



Environmental Studies

Textbook for Class III



Education Department
Government of Sikkim



I5E4M8

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Foreword

Since the development of the primary level state term books in the year 2012 and subsequent revisions, a need to revisit our books was felt to align with the developments that have emerged in the ensuing years. For this, a series of intensive exercises were initiated by SCERT which included consultative engagements with practicing teachers and users of the textbooks; strengthening of a core textbook writing team and collaborating with external academic partners. The revised textbooks of Math, Language and Environmental Studies (EVS) are the successful outcome of these initiatives.

A pilot study of the textbooks was also carried out in 40 government schools from four districts in the academic session of 2019. An orientation of all the teachers was conducted prior to its implementation. Learning experiences from the pilot study was used to further improve the new revised textbooks.

The new textbooks are aligned to the following:

- the Learning Outcomes of the National Council of Educational Research and Training (2017)
- the integration of education for sustainable development (ESD) for the implementation of UN's 2030 agenda for sustainable development goals of education for peace and sustainable development
- the integration of environmental studies in language and mathematics in class I and II with the introduction of the subject of EVS from Class III.

The content of the books is embedded in the socio-cultural context and experiences of the children who come to our government schools. Care has been taken to represent the social, cultural and linguistic diversity of Sikkim. The National Curriculum Framework 2005 emphasizes the need for connecting school learning to the real lives of children and providing a fearless environment where every child feels safe to ask questions, explore and experiment without the fear of being wrong or judged. It is hoped that the schools will nurture this while providing opportunities to work collaboratively with each other.

From the perspective of education for sustainable development, the lessons encourage children to care for and respect the natural environment and people. It encourages children to think critically and creatively about what is happening in their local as well as the global community, connect with their community and to take action for improving it.

SCERT thankfully acknowledges the successful effort of the text book development team of writers, academic partners and reviewers. It also thanks the school heads and officials from Education Department, Govt. of Sikkim for their continuous support.

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Thanks is also due to the UNESCO MGIEP- Environmental Studies academic team: Anita Rampal, Professor, Department of Education, University of Delhi, Dr. Ronald Johnston, Senior Lecturer, University of South Wales, U.K and Nadia Sangita Lausselet, lecturer, University of Teacher Education, Switzerland.

SCERT also thanks the following for their resources and content: NCERT for their reference materials and documents; UNESCO MGIEP for their publication Textbook for Sustainable Development (www.mgiep.unesco.org) which was used as a key resource for embedding of Sustainable Development.

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SCERT also acknowledges the valuable guidance and continuous support provided by Shri G. P. Upadhyaya, Additional Chief Secretary, and other officials of Education Department, Govt of Sikkim.

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It also acknowledges the contribution of Echostream Design Pvt. Ltd. for designing the textbooks and providing suitable illustrations.



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Note to Teachers and Parents

A child learns from his or her immediate surroundings as he/she learns to understand the world around them. They do not see the natural and social environment as separate entities but understand them as a whole. The National Curriculum Framework (NCF 2005), document developed by National Council of Educational Research and Training (NCERT) provides the framework for designing syllabuses, text books and pedagogical processes in school education. This national document has also recommended an integrated approach in teaching EVS (Environmental Studies) at primary level rather than having Science and Social Science as separate components. Therefore, the content in the book has been carefully built around children's age appropriate abilities to enable them to understand, explore and connect to their immediate environment.

The EVS syllabus has been represented in the form of four themes – Family and Friends, Food and Water, Clothing and Shelter, Travel and Places. These themes have been drawn from elements common to social studies, science and environmental education. Each theme has several sub-themes from which chapters have been developed. It has been revised with a significant emphasis on sustainability issues and forms a strong foundation for promoting Education for Sustainable Development (ESD).

One of the important and unique feature of this textbook is that elements of Education for Sustainable Development (ESD) such as Peace Education, Gender Equality, Human Rights and Environmental Education have been integrated in the textbook. The main objective of integrating ESD elements is to transform education to shape a more sustainable world by inculcating sustainable behavior in our children from very early stage and enable them to evaluate sustainability issues for themselves given familiar scenarios. It also aspires to make learning relevant and effective in the following ways:

1. Food has been discussed in relation to culture, region, communities and festivals. Attempt has also been made to raise awareness among children not to waste food, by narrating/mentioning about those children in other parts of the country and the world who do not get to eat proper food on a daily basis.
2. Plants and animals have been included in the theme 'Family and Friends' to make children aware that they are part of a wider extended family.
3. The text encourages thinking critically about the use of resources and provides opportunities to discuss issues surrounding the sustainability of these resources and also about their recycling and re-use.
4. Providing opportunities in the chapters to communicate effectively through dialogues and narratives.
5. The inclusion of community groups (Samaj) that nurture solidarity and communal responsibility contributes towards integration and appreciation of cultural diversity.

6. Inclusion of thought-provoking questions on pollution and traffic hazards, requiring students to make informed choices of the kind of transport they would use and benefits and disadvantages of their choices.

Besides incorporating ESD issues, a conscious effort has been made to avoid giving direct information or definitions but situations have been created for children to construct their own knowledge through observation, interaction and discussion with peers and elders. Children are also not given any instructions/directions to do certain things or follow certain norms (moralising) rather they are given opportunities to take decisions, develop their own understanding, shape their own thoughts and draw conclusions.

Suitable examples have been drawn from the local context to enable the child to relate his classroom learning to real life situations and experiences. The content in the book provides a lot of space for children to explore, understand concepts and does not advocate rote learning. Illustrations in the form of images and sketches have been included which not only make the book attractive but also contribute to the process of teaching- learning, making it effective, interesting, joyful and meaningful. The illustrations have been designed in such a way that they complement the spirit of the content.

Varieties of activities are given in the book which provide opportunities for the child to work individually and in groups. The activities are of different types which require the child to observe, explore, categorize, ask, draw, write and discuss. As learning of EVS takes place outside the classroom, children need to be frequently taken into the field for on-site learning and real-life experiences.

Textbooks should not be the only teaching learning materials relied upon. The teacher is required to be resourceful enough to design his/her teaching around the child utilizing other locally available resources to provide varied learning experiences to the children. Children should be encouraged to tap into sources other than the textbook and the teacher such as family, community, electronic/print media etc. Simple, precise and clear language has been used to facilitate easy learning. Commonly used local terms have been used to make learning easier and give a local flavor.

There are a few common threads which occur consistently throughout the textbook. These are the icons which represent activities, which encourage children to think, look around, discuss, work together, write and make things. It would help if the teacher familiarizes the child with these icons. Another important inclusion are the Teacher's Notes which provide suggestions to the teacher and support her/his pedagogy. The textbook also includes four Teacher's Pages, one each for every theme wherein a brief introduction to the chapters is included along with specific focus areas of each chapter. The rationale of including these pages was to provide the teacher with an overview of each theme.

Teachers are advised to look at the syllabus before teaching to understand the underlying concepts/principles/objectives of the new textbook.

To ensure continuous and comprehensive evaluation in the teaching learning process, inbuilt activities and questions have been incorporated. The objective of having

inbuilt activities and questions in the book is not merely to evaluate the child's knowledge and experience but to provide opportunity and space to the children to express themselves. Every child is unique and learns at her/his own pace, therefore they should be given enough time to do the activities which may be adapted in the light of the teacher's knowledge and understanding of the abilities expressed by the learners in their care.

Every creative composition always provides some scope for improvement. Therefore, this textbook is open to reflections, valuable suggestions, constructive criticism and innovative ideas from all stakeholders.

References:

- National Curriculum Framework, 2005
- NCERT Source Book on Assessment for Classes I-V, Environmental Studies, NCERT 2008

Class 3: Learning Outcomes

1. Identifies simple observable features (e.g. shape, colour, texture, aroma) of leaves, trunk and bark of plants in immediate surroundings.
2. Identifies simple features (e.g. movement, at places found/kept, eating habits, sounds) of animals and birds in the immediate surroundings.
3. Identifies relationships with and among family members.
4. Identifies objects, signs (vessels, stoves, transport, means of communication, transport, signboards etc.), places (types of houses/ shelters, bus stand, petrol pump etc.) activities (works people do, cooking processes, etc.) at home/ school/ neighborhood.
5. Describes need of food for people of different age groups, animals/birds, availability of food and water and use of water at home and surroundings.
6. Describes roles of family members, family influences (traits/ features /habits / practices), need for living together, through oral/ written/other ways.
7. Groups objects, birds, animals, features, activities according to differences/ similarities using different senses. (e.g. appearance/place of living/ food/ movement/ likes-dislikes/ any other features) using different senses.)
8. Differentiates between objects and activities of present and past (at time of the elders). (e.g. clothes /vessels /games played/ work done by people).
9. Identifies directions, location of objects/places in simple maps (of home/ classroom/ school) using signs/symbols/verbally.
10. Guesses properties, estimates quantities; of materials/activities in daily life and verifies using symbols/non-standard units (hand spans, spoon/mugs, etc.).
11. Records observations, experiences, information on objects/activities/places visited in different ways and predicts patterns (e.g. shapes of moon, seasons).
12. Creates drawings, designs, motifs, models, top, front, side views of objects, simple maps (of classroom, sections of home/school, etc.) and slogans, poems, etc.

13. Observes rules in games (local, indoor, outdoor) and other collective tasks.
14. Voices opinion on good/bad touch, stereotypes for tasks/play/food in family w.r.t gender, misuse/wastage of food and water in family and school.
15. Shows sensitivity for plants, animals, the elderly, differently abled and diverse family set ups in surroundings. (For the diversity in appearance, abilities, choices - likes/dislikes, and access to basic needs such as food, shelter, etc.)

Icons Used in the Textbook



Make



Discuss



Look Around



Think



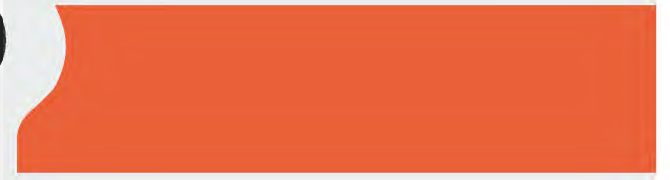
Work Together



Write



How to Use QR codes to access digital content



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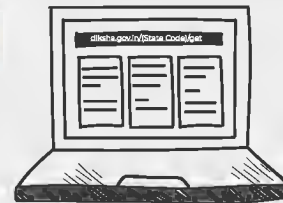
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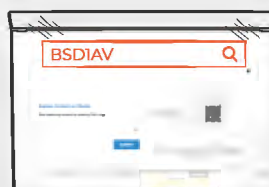
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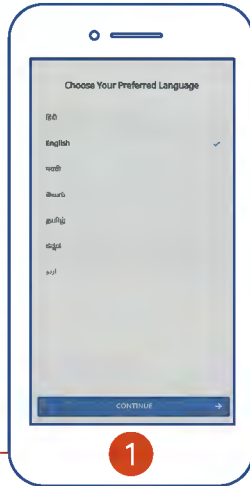
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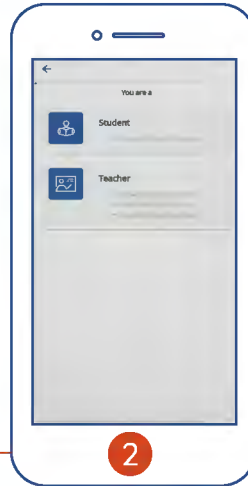


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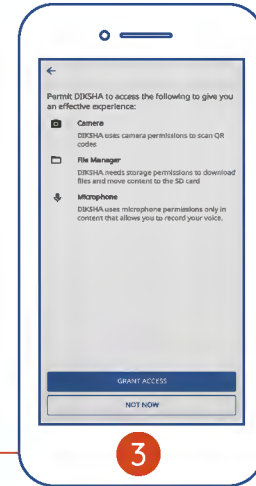
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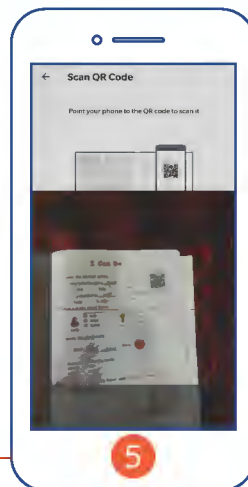
2
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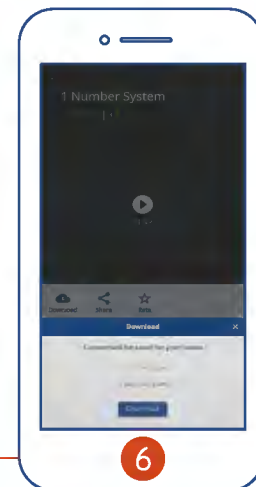
3
Grant access and allow app permissions



4
Tap to scan the QR code



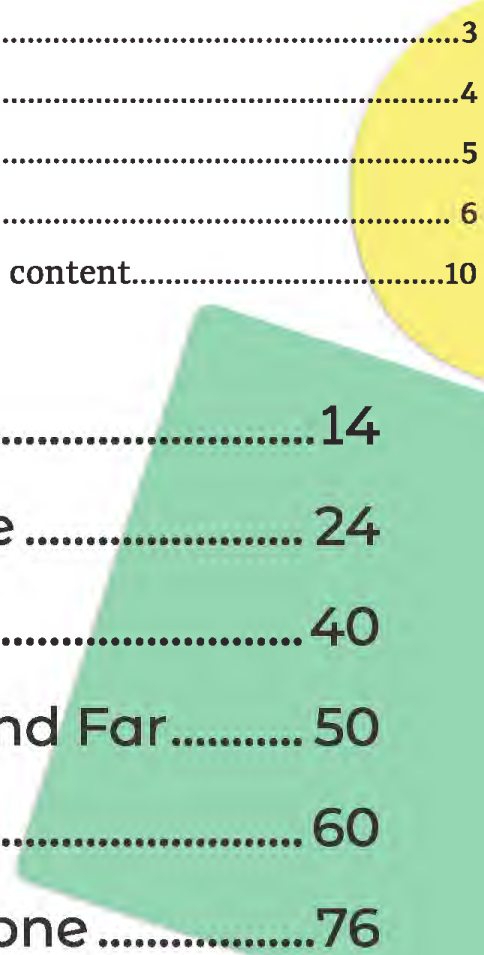
5
Focus camera on the QR code in textbook



6
Click to Play QR code specific content

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1. Our Families



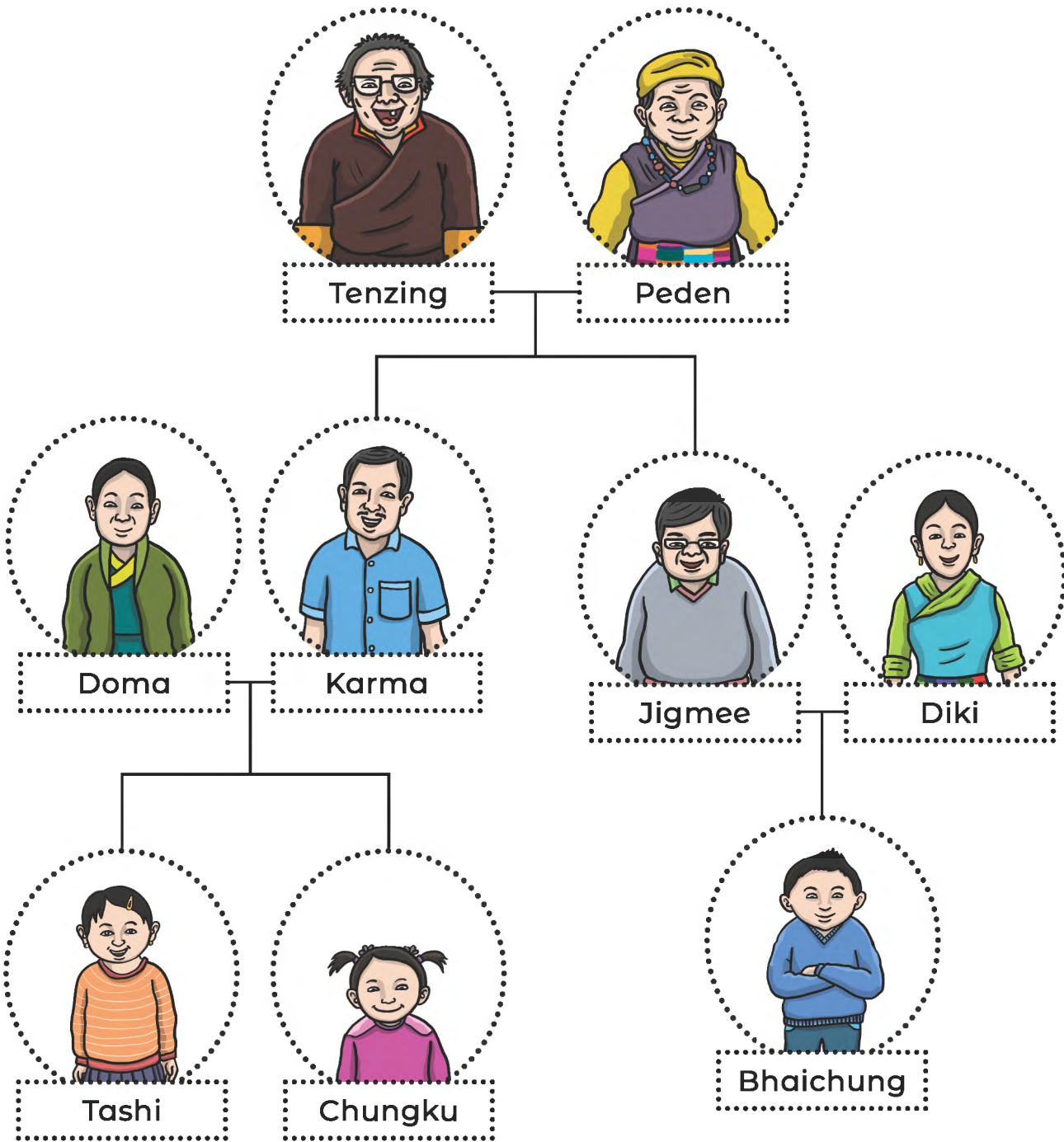
Hello friends - I am Tashi and I am 8 years old. I study in class three. I live with my family in Phensong.



I live with my grandparents, father, mother and my younger sister in Phensong. My grandparents have two children, my father and my uncle. My uncle lives with his wife and son in Gangtok.

My younger sister, Chungku, is two years old and I enjoy playing with her.

A family tree is a picture which shows families and how people are related to each other. This is my family tree. It shows my grandmother and grandfather next to each other and their two sons below with their wives.



Teacher's Note: A discussion on the family tree can help the students to understand different relationships in a family. Talk about the fact that families do not remain the same forever. Changes are a part of life. Changes come when someone dies, is born, someone marries, etc. Expand the discussion and encourage the children to talk about the changes they have seen in their family.



Look at Tashi's family tree. Find out how is she related to others in her family with the help of key words given in the box below.

Grandfather	Cousin	Sister
Mother	Uncle	

Tenzing is my

.....

Doma is my

.....

Jigmee is my

.....

Bhaichung is my

.....

Chungku is my

.....



What are the other relationships you share in your family?



In future, do you think Tashi's family tree will grow? Guess the possible changes that might happen as it grows.

Who do I look like?



☐ Did you notice that in Tashi's family everyone has the same eyes?

Her father and grandfather are of the same height.

Like Tashi, there may be some things that are the same and some things that are different in your family. Can you find out what some of these might be?



Things that are same. ▲

Things that are different ■



Now, with the help of your elders, draw your family tree.



Compare your family with Tashi's. In your notebook, you can write things that are same and things that are different between yours and Tashi's families.

Tashi's Uncle in Gangtok

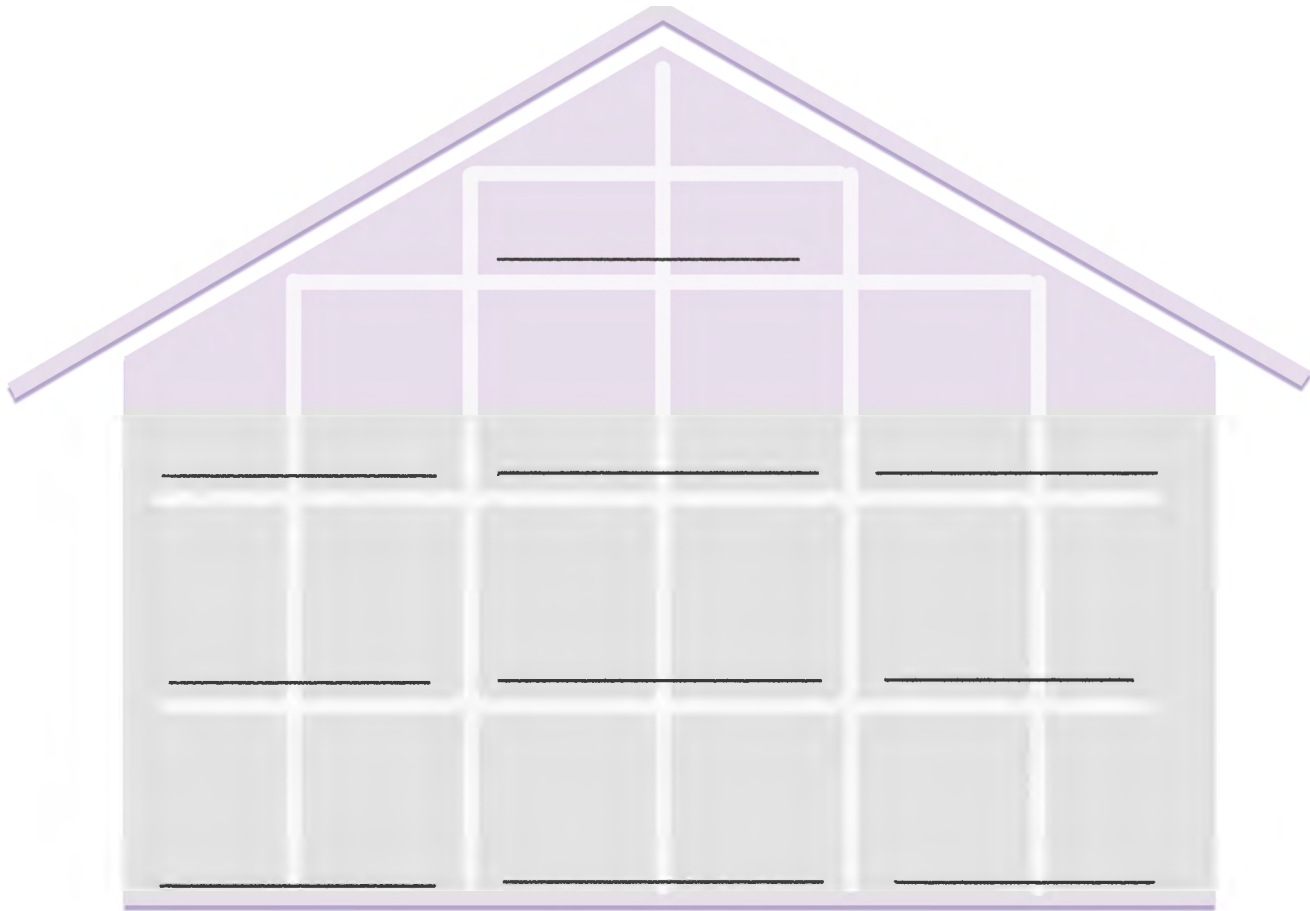


My uncle works in Gangtok. When we have festivals and holidays, my uncle and his family come to stay with us. I enjoy spending time with my cousin whenever he comes to visit us.

When we go to Gangtok, we stay at their house.

Teacher's Note: Teacher can reflect on what makes each child's family special and further the discussion on the diversity of families in the community.

Who stays in your house?



☐ Is there any member in your family who does not stay with you? Do you know why they don't stay with you?

☐ How often do you meet your family members who don't stay with you?

Tashi's Farm



We have a big farm at Phensong where we grow different kinds of vegetables. We also have different kinds of animals like cows, goats and chickens. One of our goats has just given birth to a baby goat. She is two months old now and I love to play with her. I am thinking of giving her a name.



☐ Can you help me think of a name for my baby goat?

My father is a farmer and my mother sells milk, *churpi*(cheese) and vegetables. My grandparents worked in the farm when they were young. Now they have grown old and cannot do much work.

Harka Daju also helps my father at the field and looks after the cows, goats and chickens. He has been living with us for many years now.



- ☐ What is the work done by people in your family? Ask your friends about the work done by their family.
- ☐ Would you consider Harka Daju as a part of Tashi's family? Why? Share your views with others.



Helping each other

I love to watch my father taking milk from the cows. In our house we all help each other. I help my parents to collect eggs. During my holidays I also collect wood from the forest.



Teacher's Note: It is important to talk to children about how the sense of family and connectedness can extend to people who are not related and animals that live with us.



- ▣ Like Tashi, you may be helping your family in many ways. Work in groups and make a list of things you do for your family. Share the list with the other groups.



- ▣ Some people in your family may need special care and help.

For example: In Tashi's family, her grandfather and grandmother need help and care because they are very old and cannot see.

How do you think Tashi helps them?

- ▣ Is there anyone in your family or in your area who needs special care?

Who is the person and why? What do you do to help him or her?



- ▣ Talk to at least two families that live nearby and find out how many people are there in their family.

Can you guess how many families are there in your village?

Teacher's Note: Give an opportunity to each child to share his or her experiences. It is important to develop empathy among children by learning that helping others outside the family is also equally important. Discuss how different families come together to form a larger community or society. Encourage children to observe and appreciate how different families in a village community help each other in different ways.

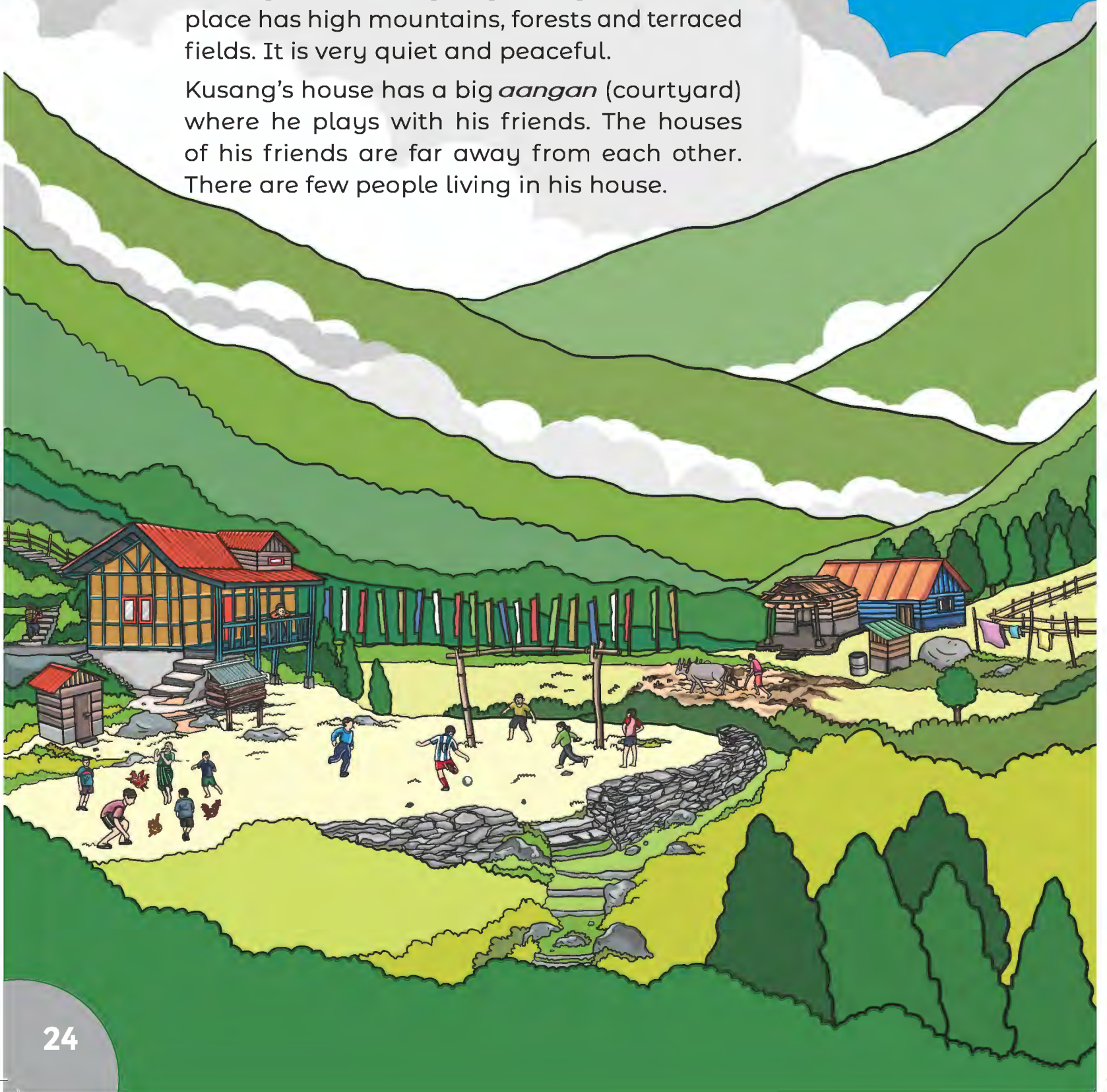
2. Places We Share



Meet Kusang

Kusang lives in Singrang, Mangalbaria. This place has high mountains, forests and terraced fields. It is very quiet and peaceful.

Kusang's house has a big *aangan* (courtyard) where he plays with his friends. The houses of his friends are far away from each other. There are few people living in his house.





What is the farmer doing in the picture?

What are the children playing with?



Do they have flat roofs or sloping roofs?

Do they have windows? How many?

Are there fields outside or is there a street?



Do you like the place you live in?
Why do you like it?

Do you have many friends there?

Is your house like Kusang's house?



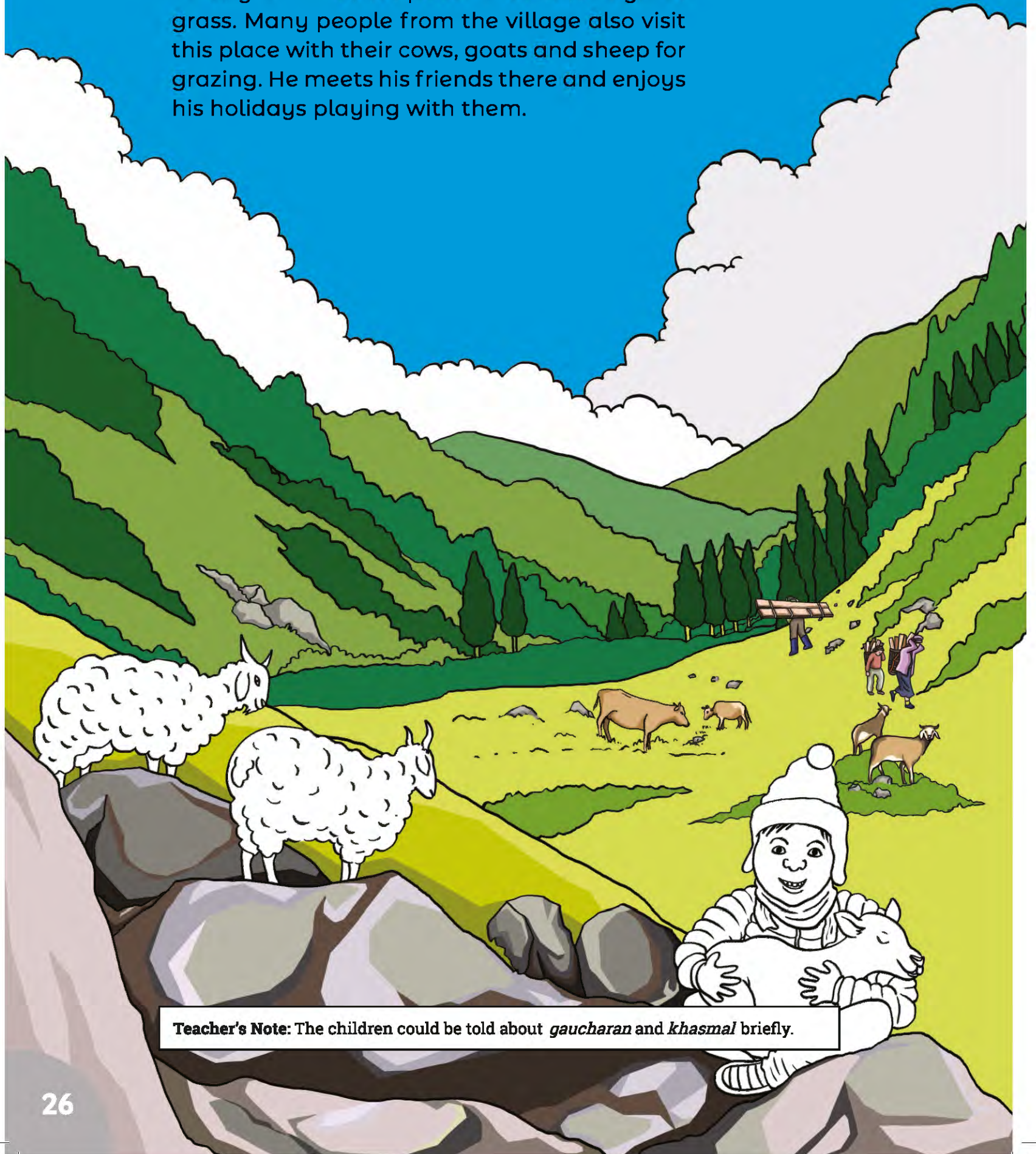
If it is different, write about it-

Other than playing, what could be the other uses of aangan in Kusang's house?

Draw a simple picture showing houses where you live. You could draw this in your notebook.

Teacher's Note: The children should be given time to understand the illustrations and relate with them. It would be important to speak about the houses with courtyards.

During holidays, Kusang goes with his father to the *gaucharan*. The place is filled with green grass. Many people from the village also visit this place with their cows, goats and sheep for grazing. He meets his friends there and enjoys his holidays playing with them.



Teacher's Note: The children could be told about *gaucharan* and *khasmal* briefly.

