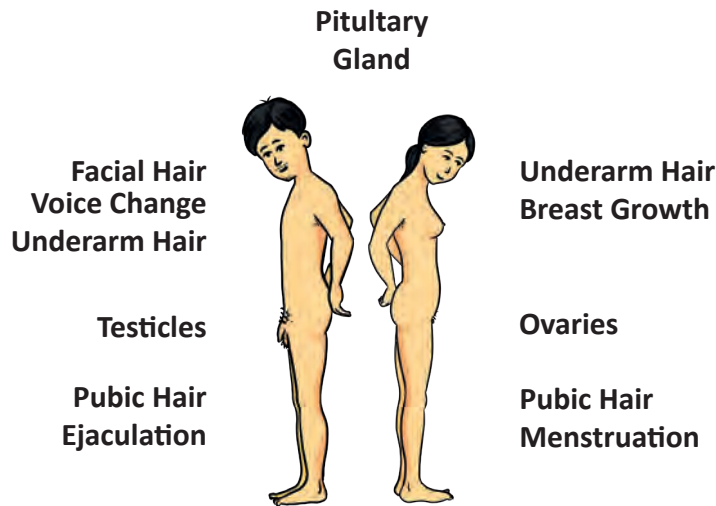


Figure 9.4 Physical changes during puberty

Sex

Sex refers to the biological difference between males and females. For example, only women can menstruate, give birth and breastfeed; men do not.

Gender

Gender refers to cultural and social roles and responsibilities given by society. For example, women cook food and men go out to work in the field.

Learning Activity 9.2 Discussing Puberty

1. Divide the class into boys and girls.
2. Discuss and list all the body changes as you are growing up.
3. Share your findings to the class.

Follow-up Questions:

1. How are you physically different from your classmates?
2. Why do you feel happy or sad?
3. How do you behave when you are happy or sad? Is it good or bad?

Learning Activity 9.3 Categorizing sex or gender

1. In a pair identify each sentence related to sex and gender.
2. Example: Girls speak softly; boys speak rough. (Gender)
 - a) Women give birth to children; men do not.
 - b) Girls wear kira whereas men wear gho.
 - c) Women can breastfeed babies whereas men cannot.
 - d) Women look after babies while men collect resources for the families.

Follow-up Questions:

1. Why is it important to know the difference between *sex* and *gender*?
2. Share a story on gender roles that are followed in your community.

9.3 Teenage Pregnancy

Learning objectives

1. List the negative consequences of Child Early Forced Marriage on the child, the family and society.
2. Discuss ways to prevent teenage pregnancy

Teenage pregnancy is a girl becoming pregnant below the age of eighteen. It is also known as **adolescent pregnancy**. Lack of health education, parental support and substance abuse are some causes of teenage pregnancy. Teenage pregnancy affects the health of both the mother and the child.

9.4 Substance Abuse

The use of harmful substances is called substance abuse. Chewing doma, using tobacco, using drugs, and drinking alcohol regularly in excessive amounts are some examples of substance abuse.

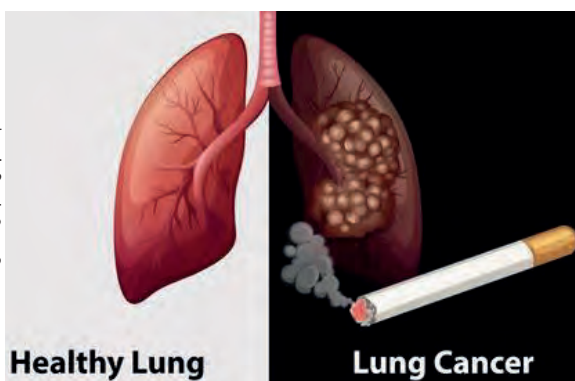


Figure 9.5 healthy lungs and lung cancer

Excessive chewing of doma results in health complications like mouth and stomach cancers which have become a health concern.

