

SOCIAL STUDIES

CLASS VI



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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

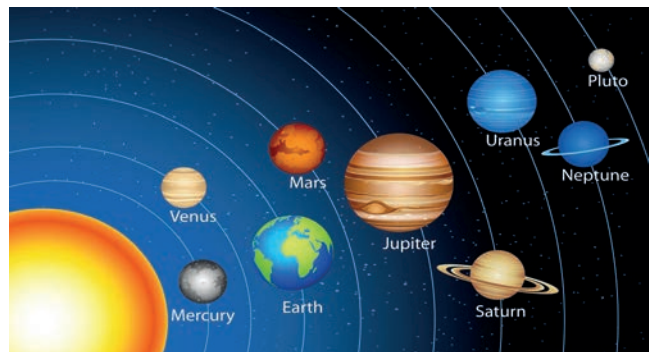
- Define Solar System.
- Draw the Solar System locating planets in accordance to the distance from the Sun.
- Define earth.
- Examine the unique characteristics of planet Earth which support life.
- Analyse the importance of the four spheres of the Earth in supporting life.
- Draw spheres of the Earth.
- Differentiate 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 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 up of the Sun and smaller bodies that move on their own axis and around the Sun. The smaller bodies include planets such as Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune and satellites.



The Solar System

Pluto is no more a planet as it is very far away from the Sun. It is small and is not visible.

Satellites are small bodies like planets rotating on their axis and revolving around the bigger planets. The Moon is the 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 sky after Sun set from March to October in the western sky. It also appears in morning before Sun shines from November to December in 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 observation 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 moves closer to the Sun?
3. What would happen if the Earth moves farther away from the Sun?

1.2 The Earth

The Earth is 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 to 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 the

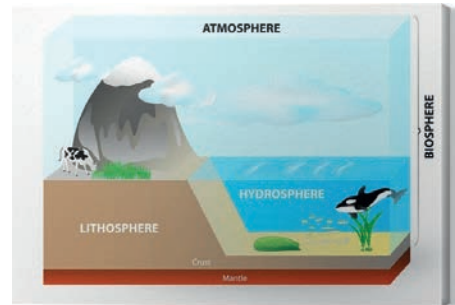
month of July. The Earth is the only planet that supports life due to presence of air and water.

1.3 The Spheres of the Earth

The Earth is divided into three spheres. They are lithosphere, hydrosphere and atmosphere.

A. Lithosphere

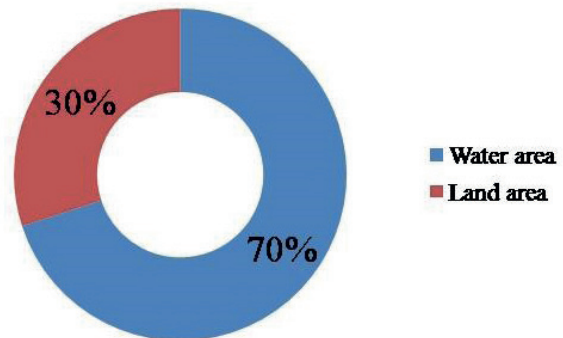
The outer most layer of the Earth is called **Lithosphere**. It is a solid surface. The lithosphere is rough and uneven as there are hills and mountains on the surface. Lithosphere is divided into big and small land areas. These big areas of land are called the **continents** while small areas of land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



Spheres of the Earth

B. Hydrosphere

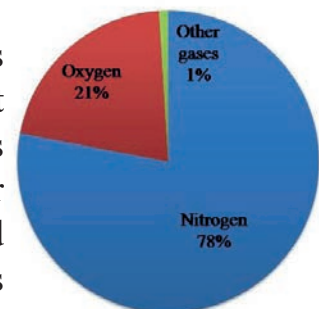
The portion of the Earth covered by water is called **hydrosphere**. Oceans, seas, lakes, rivers, streams and ponds together form hydrosphere. About 70 percent of the total Earth's surface is covered by water bodies.



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 gases like carbon dioxide, hydrogen, helium, ozone and neon form the remaining 1%. The atmosphere extends up to 1600 kilometres from the Earth's surface.



