

# Creative Social Studies for Grade IX

## Preface:

Education has a social purpose that changes with the change in the society. Nepal experienced a great revolution in 2062-2063 B.S. and now it is a Federal Democratic Republic. This has led to a massive change in the existing curricula to suit the new social, political, historical, geographical and environmental contexts.

The present text book is based on the new syllabus designed by the Curriculum Development Centre of Nepal Government in the year 2065 B.S. Creative Social Studies series is prepared especially for the students of English Medium schools of Nepal. It is a planned graded series to fulfill the needs of students and the facilitators in the changed situation of Nepal and address the issues of 21<sup>st</sup> century learning in the world. The text entirely revolves around the concept of “Knowledge to Wisdom, Information to Application.”

## Specialties of Creative Social Studies:

- This Creative Social Studies Series is a step forward in progressive and liberal teaching-learning methodologies required for the 21<sup>st</sup> century.
- The text is prepared for student-centric teaching in which the teacher plays the role of a facilitator.
- The text book contains an audio CD to help students understand and revise concepts.
- This series is a complete lesson plan for all facilitators.
- This is a 111-day plan covering the whole course designed by the Curriculum Development Centre.
- Each topic has a specific objective mentioned in the lesson which provides a clear roadmap on how learners are to proceed forward.
- Each topic contains four different group works based on specific objective of the lesson.
- The group work focuses on collaborative learning which emphasizes on research, data collection, data analysis, generalization and presentation.
- Home assignment has been set in such a way that it develops family and social values in children and achieves meta-learning at the same time.
- The learners get ample opportunities to foster their public speaking/oratory skills.
- Each day, the lesson begins with a short skit/role play/discussion/presentation/debate which creates a healthy and lively environment in the classroom situation and it is an effective way to review and revise the previous topics. The concept for such activities has been clearly given in the text that helps to widen the learning horizon and achieve the set goals.
- The reference materials for daily home assignment have been mentioned in each lesson in the text book.
- Latest pictures, information and authentic dates are included to clarify the doubts of the students and teachers both.
- This text contains teaching-learning methodology, division of work for 40 minutes on a daily basis, evaluation process and the possible questions for the same. So it is a complete guideline for facilitators.
- A period of 40 minutes has been allocated for the following activities:
  - A short skit/presentation etc.----- 5 minutes
  - Introduction of a new topic by the facilitators -----10 minutes
  - Group work under the guidance of the facilitators -----15 minutes

○ Group presentation----- 10 minutes

- For effective implementation of this text, the learners and the facilitators should be IT savvy. They should also be up-to-date in current affairs and read daily newspapers to enrich their knowledge related to the lessons.
- After the completion of each unit, a set of questions are given for quiz contest among the groups. This makes the students understand every detail of the unit. It is a part of evaluation for facilitators and a good revision method for students.
- The text prioritizes on the division of class into 4 inclusive groups.
- The group activities in each topic focus on poem writing, dialogue writing, letter writing, and article writing and inculcating democratic values along with the main concept of the lesson. Thus, the students get a complete flavor of society in it.
- To provide an additional challenge to the students and promote their creativity, several excursions have been planned in the series which will definitely help them for their further studies too.
- At the end of each unit, project work and detail process of report writing have been given in order to develop their habit of reading newspapers, visiting library and different educational sites in the internet and visiting different historical, religious, geographical, archaeological sites and other heritages in the country. This helps to develop the sense of belongings in students.

We hope this series of Creative Social Studies will cater the need of the students and facilitators. We would like to express our sincere thanks to the Principals and the Facilitators who have recommended this text for their students and the future of Nepal. We look forward to hearing from facilitators, intellectual and the students' opinions and constructive suggestions.

**Authors**

## Unit 1: We, Our Community and Our Country

Day1 : Development  
Objective : To explain the concept of development

### Introduction:

Development is a dynamic process that brings positive change in every field of the country. Development means change in the present situation for the betterment of the entire society. Progress in technology, trade and commerce, transport, communication, agriculture, industry and proper utilization of the resources in the country leads to uplift the life standard of the people. The positive change in a particular place of a country does not confirm the development of the whole nation. For example, Kathmandu has all



these infrastructures well developed but we cannot claim that Nepal is developed because such progress is not noticed in other parts of the country. Most of the European and North American nations are able to bring a very good positive change in the life standard of the people thus, they are called developed countries. However, most Asian, African and South American nations are not able to do so. Thus, they are called underdeveloped or third world countries which includes Nepal.

When a country is able to produce various manufactured goods, it can export them to other countries but if we lack such goods, we have to import them from other countries. When we export goods, we get foreign currencies and importing goods takes our money away. So, we must encourage exports and discourage imports. Some of the important terms related to development:

- A. **GDP:** The market value of all final goods and services produced within the country in a year time is called Gross Domestic product (GDP)
- B. **GNP:** the sum of GDP and net income from abroad is called Gross National Product (GNP)
- C. **PCI:** Per head total income of the people in a country is called Per-Capita Income (PCI). It is calculated by dividing the GDP by the total population of the country.



The major objective of calculating GDP, GNP and PCI is to find the economic progress and development of a country as a whole.

### Group Activities:

- (1) Discuss in your group and prepare a paragraph on development.
- (2) Discuss in your group and draw a full page picture of a developed community.
- (3) Discuss in your group and list the areas of national income.
- (4) Study the given information and present the data in a bar graph with the suitable title and scale:

Areas	Involvement of people in Nepal	Involvement of people in USA
Agriculture	80%	10%
Industry	5%	40%
Service	15%	50%

**Presentation:**

All groups present their works in 10 minutes

**Assignment:**

- Nepal is one of the third world countries of the world. What should be done to place it in the first world like USA? Explain.

Source: Encyclopedia from the school library, development and its parameters from the internet, newspapers, magazines, teachers, family members and friends

**Presentation for the next day:** Group A

- A short skit on how a country gets income from various sources like agriculture, industry, trade, foreign employment etc.



Day 2 : Measurement of Human Development  
Objective : To explain the concept of human development and calculate the HDI of any country with the given data on various HDI parameters.

### Introduction:

Development of a country is determined by human development. Educated, skillful and laborious human power can bring a positive change developing infrastructures. Human development is a comparative development of human beings between the nations in terms of education, per-capita income, life expectancy etc.



In order to measure human development of a country, several aspects are taken in to consideration but most important factors are per-capita income and gross national product. Other factors are opportunities provided to the people, education health, life expectancy, population, gender development ratio etc.

Human development in a country like Nepal is not good. The factors that determine human development are not proper in our country. The following table shows the weaknesses of Nepal to uplift human standard:

Areas	Condition in Nepal	Highest in the world
Per-capita income	270 US Dollar	65,000 US Dollar
Life expectancy	63 years	85 years
Literacy rate	64%	100%

In order to bring human development to a certain standard, we need to focus on the following points:

- Increase in the literacy rate
- Systematic health facilities
- Creation of more employment opportunities
- Cooperation from all people
- Peace and order in the country
- Proper utilization of resources
- Proper treatment to both genders.

### Human Development Index (HDI):

Since 1990, UNDP has been publishing the Human Development Index of the countries in the world. This is the standing of a country in the world in terms of life expectancy, per-capita income and literacy rate. It is expressed by the number between 0 and 1. The countries are categorized in to 3 levels on the basis of human development:

- Low human development- (0.000-0.499 HDI)
- Medium human development- (0.500-0.799 HDI)
- High human development- (0.800-1.000 HDI)

While calculating HDI of a country, certain parameters are required. They are maximum and minimum per-capita income and life expectancy of the world as well as the country including literacy rate. Presently the maximum per-capita income of the world is 65,000 US Dollars and minimum is 100 US Dollars whereas maximum life expectancy is 85 years and minimum is 25 years.



We can get the process of calculating HDI by the following example of Nepal's HDI:

1. A. the minimum per-capita income of the world has to be reduced from the country's per-capita income i.e.  $270 - 100 = 170$

B. The minimum per-capita income of the world has to be reduced from the maximum per-capita income of the world i.e.  $65,000 - 100 = 64,900$

C. The outcome of A has to be divided by the outcome of B i.e.  $\frac{170}{64,900}$

2. A. The minimum life expectancy of the world has to be reduced from the country's life expectancy i.e.  $63 - 25 = 38$

B. The minimum life expectancy of the world has to be reduced from the maximum life expectancy of the world i.e.  $85 - 25 = 60$

C. The outcome of A has to be divided by the outcome of B i.e.  $\frac{38}{60}$

3. The literacy percentage of the country has to be divided by 100 i.e.  $\frac{64}{100}$

Add the outcome of 1 (C), 2 (C) and 3 and divide by 3 i.e.  $\frac{\frac{170}{64,900} + \frac{38}{60} + \frac{64}{100}}{3}$

HDI of Nepal= \_\_\_\_\_

At present, Nepal holds 142<sup>nd</sup> position in the world out of 177 countries in human development.

#### **Gender-Related Development Index (GDI):**

HDI does not show the comparative development of males and females so, we should also calculate GDI. It is also expressed by the number between 0 and 1. GDI is the comparative rate of development between males and females of a country in a year time. The lower number indicates the rate of women empowerment is low and higher number indicates the rate of women empowerment and development between males and females is closer or similar. Nepal holds 134<sup>th</sup> position in the world out of 177 countries at present.

The main factors to determine GDI are treatment to males and females in the country, social pattern regarding genders, opportunities to women inside and outside home, education to women, women in mainstream development etc.

#### **Group Activities:**

- (1) Discuss in your group and list out the advantages of measuring HDI.
- (2) What should we do to increase the HDI of Nepal?
- (3) Write the formula for calculating HDI.
- (4) What are the factors of HDI? What is the state of such factors in Nepal?

**Presentation:** All groups present their works in 10 minutes.

#### **Assignment:**

- 'Human development determines the development of a country.' Prove the statement with your logics.  
Source: Library encyclopedia, Human development index and its factors from the internet, newspapers, magazines, human development report by UNDP, teachers, family members and friends

**Presentation for the next day:** Group B

- A short skit on a family where males and females are equally treated, there is equal participation inside and outside work, everyone seems very happy and the family is economically sound.