The use of tobacco causes lung cancer, heart disease and asthma. Using tobacco and drinking alcohol is believed to be sinful in the society. Creating awareness of the harmful impacts of substance abuse can help reduce substance abuse. It is important to avoid using these substances to avoid health and social issues.

Learning Activity 9.4 Finding consequences of chewing doma and tobacco

1. Divide into teams.
2. Discuss the consequences of chewing *doma* and tobacco.
3. Develop a poster to create awareness on controlling *doma* and tobacco consumption.
4. Display the poster and conduct a gallery walk.

Follow-up Questions:

1. How does excessive consumption of alcohol cause family problems?
2. Suggest measures to reduce the consumption of alcohol.
3. What would you do to control drug abuse in your locality?

Test Yourself

1. If a friend of yours has been abused, what will you do?
2. What are the risk factors of teenage pregnancy?
3. Explain ways to prevent teenage pregnancy.
4. Discuss changes in the gender roles in the Bhutanese society.
5. Suggest ways to control substance abuse in your school.

Chapter 10

People and the Environment

Competency

Exhibit habits of environmental conservation to promote sustainable living.

Learning objectives

- Explain the causes of environmental degradation.
- Differentiate degradable and non-degradable wastes.
- Discuss effective ways to reduce degradation of the environment.
- Identify types of pollution and their impacts.
- Discuss ways to conserve the environment to improve the conditions of living beings.

Introduction

People are dependent on the environment. It is a source of food, shelter and clothing. Life will be not possible on the Earth without environment. It is important to understand the inter-relationship between people and the environment. Therefore, it is important to conserve and protect the environment.

10.1 Human activities

People carry out different activities to make a living. Some of these activities are rearing of livestock, practicing of agriculture, construction of roads and building of industries. These activities have affected the environment and will affect more in the long run.

Livestock

The raising of animals for various products like meat, milk, leather, wool and egg is called livestock farming. Livestock is an important source of food and income for the people.

Raising of large number of animals for livestock farming leads to overgrazing and damages the environment. Excessive grazing in a particular area for long time is called overgrazing. The wastes from the animals and the use of chemicals cause water and air pollution.

Environmental pollution and degradation can be reduced by rearing a smaller number of animals. It can also be reduced by using organic manures instead of chemical fertilizers for growing fodder.

Industry

Industry is a place where goods and services are produced. Some of the goods include food, clothes, mobiles and cars while services include job opportunities, transportation and communication. Industries help in the development of a country.



Figure 10.1 Smoke from industries

Although industries are important for the development, they affect the environment. The release of gas, oil and waste from the industries cause air, water and land pollution. Such pollution affects the human and other forms of life.

Some ways to reduce pollution are proper management of waste, planting trees, use of clean energy sources and timely maintenance of machines. Therefore, it is important to promote the use of solar, wind and hydropower in Bhutan.

Learning Activity 10.1 Exploring impact of agriculture and road construction

1. Divide into teams.
2. Discuss the impact of agriculture and road construction on the environment.
3. Share your findings to the class.

Follow-up Questions:

1. Explain the benefits of agriculture and road construction for the people.
2. How do agriculture and road construction affect the environment?
3. Suggest measures to reduce the negative impact of agriculture and road construction on the environment?





Learning Activity 10.2 Identifying preventive ways to reduce the impact of pollution

1. Divide into two teams.
2. Write ways to reduce the impact of pollution.
3. Share your findings using inside-outside circle strategy.

10.2 Impacts of Pollution

Environmental pollution is a major concern in the world. It causes serious damage to the Earth.

Table 10.1.

Types of Pollution	Impact
Air 	Smoke from factories and vehicles cause lung cancer, asthma, and various breathing problems. It also damages plants and animals.
Water 	Wastes released into lakes, rivers and other water bodies harm plants and animals in the water. Water pollution causes water borne diseases in people.
Land 	Dumping of wastes, use of chemical fertilisers and pesticides in agriculture pollute the land by increasing chemical content in the soil. These chemicals affect the lives of plants and animals.
Noise 	Noise produced by aircrafts, vehicles, industries and loudspeakers result into loss of hearing, annoyance, sleep disturbance, and increase in blood pressure.

