

SOCIAL STUDIES

CLASS VI



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Department of School Education
Ministry of Education and Skills Development
School Curriculum Division



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 historical 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 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.

Tashi Namgyal
Director

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Chapter 1

The Earth

Competency

Explain the Earth's motions and the interactions between its spheres that sustain life.

Learning objectives

- Define Solar System.
- Draw the Solar System locating planets in accordance with the distance from the Sun.
- Explain 'The Earth'.
- Examine the unique characteristics of planet Earth which support life.
- Explain how the four spheres of the earth interact to support life.
- Illustrate the spheres of the Earth.
- Differentiate between rotation and revolution.
- Explain the motions of the Earth and its impacts on human lives.

Introduction

The Earth is a unique planet of the Solar System. Life exists only on the planet Earth. It contains air, land and water. It is neither too close nor too far away from the Sun. The Earth is always in motion.

1.1 The Solar System

The Solar System is made of the Sun and small bodies that move on their axis and around the Sun. The small bodies include planets such as Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune and satellites. Pluto is no longer a planet as it is very far away from the Sun. It is small and is not visible.

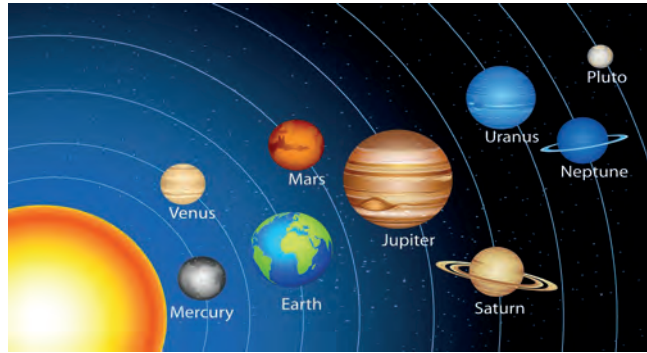


Figure 1.1: The Solar System

Satellites are small bodies like planets rotating on their axis and revolving around the bigger planets. The Moon is the only natural satellite of the Earth.

Planets and satellites are held around by the gravitational force of the Sun. Mercury is the nearest and Neptune is the farthest planet from the Sun.

Learning Activity 1.1. Observing the planet Venus

Venus

Locating the planet Venus in the night sky is easy. Venus is the closest planet to the Earth. Venus appears in the western sky after sunset from March to October. It also appears in morning before Sun shines from November to December in the eastern sky. Venus is the brightest body in the night sky after the Moon.

Instructions:

1. Read the information given above about the planet Venus.
2. Watch the sky after sunset or early morning.
3. Spot the brightest object in the sky.
4. Share the observations in the class.

Safety measures

1. Do not observe Venus in the late night.
2. Do not go outside alone if it is dark.

Questions:

1. Why is it not possible to see other planets?
2. What would happen if the Earth moved closer to the Sun?
3. What would happen if the Earth moves farther away from the Sun?

1.2 The Earth

The Earth is the third planet from the Sun in the Solar System. It is the fifth largest planet in terms of size. The closest distance between the Earth and the Sun is 147 million kilometres. This distance is observed in the month of January. The farthest distance is about 152 million kilometres away from the Sun in July. The Earth is the only planet that supports life due to presence of air and water.

1.3 The Spheres of the Earth

The Earth is divided into four spheres. They are the lithosphere, hydrosphere, atmosphere and biosphere.

A. Lithosphere

The outermost layer of the Earth is called **Lithosphere**. It is a solid surface. The lithosphere is rough and uneven as there are hills and mountains on the surface. The lithosphere is divided into big and small land areas. These big areas of land are called the **Continents** while small areas of land surrounded by water are called **Islands**. About 30 percent of the total Earth's surface is covered by land.

B. Hydrosphere

The portion of the Earth covered by water is called the **Hydrosphere**. Oceans, seas, lakes, rivers, streams and ponds form a hydrosphere. About 70 percent of the total Earth's surface is covered by water bodies.

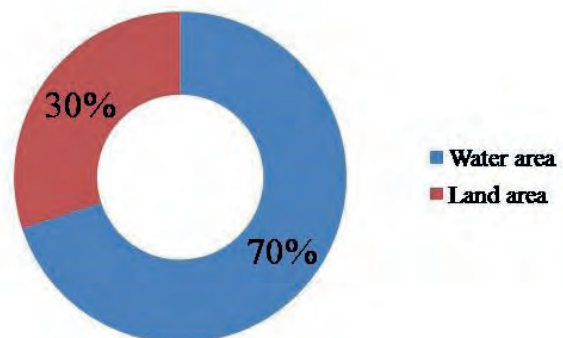


Figure 1.2: Percentage of water and land

C. Atmosphere

There is air that surrounds the Earth's surface. This is called the **Atmosphere**. It is made up of gases, dust particles and water vapour. The dominant gases in terms of volume are nitrogen (78%) and oxygen (21%). Other gasses like carbon dioxide, hydrogen, helium, ozone and neon form the remaining 1%. The atmosphere extends up to 1600 kilometres from the Earth's surface.

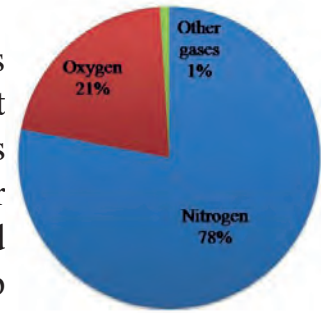


Figure 1.3: Percentage of gases

D. Biosphere

The biosphere is the region of the earth that encompasses all living organisms: plants, animals and bacteria. It is a feature that distinguishes the Earth from the other planets in the solar system. “Bio” means life. The biosphere helps in recycling nutrients like oxygen and nitrogen, to sustain life on Earth. It provides food or raw materials. Every living thing needs food to survive; thus, the biosphere plays an important role in providing food to different animals and plants.

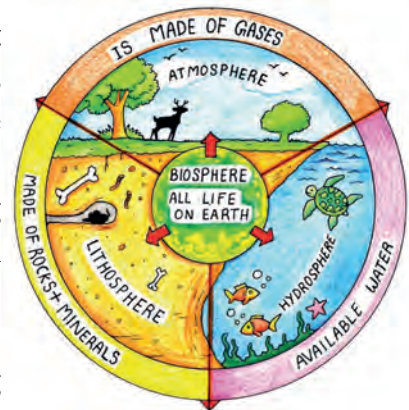


Figure 1.4: Biosphere

Learning Activity 1.2. Exploring the importance of the Earth's spheres

Instructions:

1. Work in groups.
2. Discuss the importance of the lithosphere, hydrosphere and atmosphere.
3. Write the importance of the lithosphere, hydrosphere and atmosphere.
4. Share them in the class.

Question:

1. Why are the spheres of the Earth important for living beings?

1.4 Motions of the Earth

The Earth is continuously moving. It moves on its axis and around the Sun. These movements are **rotation** and **revolution**.

People do not feel the movement of the Earth because everything is moving with it at the same speed and in the same direction.



Figure 1.5: Rotation causes day and night

A. Rotation

The spinning of the Earth on its axis is called rotation. An axis is an imaginary line on which the Earth rotates. It is tilted at 23.5° (degree).

The Earth rotates from west to east in the anti-clockwise direction. So, the Sun rises in the east and sets in the west. It takes 24 hours or one day to make one complete rotation.

Rotation causes day and night. The part of the Earth facing the sun will have day while the part facing away from the Sun will have night.

B. Revolution

The movement of the Earth around the Sun is called **revolution**. The Earth revolves around the Sun in an anti-clockwise direction. It follows an elliptical path. This path followed by the Earth is called an **Orbit**.

The Earth takes $365\frac{1}{4}$ or 365 days 6 hours to make one complete revolution. After every four years, a day is added and becomes 366 days. Such a year is called **Leap Year**. Seasons are caused by the tilted axis and revolution of the Earth. Seasons are opposite in the Northern and Southern Hemisphere.