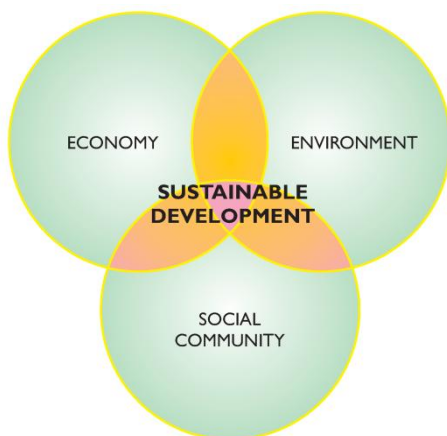
Day 3 : Sustainable Development:

Objective : To find out the ways to achieve sustainable development and explain the concept of sustainable development.

### Introduction:

The term 'sustainable' refers to durable or bearable. The development that fulfils the needs of present generation without damaging the resources for future generation is called sustainable development.

Development programmes should be environment friendly. In the name of fulfilling growing needs of people, we should not overuse the resources. The over exploitation of natural resources results the climate change which has created various problems.



There is direct relationship between production and pollution. If more goods are produced, more pollution is created. The situation becomes worse and the future generations suffer. There will be shortage of clean air, water, forest, land etc. and the survival for the present and future generation becomes very difficult.

The concept of sustainable development with the preservation of the environment, controlling overuse of natural resources is extremely necessary for us. We should use such process and technology which increases our productivity without hampering our natural environment. The main aim of sustainable development is to maintain balance between population, resources, environment and development. We must be cautious about chemical fertilizers, use of insecticides, industrial wastage and emphasize on the instruments that reduce the rate of pollution in the development activities.

The advantages of development activities are:

- a) It develops the economic standard of the country
- b) It preserves the natural resources and environment
- c) It increases the productivity considering the needs of future generation
- d) It improves the quality of life
- e) It directs the country towards self sufficient
- f) It generates employment opportunities to the people
- g) It contributes to increase the life expectancy
- h) It brings overall development in long run



Developing countries like Nepal generally copy and follow what the developed countries have been doing without proper management of waste and the system of preserving natural resources and environment. We must also learn how they are controlling pollution and use different instruments to balance between natural environment and development.

### Group Activities:

- (1) Discuss in your group and write a paragraph on sustainable development.
- (2) Discuss in your group and list out the disadvantages of unmanaged development programmes.
- (3) Discuss in your group and list out the advantages of sustainable development.
- (4) Discuss in your group and write a paragraph showing the relationship between sustainable development and conservation of environment.



**Presentation:** All groups present their works in 10 minutes

**Assignment:**

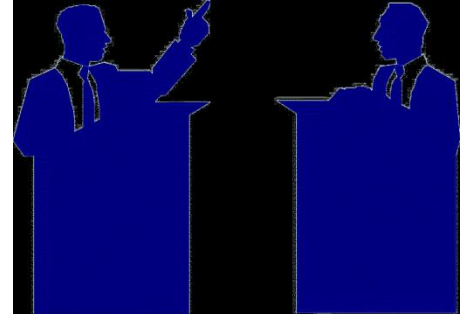
- Do we have sustainable development in Nepal? What points should be focused to adopt it fully? Elaborate.  
Source: Library encyclopedia, sustainable development and its advantages from the internet, newspapers, magazines, reports of UNEP and UNDP, teachers, family members and friends

**Presentation for the next day:** Group C

- A short skit on unsystematic industry, wastage around it, people are suffering from various problems. Finally, focus on environment friendly industrial development

Day 4 : Debate on “Developing countries should focus on industrial development- no need of thinking about natural environment.”

- The facilitator helps all the groups with supporting points for and against the statement for 20 minutes.
- 2 members from different groups will speak for the motion and other 2 members will speak against the motion.
- The facilitator evaluates and awards the points to the respective groups. The points will be added for the monthly evaluation.



Day 5 : Review of the Unit:



Day 6 : Unit test (This test will get 10% of the total credit in the upcoming monthly evaluations)



Day 7 : Project Assignment:

- All groups will visit the places in their community where the development activities are run like industry, road construction and market place and find out how such activities have changed the life style of the people and prepare a detail report on it in a standard format:





- (i) Acknowledgement
- (ii) Introduction
- (iii) Objectives
- (iv) Methodology
- (v) Findings
- (vi) Conclusion and recommendation



- They will submit their project report within a week and do the presentation in front of the whole class.
- After the presentation and facilitator's evaluation, the students paste their reports on the bulletin board of the school for other's reference.
- The project report will get 5% of the total credit in the upcoming monthly evaluation.

Day 8 : Quiz from the Unit: (This quiz will get 5% of the total credit in the upcoming monthly evaluation)



### Questions for Quiz

- |  |   |
|--|---|
| 1. Define development.                                     | 11. What do you mean by GDP?                            |
| 2. What type of country is called developed country?       | 12. What do you mean by PCI?                            |
| 3. What type of country is called under-developed country? | 13. What do you mean by life expectancy?                |
| 4. Give any 2 advantages of development.                   | 14. What do you mean by human development?              |
| 5. Give any 4 factors of development.                      | 15. What does HDI stand for?                            |
| 6. What does GNP stand for?                                | 16. What does GDI stand for?                            |
| 7. What does GDP stand for?                                | 17. Define HDI.   |
| 8. What does PCI stand for?                                | 18. Define GDI.   |
| 9. Name any 5 sources through which Nepal earns money.     | 19. How is HDI expressed?                               |
| 10. What do you mean by GNP?                               | 20. What are the 3 main factors of HDI?                 |
|  | 21. What is the maximum per-capita income of the world? |

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>22. What is the maximum life expectancy of the world?</li> <li>23. What is the minimum per-capita income of the world?</li> <li>24. What is the minimum life expectancy of the world?</li> <li>25. What is the present per-capita income of Nepal?</li> <li>26. What is the present average life expectancy of Nepal?</li> <li>27. What is the present literacy rate of Nepal?</li> <li>28. What do you mean by sustainable development?</li> <li>29. Give any 4 advantages of sustainable development.</li> <li>30. What position does Nepal hold in HDI out of 177 countries of the world?</li> </ul> | <ul style="list-style-type: none"> <li>31. What position does Nepal hold in GDI out of 177 countries of the world?</li> <li>32. Give any 4 ways to improve HDI of Nepal.</li> <li>33. Give any 3 disadvantages of unplanned development programmes.</li> <li>34. Name the 3 types of countries in the world on the basis of HDI.</li> <li>35. What is the present HDI of Nepal?</li> <li>36. Give any 4 advantages of calculating HDI.</li> <li>37. Which agency of UNO publishes the HDI of different countries every year?</li> <li>38. Name any 4 things that are considered by sustainable development.</li> <li>39. What do you mean by first world countries?</li> <li>40. What do you mean by second world countries?</li> <li>41. What do you mean by third world countries?</li> </ul> |
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Note:

The facilitator can prepare similar or same questions and conduct the group quiz and award the points accordingly.



## Unit 2: Infrastructures of Development

Day 9 : Source, Means and Infrastructures of Development:

Objective : To find out the source and means needed for the development and identify the important infrastructures of development

## Introduction:

Various things are required for the development of a country like good transport, standard education, good hospitals, industries, sufficient electricity, clean drinking water, positive minded people, good communication system etc. National development depends on these pre-conditions. Besides these, we need a stable government to provide good facilities, maintain peace and order as well as construction work of the country. Raw materials, labor, capital and energy are the major sources for development.



For the development of a country, human power is equally important. Human power means power provided by human beings who are expert or skillful to create something new to bring positive change in the society. There are two types of human power mainly- skilled and unskilled human power. Both are required for development.

Download from [ResearchGate](https://www.researchgate.net) Skilled human power means the people who have expertise to do certain work independently and efficiently like doctors and engineers.



Unskilled human power means the people who don't have special skills but perform manual work like porter, cart puller and sweeper.

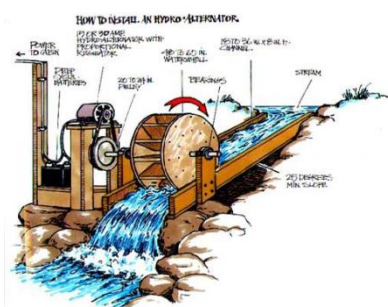


Energy or power is another important source for development. It can be hydro-electric power, solar power, gas, fuel, oil, coal etc. Many industries are run by the electric power. It is an essential part of our daily life. Nepal government has planned different projects to produce more hydro-electricity. Unfortunately, Nepal has been facing load-shedding problem every now and then. It reached to 16 hours a day in the year 2065 B.S.

For development of a country, capital is another important source. In the absence of capital, projects like road construction, industries, electricity plants, schools and universities can't be started. Many international agencies have been investing their capital for the development of Nepal.

## The Infrastructures of Development:

Those pre-requisites which are needed for the development of a country are the infrastructure. We can't think of any development in a country in their absence. Some of the important infrastructures of development are education, transport, health, energy, trade, communication, drinking water, market, skilled human power and stable government.



Nepal is a mountainous country. The Himalayas in the north, ever flowing rivers throughout the country and thick forest in the south protect us from foreign attack. But it is very difficult to make good roadways and railways due to the geographical structure of Nepal. We have not been able to utilize natural resources due to the lack of enough capital and technical knowledge. Political crisis in different periods also is equally responsible for the backwardness of Nepal.

**Group Activities:**

- (1) Discuss in your group and list out the means and sources of development.
- (2) Discuss in your group and list out the infrastructures of development.
- (3) State the importance of stable government for the development.
- (4) State the importance of skilled human power for the development.

**Presentation:** All groups present their works in 10 minutes

**Assignment:**

- Why is Nepal not developed well? Explain it in the context of infrastructures of development in Nepal.  
Source: Library encyclopedia, source, means and infrastructures of development from the internet, newspapers, magazines, Himalayan Waters, teachers, family members and friends

**Presentation for the next day:** Group D

- A short skit on infrastructure.
  - A journalist takes interview with the officers of university, hospital, electricity office telecom office and transportation office. The Journalist asks why the particular area is not developed in Nepal.

Day 10 : Education  
Objective : To explain the importance of education to develop Nepal.

### Introduction:

Human power is the most important pre-requisite for the development of a nation. Education plays a pivotal role in the development of human power. Education helps us to socialize, live meaningful lives and teaches us good skills. We can live a life of quality if we are educated. Education is the greatest wealth which is never stolen or taken by anyone.