Follow-up Questions:

1. How do people pollute the environment?
2. Discuss ways to reduce air pollution.
3. What would you do to reduce water pollution in your locality?

10.3 Waste Management

Wastes are unwanted things which are no longer useful or required. Wastes are also known as trash, garbage or rubbish. It can be in the form of solid, liquid or gas. Wastes pollute the environment and also cause health problems.

Wastes are categorized as degradable and non-degradable. Some degradable wastes are leftover food, vegetable peels, egg shells, used oil and bones. Some non-degradable wastes are bottles, cans, clothes, torn shoes and scraps.

Harmful chemicals, lubricants, scraps and poisonous gases are some of the wastes from factories and industries.

It is important to manage and dispose wastes properly. Some of the ways to manage wastes are reduce, reuse, recycle and recreate.

Learning Activity 10.3 Managing wastes

1. Divide into two teams.
2. Discuss possible effects of wastes on the environment.
3. Copy Table 10.2 and record the information.

Table 10.2.

Sl. No.	Wastes	Effects on environment /human	Measures to reduce wastes

Follow-up Questions:

1. List wastes produced in your kitchen.
2. Categorise the wastes into degradable and non-degradable.
3. How would you manage your kitchen wastes?

10.4 Conservation of the Environment

Conservation of environment is important for human survival. It is one of the pillars of Gross National Happiness which is the guiding philosophy of development in our country.

Afforestation and reforestation are some ways to conserve the environment. Planting of trees in an area where there are no trees is called **afforestation**. **Reforestation** is planting of trees in the areas where trees have been cut. There are laws for the conservation of the environment.

Some other ways to conserve environment are given in Figure 10.6.



Figure 10.2 Ways to conserve environment

Learning Activity 10.4 Conserving environment

1. Divide into teams.
2. Go around your school campus and collect wastes that you see.
3. Sort out degradable and non-degradable wastes and dispose properly.

Follow-up Questions:

1. Why is it important to conserve environment?
2. What would you do to conserve natural environment?

Test Yourself

1. Why is industry important for the country?
2. How does air pollution affect human health?
3. What types of waste are mostly produced in your school?
4. How are you going to manage these wastes?
5. What messages would you convey to the people about managing wastes?

Chapter 11

Hazard and Disaster

Competency

Apply the knowledge and skills of safety measures to manage the impacts of hazards and disasters at home and in the community.

Learning objectives

- Identify potential hazards at home and in the community.
- Suggest safety measures to manage disasters.
- Explain a windstorm.
- Assess potential damages caused by the windstorm.
- Discuss strategies for managing the effects of windstorm.
- Explain a flood.
- Assess potential damages caused by the flood.
- Discuss measures to manage the effects of flood.
- Explain a landslide.
- Assess potential damages caused by the landslide.
- Discuss measures to manage the effects of landslides.

Introduction

The world is continues to remain at risk due to hazards such as earthquake, flood, landslide and fire. The risk is further increased by the impact of climate change.

The internal movement of the Earth, continuous heavy rainfall, and extreme weather conditions are some causes of disaster. In Bhutan, people believe

that some disasters occur when the local deities are disturbed. People perform rituals and offer prayers to appease the deities.

11.1 Windstorm

A strong wind that causes damage to lives and properties is called windstorm. Windstorms result due to meeting of cold and warm air on the surface of the Earth. Windstorm causes loss of life, and damage to properties such as houses, crops, and vehicles.



Figure 11.1 Damage caused by windstorm

Safety Measures

1. Ensure that the roofs of houses are properly fastened to a firm support.
2. Take shelter in a house or solid buildings.
3. Avoid taking shelter under trees and bridges.
4. Avoid touching electrical lines.
5. Read more information related to safety measures in Figure 11.2.