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. Provide food or raw material- Every living thing needs food to survive; thus, the biosphere plays an important role in providing food to different animals and plants.

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

Instructions:

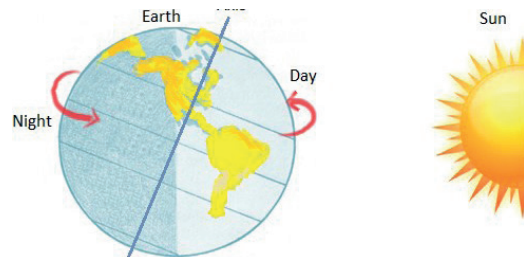
1. Work in groups.
2. Discuss the importance of lithosphere, hydrosphere and atmosphere.
3. Write the importance of lithosphere, hydrosphere and atmosphere.
4. Share them in the class.

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 own axis and around the Sun. These movements are **rotation** and **revolution**.



Rotation causes day and night

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

A. Rotation

The spinning of the Earth on its own 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 anti-clock wise 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 anti-clockwise direction. It follows an elliptical path. This path followed by the Earth is called an **orbit**.

The Earth takes $365 \frac{1}{4}$ days 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 tilted axis and revolution of the Earth.

Learning Activity 1.3. Exploring the movement of the Earth

Instructions:

1. Divide into groups.
2. Use torch and globe provided by teacher.
3. Place torch on a table.
4. Spin globe from west to east to learn about rotation.
5. Spin globe and move around the lamp to learn about revolution.

Learning Activity 1.3. Exploring the movement of the Earth

Instructions:

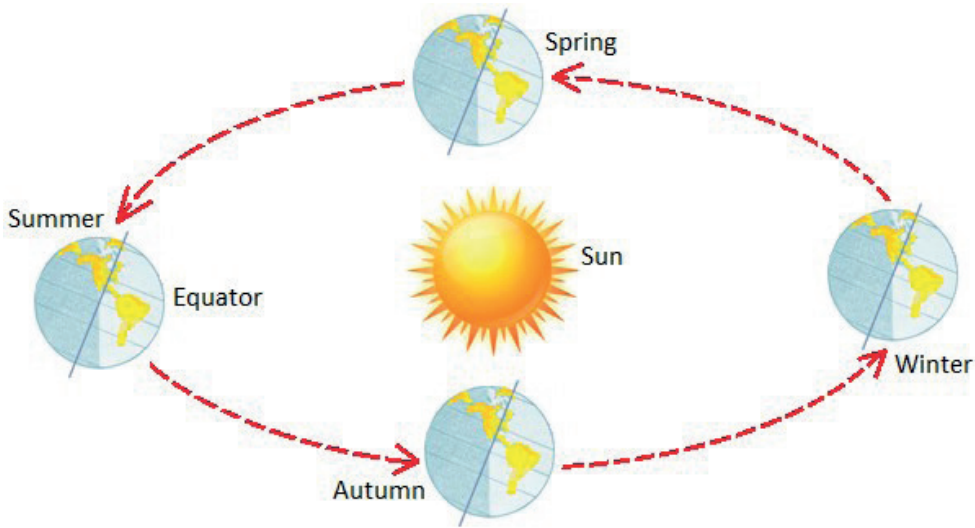
1. Divide into groups.
2. Use torch and globe provided by teacher.
3. Place torch on a table.
4. Spin globe from west to east to learn about rotation.
5. Spin globe and move around the lamp to learn about revolution.

Materials required

1. Globe
2. Torch

Safety measures

1. Handle the globe and torch carefully.
2. Do not look directly to the torch light.



Questions:

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

Test Yourself

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

Chapter 2

Our Country

Learning objectives

- Discuss climate and its factors.
- Identify climatic zones of Bhutan.
- Explain the climatic zones of Bhutan and how they impact the lives of the people.
- Explain climate change.
- Suggest ways to reduce the impact of human activities on climate change for better living.

Introduction

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

2.1 *Climate*

Weather is a day to day atmospheric phenomena. 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 of time. It is measured by assessing the patterns of variation in temperature, humidity, atmospheric pressure, wind and precipitation. Places located in different altitudes experiences different climatic conditions.