In the olden days, there were few Sanskrit schools in Nepal. During the Rana period, there were a number of schools but they primarily targeted only the children of the Ranas. Ordinary people were not allowed to get education. The Ranas were against educating the common people because they didn't want common people to know their wrong doings. Nonetheless, some of the Rana Prime Ministers were liberal and worked hard to educate people like. Dev Shumsher and Padhma Shumsher were a few of them. The following points show how education system developed in Nepal:

- Jung Bahadur established Durbar School in the year 1910 B.S.
- Khadananda Adhikari established Sanskrit School at Dingla, Bhojpur in 1932 B.S.
- Ranoddip Singh established another Sanskrit School at Kathmandu in 1934 B.S.
- Dev Shumsher established more than 100 schools in his 114 days of premiership.
- Chandra Shumsher established Tri-Chandra College in the year 1975 B.S.
- Padhma Shumsher established Padhma Kanya School and Padhma Kanya College in Kathmandu.
- Jay Prithvi Bahadur Singh published various books for school children.
- Tribhuvan University was established in the year 2016 B.S.
- National Education System Plan was introduced in 2028 B.S.
- King Birendra declared primary education free for all Nepalese children in 2031 B.S.
- Mass Literacy Programmes, Non-formal education, distance education and vocational education were launched during Pandhayat system.
- Mahendra Sanskrit University was established at Dang in 2043 B.S.
- Kathmandu University was established at Dhulikhel in 2048 B.S.
- Purbancahl University was established at Biratnagar in 2050 B.S.
- Pokhara University was established at Pokhara in 2053 B.S.
- Lumbini Buddhist University was established at Lumbini in 2063 B.S.



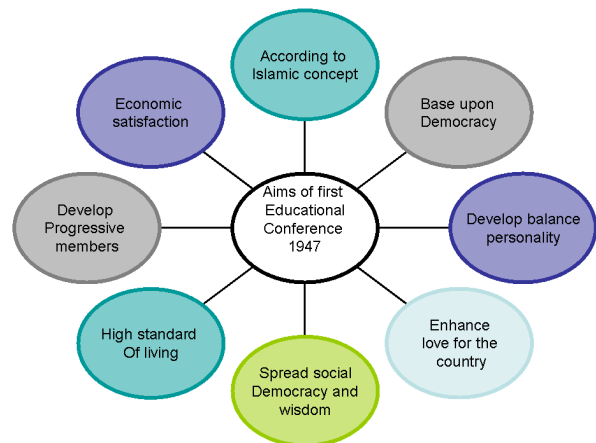
The Interim Plan 2067-2070 has the objective to make all the citizens literate, equal and employment centric education and has separated 12.61% of the total budget for the education. Besides several efforts, our literacy rate is 64% only. The government is going to implement the following structure of education. This will be in effect as soon as the legislative parliament of Nepal approves the legislation on it:

Pre-primary education	Basic level	Secondary level
1 year	Class 1 to 8	Class 9 to 12

Many foreign countries and agencies have been helping Nepal in education sector like United Mission to Nepal (UMN), Save Our Souls (SOS), International Nepal Fellowship (INF), US Education Foundation (USEF), British Council etc.

**Aims of education:**

- a) To boost up economic development of the country.
- b) To be polite to all.
- c) To help to solve the problems.
- d) To do creative works.
- e) To be responsible.
- f) To be a prestigious person in the society.
- g) To earn enough to run a family.
- h) To bring social changes and take proper decision about something.
- i) To uplift the living standard of the people.

**Group Activities:**

- (1) Discuss in your group and prepare a paragraph showing the relation between human power and education.
- (2) Discuss in your group and write the historical back ground of education system in Nepal and explain why Ranas were against educating common people.
- (3) Discuss in your group and list out any 7 people related to educational development in Nepal with their contribution.
- (4) Prepare a dialogue on the present state of education in Nepal.

**Presentation:** All groups present their works in 10 minutes.

**Assignment:**

- "Education is bulwark of nation." Explain.  
Source: Library encyclopedias, education development in Nepal from the internet, newspapers, magazines, teachers, family members and friends

**Presentation for the next day:** Group A

- A short skit on education in which the group members will present the different life style of educated and uneducated people, work habits, tolerance etc.

Day 11 : Health  
Objective : To explain the health facilities to develop Nepal.

### Introduction:

Health is the greatest wealth of a person. A healthy person can work harder, better and contribute to the development of a country. So, health services are other important infrastructures of development.

Nepal is a poor country economically. The majority of the people here are illiterate and ignorant. So, they often face health problems. The government has not been able to establish equipped hospitals, provide medical facilities and enough doctors in many parts of the country. People still believe in witchcraft. Qualified doctors don't like to go to the remote areas. People in remote areas prefer traditional treatment system rather than going to hospitals and doctors.



Nepal government has established a primary health center in each constituency and a health post in each village development committee. We have district level hospital in each district, zonal hospital in each zone and many central level hospitals in the capital city and many other cities like Pokhara, Dharan, Bharatpur, Nepalgunj, Bhairahawa etc. Yet, a doctor in Nepal has to look after about 6,000 people. Thus, we should focus on producing more human power in health sector.

Malaria and cholera have been eradicated from the world but they have not been completely eradicated from Nepal. Many people of Nepal are suffering from diseases because of polluted water. They don't have the idea of basic principles of sanitation, ignorance, poverty and illiteracy.



The first hospital of Nepal, Bir Hospital was established in the year 1947 B.S. Now, we have many central, zonal and regional hospitals in different parts of our country. Nepal government has given priority to health services in different five years and interim plans. In the year 2048 B.S., Nepal government implemented health policy to meet the slogan 'Health for all by the year 2004 A.D.' the government has also adopted the 20 years long term policy in health sector. The situation of health services and the goals of recent plans have been given in the following table:

S.N.	Health Index	Situation in 2059 B.S.	Target of 10 <sup>th</sup> Five years plan 2059-2064	Target of Interim 3 years plan 2067-2070
1	Infant mortality rate per 1000	34	33	30
2	Child mortality rate per 1000	48	47	44
3	Average life expectancy	62.6	64	-
4	Total fertility rate per women	3.1	3.6	3
5	Maternity services provided by trained people (%)			
6	Users of contraceptives (%)	39	47	53
7	Maternal mortality rate per lakh	415	315	250
8	Crude birth rate per 1000	28.5	30	-
9	Crude death rate per 1000	8.7	7	-
10	Essential health services (% of population)	70	80	90

Source: Interim 3 years plan and statistical pocket book.



Besides the government sector, private and non-government sectors have put in a lot of effort to improve health services in Nepal. Lion's Club Rotary Club, Nepal Jaycees, Nepal Chamber of Commerce, industrialists like Golchha, Dugar and Chaudhary Groups, INGOs like World Health Organization WHO), United Mission to Nepal (UMN) and International Nepal Fellowship (INF) are some of the important ones to contribute to improve health services in Nepal.



**Group Activities:**

- (1) Write a letter to your foreign friend about the health problems in Nepal.
- (2) Discuss in your group and prepare a paragraph on the health facilities available in Nepal.
- (3) Discuss in your group and list out the organizations providing health services in Nepal.
- (4) Discuss in your group and write why many people of Nepal are suffering from different diseases.

**Presentation:** All groups present their work in 10 minutes.

**Assignment:**

- Why do qualified doctors not prefer to go to remote areas of Nepal? What should be done?
  - How can we convince the people in rural areas to go to hospitals rather than witch doctors?
- Source: Library encyclopedia, newspapers, statistical pocket books, interim plan 2067-2070, health facilities in Nepal from the internet, teachers, family members and friends

**Presentation for the next day:** Group B

- A short skit on health facilities- A doctor, a nurse, a patient, a witch doctor and family members. The family takes the sick person to witch doctor and creates more problems so; he/she is taken to hospital and is cured.

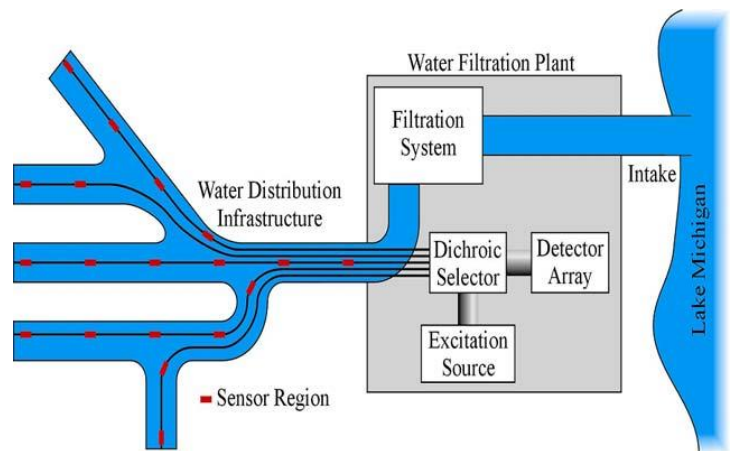
Day 12 : Water and Electricity:

Objective : To explain the importance of clean drinking water and electricity for the development and provide possible help.

### Introduction:

Water is one of the important basic elements and needs of all living beings. We use water for various purposes like drinking, electricity; irrigation etc. about 71% part of the earth is covered with water.

We get water from different sources like lakes, rivers, ponds, wells, tube well, rain; snow capped mountain ranges, glaciers etc. many great civilizations were developed in the river valleys like Nile Valley, Hwang-Ho Valley, Yangtze, Shikyang, Indus etc.



Nepal is the second richest country in the water resources. About 6000 rivers of Nepal which originate from the Himalayas enrich Nepal in such sources. Besides rivers, we also have many lakes, ponds, springs and Nepal receives adequate rainfall. Yet, there has been a shortage of clean drinking water in many parts of Nepal.

The sources of drinking water in Kathmandu valley are limited and the population is growing rapidly. In near future, Melamchi Drinking Water Project will be completed and the problem of drinking water of Kathmandu will be solved. At the end of Ninth Five Years'

Planning, 71.6% people were supplied with clean drinking water i.e. piped water. People's participation is a must to control leakage of water and provide pipe water to all people.

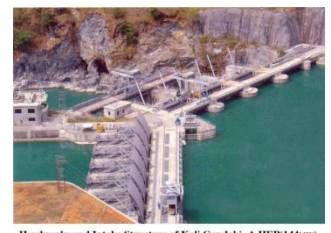


Several irrigation canals have been built to increase the production crops, they are:

- Chandra Canal
- Juddha Canal,
- Manushmara Canal
- Koshi Canal
- Chatara Canal
- Bagmati Canal
- Tinau Canal etc.