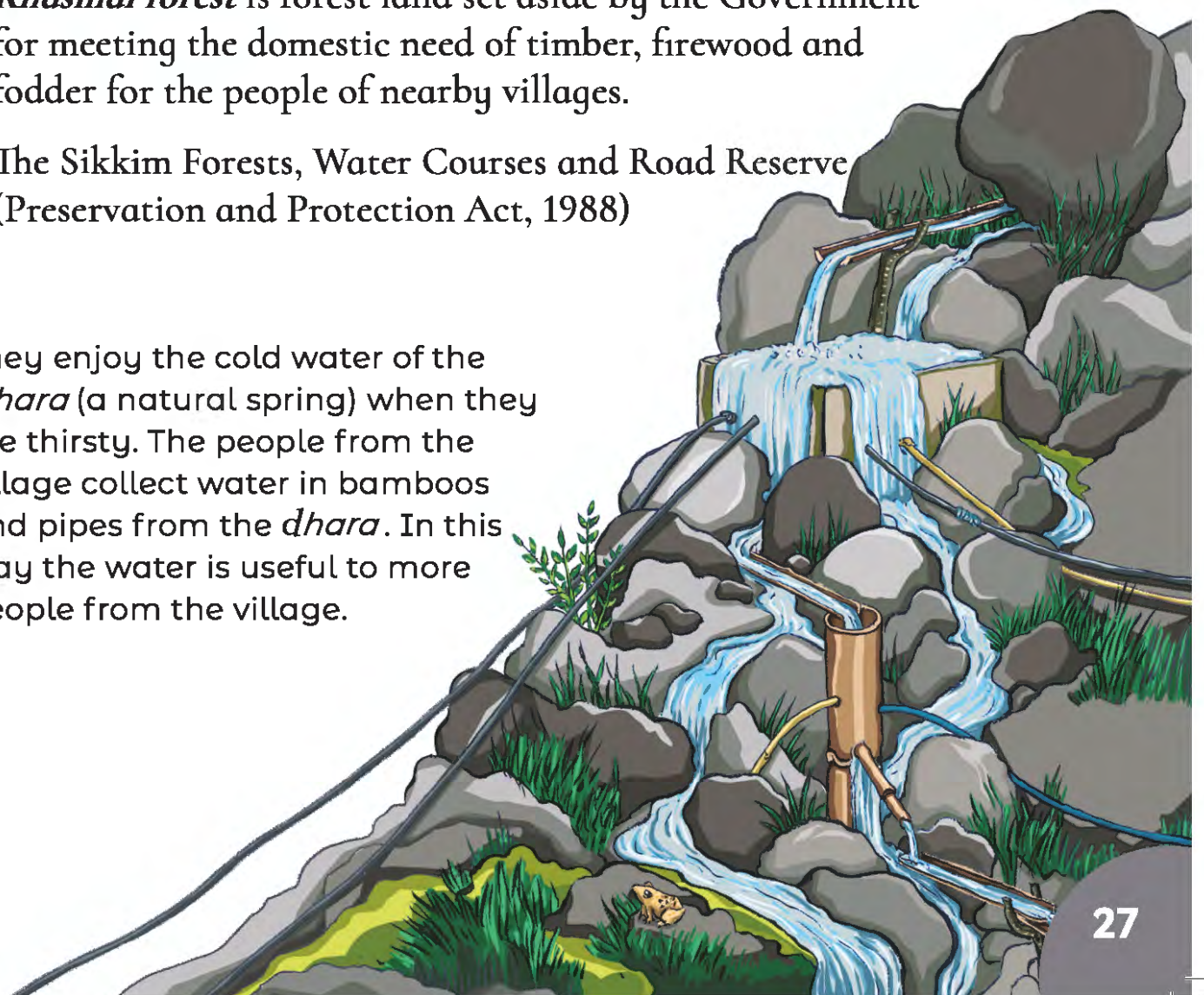


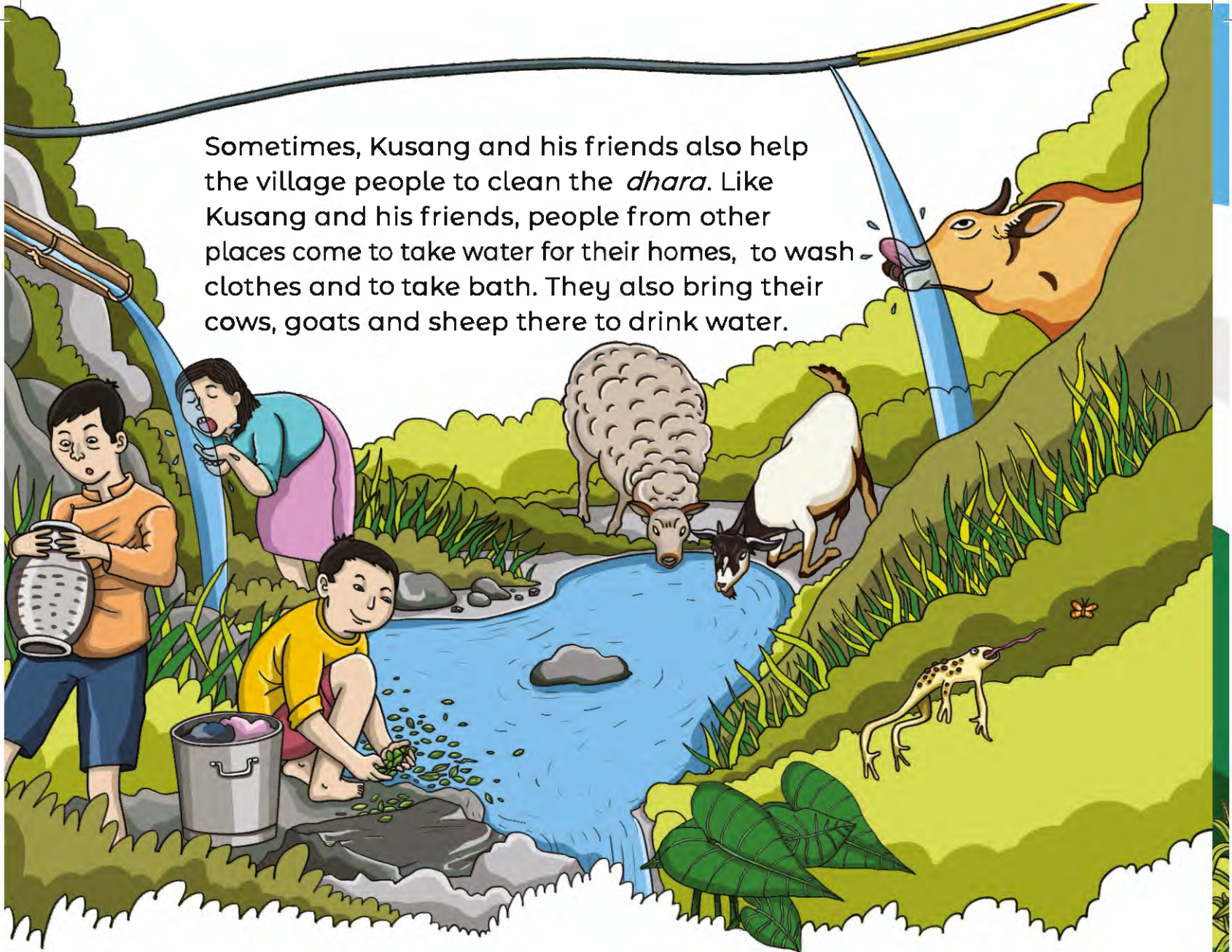
Gaucharan is forest land which is set aside for the purpose of grazing cattle of the nearby villages.

Khasmal forest is forest land set aside by the Government for meeting the domestic need of timber, firewood and fodder for the people of nearby villages.

The Sikkim Forests, Water Courses and Road Reserve (Preservation and Protection Act, 1988)

They enjoy the cold water of the *dhara* (a natural spring) when they are thirsty. The people from the village collect water in bamboos and pipes from the *dhara*. In this way the water is useful to more people from the village.





Sometimes, Kusang and his friends also help the village people to clean the *dhara*. Like Kusang and his friends, people from other places come to take water for their homes, to wash clothes and to take bath. They also bring their cows, goats and sheep there to drink water.



- ☐ Have you seen a *dhara* close to where you live? If yes, what other things do you see people doing in the *dhara*?
- ☐ Do they catch fish at the *dhara*? Can you swim in it? Is it safe to do so?
- ☐ Is it safe to drink this water?

Teacher's Note: The importance of maintaining a *dhara* should be explained to the children especially in the rural areas where it acts as an important water source. The teacher could refer to 'Dhara Vikas Handbook' (www.sikkimsprings.org)

HELPING HANDS

It's time to harvest the *makai* (maize), *aduwa* (ginger) and *kodo* (millet) in Kusang's field.

They need people to help them with this work. People from other fields come to help his parents. Kusang also likes to go to other fields and help in the harvesting of the crops. Many people in the village help in this way and they are called *khetala*. This helps to finish the field work on time.



Teacher's Note: Children must be given an opportunity to talk about ways in which we all help each other and how important it is to give a helping hand to others. The meaning of *khetala* must be explained to children by giving example since children might not know about it.



- ☐ Why do you think Kusang's parents need help from *khetalas* to finish work on time?



- ☐ Do you also help your friends to finish their work at school?
- ☐ Have you seen your elder brothers and sisters working in a group? If yes, where?

NORZING'S PLACE

Norzing lives in Tathangchen. Her house is surrounded by tall houses. These houses share the same footpath, streetlights and drains. It is very busy and noisy but she loves her place. She does not have a place to play with her friends. She wishes for a park near her house where she can play with them.

Playing inside the house is not fun. Her mother takes Norzing and her brother Tenzing to a park. She likes the park because there are trees and a small playground. There are other people and children who have come to the park. She meets many friends there with their parents and enjoys playing.

Teacher's Note: Park could be a children's park, zoo, a car park, etc. Here the word park needs to be related to a common space that people in urban areas share.



Why does Norzing like to play at the park?



Who keeps the park clean?

☐ How can you help to keep the park clean?

☐ Have you seen a park? If yes, where, and what is the name of the park?

☐ Would you make a park at Kusang's place or Norzing's place? Why?



☐ Kusang and Norzing live in different places. Write in the table below how they are different.



Kusang's place	Norzing's place

Teacher's Note: Difference between Norzing's and Kusang's place should come out in the writings of the children. The teacher has to give them hints and ask the children to compare.

- Where would you prefer to play? Why?
-

- Draw two simple pictures in your notebook to compare Norzing's Place and Kusang's place.

Look at Kusang's and Norzing's house and write the answer to the questions below:

- Is there a courtyard or a garden or a street outside?
- Are the houses close together or far apart?
- Are there animals outside?

WORKING TOGETHER

People live together and help each other every day. We cannot live alone, we all need people around us to talk to, play with, share and care.



Ask your parents at home –



- Like at Kusang's place, do your parents also go as *khetala*?
 - Do your parents know everybody who lives near your place?
 - Are you friends with your neighbours?
-

- What do you enjoy doing the most in your neighbourhood?

Kusang and his friend's parents have formed a Samaj. The Samaj collects a small amount of money every month from each family. The money collected is given to the families in the Samaj who are in need of help. This money can be used during marriages, illness or death.



What other ways can the Samaj help people?

Do you have a Samaj in your place? If yes, what name is given to your Samaj?

In what way does the Samaj help in your place?

If you do not have a Samaj in your area, how would you make one? What is the type of work you would like it to do?

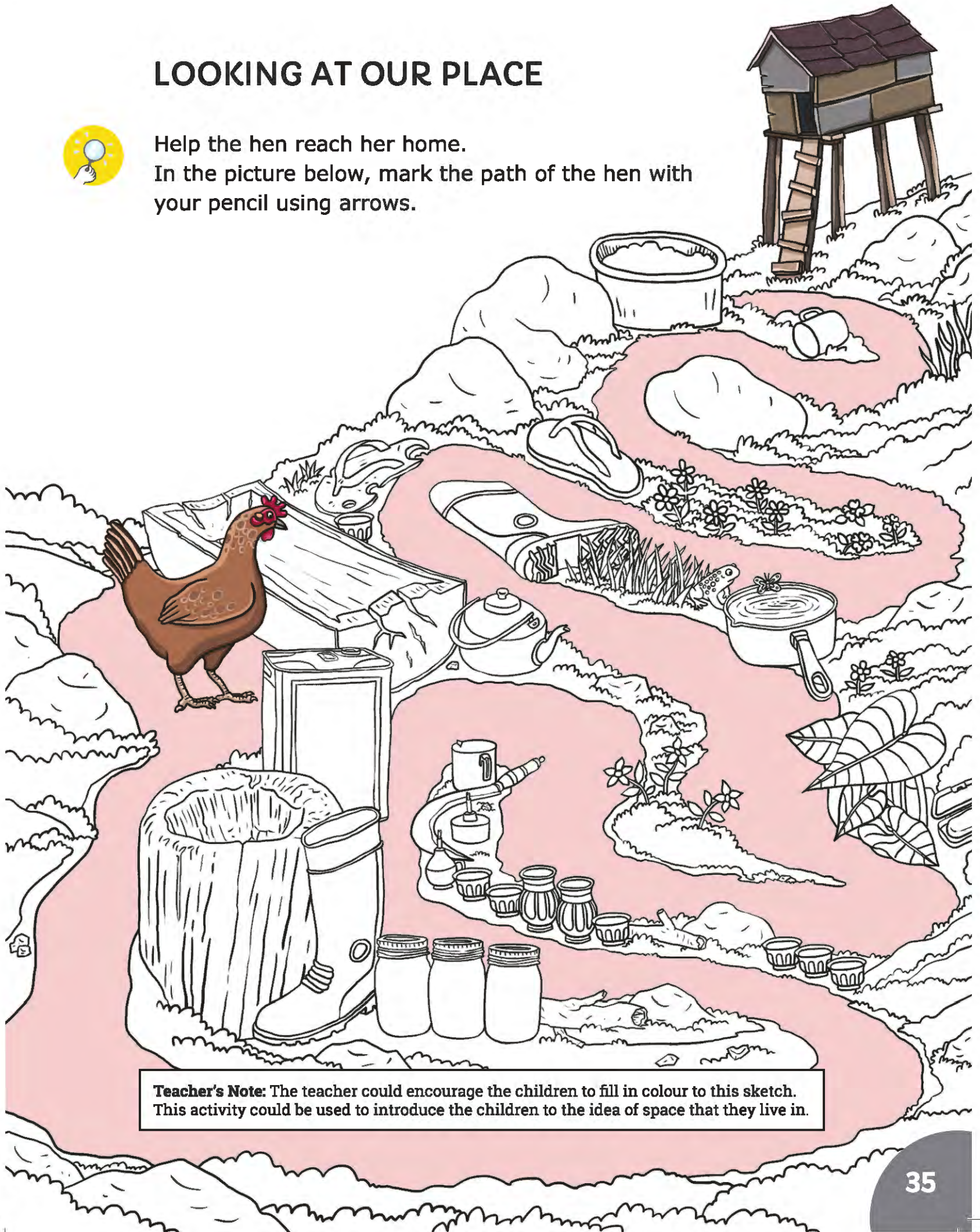
Teacher's Note: Highlight the various ways in which a *Samaj* extends help to people in need especially during illness, medical emergency, death, marriage or during any other unnatural and economical loss to the members. Help may be in the form of kind or cash. It may also be in the form of providing company to prevent members from feeling lonely, helping to repair or build and even assisting in shopping chores. The teacher could plan a *Samaj* visit and assess this as a field activity.



LOOKING AT OUR PLACE



Help the hen reach her home.
In the picture below, mark the path of the hen with
your pencil using arrows.



Teacher's Note: The teacher could encourage the children to fill in colour to this sketch. This activity could be used to introduce the children to the idea of space that they live in.

Where am I going?

- ☐ Sitting and drawing is fun! Given below is Norzing's drawing of her house. She has drawn herself with her friends in the *aangan*.





Now let us find out the following-

- ☐ The cat is at the _____ (**back/front**) of Norzing.
- ☐ Bruno, the dog, is standing to the _____ (**left/right**) of the house.
- ☐ Aangan is at the _____ (**back/front**) of her house.
- ☐ Banana trees are at the _____ (**back/front**) of her house.
- ☐ The symbol given for chair is _____ .
- ☐ The symbol given for dog is _____ .
- ☐ _____ is the symbol given for gate.
- ☐ Both Norzing and Kokil are standing to the _____ (**left/right**) of Sneha.

Teacher's Note: Use the given picture to introduce students to the concept of position- left, right, front and back.

What my school looks like

We all love to move around the school.
Today let us all go out and look around it.



Given below are different symbols. Have a look at them and follow your teacher's instruction.



Teacher's Note: The children will draw the symbols given above. Take the children around the school campus and place appropriate symbols on specific places. Talk about how labels or symbols are helpful to us.

WALKING IS FUN



☐ Let us go outside and look around. Observe carefully and note down the following-



Where I am going	I see	I hear	I smell
vegetable shop			

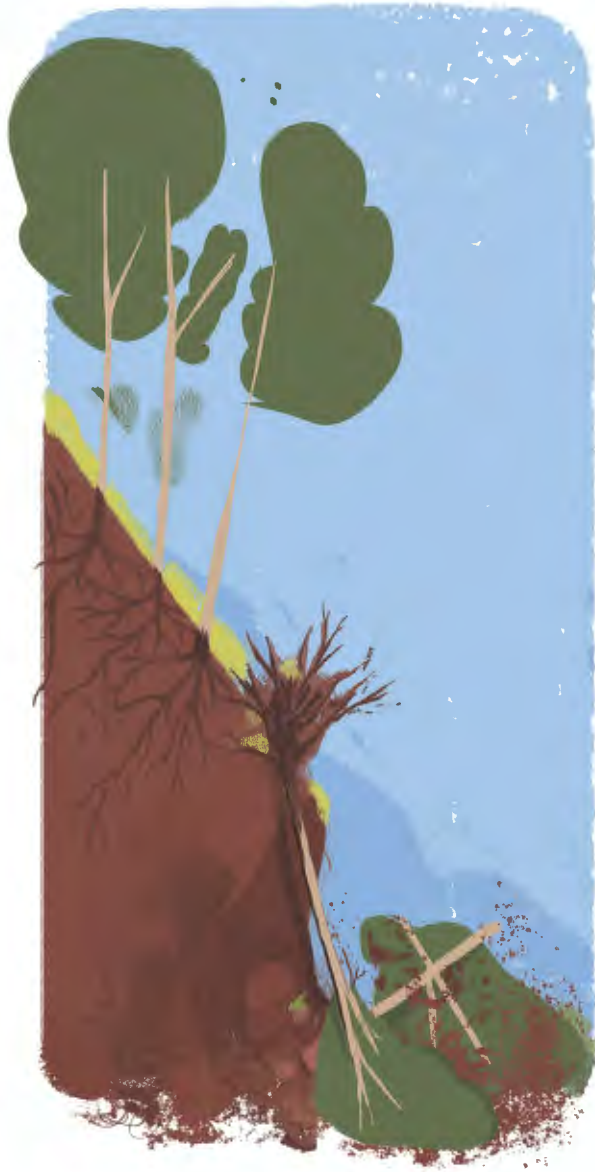


☐ Help your friend with a drawing to reach your home from school. Show the important places you pass on the way with the help of symbols. Share your drawing with other friends and see how it is different from yours.

3. Plants and Us

Growing Plants





Picture 1



Picture 2



Look at these pictures above and discuss with your friends.



☐ Can you think why trees are important for you?

Teacher's Note: Discuss the occurrence of landslides and their after effects on the vegetation, animals, people etc. You can initiate a discussion on the importance of roots to trees by referring to Picture 2.



☐ Have you ever planted young trees (saplings) in your school or at home like the children in the picture?
If yes, what did you plant?

☐ Which are the best months to plant trees and why?
Find out from people in your family and share with your friends.



☐ Name some trees that you have seen :

1. Near your home - _____
2. On the way to school - _____
3. On the way to market - _____

Teacher's Note: Encourage children to find out what kinds of trees they have seen around them and why they are important.

Rukhmith : Tree as a Friend

Some people make friends with a tree and take care of it. The Nepalis call their tree friend a *mith* or *rukhmith*.

- Do you have any tree that is special to you?

- If you are asked to make a *rukhmith* which tree would you select and why?

- Now you have made a special friend. What name would you like to give it?

- What would you do to take care of your *mith* or *mithini*?

- How could your new friend take care of you?



We find many plants surrounding us. Some are planted and some grow on their own. On Rupa's farm there are both. Let us read about them.

Teacher's Note: Discuss with children how the saplings need to be looked after by watering and observing them. By making a *mith*, children will become aware of and develop concern for the environment.

Rupa and the Ginger Field

Rupa lives in Chujachen Pam Busty, a village in East Sikkim. Rupa's father grows different crops like ginger and maize. Rupa helps her father in preparing the field for growing ginger. Small pieces of ginger are placed on the bed of soil which is mixed with dried cow dung. Ginger pieces are then covered with soil and grass so that they do not dry up.

Rupa often goes to the field with her father to look after the ginger plants. They pull out all the jhar (wild grass) which have grown along with ginger plants. These grasses are later used to feed their cows and goats.



Why do you think we are removing the grass from the field ?

Teacher's Note: Children could be encouraged to think about why the soil was mixed with cow dung to grow ginger.



☐ Why do you think Rupa finds it hard to pull out the grass?

☐ What other vegetables grow under the ground ?



Take a walk in and around your home.

Observe plants people grow.



Which plants grow on their own?

☐ Can you name some of them?

Plants grown by us

Plants that grow by themselves

☐ You may have seen plants growing in different places. Look around and find one plant that grows:



1. in water

2. on other plants





3. on walls

4. on rocks



☐ Can you name a plant growing on a place that is different from those given above?

Where did you see the plant ?

Teacher's Note: Children could be encouraged to observe that some plants grow on trees also.

Leaves

Most plants have leaves. They are of different colors and shapes.



Collect leaves from different plants around you.



- How many different shapes can you see? Draw the shapes of these leaves in your notebook. What is the length of your longest and shortest leaf? Measure and find out.



Some will be soft and some rough.
Separate the soft leaves from the rough ones.



- Find out the names of some plants with soft leaves and write them in your notebook.

- Name the leaves that you identify by:

1. Touching/Feeling: _____

2. Smelling: _____

Teacher's Note: Teacher could help children to collect leaves that have different smells like *pudina* (mint), *babari*, lemon, *tulsi*, *neem* and *titepati* (artemisia). Common names should be identified along with its fragrance.



Leaves at home

- In what ways do you use leaves at home?

Leaves as food

- Have you eaten *mula ko saag* (radish leaves) and *rayo saag* (mustard greens)?
What other leaves can you eat as food?

- Do you use any other leaves at your home?
How do you use them?

Leaves as medicine

- Do you know any leaves that are used as medicine?

- What do you use them for ?

Teacher's Note: The teacher can initiate a discussion on the importance of green leafy vegetables and leaves of medicinal plants.



Making things with leaves

☐ Look at the picture below and tell your friends what she is making.



☐ What else can you make with leaves?





☐ Using dry leaves, make pictures and paste on the classroom wall.

☐ Can you make prints on your hand of the leaves that you have collected?



☐ Are there any plants which you have heard of but never seen? Ask your elders if they have noticed any changes in the kinds of plants around them since they were young.

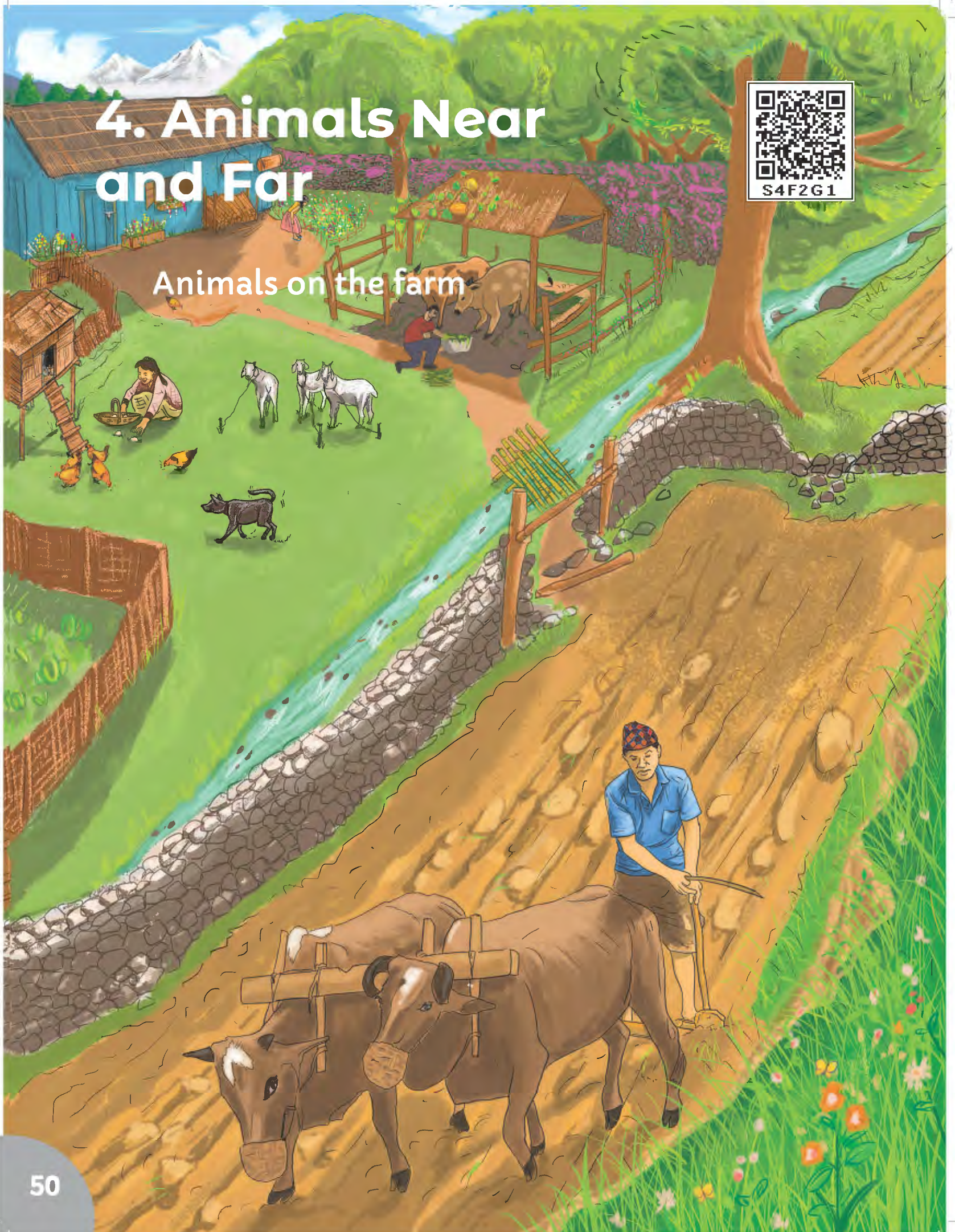
☐ Do you know any plants in your surroundings which humans and animals both eat?

☐ Discuss among yourselves and your teacher how plants, animals and humans need each other to live happily.

4. Animals Near and Far



Animals on the farm



Bir Bahadur lives with his family in a village. He has cows, goats, hens and an ox on his farm. He is always busy looking after them. He takes them to an animal hospital when they are ill. He grows vegetables on his farm which he sells in the local market. He also has a dog in his house. His farm has a tall fence around it.

Look at Bir Bahadur's small farm.



What colour is the fence?



Which animals can you see in Bir Bahadur's farm?

What is each of the following family member doing with the animals?

Bir Bahadur: _____

His wife: _____

His son: _____



Discuss with your teacher why the farm has a fence around it.

Do other animals live outside the fence?
What are they? Where do they live?



Draw any other farm animal which you know of, which is not in the picture.

Make the drawing in your notebook.

Name of the animal

Why do we keep them

Cow

Eats rats . Keep as a pet.

Sheep

Dog

Ox

We get meat.

Honeybee



Discuss with others why a farmer keeps these animals.



How do we take care of these animals that we keep at home?

a. Cow: _____

b. Dog: _____

c. Cat: _____

d. Hen: _____

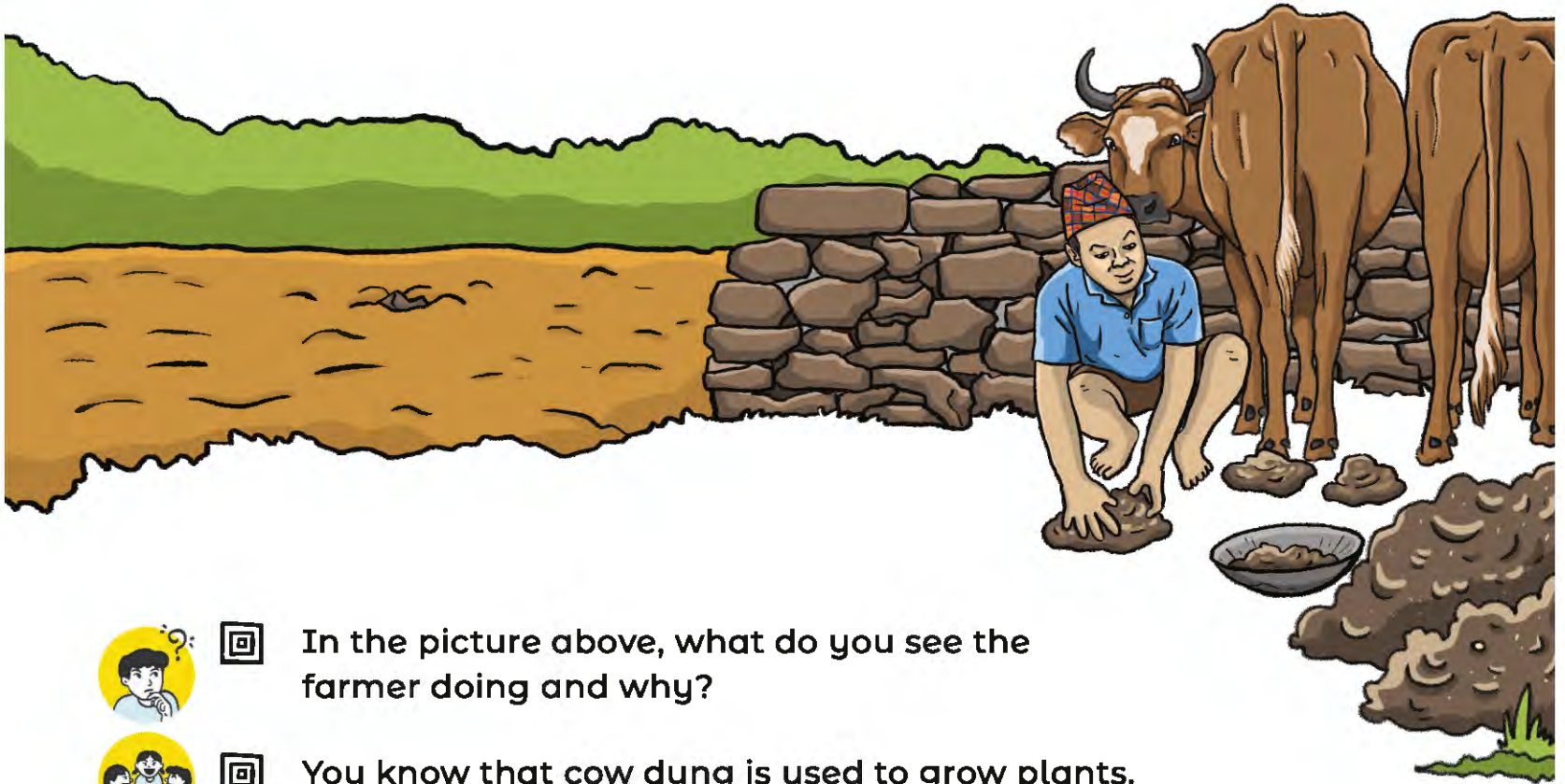
There are lots of fruit trees in Bir Bahadur's farm. Along with these, there are also flowering trees where beautiful flowers grow.

There are also plants with many colourful flowers. Anu, Bir Bahadur's daughter is happy to see bees coming and sitting on the flowers.





- ☐ Have you seen any other insects coming to flowers?
If yes, what are they?
-



- ☐ In the picture above, what do you see the farmer doing and why?



- ☐ You know that cow dung is used to grow plants. Are there other ways in which animals are helpful to plants?

- ☐ Why are bees and butterflies coming to the flowers?

- ☐ Are bees and butterflies helpful to plants?
Discuss with your teacher.

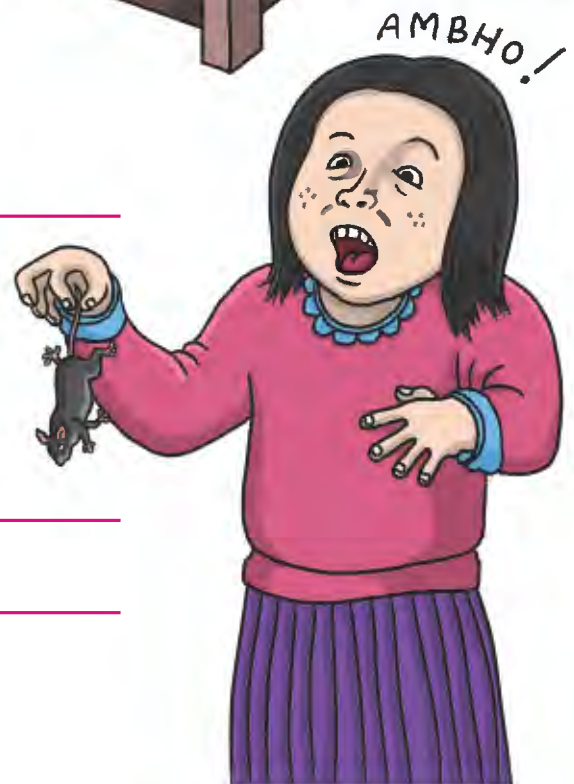
Teacher's Note: Discuss with children how plants and animals are interdependent and useful to each other. See if they may have some intuitive idea of pollination without giving formal information at this stage.

Uninvited Guests



☐ Do the animals in the picture live with us?

☐ Do you look after these animals? What other animals like these may live in or near your house?





Animals of the forest



Can you see animals hidden in the trees?
What are they?



Does anyone look after these animals?



How do they get their food?

A Day at Bulbuley

Anu's cousins, Juneli and Bhanu, live in Gangtok. They visit Bulbuley which has a zoo there. They see the Black Bear, Snow Leopard and Blue Sheep. They also see some golden and silver birds.



☐ Look at the picture above and fill the table to show how these animals move? Do they walk, hop or fly? Do some move in more than one way?



☐ You can add more animals to this table.