Learning Activity 1.3 Exploring the movement of the Earth

Instructions:

1. Divide into groups.
2. Use a torch and globe provided by the teacher.

3. Place the torch on a table.
4. Spin the globe from west to east to learn about rotation.
5. Spin the globe and move around the lamp to learn about revolution.

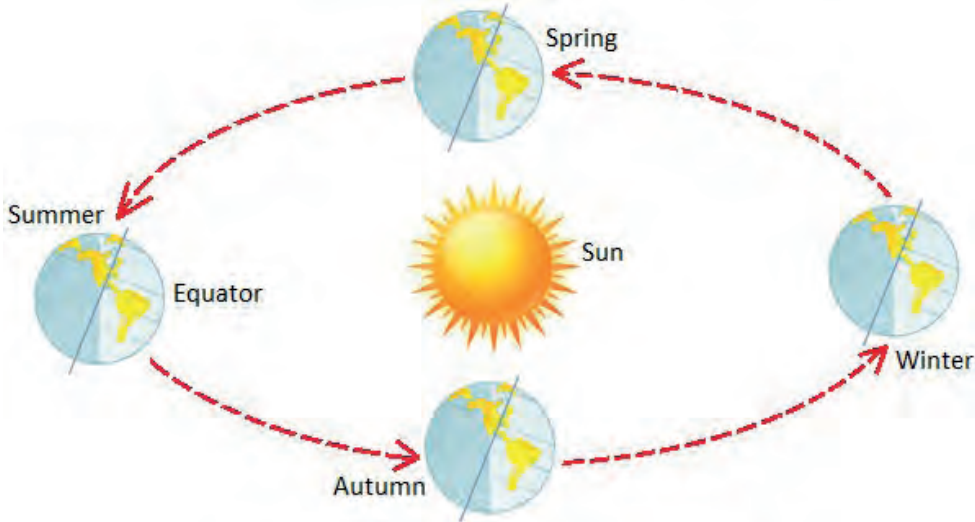


Figure 1.6: Revolution causes seasons

Questions:

1. What would happen if the Earth rotated from east to west?
2. What would happen if our Earth revolves in a circular orbit?

Test Yourself

1. Name the planets of the Solar System.
2. Explain rotation and revolution.
3. Explain the effects of the motions of the Earth.
4. Why is the Earth considered as a unique planet?

Chapter 2

Our Country's Climate

Competency

Apply the understanding of our country's climatic conditions and their effects to make immediate responses to the situations.

Learning objectives

- Differentiate between weather and climate with examples.
- Discuss factors affecting the climate of Bhutan.
- Explain climatic zones of Bhutan.
- Locate the climatic zones of Bhutan in the outline map.
- Describe the influence of climate on people's way of living.

Introduction

Bhutan is a small country yet it experiences a wide range of climatic conditions. It is because of the high altitudinal variation of the country. The altitude ranges from 200 metres in the south to over 7000 metres in the north. The variation in climatic conditions affects the way people live.

2.1 Climate

Weather is the day-to-day conditions of the atmosphere in a specific place and time. For example, yesterday was sunny, today is rainy and tomorrow might be cloudy. This atmospheric phenomenon is called weather.

Climate is the state/collection of weather over a long period. It is measured by assessing the patterns of variation in temperature, humidity, atmospheric

pressure, wind and precipitation. Places located in different altitudes experience different climatic conditions.

2.2 Factors affecting climate

A. Altitude

Altitude is the height of a land above the sea level. As altitude increases, the climate becomes colder. The climate is warmer at lower altitudes and colder at higher altitudes. In Bhutan, the southern region experiences a hot climate, while the northern region is cold. Therefore, Samtse is warmer than Gasa.

B. Distance from the sea, lakes and rivers

The heating and cooling of land and water varies. The land gets heated faster than water during the day and also cools faster than water during the night. As a result, during hot summer, places near the sea, lakes and rivers get cool air from the sea. At night when land radiates heat, warm wind blows from the sea to land. This makes places near the sea moderate even if it is located near the equator.

Bhutan is far away from the sea and ocean but has lakes, rivers and ponds. The lakes, rivers and ponds have a tremendous effect on climatic conditions.

C. Monsoon wind

The word monsoon is derived from the Arabic word “mausim” which means season. Monsoon winds are seasonal wind which blows during a particular season. They change direction depending on the season.

During summer, the monsoon wind blows from the Indian Ocean towards Central Asia. This wind brings heavy rain. The climate of Bhutan in summer is determined by the monsoon wind.

During winter, the monsoon wind blows from Central Asia to the Indian Ocean. This wind is cold and dry. The Himalayas protect Bhutan from cold winds.

2.3 Climatic Zones of Bhutan

There are four Climatic Zones in Bhutan. These zones are determined by climatic conditions of the places.

A. The Sub-Tropical Zone

The Sub-Tropical Zone is located at an altitude of about 200 m to 2000 m above sea level. The mean temperature in summer is about 28°C and 15°C in winter. Places in this zone experience hot and wet summers and warm and dry winters. The annual rainfall is usually above 2000 mm. Some places under Samdrup Jongkhar, Sarpang, Chhukha and Samtse fall in this zone.

B. The Temperate Zone

The Temperate Zone lies at an altitude of 2000 m to 3000 m above sea level. The mean temperature during summer ranges from 10°C to 22°C and 5°C to 8°C in winter. Places located in this zone experience warm summers and cold winters. The annual rainfall varies from 1500 mm to 2000 mm. Parts of Mongar, Bumthang, Wangdue Phodrang and Paro lie in this zone.

C. The Sub-Alpine Zone

The Sub-alpine Zone is located between an altitude of 3000 m and 4000 m above sea level. The mean annual temperature is less than 8°C. This zone experiences a cold and long winter due to continuous snowfall. The annual rainfall ranges from 1000 mm to 1500 mm. Parts of Gasa, Haa, Thimphu and Trashigang lie in this zone.

D. The Alpine Zone

The Alpine Zone is located beyond 4000 m above sea level. The areas in this zone are completely covered with permanent snow throughout the year. The temperature in the alpine zone is usually close to a freezing point. There is no summer season in this zone because it remains extremely cold even during summer. Generally, human settlement and agriculture activities are not found in this zone.

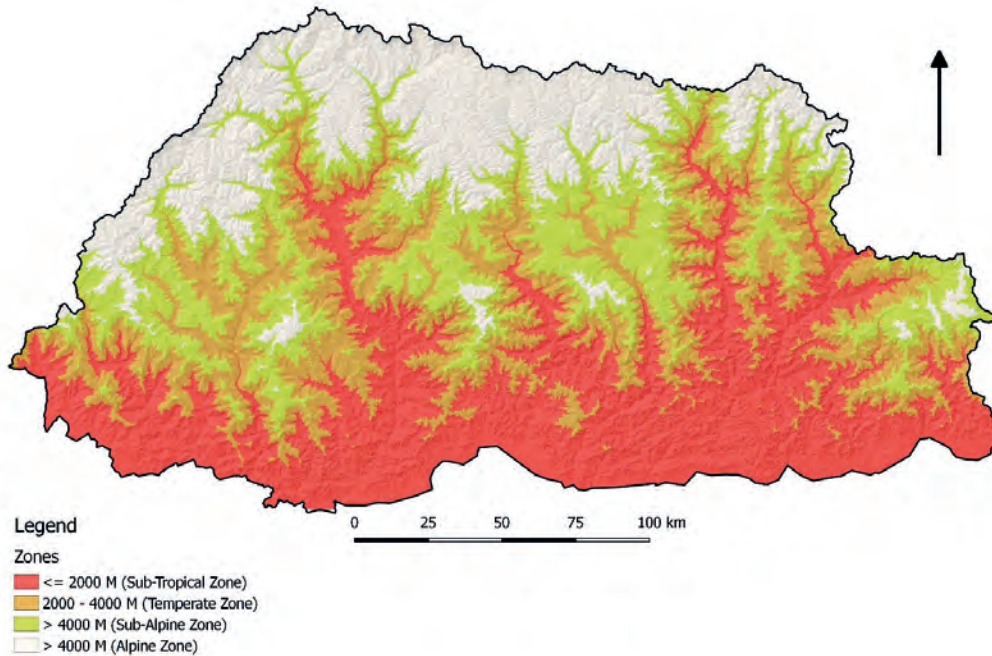


Figure 2.1: Climatic Zones of Bhutan

Learning Activity 2.1. Locating climatic zones of Bhutan on an outline map

Instructions:

1. Refer to the map showing climatic zones given in the textbook or the atlas.
2. Locate the climatic zones on the map provided.
3. Shade each climatic zone with different colours.