2.2 Factors affecting climate

A. Altitude

Altitude is the height above the sea level. As altitude increases, the climate becomes cold. The climate is warmer in the lower altitude and cold in higher altitude. Climate in southern part of Bhutan is hot and it is cold in northern parts.

B. Distance from the sea, lakes and rivers

The heating and cooling of land and water varies. 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 to equator.

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

C. Monsoon wind

Monsoon winds are seasonal wind which blows during particular season. They blow during summer season. The word monsoon is derived from the Arabic word '*mausem*' which means season.

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

During winter, the monsoon wind blows from central Asia to Indian ocean. This wind is cold and dry. The Himalayas protects Bhutan from cold winds.

2.3 Climatic Zones

There are four Climatic Zones in Bhutan. These zones are determined by climatic condition 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 experiences hot and wet summer, and warm and dry winter. The total annual rainfall is usually above 2000 mm. Some places under Samdrup Jongkhar, Sarpang, Chhukha and Samtse fall in this zone.

B. The Temperate Zone

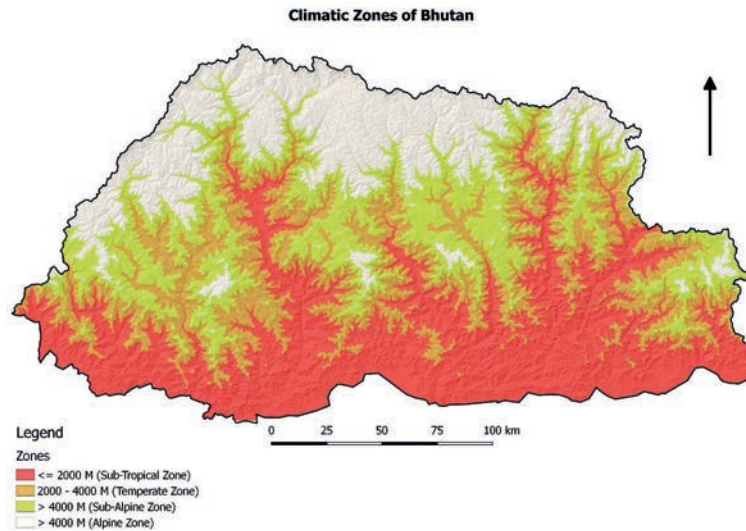
The Temperate Zone lies at an altitude of 2000 m to 3000 m above sea level. The mean temperature during summer ranges from 10°C to 22°C and 5°C to 8°C in winter. Places located in this zone experience warm summer and cold winter. The total annual rainfall varies from 1500 mm to 2000 mm. Parts of Mongar,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



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

Instructions:

1. Refer the map showing climatic zones given in the textbook or in 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? Why?
2. Why does Bhutan experience different climatic conditions?

2.4 Climate and people

Human activities are generally determined by 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 rear 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 the sun light and have less 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 is climate different from weather?
2. Explain the factors affecting climate.
3. Why do people do not prefer to settle in alpine regions?
4. Which climatic zone is most suitable for agriculture? Why?
5. Describe how climate influences people's way of living?

Chapter 3

Population

Learning objectives

- Define population.
- Explain factors affecting population change contributing to 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. Population varies from place to place according to time that impact the economy. In the past, population was not an issue in the world. There was harmonious relationship between people and the environment and people used available resources judiciously. With development, population has been rapidly changing and has become a concern for the society.

3.1 Population

Population is a total number of women, men and children living in a country over a period of time. Population does not remain same. It changes from time to time. According to Population and Housing Census of Bhutan (PHCB) 2017, the total population is 7, 35,553.



Population

3.2 Population change

The difference in number of people living in a place over a period of time is population change. Population increases or decreases depending on various factors like birth rate, death rate and migration.

A. Birth Rate

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

C. Migration

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

D. Natural Change in population

The change in population due to difference in birth rate and death rate of a place is called natural change in population. Natural change in population increases or decreases the population of a place. The change in population due to migration is not a natural change.

Learning Activity 3.1. Finding population of the school.

Instructions:

- Work in groups.
- Find out the population of your school for two years referring the records in the school.
- Write total male and female population of school.
- Find out the population change in your school.