Animals	Walk	Hop	Swing	Fly	Climb
Black bear					
Ant					
Frog					
Spider					
Bird					
Hen					
Sheep					
Monkey					

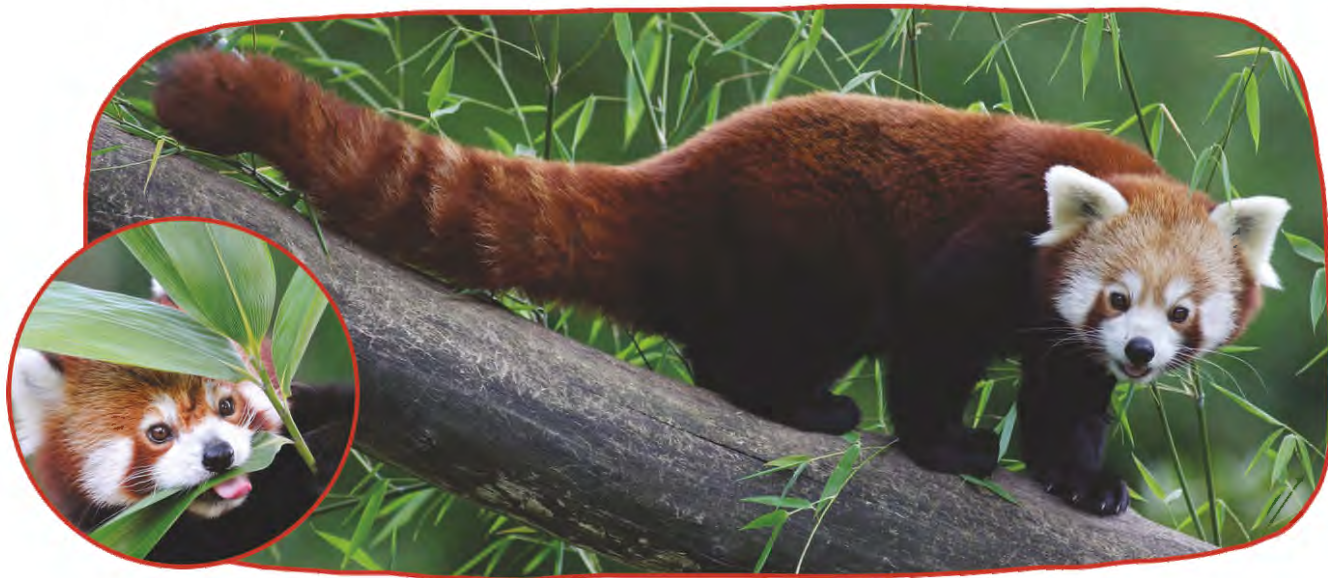


☐ Which is the biggest and the smallest animal shown here?

☐ Which animals have feathers?

☐ Name the animals that have fur on them.

While going around Bulbuley, Juneli had been eagerly waiting to see the Red Panda. Then she saw a Panda sitting on a tree branch. In the picture, can you see tell which plant leaves it is eating?



Juneli said, “Look there is a Panda, the state animal of Sikkim”

Bhanu said, “Oh yes! It has thick fur on its body. I read in a book that Red Pandas are in danger. The forests where they live are getting smaller as new roads are made there. We throw garbage near their forest. Wild dogs come for this garbage. They attack the Red Pandas.”



☐ Discuss in your class how we can save Red Pandas from danger.

A newspaper reported that two people had been caught with leopard skin, tiger skin and bones.

JAN. 22,
2018

The Statesman

Page 1 | Rs. 5.00

STATESMAN NEWS SERVICE | SHIMLA

POACHING TO EXTINCTION!

2 POACHERS ARRESTED WITH LEOPARD SKIN

Two persons from Haryana were arrested by the police on Sunday for allegedly smuggling leopard skin from Solan district of Himachal Pradesh.

Police said the arrests were made on Sunday from a hotel in Solan. "We have received a tip-off that some persons were trying to sell leopard skin, after which a raid was conducted in a hotel in Solan," police said, adding two persons have been arrested in the case.

The accused, who are the natives of Haryana, had struck a deal with a person to sell the leopard skin for around Rs 70-80 lakh and the deal was to take place in a hotel in Solan, sources said.

Though the deal couldn't materialise as the police officials got whiff of the alleged smuggling and they were apprehended.



LEOPARD NUMBERS IN INDIA DWINDLING!

A case under Sections of Wildlife Act has been registered against the accused and experts from Wildlife departments have been called to ascertain the age of leopards.

"Police officials are further interrogating the accused to ascertain whether more persons are involved in the poaching of wild animals," Assistant Superintendent of Police, Solan, Manmohan Singh told The Statesman.

Police officials are further investigating the case to find out whether they are part of some racket and the prospective buyer to whom the leopard skin was to be sold, he said.





Why were these people caught?
Why do you think it was wrong
to sell the skin of those animals?



Ask your elders and discuss in class,
why people kill animals such as
tigers, elephants, snakes and crocodiles?



If somebody gives you a beautiful bag made of
crocodile skin, will you take it? Why?



Make a poster on "SAVE ANIMALS".
Also write a slogan for your poster.

Teacher's Note: The teacher could show the map of India to the children. Ask them to locate Himachal Pradesh, Haryana and also Sikkim on it. The teacher, however, should refrain from speaking of directions at this stage.

5. Food We Eat

Food I ate last night



Let's talk about the food we ate last night.

I am Rigden from Lachen. I live with my grandparents and aunt. My aunt cooked Yak meat and *thukpa*. I loved it.



Hi friends. I am Sang Doma from Ribdi. We have a big potato farm. We eat lots of potatoes in our meals. Yesterday, my Amla prepared potato curry, beef and rice.



Hi! I am Sita from Majhitar. Last night we ate fish curry and rice. This fish was brought by my father who is a fisherman.



Hi! I am Rohit from Labdang. We ate lamb meat and rice with *chatni* made from *chimfim* (a medicinal plant).



I am Kiran from Singtam. There was nothing to eat last night. We all slept hungry.



I am Tshering from Leek, Dzongu. Yesterday I ate *paha* curry and rice with fern stalks (*nigoro*) and *chatni* made from *naop* (stinging bugs).



☐ What did you eat last night?



☐ Did all your friends eat the same food last night?

☐ Kiran said that they had not eaten anything. How would you feel if, like Kiran, you had to go to bed without eating dinner?

☐ Do you know many people who do not have enough to eat and go to sleep hungry? What do you think we could do about this?

Teacher's Note: It is important for children to be made aware of the lives of other children. Consider that some of the children might not have eaten or some might have eaten things which we do not eat. Talk about regional and national variations of food.

Nimkit at the Market

Nimkit lives with her uncle and aunt in Mangan. She is 12 years old and studies in Class 6. Nimkit came to Mangan from her village when she was 6 years old to help her aunt with her baby, Dolma. She enjoys going to the market to buy vegetables and other things. She is able to meet people from her village at the market.



Nimkit and her aunt buy potatoes, tomatoes, rayo saag, dhaniya (coriander leaves), beans, peas, broccoli, tite nigoro (bitter fern stalks), eggs, paneer, curd and butter. They also buy meat, chicken and kinema (fermented soyabeans).



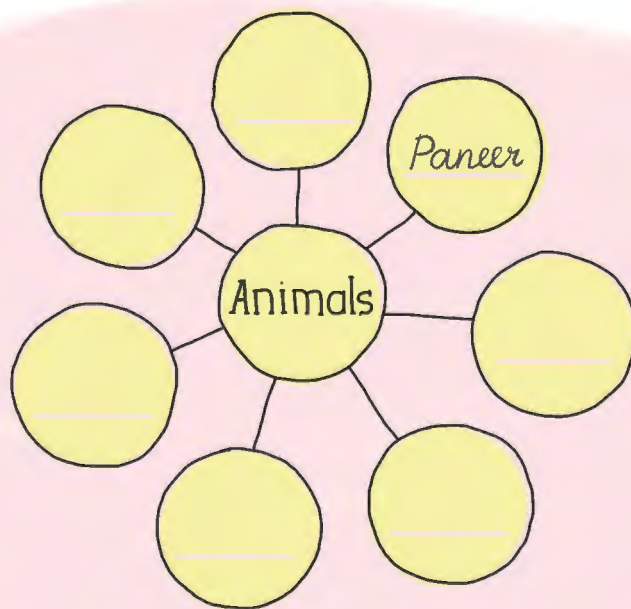
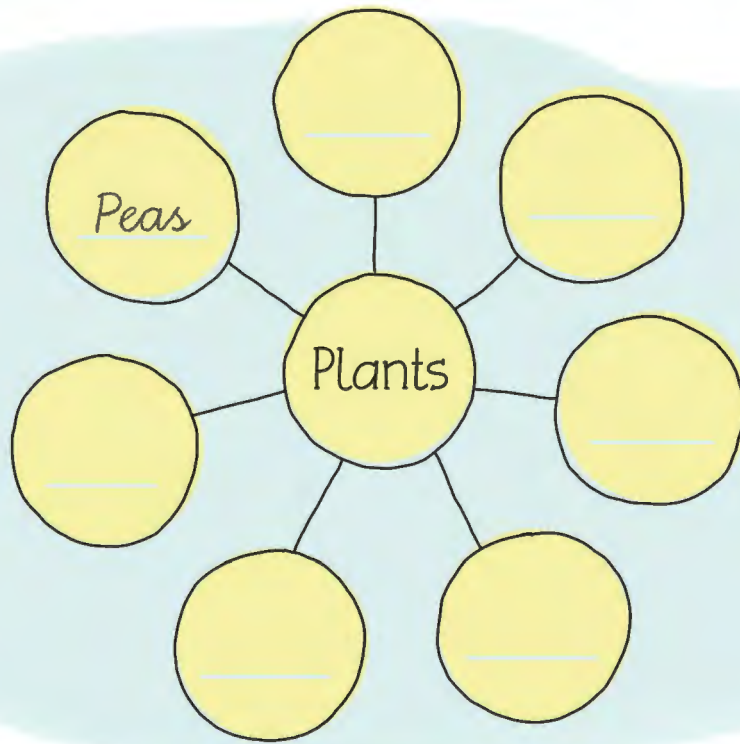
☐ Nimkit bought a lot of things from the market. What do you buy when you go to the market?



☐ Share your list with your friends. Do your friends also buy the same things like you?

Teacher's Note: Discuss with children the various food items that they are familiar with. Ask them to talk to people who do not belong to Sikkim about what they eat.

- ☐ Some people eat only plants (vegetables). Others eat both vegetables and meat. We eat different things which we get from plants and animals. Find out and write them in the circles below.



Parts of plant as our food









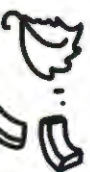




Look at the food items that you have written for 'Plants' in the previous activity and the food items that Nimkit bought. All the items are parts of plants that you have read about in the chapter, **Plants and Us**.



From the list given below, complete the table.



Nigoro, Rayo Saag, Mango, Tomato, Cabbage, Banana, Cumin (*jira*), Apple, Pea, Orange, Yam (*tarul*), Nettle (*sisnu*), Squash (*iskus*), Carrot, Radish, Turnip (*salgam*)

	Leaf	Fruit	Seed	Root
				
				
				
				
				
				
				
				
				
				
				
				
				

Cooking in the family

Nimkit's aunt asked her to wash the chicken and put some salt and *haldi* (turmeric) to it. Then, she put a few cups of rice in a pressure cooker and asked Nimkit to wash it and put it on the stove to boil. After that, Aunt started frying the chicken in a *kadai* (frying pan) while the Nimkit cut the cucumber and tomato to make salad.



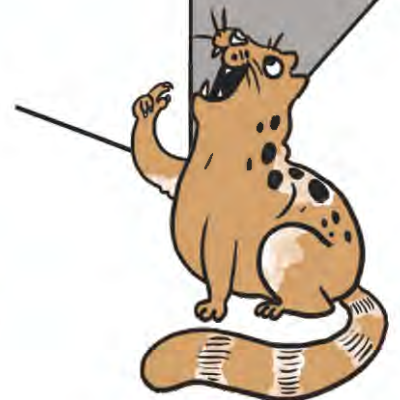
☐ Have you ever helped your elders in cooking? When did you do this? What did you do to help them?



☐ Make a list of food which you eat every day.

☐ Make another list showing food you eat during special days at your home. How much time does it take to prepare food on special days?

☐ Find out and write the steps of making your favourite food. Write this in your notebook.



☐ The picture below shows different ways of cooking food .
Look at it carefully and complete the table.



	CORN	KHABZEY	MILK	MOMO
Vessel used ▶				moktu
ways of cooking ▶				steaming

☐ From the table, do the different ways of cooking all need water?



☐ Name those which do not need water.



☐ Have you ever made your favourite food? Did you use any of the ways of cooking above? If yes, which was it?



☐ Ask the elder members of your family what food items they ate every day when they were young like you?

☐ Are those food items cooked and eaten today? Were they cooked differently?
Share your list and discuss in class.

Food we eat raw

Work in pairs:



There are foods which are eaten uncooked, like some vegetables. Find the names of these vegetables in the word search puzzle.



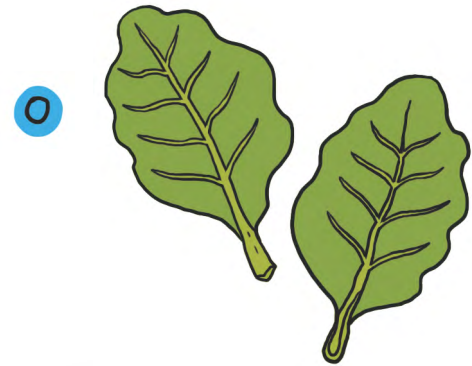
S	N	C	A	B	B	A	G	E	V	U	S
P	U	A	Z	C	L	K	H	N	K	P	P
I	D	R	T	L	K	C	H	I	L	L	I
N	W	R	E	R	P	U	L	T	R	B	D
A	F	O	T	M	K	C	T	J	K	V	R
N	R	T	Y	O	M	U	Y	U	P	X	A
C	G	F	O	T	O	M	A	T	O	B	D
H	D	Z	P	I	N	B	I	T	N	U	I
J	S	A	S	D	B	E	U	E	I	R	S
R	A	D	D	I	S	R	H	Z	O	T	H
K	X	Y	R	V	U	C	D	X	N	K	J
L	B	E	E	T	R	O	O	T	K	V	L



Do you eat the vegetables which you have marked in the word search? Name the vegetables that you cook first and then eat.

Can you name some other vegetables which can be eaten uncooked?

From the food items bought by Nimkit and her aunt, one of the items mentioned is *kinema*. Some of the foods we eat are prepared to be stored for later use, like *rayo saag* in the form of *gundruk*.



Process of making Gundruk:

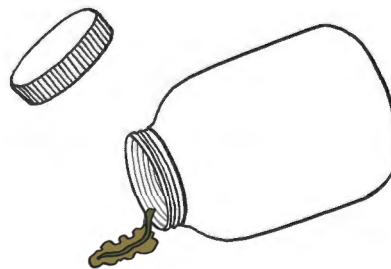
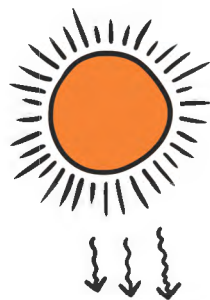
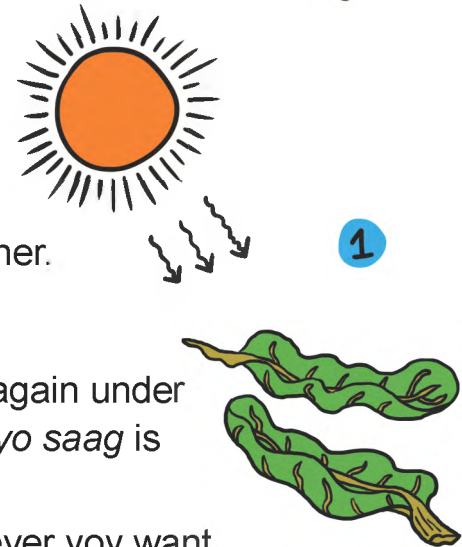
Step 1 - Dry *rayo saag* in sun for 2-3 days.

Step 2 - Put the dried *rayo saag* in a container.

Step 3 - Leave it for around 15 days.

Step 4 - Remove it from container and dry again under direct sunlight for 4-5 days. The *rayo saag* is now *gundruk*.

Step 5 - Store the *gundruk* and cook whenever you want.

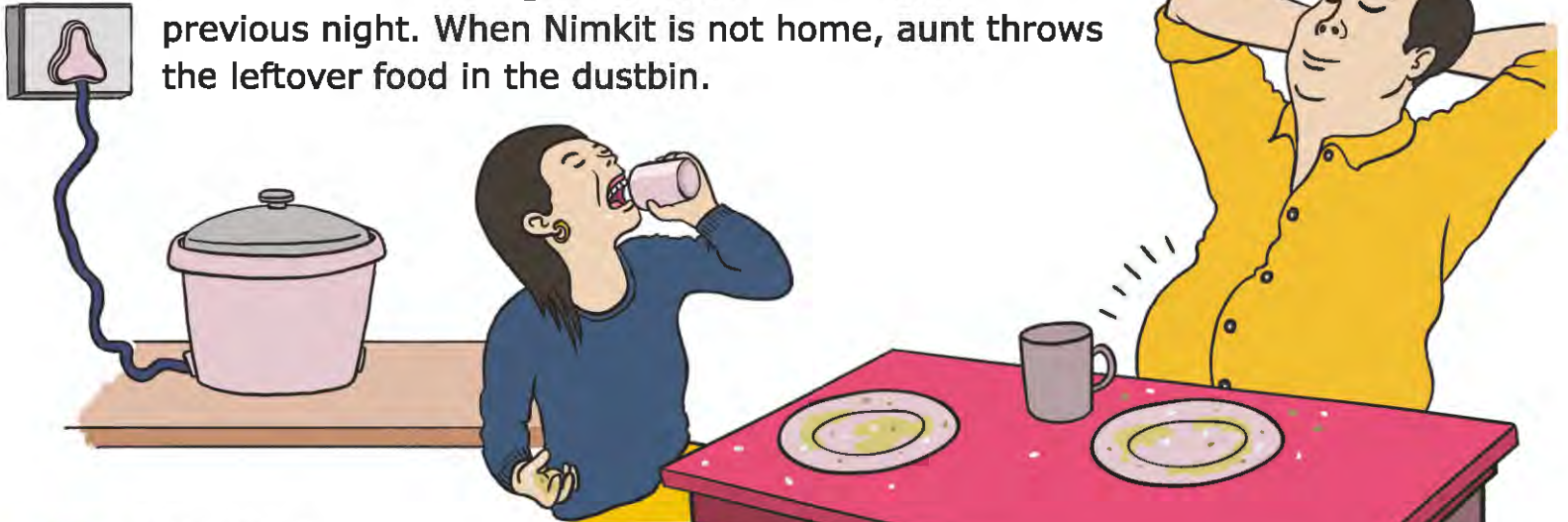


Find out how other food items, like *gundruk*, can be made and stored for later use.

Teacher's Note: Discuss about the traditional ways of food processing for storing and use in future. Also discuss that foul smelling food for one group of people could be a delicacy for another group giving suitable local example.

Eating Together

Nimkit and aunt have prepared food. Grandmother and uncle eat food sitting at the table and Nimkit feeds Dolma. When everyone finish eating, Nimkit and aunt too prepare to eat their meal, but aunt gives Nimkit leftover food from the previous night. When Nimkit is not home, aunt throws the leftover food in the dustbin.



☐ Do all family members eat together at your home?



☐ If yes, how much time do you take eating your meal together?

☐ If not, who eats first and who eats last?

Eats first- _____

Eats last- _____

☐ Why do you think aunt gave Nimkit leftover food and not the freshly cooked food?



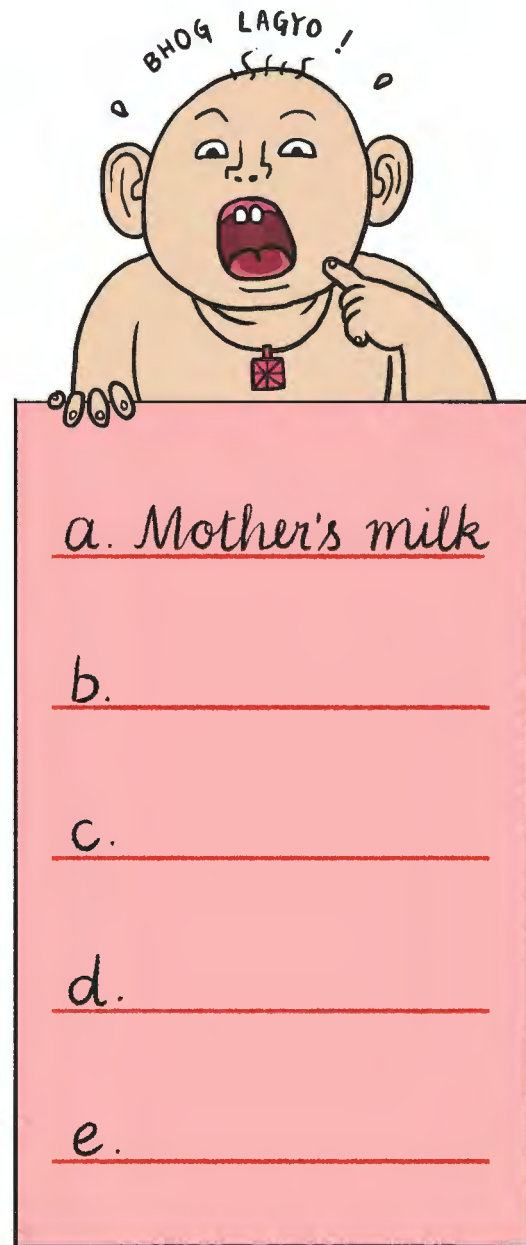
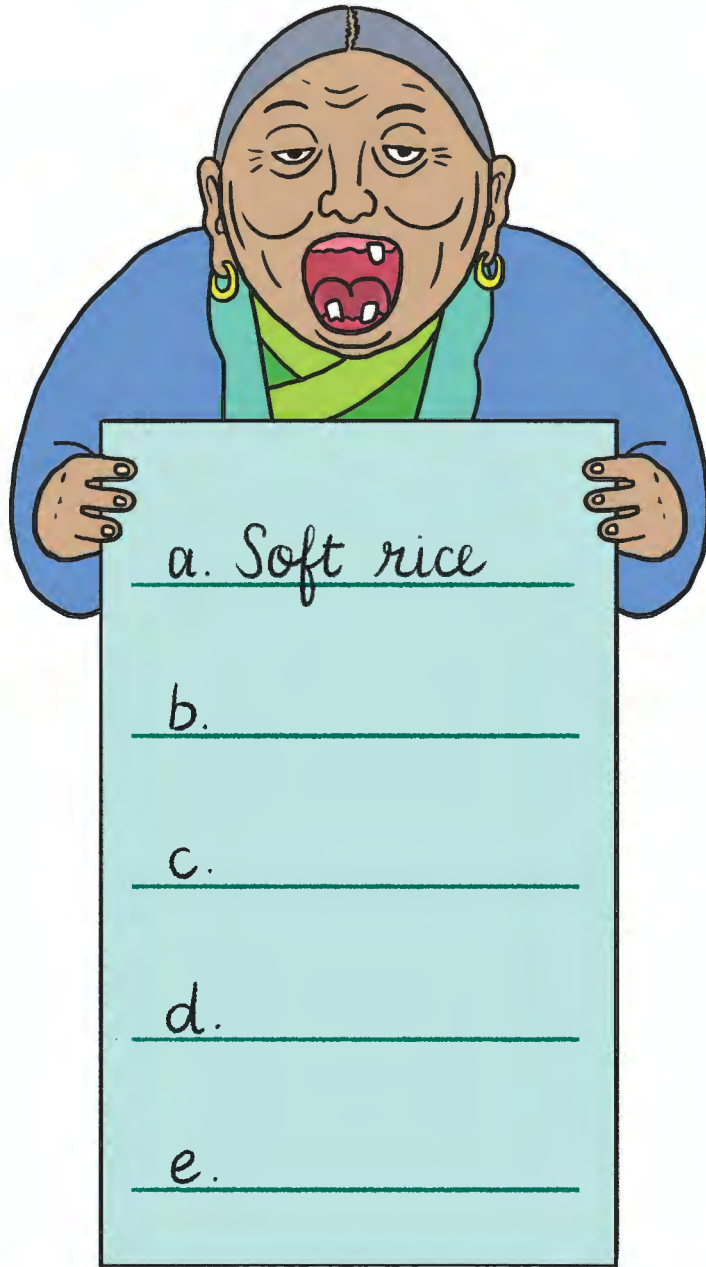
Teacher's Note: This may also be a good place to ask, 'Do you think that uneaten food (left overs) could be used to feed those who do not have enough food'? We need to take care not to suggest that 'spoiled' food is given to those who have no food to eat.



Find out which food items are eaten by a baby and which by an older person.



Fill the list with special food items for each of them.

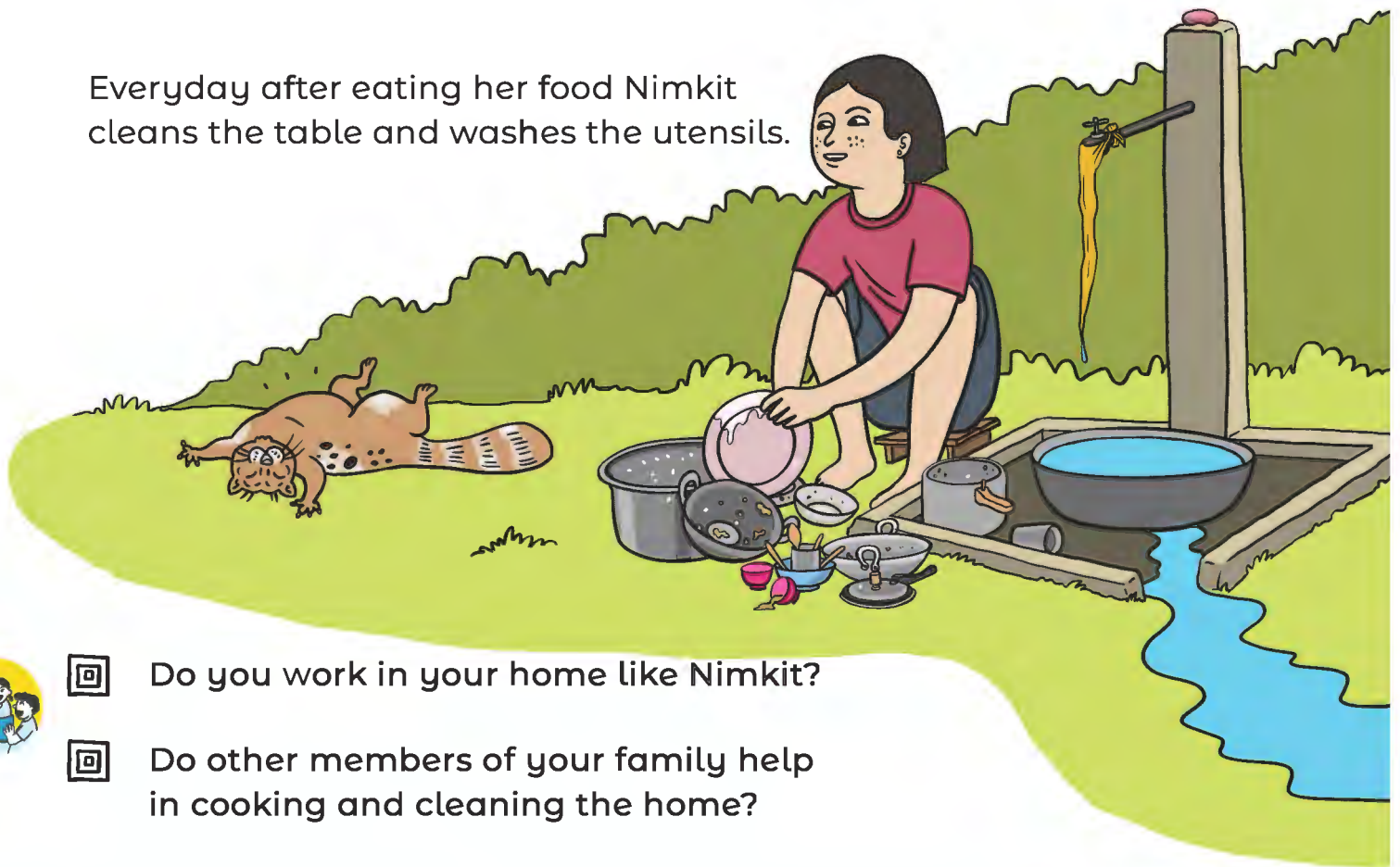


☐ Why do you think babies and older people cannot eat the food taken by adults?

☐ Find out from your family members the age at which you got your first tooth?

☐ Is making food for babies and older people different from cooking food for other family members?

Everyday after eating her food Nimkit cleans the table and washes the utensils.



☐ Do you work in your home like Nimkit?

☐ Do other members of your family help in cooking and cleaning the home?

☐ Draw a picture in your notebook of Nimkit's family helping her.

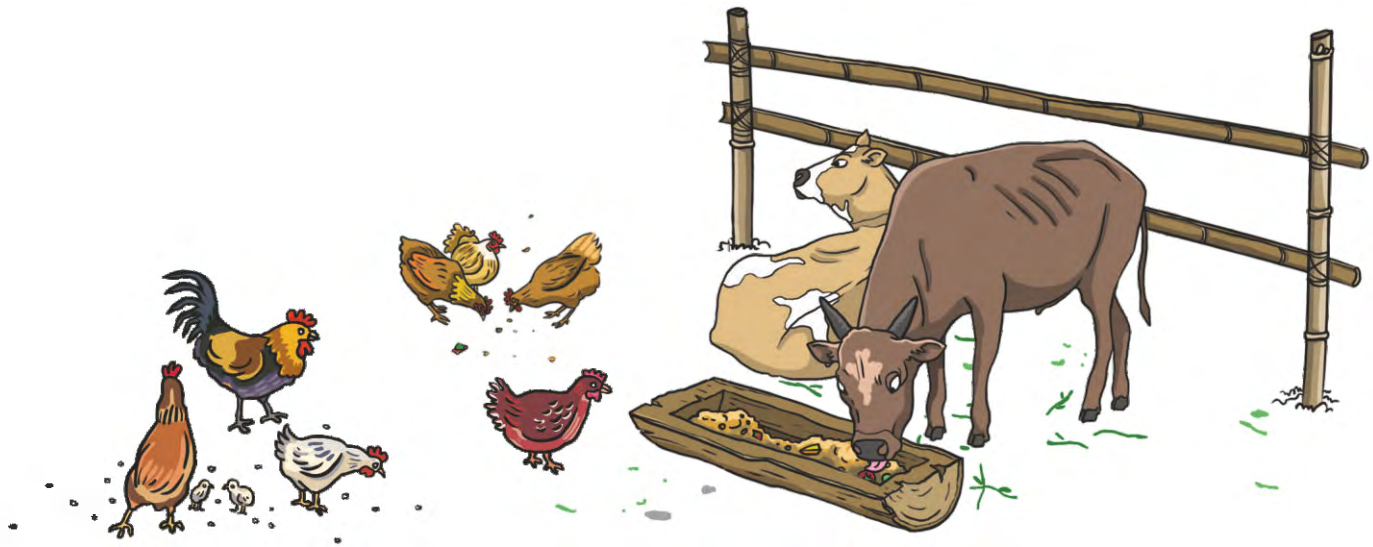
Teacher's Note: Discuss the gender roles in work and issues of equity.

Food for animals

Nimkit throw left over food and vegetable peels in the garbage truck every morning.

But at Nimkit's village home in Dzongu, nothing is wasted. Leftover food and vegetables are given to cows and pigs as *charo* (fodder).

the remains of rice grains are picked up by chicken. Sometimes bear visit their fields in Dzongu. They eat maize from the fields.



Find out from your home and neighbourhood what the following animals eat?



a. Dog: _____

b. Cat: _____

c. Cow: _____

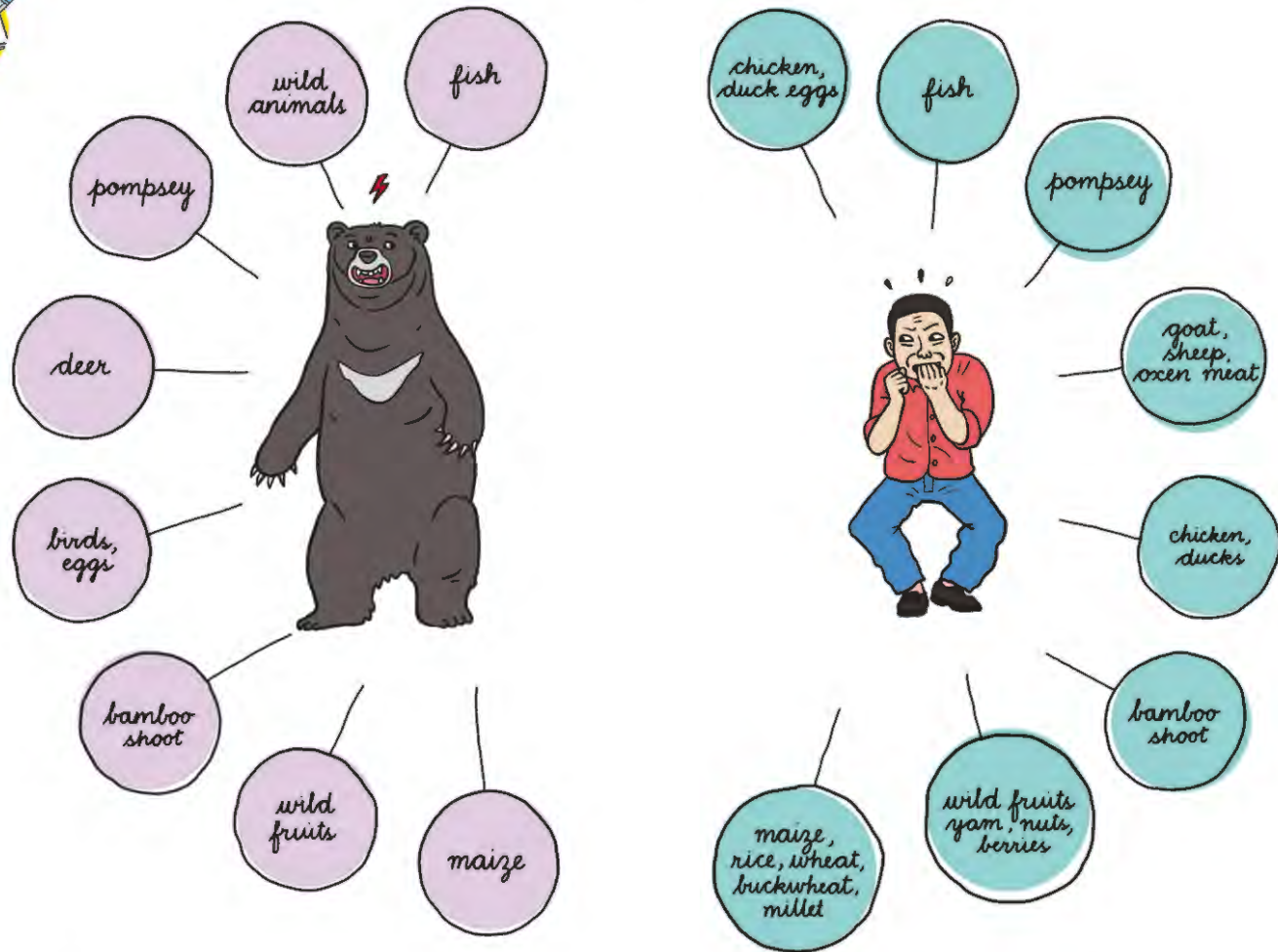
d. Goat: _____

e. Pigeon: _____

“Some of the animals visit our fields and eat crops that we grow,” says Nimkit.