Materials required

1. Atlas
2. An outline map of Bhutan
3. Crayons

Questions:

1. Which climatic zone covers the maximum area of Bhutan?
2. Why does Bhutan experience different climatic conditions?

2.4 Climate and the people

Human activities are generally determined by the climatic conditions of a place. People prefer to settle in places where the climate is neither too hot nor too cold.

Climate determines the type of animals people rear and crops farmers grow. Animals like buffalos, fishes, ducks, and goats are reared by farmers especially in hot places. Rice and maize are commonly grown in hot and warm climatic conditions. Buckwheat and wheat are grown in places with cold climatic conditions.

The design of houses is also influenced by climatic conditions. Houses in hot places have wide windows and doors for air circulation. In cold places, houses are usually built facing east to get sunlight and have fewer windows and doors to retain heat.

People wear warm clothes in cold climatic conditions to protect themselves from cold. In hot climatic conditions, people wear thin clothes.

Test Yourself

1. How are monsoon winds helpful for farmers?
2. What would happen if monsoon rains are too heavy?
3. How is climate different from weather?
4. Explain the factors affecting climate.
5. Which climatic zone is most suitable for agriculture? Why?
6. Describe how climate influences people's way of living.

Chapter 3

Population

Competency

Analyse the factors affecting population change and distribution to describe the impacts on the environment.

Learning objectives

- Define population.
- Explain factors affecting population change.
- Analyse the factors that contribute to uneven population distribution.
- Analyse the impact of population on the environment.
- Explain ways to reduce human impacts on the environment.

Introduction

Population is an important resource for a country. The population varies from place to place according to time which impact the economy. In the past, population was not an issue in the world. There was a harmonious relationship between people and the environment and people used available resources judiciously. With development, the population has been rapidly changing and has become a concern for society.

3.1 Population

The total number of people living in a place over a period of time is called population. According to Population and Housing Census of Bhutan (PHCB) in 2017, the total population of Bhutan was 7,35,553.



Figure 3.1 Population

3.2 Factors affecting Population change

The variation in the number of people living in a place over a specific period is called population change.

A. Birth Rate

Birth rate is the total number of live births per thousand population in a year. Population increases when the number of births is more than the number of death.

B. Death Rate

Death rate is the total number of deaths per thousand populations in a year. Population decreases when the death rate is higher than the birth rate.

C. Migration

Migration is the movement of people from one place to another. The population of a place changes due to migration. The population of a place decreases when people migrate to other places. The movement of people into a place increases the population of that place.

3.3 Natural Change in population

The difference between the number of births and deaths in a population over a specific period is called as Natural Change in population.

Learning Activity 3.1. Finding population of the school.

Instructions:

1. Work in groups.
2. Find out the population of your school for two years referring to the records in the school.
3. Write the total male and female population of school.
4. Find out the population change in your school.

Questions

1. Why is it important for students and teachers to know the population of a school?
2. Why has the population of your school changed?

Safety measures

1. Go in groups
2. Respect others
3. Talk politely
4. Thank them

3.4 Population Distribution

The population is not equally distributed in the world. In some places, there are more people, while in other places there are fewer people. The spread of population in a given area is called population distribution. The distribution of population changes continuously over time.

Here is the map of Bhutan showing population distribution.

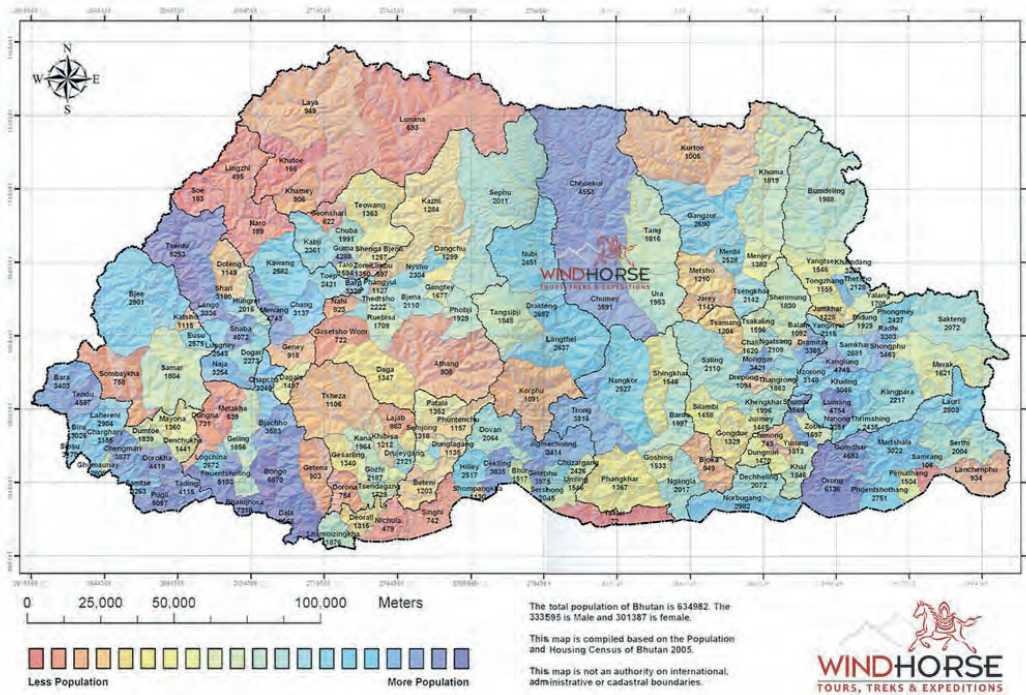


Figure 3.2 Population map of Bhutan

3.5 Impacts of population on the environment

As population increases, the use of resources and waste production also increase. These wastes dirty the surroundings, pollute air, water, and land.

Forests are used for timber, cultivation, road construction, mining and industries. These activities have led to the degradation of soil and pollution of water and air.



Figure: 3.3 Human impacts on the environment

Learning Activity 3.2. Answering the questions

Instructions:

1. Study Figure 3.3 and answer the following questions:

Questions:

1. List down the human activities apart from activities mentioned in Figure 3.3.
2. Which human activity is the serious issue of the environment? Why?
3. How water pollution affects the environment?
4. Suggest ways to overcome the problem of waste.

Test Yourself

1. What is population?
2. Define birth rate, death rate and migration.
3. What is the natural change of population?
4. Write at least three impacts of population on the environment.
5. What would be the long-term effect on the environment if people do not take care of it?

Chapter 4

Culture and Tradition

Competency

Analyse local culture and tradition to understand cultural diversity for harmonious coexistence.

Learning objectives

- Explain culture and tradition.
- Distinguish between tangible and intangible culture with examples.
- Describe important aspects of Bhutanese culture.
- Justify the importance of preserving and promoting culture and tradition.
- Investigate the local activities which attempt to preserve and promote our culture and tradition.
- Explain the significance of spiritual values of the sacred places, lhakhangs and monasteries.