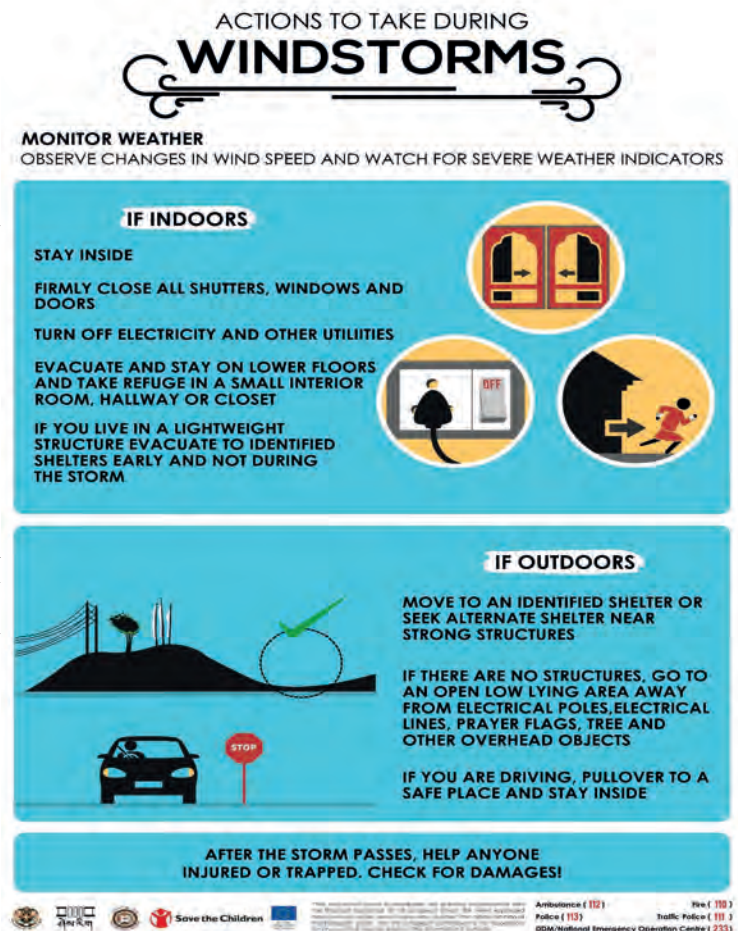


Figure 11.2.

Learning Activity 11.1 Exploring ways to reduce the impact of windstorm

1. Divide into teams.
2. Discuss about windstorm (before, during and after) using Figure 11.2.
3. Present the findings.

Follow-up Questions:

1. Why is it important to know about windstorm?
2. How will you reduce the impact of windstorm?

11.2 Flood

Flood is overflowing of a large amount of water beyond its normal limit. It is caused mainly due to heavy rainfall, melting of snow, bursting of the dams and lakes, and earthquakes. Flood causes damage to lives and properties and pollute the environment. It also spreads water borne diseases.

Some of the preventive measures are constructing houses above flood levels, improving water channels, building flood protection walls and planting trees.

Table 11.1 Some measures during flood

Do's	Don'ts
Keep up to date with weather forecast	1. Do not go and look at a flooded river or a lake
Avoid unnecessary travel	2. Do not drive into flooded areas.
Learn to recognize the flood sirens and warnings.	3. Do not drink flood water or use for cooking
Move to higher grounds	4. Do not collect fish brought in the flood
Turn off the main electrical switch box	5. Do not allow children to play in or near flood waters.

(Adapted from the Flood Advisory issued by the DDM, MoHCA)

11.3 Landslide

The sudden sliding movement of rocks and mud is known as landslide. Human activities such as cutting trees, construction, mining and quarrying cause landslides. Natural events like rainfall, earthquake and flood also cause landslide. Landslides damage properties, injure and kill people and animals. It also damages roads, water supply, forests and dams.