☐ Do any wild animals come to your home or neighbourhood in search of food?



☐ What are the common foods eaten by bears and humans?

☐ Do you feel that because we are disturbing wild spaces the animals are coming to our fields?
What do you think we can do about it ?

Teacher's Note: Discuss with children how the growing human population has led to an encroachment of the habitat of wild animals, resulting in frequent human animals encounters leading to animal destroying crops.

Wastage of food



- ☐ Plan a picnic for your class. Make a list of the food items that you would like to eat at the picnic.

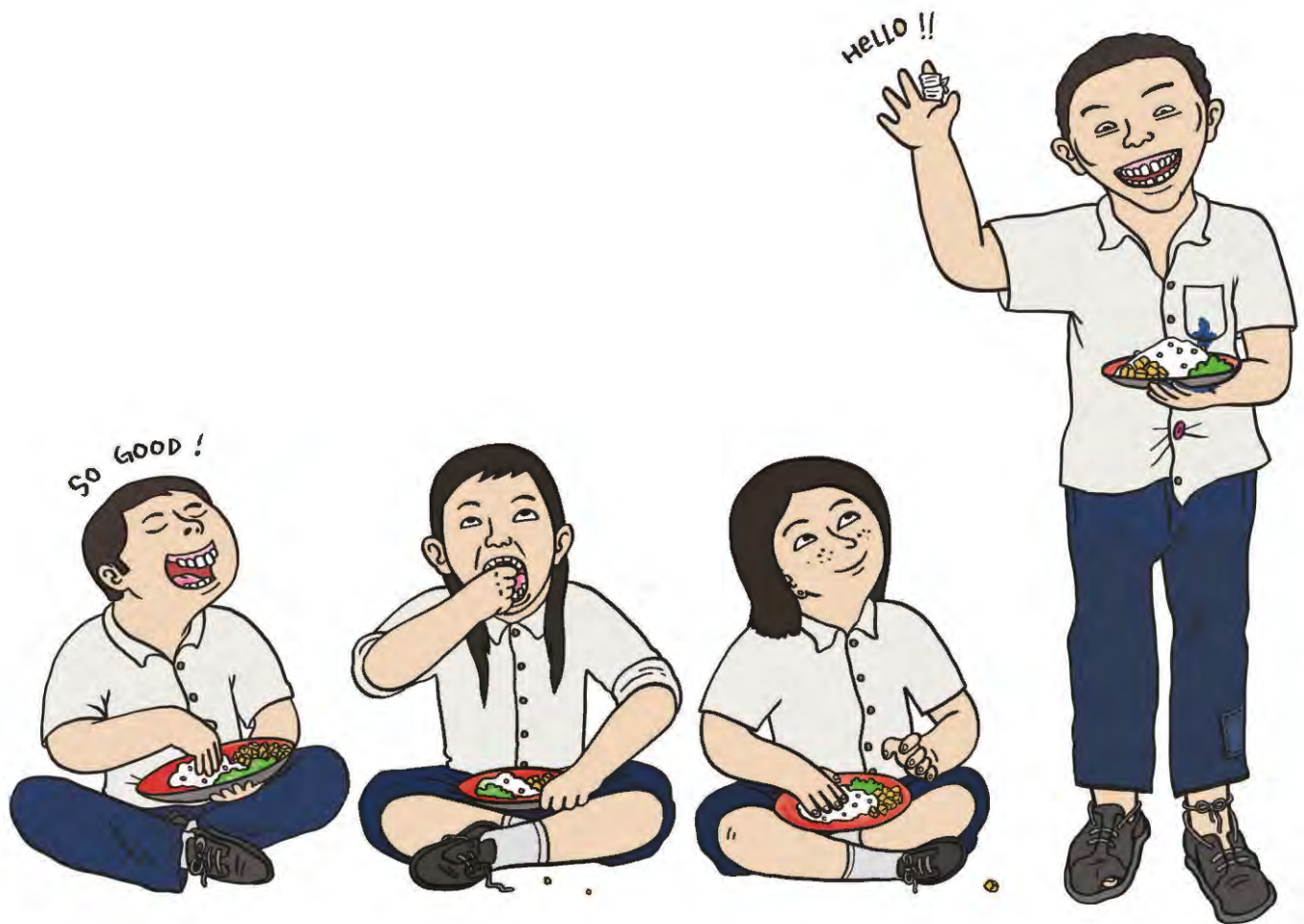


- ☐ What would you do with the leftover food at the picnic?

- ☐ Find out from your home and neighbourhood what they do with uneaten food?

Enjoying Mid-day meal

Nimkit has a school friend named Lakpa. He stays with his parents who work as labourers. Lakpa goes to school without eating any food. He is not able to buy any food as he has no money. In school, he waits for the lunch break when hot food is served. This is the only meal that he gets in a day.



☐ Have you eaten the food served at your school?

☐ Do you enjoy your mid-day meal at school? What do you like about it?



☐ What would you do to help someone who does not get enough food to eat ?



Teacher's Note: Teacher needs to discuss about the importance of Mid-Day Meal in class.

6. Water for Everyone



Doma's Story

Let us read the following story and find out where the water in Doma's house comes from.

Doma lives in Gangtok with her family in a rented house. Her family gets less water than the owner of the house.

In the tourist season, when there are lots of people visiting Gangtok, other local people also face the same problem.

During this time, water comes in the tap for only a few hours and everybody rushes to collect water. The tap water comes from Selep Tank which gets water from the nearby river through large underground metal pipes.



When there is no water from the tap, Doma goes with her brother and friends to the nearby *dhara* with a jerrycan to bring water.

This water is stored in a small tank.

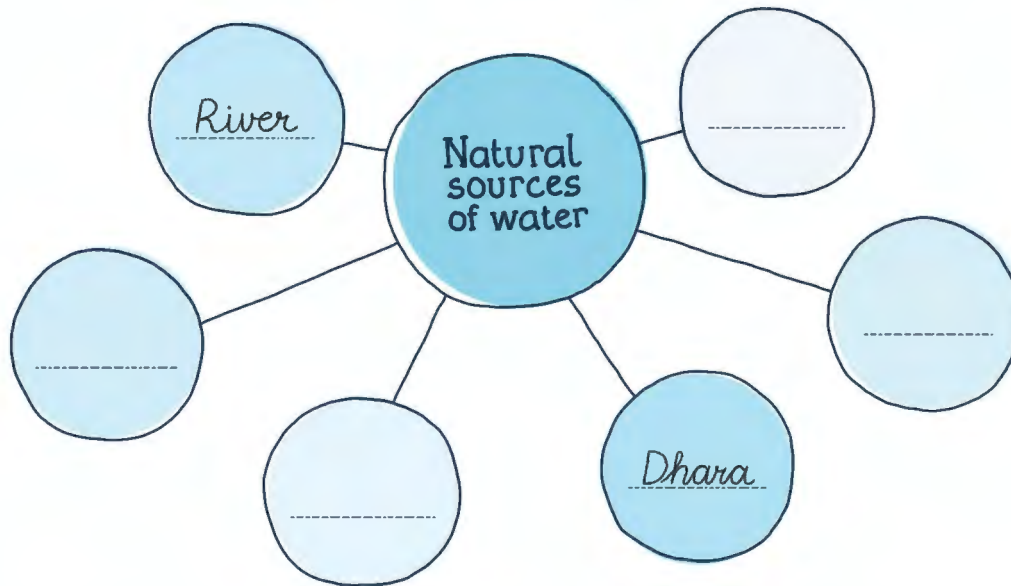
In the *dhara* they have made a pipe out of bamboo to collect water.

In Doma's story, water comes from the *dhara* and the river to her house through the tap and bamboo pipes.





☐ Where do we get water from ? Fill in the circles below.



During the rainy season, even when there is a lot of water Doma and her family have to face a water problem. This is because the Selep Tank gets less water due to landslides (*païro*).



☐ Have you ever faced such water problems due to landslide in your area? If yes, where do you go to get water from when this happens?



During this time, Doma's family boils water for drinking. Why do you think they need to do this?

☐ What are the other ways of making water safe to drink at home?

Teacher's Note: Children should be encouraged to share their ideas about the water tank in their locality like Selep Tank of Gangtok.

How do we use water and how much do we use ?



What are some of the activities that your family uses water for? Choose from the given activities below.





Which of the above activities need more water and which ones need less water?





Sometimes we have less water at home due to a water problem. Has this happened at your house?

What can be done to prevent this ?

Write in your notebook

- a. In your village
- b. In your town
- c. At home
- d. In your school

How much can a bottle hold?



You must be using different kinds of containers in your home.







Can you bring two or three such containers to the class?

For this activity, you have to bring one container to class- a glass, a mug, a small bowl or a water bottle. Your teacher will bring a bottle. With the help of your teacher, fill your container with water. Then pour your water in the teacher's bottle. While all your friends also fill up the teacher's bottle, check how many containers are needed to fill the teacher's bottle and fill in the table below.

The activity may be repeated with everyone's container.

How many containers filled the bottle?

 Fill the table below:

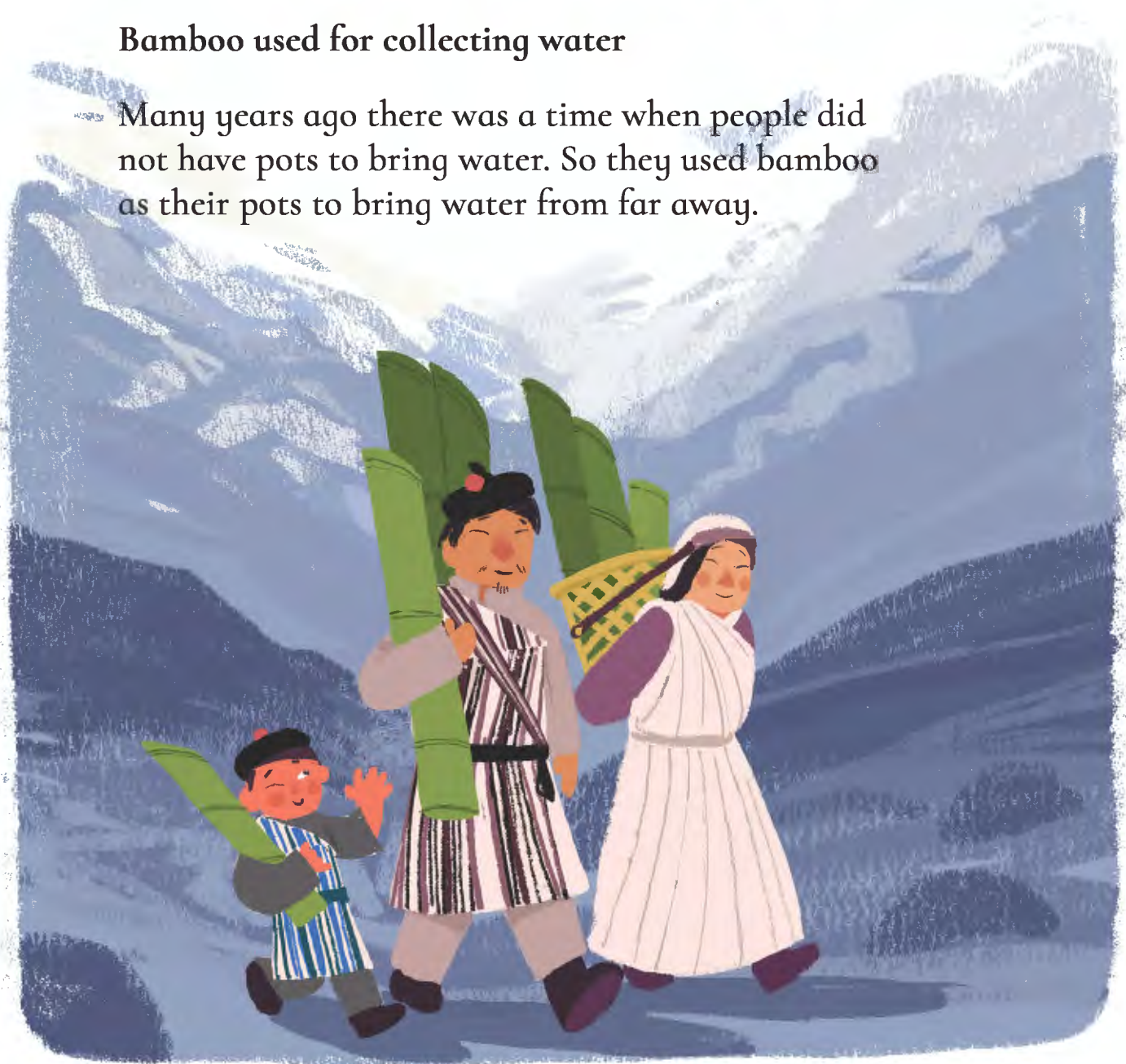
Name of the container	Number of containers needed to fill the bottle
Glass 	
Mug 	
Small bowl 	
Water bottle 	

After the activity, pour the water into the pots or plants in your school.

Teacher's Note: The teacher could adapt the activity according to the level of the learners. This could form a good foundation in critical evaluation, calculation and analysis.

Bamboo used for collecting water

Many years ago there was a time when people did not have pots to bring water. So they used bamboo as their pots to bring water from far away.



Ask your grandparents/elder members of your family how they used to bring and store water?

Phurba's story

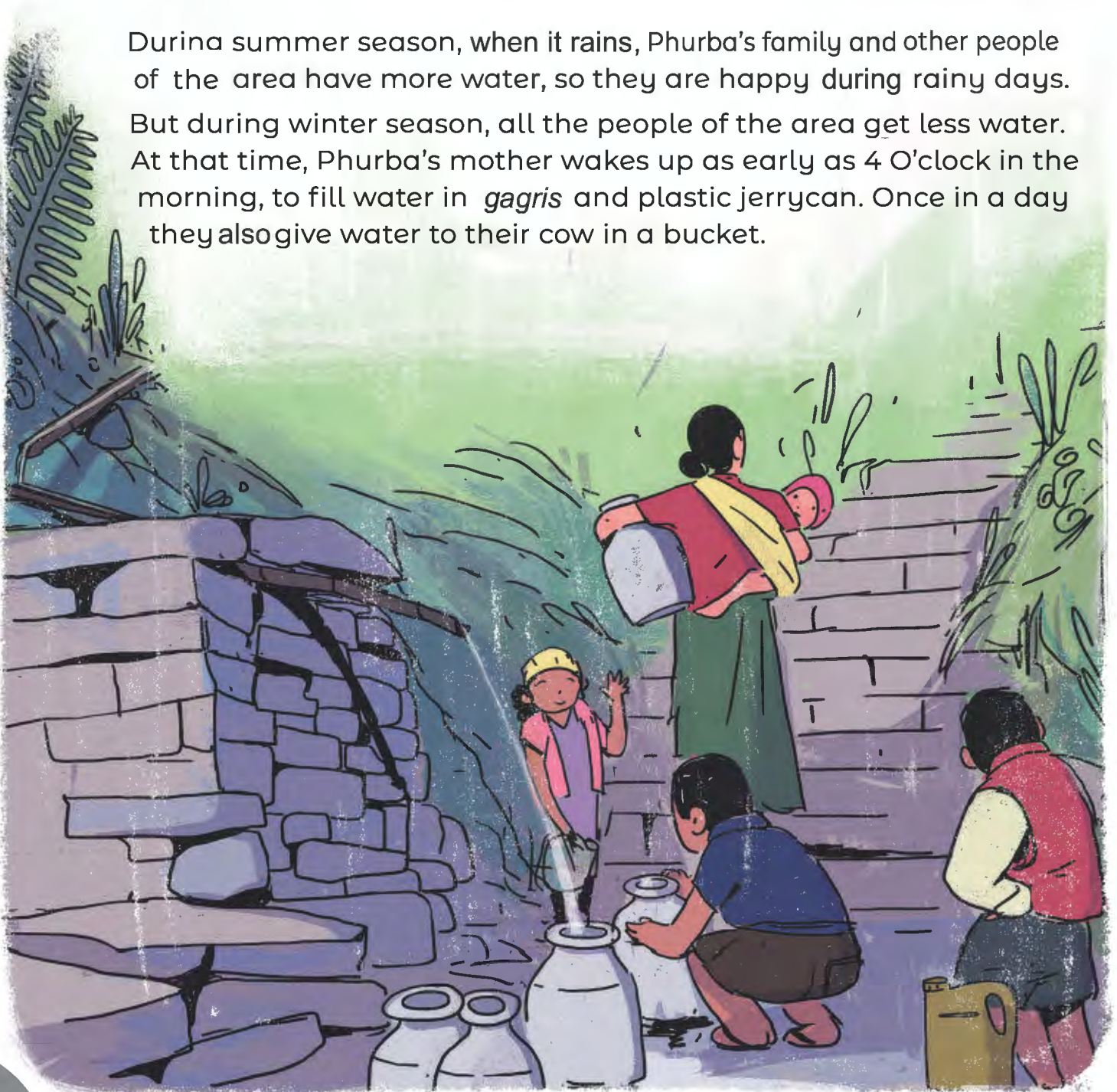
Does everybody get enough water?

Phurba lives in 'Ahley Gaon', a small village in Sikkim.

Every winter there is less water in this place. Everyday, Phurba and his sister have to walk a long distance to bring water.

Each day, they spend hours just to get four *gagri* (traditional pitcher) of water.

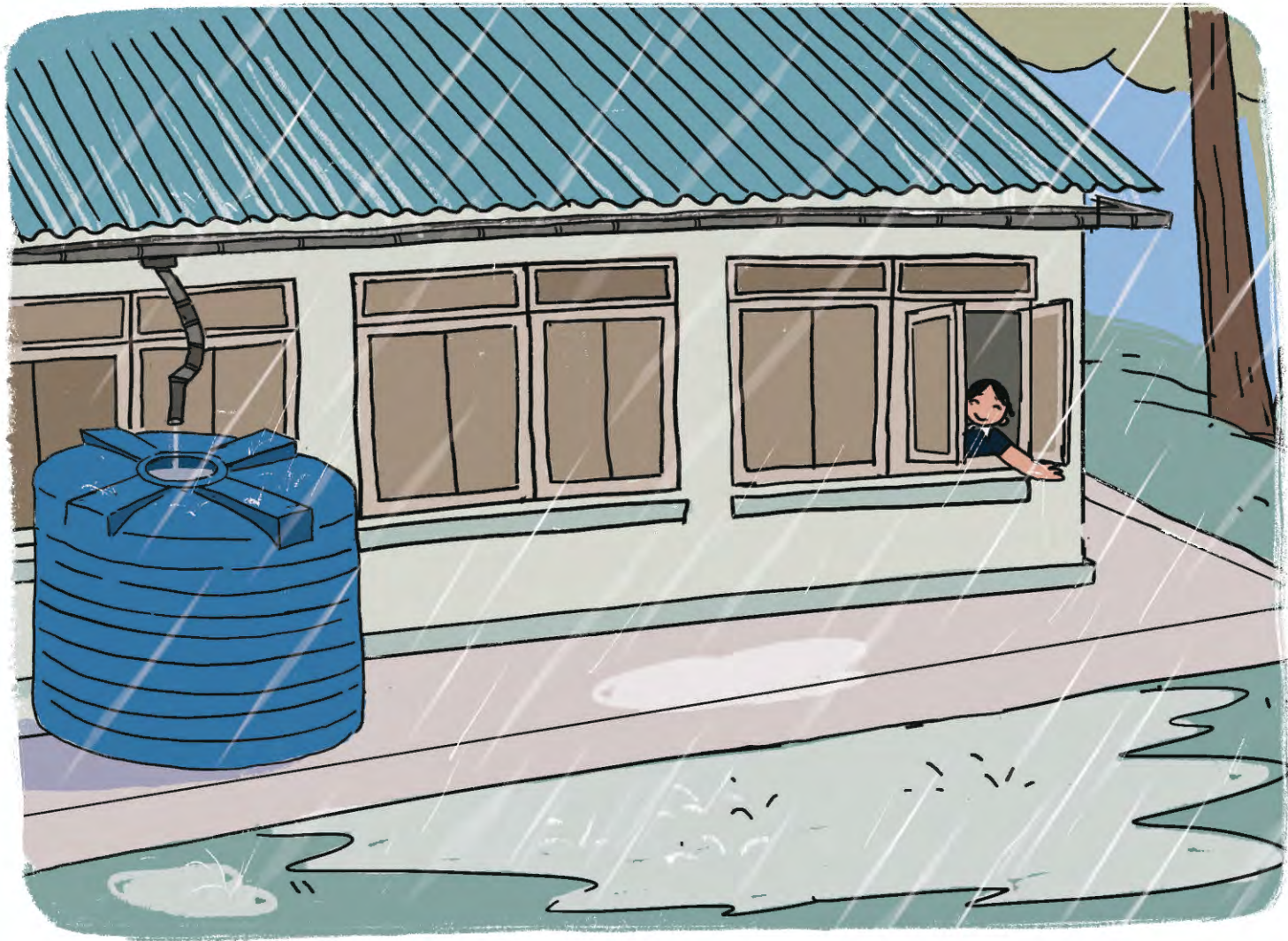
During summer season, when it rains, Phurba's family and other people of the area have more water, so they are happy during rainy days. But during winter season, all the people of the area get less water. At that time, Phurba's mother wakes up as early as 4 O'clock in the morning, to fill water in *gagris* and plastic jerrycan. Once in a day they also give water to their cow in a bucket.



Due to the shortage of water, some people of the area have kept tanks on the roof for collecting rain water.

- ☐ Have you seen some place in your area /schools where rain water is collected ?

Here is a picture of a school in Gangtok which collects rain water.



- ☐ We have read how Doma's family brings water from *dhara*. Who brings water to your home?

Teacher's Note: Children could be made aware of gender and social inequality. Further discussion on shortage of water in Sikkim during winter time, due to low rain and snowfall, can also be planned.

Wasting water... Waste water... What to do with used water?



Look at the two pictures given below.
In which of these do you think water is
being wasted and why?





☐ Can you think of ways of saving water?

☐ Have you seen water flowing unnecessarily in your home, school or any other places?
If yes, what do you do then?



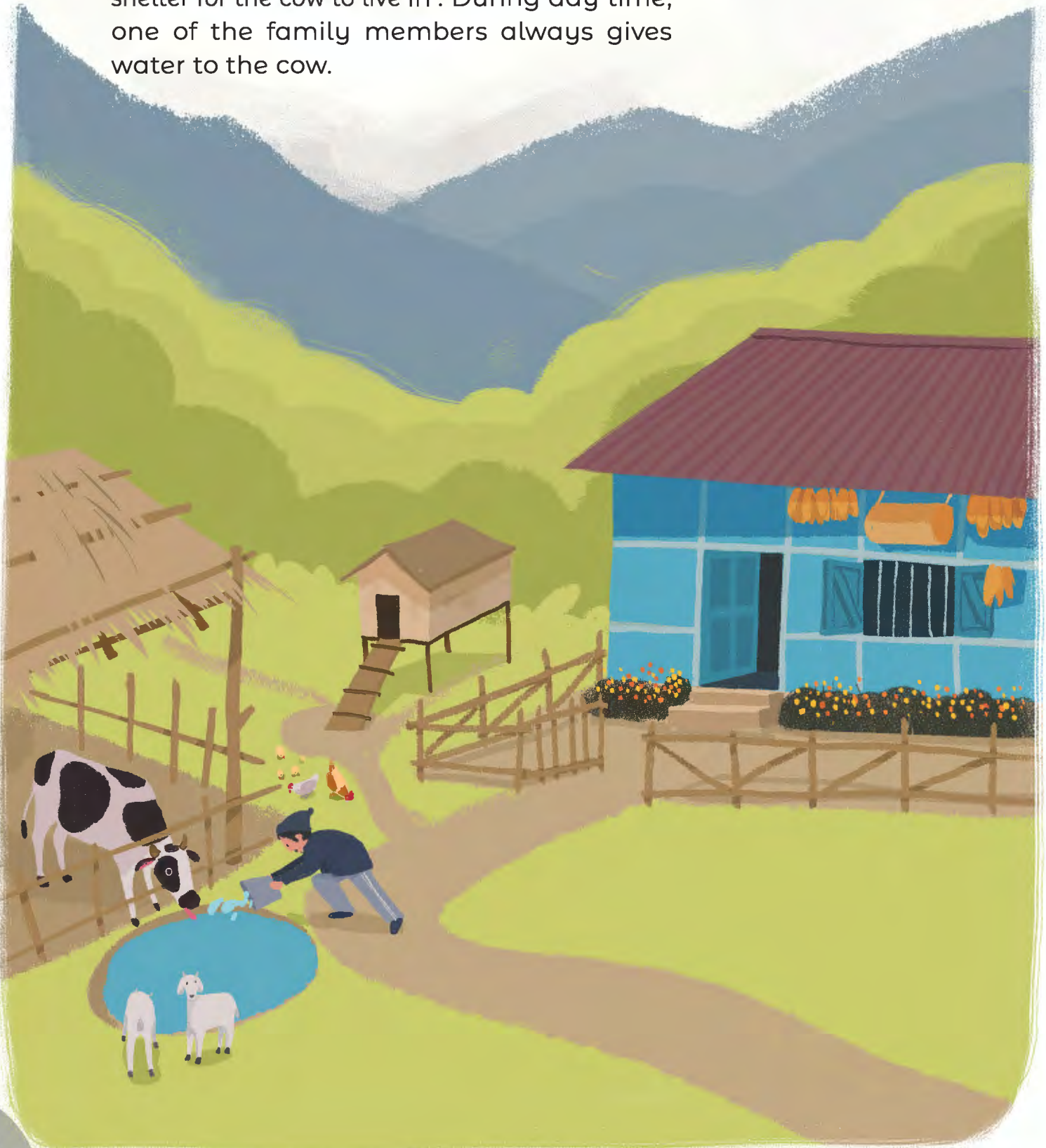
☐ Draw lines using different colours to show which work will be done after the other so that the same water can be re-used. One example has been given.



Animals need water too!

Have you noticed that some animals also live with us inside or outside our house.

In Phurba's house, they have a separate shelter for the cow to live in . During day time, one of the family members always gives water to the cow.





Have you ever given water to any animals?
If yes, which animal?



Animals and plants need water like us to live, so how can we help them to get water?

Some animals that do not live with us are not given water by anyone.
Where do they get water to drink?

Teacher's Note: Discuss the re-use of water. This would help children to understand the importance of saving water. You can also talk about the wild animals drinking water from various places.

7. Where We Live

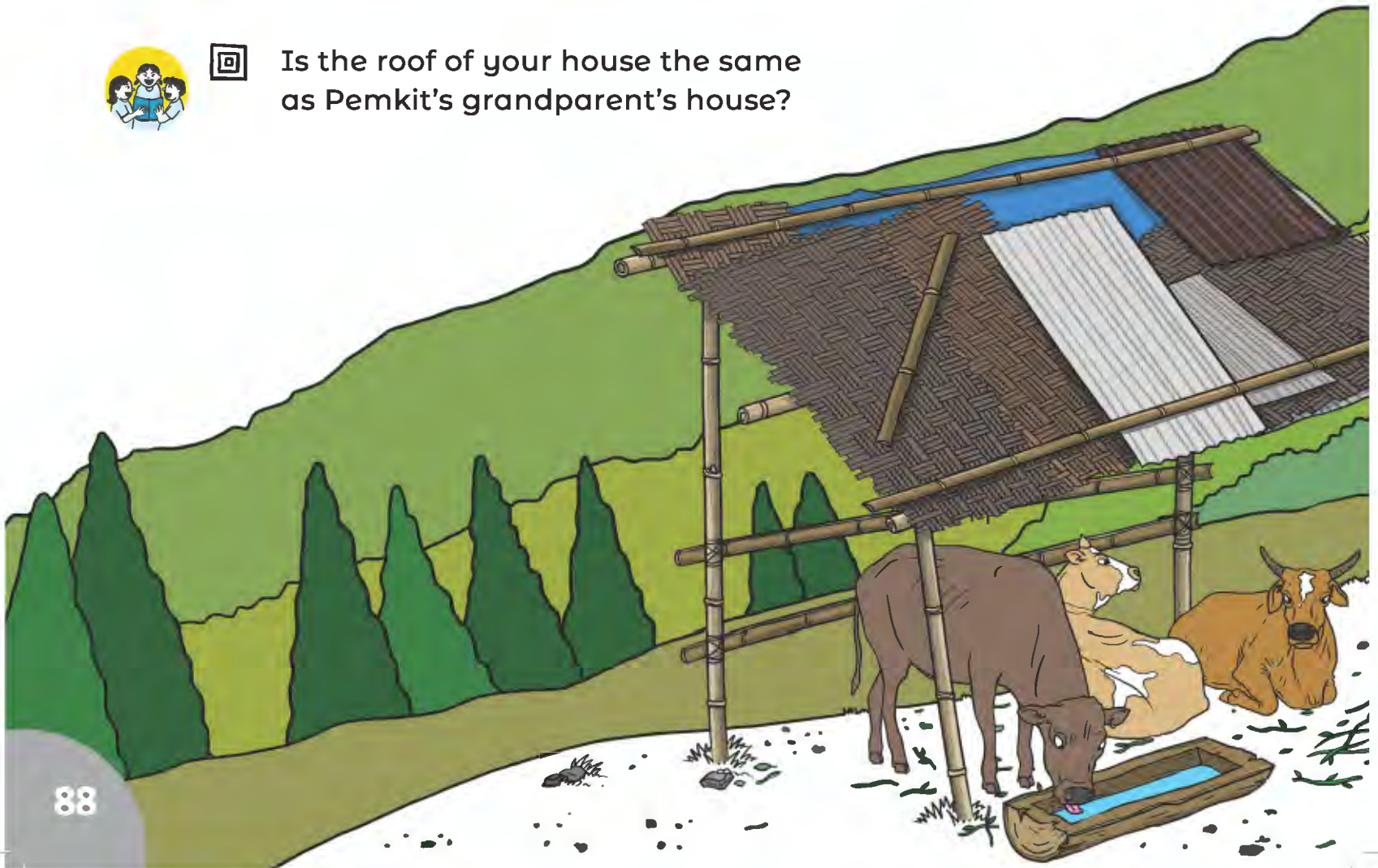


We have all come back to school after the summer vacation. Let's talk and share about what we did during our holidays.

Hello, I am Pemkit. I went to Manul in North Sikkim to meet my *Thekung* and *Nyukung* (grand parents). They have their house up in the forest. It is an old Lepcha house made of stone, bamboo and wood. The house is made without using nails. It has two floors. My *Nyukung* says their house is warm and feels safe during earthquakes.



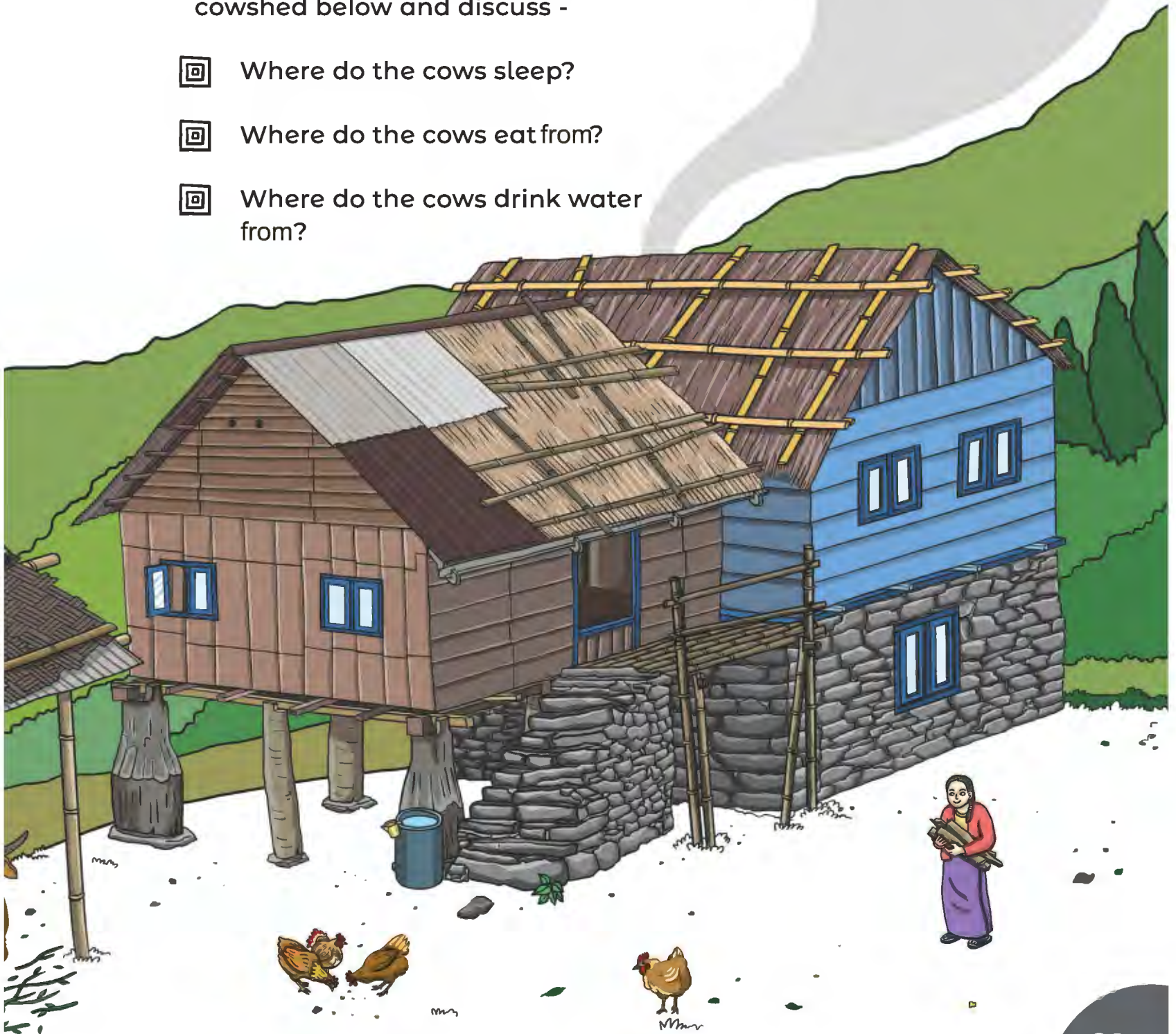
□ Is the roof of your house the same as Pemkit's grandparent's house?