Introduction

Every country has its own culture and traditions which are distinct from other countries. Bhutan has its unique culture and tradition. It is important to promote and preserve tradition and cultural values so that one knows where one belongs. It is also the identity of the country.

4.1 Culture and Tradition

Culture is a way of life of people in a society. Culture includes values, religions, beliefs, customs, languages, dress and food habits. Passing down customs and beliefs from one generation to another is known as tradition. Respecting elders, saying prayers before meals, making offerings to gods and goddesses, showing love and kindness, playing traditional games are some examples of culture and traditions.

Culture is classified as tangible and intangible. Tangible culture are those which are visible and concrete objects. Physical artifacts such as buildings, monuments, religious instruments, nyes and relics are some examples of tangible cultures. Intangible cultures are those practices which cannot be seen and touched. Some of the examples of intangible culture are knowledge, skills, beliefs and rituals.

Cultural heritage is the legacy of physical artifacts and intangible features of a society such as customs and beliefs that are inherited and passed through generations.

4.2 Preservation and promotion of culture and tradition

One of the greatest strengths of our country is having a unique identity that comes from culture. It is culture that makes the Bhutanese distinct from the rest of the world. Preservation and promotion of culture and tradition has a direct connection to the nation's independence and sovereignty. Thus, culture and tradition must be preserved as it is the symbol of Bhutan and being Bhutanese. Various activities and programmes are carried out towards preservation and promotion of culture and tradition in different levels of society. At the national level, the government takes culture and tradition as fundamental principles of Bhutan's development policy through which five year of development planning is done. Reconstruction of temples, monasteries and *dzongs*, promoting 13 arts by establishing arts institutions, setting up small organisations to uphold performing arts, setting up different monastic schools and promoting traditional ways of celebrating important events are some of the activities carried out to preserve and promote our culture and tradition.

School plays a vital role in the preservation and promotion of culture and tradition. Singing the National Anthem in the morning assembly, reciting prayers, setting up of a small altar in classrooms, chanting grace during meals, wearing *gho*, *kira*, *kabney* and *rachu* are some of the good examples for preservation of culture.

We also respect elders, parents, and teachers, practice arts and crafts, etiquette, conduct religious discourse, observe holidays, celebrate national events and erect prayer flags to preserve and promote our culture and tradition.

Learning Activity 4.1. Identifying cultural artifacts in different places in Bhutan

Instructions

1. Provide a chart or newsprint paper to each group by the teacher.
2. Each student makes or draws cultural features of their interest.
3. Place their drawings on the charts provided.
4. Discuss on:
 - a. Name the feature.
 - b. Where is it found?
 - c. Why is it important?
 - d. What can you do to preserve?
 - e. Is it Tangible or intangible?

Question

Write a paragraph on the activity that you have carried out.

4.3 Sacred Places of Bhutan

Bhutan has many sacred places to worship and for meditation. Some of the sacred places are temples, monasteries and *nyes*. *Nyes* are sacred sites in relation to Lord Buddha, *Guru Rinpoche*, *Zhabdrung Rinpoche*, *tertonpas* and *longchenpas*. *Nyes* are either in the forms of caves, rocks, trees, water bodies or landforms. Some important *nyes* are Aja, Gomphu-Kora and Chumphu.

A. Aja Nye

Aja Nye is a sacred site related to Guru Rinpoche. It is located in Mongar Dzongkhag. Literally, Aja means 100 sacred syllables “Aa” “ཨ” which is seen on the surface of the rock. The syllables appeared when *Guru Rinpoche* spent more than three months in meditation. He hid several sacred sites and treasures in the area. The sacred sites were later discovered by *Tertens* (treasures revealers). People visit the site and workshop to accumulate merits and to cleanse sins committed in their past and present lives.

B. Chumphu Nye

Chumphu Nye is a local name given to *Chumophu Ney* which is located in Paro Dzongkhag. The *Nye* is recognized as the second *tsari* (The *tsari* is in Tibet and is a well-known sacred site identified by *Tsangpa Jarey* in the 12th century.

Chumphu Nye has several sacred sites with the body of an imprint of *Guru Rinpoche* and the mountain ridge of the site rocks like the goddess *Dorji Phagmo* (Vajaravahni). *Terton Drukdra Dorji* identified the site and named it *Chumophu Nye* in the 18th Century.

Later, His Holiness the Ninth *Je Khenpo Shakya Rinchen* mediated at the site and built the main *lhakhang*. He also installed the *Dorji Phamo* statue, which is the main relic of the site. Many people visit Chumphu Nye to offer prayers to *Dorji Phagmo* and to fulfil their wishes of visiting *Tsari Nye* of Tibet.

C. Gomphu-kora Nye

Gomphu-kora Nye is in *Trashigang Dzongkhag*. ‘*Gomphu*’ means a place of meditation and ‘*Kora*’ means circumambulation. It is attributed to *Guru Rinpoche* who had meditated and subdued evil spirits at the place.

Around the temple, numerous *nyes* are found. *Nyes* contain significant relics, such as rocks resembling a *Garuda’s egg*, the hoof of *Guru’s steed* and *Guru’s footprint*. Some traces and shapes of the evil demon are also found on rocks. It takes almost two days to visit all the *nyes* in *Gomphu-kora*.

Learning Activity 4.2. Exploring Nyes in Bhutan

Instructions:

1. Divide the class into teams.
2. Each team selects a Nye from the list: *Singye Dzong, Baylangdra, Tang Membartsho, Chorten Kora* and any Nye in your locality.
3. Groups use the library, internet or interview elders to collect and record the information based on **Table 4.1**.

Table 4.1

Name of the Nye: Team:

Sources of Information: Date:.....

Process steps	Questions	More information
Inquiry	Where is the <i>nye</i> ?	
Value exploration	Why is it important?	
Decision making	What do people do to preserve the <i>nye</i> ?	
	How do people promote the <i>nye</i> ?	

Questions

1. List two to three tangible and intangible cultural aspects found in the 'nye'.
2. How do 'nyes' contribute to the well-being of people?
3. Why is it important to know about 'nyes'?

Test Yourself

1. What are culture and tradition?
2. List some examples of tangible and intangible cultural heritage of the locality.
3. Explain some ways to promote and preserve culture.
5. Why should we preserve culture and tradition?

Chapter 5

The Government

Competency

Examine the structure of the government and its roles in safeguarding sovereignty and promoting the welfare of the people.

Learning objectives

- Explain the government and its roles.
- Identify the *kabneys* and *rachus* worn by His Majesty the King, Ministers, Secretaries, Commissioners and Members of Parliament.
- Describe the branches of government.
- Interpret the selected fundamental rights.
- Apply the fundamental rights in daily lives.

Introduction

In the world, there are many forms of government such as monarchy, democracy, republic, aristocracy, communist and dictatorship.

5.1 The Government

A government is a group of people who look after and manage all matters of the country. The government prepares plans and carries out developmental activities for the welfare of the people. The government makes rules and regulations to provide equal and just services to people and to safeguard the sovereignty of the country.

Until 2006, the form of government in Bhutan was a monarchy. Since 2008, Bhutan has become a Democratic Constitutional Monarchy with the existence of multiple political parties. His Majesty the King is the head of the state (country) and reigns the state. His Majesty the King wears a yellow *kabney* with *patang*.



Figure 5.1 The King and the Council of Ministers

In a democratic government system, the party which wins the majority seats in the National Assembly in the general election forms the government. The leader or nominee of the winning party becomes the Prime Minister. The Prime minister is the head of the government.

The Ministers of different ministries constitute the Cabinet. While the Prime Minister and Cabinet Ministers wear orange *kabney* with *patang*, the female Ministers wear orange *rachu* with *gyentag*. The functioning of the government is supported by the civil servants working under different ministries and autonomous agencies. The government functions in accordance with the Constitution of the country.