Safety measures

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

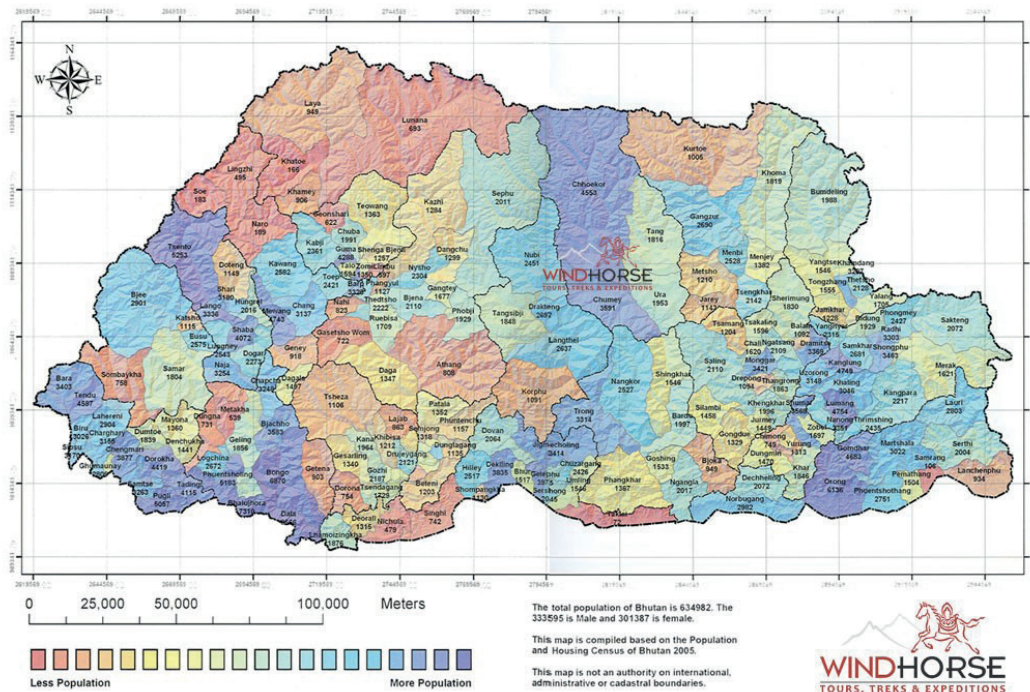
Questions

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

3.3 Population Distribution

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

Here is the map of Bhutan showing population distribution. The given map looks very small which means the information in the map is not clear. Please refer atlas to get clear information on distribution of population.



3.4 Impacts of population on environment

Rapid growth of population has brought many changes in the world. The growth of population has increased the need for resources. This increase in need for

resources has led to environmental degradation.

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

As population increases the use of resources increases and the waste products also increases. These wastes dirty the surrounding, pollute air, water and soil.



Mining

Water pollution

Lumbering

Waste

Figure: 3.1 Human impacts on environment

Learning Activity 3.2. Answering the questions

Instructions:

- Study figure 3.1.
- List down the human activities apart from activities mentioned in figure 3.1

Questions:

1. Which human activity is the serious issue on environment? Why?
2. How water pollution affects the environment?
3. 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 natural growth of population?
4. Write at least three impacts of population on environment.

Chapter 4

Culture and Tradition

Learning objectives

- Explain culture and tradition.
- 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 spiritual values of the sacred places, *lhakhang* and monasteries.

Introduction

Every country has its own culture and tradition 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 we know where we belong. It is 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 and food habits. Passing down of customs and beliefs from one generation to another is known as tradition. Respecting elders, saying prayers before meals, making offerings to god and goddess, showing love and kindness, playing traditional games are some examples of culture and traditions.

Culture is classified as tangible and intangible. Tangible cultures are those

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

4.2 Preservation and promotion of culture and tradition

One of the greatest strengths of our country is having 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 direct connection to the nation's independence and sovereignty. Thus, it is necessary for us to preserve and promote our culture and tradition 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 societies. At the national level, government take culture and tradition as fundamental principle of Bhutan's development policy through which five years' development planning is done. Reconstruction of temples, monasteries and *dzongs*, promoting 13 arts by establishing arts institutions, setting up of small organization to uphold performing arts, setting up different monastic schools and promoting traditional way of celebrating important events are some of the activities carried out to preserve and promote our culture and tradition.