There is a *goth* (cowshed) near the house. It is made of bamboo, wood and dry straw. The house and the goth have sloped roofs. Hence, the snow and rain can drain down easily from such a roof and be collected for animals to drink and for other purposes.

Let us look at the picture of a cowshed below and discuss -

- ☐ Where do the cows sleep?
- ☐ Where do the cows eat from?
- ☐ Where do the cows drink water from?



Hello, I am Rozer. I stayed in Gangtok this vacation. I live in a three-storey building made of bricks with a flat roof. I live with my dog and my family. I play with my dog on the roof because there is no place outside. I like to be in school as I can play freely in the big play ground with my friends.



☐ Why do you think Rozer's house has a flat roof?



☐ Have you seen people making bricks in Sikkim? Where?

☐ Find out where Rozer can get the things needed to build his house?





Hello, I am Sonam. I stayed in Sang Busty. We have a two storey-house. The ground floor is made of mud and stones and the upper floor is made of wood. We have a Sangbum stone in front of our house where we burn dried pine leaves every day.

- Do you know what a *Sangbum* Stone is?
- Have you seen a Sangbum? Where have you seen it?
- Do you have anything special like a *Sangbum* built in your house?

Teacher's Note: With the help of the picture, a discussion can be initiated on *Sangbum* and other special structures like *chula*, *tulshi* and *maat* which are made for ceremonies.



Hello, I am Pemba and she is Monica. We went to our friend's place in Kaluk. We saw an *ikra* house made of bamboo and red mud. We also saw some *ikra* houses with *siru* (grass) roofs and others with tin (iron sheet) roofs.



☐ The *ikra* house is made using bamboo. What else can bamboo be used for?



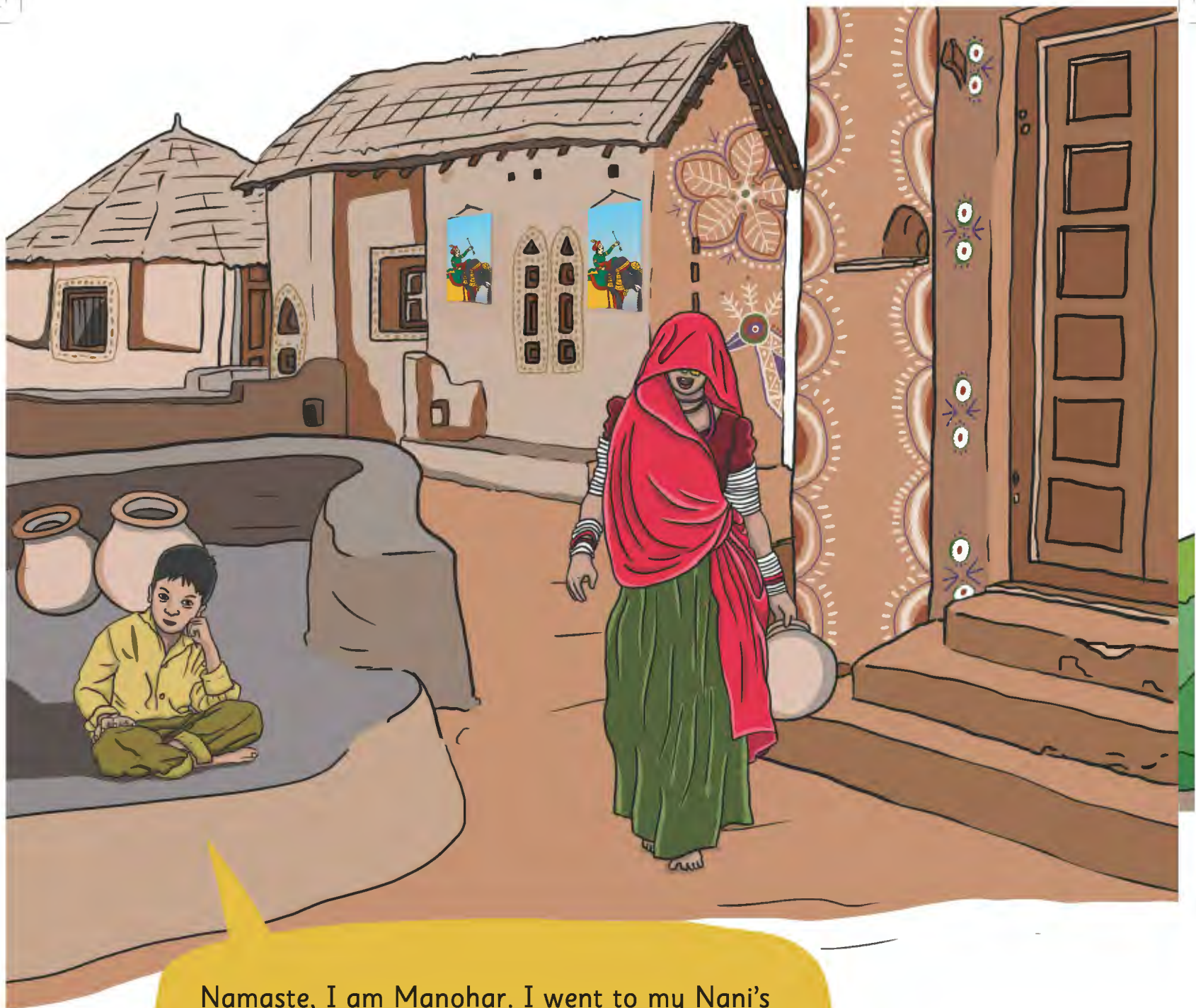
Hello, I am Tutumoni. I live in Sikkim. My father works here. This summer I went to my village in Assam. It rains heavily there. Our houses are made above the ground with bamboo pillars called “stilts”. The insides of our houses are made of wood.



☐ How can you enter these houses?

☐ Why are these houses built above the ground?





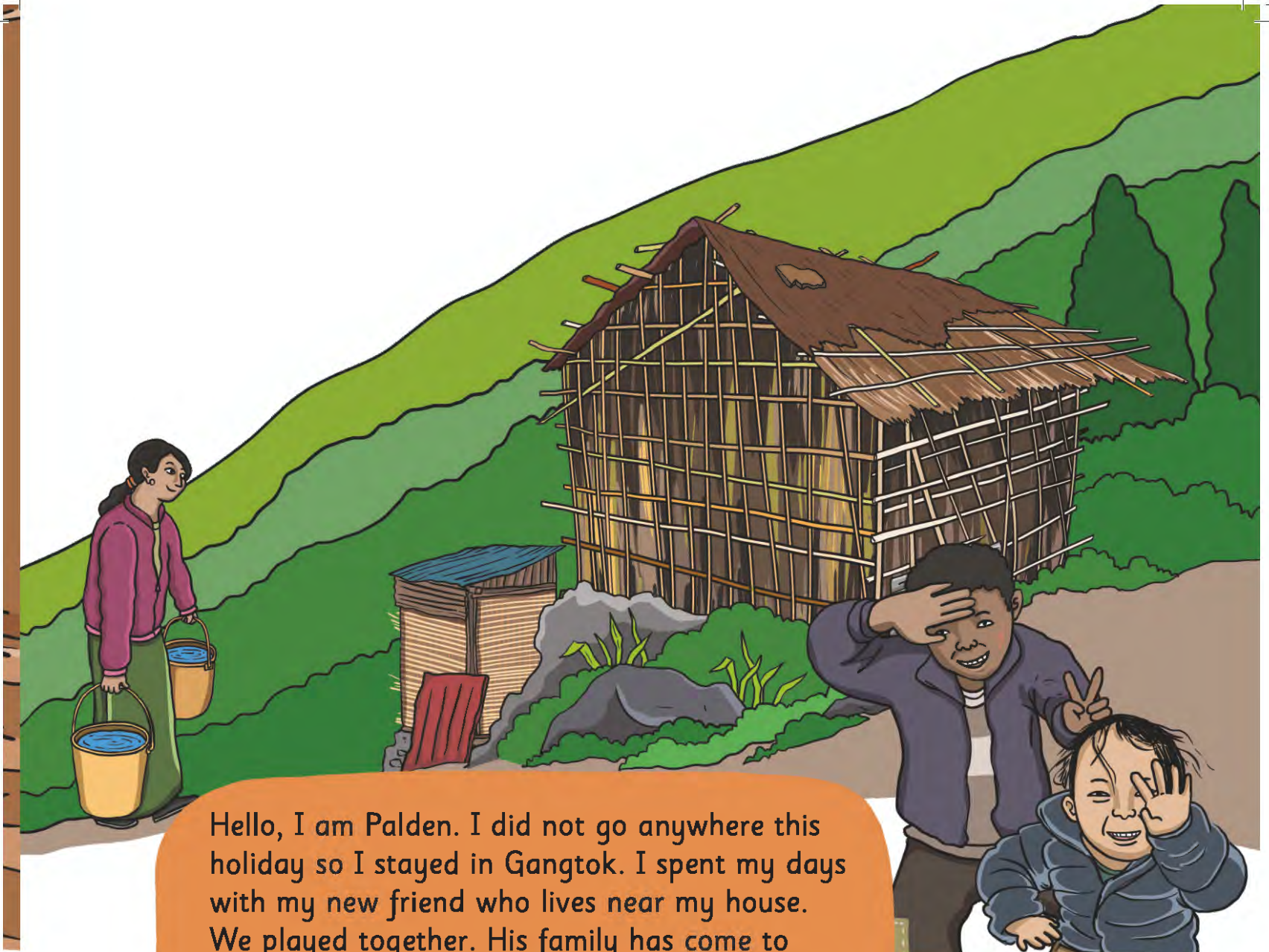
Namaste, I am Manohar. I went to my Nani's house in Rajasthan. In her village the houses have thick walls and flat roofs. These are made of mud. It is very hot during the day but inside it is very cool. The walls of the houses are much thicker than the mud houses of Sikkim.



☐ Do you see picture paintings on the walls of your houses?



☐ Where else can we see picture paintings on walls?



Hello, I am Palden. I did not go anywhere this holiday so I stayed in Gangtok. I spent my days with my new friend who lives near my house. We played together. His family has come to work here. They stay in a *chitra* house which has one room. It is not strong like our house. Sometimes his mother comes to get water from my house.



☐ Why is the *chitra* house not strong like a brick house?

Teacher's Note: It's important to show the diversity of houses based on the climate of the place. Discuss with sensitivity the problems of people who do not have homes to live in.



Look around your school and find out

a. What are the doors made of?

b. What is the roof made of?

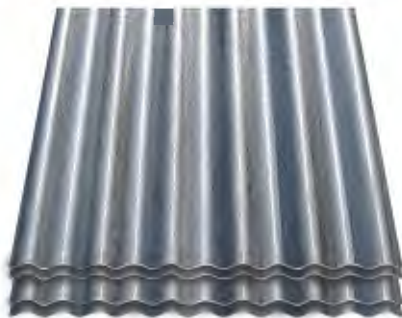
c. What are the walls made of?



Draw your house.

A large rectangular area outlined with a pink dotted line, intended for drawing a house.

- ☐ Look at the pictures and circle the things which are used to make your house. Write the things which you get easily in your place and the things which you bring from other places.



- ☐ Why are bamboos used more in some places of Sikkim for building houses?

- ☐ If you want to build a house other than the one you have now, with what would you build it and why?



Make a list of things that are used to make the houses that you have read about. Write them down in the chart below:



Pemkit's Thekung's house

Wood

Stones



Rozer's house



Sonam's House



Look at the houses given and mark whether it is for public or for family. You can draw a line to show it.



Chitra House



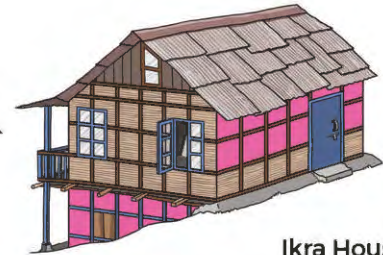
Mud House



Hotel

For Public

For Family



Ikra House



Monastery



Hospital



You must have seen these buildings given on Page 100 in and around where you live.

- Which of them have you visited?
- How are they different from each other?
- Are these buildings used by everyone?
- Find out from your grandparents if these buildings were there when they were young.

Whether it has changed. If yes, is it the same or has it changed? If it has changed, what has been the changes?

8. A ROOF OVER MY HEAD



People make their homes in many different ways. Sidharth and Doripzem live in two different types of houses. Let's read what they have to say about their houses.



Hi! My name is Sidharth. I live with my family in a building which has many storeys. I like playing with my friends who also live in the building. We play in a veranda. I have a favourite place in my home which has many toys and books.

Hi! I am Doripzem. I live in my house with my family. It is my grandparents' home. It keeps us safe from the cold and heat. I love cooking and eating together. My favourite place is the cowshed (*goth*) where I watch my baby cow.



Teacher's Note: Discuss with the children how some people live in their own houses, some need to live in rented ones and some others have a shifting shelter.



Picture 1



Picture 2



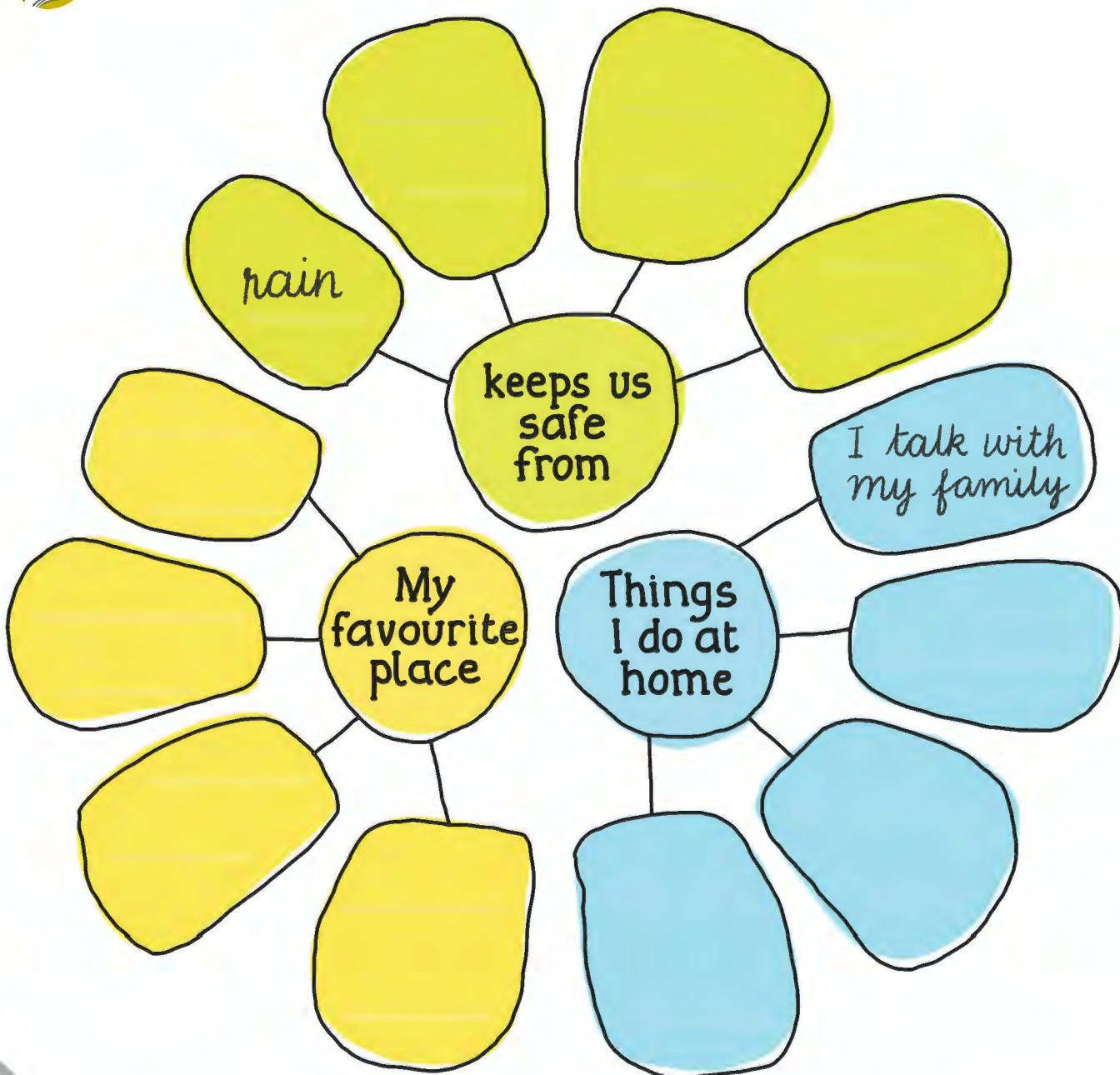
What do you see in the pictures above? Write it down.



- ☐ Do you also play outside your home like the children in Picture 1? What are the games that you play?
- ☐ Does it also rain at your place like in Picture 2? On a rainy day what games do you play indoors?
- ☐ Why do you think the children are running towards the house in Picture 2?



Why do I need a home and what do I do there?





Picture 3



Picture 4



Make a list of the things which make the homes above a nice place to live in.

☐ Can you think of some other things that you need at home?



☐ Fill up the table by asking your elders in the family:

Things they had at home when they were young	Yes	No
Water		
Toilet		
Electricity		
Place to play		



☐ Talk to your elders about how these things have helped them during their times.

☐ Discuss with your teacher and friends why you think it is important to have at home the things mentioned in the table above.

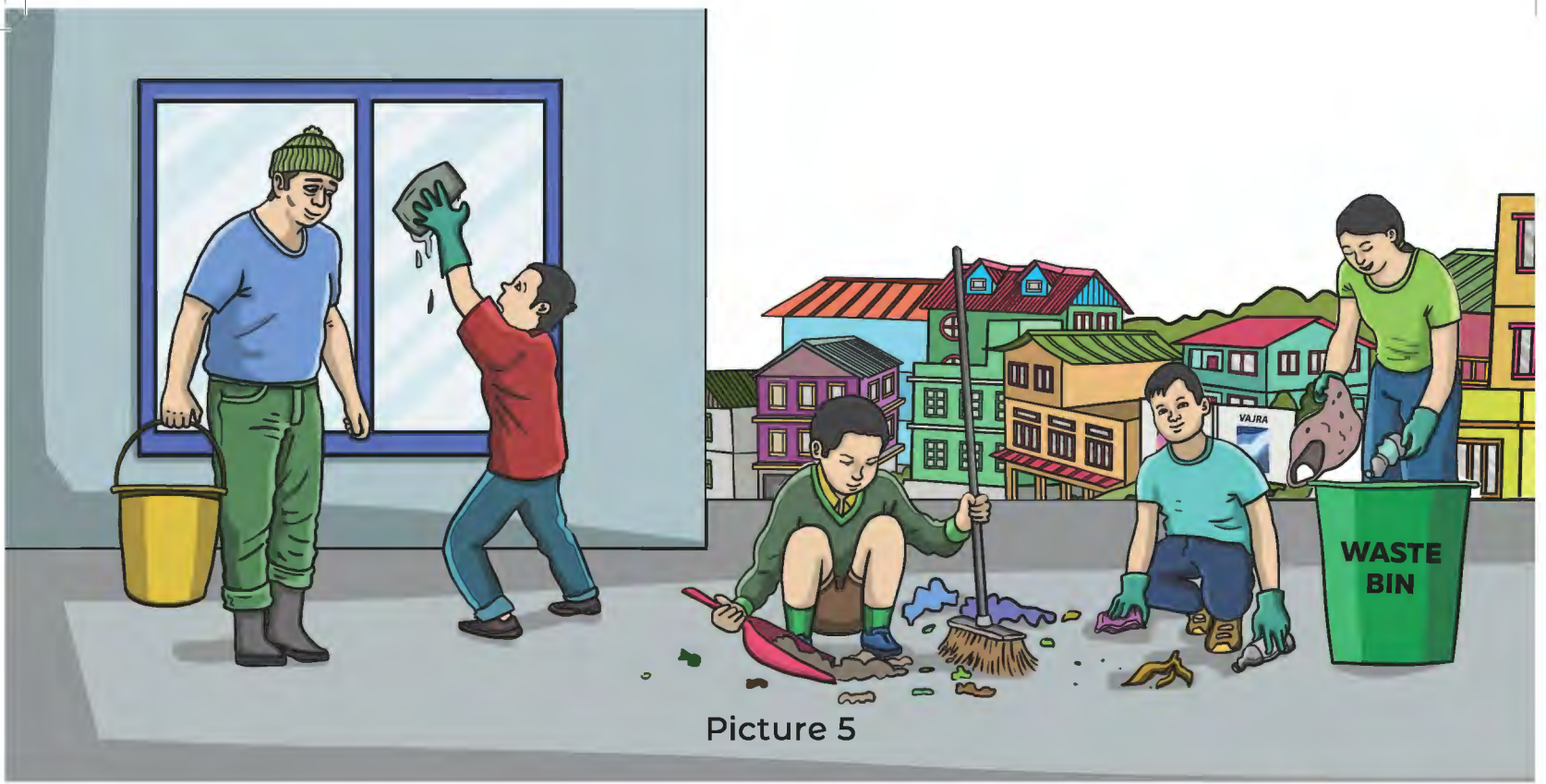
Teacher's Note: Discuss with children about the importance of open spaces close to their home for play. Also discuss the benefits of basic needs shown in the table above.

Making your home beautiful

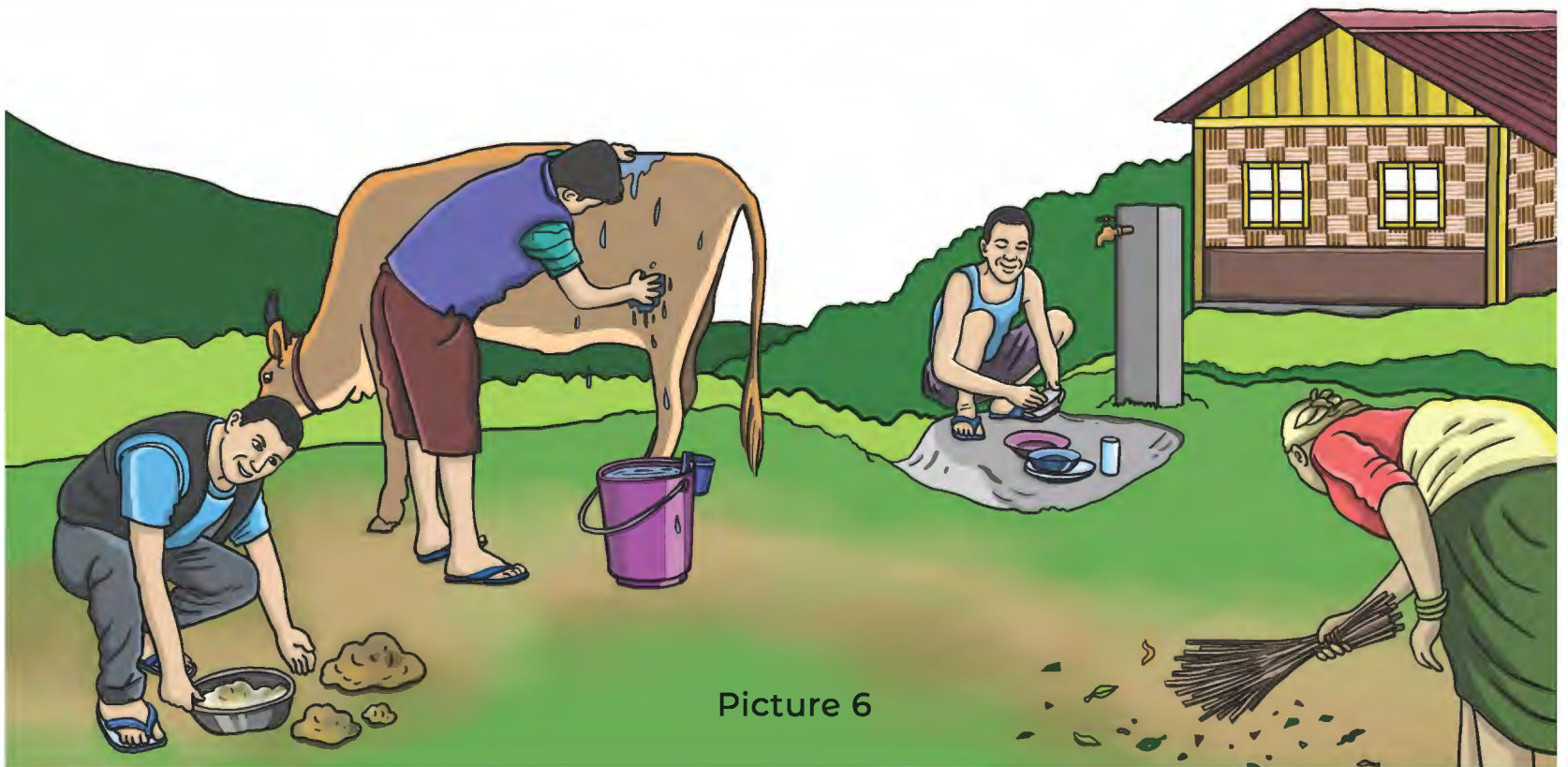


Draw a picture of your house and show how you can make it beautiful. If you want, you can also show your favourite place.

A large, empty rectangular area defined by a dotted red border, intended for drawing a picture of a house or a favourite place.



Picture 5



Picture 6



What do you see in Picture 5 and Picture 6?
Discuss with your friends and write it in your notebook.

Teacher's Note: The message that needs to emerge through discussions is that cleaning one's home or surrounding is not only related to healthy living but also creates a pleasant place to live and work in.

- ☐ Have you done any of the activities as shown in the pictures? If yes, which activities have you done?
- ☐ Do you keep your home clean like them? What else do you do to keep your home clean?
- ☐ Why do you think you should keep your home clean? Does anyone help you?
- ☐ Can you think of any other ways of cleaning your home?

Moving here and there

Kunzang is eight years old and lives in Lachen. He lives with his family and the animals that they own.

Every summer, his parents move with their animals to Thangu, a village higher than Lachen. In Thangu, the animals are safe from leeches and it gets more food.

In winter, they return to their home in Lachen along with their animals. But Kunzang stays in the village with his grandparents since he goes to school.



Teacher's Note: Talk to children about people moving from one place to another, which is different from people getting transferred in their job.



Why do you think Kunzang's parents move from one place to another?

Why can't he go with his parents? Would it be difficult for you to leave your parents for so long?

Have you seen or heard of any family like Kunzang's which moves from one place to another?



Discuss with elder members why sometimes some groups of people move from place to place? Share your findings in the class.

Living without home

SIKKIM EXPRESS
OF THIS LAND, FOR ITS PEOPLE

MANTAM LANDSLIDE - RED ALERT SIKKIM!

Figure 1. Photographs of (a) the Mantam landslide, (b) dust cloud from the landslide, (c) artificial lake formed due to the landslide dam (source: savehills.blogspot.com)

However, there were no human deaths reported due to the incident. The landslide generated a huge cloud of dust engulfing nearby settlements (Figure 1b). From the field photographs it appears to be a rock avalanche and the dust cloud was formed due to rapid down-slope movement of debris. The debris from the landslide has blocked the flow of the Kanaka river. Tolong Chhu, a tributary of the main tributaries of the Kanaka river. Remote sensing data have proved useful for rapid assessment of landslides and landslide-dammed lakes. An analysis was carried using very high resolution Cartosat-2B (80 cm spatial resolution) image acquired on 15 August 2016. The width of the landslide was 530 m in the middle and length 790 m. The landslide was rectangular and the dam due to the incident.

As seen from the Cartosat-2B image, the debris from the landslide has blocked the flow of the Kanaka river. Remote sensing data have proved useful for rapid assessment of landslides and landslide-dammed lakes. An analysis was carried using very high resolution Cartosat-2B (80 cm spatial resolution) image acquired on 15 August 2016. The width of the landslide was 530 m in the middle and length 790 m. The landslide was rectangular and the dam due to the incident.

**Artificial Lake formed over night!
Mantam village evacuation continues.....**

SCIENTIFIC CORRESPONDENCE

lent rapid. As a consequence, the lake water is draining out through the narrow outlet.

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- ☐ What do you see in these pictures?
- ☐ Have you heard people talking about *pauro* (landslide)? Have you seen it?
- ☐ Where do you think people live after their houses are destroyed?
- ☐ If we were living in one of the houses, how would we feel?

Sometimes there aren't enough shelters to keep those whose homes have been destroyed. Hence, some go and live with friends or relatives. The local *samaj* also helps to build the destroyed houses of their *samaj* families.

- ☐ Discuss other different ways we could all help people without a home.

Teacher's Note: Talk to the children about the various options for displaced people, such as living with relatives, staying in temporary relief camps etc. Teachers might also help learners to understand that not everybody has a house and some have only a shelter.

9. What We Wear



Picture 1



Picture 2



What do you see in Pictures 1 and 2?
Write it in your notebooks.



Do you wear a uniform when you go to school?
What colour is your school uniform?

Do you wear the same uniform every day?



There are some schools where the uniforms are different. Some uniforms are worn in summer and some in winter. Can you tell why?

Can you think of reasons why schools have uniforms?

What are your school clothes made of?

What are your home clothes made of?

Who Wears Uniforms?



- ☐ Are uniforms only worn by school children?
Are there other people who wear uniforms?
Can you name them?

Look at the picture given below



Just as you wear uniforms to school they also wear uniforms for their work. The type of uniform which they wear tells a lot about the work they do.



- ☐ Can you guess the work they do by looking at the picture?



- ☐ Which uniform do you like the best?
- ☐ What kind of a uniform would you like to wear?
You could draw it in your notebook.
- ☐ Does anybody in your family wear a uniform when they go to work?

Work and Clothes



Are there some other people who wear different types of clothes to work? Can you think of such people and name them?

Match the following



Stitched and Unstitched clothes

Dawa and her mother are going to the market. She is very happy as she is going to the tailor who will stitch her a new dress. She also likes to see the different clothes which people wear.



- Find out which are readymade and how many are stitched by a tailor. Which are more in number? Why?



- Look at the picture carefully and put a tick mark (✓) on clothes that are stitched and a cross (X) on clothes that are unstitched.

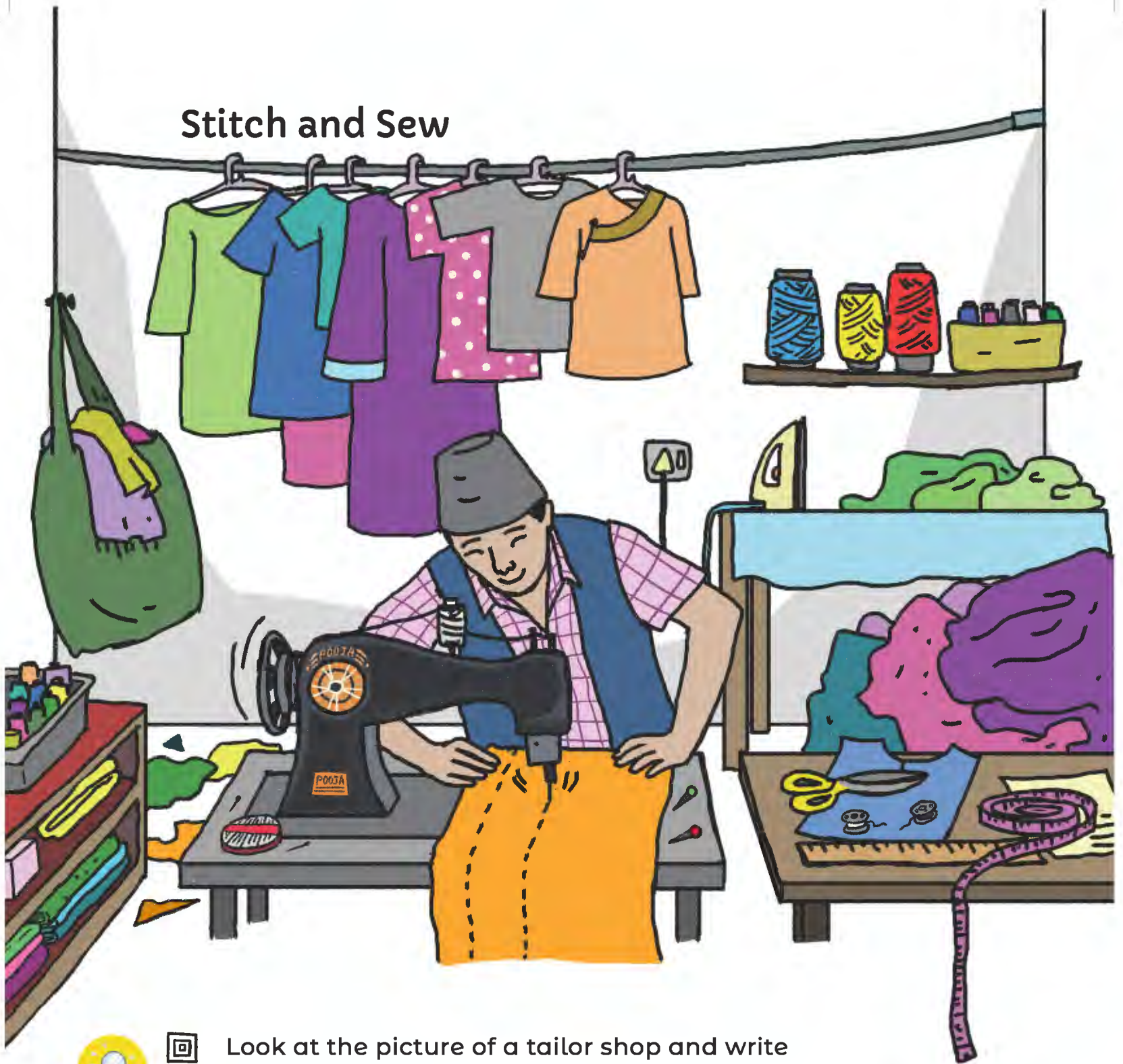
- Do you go to the tailor to get your clothes stitched?