Figure 11.3 Landslide

Some ways to reduce landslide

Some of the ways to reduce landslide are constructing walls, making terraces and planting trees.



Figure 11.4 Some ways to reduce landslide

Learning Activity 11.2 Identifying ways to reduce landslides

1. Divide into teams.
1. Study the above pictures in Figure 11.4.
2. Describe ways to reduce landslides as shown in the figure.
3. Share with your shoulder partner about the measures taken in the figure.

Follow-up Questions:

1. Why is it important to prevent landslides?
2. Which method do you think is best to prevent landslide in our country? Why?

Test Yourself

1. If there is a windstorm in your locality, who should you call for help? Why?
2. What safety measures will you adopt during flood?
3. Discuss the advantages of floods.
4. How does landslide affect human life?
5. What would you do to prevent landslides?

Chapter 12

Money and Banks

Competency

Analyse the importance of earning, spending and saving money in fostering an understanding of sustainable consumption of goods and services.

Learning objectives

- Explain the meaning of goods and services.
- List the goods and services produced in Bhutan.
- Analyse the importance of producing our own goods and services.
- Explain the concept of money and its uses.
- Explain saving and ways to save money.
- Discuss the importance of earning, spending and saving money.
- Identify banking institutions.
- Explain the purposes of banks.
- Evaluate the benefits of banking in an economy.
- Explain the emerging currency and ways of transaction.
- Prepare monthly family budget (estimation).

Introduction

Every country has its own money called currency. Money is important for buying goods and services. People save and borrow money from the banks.

12.1 Goods and services

Goods are things that can be consumed or sold to others, such as rice, clothes, salt, books, mobile, computer and car. **Services** are activities that people do for others. Teacher teaching, health worker treating a patient, driver driving a taxi, hotelier providing food and lodge, people helping each other during the time of need are services. People exchange goods and services to meet their needs and wants.

