

# SOCIAL STUDIES

## CLASS V



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Ministry of Education and Skills Development  
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Thimphu.

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# ཀྲུལ་འཛིན་ཤེས་རིག་ཆོགས་སྡེ།

## ROYAL EDUCATION COUNCIL



### 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 Royal Education Council is vigorously moving forward to fulfill a need recognised by the Ministry of Education and Royal Government of Bhutan to make education meaningful to our children and outline the role they are expected to play as future subjects of His Majesty the King and citizens of the country.

Students 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 students 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 fieldtrip 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 children 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.

Kinga Dakpa  
Director General

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# Chapter 1

## The Earth

### Learning objectives

- Explain the shape of the Earth and its effects on the lives for just and happy living.
- Identify latitude and longitude.
- Identify latitudes and longitudes based on their importance for calculating time, locating places and influencing weather and climate.
- Locate continents and oceans on the outline map of the world.

### Introduction

There are eight planets in the solar system. The planet on which we live is the Earth. It is divided into seven continents and five oceans.

### 1.1 The Earth

The Earth is home for all living beings. It is the only planet known to support life. The Earth is covered by layers of air called **atmosphere**.

#### A. The Origin of the Earth

The Earth was formed about 4.6 billion years ago. The Earth and the other planets were formed by joining together and hardening of dust, debris, rock particles and gases. These materials collided repeatedly and gradually got bigger and became the Earth.



*Figure 1.1 The Earth*

## B. 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 spherical shape of the Earth.

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

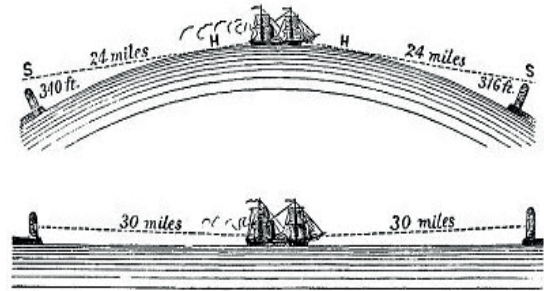


Figure 1.2 A view of ship from seashore

### 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 in A and B in Figure 1.2.
2. Discuss the shapes of the Earth shown in picture A and B in Figure 1.2.
3. Which one do you think is the right shape of the Earth? Why?

## 1.2 Latitude and Longitude

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

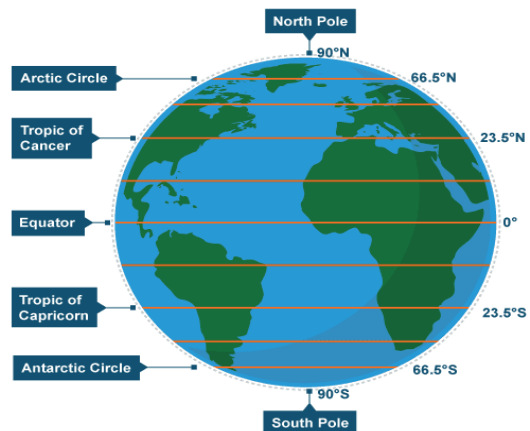


Figure 1.3 Important latitudes

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

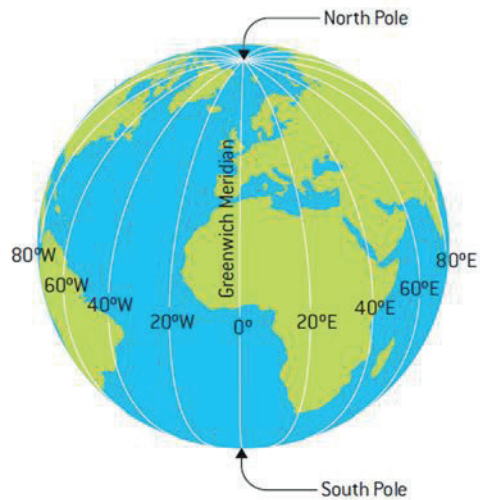


Figure 1.4 Longitudes

### 1.3 Continents and Oceans

**Continent** is an area on the surface of the Earth which is covered by land. Continents make about 30 percent of the surface of the Earth. Africa, Antarctica, Asia, Australia, Europe, North America and South America are the continents. Asia is the largest and Australia is the smallest continent.



Figure 1.5 Continents and Oceans

An **ocean** is a large body of water. Ocean covers about 70 percent of the surface of the Earth. Arctic, Atlantic, Indian, Pacific and Southern oceans are the five oceans. The Pacific Ocean is the largest while the Arctic Ocean 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 sun rise and set at different times in different places?
3. Draw a diagram of the Earth showing important lines of latitude.
4. Which is the longest latitude? Why?
5. Why are latitudes and longitudes important?

# Chapter 2

## Our Country

### Learning objectives

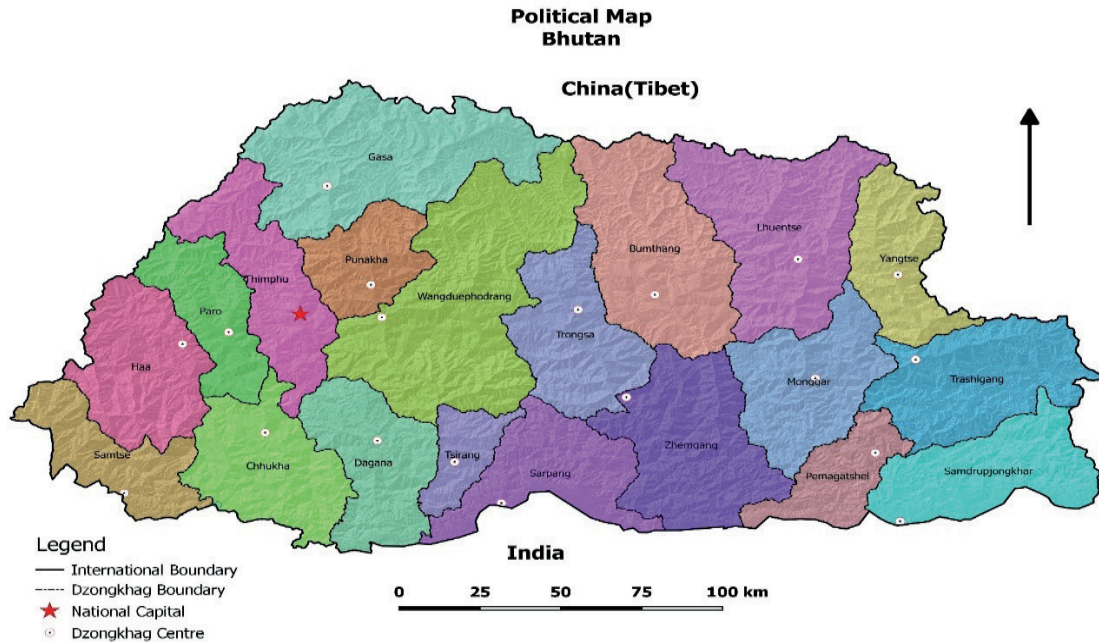
- Locate Bhutan on the outline map of Asia to find out its existence.
- Locate 20 *Dzongkhags* on the outline map of Bhutan.
- Locate physical zones of Bhutan
- Discuss the physical. Zones of Bhutan and how they change the lifestyles of the people.
- Identify neighbouring countries of Bhutan.
- State 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

Bhutan 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 the 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.