- Are all the clothes that you wear stitched clothes? Do you also wear unstitched clothes? Can you name some?



- Find out from your elders what are the unstitched clothes they wear?

Stitch and Sew



☐ Look at the picture of a tailor shop and write down the names of the tools that he uses.



☐ With the help of a ruler/tape, measure your friend's shoulder and sleeve length. Write it on a piece of paper just like the tailor and give it to your friend.

Teacher's Note: A visit to a nearby tailor shop could be organized. The children could be encouraged to speak to the people there and know more about them. They could collect some pieces of cloth from the shop for a subsequent activity.



☐ Arrange the following pictures in the correct order.



Basanti's Story

Basanti lives on Tibet Road in Gangtok and has come from Bihar. She knows how to stitch clothes which she learnt from her mother. She stitches clothes like kurtas, pants, shirts and blouses. Her children wear the clothes stitched by her. She gets a lot of work during festivals. Her daughter and son help her see the latest designs of clothes from the internet. She has now learnt to stitch the bakhu too. Her daughter has learnt to stitch a coat and also to make designs on the clothes. This has helped Basanti to get more work.



☐ Why does Basanti get more work during the festivals?

☐ Why do you think Basanti learnt to make the Bakhu?

Different kinds of Fabric



What do you think this is?
It has something written on it.



Have you seen tags like this on clothes?

What do these tags tell us?





Look for clothes in your home that have tags and those that do not have tags and write and talk about the tags in the class. Make a note of them in the box below.



A large rectangular area enclosed by a dotted red border, intended for students to write their observations and notes.

Four horizontal solid red lines provided for additional writing or notes.



Show and Tell

Here is an activity that can be done in the class.

The teacher can get two pieces of cloth, one cotton and one synthetic. The children can be asked to bring 4 pieces of cloth to the class.

Things needed:

- a small mug for each student.
- water.
- different pieces of cloth.

The teacher will ask all the students from the class to soak the cloth pieces in their mugs which is filled with water. Students observe which pieces get completely soaked in water and which do not. The same observation can be done for drying the cloth pieces also.

Now make them squeeze the cloth pieces tightly and ask them to collect the water in a cup. Tell them to see which cup has more water and which one has less.

- Look in your cups and say which cloth holds the most/least water.
- Which cloth pieces come from animal / plant materials ? Which do you think do not?
- Is there a difference between types of clothes in being able to hold water?

Teacher's Note: 1. The teacher to guide the students appropriately for the 'Show and Tell' activity based on the instructions given. 2. Students need to be made aware about the different absorbent quality of different clothes. They should be encouraged to experiment with different materials to help them to understand the concept properly.

Reusing old clothes

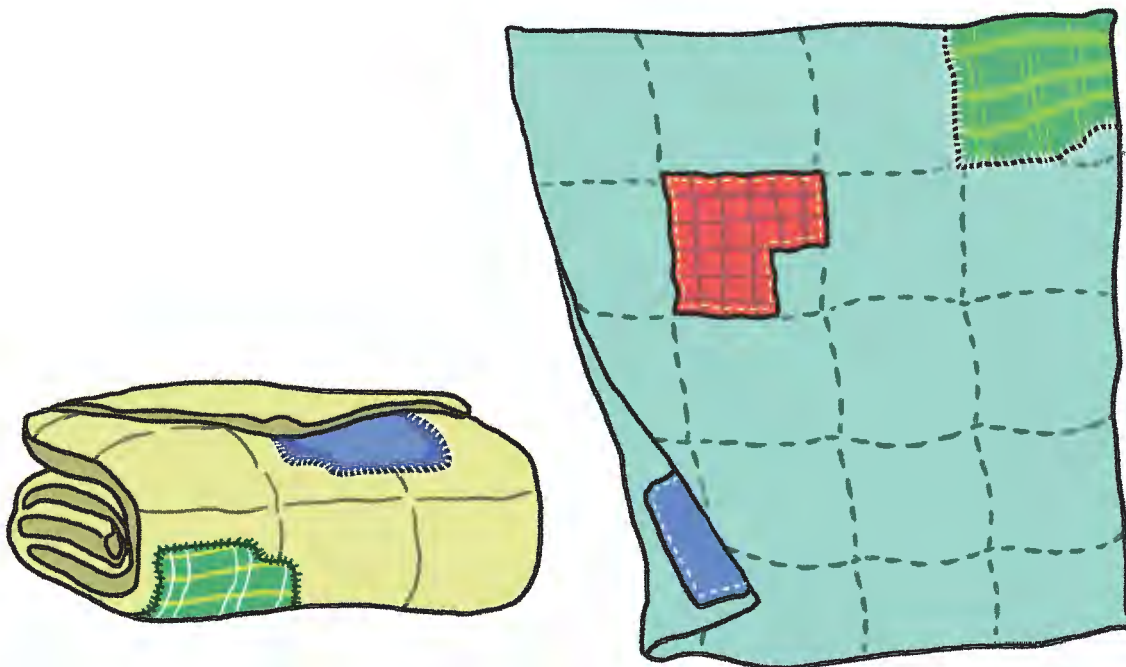
Rohit's mother makes duster for his class from his old clothes. She also uses some of them to make mops for cleaning the house.



- What do you do with your old clothes?
How can you use them again?



- Make any interesting thing from old clothes which you have at home and bring it to the school to show it to your friends. You can also teach them how to make it.



Making Warm Clothes



- ☐ Is it summer or winter in the picture above?
How do you know?



- ☐ Make a chart of different clothes that are worn by people during summer, winter and during the rains. You may use pictures from old newspapers and magazines and stick it on an old newspaper.

Arjun is from a Gurung family who lives near a forest in West Sikkim. His family makes warm clothes from sheep's wool. They make *malkhu* (cap), *lukuni* (coat), *raari*, *asuni* (types of carpets) and also purses. He reuses the left over wool to make small kitchen carpets.



Teacher's Note: It would be useful to speak to children about the purpose of wearing different fabrics based on the season and the basic differences between them.

Arjun gets wool from a nearby sheep farm which belongs to the government. He has three sheep of his own and they live on the farm with him. Arjun has to provide food to his sheep on the farm as he cannot take his sheep to the forest to graze.



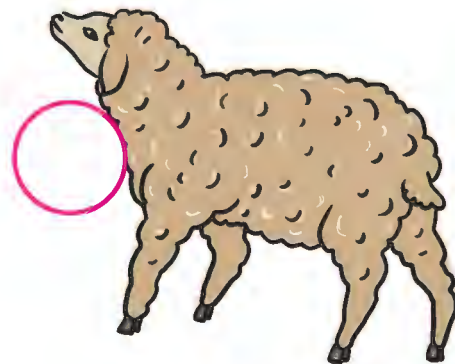
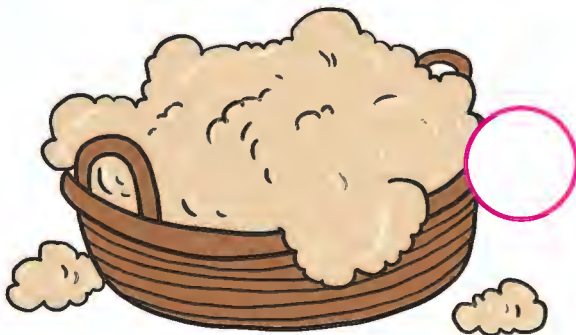
☐ Have you seen things made from sheep's wool? Name a few.



☐ Find out why Arjun cannot take his sheep to the forest to graze?

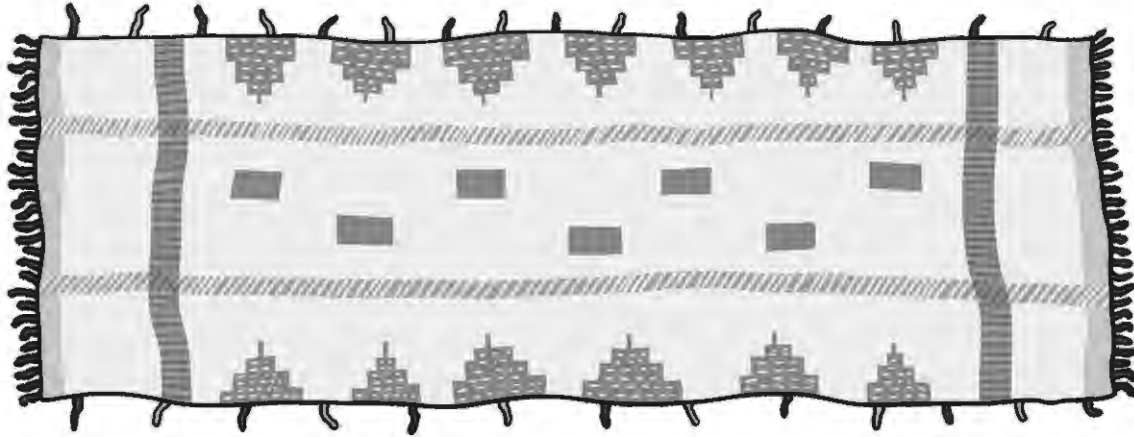


☐ Look at the pictures carefully and arrange them in order.



Teacher's Note: The act on banning of grazing animals needs to be discussed in the class. Children need to be made aware of how this act is affecting the livelihood of people like Arjun while at the same time saving the forest cover also.

Raari and *Asuni* are the carpets weaved by Arjun's family.



Do you know of someone who does such kind of work?



Find out from people how carpets are woven.

Can you think of someone who will take up this work in the future?

Sharing is caring



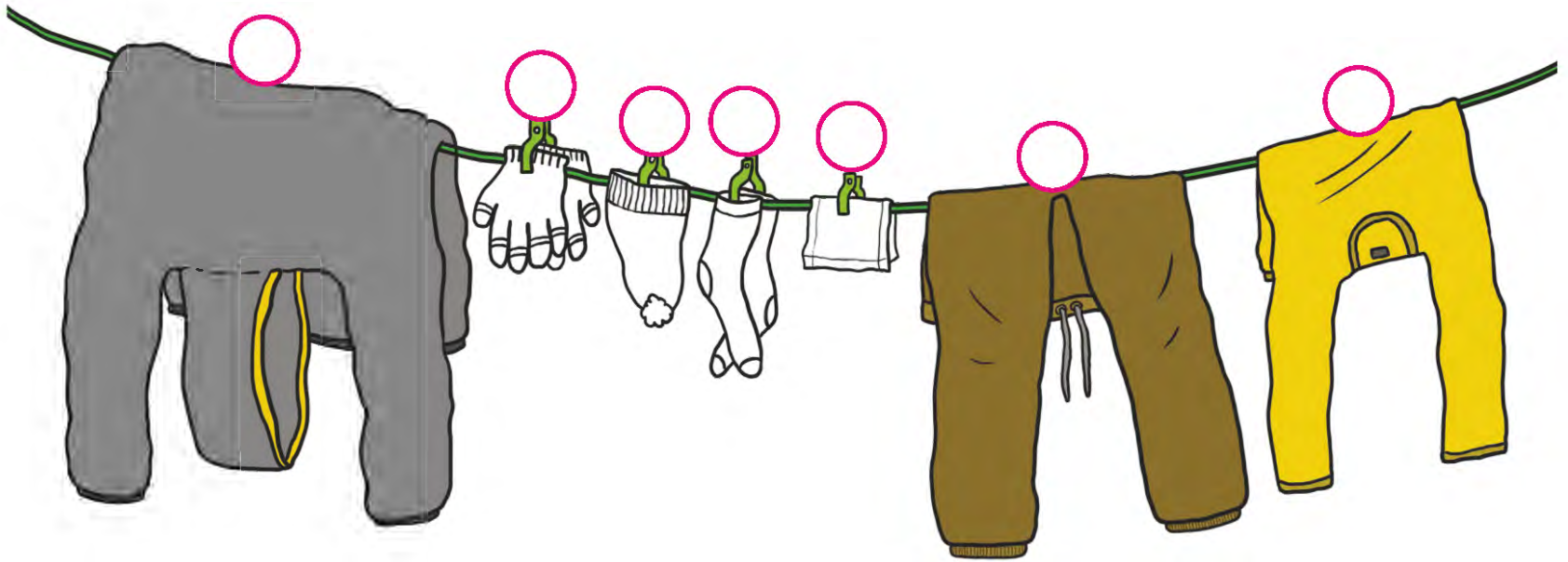
Have you ever seen someone who does not have warm clothes to wear in winter?

Did you share your woollen sweater with them?

How can you help them?

Teacher's Note: Discuss about the importance of sharing things with other children who do not have them but need them. This would sensitise the child to the act of sharing and giving.

Tick the warm clothes from the clothes line.



Do you know the names of these clothes?
What do you call these clothes in your language?
Write them down.



10. Moving Around



Picture 1



Picture 2



☐ Why do you think that they call me SNT?

I go to all the places in Sikkim. I also go outside Sikkim, to Darjeeling, Siliguri and Kalimpong. I come and go on time. Old and young people travel with me. You have to buy a ticket to ride on me but you do not need a lot of money to do this. My driver drives me and the conductor looks after me.

I am everyone's bus. I am even called for marriages and picnics. I can also be called for other work. This makes it easy to travel to see friends and relatives without spending a lot of money.



☐ How will you recognize an SNT bus?

☐ Have you travelled in an SNT bus?
Where have you travelled to?

☐ With whom did you travel?

☐ Is there an SNT bus stop close to your house?
What is the name of the bus stop?

☐ Why is it important to have a bus which everybody can use? Why can't people go by taxis or their cars?

Teacher's Note: Teacher may help the children to understand the full form of SNT (Sikkim Nationalised Transport) and point out its importance and significance as a public service.

Where do we go and how?

Going for a marriage

I am Dup Tshering
from Lachen.



I went for my uncle's marriage to Namchi with my parents. My house is very far from the road. To reach the road we have to ride on a yak. Our yak lives with us as one of our friends and likes helping us.

My *Anyola* says that it is always good not to have a road coming to the house. She says if the road comes we will be lazy and have the noise of the traffic in the house.



- ☐ Think about what *Anyola* has said.
Why do you think she feels that if the road comes Dup will become lazy?

It is always better to ride on a yak than on a smoky and noisy *gaari* (car).



☐ Why was a yak used by Dup Tshering to reach the road?



☐ Do you use other animals to move from one place to another? Can you name these animals?

Teacher's Note: Discussions need to be initiated on building care and compassion towards animals in the surroundings. Also highlight the need of yak usage in the hilly mountainous route.

At the bus stop, we bought a bus ticket from the ticket counter. The bus conductor helped us to find our seats. This bus took us to Gangtok. It took us a long time to reach the bus stop as there were too many *gaaris* on the road in Gangtok.



We saw a policeman stopping the *gaaris* and also letting them go. From Gangtok, we took another bus to Namchi. It took five hours to reach Namchi. On the way, it was wonderful to look out of the window as the bus passed through many beautiful places. It was great fun to go by bus.



Where do you get the bus ticket from?

Look at the bus ticket given below and mark the following:

- The bus number
- Date of travel
- The seat numbers
- Name of the starting bus stop
- Name of the last bus stop
- Ticket fare

SIKKIM NATIONALISED TRANSPORT
Govt. of Sikkim **0156375**

Reservation-Cum-Journey Ticket No. : **GAN018019**

Vehicle No. : **SK01B0661**

Bus Leaves on **12/07/2018** At: **1.30**

From : **GANGTOK** To: **SILIGURI**

Name : **TSHERING PALDEN** Age : **28** Sex : **Male**

Seat No. : **1,2,4**

Total Fare : **840**

Booked on : **12/07/2018** **SNT**

Happy Journey



Can you collect a few other bus tickets like the one above and mark what you see on them?

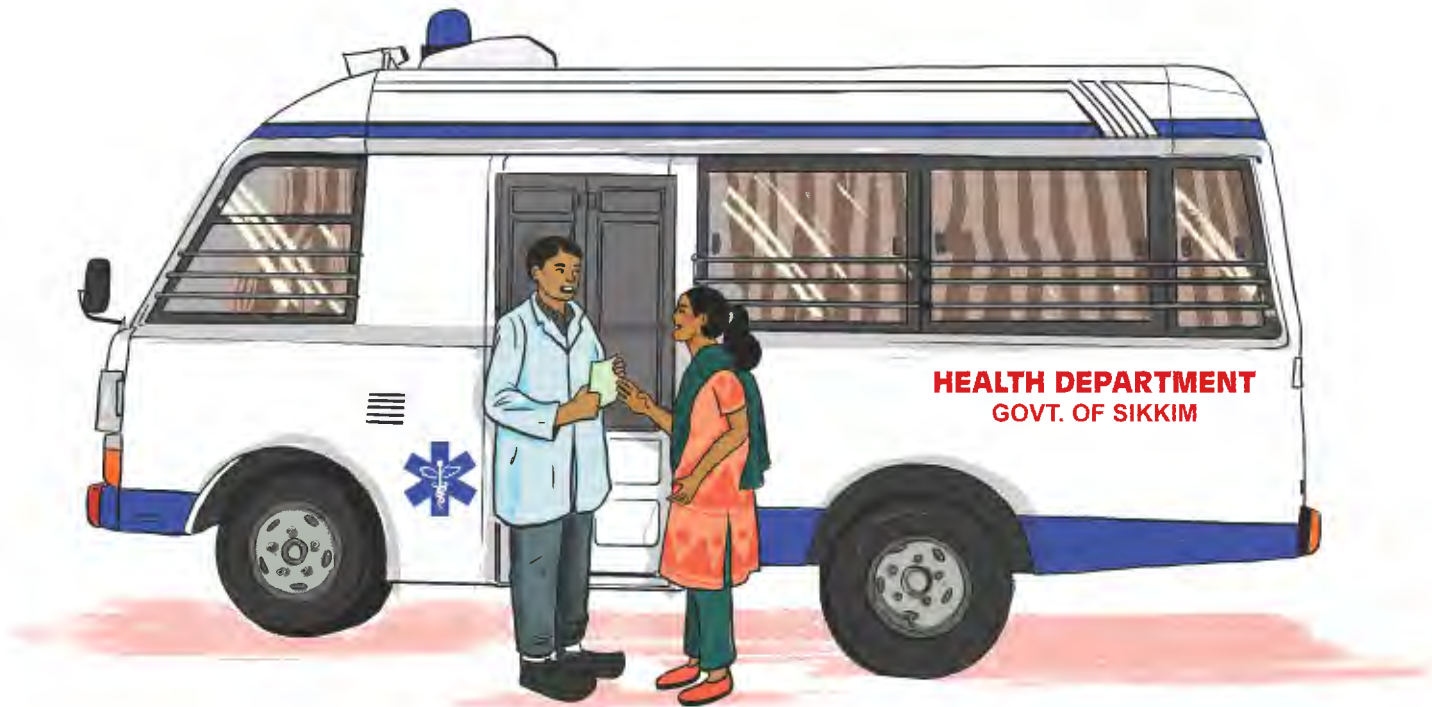
Discuss and share with your friends.

Are the tickets you collected different from the one above?

If yes, how are they different?

Teacher's Note: Using the ticket, talk to students about fare, destination, route etc.

Going to hospital



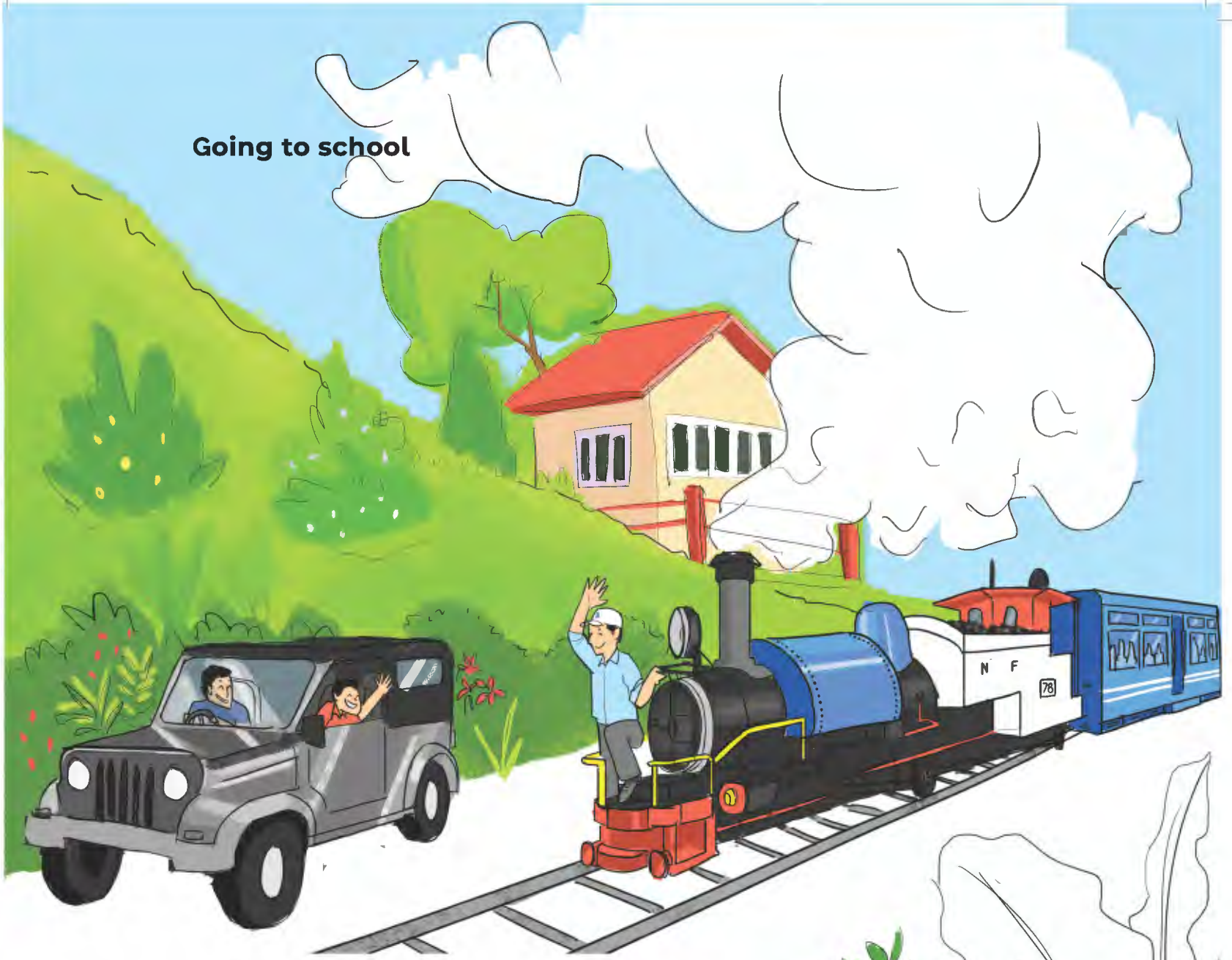
When my mother was very sick we took her to a hospital in Gangtok. An ambulance was called to take her. My mother reached the hospital and met the doctor. We are very happy that now we have an ambulance service in our village.

Before this, sick people had to be carried by people on the back to reach the hospital. It used to take a long time to reach there.



- Do you have an ambulance service close to where you live?
- What do you do to call an ambulance?
- Why is it important to have an ambulance service?
- Ask your elders how they used to take the sick people to the hospital?
- Is there a hospital near your house? How do you go to the hospital when you get sick?

Going to school



I study at a school in Darjeeling. My parents take me to school in a jeep.

On the way to school, I see a railway track with a small train. I am always happy to see the train as I have not seen it in Sikkim.



☐ Find out with the help of your teacher why you don't see a railway track and trains in Sikkim?

☐ Have you seen a railway track anywhere else? Have you travelled by train? Where did you go? Share with your friends.

Kaki's house

My *Kaki* (Aunt) lives very close to our house in Jorethang. Whenever I feel like going to her, I ride my bicycle and go to her place. My mother and sister walk on the footpath to reach *Kaki's* house.



- Can you ride a bicycle? Who taught you how to ride?
- Do you know how to take care of a bicycle?
- Is it easy to ride a bicycle in your area?
If yes, how do you feel about it?
- Is it easy to ride a bicycle anywhere you like in Sikkim?
If not, why?

Walking culture



- Do you take a walk with your parents? If yes, what has been your experience?
- Have you seen footpaths in your place? Where?

- ☐ Find out why there are footpaths over long distances in Sikkim.
- ☐ Find out if all places in Sikkim have footpaths.
- ☐ What do you think about walking as a form of exercise?
Talk to your elders at home and ask them their views.

Picnic Time!



☐ What do you see the children doing in the picture?



☐ Why do you think there is a jeep and a bus in the picture?

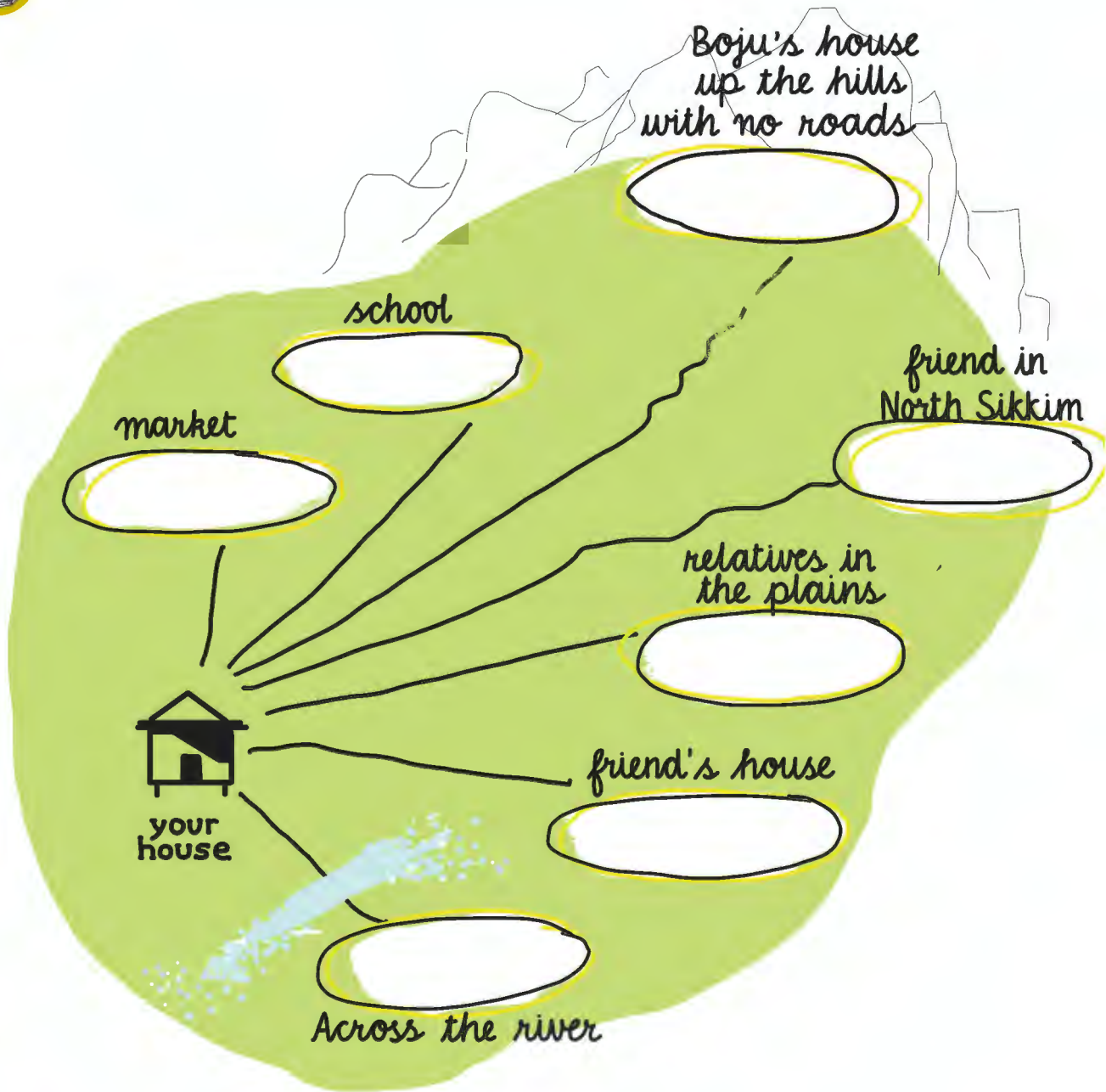
☐ In the picture, Daju had to cook for so many people. How do you think he did that? Can you think about this and write it down in your notebook?

How we travel to different places

How would you go from your house to the places given below? How long do you think it would take?

Choose from the list and write in the boxes.

Add your own ideas to the list of places.



Why would you use these different ways of reaching places from your home?



Write under each picture what the vehicle is used for.
Are all these vehicles used for our travel?



Find out from elders how they travelled when they were young.

Were the buses and cars of today also used at that time? What other ways of travelling were there?



Discuss with your friends the kind of cars or buses we might have after 20 years.

Do you think there will always be places where cars should not be allowed?

11. Let's Celebrate Together



People celebrate many festivals on different days. The children in the picture below are talking about the festivals they celebrate and what they do on those festivals.

We enjoy Dasai and Tihar (Diwali). We play and eat Selroti.

During Losoong and Namsong we wear beautiful clothes.



On Christmas we decorate the Christmas tree and visit our friends.



☐ Do you also celebrate the festivals that the children are talking about? If yes, which do you celebrate?



☐ Is there any festival which you do not celebrate?

☐ Can you name any other festivals that you know of?

☐ Why do you think there are so many festivals?



☐ Do you have a favourite festival? What do you do to make it special?

Teacher's Note: The discussion on different festivals will sensitize children to the festivals celebrated by different communities and the festivities involved.

Let's now read letters written about other festivals
by children from different places.
The first one is written by Sonu. She lives in Namchi.
She writes to her friend Mary, who lives in Goa.

Dear Mary,

Tihar is a festival which is beautiful and
a lot of fun. I want to tell you about it.

We make our houses beautiful with flowers
and lamps. The girls go from house to house
singing Bhailo. The boys play Deusi
(traditional story) and we all eat Selroti.



I also like Tihar because we worship
crow, dog, cow and ox.



On the last day, sisters put tika on their brother's forehead and wish them joy and happiness.

Please tell me about your festivals.



Bhai
tika

With love,
Sonu



☐ Tell your friends what you like to do on your festival.

☐ Do you also worship any animal in your festival?
If yes, name the animal/s.

☐ Why do you think people worship animals during some festivals?



☐ Are there any festivals that you celebrate during summer, winter or the rainy season? If yes, What are they? Find out from your friends also.

☐ Also, find out from your elders, if there are festivals on special days of the moon, like *Poornima* (full moon) and *Amavasya* (new moon).

Teacher's Note: The teacher may encourage children to sing Bhallo in the class and also narrate Deusi. This would provide an opportunity for children to share their customs with their friends.

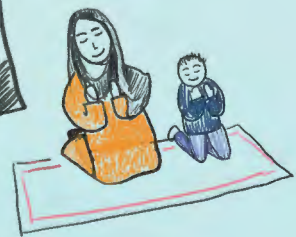
Dear Sonu,

I received your letter. Thank you for writing to me about Tihar. Let me also share about our festival Christmas.

At Christmas we decorate our houses. Girls and boys go from house to house singing carols. In this festival, our relatives and friends come to our house. We eat cake together.



Sania, my friend who lives in Hyderabad celebrates Eid. She and her family wear beautiful clothes and greet each other. They make Sevaiyan which is very tasty.



I will write about other festivals in my next letter.

Bye
Mary





☐ Have you heard of the festivals that Mary writes about in her letter?

☐ Do you share or join in any of these festivals? Are they also good fun?



Dear Mary,

I hope you had a good Christmas. Today it is very cold here. We are enjoying Namsoong and Losoong with our family and friends. It is our New Year.

  We eat zeroo and khabje. Our elders do Shyabda (traditional dancing in a circle).



In Namsoong, boys and girls go from house to house and play Laso (traditional song and dance). Every year there is a mela (fair) in our place. We play in Rote ping (giant wheel), toy train and eat hawa mithai (sugar candy) in mela.




With love,
Sonu



Teacher's Note: Share ideas about *Shyabda* and *Laso* to help children understand about them. Discuss the relevance of festivals that celebrate the rivers and mountains, including harvest festivals.



 Have you ever been to a mela? If yes, talk about it with your friends.




 Find out from your family members about the following festivals and write them down.

a. The name of festivals when people worship rivers and mountains.

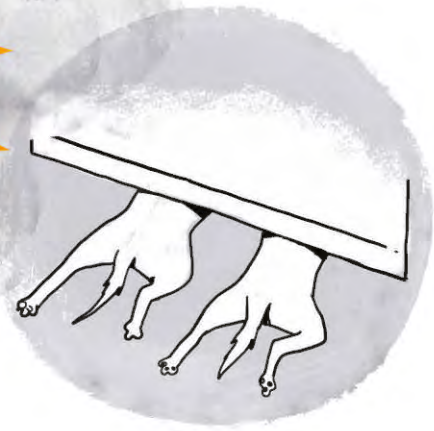
b. The name of some plants which are used during festivals.

c. Names of festivals when people offer new grains to the Gods.



 Draw a picture of any festival you like. Look at your friend's drawings. Do they show the same festival or is it different from yours? Is there something that you like about their festival?

☐ Is there anything which you do not like about festivals?



☐ Why are the old and sick people not happy with the sound of firecrackers and music?



☐ How do you feel when you hear the sound of loud music during festivals?

☐ Why are the dogs hide under the bed?

☐ If you see people throwing waste and trash in the surroundings and in the river after a festival, how do you feel?

☐ Can you think of other things you don't like in festivals?