Electricity has become one of the basic requirements of modern life. Electricity produced from the energy of moving water is called hydro-electricity. This water energy is produced from natural waterfall and human-made dams.



Headworks and Intake Structure of Kali Gandaki - A HEP(144mw)

Electricity is used for various purposes like light, cooking, operating heaters, refrigerators, washing machine, irons and other electric gadgets in small scale and big machines at industries at a large scale.

In Nepal, electricity was first produced in the year 1965 B.S. through Farping hydro-electricity project. Nepal has a potential of producing 83000 MW of electricity but about 800 MW has been produced so far. During dry season, it decreases to 200-300 MW so, we have to face long hour of load-shedding every year. In the year 2065 B.S., there was 16 hours of load-shedding daily which was unfortunate to the richest country in water resources. Some of the major hydro-electricity projects running in Nepal are:

S.N.	Hydro-electricity Projects	Capacity
1	Kaligandaki A	144 MW
2	Marsyangdi	69 MW
3	Kulekhani I	60 MW
4	Kulekhani II	32 MW
5	Khimtikhola	60 MW
6	Bhotekoshi	36 MW
7	Trishuli	21 MW
8	Chilime	20 MW
9	Modikhola	14 MW
10	Gandaki	15 MW
11	Devighat	14 MW
12	Sunkoshi	10 MW
13	Jhimruk	12 MW

Many foreign agencies and donor countries have been helping us in developing hydro power. Construction work of Middle Marsyangdi (70 mw), Chameliya (30 mw), Upper tamakoshi (310 mw), Upper Karnali (500 mw), Arun III (402 mw) etc. has been started recently. In near future, at the completion of these projects, we will have sufficient energy for our domestic use and also to export it to our neighboring countries.

#### Group Activities:

- (1) Explain the problems that Nepalese people have been facing due to the long hour of load-shedding every day.
- (2) "Water is life." Discuss in your group and prove the statement.
- (3) List out the major irrigation projects running in Nepal.
- (4) List out the major hydro-electricity projects of Nepal with their capacity.

**Presentation:** All groups present their works in 10 minutes.

#### Assignment:

- Write a letter to Nepal Electricity Authority suggesting the ways to solve the load-shedding problem of in Nepal.  
*Source:* Newspapers, Himalayan Waters by Bhim Subba, ways to overcome load-shedding in Nepal from the internet, teachers, family members and friends

**Presentation for the next day:** Group C

- A short skit on the proper use of water resources



Day 13 : Transport  
Objective : To explain the importance of transport to develop Nepal.

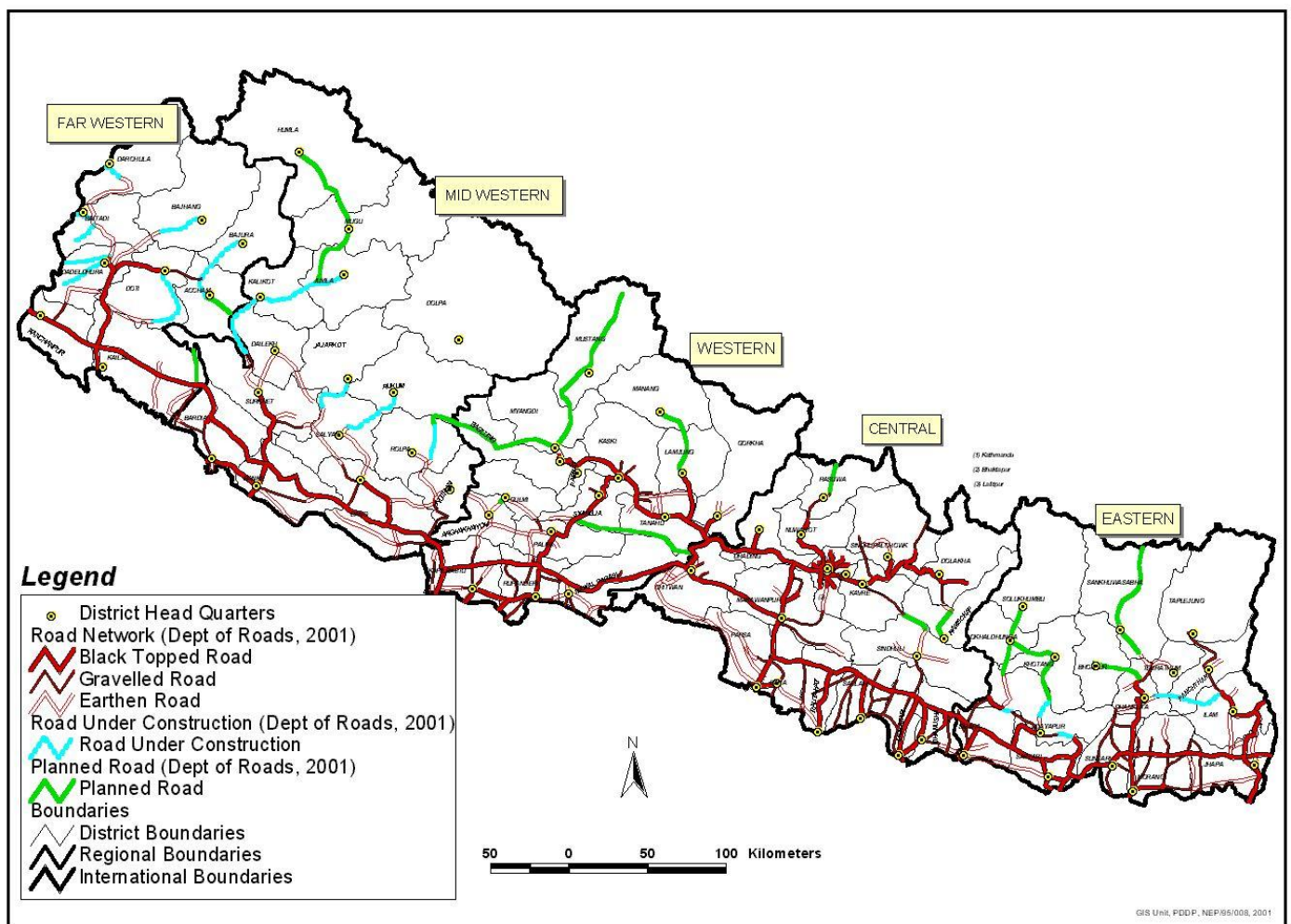
### Introduction:

System of carrying goods and people from one place to another is transport. Transport helps in diffusing knowledge and bringing people closer by bridging cultural gaps. Thus, it contributes towards a global society. It consists of roadways, airways, ropeways, railways and waterways.

Compared to the developed countries, transportation in Nepal is not developed. Geographical structure of the country is one of the main obstacles in transport. Poverty, lack of geographical knowledge, lack of skilled human power, instruments, construction materials, and faulty construction system, lack of maintenance, coordination and successful government policy are other problems for being transport not developed in Nepal.

#### A. Roadways:

Roadways are very important in the context of our nation. Being a mountainous and land-locked country, railways and waterways are difficult. Airways are very expensive which majority Nepalese can't afford. So, top priority must be given to roadways. Still 12 district headquarters have not been connected with road network. People of such districts are suffering from various problems due to lack of transport. Although these districts like Humla, Jumla, Solukhumbu etc. are beautiful, we are not able to increase the turnout of tourists remarkably. Some of the major highways of Nepal are:



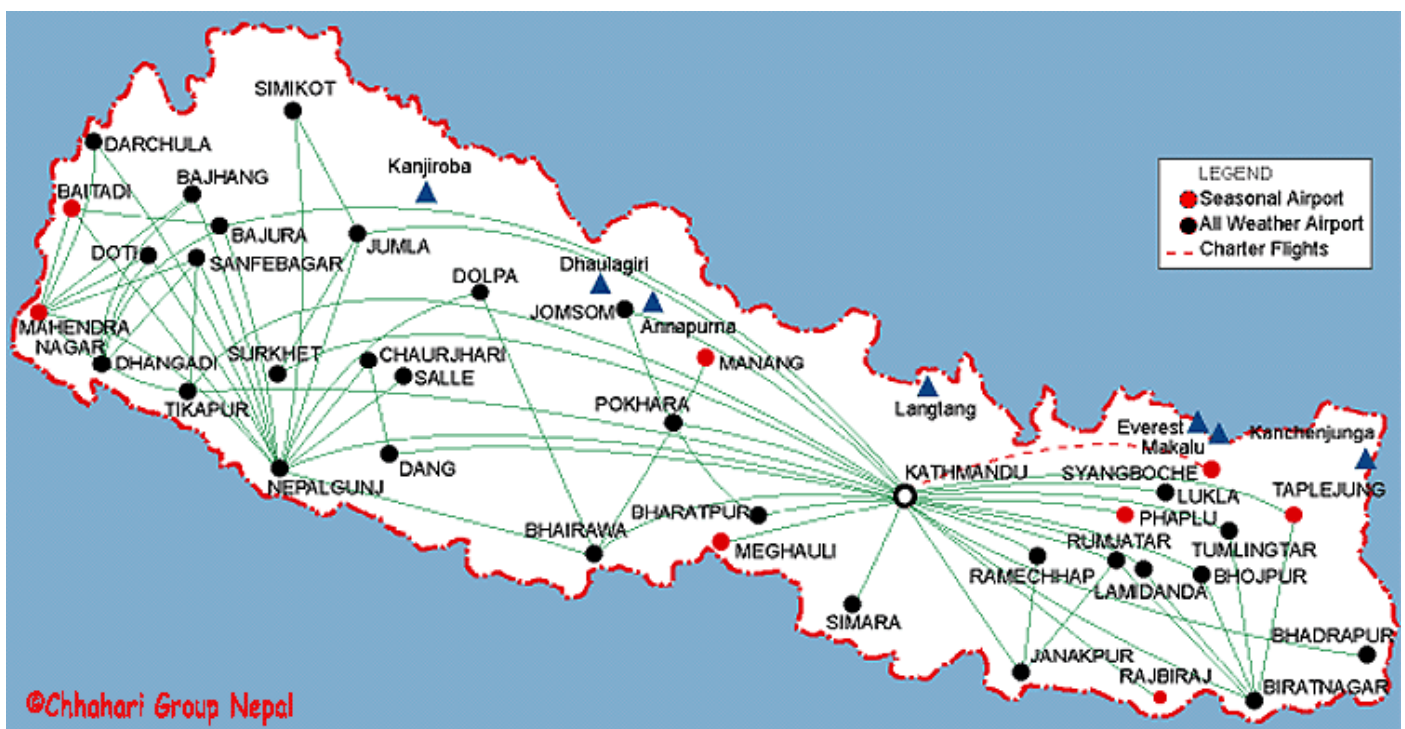
S.N.	Name of the highways	Distance
1	Mahendra (East-West) Highway	1028 km
2	Prithvi Highway	174 km
3	Arniko (Kodari) Highway	114 km

4	B.P. Highway	159 km
5	Siddhartha Highway	180 km
6	Tribhuvan Highway	192 km
7	Bhimdutta Panta Highway	135 km
8	Madan Bhandari Highway	52 km
9	Pushpa Lal Highway	105 km

In addition to these, government has planned to construct another East-West Highway through the mid-hills.