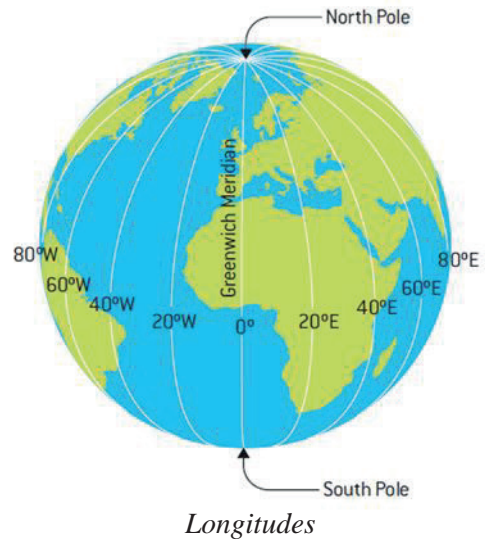
School plays vital role in preservation and promotion of culture and tradition. Singing National Anthem in the morning assembly, reciting prayers, setting up of small altar in classrooms, chanting grace during meals, wearing *gho*, *kira*, *kabney* and *rachu* are some of the good examples for preservation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

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

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

Instructions

1. Teacher draws a large outline map of Bhutan on newsprint paper.
2. Each student makes or draws cultural artefact of one's own interest.
3. Place on the map in the appropriate location.
4. Discuss on:
 - a. Where is it found?
 - b. Why is it important?
 - c. What can you do to conserve?
 - d. 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 revellers). 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 second *tsari* (The *tsari* is in Tibet and is well known sacred site identified by *Tsangpa Jarey* in 12th century).

Chumphu Nye has several sacred sites with the body of imprint of *Guru Rinpoche* and the mountain ridge of the site rocks like the goddess *Dorji Phagmo* (*Vajaravarahi*). *Terton Drukdra Dorji* identified the site and named it as *Chumophu Nye* in 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 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 is culture and tradition?
2. List some examples of tangible and intangible culture heritage of the locality.
3. Explain some ways to promote and preserve culture.
4. Why should we conserve culture and tradition?

Chapter 5

The Government

Learning objectives

- Explain Government and its significance for the welfare of its people.
- Describe the branches of government.
- Identify the Kabney and rachu worn by His Majesty the King, Ministers, Secretaries, Commissioners and Members of Parliament.

Introduction

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

5.1 Government

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



Till 2006, the form of government in Bhutan was a constitutional monarchy. In 2008, Bhutan became a Parliamentary Democracy Monarchy. The form of our government is Democratic Constitutional Monarchy. His Majesty the King is

the head of the state (country) and reigns the state. His Majesty the King wears yellow *kabney* with *patang*.

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

Ministers of different ministries constitute the cabinets. The Prime Minister and Cabinet Ministers wear orange *kabney* with *patang* or *goentag*. 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.

5.2 Branches of government

A. Executive

The executive is the branch of government that is responsible for the day-to-day management of the state. The executive body comprises of Prime Minister and ministers of different ministries. They are known as Council of Ministers or Lhengye Zhungtshog.

Prime Minister and ministers wear orange *kabney* with *patang* or *goentag*. The Council of Ministers is assisted by secretaries. Some secretaries wear *bura marp* with *patang* or *goentag* and some wear white *bura kabney* without fringes with *patang* or *goentag*.

Constitutional post holders wear white *bura kabney* without fringes with *patang* or *goentag*.

B. Legislative

Legislative is a law making body. It consists of the *Druk Gyalpo*, the National Council (NC) and the National Assembly (NA).

The National Council is chaired by Chair Person. The chairperson wears *orange kabney* with *patang* or *goentag*. Other members wear blue *kabney* with *patang* or *goentag*.

The National Assembly is chaired by the Speaker. The Speaker wears *orange kabney* with *patang* or *goentag*. The members or parliamentarians wear blue *kabney* or *rachu* with *patang* or *goentag*.

C. Judiciary

The judiciary interprets and protects laws made by legislature. The *dangrab* in *drungkhag* court wears white *kabney* with long green stripe in middle and small green stripe at both the ends with fringes.