Teacher's Note: Discuss about the loud sound of firecrackers, music and waste products after festivals in order to help children understand about the adverse effects on man and animals.

Sikkim enjoys a noise-free Diwali

Sikkim had a noise-free Diwali last night as people refrained from fireworks in line with a state government order that banned the production, sale and bursting of all crackers.

By Nirmal Mangar in Gangtok



Crackers light up Kalimpong on Diwali on Wednesday night. Picture by Chinlop Fudong Lepcha

THE TELEGRAPH, Gangtok, Nov. 12: Sikkim had a noise-free Diwali last night as people refrained from fireworks in line with a state government order that banned the production, sale and bursting of all crackers.

Citing pollution and environment-related concerns, the government issued a notification in December 2014, which said "manufacture, sale and bursting of any sound and light illuminating crackers in Sikkim is prohibited".

The first festival of lights after the ban on the crackers was preceded by a highpitched campaign for noise-free celebrations.

"The government's call for a noise-free Diwali was successful and followed by the people".



☐ Why do you think the use of firecrackers is not allowed in our state?



☐ How do you feel when you celebrate festivals without firecrackers?



☐ With the help of your teacher, organise and take part in a drama showing celebrations of different festivals.

Teacher's Note: Discuss with children about the state government's initiative to ban firecrackers to make the state pollution free. Discussion about festivals would help children understand it's importance of in the community. It is also a way of creating an awareness and respect towards them.

12. Sita's Village

Some people live in small villages in the countryside. Let's read what Sita says about her village. Look at the pictures and observe carefully what she describes.



I am Sita. I live in a small and lovely village. I have a beautiful red house. You can see it next to the village temple. There are large fields between our houses. Every house and main road is connected with footpaths. There is sunshine from morning to evening. During night time, I watch stars in the sky. My grandmother has told me the names of several bright stars. My village is clean and most of the time everything around is green. The picture of my village is given here.



Let us visit Sita's village now.



- Do you live in a village?
- Do you know anyone living in a village?
- What are the things you like about the place where you live?



Look at **Picture 1** and do the following task.



- Circle Sita's house and the village spring.
- Find the fields between Sita's house and the temple.
- Are the houses very close to each other like Norzing's place which you saw in Chapter 2?



Look at **Picture 2**. This is a different way to show Sita's village but shows the same things you looked at in Picture 1. This kind of picture is different and is called a map. Picture 2 uses symbols instead of pictures. Ask your teacher to explain what symbols are and how they are used.

	Hospital		Sita's school
	Sita's house		School playground
	Kamal's house		Jamuna Didi's shop
	Water tank		Library
	Village spring		Main road
	Temple		Paddy field
			Foot path



Can you find Sita's school and circle it on the map shown in Picture 2.



To reach her school, Sita has to cross Kamal's house, the hospital and the water tank. On the given map (Picture 2), mark the way from her house to the school. You may use a colour pencil.



Kamal wants to take Sita to Jamuna Didi's shop. Make a note of all the places that he will cross along the way.

Teacher's Note: Explain to the children the need to make/create symbols in maps.

Farming in a village

My parents are farmers. We grow vegetables like *rayo saag*, *farsi* (pumpkin), *bhindi* (lady finger), *iskus* (squash), *fulkopi* (cauliflower), *bandakopi* (cabbage) and different kinds of crops like *dhan* (paddy) *makai* (maize), *kodo* (millets), *sibi-bodi* (beans) and *dal* (pulses). We eat what we grow in our fields. People from our village also take their vegetables to the market. They also collect *sisnu* (nettle leaves), *nigro* (fern stalks), *chyau* (wild mushroom), *bans ko tusa* (bamboo shoots) from forests and sell them at the haat. They also collect grass for cattle and firewood from the forest.



☐ What work are the people doing in the picture?

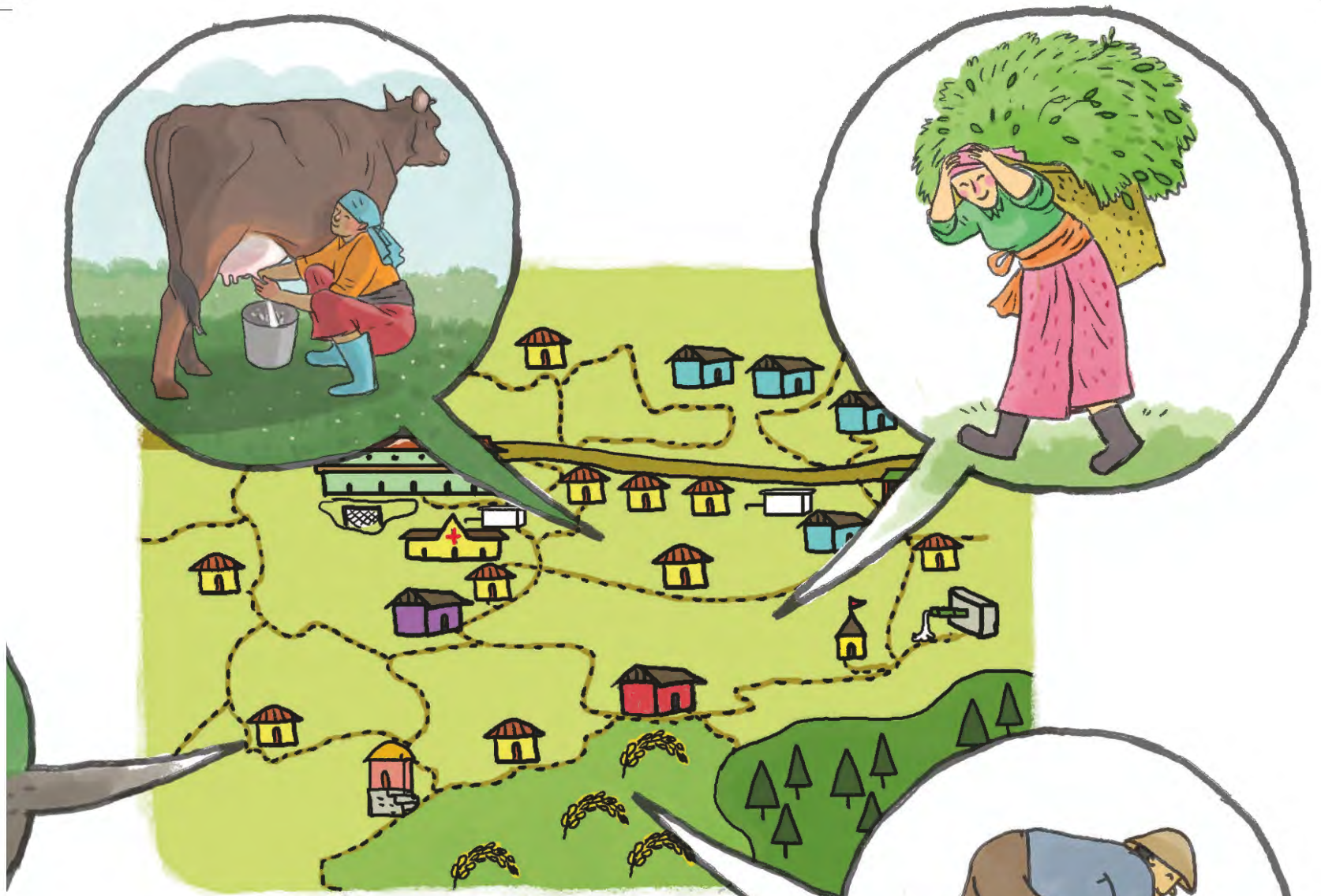


☐ Have you seen or visited a farm like Sita's ?



☐ Which other farms do you know of?
Have you visited them?

1. Find out what vegetables are grown on the farm.
Ask your teacher to take you to a nearby farm.



2. What activities does the farmer do on the farm?

Is it like Rupa's father's farm which you saw in chapter 3? Write down what you saw on your visit in the spaces below.

- | | |
|---------------------|----------|
| a. Ploughing fields | c. _____ |
| b. _____ | d. _____ |

3. How does the farmer take care of his fields?

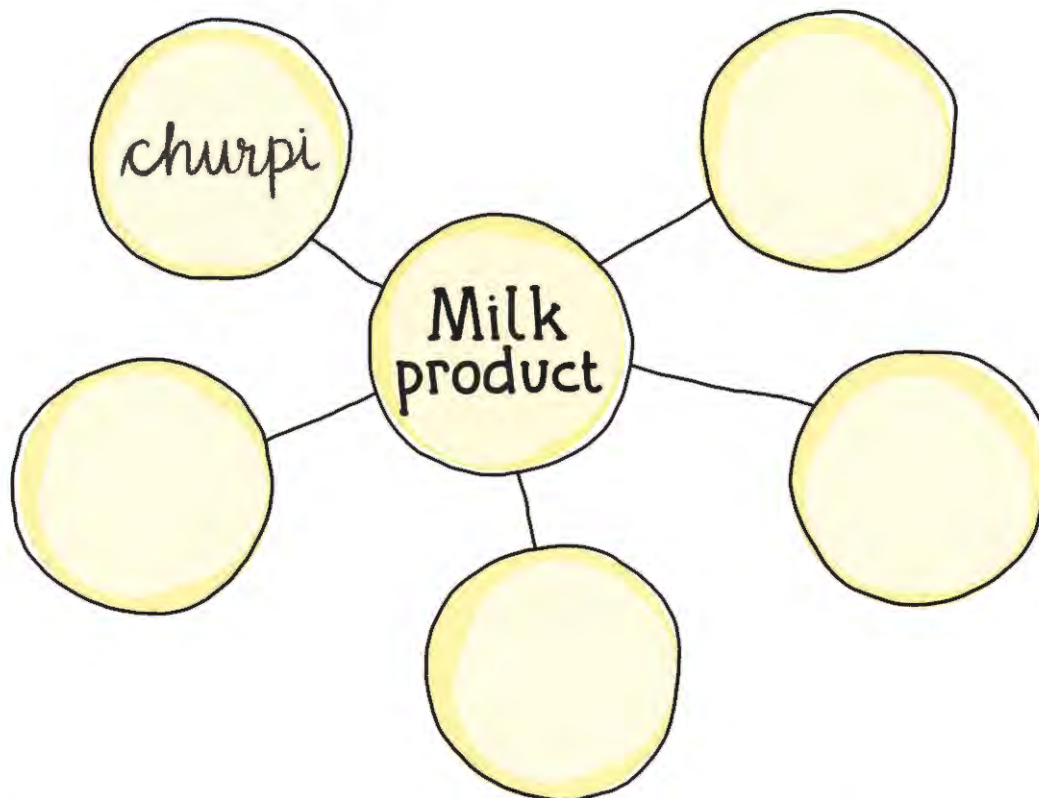
Where would the village get its food from if farmers do not work hard in their fields to grow food for us?

Helping each other

Smita didi's grandparents have a big cattle farm. Whenever I visit their home, Smita didi's grandfather gives me a glassful of milk to drink. They have five cows and three calves. They have a pair of bullocks to plough their fields. Most of the people in our village have cows. We sell milk and milk products. We keep our animals in the sheds and give them food. People use cow dung for growing crops.



- ☐ In the circles given below, write the different milk products that you eat.



- ☐ Where do these things come from? How are they made and who makes them in the village?

Roads and Paths

Find the main road of the village on the map.

Reeta is my best friend. She lives with her parents. Her father is a teacher in our school and her mother works in the fields. Her uncle is a taxi driver who drives a daily taxi service to Gangtok. We do not have bus service in our village. Sometimes, the sick people have to be carried to the hospital. Our village has a *kachaa* road and fewer *gaari* (vehicles).



Do you walk from your home to any nearby places?

Are there any spaces for walking around your home?
Do you use these spaces in any way?



Do you like having lots of these spaces for walking?
Why?

Our village library



Find out the library building on the map and circle it.

Let me take you to our old village library. My grandfather and grandmother told me that the library was constructed when they were young. Most of the people were poor and could not buy books. So, all the villagers collected *chanda* (donations) and constructed the library building. They also collected books for the library. Although our

village had no electricity, people still came to read books every evening. They used kerosene lamps for reading. Reading for fun and to learn things was an important pleasure for villagers. Today, very few people use library and read books. My grandparents always advice me to read more and more books.



☐ In what way does reading books help us?



☐ How do people entertain themselves these days in your area? If you don't have a library near you, how could you have books to read?



☐ Why do you like to read books ?



☐ Ask all elders of your family why they liked to read books and how they entertained themselves when they were young like you

☐ Also, ask the elders about the game they played.

☐ Name some outdoor games you play these days other than football and cricket.

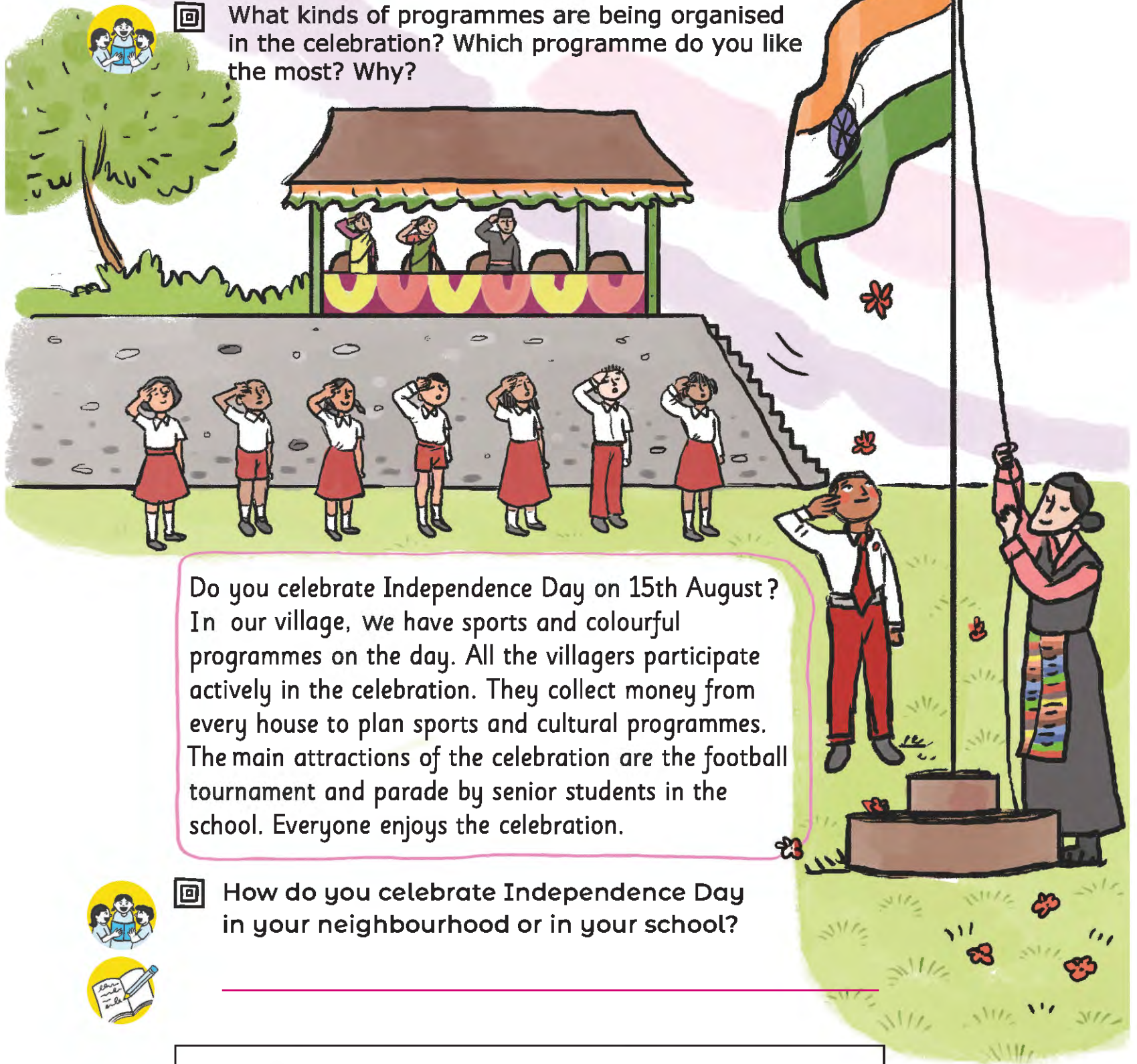
☐ Do you have electricity connection in your house? _____

☐ Ask, your elders when did electricity come to your locality.

☐ Also, ask your elders how they worked at night when they did not have electricity.

Celebrating Together

☐ What kinds of programmes are being organised in the celebration? Which programme do you like the most? Why?



Do you celebrate Independence Day on 15th August? In our village, we have sports and colourful programmes on the day. All the villagers participate actively in the celebration. They collect money from every house to plan sports and cultural programmes. The main attractions of the celebration are the football tournament and parade by senior students in the school. Everyone enjoys the celebration.

☐ How do you celebrate Independence Day in your neighbourhood or in your school?

Teacher's Note: Independence Day is celebrated in different ways in different places. Discuss the various ways in which it is celebrated. Explore the possibility of students drawing links with Chapter 11 'Let's Celebrate Together'.

☐ What kinds of programmes are being organised in the celebration? Which programme do you like the most? Why?



☐ Why do you think we should celebrate national festivals like Independence Day?



☐ Draw the National Flag of India in your notebook and colour it.

Our life in the village is very simple. People have time to talk with each other. We help each other in difficult times. The old and elders are respected and cared for. The air we breathe is clean and free of smoke. I like to live in my village.



☐ Where would you like to live—in a town or in a village?



☐ Why does Sita think that her village air is clean?

13. Ukee's Town



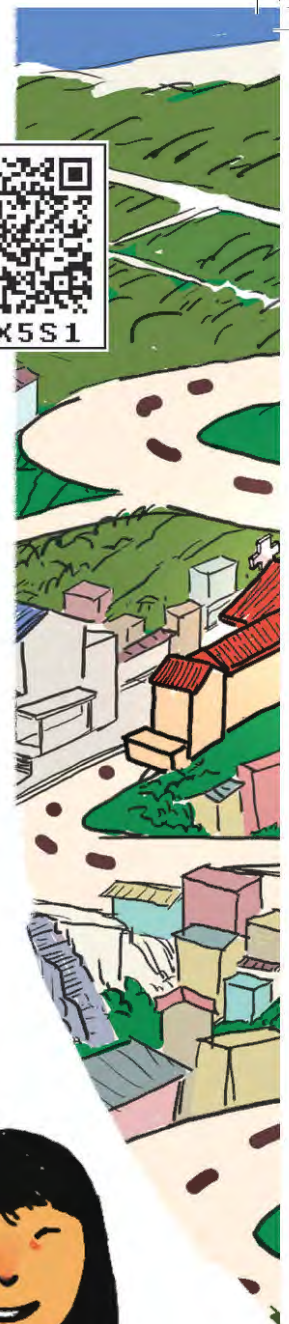
- ☐ Do you live in a town or a village?
- ☐ If you live in a town, what are the things you like about it?
- ☐ If you live in a village, do you know anyone who lives in a town?

Some people live in towns.

Ukee lives in Gangtok. Let's read about her town.

Hi I am Ukee. I live in a beautiful town, Gangtok, which means Hill Top. My house is at New Market with many important places around it. My house is yellow and black in colour. There are hospitals, banks, schools and police stations. There are many colleges and universities. Students from many places come to study here. Picture 1 shows a picture of my town.

One of the important places to visit is Mahatma Gandhi Marg (M.G. Marg). It is a famous place in Gangtok. There are many big shops and hotels on both the sides of this marg. People can relax and watch many programmes like dance, songs here. Mahatma Gandhi Marg is a litter and Spit Free Zone. It is clean and beautiful.



Picture 1



In **Picture 1** circle Ukee's house and a school.

Write the name of the places which are close and far from Ukee's house.

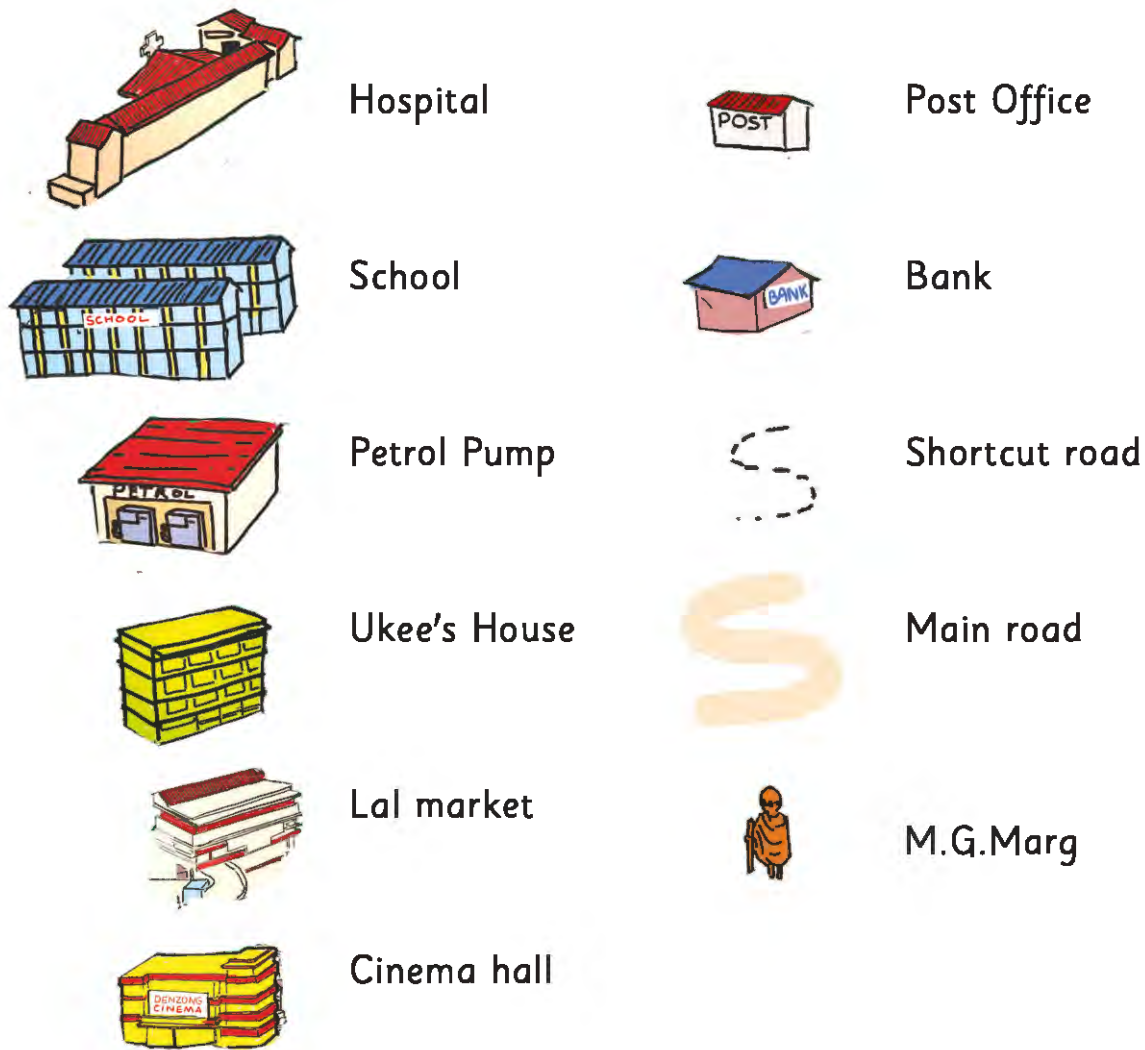
a. Places which are close- _____


b. Places which are far- _____

Are the houses very close to each other? _____

Write down how Gangtok is the same or different from where you live.

Look at **Picture 2-**

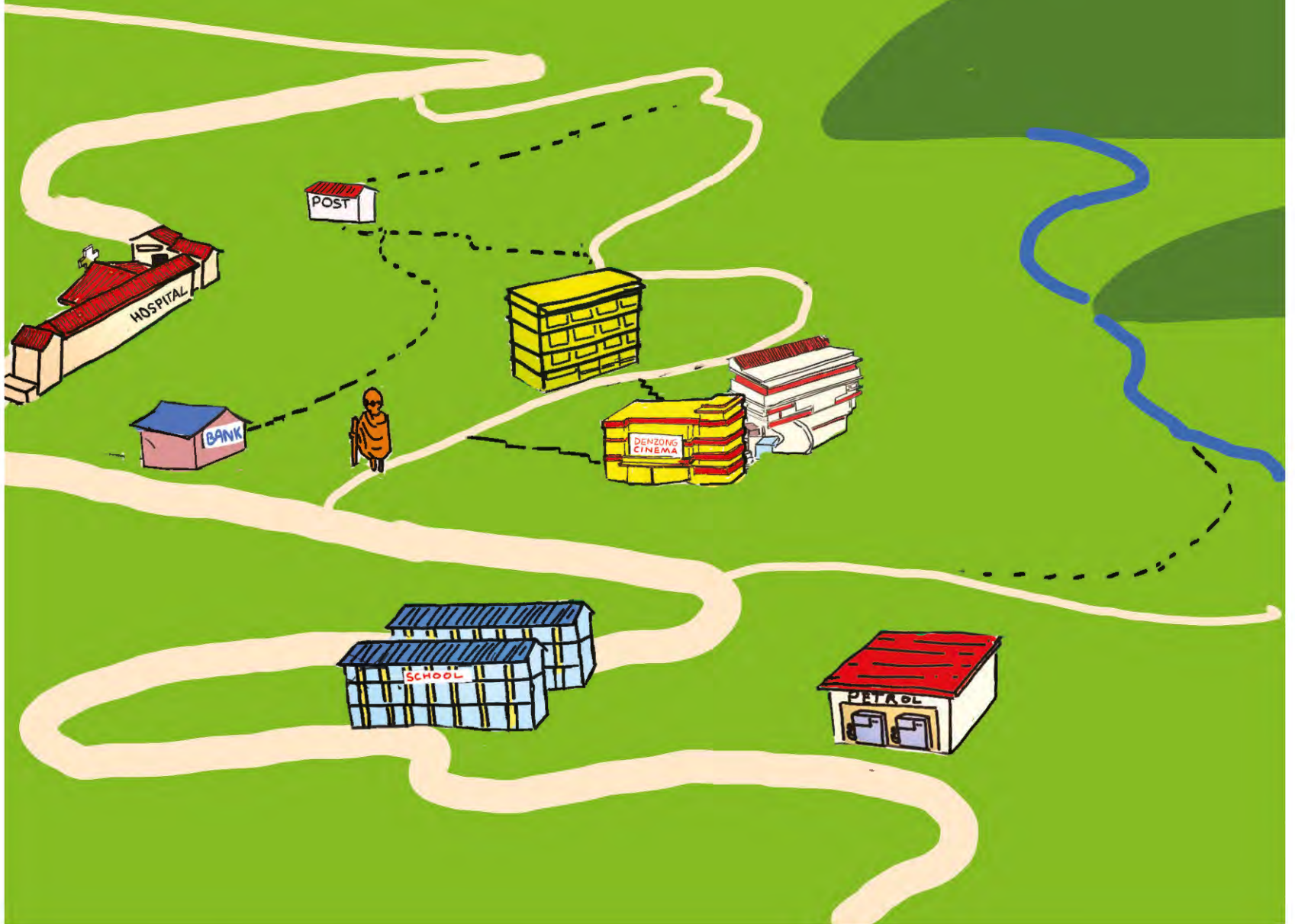


 With the help of the symbols given for each place in Picture 2 (above), circle the following places on the map.

- | | |
|----------------|----------------|
| a. Hospital | c. Post office |
| b. Petrol pump | d. Bank |

Teacher's Note: To be mindful of children who have not been to a town, it would be helpful to use examples and pictures showing hotels, schools, people, vehicles, offices, shops etc. By doing so, children may be able to develop an idea about how different their place is from a town.

Picture 2



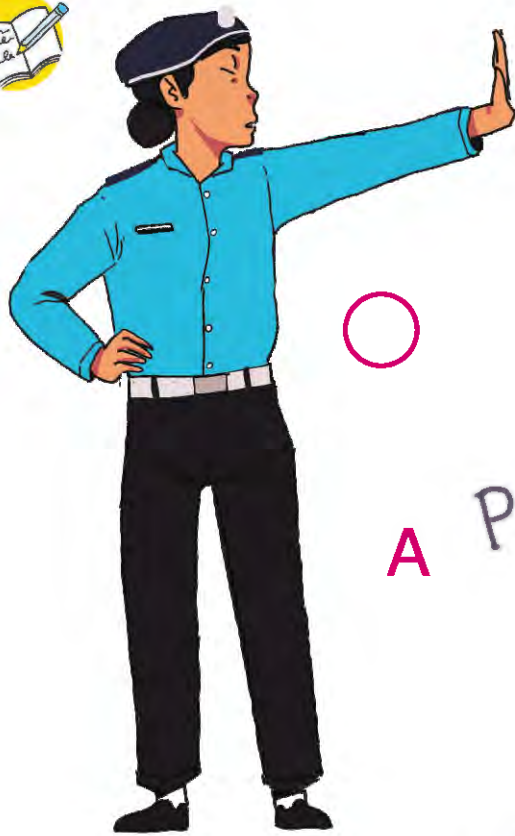
- ☐ On the map in Picture 2, draw a line or arrow showing how to reach Ukee's school from her house.

- ☐ Imagine you are standing near the petrol pump. You would like to visit M.G. Marg in the evening to see the colourful lights, flowers, and the statue of Mahatma Gandhi. Now colour the shortest way which you would take to reach M.G. Marg from where you are standing.

What people do in a town.



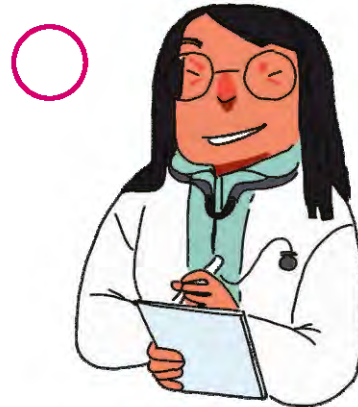
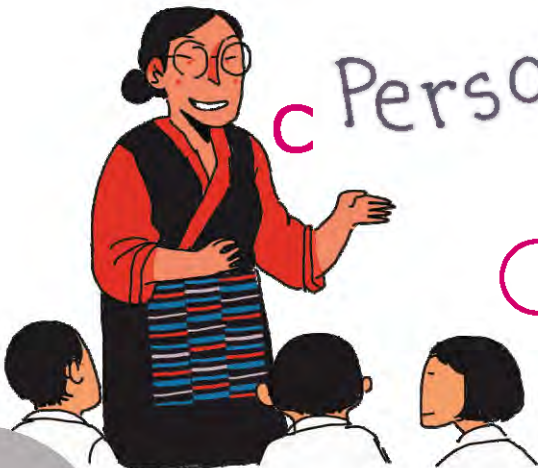
☐ Mark sentences with A B C D E F



A person who teaches

B Person who collects waste.

C Person who works in the bank.





D Person who controls the cars.

E Person who looks after sick people



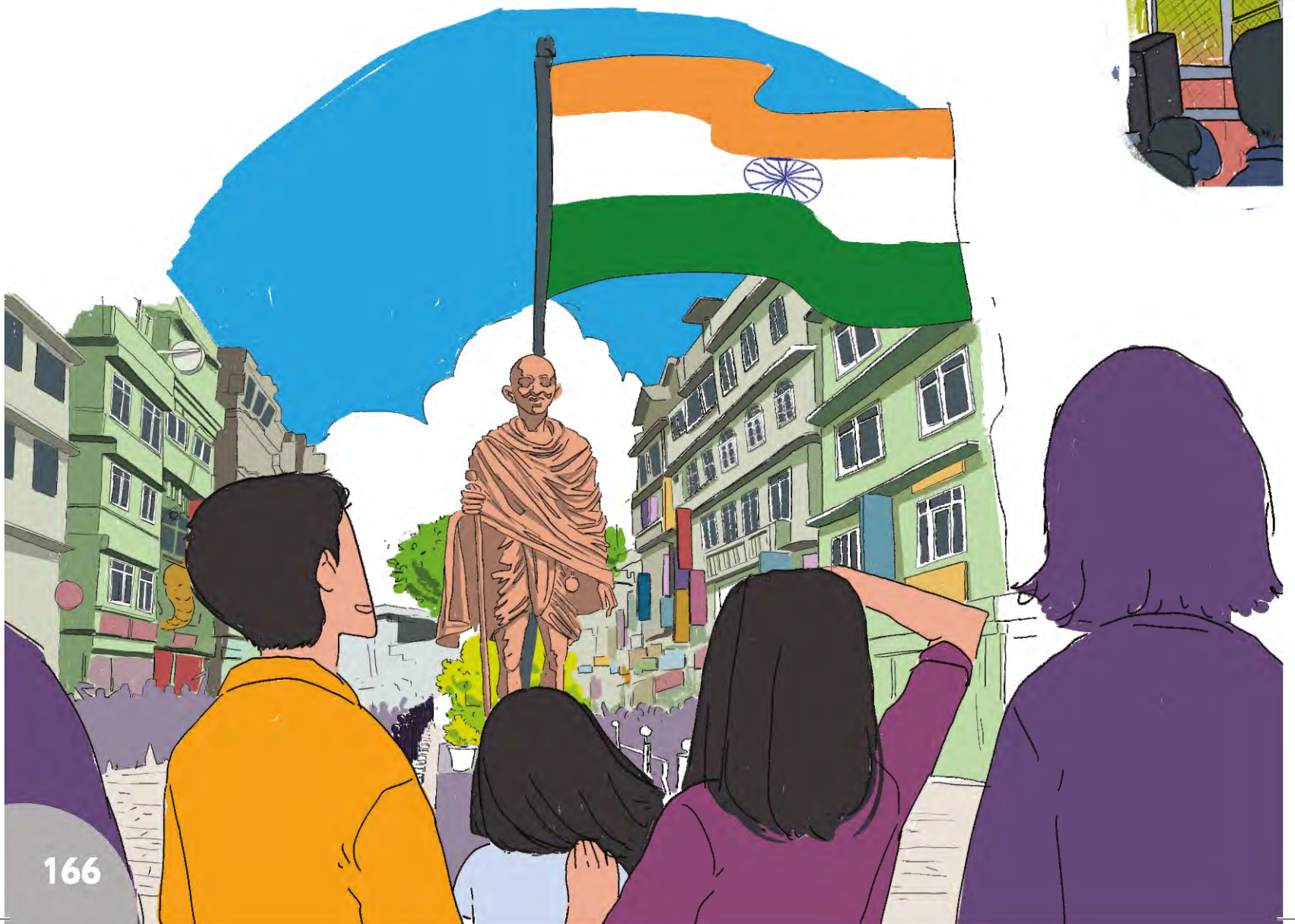
F person who drives a car.