Learning Activity 12.1 Exploring goods and services

1. Identify goods and services from Figure 12.1.
2. Copy and fill in the spaces in Table 12.1.

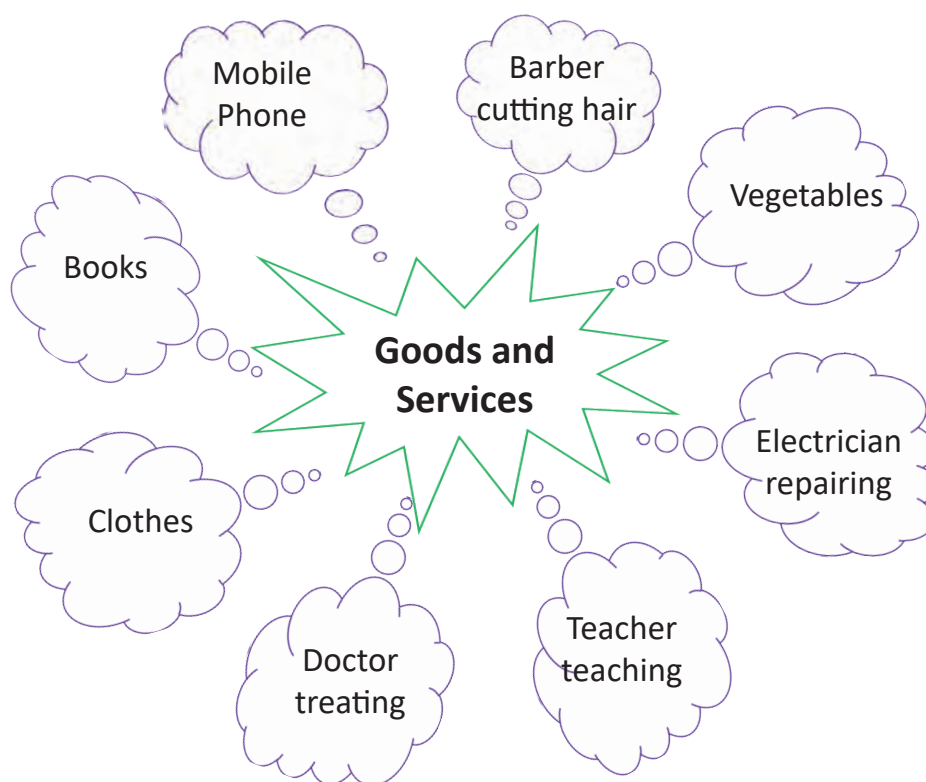


Figure 12.1. Goods and Services

Table 12.1.

Goods	Services

Follow-up Questions:

1. Differentiate goods from services with examples.
2. Why is production of goods and services important?
3. What goods and services do your parents sell? How does it help your family?

12.2 Money

Money is a medium of exchange for goods and services. It helps to measure and compare the value of goods and services. Money plays an important role in the lives of people.

All the countries have their own currencies. Some examples of currencies are dollar (\$), Euro (€), Rupee (₹), and Baht (฿). The currency of Bhutan is *Ngultrum (Nu)*.



Figure 12.2 Coins



Figure 12.3 Paper money

12.3 Saving Money

It is important to save money for future use. Saving is the amount of money which is not spent. People deposit money in the banks to save and for safety. Spending with purpose helps people to save money. Minimizing unnecessary spending helps to save money. In order to save money, it is important to make good choices and decisions.

Learning Activity 12.2 Exploring uses and ways of saving

1. Discuss in pairs about what each person in figure 12.4 would have said on saving money.
2. Share your answers.
3. Identify the best idea for saving with reasons.

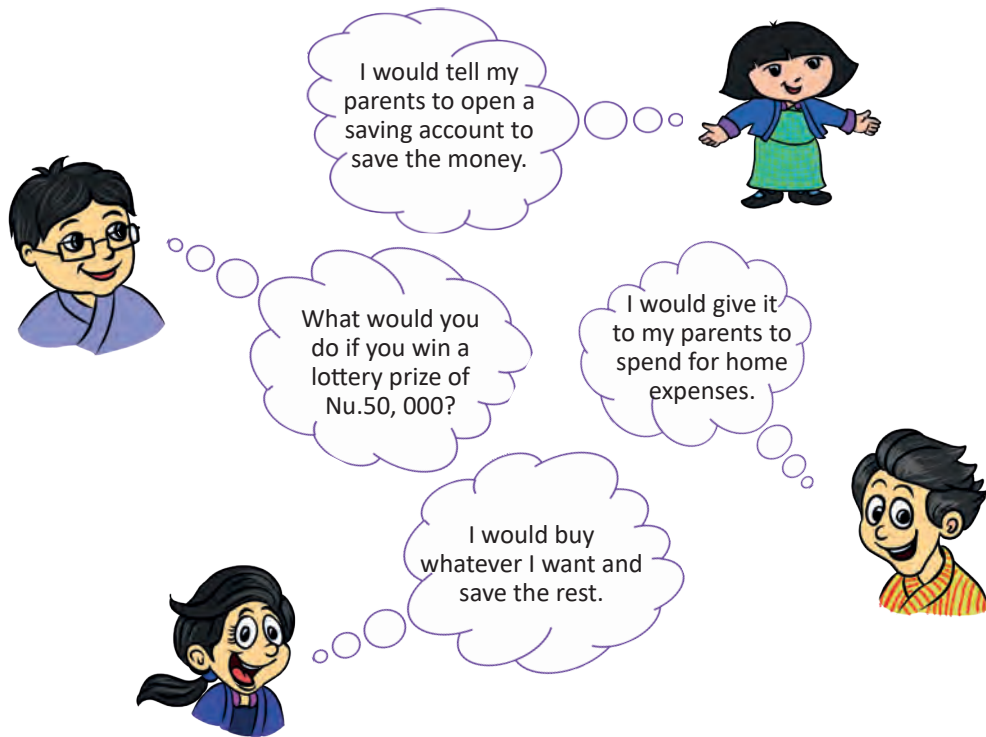


Figure 12.4.