#### B. Airways:

Airways provide the fastest means of transport. They are very important in a mountainous country like ours. Air transportation has made rapid progress after democracy was introduced in the country in the year 2007 B.S. When Civil Aviation was started in 2010 B.S., 3 hired planes used to fly from Kathmandu to Patna. Later, Nepal Airlines Corporation (NAC) was established and started its service in the year 2014 B.S. at the end of 10<sup>th</sup> five years planning; the number of airports in Nepal reached to 51. Besides NAC, there are some private companies providing air services like Cosmic Air, Sita Air, Lumbini Air, Asian Air, Buddha Air, Garud Air, Gorkha Air, Yeti Air etc. Tribhuvan International Airport in Kathmandu is the only international airport in our country. Although many beautiful historical and religious places are linked with airways, many Nepalese have been deprived by it because air transportation is still very expensive.



#### C. Ropeways:

Ropeways are also important in a mountainous and land-locked country like Nepal. Ropeways are very useful to carry goods and people. They shorten the distance and thus can be cheaper and faster. In the year 2022 B.S., Kathmandu-Hetauda ropeway service was established to carry goods. It covers the distance of 42 km. now it is not in operation. Another development in ropeway is cable car which is operated in between Kurintar, Chitwan and Manakamana, Gorkha. It covers the distance of 3.1 km. this cable car started its service in the year 2054 B.S. established by private sector. It has 33 cable cars (30 to carry people and 3 to carry goods). Realizing the importance of ropeways, Nepal government is planning to establish a ropeway system to connect Jumla with Surkhet.



#### D. Railways:

The first railway- Nepal government railway was established in the year 1985 B.S. it covered a distance of 50 km from Raxaul in India to Amlekhgunj. After the construction of highways, Nepal government railway became dysfunctional and lost its existence. The railway which is in operation now is Nepal Janakpur-Jaynagar Railway (NJR). It was established in the year 1992 B.S. it covers the distance of 53 km. Government of Nepal is planning to construct railway from Sunauli to Butwal and from Jogbani to Dharan.



#### E. Waterways:

Nepal is a land-locked country and has limited potential for waterways. The water resources of Nepal are limited to rivers and lakes. The rivers flowing from mountains through steep hills to terai are difficult to tame for transportation. However, they are beneficial to provide amenities for rafting. There are rafting services in Trishuli, Kaligandaki and Sunkoshi rivers operated by private sectors. Phewa, Rupa and Begnas lakes have boat services for tourists.

#### Group Activities:

- (1) Discuss in your group and list out the problems of transportation in Nepal.
- (2) Discuss in your group and List out any 4 ways to solve the problem of transportation in Nepal.
- (3) Discuss in your group and list out any 10 highways of Nepal with their distance and linking places.
- (4) Discuss in your group and write a newspaper article on "Ropeways can be the best options for a mountainous country like Nepal."

**Presentation:** All groups present their work in 10 minutes.

#### Assignment:

- Explain the importance, possibility and condition of the following transportation system in Nepal:
  - a) Roadways
  - b) Waterways
  - c) Railways
  - d) Airways
  - e) Ropeways

Source: Atlas book, modern history of Nepal, newspapers, teachers and condition of different means of transportation in Nepal from the internet

#### Presentation for the next day: Group D

- A short presentation on all available means of transportation in Nepal



Day 14 : Communication

Objective : To explain the importance of communication to develop the country.

### Introduction:

Communication plays a vital role in the development of a country. Transport and communication together bring all the countries of the world closer.

Nepal has made remarkable progress in communication especially after People's Movement I. Some of the means of communication that are in operation in Nepal are given below:

#### A. Postal Service:

Postal service started in Nepal in the year 1935 B.S in government offices but it was made public in the year 1938 B.S.

Besides carrying letters and parcels, the Post Office performs other functions like money order and banking system. There is an international post office (Goshwara Hulak or central post office) at Sundhara, Kathmandu. There are different categories of post offices like district post office, regional post office, branch post office and additional post office. Postal service is one of the most popular means of communication in most part of Nepal as it is cheaper and modern means are not available in remote parts of the country.



#### B. Radio:

Radio is a very important mass means of communication. It has been very popular in a developing country like Nepal as millions of people can be in touch at a time through the radio.

Radio Nepal was established in the year 2007 B.S. Many FM (Frequency Modulation) bands have been established in the country today. They have been playing an important role to communicate and make people aware of things happening in and around.



#### C. Wireless:

Wireless service in Nepal started in the year 2006 B.S. It is a very useful means of communication especially in remote areas where telephones are not available. Wireless works without wires unlike telephone so, it is called wireless. Later, wireless stations were replaced by telecommunication centers.

#### D. Telephone:

Telephone service was introduced in Nepal during the Rana period. In the beginning, it was limited to Kathmandu, Dhankuta, Palpa and Pokhara. Now, it is available in all 75 districts. Fax, email and internet are other sophisticated forms of telecommunication. Today, new generation is almost addicted to internet to communicate and find the world much closer.



#### E. Mobile:

Mobile phone service in Nepal was started in 2056 B.S. In the beginning, limited numbers of post paid SIM cards were distributed. Now, more than 11, 00000 post-paid and pre-paid SIM cards have been distributed. Nepal Telecom has also started Sky Phone. Besides Nepal Telecom, Spice Nepal, a private mobile phone



service has also started Mero Mobile (N-CELL) since 2060 B.S.

#### F. **Television:**

Television service started in Nepal in the year 2041 B.S. The word 'Television' means seeing the object that lies at a distance. There are national and international news programmes to entertain and make us well aware about the latest events in and around. Besides Nepal Television, there are many other television channels now operating in the country. They are Kantipur, Image Channel, Channel Nepal, Nepal 1, Sagamatha, Avenues, ABC, NTV Metro, Himalayan, Mountain etc.



#### G. **Print Media:**

Newspapers were first published in Nepal in the year 1958 B.S. The first newspaper of Nepal is the Gorkhapatra.

Newspapers and magazines are very powerful means of communication. They educate people, inculcate social and cultural awareness and build right attitude in people. Besides Gorkhapatra, we have many newspapers today like Kantipur, Kathmandu Post, Samacharpatra, etc. Journalism and press are considered as the 4<sup>th</sup> organ of the government. Thus, they should be free of political and any other form of biasness.



#### **Group Activities:**

- (1) Discuss in your group and prepare a paragraph on the importance of communication for the development of a country.
- (2) Radio and postal service are still popular means of communication in Nepal. Discuss in your group and give reasons.
- (3) With means of communication you like most? Discuss in your group and give reasons.
- (4) Discuss in your group and prepare a paragraph on the situation of society in the absence of communication system.

**Presentation:** All groups present their work in 10 minutes.

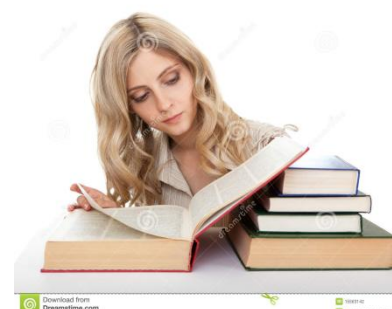
#### **Assignment:**

- Explain the importance and condition of different means of communication in Nepal
- Source: Newspapers, modern history of Nepal, available communication facilities from the internet, family members and teachers

#### **Presentation for the next day:** Group A

- A short skit on broadcasting news through radio or T.V. on recent issues. Present how people communicate through telephone. Also present on how people find internet very easy and like to use it

Day 15 : Review of the Unit:



Day 16 : Unit test (This test will get 10% of the total credit in the upcoming monthly evaluations)



Day 17 : Project Assignment:

- All groups will visit the places in their community where the hydro-power station is running or a hospital and find out how this sector has helped Nepal to develop and prepare a detail report on it in a standard format:
  - a) Acknowledgement
  - b) Introduction
  - c) Objectives
  - d) Methodology
  - e) Findings
  - f) Conclusion and recommendation
- They will submit their project report within a week and do the presentation in front of the whole class.
- After the presentation and facilitator's evaluation, the students paste their reports on the bulletin board of the school for other's reference.
- The project report will get 5% of the total credit in the upcoming monthly evaluation.



Day 18 : Quiz from the Unit: (This quiz will get 5% of the total credit in the upcoming monthly evaluation)



### Questions for Quiz

1. What do you mean by infrastructures?
2. What are the types of Human power?
3. Name any 5 infrastructures of development.
4. When was Durbar School established?
5. When was Sanskrit school established by khadananda Adhikari?
6. When was Tri-Chandra College established?
7. How many schools were opened by Dev Shumsher?
8. When was Tribhuvan University established?
9. What is the literacy rate of Nepal?
10. Give any 5 aims of education.
11. When was Bir hospital established?
12. When did Nepal government implement health policy?
13. Give any 2 international agencies providing health services in Nepal.
14. What are the major uses of water?
15. Name any 3 civilizations developed in river valleys.
16. Name any 5 irrigation canals of Nepal.
17. What do you mean by hydro-electricity?
18. When was electricity first produced in Nepal?
19. What is the potentiality of Nepal in electricity?
20. How many hours of load-shedding was there in the year 2065 B.S.?
21. How many hours of load-shedding are there in Nepal at present?
22. Name any 5 hydro-electricity projects of Nepal with their capacity.
23. Name the biggest hydro-electricity project of Nepal running at present.
24. Name any 5 means of transportation.
25. Give any 4 problems of health sector in Nepal.
26. When was cable car service established in Nepal?
27. Name any 5 major highways of Nepal with their distance.
28. When was Civil Aviation established in Nepal?
29. What does NAC stand for?
30. What does NJJR stand for?
31. Name any 5 means of communication.
32. When was postal service opened to the people in Nepal?
33. When was Radio Nepal established?
34. What does FM stand for?
35. What has replaced the wireless service in Nepal?
36. How many districts have been linked by telephone service in Nepal?
37. When did Spice Nepal start its service?
38. When was Nepal Television established?
39. Name any 5 other television channels in Nepal.
40. When was Gorkhapatra first printed?
41. Name any 5 national daily newspapers of Nepal.
42. Name the 4<sup>th</sup> organ of the government.
43. When was mobile phone service started in Nepal?