### A. The Sub-Himalayan Foothills

The Sub-Himalayan Foothills ranges from about 200 metres to 2000 metres above the 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.

### B. The Inner Himalayas

The Inner Himalayas is located between 2000 metres to 4000 metres above the 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.



## C. The Greater Himalayas

The Greater Himalayas lies above 4000 metres from the sea level. This zone is generally covered by permanent snow and glaciers. The average temperature is below 8°C. Gangkar Puensum, Jomo Lhari, 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.

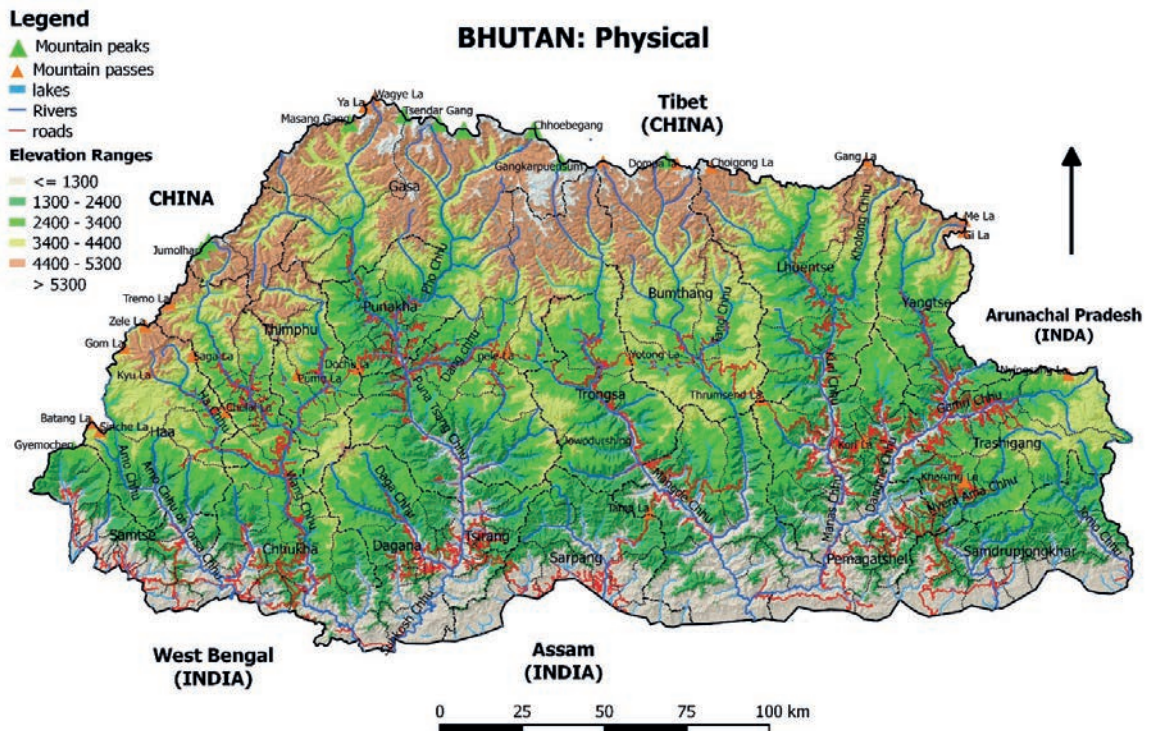


Figure 2.2 Physical Zones of Bhutan

### Learning Activity 2.1 Locating the physical zones of Bhutan

1. Refer 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 the countries to maintain good relationship to promote peace, harmony and prosperity in the region.

**Learning Activity 2.2 Locating neighbouring countries**

1. Refer 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 there is 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 physical zones of Bhutan.
4. Why is it important to maintain good relationship with neighbouring countries?
5. How do physical zones affect the livelihood of people?



# Chapter 3

## Rivers

### Learning objectives

- Identify major rivers of Bhutan
- Explain major river systems of Bhutan and reason out their importance to Bhutanese people to progress their living.
- Discuss how rivers help in the development of the country.

### 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 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 river joins an ocean, sea, lake or another river is known as **mouth**. The path followed by a river is called a **river valley**. The surface over which the river flows is called



*Figure 3.1 River and its features*

a **river bed**. **River bank** is the land on either sides 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 load**.

### A. Sources of River

There are various sources of river such as snowfields, glaciers, lakes and springs. Most of the rivers in Bhutan begin from snowfields and glaciers. **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.

### B. Stages of River

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

#### I. Upper stage

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

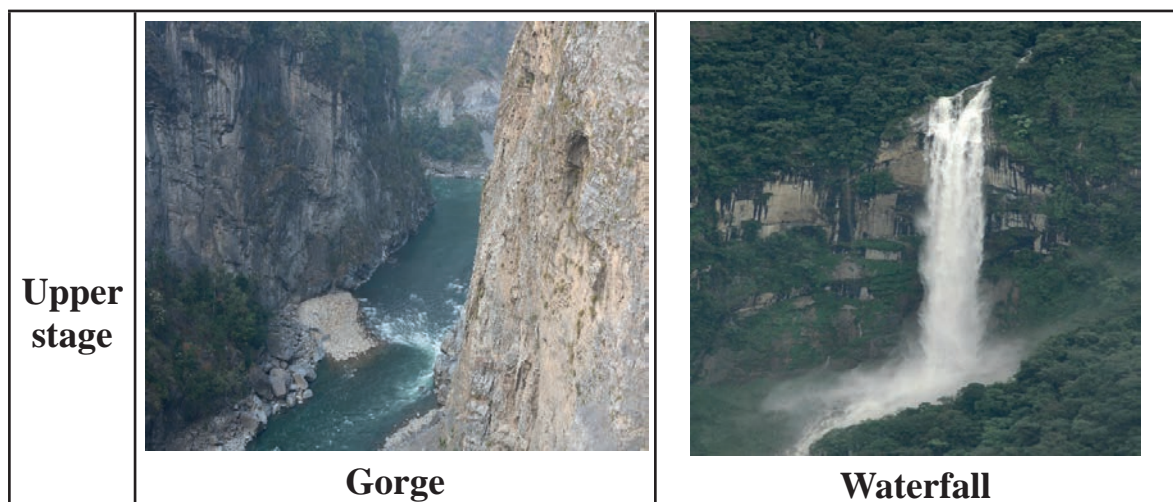


Figure 3.2 Upper stage of a river

## II. Middle stage

In the middle stage, the river leaves mountains and hills. The speed of the river decreases due to decrease in slope. Many tributaries join the river and increase the volume of water. In this stage, the river erodes and carries 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.