Follow-up Questions:

1. Why is it important to save money?
2. Discuss some of the ways to save money.

12.4 Bank

A **bank** is an institution involved in borrowing and lending money. Banks accept deposits from customers and pay interest. Loans are given to borrowers by banks and charge interest.

Banks help people to transfer money and pay for goods and services. It also helps people to keep their money safe.

Bank of Bhutan (BOB), Bhutan National Bank Limited (BNBL), Bhutan Development Bank Limited (BDBL), Druk Punjab National Bank (PNB) and Tashi Bank (T Bank) are some of the banks in Bhutan.

Follow-up Questions:

1. What is the term used for the money borrowed from the banks?
2. What do you do to save money?
3. Ap Dondula deposits Nu.500 every month in his account. How much money does Ap Dondula save in a year?
4. Pema has Nu. 3000 in her account. She withdrew Nu. 2000. What is the balance amount left in her account?
5. Aum Dema borrowed Nu. 3000. She has to clear within one year. How much money does she pay every month to the bank?

Test Yourself

1. Why are banks important?
2. Explore ways of saving money.
3. If you are given Nu. 2500 on your birthday, what would you do with the money? Why?
4. Explain the terms 'loan' and 'deposit'.
5. Why do people borrow money from banks?

Period Allocation and Weighting

From 2025 onwards, 4 periods of 40 minutes in a week = 160 minutes

160 minutes x 30 weeks in a year = 4800 minutes = 80 hours in an academic session.

The time for each chapter is allotted as per the content's requirement and the weighting is worked out based on the time and the content. Convert into 50% summative assessment and assess 50% on continuous assessment.

Most of the period is expected to be given for experimentation, exploration, discovery, investigation, observation, survey and interview out of the class when necessary. Focus on Place Based Education (PBE) to provide hands-on experience for better learning of concepts, apply skills and inculcate values.

Chapter	Topics	Time (Mins)	Weighting (%)
1	The Earth	400	8
2	Our Country	300	7
3	Rivers	400	8
4	Forests	300	7
5	Zhabdrung Ngawang Namgyel	200	4
6	National Symbols	400	8
7	Places of Worship	300	7
8	Local Government	400	8
9	People and the Society	500	10
10	People and the Environment	500	10
11	Hazard and Disaster	400	8
12	Goods and Services	300	7
13	Money and Banks	400	8
	Total Time in Minutes/Weighting (%)	4800	100

Assessment

Term I		Term II		Total
CA	Examination	CA	Examination	
25 marks	25 marks	25 marks	25 marks	100%

1. **Continuous Assessment is out of 25% for the first term and 25% for the second term adding to 50% at the end of the academic session.**

Areas of assessment

- a) Project work = 10 marks (one project work for each term)
 - b) Class activities = 5 marks
 - c) Homework = 5 marks
 - d) Participation = 5 marks
2. **Written Examinations is set out of 50 marks for both the terms. The time for mid-term examinations is for 90 minutes (1hour 30 minutes) and annual examinations is also for 90 minutes (1hour 30 minutes). The following are the areas to set questions - Section A and Section B.**

Section A (25 marks)

Q 1. Attempt all the questions

1. Multiple choice questions (MCQ) - 10 marks
2. Fill in the blanks - 5 marks
3. Matching - 5 marks
4. True/false - 5 marks

Section B (25 marks)

All questions are compulsory

1. Q 2 – 5 mark
2. Q3 – 5 marks
3. Q4 – 5 marks
4. Q5 – 5 marks
5. 06 – 5 marks

Covert to 50 marks to 25%.

Finally add obtained CA mark and examination mark for both the terms to make it out of 100 marks.