The civil servants holding different posts in Ministries and agencies are distinguished by the *kabney*. Some secretaries wear *buramarp* while others wear white *bura kabney* without fringes with *patang*. The female secretaries

wears *rachu* with *gyentag*. The *Patang* symbolizes authority and the *Kabney* denotes honour. Only the *Druk Gyalpo* bestows both these symbols of authority and honour upon the wearers.



Figure 5.2 Civil Servants

5.2 Branches of government

A. Executive

The executive is the branch of government that is responsible for running the country. The executive body consists of the Council of Ministers (Lhengye Zhungtshog) headed by the Prime Minister. They have the power to implement the laws passed by the parliament.

B. Legislature

The legislature is a law-making body. The parliament which is a legislative branch debates and passes laws. The power to make and amend laws and make decisions for the nation is with the Parliament, consisting of the *Druk Gyalpo*, the National Council and the National Assembly.

The National Assembly and National Council are chaired by the speaker and the chairperson. The speaker and the chairperson wear orange *kabney* with *patang*, while female wears orange *rachu* with *gyentag*. While the male members of the National Assembly and the National Council wear blue *kabney* with *patang*, female members wear *rachu* with *gyentag* respectively.

C. Judiciary

The Judiciary shall protect, uphold, and administer justice impartially and independently, free from fear, favoritism, or unnecessary delay, in alignment with the Rule of Law. This will foster trust, confidence, and ensure better access to justice for all.

The judicial authority of Bhutan is vested in the Royal Courts of Justice comprising of the Supreme Court, the High Court, the *Dzongkhag* Court, the *Dungkhag* Court and such other Courts and Tribunals as may be established from time to time by *Druk Gyalpo* on the recommendation of the National

Judicial Commission.

The Chief Justice of Bhutan is appointed from among the *Drangpons* of the Supreme Court or from among eminent jurists by the *Druk Gyalpo* by warrant under His hand and seal in consultation with the National Judicial Commission.

The Chief Justice of Bhutan wears orange *kabney* with *patang*. While male *Drangpons* wear green *kabney* with *patang*, female *Drangpons* wears green *rachu* with *gyentag*.

5.3 Democracy and its Principle

Democracy is a system of government in which people choose their representative or leader through election. Election is the process of choosing representatives through a secret ballot. The Election Commission conducts elections as per the electoral laws of Bhutan.

In a democracy, all citizens have equal rights and responsibilities in decision-making through their representatives in local government or parliament. Every citizen has the right to vote after attending the age of 18.

Learning Activity 5.1. Understanding the individual fundamental rights

Instructions:

1. Divide the class into groups.
2. Refer to the selected fundamental rights provided in Figure 5.3.
3. Allocate one fundamental right to each group.
4. Groups make interpretations of the selected fundamental rights allocated to them.
5. A spokesperson from each group makes the presentation.

Article 7
Fundamental Rights

1. A Bhutanese citizen shall have the right to freedom of speech, opinion and expression.
2. A Bhutanese citizen shall have the right to vote.
3. A Bhutanese citizen shall have the right to freedom of movement and residence within Bhutan.
4. A Bhutanese citizen shall have the right to equal access and opportunity to join the Public Service
5. All persons are equal before the law and are entitled to equal and effective protection of the law and shall not be discriminated against on the grounds of race, sex, language, religion, politics or other status.

Source: Adapted from the Constitution of the Kingdom of Bhutan.

Figure 5.3. Fundamental Rights

Questions

1. Why are fundamental rights important for people?
2. What forms of rights are practised in your school? Give one example.
3. How do fundamental rights guide the government in functioning?

Test Yourself

1. Differentiate the terms government and democracy.
2. Why should a country have a government?
3. What are the benefits of a democratic form of government?
4. What type of person should you vote to represent your community in the parliament?
5. What are the drawbacks of democracy?

Chapter 6

People and the Society

Competency

Investigate causes of social problems in the community and recommend possible solutions for safe living.

Learning objectives

- Explain corruption, domestic violence, suicide, cyber bullying, child trafficking, and abortion.
- Investigate the causes and consequences of the social problems in the community.
- Provide possible solutions to minimise the social problems.

Introduction

A society is a group of people who live together in an area. People interact in a society to promote welfare and well-being. The interaction also results in social problems that affect life in the society. Therefore, it is important to understand social issues and concerns to promote harmony.

6.1 Social Problems

A. Corruption

Everyone has the right to work well for all sentient beings. But misuse of power and corruption for personal gains is against the law of a country. Some examples of corruption are bribery, favouritism and misuse of public money. The desire of the people to have more money and wealth, and an autocratic governing system are some causes of corruption.

Corruption hinders the effective implementation of developmental plans and activities. It also affects the enforcement of laws and national values, and people are deprived of fair and equal opportunities. As a result, there is disharmony in the society.

Some measures to prevent corruption are; empowering citizens in decision-making, easy access to information, and creating awareness through education.

Learning Activity 6.1. Exploring preventive measures of corruption

Instructions

1. Divide the class into teams.
2. Each team chooses any one of the corruption - bribery, favouritism or misuse of public money.
3. Each team uses the school library or internet or interviews adults on corruption that they have chosen.
4. The teams collect information on ways to prevent corruption.
5. Discuss the findings in the class.

Questions

1. Which preventive measures would you choose and why?
2. Why is it important to prevent corruption?

B. Domestic violence

Domestic violence is not physical violence alone. Domestic violence is a pattern of behaviour used to maintain power and control over an inmate partner, a spouse, a girl/boyfriend or family members. Some causes of domestic violence are drinking alcohol, anger, jealousy and low self-esteem. Domestic violence can lead to injury, separation, anxiety, fear, stress and depression.

Given the numerous types of domestic violence, there are also a variety of adverse effects associated with being a victim of domestic violence. These include:

- Losing a sense of individuality
- Adverse effects on children, such as the inability to express empathy

- Lack of confidence
- Feelings of incompetence
- Dependence upon the abuser
- Feeling helpless
- Becoming depressed.

Some of the measures to reduce domestic violence are:

- Community Education and Awareness.
- Investing in Domestic Violence Prevention Programs.
- Reducing alcohol and drug use through a public health approach.
- Working with Royal Bhutan Police (RBP), National Commission for Women and Children (NCWC), Respect, Educate, Nurture and Empower Women (RENEW) and Rehabilitation Centers,





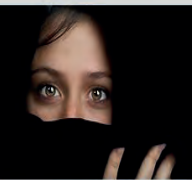

Types of domestic violence					
Physical abuse	Emotional abuse	Financial abuse	Sexual abuse	spiritual abuse	Technological abuse
					
Pushing, hitting, choking, kicking	Criticizing, name calling, making decision for another	Complete control of money, forcing to work,	Forcing unwanted sex acts	Controlling religious belief, culture and values	Controlling password and financial account.

Figure 6.1 Types of Domestic Violence

Learning Activity 6.2. Creating a picture book on domestic violence

Instructions

1. Divide the class into groups.
2. Provide any one type of domestic violence for each group.
3. Assign a role to each member in the group. (Writer, Editor, Artist, Designer, Resource manager).

4. Each group comes up with a picture book on domestic violence.
5. The book should cover the message on - (Concepts, causes, effects and measures of domestic violence).
6. Each group presents to the class.
7. The class chooses the best book for the library.

Questions

1. What are the reasons for domestic violence?
2. How can you solve the problem of domestic violence that the team has chosen?

C. Suicide

Suicide is an act of intentionally taking one's own life. It is believed to be sinful to commit suicide. Some common causes of suicide include depression, drug abuse, family problems, mental disorders and conflict with others. Suicide creates problems in the family and community.