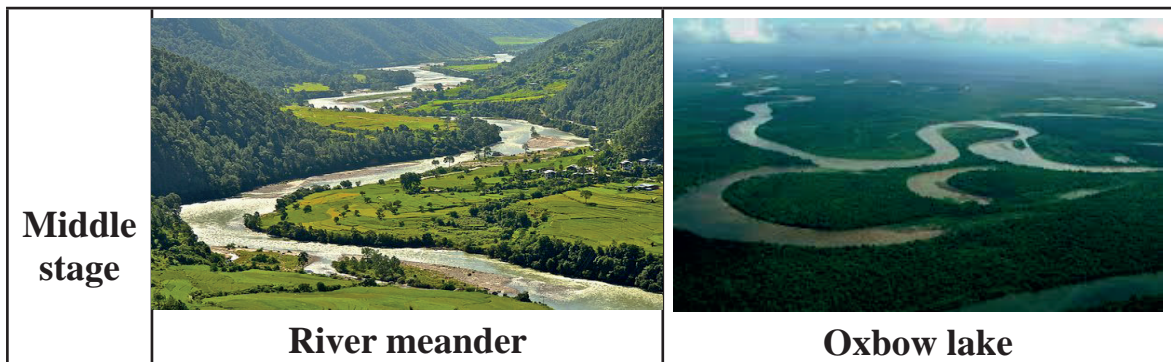


Figure 3.3 Middle stage of a river

## III. Lower stage

In this stage, the river has high volume of water. It is usually wide and deep. The speed of river decreases as it flows over plains, resulting in 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.

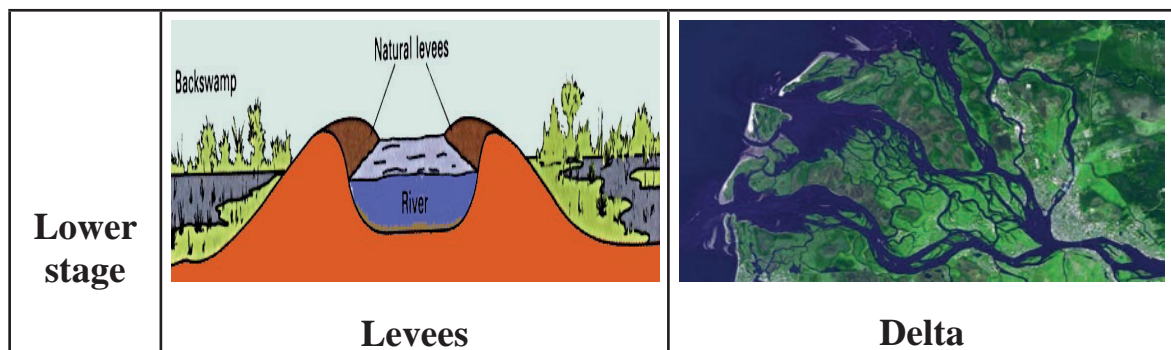


Figure 3.4 Lower stage of a river

**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 river would be suitable for generating electricity? Why?
3. In which stage of a river do you find meanders? Give reasons.

**3.2 Major Rivers of Bhutan**

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

**A. Amo Chhu**

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

**B. Wang Chhu**

Wang *Chhu* comprises of Thim *Chhu*, Pa *Chhu* and Haa *Chhu*. The sources of all these rivers are from the high Himalayan glaciers in Bhutan.

**C. Puna Tsang Chhu**

Pho *Chhu* and Mo *Chhu* join together to form Puna Tsang *Chhu*. The Pho *Chhu* originates from Lunana and Mo *Chhu* from Laya and Lingzhi. It flows through Punakha, Wangdue Phodrang, Tsirang and Dagana.

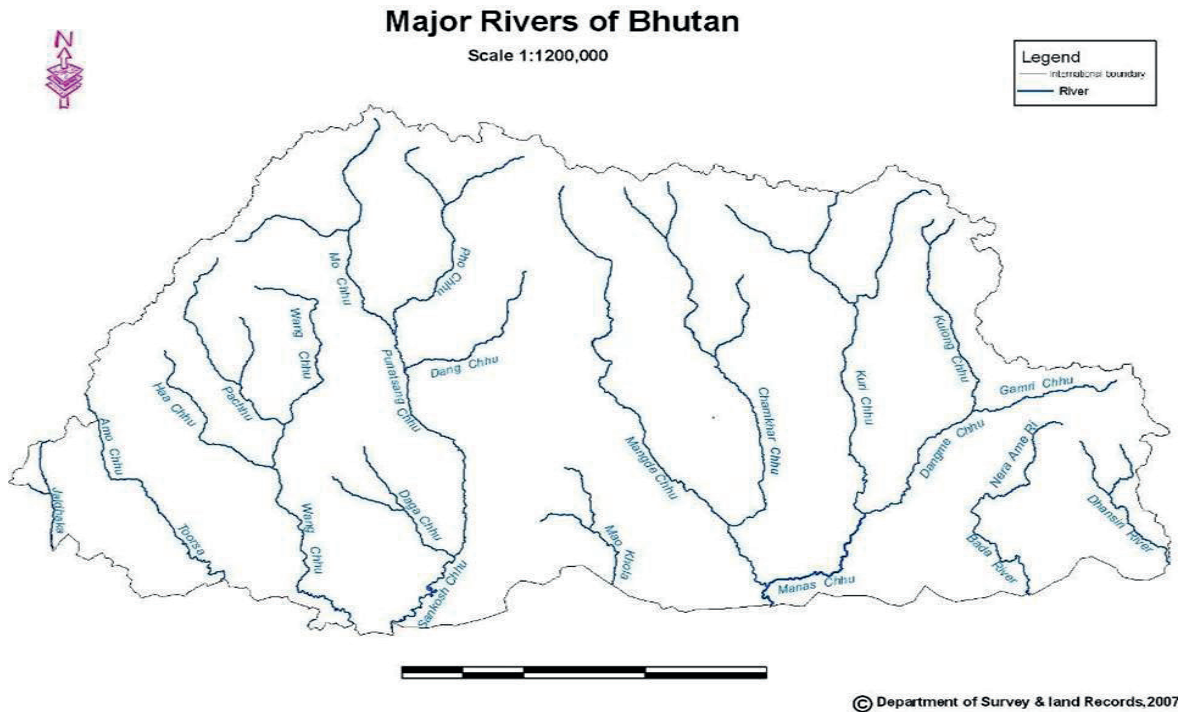
**D. Drangme Chhu**

Drangme *Chhu* is the largest river in Bhutan. Mangde *Chhu*, Chamkhar *Chhu*, Kuri *Chhu* and Kholong *Chhu* join Drangme *Chhu* to form Manas *Chhu*.



## E. Nyera Ama Chhu

Nyera Ama Chhu originates from Merak and passes through Trashigang and Samdrup Jongkhar.



Major rivers and tributaries in Bhutan

*Figure 3.5 Major rivers and tributaries in Bhutan*

### *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.

**3.3 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.

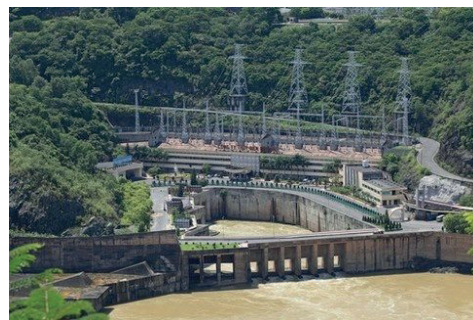


Figure 3.6 Chhukha Hydropower Plant

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 are 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 river from pollution?

# Chapter 4

## Forests

### Learning objectives

- Discuss the concept of community forest.
- Explain the benefits of community forest for preservation and protection.
- Identify the protected areas of Bhutan.
- Explain how protected areas contribute to national and international goals for reserving the forest.
- Conduct a survey on traditional ways of protecting forests.
- Analyse the importance of traditional beliefs in protecting forests.