Drangpoens in the *Dzongkhag* Court, the High Court, and the Supreme Court wear green *kabney* or *rachu* with *patang* or *goentag*. The Chief Justice of Supreme Court wears orange *kabney* with *patang*.

5.3 The Civil Servants

The civil servants holding different post in ministries and agencies are distinguished by *kabney*. Some secretaries wear white *bura kabkey* without fringes with *patang* or *goentag* and some wear *bura marp* without fringes with *patang* or *goentag*. The *patang* symbolizes authority and the *kabney* or *rachu* denotes honour. Only the Druk Gyalpo bestows both these symbols of authority and honour upon the wearers.

5.4 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 representative through secret ballot. The Election Commission conducts election as per the electoral laws of Bhutan.

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

Learning Activity 5.1. Understanding the individual fundamental rights

Instructions:

1. Divide the class in groups.
2. Refer the selected fundamental rights provided in Figure 5.1.

3. Allocate one fundamental right to each group.
4. Groups make interpretation of the selected fundamental rights allocated to them.
5. A spoke person 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 5.1. Fundamental Rights

Questions

1. Why are fundamental rights important for people?
2. What forms of rights are practiced 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 country have a government?
3. What are the benefits of 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

Learning objectives

- Explain domestic violence, cyber bullying, child trafficking, abortion and suicide.
- Investigate causes of the social problems in the locality and the possible solutions to minimize the issues.

Introduction

A society is a group of people who live together in an area. People interact in a society to promote welfare and wellbeing. 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 power to work well for all sentient being. But misuse of power and corruption for personal gains are against the law of our country. Some examples of corruption are bribery, favoritism, and misuse of public money. The desire of the people to have more money and wealth, and 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



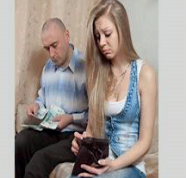



1. Divide the class into teams.
2. Each team choose any one of the corruptions - bribery, favoritism or misuse of public money.
3. Each team uses school library or internet or interview adults on corruption that they have chosen.
4. The teams collect information on ways to prevent corruption.
5. Discuss 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 a pattern of behavior used to maintain power and control over inmate partner 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.

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

Learning Activity 6.2. Creating a picture book on domestic violence

Instructions

1. Divide the class into groups.
2. Provide any one topic on domestic violence for each group.
3. Assign a role to each member in the group. (Writer, Editor, Artists, Designer, Resource manager)
4. Each group comes up with a picture book on domestic violence
5. The book should cover the message on - (Concept, causes, effects and measures on domestic violence)
6. Group presentation to the whole class
7. Class chooses the best book for library.

Questions

1. What are the reasons of 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 problem, mental disorder and conflict with others. Suicide creates problems in the family and community.

Attempting to commit suicide is a crime. It is important to discuss about social and emotional problems with parents, counselors, teachers and adults. People must help others when they are in similar situation. Organizations like Bhutan Police (RBP), Respect Educate Nurture Empower Woman (RENEW), and 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 causes and consequences of suicide

Instructions:

1. Divide the class into groups.
2. Read Figure 6.2 and identify 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 student, 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 suicides 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

Questions:

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

D. Cyber bullying

Bullying that takes place over digital device like cell phone, computer, and tablets is called Cyber-bullying. Cyber bullying 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.

Cyber-bullying results in sadness, loneliness, and change sleeping and eating behaviour. It also leads to health problems, poor participation in activities, poor academic performance, drop school, and abuse substances. Blocking emails, logging off the site, saving messages and informing relevant people about the abuser are some ways to prevent cyber-bullying.

Learning Activity 6.4. Exploring measures to prevent cyber-bullying.

Instructions

1. Divide the class into groups.
2. Use placemat consensus in groups, and select the best points from the groups.
3. One member from each group presents point to the class.
4. Class monitor compiles and displays the works on the wall.

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 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 group, developing rules and regulations, and creating awareness through education can prevent trafficking. Royal Bhutan Police (RBP), Respect Educate Nurture Empower Woman (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. Class monitor prepares a chart on “how to prevent child trafficking” and puts up on the wall.