Attempting to commit suicide is a crime. It is important to discuss social and emotional problems with parents, counsellors, teachers and adults. People must help others when they are in a similar situation. Organisations like Royal Bhutan Police (RBP), Respect Educate Nurture Empower Woman (RENEW), National Commission for Women and Children (NCWC), and Department of Youth and Sports provide help and support to people with problems.

Learning Activity 6.3. Understanding the causes and consequences of suicide

Instructions:

1. Divide the class into groups.
2. Read Figure 6.2 and identify the causes and consequences of suicide.
3. Present your work to the class.

Mongar dzongkhag recorded 10 suicide cases in the last one and a half years.

Records with police show that the youngest was a 15-year-old student and the oldest was a 72-year-old man. Except for the students, most of those who committed suicides were farmers.

Depression, alcohol, poverty, and family issues were cited as causes for them taking their own lives, according to health officials.

It was learnt that while a man from Drepong gewog allegedly committed suicide in February this year because of a mental health problem, the 72-year-old man from Chali gewog allegedly took his own life in March this year because there was no one to look after him. The 15-year-old student from Thangrong gewog is alleged to have committed suicide following a strained relationship with a boy in April last year. Her parents were divorced.

An 18-year-old girl from Sarpang also took her life in Mongar when she allegedly could not clear a debt of Nu 10,000 to 20,000. A 53-year-old woman from Thangrong gewog is said to have committed suicide in March this year because of alcohol. It was learnt that she attempted suicide thrice. In July this year; a 63-year-old man allegedly took his own life after his two wives had a misunderstanding and the matter was taken to court.

The Dzongkhag health deputy chief officer said they have formed a committee to prevent suicides in the Dzongkhag. On September 10, dzongkhag officials organised a daylong awareness programme on preventive measures of suicide with the public of Drepong, as there were more reported suicide cases from the gewog. Officials conducted advocacy programmes on causes, signs, symptoms and preventive measures of suicide from both religious and health aspects.

Source: kuensel, September, 14, 2017

Figure 6.2 Case Study

Questions:

1. How many suicide cases were reported?
2. What are the main reasons for most of the suicides?
3. What are some measures taken by the government to prevent suicides?

D. Cyber bullying

Bullying that takes place over digital devices like cell phones, computers, and tablets is called Cyberbullying. Cyberbullying happens through text messages, Short Message Services (SMS), voice messages, stickers, video clips and pictures. People cyber bully to boost their ego, for entertainment, insult others and for revenge.

Cyberbullying results in sadness, loneliness, and changes in sleeping and eating behaviour. It also leads to health problems, poor participation in activities,

poor academic performance, drop in school, and abuse of substances. Blocking emails, logging off the site, saving messages and informing relevant people about the abuser are some ways to prevent cyberbullying.

Learning Activity 6.4. Sharing experiences on cyber-bullying.

Instructions

1. Divide the class into groups.
2. Learners share examples of cyberbullying they experienced or heard of keeping discussions respectful and general.
3. The group will choose one experience and present it with the class.
4. The groups can use the following questions for discussion:
 - What form of cyberbullying did you experience?
 - Why do you think that person bullied you?
 - Was it a friend or a stranger who bullied you?
 - What was your reaction after the bully?
 - How did you protect yourself from cyberbullying?

Question

1. How can you protect yourself from cyber-bullying?

E. Child Trafficking

Relocation of children for forced labour or sexual use is called child trafficking. Some causes of child trafficking are poverty, oppression, lack of human rights, lack of social or economic opportunity, and wars.

Child trafficking is a serious social concern. It leads to the development of mental and physical health problems. Some other consequences are depriving education, spreading sexually transmitted diseases, unwanted pregnancies, depression, and substance abuse.

Forming community groups, developing rules and regulations, and creating awareness through education can prevent trafficking. Royal Bhutan Police (RBP), Respect Educate Nurture Empower Women (RENEW), and National

Commission for Women and Children (NCWC) are agencies working to prevent child trafficking.

Learning Activity 6.5. Exploring preventive measures for child trafficking

Instructions

1. Each student writes one preventive measure on child trafficking.
2. Carry out Numbered Heads Together (in the group)
3. A member from each group presents the point to the whole class.
4. The class monitor prepares a chart on “how to prevent child trafficking” and puts it up on the wall.

Questions

1. How can you prevent child trafficking?
2. How does child trafficking affect the family?

F. Abortion

Abortion is a medical procedure that ends a pregnancy before the baby is able to live outside the mother’s womb. It can be done through medicine or surgery.



Some reasons for abortion include unplanned and unwanted pregnancy, rape and unprotected sex. Creating awareness through education, using contraceptives and avoiding sexual activities are some ways to prevent abortion.

Learning Activity 6.6. Understanding about consequences of abortion with the activity given below:

Instructions

1. Divide the class into groups.
2. Each group discusses the physical, emotional, and social consequences of abortion.
3. The group presents their findings to the class.

Questions

1. Tell two points that touched your feelings.
2. Abortion is risky. Explain.

Test Yourself

1. What form of corruption is common in your community? Suggest some ways to prevent it.
2. Which type of domestic violence needs more attention? Why?
3. How does suicide affect the society?
4. Why is it important to report cyberbullying?
5. How does child trafficking affect the family?
6. What are the main causes of abortion?
7. What are some support that could be arranged for abortion?

Chapter 7

People and the Environment

Competency

Evaluate the pros and cons of hydropower and urbanization for maintaining balance between development and environmental conservation.

Learning objectives

- Discuss advantages and disadvantages of hydropower.
- Explain preventive measures to minimise the impacts of hydropower on the environment.
- Explain the pros and cons of the lifestyle in both urban and rural settings.
- Discuss measures to reduce rural-urban migration.
- Define climate change.
- Explain the causes of climate change and its effects on humans.
- Suggest ways to reduce the impact of human activities on climate change.

Introduction

Environment is the main source of resources for all living beings. It provides air, food, water, shelter, and other essential needs. The environment in its natural state is clean and stable. However, due to increasing human activities, the stability of the ecosystem is disturbed. This results in environmental degradation, pollution and loss of lives, which affect the health and well-being of living things.

7.1 Hydropower

Hydropower produces electricity by using the energy of running water. Electricity generated by the hydropower plants is important for the development of Bhutan. It is one of the main sources of income, which is sustainable for the socio-economic development of Bhutan.

Electrical energy is clean energy. However, the construction of a hydropower plant has diverse effects on the environment. Dam construction disturbs the natural habitats of plants and animals. It causes deforestation and disturbance in landforms, resulting in landslides and soil erosion. Hydropower plant construction forces people to relocate to new places resulting in loss of livelihood and disturbs the environment. The construction of electrical transmission lines also has severe effects on wild animals and human beings due to electromagnetic waves.

To reduce the negative impacts of hydropower plants, dams are constructed in places where the environmental disturbance is minimal. It is important to plant trees to prevent landslides and protect plants and animals. Dams are cleaned periodically to prevent the production of methane gas and the removal of waste from water.

Activity 7.1. Classifying the benefits and impacts of hydropower plant

Instructions

1. Divide the class into groups.
2. Read the information in Table 7.1.
3. Classify the information as per Table 7.2.
4. Present to the class and discuss.

Table 7.1.

1. Forest degradation	7. Deforestation
2. No pollution	8. Methane gas production
3. Plantation	9. Employment opportunity
4. Habitat disturbance	10. Income generation
5. Cleaning dam	11. Unstable ecosystem
6. Reforestation	12. Landslide and soil erosion

Table 7.2.

Group Name:		Date:
Benefits	Impact on environment	Measures on impacts of hydropower

Questions

1. State one most common impact of hydropower plants on the environment.
2. What environmental measures can you take to reduce the impact of hydropower plants?
3. Electricity is clean energy. Explain.

7.2 Urbanization

Urbanization refers to the increase in the number of people living in cities and towns. People often migrate from rural to urban areas in search of better opportunities and facilities such as jobs, healthcare, higher education, and business prospects.