### Introduction

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

#### 4.1 Community Forest

A forest which is managed by a community is known as **community forest**. People have rights to use forest resources and at the same time they are responsible for protecting it.

Community forest is introduced to control deforestation caused by human activities such as agriculture, construction of road and logging, and to manage forest resources. Dzozam community forest in Mongar is the first community forest in Bhutan. It was established in 1997.

**Learning Activity 4.1 Exploring importance of community forest**

1. Divide into teams.
2. Read the case study report in Table 4.1.
3. Discuss the changes brought by community forest in the livelihood of 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 the establishment of community forest, people had to depend on the government reserved forests for timber and non-timber products. Local people had to travel long distance to collect the forest products. People had to follow long process to obtain a permit from the forestry office.

After the establishment of 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 for selling in the nearby market.

The members of community forest are responsible for the management of forest. The members carry out various activities such as thinning, afforestation, weeding, and refilling of 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.



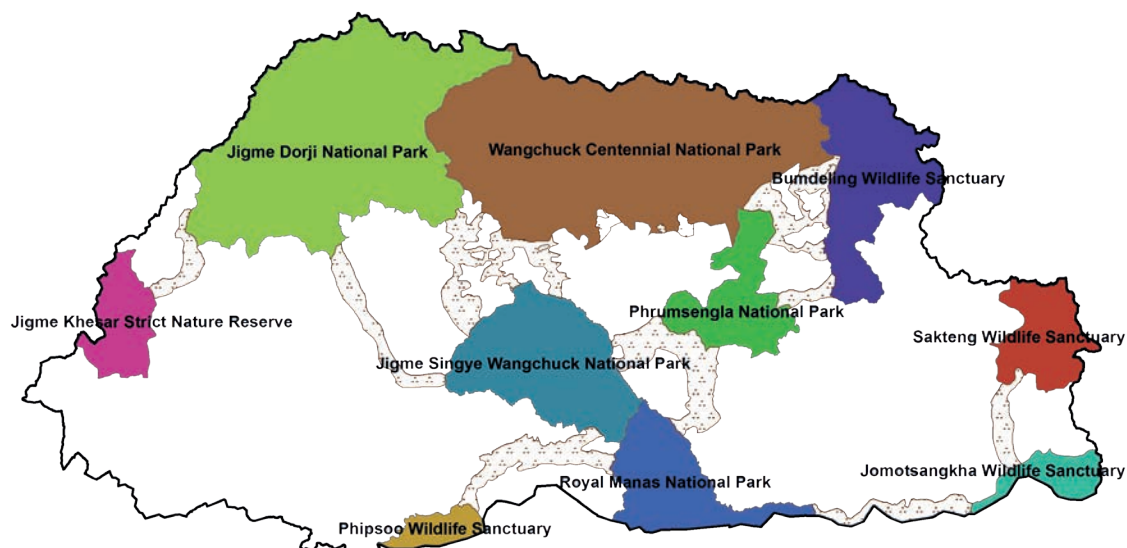
## 4.2 Protected Areas

**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 the 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 4.1 Bhutan map showing protected areas*

### 4.3 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. In order 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 in regard to 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 of time. People are not allowed to visit mountains and forest 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 are 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, hailstorm and windstorm causing destruction to 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 protection of forest?
2. Which belief is the most important for the protection of forest 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 forest?



# Chapter 5

## *Zhabdrung Ngawang Namgyal*

### Learning objectives

- Narrate life history of *Zhabdrung Ngawang Namgyal*.
- Compare and contrast the status of Bhutan before and after *Zhabdrung*'s arrival.
- Report events observed in the community to know more about *Zhabdrung*.

### 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 to *Mipham Tenpai Nyima* and *Sonam Palgyi Buthri* in 1594 at Ralung in Tibet. He was the reincarnation of *Kuenkhen Pema Karpo*. He came to Bhutan through Gasa in 1616

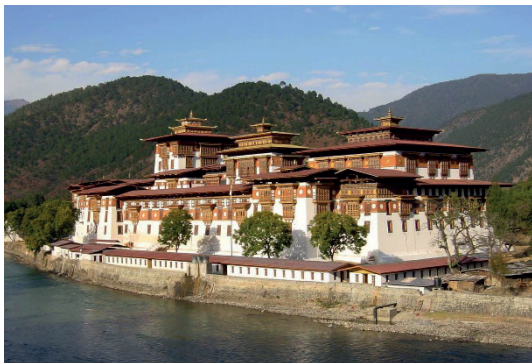


Figure 5.1 *Zhabdrung Ngawang Namgyal*

## 5.2 Zhabdrung's contributions

Different regions of Bhutan 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 by bringing different leaders under his rule. He introduced laws in the country to bring peace and harmony. Unique culture and identities, such as national dress, *driglam namzha*, art and architecture were introduced.

During his rule, *Zhabdrung* built many *dzongs*. Semtokha, Punakha, Wangdue Phodrang, Rinpung and Dagana are some of the *dzongs* built by him. He introduced dual system of government known as *Chhoe-sid* system. *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*.



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

### Learning objectives

- Explain the importance of National Symbols.
- Discuss the values of important events and holidays.
- Describe the significance of a local holiday.

### Introduction

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

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

### 6.1 National Symbols

National symbols of Bhutan include national flag, dress, emblem, language, bird, animal, tree, flower and game.

#### A. 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.



*Figure 6.1 The National Flag of Bhutan*

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, *Drukyl*. The white colour signifies purity and loyalty of the Bhutanese people. The open 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 wealth of our country.

## B. 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 of 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

## C. National Dress

The national dress is the most important symbol of our country. It makes us distinct as Bhutanese from rest of the world. Male wears *Gho* and female wears *Kira*. As a Bhutanese, we feel proud to wear our national dress.

## D. National Day

The national day of Bhutan is on 17 December. It is celebrated throughout the country. The day marks the coronation of *Gongsar Ugyen Wangchuck* as the first *Druk Gyalpo* of Bhutan. People come together to celebrate and pay homage and respect to our Kings.

### E. National Language

The national language of Bhutan is *Dzongkha* which is the official language. It is also a symbol of identity and sovereignty of our country.

### F. National Flower

The national flower of Bhutan is Blue Poppy. It is locally known as '*Tsherngoan Meto*'. Blue Poppy is found in high mountains.

### G. National Tree

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

### H. National Bird

The national bird of Bhutan is Raven. It is locally known as *Jaro Dongchen*. Raven is found in alpine region and it represents *Mahakala*, one of the chief guardian deities of our country.

### I. National Game

The national game of Bhutan is Archery. This game is usually played during local festivals and holidays to celebrate and socialise.

#### *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

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.

### A. National Holidays

The national holidays in Bhutan are based on history, religion, tradition and culture. Some important national holidays are the first sermon and the Descending Day of Lord Buddha, Birth Anniversary of *Guru Rinpoche*, *Zhabdrung Kuchoe*, Birth Anniversary of Kings and Blessed Rainy Day. Festivals such as *Nyinlo*, *Dassain* and *Losar* are also considered national holidays.

### B. Local Holidays

Local holiday is a day assigned to celebrate local events in a community. Some of the local holidays in Bhutan are *Lomba* in Paro and Haa, *Lhaboe* in Trongsa and *Zhemgang*, and local *Tsechus*. *Tsechu* is one of the common festivals in Bhutan.