Questions

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

F. Abortion

Intentional killing of unborn baby is called abortion. Abortion is considered to be sinful act in the society and it is against the law. It is a concern in the society as it affects the life of a girl or woman.



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 abortion

Instructions

1. The class debates on the topic “abortion should be acceptable in the society”.
2. Divide the class into two groups. One group speaks for the motion and other against the motion.
3. Class spends about 10 minutes to prepare for the debate.
4. The teacher organizes the debate.
5. Each group is given 15 minutes to speak.

Questions

1. Tell two points that really touched your feeling.
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 cyber-bullying?
5. How does child trafficking affect the family?
6. What are the main causes of abortion?

Chapter 7

People and the Environment

Learning objectives

- Discuss hydropower and its advantages to the country.
- Explain preventive measures to minimize impacts of hydropower on the environment.
- Explain the pros and cons of the lifestyle in both urban and rural settings.

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 eco-system is disturbed. This results in environmental degradation, pollution and loss of lives, which affect the health and wellbeing 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 a clean energy. However, 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.

In order to reduce the negative impacts of hydropower plants, dams are constructed in places where the environmental disturbance is minimum. 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 removal of waste from water.

Activity 7.1. Classifying benefits and impacts of hydropower plant

Instructions

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

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 eco-system Landslide and soil erosion
6. Reforestation	12. Landslide and soil erosion

Figure 7.1.

Table 7.1.

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

Questions

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

7.2 Urbanization

An increase in number of people living in cities and town areas is known as urbanization. People migrate from rural to urban areas for better opportunities and facilities like job, health, higher education and business.

The increase in population in an area leads to scarcity of resources. This creates problems like unemployment, shortage of shelter, inadequate education and health facilities. Such situations force people to indulge in drug abuse, crime, violence, vandalism and theft.

Some ways to reduce rural-urban migration are: promoting agriculture and farming, constructing modern schools and hospitals, creating employment opportunities, and educating people on the impacts of rural-urban migration.

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



Figure 2.1



Figure 2.2

Instructions

1. Individual work.
2. Study figure 2.1 and 2.2.
3. Based on the pictures of Figures 2.1 and 2.2, 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 urbanization?

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 variation in solar radiation are the natural causes of climate change.

The climate changes caused by human activities are: large scale use of fossil fuel, deforestation, and increase in 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 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 life style 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 urbanization?
5. Compare the advantages and disadvantages of urbanization.
6. Suggest two ways that a community can do to 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

Learning objectives

- Discuss the causes of lightning and glacier lake outburst flood.
- Discuss the measures to minimize. 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 hazard. Some examples of hazards are wet floor, heavy objects at a height, violence and harassment. A sudden accident that causes great damage or loss of life is called disaster. Flood hit places; plane crash and volcanic eruption are some examples of disaster.

In the absence of proper management of hazards and disasters, there can be lots of destruction and loss of life in the environment. In order 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. Types of Hazards and Disasters

8.1 *Lightning*

Lightning is a natural electrical discharge of high voltage that exists for a short duration in the atmosphere during thunderstorm. Thunderstorms that produce lightning are dangerous. It is caused due to 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 internet/ library / interview on ways to reduce the impact of lightning
3. Design poster on ways to reduce the impacts
4. Display posters in the class and do gallery walk

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 earthquake are some causes of GLOF. It results in loss of life, properties and environmental degradation.



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

Instructions

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

Questions

1. Write two measures to reduce the impact of GLOF which the community can adopt. GLOF?
2. How does GLOF affect the farmer?
3. Glaciers on the mountains are good 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

Learning objectives

- Describe modes of transport.
- Compare and contrast past and modern transportation system citing both advantages and disadvantages.
- Categorise electronic and non-electronic communication.
- Analyse the effectiveness of the present communication system.