However, this large-scale movement can lead to significant challenges. The increase of population in urban areas often results in a scarcity of resources, giving rise to issues like unemployment, housing shortages, and inadequate education and healthcare facilities. These conditions can push individuals toward drug abuse, crime, violence, vandalism, and theft.

Due to this migration, rural areas suffer. It leads to a decline in agricultural productivity and a lack of skilled labour. Basic services in rural areas may also worsen due to a smaller population.

To address the challenges of rural-urban migration, it is important to invest in rural development. Strategies include promoting agriculture and modern farming techniques, building well-equipped schools and hospitals, creating diverse employment opportunities, and educating people about the negative impacts of migration. These measures can help balance development between rural and urban areas, reducing the pressure on cities while improving living standards in the countryside.

Learning Activity 7.2. Identifying the differences between rural and urban areas



Figure 7.1 Rural Settlement



Figure 7.2 Urban Settlement

Instructions

1. Individual work.
2. Study Figures 7.1 and 7.2.
3. Based on the pictures of Figures 7.1 and 7.2, identify differences between urban and rural areas.
4. Share your answers with your shoulder partner.

Questions

1. If you are given a choice to settle, which place would you prefer? Why?
2. What are the disadvantages of urbanisation?

7.3 Climate change

Climate change is the increase in average atmospheric temperature. Climate change is caused by nature, as well as human activities. Volcanic eruptions, ocean currents, and variations in solar radiation are the natural causes of climate change.

The climate changes caused by human activities are large scale use of fossil fuels, deforestation, and an increase in the release of greenhouse gases. Climate change leads to extreme weather conditions, heatstroke, loss of biodiversity, and health problems.

Some ways to prevent climate change are: planting trees, reducing the emission of greenhouse gases, creating awareness, and making wise use of energy.

Learning Activity 7.3. Exploring ways to reduce the impact of climate change

Instructions

1. Divide the class into groups
2. Students use the library or internet or interview adults to collect information.
3. Present findings and discuss

Questions

1. State two common ways of reducing the impact of climate change.
2. How does climate change affect farmers?
3. How does climate change affect the lifestyle of people?

Test Yourself

1. State two important benefits of electricity.
2. Imagine there is no electricity in the country. How will the country be affected?
3. How does hydropower impact the environment?
4. What are the causes of urbanisation?
5. Compare the advantages and disadvantages of urbanisation.
6. Suggest two ways that a community can reduce the impact of climate change.
7. With the ongoing change of climate, what would be the condition of life on the earth after 50 years? Draw a picture.

Chapter 8

Hazard and Disaster

Competency

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

Learning objectives

- Differentiate between hazard and disaster with examples.
- Discuss the causes and consequences of lightning and glacier lake outburst flood.
- Discuss the measures to manage the impacts of lightning and glacier lake outburst flood.

Introduction

An object or situation, or behavior that has the potential to cause injury, damage properties, or the environment is called a hazard. Some examples of hazards are wet floors, heavy objects at a height, violence and harassment. A sudden accident that causes great damage or loss of life is called a disaster. Flood-hit places, plane crashes and volcanic eruptions are some examples of disasters.

In the absence of proper management of hazards and disasters, there can be lots of destruction and loss of life in the environment. To prepare and reduce the impacts of hazards and disasters, it is important to understand their causes and impacts on human lives and the environment.

8.1 Lightning

Lightning is a natural electrical discharge of high voltage that exists for a short duration in the atmosphere during thunderstorms. Thunderstorms that produce lightning are dangerous. It is caused due to the collision of warm and cold clouds in the atmosphere.

Lightning can endanger the lives of living things. It is dangerous to be in water, open ground, or in contact with metals during lightning. It is also important to remain inside the house, turn off electrical switches, and avoid staying under trees or canopy.

Learning Activity 8.1. Exploring the ways to reduce the impact of lightning

Instructions

1. Divide the class into groups.
2. Collect points from the internet/ library / interview on ways to reduce the impact of lightning.
3. Design a poster on ways to reduce the impacts.
4. Display posters in the class and do a gallery walk.



Figure 8.1 Lightning

Questions

1. How will you protect yourself from the impact of lightning?
2. What things in your house are likely to be damaged by lightning?

8.2 Glacial Lake Outburst Flood (GLOF)

Glacial Lake Outburst Flood (GLOF) is a type of flood that occurs when a glacier lake overflows or the dam fails to hold the water. Soil erosion, water pressure, heavy snow and earthquakes are some causes of GLOF. It results in loss of life, properties and environmental degradation.



Figure 8.2 GLOF

Learning Activity 8.2 Identifying consequences and ways to reduce the impact of GLOF

Instructions

1. Work in a group.
2. Use the library or the internet to gather information on consequences and preventive measures for GLOF.
3. Make a presentation and discuss.

Questions

1. Write two measures to reduce the impact of GLOF that the community can adopt.
2. How does GLOF affect the farmer?
3. Glaciers in the mountains are good and at the same time bad. Explain.

Test Yourself

1. Why is it important to learn about lightning?
2. What is GLOF?

Chapter 9

Transportation and Communication

Competency

Analyse the modes of transportation and means of communication to promote economic and social wellbeing of the community.

Learning objectives

- Describe different modes of transport.
- Compare and contrast the past and modern modes of transportation.
- Categorise electronic and non-electronic means of communication
- Compare and contrast the past and modern means of communication.

Introduction

Transport and communication are important for the development of a country. The development of transportation and communication has made life easy and comfortable.

9.1 Transportation

The movement of people, animals and goods from one place to another is called transportation. People use transport for trade, education, health and pilgrimage. Transportation has helped in the development of trade, industries, education, health and agriculture.

Different modes of transport system are land, air and water transport.

A. Land Transport

The movement of people, animals and goods from one place to another on land is called land transport. In the past people walked, carried loads and used animals to transport goods. After the introduction of modern transport people started using different types of vehicles for transportation.

Two types of land transport are road and railways. Road transport is the most important mode of transport in Bhutan. Animals like horses and yaks are still used to transport goods in those places where there is no road connectivity.

B. Air Transport

The transport of people and goods by aeroplanes and helicopters is called air transport. Air transport is the fastest mode of transport.

Paro Airport is an international airport. *Druk Air* and *Bhutan Airlines* provide international services and fly to Bangladesh, India, Nepal, Singapore and Thailand. Domestic airports at *Bumthang*, *Gelephu* and *Yonphula*, were established to enhance the air transport in the country.

C. Water Transport

Transport of people and goods by boats and ships over water bodies is called water transport. The use of water transport is minimal in Bhutan as the rivers are very narrow and small for transportation. However, large rivers like *Manas* and *Punatsang Chhu* is sometimes used for transportation.



Boat



Rafting

Figure 9.1. Water Transports

Learning Activity 9.1. Identifying types of transport

Instructions:

1. Identify modes of transport in Figure 9.2
2. Write in Table 9.1. under the correct heading.



Figure 9.2. Modes of Transport

Table 9.1

Land Transport	Air Transport	Water Transport

Questions

1. Describe different types of transport.
2. How did people travel in the past?
3. Which is the fastest mode of transport?
4. Why do people travel?
5. Why is water transport not popular in Bhutan?

9.2 Communication

The exchange of information between two or more people is called communication. Communication helps to spread knowledge, convey information, express ideas, and develop relationships with others.

Newspapers, radio, telephone, television, internet and mobile are some means of communication. In the past smoke signals, flag signals and human messengers were used for communication.

People invented writing and started sending written messages. Messages were sent using different modes of transport. The change in the transport system brought changes in communication.

Learning Activity 9.2. Exploring means of communication

Instructions:

1. Identify the means of communication in Figure 9.3.
2. Separate them into electronic and non-electronic communications.
3. Write it in Table 9.2.



Figure 9.3 Means of Communications.