Figure 6.2 Mask dance during tsechu

#### *Learning Activity 6.2 Surveying local festivals*

1. Visit a nearby community.
2. Explore local festivals.
3. Use Table 6.1 for gathering and recording information.

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 community make during festivals? Why?

***Test Yourself***

1. Why national symbols are 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

## Places of Worship

### Learning objectives

- Explain *lhakhang* and monastery
- Discuss the importance of *lhakhangs*
- Explain the significance of monasteries

### 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 evidences. *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 Kurjey.

#### 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 seventh century. It is believed that he built 108 *lhakhangs* in a day to subdue demoness.





Figure 7.1 Kyichu Lhakhang

The main relic 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.

## 7.2 Monastery

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 Woese Choling.

### A. Tango Monastery

Tango monastery in Thimphu was built by Gyalsey Tenzin Rabgye in seventeenth century. The place was blessed by Phajo Drugom Zhigpo in thirteenth century. Zhabdrung Ngawang Namgyal visited and meditated in Tango in seventeenth century.



Figure 7.2 Tango Monastery

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



## B. Tharpaling Monastery

Tharpaling monastery in Bumthang was built by Kuenkhyen Longchen Rabjam in fourteenth century.

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

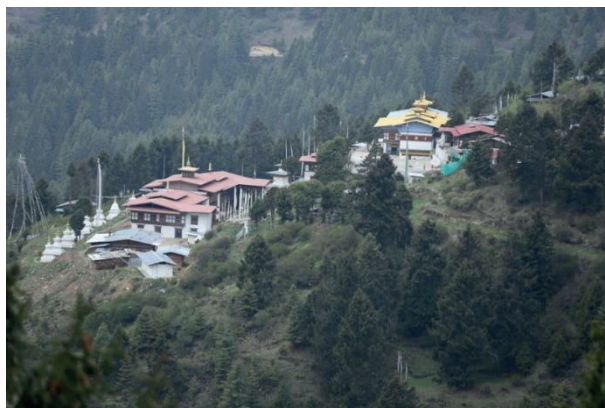


Figure 7.3 Tharpaling Monastery

### 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 the 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. If you were to make a promise while visiting a *lhakhang* or a monastery, what would it be? Why?

# Chapter 8

## Local Government

### Learning objectives

- Explain *Dzongkhag Tshogdu* with its functions.
- Explain *Thromde Tshogde* to understand its functions.
- Discuss roles and responsibilities of different sectors in the *Dzongkhag*.

### 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 *Dzongkhag Tshogdu*

*Dzongkhag Tshogdu* is the highest decision making body in the *dzongkhag*. It comprises of *Gups*, *Mangmis*, and one elected member from *Dzongkhag Yenlag Thromdes*.

*Dzongkhag Tshogdu* is responsible for implementation and reviewing of planned developmental activities in the *dzongkhag*. *Dzongkhag Tshogdu* meets at least twice a year.

*Dzongkhag Tshogdu* is chaired by *Thrizin* (Chairperson) who is elected from among *Gups*. He/she maintains record of resolutions and issues notifications. *Kabney/rachu* worn by *Thrizin* is known as *khamar*.

*Dzongkhag Tshogdu* is supported by *dzongkhag* administration in planning and implementation of developmental activities.

## 8.2 *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 white *kabney* with red stripe running through the middle. It has fringes with red stripes on both the 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.

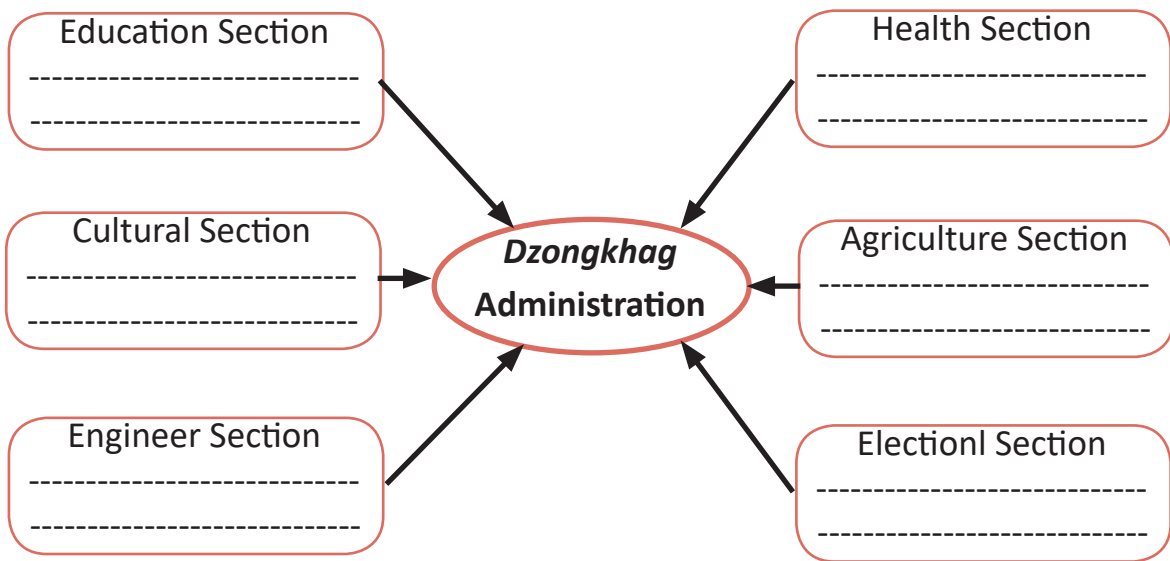


Figure 8.1 Various sectors of Dzongkhag Administration

*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.

*Thromde Tshogde* is chaired by *Thrompon* (Chairperson) who is an elected member of the *thromde*. *Thrompon* looks after the developmental activities of the *thromde*. *Kabney* worn by *Thrompon* is white, with large blue stripes on both the sides. It has blue stripe in between two red stripes on both the ends with fringes.

*Thromde Tshogde* is supported by *thromde* administration in planning and implementation 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

### Learning objectives

- Identify good and bad touches to mitigate gender inequality.
- Share their experiences about puberty as a part of physical development.
- Identify causes of child abuse and provide possible solutions.
- List negative consequences of Child Early Forced Marriage on the child, the family and society.
- Discuss ways to prevent teenage pregnancy.
- Mention few disadvantages of 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 amongst the people in a society sometimes results in various social issues and concerns.