## Unit 3: Our Traditions, Social Values and Norms

Day 19 : Our Customs and Traditions

Objective : To identify the traditions and customs of Nepal and contribute to promote good traditions

### Introduction:

Traditions are formed through our habits and practices. Traditions are the results of habits followed by people



continuously. Similarly, customs are formed through the beliefs and ways of doing things that has been practiced for a long time. These customs and traditions are passed on from generations to generations by practice, stories, proverbs, sayings etc. traditions and customs are primarily set according to the existing religious beliefs.



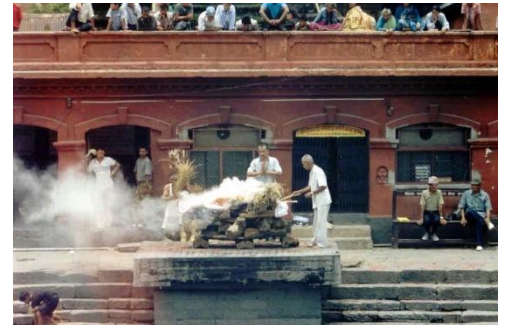
Our traditions and customs are guided by our religions. Rites and rituals, feasts and festivals and the procedures from birth to death all are directed by religious beliefs.



Nepal is a multi-religious and multi-ethnic country so, the traditions and customs followed in one place differ from another place like observing Bratabandha and marriage in different ethnic groups and religious groups differ. The ways and process are different. Such traditions and customs are the social bindings which keep people in a group and thus a community is formed which helps uniting people and promote harmony and progress in the society.



We are very rich in our customs and traditions. Originality of our country lies in such traditions and customs. So, it is our duty to promote good traditions and change the bad ones if they still exist in our society. Some of the traditions and customs are given below:



Good Customs and Traditions	Bad Customs and Traditions
Deewali puja of Hindu	Jhuma system
Kumara system of Kathmandu	Deuki system
Pitra dance of Majhi	Kamlari system
Lakhe Jatra of Newars	Dowry system
Ghewa of Tamang	Ghumto system
Gaura system of Far-West	Chhaupadi system
Siruwa Festival of Dhimal	Caste system etc.
Christmas eve of Christians	
Islamic tradition of offering Zakat etc	

### Group Activities:

- (1) Discuss in your group and point out the bad traditions of your society and elaborate the ways to discard them.



- (2) Do you like the tradition of sacrificing animals and birds in temples? If yes, why? If no, point out the measures to improve.
- (3) What are your rituals from birth to death? Discuss in your group and list them all and explain any one of them.
- (4) "Traditions and customs of Nepal are original identity of Nepalese people." Discuss in your group and prove the statement.

**Presentation:** All groups present their works in 10 minutes.

**Assignment:**

- *"The Dowry System is a Social Perversion."* Prove the statement and list out the measures to control it.  
Source: Newspapers, television, family members, neighbors, teachers, friends and ways to control dowry system in Nepal from internet

**Presentation for the next day:** Group B

- A short skit on Tika ceremony in Dashain or Tihar or any other tradition and custom.

Day 20 : Secularism and Religious Tolerance:  
Objective : To find out the importance of secular state and religious harmony.

### Introduction:



Nepal is a secular state. It refers to the belief that religion should not be involved with society, army, political activities, education and any other ordinary proceedings. In the context of Nepal, this idea was implemented by the House of Representatives through its historical declaration on 4<sup>th</sup> Jestha 2063 B.S. Article 4 of the Interim Constitution states that: "Nepal is an independent, indivisible, sovereign, secular and fully a democratic country." Moreover, the interim constitution has guaranteed the right to religion as one of the fundamental rights.



Nearly 80% people of the country are Hindus but there is a religious tolerance among different religions. They never fight for the sake of their religion. People of different religions do not hesitate to exchange good wishes on auspicious festivals of each other.



Religious tolerance means different religious people live together in harmony in the society. They have different faith, ways of observing feasts and festivals yet they are together in times of need.

The history of religious tolerance is very old in Nepal. During the Lichhavi period, Mandev was Vaishnav but he allowed his wife and daughter to adopt Shaiv. He also built Manbihar (Buddha Bihar).



During the Malla period, there were many religions like Hindu, Buddhist, Islamic and Christianity. The Malla Kings had good friendship with Muslims and Christians. Pratap Malla allowed Father Grover and Dorbil to reside in Kathmandu. Bhaskar Malla had some Muslim soldiers as his advisors. Prithvi Narayan Shah also brought some Muslim soldiers from Benaras to train Gorkhalese. In modern period, religious tolerance has been promoted well in Nepal.

Pashupatinath is equally respected by Hindus and Buddhists both. Buddhists crown Pashupatinath with the crown of Panchamahabuddha every year because they consider Pashupatinath as the incarnation of Buddha. Similarly, Hindu and Buddhists worship the same idol in Swoyambhunath. The idol is worshiped by Hindus as goddess Saraswati and Buddhists as Manjushree. Nepalese have great faith in religious tolerance. We don't have any example of religious war in our country. We, Hindu, Buddhists, Christians, Muslims and Sikhs live together like the members of same family.



### Group Activities:

(1) Discuss in your group and complete the following table:

Religions	Religious Books	Religious Places
Hinduism		
Buddhism		
Christianity		
Islam		

- (2) What do you mean by secularism? Why is it important to develop a nation?
- (3) Prepare a dialogue between two friends on historical declaration of House of Representatives on 4<sup>th</sup> Jestha 2063 focusing on secularism.
- (4) Discuss in your group and list out the advantages of religious tolerance in the society.

**Presentation:** All groups present their work in 10 minutes.

**Assignment:**

- Explain the state of religious harmony in ancient, medieval and modern period in Nepal.  
Source: A brief history on religion and religious tolerance in Nepal from the internet, newspapers, family members and teachers

**Presentation for the next day:** Group C

- A short skit on religious tolerance- 4 members represent different religions- worship the god in their ways- when they meet, they greet each other and work together

Day 21 : The Art of Nepal

Objective : To introduce and promote art of painting, sculpture and architecture in Nepal.

### Introduction:

Nepal is very rich in its arts, architecture and sculpture. Hand-made goods like straw-caps, carpets, baskets, woolen clothes, papers etc. are our traditional wealth and are our original identity. We can't compete with many countries in technology modernization but we can lead the world in our arts, architecture and sculpture of which we should be proud.

#### A. Art of Painting:

From the cradle (birth) to death, we live by our culture and traditions. These cultures, traditions and customs are reflected in the arts. The history of art of painting in Nepal has its root in the ancient times. A distinctive Nepali style has been found in the art work done on manuscripts, walls, paucias, stone sculptures with bulls, bells, trishuls, elephants etc. The Hindus draw Astanaag during Naag Panchami; the Newars draw the picture of Pancha Buddha, Kalasha, Brahma, Bishnu and Mahesh.



The Art of Painting has been classified into 3 types:

(1) *Book Painting*: The painting on the cover or various pages of book is book painting. This type of painting is prepared on papers, leaves, wooden and copper plates. A 900 years old copper painting that is 'Pragyaparamita' is the oldest book painting of Nepal. This painting consists of the picture of panchamahabuddha and four stars on one side and pragyaparamita, bajrasatwa and goddess Durga on the other.

(2) *Scroll Painting*: The painting on cloth is called Thangka or Scroll Painting. The scroll painting can be classified into two major types like Patta and Mandala. If Swastika sign is surrounded by other deities, then the scroll is a Mandala. If the main deity is surrounded by other deities is called Patta. The scroll paintings exhibited in Buddha Bihars and tourist centers are the attraction of millions of tourists.



(3) *Wall Painting*: The painting on the wall of temples, palaces, Bihars, rest houses, pati and monasteries is called wall painting. Nepalese generally paste the picture of gods and goddesses on the wall of their houses to protect them from ghosts. One of the best model of wall paintings Mithila Painting which is very popular in Janakpur region and getting famous all over.

#### B. Art of Sculpture:

Sculpture is an important form of art. It is an art work which is made by carving stone, wood, clay and metal. Images of Baman and Tribikram built during the period of Mandev in 526 B.S. are regarded as the oldest sculptures of Nepal.



Archeological excavations in Janakpur, Lumbini and Kathmandu have found several images of gods and goddesses made in the ancient and medieval times.



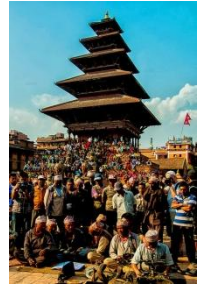
Nepali sculpture was more developed in the medieval era. The art enthusiastic Malla Kings developed sculptures made out of metal, wood, stone and clay. These

art works have established Nepali art in the world. A sense of competition among the 3 states in the valley also promoted art of sculpture in Nepal, Birupakshya of Aryaghat, images of Changunarayan, Budhanilakantha and Bishworup of Mrigasthali are some of the best examples.

### C. Architecture:



Architecture is an art of building, designing and constructing palaces, houses, temples, forts, inns and sattals. Architecture developed along with the human settlement. Changunarayan, Mangriha, Kailashkut, Bhadradas, Boudhanath, Janaki Mandir, Swoyambhunath are best examples of



architecture. Besides these ancient and medieval heritages, modern buildings and palaces also reflect the Nepalese architecture. The following styles are adopted by the Nepalese architects:

- The Pagoda Style like Nyatapola, Kailashkut palace of Amshuverma, Bhadradas of Narendradev, Pashupatinath, Changunarayan, Chandeshwori, Gorkha palace, Nuwakot Palace and Nine-storied palace of Basantapur.
- The Shikhar Style like Mahabouddha and Krishna Temple
- The Stupa or Chaitya Style like Ashok Stupa of Patan, Mayadevi temple of Lumbini, Charumati Chaitya of Chabhil, Swoyanbhunath and Bouddhanath.
- Gumbaj and Mugal Style like Janaki temple of Janakpur and 55 windows of Bhaktapur



Ancient art, architecture and sculpture are our wealth. We should protect and promote them as it is our glorious past and pride and identity of present Nepal.