Table 9.2.

Identify means of communication

Electronics	Non-electronics

Questions

1. Compare electronic and non-electronic means of communication.
2. Compare the communication system used in the past and at present.
3. Discuss how the communication systems have improved over the period of time?

4. How does the communication system affect the lives of the people today?

Test Yourself

1. Why did people use animals for transportation in the past?
2. How have the modes of transport changed from the past?
3. If you were to travel to India, which mode of transport would you choose? Why?
4. Which mode of transport is not available in our country? Why?
5. In what ways do the modern means of communication help people?

Chapter 10

Income

Competency

Examine the local economy and identify ways to improve the livelihood of the community for sustainable practices.

Learning objectives

- Identify types of income.
- Explore sources of income for economic activities in the community.
- Classify economic activities into primary, secondary and tertiary.
- Explain the importance of non-economic activities.
- Explain export and import trade.
- Discuss the benefits of trading.

Introduction

Different activities are carried out for a living. Activities are related to production, distribution, manufacture and exchange of goods and services. These activities help in generating income for the people. There are other activities which do not help to earn income but are important for living.

10.1 Sources of income

Learning Activity 10.1. Exploring types of income in the locality

Materials required: charts, worksheet, crayons and cello tape.

Safety measures

- Prepare questions to be asked with the help of your teacher.
- Get permission from the concerned authority.
- Be polite while interviewing.
- Work as a team.
- Be aware of dogs and be careful while visiting.
- Respect each other's views and acknowledge.

Instructions:

1. Divide the class into groups.
2. Groups visit the locality around the school.
3. Interview four to five households to collect information.
4. Groups use the following questions:
 - a. From where do you get the income and how much do you get?
 - b. How much do you spend on basic 'needs' and 'wants'?
5. Share information to the class.
6. Identify the types of income and fill in Table 10.1 under the appropriate headings.

Table 10.1

Type of income	Amount (Nu)
Wages	
Salary	
Selling goods/business	
Rent	
Retirement benefits	
others	
Total	

Questions

1. Draw a bar graph to analyse how people spend income.
2. What are the common types of income?
3. What are the sources of income?

10.2 Economic Activities

Economic activities refer to human activity related to the production, distribution and consumption of goods and services for monetary gain. Economic activities are categorised into primary, secondary and tertiary.

A. Primary Activity

Any activity related to the production of raw materials is called primary activity. People collect raw materials from nature and work with soil. Growing crops on farms, raising livestock, collecting timber from the forest, fishing and mining are some examples of primary activities.



Agriculture



Lumbering



Mining



Livestock

Figure 10.1 Economics activities

B. Secondary Activity

Manufacturing of goods is known as a secondary activity. It includes all forms of human activities using technologies that transform raw materials into products or goods. The secondary activity includes the manufacturing of food, clothes, furniture and machinery.

Bhutan has many manufacturing industries. Goods that are produced from these industries, such as cement, rods, ply boards and nails are used in the construction of roads, bridges and buildings.

Some of the secondary industries in Bhutan are given in Table 10.2.

Table 10.2

No.	Industry	Location	Produce
1.	Penden Cement Authority	Gomtu, Samtse	Cement
2.	Bhutan Fruit Products Limited	Samtse	Canned fruits, Juices and Jam
3.	Bhutan Board Products Limited	Darla, Chhukha	Ply boards and Furniture
4.	Dungsam Cement Plant	Nganglam, Pema Gatshel	Cement
5.	Army Welfare Projects	Gelephu, Samtse, Samdrup Jongkhar	Liquors

C. Tertiary Activities

Activities related to providing services are called tertiary activities. Some of the tertiary activities are teaching, health services, restaurants, hotels, banking, transportation, retail sales, tourism and entertainment. These are called service industries because they sell services to people in exchange for money.

It helps in the creation of job opportunities for people. As the economy develops, economic activities transform from primary to secondary and to tertiary.



Bank



Transport

Figure 10.2 Tertiary activities

Learning Activity: 10.2. Exploring types of economic activities

Instructions:

1. Read the list of activities given in Table 10.3
2. Classify them into primary, secondary and tertiary activities with justifications.

Table 10.3

Mushroom farming, fishing, making furniture, extracting limestone, weaving clothes, tourism, making pickles, Bhutan Post, recycling waste, teaching, transportation, cooking at home, washing at home, looking after animals at home.

Questions

1. Ap Dorji collects fruits from his garden, makes mixed pickles and packs in containers. He sells and earns some money for buying books for his children. How many activities does he do? Which one is a secondary activity? Why?
2. If you are given a choice, which type of economic activity would you prefer? Give reasons.

10.3 Non-Economic Activities

Activities which are not related to earning money are called non-economic activities. Non-economic activities are performed out of love, sympathy,

personal interest, compassion and volunteerism. A nurse attending to her sick mother at home is a non-economic activity because she does not earn money. The same nurse attending a patient in a hospital is an economic activity as the nurse earns a salary.

A mother cooking food for family, a person donating blood, playing games or helping victims of an accident are some of the non-economic activities.

A mother cooking for her family saves income as the family does not need to hire a cook. In this way, some non-economic activities are important in saving income.

Learning Activity: 10.3. Exploring non-economic activities

Instructions:

1. Divide the class into groups.
2. List as many non-economic activities as possible that are found in your locality.
3. Share the information with the class.

Questions

1. What are the common non-economic activities people do? Why?
2. Why are non-economic activities important for living?

10.4 Trade

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

Buying goods and services from other countries is called import. Bhutan imports goods such as salt, rice, cars, oils and clothes from countries like India, Bangladesh and Thailand.

Trade is important for people and countries to get goods and services that are

not available within the country. People can earn money by selling goods and services.

The exchange of goods and services without using money is called a barter system. For example, the exchange of butter for rice or cattle with the horse.

Learning Activity 10.4 Exploring export and import

Instruction

1. Divide into teams.
2. Explore other goods that Bhutan exports and imports.
3. Copy Table 10.4 and complete it.

Table 10.4

Export	Import

Questions

1. How can we reduce the import of vegetables from other countries?
2. Is the barter system still practised in your community? Why?
3. ‘Bhutan imports various goods from other countries’. How can we reduce the import of goods from other countries?

Test Yourself

1. Fill in blank space with the most appropriate word.
 - a. The money paid to workers on a daily basis is
 - b. Employee earns as income at the end of the month.
 - c. Washing one’s personal car is activity.
 - d. The house owner earnsby renting out the house.
 - e. Collecting stones for house construction is activity.

2. Classify the following activities as economic or non-economic activities. Write E for economic and NE for non-economic activities in the bracket.
 - a. A person selling newspapers. ()
 - b. A person running for physical fitness. ()
 - c. A boy watching television at home. ()
 - d. A cobbler mending shoes. ()
 - e. Elder taking care of younger ones. ()

Period allocation and weighting

Our Home		Time (minutes)	Weighting
	The Earth	500	11
	Our Country	500	10
	Population	500	11
History, Civics and Culture			
	Culture and Tradition	500	10
	Government	450	9
Human Wellbeing and the Environment			
	People and the Society	500	11
	People and the Environment	500	10
	Hazard and Disaster	450	9
Living and Economy			
	Transportation and Communication	450	11
	Income	450	9
		4800	100

Assessment

Term I: CA + SA = 50

Term 2: CA + SA = 50

For examinations (both home and Board)

Section A = 25 marks

All the questions are compulsory

- | | | |
|------------------------------|---|----------|
| 1. Multiple Choice Questions | - | 10 marks |
| 2. Fill in the blanks | - | 5 marks |
| 3. True or False | - | 5 marks |
| 4. Match the following | - | 5marks |

Section B = 25 marks

All the questions are compulsory

Short Question-Answers	-	25 marks
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Duration

15 minutes for reading the questions

1 hour and 30 minutes for writing the answer.