### 9. 1 Child abuse

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



### A. 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

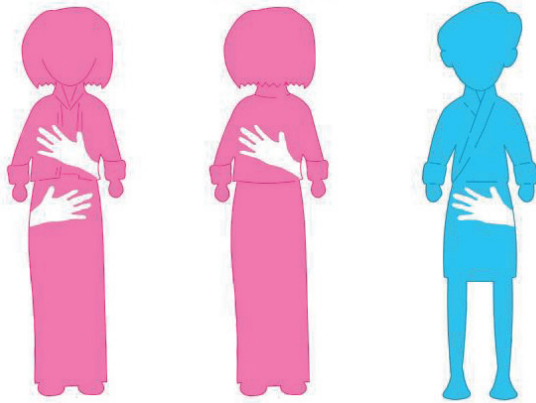


Figure 9.2 Bad touch

### B. Bad touch

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

#### *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:*

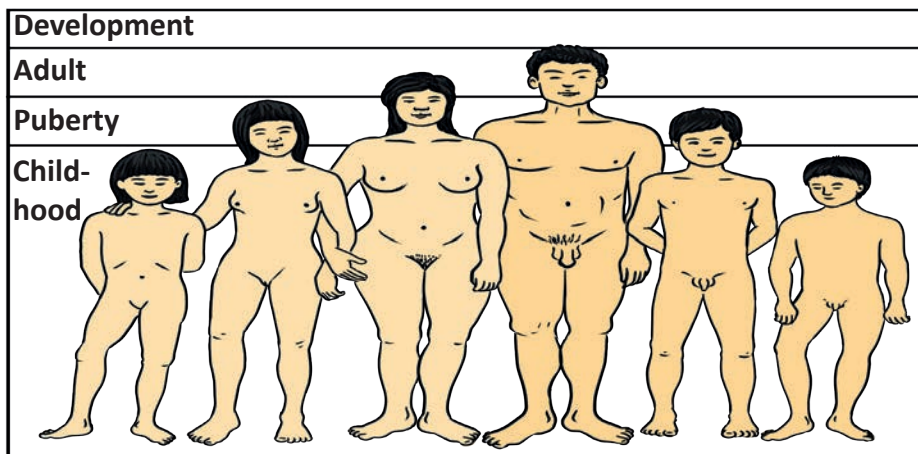
1. Sonam touches Dorji on his bum. Who do you think is the bad person? Why?
2. If someone touches you on your thigh how would you feel? What would you do?

### 9.2 Puberty

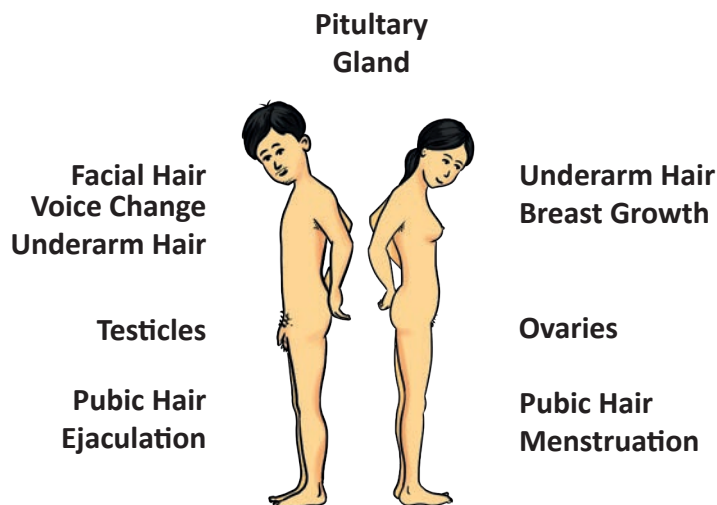
As people grow their body changes. These changes will lead to change in mood. It is natural. People experience different kinds of emotion. People become sad, angry and excited. This is a stage of growing up and it is called as puberty. Puberty is a process of physical change through which a child's body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

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 at puberty can impregnate a girl who is menstruating.



*Figure 9.3 Developmental Stages till adulthood*



*Figure 9.4 Physical changes during puberty*

*Learning Activity 9.2 Discussing Puberty*

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

*Follow-up Questions:*

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

**A. 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 cause of teenage pregnancy. Teenage pregnancy affects the health of both the mother and the child.

**9.3 Sex and Gender****A. Sex**

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

**B. Gender**

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

*Learning Activity 9.3 Categorising the following statements as either sex or gender*

1. In a pair identify each sentence related to sex and gender.

Example: Girls are gentle; boys are rough. (Gender)

- a) Women give birth to children; men do not.
- b) Girls sweep the house.
- c) Women can breastfeed babies whereas men cannot.
- d) Boys do not cry.

### 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.

## 9.4 Substance abuse

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

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

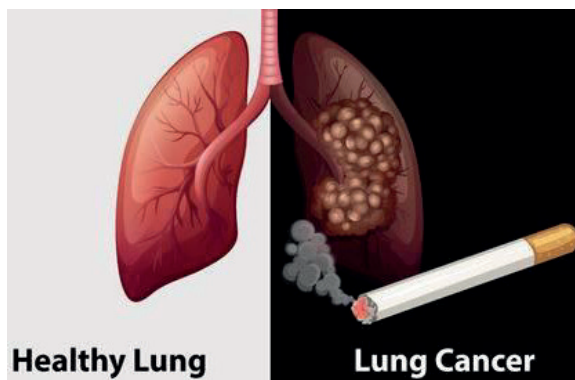


Figure 9.5 healthy lungs and lung cancer

The use of tobacco causes lung cancer, heart disease and asthma. Using tobacco and drinking alcohol is believed to be sinful in our society. Creating awareness on the harmful impacts of substance abuse can help reduce the 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 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 problem?
2. Suggest measures to reduce consumption of alcohol.
3. What would you do to control drug abuse in your locality?

***Test Yourself***

1. If a friend of yours have 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

### Learning objectives

- Explain the causes of environment degradation that hampers the lives of living beings.
- Discuss effective ways of executing human activities to reduce degradation of the environment for safe living.
- Differentiate degradable and non-degradable wastes.
- 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 affect the environment in the long run.

### 10.2 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 less number of animals. It can also be reduced by using organic manures instead of chemical fertilizers for growing fodder.

### 10.3 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 affect 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 on the environment*

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






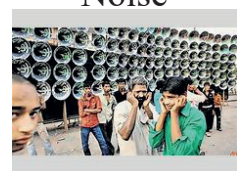
**Follow-up Questions:**

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?

**10.4 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<br>     | Smoke from factories and vehicles cause lung cancer, asthma, and various breathing problems. It also damages plants and animals.  |
| Water<br> | 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<br>  | 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<br> | Noise produced by aircrafts, vehicles, industries and loudspeakers result into loss of hearing, annoyance, sleep disturbance, and increase in blood pressure.                                     |

***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.

***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?

**10.5 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?

## 10.6 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

### Learning objectives

- Explain windstorm.
- Assess the damages caused by the windstorm.
- Discuss the measures to minimize the impacts of windstorm.
- Explain flood.
- Assess the damages caused by flood.
- Discuss the measures to minimize the impacts of flood.
- Explain landslide.
- Assess the damages caused by the landslide.
- Discuss the measures to minimize the impacts of landslide.

### 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

### A. 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.

Read more information related to safety measures in Figure 11.2.