### Group Activities:

- Write a newspaper article on the ways to protect and promote our traditional art.
- Write a dialogue between two friends on the types of scroll painting.
- Western people have been industrializing their nations but we have been advocating for promoting our traditional art. Do you like this idea? Discuss in your group and write your opinion.
- Discuss in your group and list out any 20 art works of Nepal which you like most.

**Presentation:** All groups present their works in 10 minutes.

### Assignment:

- Explain the art of painting, architecture and sculpture of Nepal.  
Source: Cultural heritages, newspapers, ancient and medieval history of Nepal, Nepal art from the internet, teachers, family members

### Presentation for the next day: Group D

- A short skit on art work of Nepal-Some members are busy preparing stone images, on art of painting – two journalists interview them about their profession- at the end artists convince everyone that art work is an important occupation.



Day 22 : National Figures-I

Objective : To explain the contribution made by our national gems and adopt the good works in life.

### Introduction:

#### A. King Janak:

Janak was a very famous and learned King. He was the founder of the Mithila State. He gave more importance to soul than to body (Atma than to Deva). So, he was called Bideha (Bi means without and Deha means Atma). He used to have great discussions with scholars in his palace in order to run the state wisely. People were fully satisfied with his leadership. His court consisted scholars like, Kadyayani, Maitreyi, Yagyabalkya, Gargi, Aruni, Satyakam etc. art and literature flourished and thus a new civilization was developed during his rule. Nepal was center of learning. He also abolished several social evils existing in Mithila state.



#### B. Sita:



Sita was the daughter of King Janak. So, she was called Janaki. She was a wise and devoted woman. It is also believed that she was not born to King Janak but he found her in a box under the ground while ploughing the land. She was a virtuous lady and had immense power. She was married to Ram, prince of Ayodhya. Ramayan, a Hindu epic is the story of Ram and Sita. She was pious and faithful wife. She spread Nepali culture and civilization to India. She was the un-appointed ambassador to India and developed good relation between Nepal and India.

#### C. Gautam Buddha:

Gautam Buddha was the son of King Siddhodhana and Mayadevi. Gautam Buddha sat for 7 weeks concentrating and meditating under a Banyan tree at Gaya. He preached the Four Noble Truths and the Eight Fold Paths. He inspired all the human beings of the world to follow the path of truth, justice and non-violence. His followers compiled his teachings and gave birth to Buddhism after his death. Today, he is famous as "Light of Asia". Nepal was well known all over the world because of his teachings and Lumbini became a place of pilgrimage and a center of tourism.



#### D. Amshuverma:



Amshuverma was a famous Emperor of the Licchavi era. He was appointed as in charge (Samanta) of the entire administration of the country by Shivadev. Later, he married the daughter of Shivadev and was made Mahasamanta. After the death of Shivadev, he adopted the title of king. He was also a lover of art, architecture and literature. He built Kailashkut Palace. He fought many battles and extended the territory of his kingdom far and wide. His Sanskrit grammar 'Sabda Vidhya' made him popular in and out. He maintained good relationship with India and Tibet both. He married his sister Bhogadevi to an Indian King, Sur Sen and his daughter, Bhrikuti to Tsrang Tsang Gampo, an emperor of Tibet. His regime earned the title 'Golden Age'.

**E. Arniko:**

Arniko (Balbahu) was a famous Nepali architect. During the rule of King Jay Bhim Dev Malla, the emperor of China, Kublai Khan invited Amiko with 80 other architects to China. He built the White Chaityas in Beijing and Golden Chaityas in Tibet. On the request of Emperor, he settled down there. Later, he built many Pagoda structures, stupas, temples and houses in China. The Chinese government honoured him with the title of 'Ming Hoe' (Great Talent). He spread Nepali architecture to China, Tibet, Japan etc. and maintained a very good relation with them.



**F. Ram Shah:**



Ram Shah was a famous reformer of Gorkha and good example to all the states. He is mainly famous for his social, economic, legal, administrative and religious reforms. He introduced a standard system of measurement. He developed trade relation with different states like Patan, Tibet, Palpa, Jumla etc. He was a just King. The kings of various principalities used to consult Ram Shah for justice and administrative system. The famous saying, "If you are deprived of justice, go to Gorkha", started from his period.

**G. Prithvi Narayan Shah:**

Prithvi Narayan Shah was a famous king of Gorkha. He was a great warrior and a good administrator. He changed the whole course of Nepalese history by conquering Kathmandu Valley, whole of eastern states and other tiny states around Nepal valley. He gave us greater Nepal. So, we respect him as a nation builder.



**H. Balabhadra Kunwar:**



Balabhadra Kunwar was in-charge of Nalapani during Anglo-Nepal war. He was a great warrior. He showed his bravery in Nalapani. He tackled the British attack very bravely and never surrendered. He was ready to sacrifice his life for the sake of motherland. He is popularly known as 'Hero of Khalanga (Nalapani) and Bir Balabhadra.

**Group Activities:**

- (1) Discuss in your group and list out the qualities one should have to be enlisted in the list of national figures.
- (2) List out any 8 national gems of Nepal with their fields of contribution.
- (3) Prepare a newspaper article on the contribution of Amshuverma.
- (4) Prepare a dialogue between two friends about the role played by Balabhadra Kunwar in Nalapani.

**Presentation:** All groups present their works in 10 minutes.

**Assignment:**

- Explain the contribution of 8 national gems mentioned in the lesson.

Source: Ancient, medieval and modern history of Nepal, newspapers, teachers, family members and national figures of Nepal from the internet

**Presentation for the next day:** Group A

- A short skit on Ram Shah. Group members show how a country is ruled wisely and justice is given to people. Ram Shah gives the idea to other kings who have come to Gorkha palace from other kingdoms.

Day 23 : National Figures - II

Objective : To explain the contribution made by our national gems and adopt the good works in life.

### Introduction:

#### A. Amar Singh Thapa:

Amar Singh Thapa was called the living lion of Nepal. He was as brave as lion. He bravely fought against British army. He played a key role to expand the territory of Nepal up to Kangada and Ravi River in the west. During the Anglo-Nepal War, he was the in-charge of Nalagadh, Ramgadh and Gahwal forts. Although the British General Ochterlony offered him a high post and a handsome salary, he didn't compromise with his motherland and fought for the protection of Nepal.



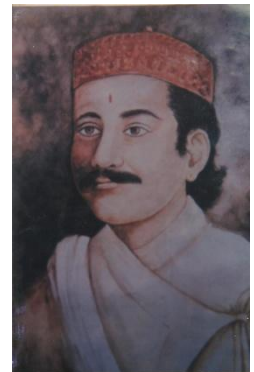
#### B. Bhimsen Thapa:



Bhimsen Thapa was the first Prime Minister of Nepal. Nepalese soldiers fought with great courage and sincerity under his leadership during the Anglo-Nepal War. He tried for Asian unity. He appealed to the Asian countries to rise against western influence. He brought many social, economic and military reforms. He was a true patriot, clever diplomat and an able administrator.

#### C. Bhanu Bhakta Acharya:

Bhanu Bhakta, a national figure in Nepali literature, is known as Aadikavi (Pioneer Poet) of Nepal. He was inspired by his grandfather as well as a grass cutter he met. He started writing poems in Nepali. Then, the trend was in Sanskrit which was understood by only a few people. He translated the Ramayan to simple Nepali which could be understood by everyone. It became popular immediately. Besides Ramayan, he wrote Ramgita, Badhu Sikshya, Bhaktamala, Prasnottari etc. Bhanu Bhakta is often compared with Prithvi Narayan Shah. Bhanu Bhakta united all Nepali people from diverse dialects in to common Nepali language as Prithvi Narayan Shah unified Nepal from tiny principalities to a single nation.



#### D. Motiram Bhatta:



Motiram Bhatta was a great poet. It was Motiram who collected all the works of Bhanu Bhakta and introduced it to the Nepali society. Besides this, he wrote Bhanu's biography as well. His famous literary works are Manodweg Prabaha, Panchak Prapancha, Sakuntala Priyadarshika, Pikdut etc. He introduced 'Gazals' in Nepali literature. He also wrote some Urdu and Hindi poems. Motiram, the youth poet is the star which twinkles in the sky of Nepali literature.

#### E. King Tribhuvan:

King Tribhuvan is called the Father of the Nation. He was against the Rana Regime and for democracy. So, he supported the people in every possible way to overthrow the Ranarchy from Nepal in the Revolution of 2007 B.S. He abdicated the throne and reached India with his family for the sake of democracy. Finally, the Rana Regime ended and democracy was introduced in 2007 B.S. He played a key role to introduce democracy in Nepal.





**F. Shankhadhar Sakhwa:**



Shankhadhar was the founder of Nepal Sambat. It started in 936 B.S. He was a merchant from the lower cast. He freed the people of Kathmandu from their debts. He also eliminated various social evils existing in Kathmandu. He could do this from the gold that he panned (washing sand in a pan to search gold) from Bishnumati River.

**G. Pasang Lhamu Sherpa:**

Pasang Lhamu Sherpa was the first Nepali woman to climb Mt. Everest. She climbed it on 10<sup>th</sup> Baisakh 2050 B.S. She died on the way while returning back from Everest. She has encouraged all Nepali women to perform any type of risky work for the sake of Nepal. She is a great inspiration to all Nepalese.



**Group Activities:**

- (1) List out any 7 national gems of Nepal with their fields of contribution.
- (2) Prepare a newspaper article on the contribution of Bhimsen Thapa.
- (3) Prepare a dialogue between two friends about the role played by Bhanu Bhakta in Nepali literature.
- (4) What works would you like to involve yourself in to earn the name and fame? Why? Discuss in your group and write reasons.