Introduction

Transport and communication are important for the development of a country. 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 the 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 vehicle 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

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

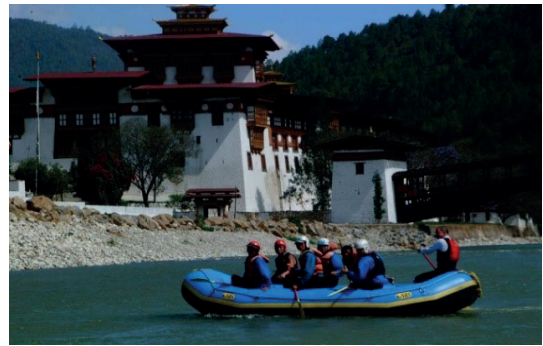
Paro airport is an international airport. *Druk Air* and *Bhutan Airlines* provide international services and flies to Bangladesh, India, Nepal, Singapore and Thailand. Domestic airports at *Bumthang*, *Gelephu* and *Yonphula*, were established to enhance the air transport in the country.

C. Water Transport

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



Boat



Rafting

Learning Activity 9.1. Identifying types of transport

Instructions:

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



A



B



C



D



E



F



G



H



I

Figure 9.1. Transports

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

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

Newspaper, radio, telephone, television, internet and mobile are some means of communication. In the past smoke signals, flag signals and human messenger 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 9.2.
2. Separate them into electronic and non-electronic communications.
3. Write it in Table 9.2.



Figure 9.2.

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. In what ways do the modern means of communication help people?
5. I have a chain but I'm not a prisoner. I have a frame but I'm not a photo. I have wheels but I'm not a car. I have a saddle but I'm not a horse. I have pedals but I'm not a piano. What am I?
6. Although I'm not a bird I have wings so I can fly. I can help you travel.
7. By jetting off through the sky. What am I?
8. I am something who speaks many languages to share news and sometimes I even sing. When I speak people cannot see me but they can hear me. I am not a living being. What am I?

Chapter 10

Income

Learning objectives

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

Introduction

Different activities are carried out for 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.

Learning Activity 10.1. Investigating 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 concern authority.
- Be polite while interviewing.
- Work as a team.
- Be aware of dogs and be careful while visiting.
- Respect each other's view 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 for 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 a human activity related to 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 production of raw materials is called primary activity. People collect raw materials from the 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

B. Secondary Activity

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

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

Some of the secondary industries in Bhutan are given in the 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 of 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 creation of job opportunities for people. As the economy develops, economic activities transform from primary to secondary and to tertiary.



Bank



Transport

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 pickle, Bhutan Post, recycling waste, teaching, transportation, cooking at home, washing at home, looking after animals at home.
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Questions

1. Ap Dorji collects fruits from his garden and makes mixed pickles and pack in the containers. He sells and earns some money for buying books for his children. How many activities does he do? Which one is 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 earn money are called non-economic activities. Non-economic activities are performed out of love, sympathy, personal interest, compassion and volunteerism. A nurse attending 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 salary.

A mother cooking food for family, a person donating blood, playing games or helping victims of an during 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 to 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 of 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 of 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 country 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 barter system. For example, exchange of butter with rice or cattle with 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 barter system still practiced 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 daily basis is
 - b. Employee earns as income at the end of the month.
 - c. Washing your car is a activity.
 - d. The house owner receives by renting the house.
 - e. Your father 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 one. ()
3. Why is trade important for people?
4. What are some of the problems of trade?
5. Why does Bhutan needs to import goods from other countries?

Assessment Matrix

Types of assessment	CFA			CSA			SA	
Domains	Social knowledge (SK) Cognitive	Social Skills (SS) (Psycho-motor)	Social Values and attitudes (SVA)	Social knowledge (SK) Cog- nitive	Social Skills (SS) (Psycho-motor)	Social Values and attitudes (SVA)	SK, SS & SVA	SK, SS & SVA
Techniques	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 Test blue print and paper-pencil test.
Assessment tools	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 questions: multiple-choice, Close test, matching, true or false. Short answer questions and extended response questions.	Test blue print, Paper pencil test with: Objective type Questions: multiple choice questions, close test, matching, true or false, Short answer questions and extended response questions.
Progress Report	Checklists and anecdotal records must be maintained for each topic throughout the academic year			SK	SS	SVA	Mid-term	Annual Exam
Weightings				T1=10 T2=10	T1=10 T2=10	T1=5 T2=5	T1=20	T2=30

Period allocation and weighting

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	Strand/core concept/topic	Time (Mins)	Weightings
1	Our Home		
	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	10	
Income	450	9	
		4800	100

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