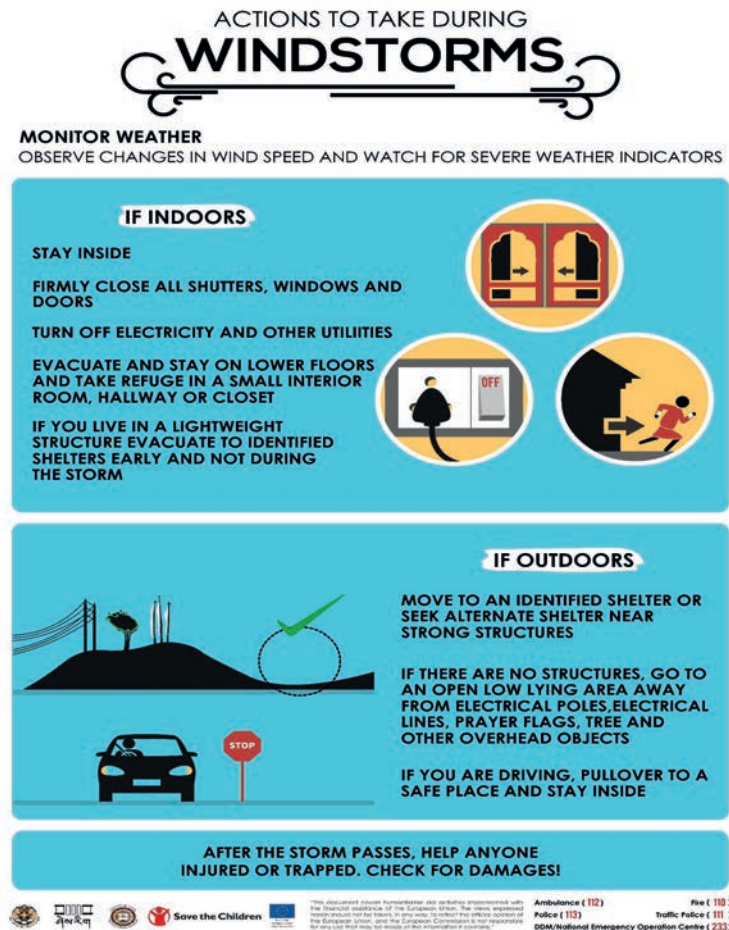


Figure 11.2.

### *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                          | 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*



*Figure 11.4 Some ways to reduce landslide*

*Learning Activity 11.2 Identifying ways to reduce landslides Divide into teams.*

1. Study the 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

## Goods and Services

### Learning objectives

- Describe goods and services.
- List goods and services produced in Bhutan to understand about export and import.
- Analyse the importance of producing our own goods and services.

### Introduction

People produce goods and services for consumption as well as to sell to other people and countries. People buy goods and services that they do not produce and sell those goods and services produced in excess. This results in exchange of goods and services.

### 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.

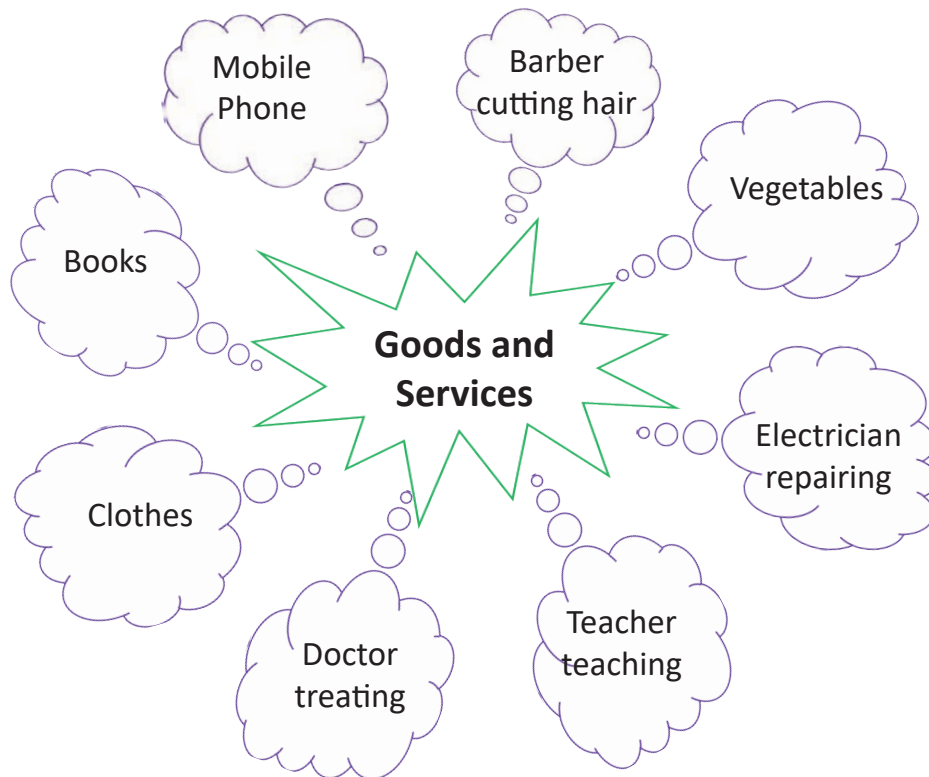


Figure 12.1. Goods and Services

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 Trade

The exchange of goods and services among the people and countries is called **trade**. Selling of goods and services to other countries is called **export**. Bhutan exports goods such as apples, oranges, cardamoms, potatoes, minerals and electricity to India and Bangladesh.

Buying of goods and services from other countries is called **import**. Bhutan imports goods like salt, rice, cars, oil and clothes from countries like India, Bangladesh and Thailand.

Trade is important for people and country to get goods and services that are not available in the country. People earn money by selling goods and services.

The exchange of goods and services without using money is called **barter system**. For example, *exchange of butter with rice, chilli with grains and cheese with maize*.

### *Learning Activity 12.2 Exploring exports and imports*

1. Divide into teams.
2. Explore other goods that Bhutan exports and imports.
3. Copy Table 12.2 and fill in the spaces.

**Table 12.2.**

| Export | Import |
|--------|--------|
|        |        |
|        |        |

*Follow-up Questions:*

1. How can we reduce import of vegetables?
2. Why is the exchange of goods and services important for the people?
3. Is barter system still practiced in your community? Why?

*Test Yourself*

1. What are some of the problems of current trade?
2. Why does Bhutan import goods from other countries?
3. How can we reduce import of goods?
4. What were the challenges of trade in the past?
5. Why is it important for Bhutan to produce enough goods and services?



# Chapter 13

## Money and Banks

### Learning objectives

- Explain the concepts of money.
- Discuss the uses of money and its ways of saving.
- Explain the importance of saving.