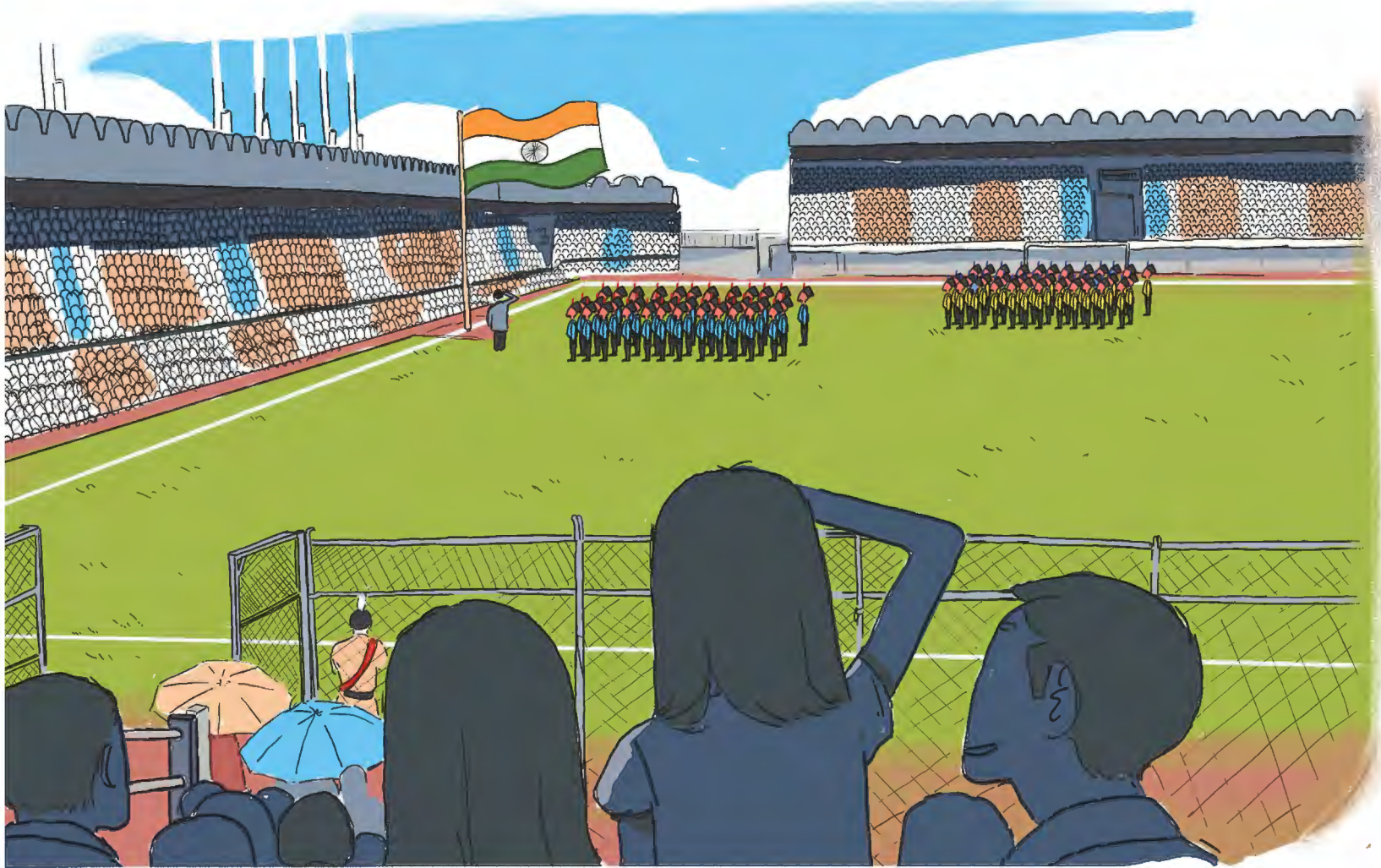


Ukee's Day Out in Gangtok

Ukee enjoys going to Mahatma Gandhi Marg. She goes with her parents and likes to buy toys and eat sweets. She loves to walk around freely because vehicles are not allowed to move in this place. Her family likes to watch programs of song and dance there. They all enjoy sitting and watching people walking around.

This year, she took part in the Independence Day celebration at Palzor Stadium. Her parents were very proud. There were many people there. They also saw police and students from different schools taking part in a march-past. Afterwards, she was very happy to go to the Children's park which is near the stadium.





☐ What other important events and important days do you celebrate?

☐ In the place you live, where do you celebrate these important days ?

☐ What do you do on that day?

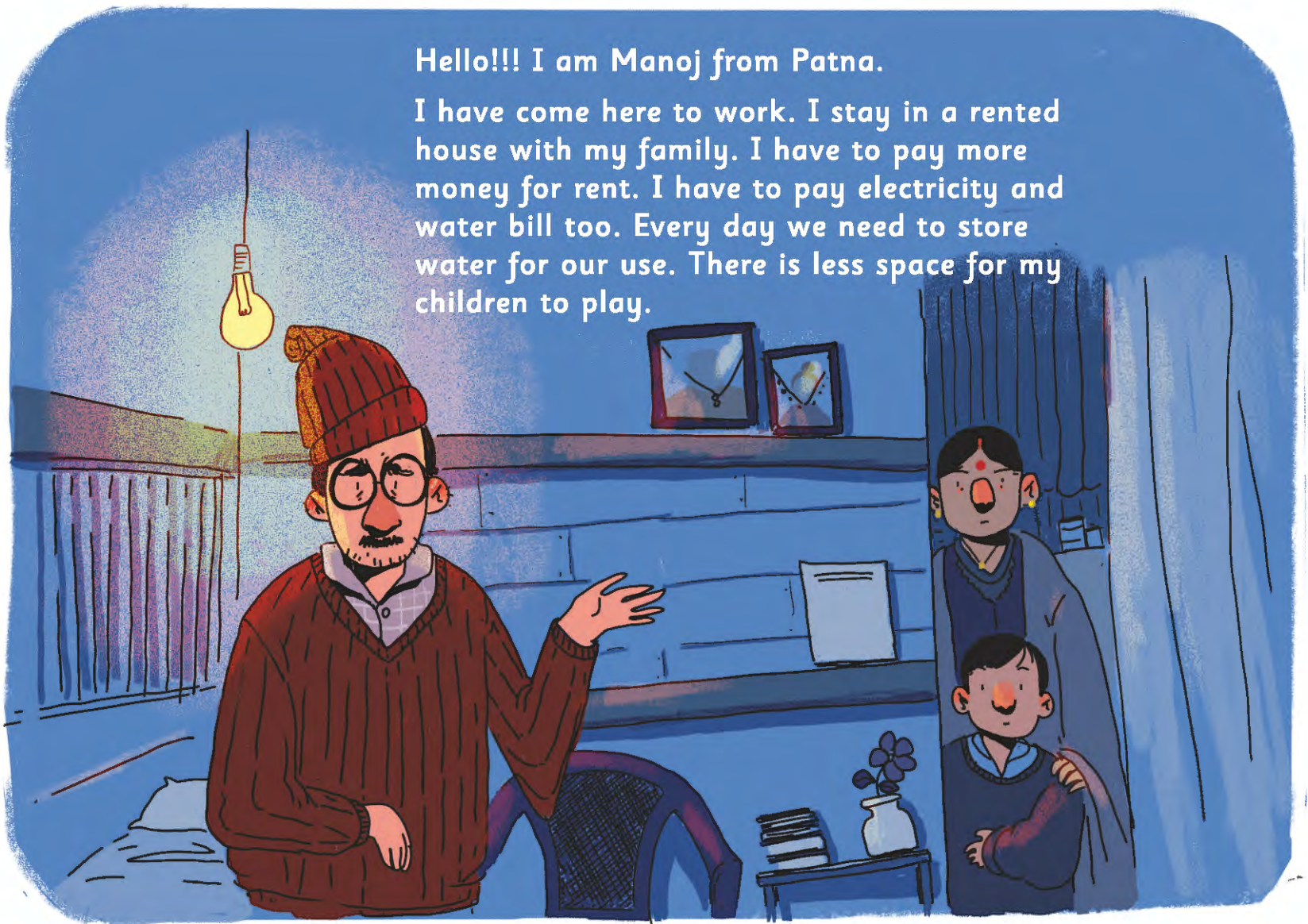
Teacher's Note: Discussion with children on different celebrations and events in Mahatma Gandhi Marg and Palzor Stadium will help them to understand different places and events in Gangtok.

People talking about Gangtok

We just heard Ukee's story about Gangtok. Now let us listen to what people are saying about Gangtok.

Hello!!! I am Manoj from Patna.

I have come here to work. I stay in a rented house with my family. I have to pay more money for rent. I have to pay electricity and water bill too. Every day we need to store water for our use. There is less space for my children to play.



☐ Ask your elders why some people from different parts of Sikkim come to Gangtok?



☐ Why do you think there is less space for children to play in most of the places in Gangtok?

☐ In your place, where do you go to play during your free time?

Take a look at the electricity bill of a town and a village in the picture given below.

ENERGY & POWER DEPARTMENT, GOVERNMENT OF SIKKIM
ELECTRICITY BILL

Powered by **B BHARAT BILLPAY**

PEMA TASHI GAIRI GAON, TADONG. GANGTOK 737101	Account No : 12100023A0TH197378 Supply Type : DOMESTIC SUPPLY Phase Type : 1 phase meter Connected Load : 9.00 KVA Substation : Bill Period : AUG, 2018 Installation No : 10092092	Invoice No : 50000128938294 Invoice Date : 27/10/2018 Due Date : 06/11/2018 Meter Type : 7526/007423(10-40) Multiplying Factor : 1.00 Meter No : 1793782 Consumer ID : 1793782 Contract Acc. No : 110003242
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Previous Reading : 50943	Date : 31/07/2016	Present Reading : 51165	Date : 31/08/2018	Chargeable Units : 222.00
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BILL SUMMARY

Energy Charges (Rs.)	: 637.54	Adjustment	:
Minimum Charges (Rs.)	: 0.00	Cumulative Arrear (Rs.)	: 1315.00
Demand Charges (Rs.)	: 0.00	Surcharge (Rs.)	: 0.00
Meter Rent (Rs.)	: 0.00	Installment	:
Current Demand (Rs.)	: 637.54	Last Payment Received (Rs.)	: 40.00
Rebate (Rs.)	: 32.00	Date of Last Payment Received (Rs.)	: 15/03/2018
Net Demand Aft Due Date (Rs.)	: 638.00		
Net Demand (Rs.)	: 606.00		
Net Amount of Bill (Rs.)	: SIX HUNDRED SIX RUPEES		

CURRENT BILL ARREAR BILL

FOR ALL YOUR BILLING AND POWER SUPPLY RELATED COMPLAINTS PLEASE CONTACT OUR CUSTOMER CARE CENTRE AT 30899

5000010658196000000060600000003202018110600 5000010658196000000066600000003202018110600

You can pay your electricity bill online at power.sikkim.gov.in

Assistant Engineer

Tear Off

-Payment Slip (For Bank Use Only)-

PEMA TASHI GAIRI GAON, TADONG. GANGTOK 737101	Account No : 12100023A0TH197378 Substation : Current Demand (Rs.): 637.54 Rebate (Rs.): 32.00 Net Demand (Rs.): 606.00 Cumulative Arrear (Rs.): 1315.00 Installation No : 10092092	Invoice No : 50000128938294 Invoice Date : 27/10/2018 Due Date : 06/11/2018 Bill Period : AUG, 2018 Consumer ID : 1793782 Contract Acc. No. : 110003242
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Bank Seal Assistant Engineer

IMPORTANT
Power Department reserves the right to disconnect supply if the bills remain unpaid for two months.

electricity bill of a town

ENERGY & POWER DEPARTMENT, GOVERNMENT OF SIKKIM
ELECTRICITY BILL

Powered by **B BHARAT BILLPAY**

TASHI NORDEN PASSINGDONG, UPPER DZONGU NORTH SIKKIM 737116	Account No : 1495888480K8984884 Supply Type : DOMESTIC SUPPLY Phase Type : 1 phase meter Connected Load : 9.00 KVA Substation : Bill Period : AUG, 2018 Installation No : 32998844	Invoice No : 03920390285647 Invoice Date : 27/10/2018 Due Date : 06/11/2018 Meter Type : 7526/007423(10-40) Multiplying Factor : 1.00 Meter No : 1994783 Consumer ID : 1994783 Contract Acc. No : 129947864
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Previous Reading : 20343	Date : 31/07/2016	Present Reading : 20407	Date : 31/08/2018	Chargeable Units : 124.00
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BILL SUMMARY

Energy Charges (Rs.)	: 359.03	Adjustment	:
Minimum Charges (Rs.)	: 0.00	Cumulative Arrear (Rs.)	: 1011.00
Demand Charges (Rs.)	: 0.00	Surcharge (Rs.)	: 0.00
Meter Rent (Rs.)	: 0.00	Installment	:
Current Demand (Rs.)	: 359.03	Last Payment Received (Rs.)	: 35.00
Rebate (Rs.)	: 18.00	Date of Last Payment Received (Rs.)	: 12/03/2018
Net Demand Aft Due Date (Rs.)	: 360		
Net Demand (Rs.)	: 342.00		
Net Amount of Bill (Rs.)	: THREE HUNDRED FORTY TWO RUPEES		

CURRENT BILL ARREAR BILL

FOR ALL YOUR BILLING AND POWER SUPPLY RELATED COMPLAINTS PLEASE CONTACT OUR CUSTOMER CARE CENTRE AT 30899

40033904937754990000004384000000065650000003221 40033904937754990000004384000000065650000003221

You can pay your electricity bill online at power.sikkim.gov.in

Assistant Engineer

Tear Off

-Payment Slip (For Bank Use Only)-

TASHI NORDEN PASSINGDONG, UPPER DZONGU NORTH SIKKIM 737116	Account No : 1495888480K8984884 Substation : Current Demand (Rs.): 359.03 Rebate (Rs.): 18.00 Net Demand (Rs.): 342.00 Cumulative Arrear (Rs.): 1011.00 Installation No : 32998844	Invoice No : 03920390285647 Invoice Date : 27/10/2018 Due Date : 06/11/2018 Bill Period : AUG, 2018 Consumer ID : 1994783 Contract Acc. No. : 129947864
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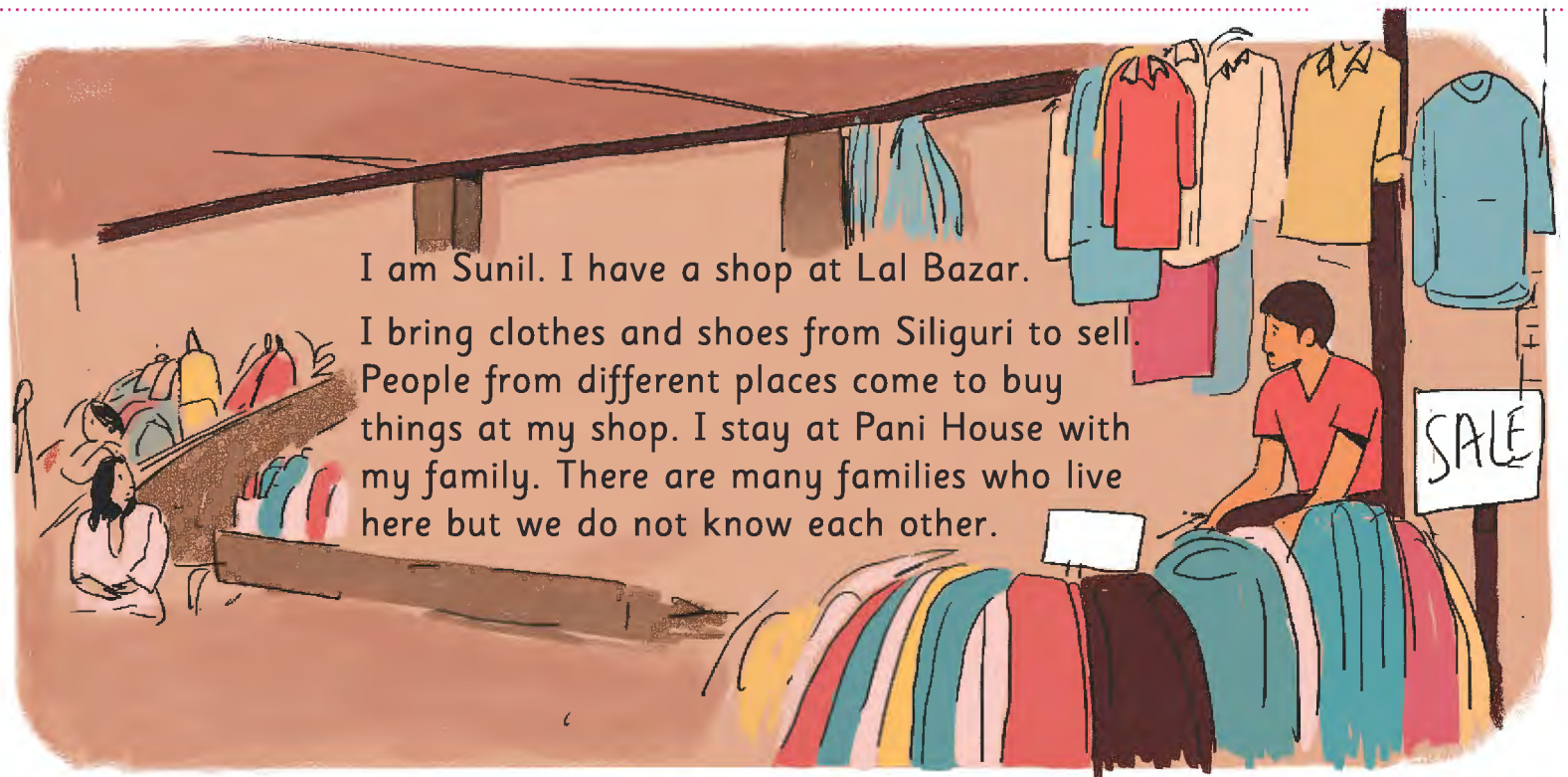
Bank Seal Assistant Engineer

IMPORTANT
Power Department reserves the right to disconnect supply if the bills remain unpaid for two months.

electricity bill of a village

Find out why people in a town spend more on electricity than people in a village?

Teacher's Note: Discussion on the rate of electricity bill paid in village and town will help the children to understand that people in town have to pay more because of the different electrical gadgets used and also as more people use electricity in towns than in the villages.



I am Sunil. I have a shop at Lal Bazar.

I bring clothes and shoes from Siliguri to sell. People from different places come to buy things at my shop. I stay at Pani House with my family. There are many families who live here but we do not know each other.

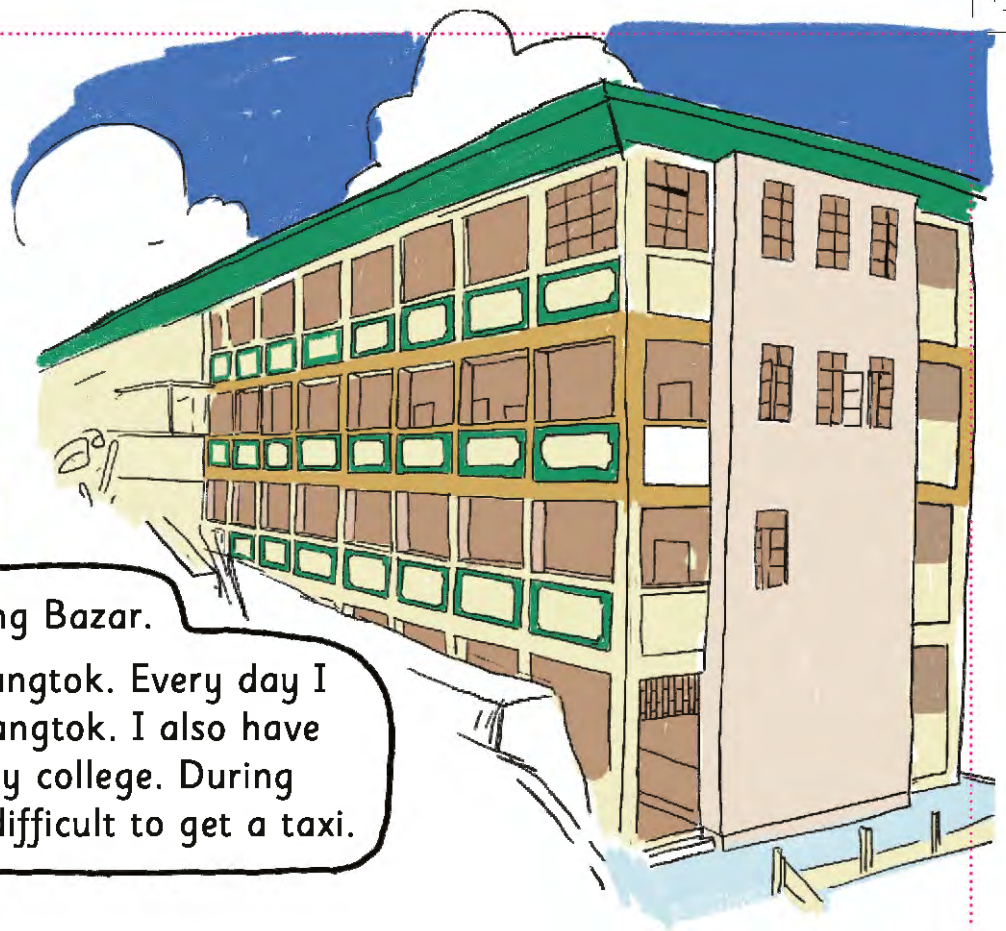
- ☐ Do you know all the people who live in your locality?
- ☐ Why do you think many families live in Sunil's locality but they do not know each other?

Hi, I am Mannu from Uttarey.

It is very far from Gangtok. My mother is ill in the hospital in Gangtok. I see many people standing in a long queue to meet the doctors.



- ☐ How far is the hospital from your place?
- ☐ Do you also have to stand in a long queue to meet the doctor?



I am Sonam. I live in Sang Bazar.
I study in a college in Gangtok. Every day I travel by bus to reach Gangtok. I also have to take a taxi to reach my college. During tourist season it is very difficult to get a taxi.

- ☐ Do you have any family member who goes to college in Gangtok or any other town? If yes, where do they go and how do they get there?

Hello, I am Neeta. I live in Namchi.
I study in class seven. I have heard that our school books and uniforms come from Gangtok.



- ☐ Talk to your school teachers and find out where they get their school books and the uniforms from.

Ukee and Sita want to share about their place

You have read in Chapter 12 about the story of Sita who lives in a village. Now, let us read what Ukee and Sita have to tell about their place.

Our village is small and we all know each other. We have cattle and goats and grow our own vegetables. We use waste and vegetables as food for animals. We also make manure out of it.



In my place the garbage truck comes to collect waste every day. They have separate bins to collect dry waste, like paper, bottles, etc. and separate bins for wet waste, like waste vegetables and food.

Ukee, It is interesting to know about your place, In our village there are many green fields and hills where we run and play. We buy clothes and other important things from the market. The shopkeepers bring them from nearby towns.



We do not have much space to play because there are so many buildings all around. Sometimes during holidays we go to watch films at a cinema hall. We get vegetables brought from villages. The shopkeepers bring things from different places to sell here.



- ☐ What do you do to keep your surroundings clean and free from waste?
- ☐ What do you do with the things you don't need anymore?
 - a. Do you throw them away?
 - b. Can they be used for something else?
- ☐ Look at the pictures below and choose the things which could be re-used. This is called recycling.
Can you also suggest what they could be made into?



Teacher's Note: Discussion regarding the way of living in Gangtok will make children understand how differently people live in the town and villages.

Teacher's Page



• THEME – FAMILY AND FRIENDS •

Chapters 1–4

(Our Families; Places We Share; Plants And Us; Animals Near And Far)

Chapter 1: Our families, aims to develop an understanding of what a family is, diversity in family structures; sense of being connected in a family; ideas about relationships; family as a mutual support system and sense of caring in a family.

The inclusion of a family tree which has a biological basis is a part of the chapter. The child here is encouraged to draw his/her family tree. Here it would be appropriate to speak briefly of different family structures – homes where a male/female member is not living in the same home, stay away due to work in another place or any other reason. It would be helpful to include various kinds of families that teachers and learners might be aware of and identify with. However, if children are hesitant to share this information this should be dealt with sensitively. Pets form a part of the lives of many families. Children could be encouraged to include them in their family tree.

Chapter 2: Places We Share, provides opportunities for the child to observe their own surroundings and note the differences in how people live in a rural or urban setting and also a sense of community (the idea of Samaj is included here) and the importance of social interactions (an inclusion of Khetala is made to speak of people working together). This chapter introduces the child to neighbourhood mapping and locating places in two dimensions as seen from an aerial perspective and the use of landmarks for giving directions.

Chapter 3: Plants And Us, attempts to locate plants in a social and cultural context and also see how lives and livelihoods are closely connected with specific plants. The chapter allows for the exploration of children's' ideas about the term plants, their features (colour, shape, size) and parts of plants (leaves and flowers). There is an emphasis on the importance of growing trees and the need to look after them. The idea of Rukh Mith is included which is relevant in the context of Sikkim. The chapter also attempts to recognize the importance of plants to humans as well as animals.

Chapter 4: Animals Near And Far, allows for exploration of children's ideas about the term animals (in which they may not include insects, birds, etc.) and features of animals (shape, size, sounds, tails or not, legs, etc.). The chapter also attempts to explore the relationship between animals and their environment, inclusive of plants and humans. A conscious attempt has been made to avoid terms like 'domestic' animals and 'wild' animals and provide the child with the idea of animals that live with us and those that don't. The chapter introduces the child to the importance of saving species like the Red Panda and the sensitizing them to the poaching of animal skins.

The four chapters listed here foster the skills of:

1. **observation and reporting** (reading pictures with gradually increasing complexities, orally narrating an event, including the sequence of events in a process)
2. **discussion** (expressing ideas in a group)
3. **expression** (basic ability to sketch/draw given an idea)
4. **explanation** (hypothesizing to explain observations)
5. **classification** (identifying a group of objects based on observable characteristics)
6. **questioning** (asking questions to gather information about situations, people and objects)
7. **analysis** (identifying possible causes of an event)
8. **experimentation** (doing activities in a group with the help of systematic steps, avoiding wastage of materials and their re-use)
9. **concern for justice and equality** (showing concern for the environment which includes plants and animals)
10. **co-operation** (sharing and working with others)



• **THEME – FOOD AND WATER** •

Chapters 5–6
(Food We Eat; Water)

Chapter 5: Food We Eat, aims to develop an understanding of the parts of plants focusing on plants as food for humans and animals and their important role in the environment and community; changing food preferences; culturally influenced diversity of diet and cooking practices over the years, different processes of cooking, cooked and uncooked food – are some of the highlights of the chapter. Some other important focus areas are the inequalities around preparing and consuming food, issues of wastage of food, recycling of food and sharing of food. The animal – human interdependence for food resources is also considered.

The chapter includes flow charts, word puzzle grids, tables and exploratory questions that provide sufficient opportunities for the child to think and explore. The written work is spread out through the chapter along with space for discussion and interaction with peers which includes group work.

Chapter 6: Water, brings out the different aspects of water as an essential resource – its natural sources, storage, need by humans/plants/animals; its availability and shortage; its wastage and optimal use; also inequalities in sharing the water. The chapter contextualizes these issues by including the Dhara, the effect of landslides on water availability, the use of bamboos for storing/holding water in earlier times by the tribes in Sikkim and the importance of water for animals and providing them with the same.

The two chapters listed here foster the skills of:

1. **observation and reporting** (recognizing the order/steps that make a sequence)
2. **discussion** (talking to and collecting information from elders, people in the community)
3. **expression** (expressing verbally during classroom discussions, written work)
4. **explanation** (formulating a reasoning for an observed activity)
5. **questioning** (asking questions to gather information about situations, people and objects, raising critical questions which help to explore deeper into a concept)
6. **analysis** (identifying possible causes of an event)
7. **experimentation** (doing activities in a group with the help of systematic steps, avoiding wastage of materials/food/water and their re-use, using non-standard measures in taking readings and making comparisons)
8. **concern for justice and equality** (conscious of inequalities in society, being receptive of lives of children based on their life experiences)
9. **co-operation** (sharing and working with others)



• THEME – CLOTHING AND SHELTER •

Chapters 7–9

(Where We Live; A Roof Over My Head; What We Wear)

Chapter 7: Where We Live, prompts the child to observe the different ways houses are made, materials used – their availability; inquire into the source of the building materials used; kinds of houses in Sikkim, given the geographical terrain of the state; historical buildings in Sikkim.

The chapter approaches the topic through brief narratives in which children from Sikkim and other parts of India share about the places they live in, rural or urban. Through these narratives the different types of houses and the materials used to build them are brought into focus. The questions/tasks that follow the narratives provide for the child to explore her/his surroundings and gather information. The inclusion of varied houses/buildings also brings forth the diversity in the state and exposes the child to it.

Chapter 8: A Roof Over My Head, provides opportunities for the child to understand the concept of 'home' as being a space where one lives in, be it a house, a hut or other kinds of shelter; the idea of home for nomadic communities; reasons for people to move from one place to another – for livelihood, job transfers. The content of the chapter also looks at shelters that people live in if they move from their villages or if natural calamities like landslides damage their homes leaving them homeless.

The chapter includes tasks like picture compositions, flow charts/mind maps, tables to be completed and sketches to be drawn; exploratory questions with ample scope for subsequent discussion.

Chapter 9: What We Wear, intends to create a space for the child to appreciate the different kinds of clothes worn by people in Sikkim and to gain a sense of the various fabrics used to make the clothes. There is also an attempt made to appreciate and respect the traditional knowledge of handloom weavers and the artisanal work done by tailors for the community.

The tasks included in the chapter are – picture compositions, matching sketches to certain objects, field visit (to a tailor’s shop), simple experiments and also tasks that sensitize the child to acts of sharing and caring.

The three chapters listed here foster the skills of:

1. **observation and reporting** (orally narrating an event, including the sequence of events in a process)
2. **discussion** (expressing ideas in a group)
3. **expression** (basic ability to sketch/draw given an idea)
4. **explanation** (hypothesizing to explain observations)
5. **classification** (identifying contrasts in groups of objects – fabrics, houses)
6. **questioning** (asking questions to gather information about situations, people and objects, raising critical questions which help to explore deeper into a concept)
7. **analysis** (identifying possible causes of an event)
8. **experimentation** (doing activities in a group with the help of systematic steps, avoiding wastage of materials and their re-use)
9. **concern for justice and equality** (being sensitive towards those who are disadvantaged)
10. **co-operation** (sharing and working with others)



• THEME – TRAVEL AND PLACES •

Chapters 10–13

(Moving Around; Let's Celebrate Together; Sita's Village; Ukee's Town)

Chapter 10: Moving Around, considers travel – its purpose, ways to travel, distance, cost; relating the idea of time, distance and cost to the nature of travel; travel through the ages and varied terrains; footpaths and the walking culture of Sikkim; importance of walking and climbing for health and well-being.

The chapter includes the various means of transport used by people to travel in Sikkim with a mention of SNT buses that connect the various districts in the state. This is done through narratives and questions that inform the child of the need to travel and the means used based on the terrains. The chapter also encourages the child to look at how people travelled in the past and how vehicles would look in the future. There is also a section devoted to the spaces provided for walking in Sikkim and to the benefits of walking.

Chapter 11: Let's Celebrate Together, provides opportunities for the child to explore the significance of different festivals in different communities like those associated with seasonal and agricultural cycles; to appreciate that festivals illustrate the multicultural aspects of life in diverse communities and also to recognize that the way some festivals are celebrated can create tensions or have damaging effects on the environment. There is a special focus on the initiatives by the state of Sikkim towards conserving the environment especially during the festival of lights, Diwali.

In this chapter the narratives take the form of letters and this introduces the child to the art and beauty of writing letters as a means to communicate. The inclusion of a newspaper article could be considered as an initiative to encourage the child to look into reading of newspapers as an important way of gathering information of happenings around them. There are writing and drawing tasks included that could encourage the creative genius in the child.

Chapter 12: Sita's Village And Chapter 13, Ukee's Town, attempts to develop an understanding of rural and urban life in a simple comparative manner; to observe the services being provided and the life of people who live in a village or town; to explore the kinds of work people do in a rural or urban area; to develop an understanding of the resources that sustain a village or a town; to recognize that many different types of people live in a big town like Gangtok and that it draws people for work, study, medical services, business, tourism, etc.

The teacher will find the structure of the two chapters to be similar and also find a variety of tasks that would encourage the child to compare and contrast through the mediums of writing, drawing and expressing their thoughts.

The four chapters listed here foster the skills of:

1. **observation and reporting** (orally narrating an event, including the sequence of event in a process, noticing fine details – like in the bus ticket, reading pictures and maps with increasing complexity)
2. **discussion** (talking to and collecting information from elders, people in the community)
3. **expression** (expressing verbally during classroom discussions, written work; understanding that making a drawing of a place is different from making a symbolic map; developing the basic ability to draw simple maps)
4. **explanation** (formulating a reasoning for an observed activity)
5. **classification** (grouping objects on the basis of one variable at a time)
6. **questioning** (raising critical questions which help to explore deeper into a concept)
7. **analysis** (defining a situation or event in their own language)
8. **experimentation** (doing activities in a group with the help of systematic steps; re-using the materials to avoid wastage)
9. **concern for justice and equality** (showing concern for the environment)
10. **co-operation** (being considerate and helpful towards others)

The content of each chapter aims at developing concepts and abilities in a child which could be articulated in the form of indicators for assessing EVS learning and perhaps also the understanding of sustainability issues in their own terms.

Each chapter has further notes and suggestions for teachers using this text which are detailed at appropriate points throughout the text of the chapters in the form of Teacher's Note.

Environmental Studies uniquely integrates aspects of science, social science and environmental education, to promote a holistic understanding of and empathy with the world that learners live in. These EVS chapters are innovative by embedding sustainability issues drawn from a revised syllabus. The complete document of EVS Class 3 syllabus is made available at www.scertsikkim.in.