### 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.

### 13.1 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 13.1 Coins



Figure 13.2 Paper money

### 13.2 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 13.1 Exploring uses and ways of saving*

1. Refer Figure 13.3.
2. Discuss in pairs.
3. Identify the best idea with reasons.
4. Share your answer.

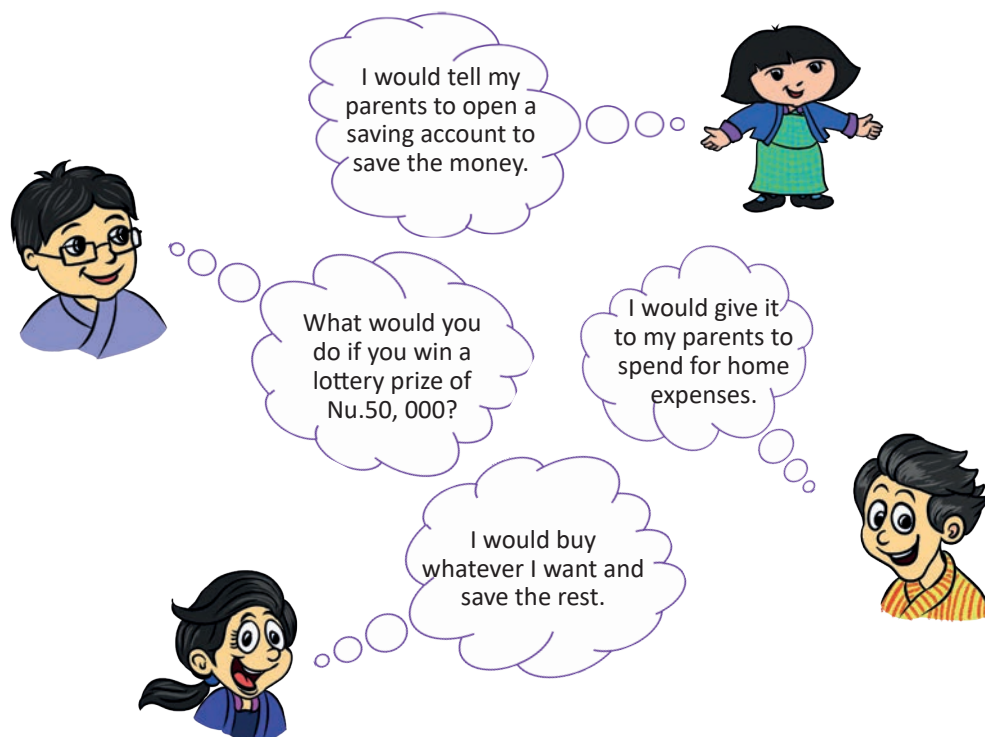


Figure 13.3.

### Follow-up Questions:

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

### 13.3 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.

**Learning Activity 13.2 Exploring deposit and lending**

1. Refer Figure 13.4.
2. Answer the given questions.

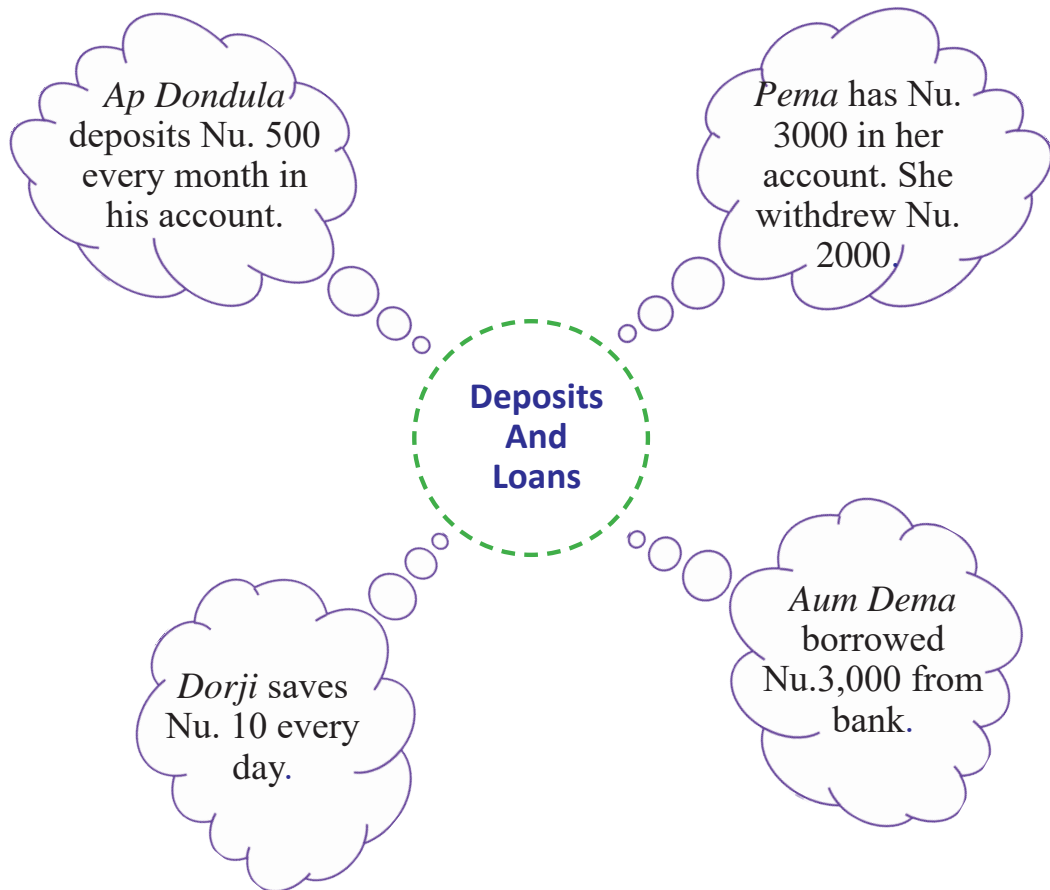


Figure 13.4.

## Questions

1. How much money does *Ap Dondula* save in a year?
2. What will be *Dorji's* saving in a month?
3. *Aum Dema* pays Nu. 3,600 after one year to clear the loan. How much does she pay every month to the bank?
4. What is the balance amount in *Pema's* account?

### Follow-up Questions:

1. What is the term used for the money borrowed from the banks?
2. What do you do to save money?

### 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?

## Assessment Matrix

| Types of assessment     | CFA  |  |   | CSA                              |                                      |   | SA  |   |
|-------------------------|--|--|---|----------------------------------|--------------------------------------|---|---|---|
| <b>Domains</b>          | Social knowledge (SK)<br>Cognitive   | Social Skills (SS)<br>(Psycho-motor)   | Social Values and attitudes (SVA)   | Social knowledge (SK) Cognitive  | Social Skills (SS)<br>(Psycho-motor) | Social Values and attitudes (SVA)                                       | SK, SS & SVA  | SK, SS & SVA  |
| <b>Techniques</b>       | Quiz & debate, self & peer assessment, class presentation, home-work, classwork, immediate interaction with students | Immediate interaction with students, classwork, home-work, experiment & exhibition | Observation of student's conduct, group work, fieldtrip, excursion, self & peer assessment & interaction with students, | Home-work and Chapter test,      | PW                                   | Observation of student's conduct guided by scientific and social values | Mid-term Exam   | Annual Exam<br><br>Test blue print and paper-pencil test.   |
| <b>Assessment tools</b> | Q&A, checklist and anecdotal records   | Checklist and anecdotal records  | Checklist and anecdotal records   | Rubrics (HW) and Q&A (blocktest) | Rubrics                              | Rating scale  | Test blue print, paper pencil test with: Objective type<br><br>with: Objective type questions: multiple-choice, Close test, matching, true or false.<br><br>Short answer questions and extended response questions. | Test blue print, Paper pencil test with: Objective type<br><br>Questions: multiple choice questions, close test, matching, true or false, Short answer questions and extended response questions. |
| <b>Progress Report</b>  | Checklists and anecdotal records must be maintained for each topic throughout the academic year                      |  |   | SK                               | SS                                   | SVA   | Mid-term  | Annual Exam   |
| <b>Weightings</b>       |  |  |   | T1=10<br>T2=10                   | T1=10<br>T2=10                       | T1=5<br>T2=5  | T1=20   | T2=30   |

## Period allocation and weighting for Social Studies

From 2020 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 | Title                                      | Time (Mins) | Weighting (%) |
|---------|--|-------------|---------------|
| 1       | Our Country                                | 300         | 7             |
| 2       | Forests                                    | 300         | 7             |
| 3       | Rivers                                     | 400         | 8             |
| 4       | The Earth                                  | 400         | 8             |
| 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             |
|         | <b>Total Time in Minutes/Weighting (%)</b> | <b>4800</b> | <b>100</b>    |

**Divide weighting into 20% continuous assessment and 30% summative assessment for each term.**