**Presentation:** All groups present their works in 10 minutes.

**Assignment:**

- Explain the contribution of 7 national gems mentioned in the lesson.  
Source: Ancient, medieval and modern history of Nepal, newspapers, teachers, family members and national figures of Nepal from the internet

**Presentation for the next day:** Group B

- A short skit on Bhanu Bhakta- Bhanubhakta, Grass Cutter and some ordinary people- conversation between them and finally Bhanu Bhakta is inspired and write Ramayan in Nepali Language.

Field/community visit is one of the essential parts of learning social studies. Before the students go for an excursion, the facilitator should brief them on the place they are going to visit. Students should go through the books and write ups (if available) on the study site. They can also surf the internet, consult newspapers, magazines, stories etc related to the study site and collect some secondary data. During the visit, they should use observation and interview methods to find out the primary data. The facilitator should plan the excursion in such a way that it should fun filled and educational both. It should not be boring at all. After the excursion, the students will have to prepare a detail report based on their visit within a week.



### **BENEFITS OF EDUCATIONAL EXCURSION TO THE CHILDREN**

A field trip is any excursion that students take away from their regular school environment. Popular field trip sites include zoos, nature centers, community agencies such as fire stations and hospitals, government agencies, local businesses and science museums, religious, historical and geographical sites. Field trips provide a variety of benefits to children and to the community.

#### **A. Hands-On Learning:**

Students visiting different educational facilities learn in a more hands-on and interactive manner than they do in school. Science museums, for example, often have displays that children can touch to help them understand the material that is being covered. Zoos, nature centers and botanical gardens show kids animal and plant life up close, and often have areas where kids can touch displays and develop feeling for others like animals plants and the people and interactive computer programs.



#### **B. Variety:**

According to the Children's Health Education Center, field trips give children a welcome break in routine. Kids can look forward to and prepare for the field trip for several days or weeks, spend the day in a different environment, then complete a lesson on the topic covered after the trip is over. Learning in assorted ways can appeal to varied learning styles, helping children to succeed whether they are visual, auditory or kinesthetic learners.

#### **C. Exposure to New Things:**

Children learn about different professions, ideas and opportunities when they travel outside their own neighborhoods. A field trip can awaken the desire in a child to try new things and pursue previously unconsidered dreams. According to Trails, field trips can introduce children to job opportunities and can spark new interests and passions.

#### **D. Service to Others:**

During service-oriented excursions, kids learn about helping others in the community. The community also benefits both from the work that the kids do as part of the excursion, and from any further volunteering that the children do as a result of the visit.



E. **Better Grades and Understanding:**

Educational Excursions can result in greater achievement in all subjects. By seeing real-life application of the lessons that they are learning in school, children might be more likely to understand and appreciate the importance and relevance of what they are learning.



The report format for the students is given below:

**Format of the Detailed Report**

**Cover page**

**Acknowledgement**

**Content**

**Background**

**Objectives**

**Methodologies**

**Literature review**

**Findings**

**Data analysis**

**Limitations**

**Conclusion**

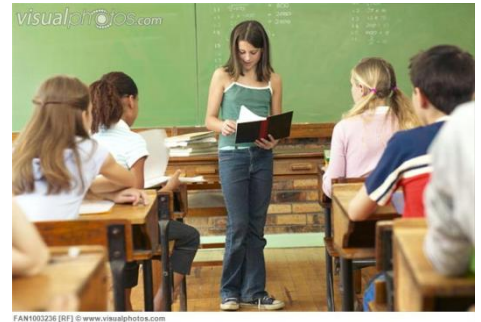
**Recommendation**

**Reference**

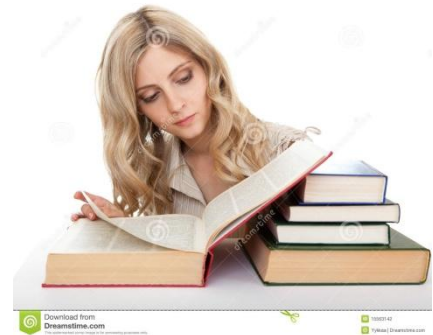
**Appendix**

Day 25 : Presentation

- After a week, different groups present their report.
- The facilitator will evaluate and award the points to their work and presentation.
- The corrected reports will be displayed in the school bulletin board for the reference of others.
- This report carries 5% of the total credit in the upcoming monthly evaluations.



Day 26 : Review of the Unit



Day 27 : Unit test (This test will get 10% of the total credit in the upcoming monthly evaluations)







### Questions for Quiz

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. What is a custom?</li> <li>2. What is a tradition?</li> <li>3. What is secularism?</li> <li>4. What is religious tolerance?</li> <li>5. Why do Buddhist people crown Pashupatinath with the crown of Panchamahabuddha every year?</li> <li>6. What are the different name given to the idol at Swoyambhunath by the Hindus and Buddhists?</li> <li>7. Give an example of religious tolerance in the ancient period in the history of Nepal.</li> <li>8. Who were the 2 fathers permitted to reside in Kathmandu by Pratap Malla?</li> <li>9. Give any 4 advantages of secularism?</li> <li>10. When was Nepal declared as secular nation? Tell the full date in B.S.</li> <li>11. What is painting?</li> <li>12. What is book painting?</li> <li>13. What is wall painting?</li> <li>14. What is scroll painting?</li> <li>15. What is Patta?</li> <li>16. What is Mandala?</li> <li>17. Name the oldest book painting of Nepal.</li> <li>18. What are the different styles of Nepali architecture?</li> <li>19. What do you mean by architecture?</li> <li>20. What do you mean by sculpture?</li> <li>21. In which style is Nyatapola temple built?</li> <li>22. In which style is Krishna temple built?</li> <li>23. In which style is Swoyambhunath temple built?</li> </ol> | <ol style="list-style-type: none"> <li>24. In which style is Janaki temple built?</li> <li>25. Name the oldest sculptures found in Nepal.</li> <li>26. Name one of the major contributions of King Janak.</li> <li>27. Name one of the major contributions of Sita.</li> <li>28. Name one of the major contributions of Gautam Buddha.</li> <li>29. Name one of the major contributions of Amshuverma.</li> <li>30. Name one of the major contributions of Arniko.</li> <li>31. Name one of the major contributions of Ram Shah.</li> <li>32. Name one of the major contributions of Prithvi Narayan Shah.</li> <li>33. Name one of the major contributions of Balabhadra Kunwar.</li> <li>34. Name one of the major contributions of Amar Singh Thapa.</li> <li>35. Name one of the major contributions of Bhimsen Thapa.</li> <li>36. Name one of the major contributions of Bhanu Bhakta Acharya.</li> <li>37. Name one of the major contributions of Motiram Bhatta.</li> <li>38. Name one of the major contributions of King Tribhuvan.</li> <li>39. Name one of the major contributions of Shankhadhar Sakhwa.</li> <li>40. Name one of the major contributions of Pasang Lhamu Sherpa.</li> </ol> |
|--|--|



Day 29 : Project Assignment

- (1) Prepare life history of King Janak, Sita, Arniko and Amshuverma.
- (2) Prepare life history of Gautam Buddha, Ram Shah, Prithvi Narayan Shah and King Tribhuvan
- (3) Prepare life history of Balabhadra Kunwar, Amar Singh Thapa and Bhimsen Thapa
- (4) Prepare life history of Motiram Bhatta, Shankhadhar Sakhwa, Bhanu Bhakta Acharya and Pasang Lhamu Sherpa.

Source:

History of Nepal and national heroes of Nepal from the internet. The students should go through these sources and find out details about the national gems. Each group should present the report after a week. The facilitator award the points to each group based on the quality which will be added in the upcoming monthly evaluations.



## Unit 4: Social Problems and their Solutions

- Day 30 : Identification of social problems and their solutions:
- Objective : To identify social problems, explain the ways to control them and participate in overcoming these social evils.

### Introduction:

Nepal is a developing country. About 29% people live under the poverty line. Still, 36% of the people are illiterate. Due to illiteracy and poverty, Nepal has been facing various social problems.

The immoral, illegal, unwanted and bad actions of the people are called social problems. These problems differ from each other on the basis of place, religion, ethnic group, caste etc. such social problems are the biggest obstacles to the progress and development of Nepal. It is necessary to find the causes of social problems and solve them gradually. Some of the social problems existing in Nepal are given below:

#### A. Caste System:

Caste related problems started in Nepal with the introduction of caste system by Jayasthiti Malla. The caste system of Jayasthiti Malla, on the basis of occupation gradually developed the concept of high and low caste. The so called high caste people considered low caste people untouchable and started dominating them in every angle. Although the new Civil Act of 2020 B.S. banned the caste system, people have been still practicing it. Such system has hindered the development of Nepal. There should be strict rules and regulations and punishment, awareness programmes, education and the feeling of brotherhood and togetherness to fight against this social problem and eliminate it from our society.



#### B. Class, Color and Gender Related Problems:

Our society is based on the feudal system. Although this system no more exists, its effects can still be noticed. The uneven distribution of land and property has widened the gap between the rich and poor. On the other hand, the dark skinned people are humiliated by the white skinned ones. The terms like 'Bhaiya', 'Dhoti' and 'Pakhe' are used which is unbearable.

Women are also backward in our society due to patriarchal structure of the society. We have legal provision for gender equality but it has not been strictly enforced in practice.



In order to solve such social problems, we should initiate literary programmes, limit the land a person owns in his/her name, develop the feeling of togetherness and gender equality in every organ of the government.

### C. Linguistic and Religious Problems:



Linguistic problem arises when the government gives priority to one language. This creates group-ism and a communal difference which ultimately leads to separation of people based on the language they speak.

Similarly, when the government gives priority to one particular religion, other people are discarded and dominated. Although Nepal government has made the provision of secular state and giving equal priority to all languages and dialects, it has not been able to practice it well.

In order to solve such problems, we should provide equal opportunity to all religions. The concept of secularism must be implemented practically. Different ethnic groups should be provided education in their mother tongue at least till primary level and one religious or language group must not humiliate and dominate other groups.



Other problems like child labour, girl-trafficking, prostitution, drug abuse, corruption, refugee, Deuki, Kamlari, Kamaiya, Ghumto, Dowry, Chhaupadi etc are also prevalent in today's Nepali society.



In order to solve such problems, we need to adopt the following steps:

- Awareness programmes
- Strict rules and severe punishment to the people who practice these systems.
- Education to all
- Keeping such social perversions in the syllabus of different level.
- The government and civil society should play a pro-active role to eradicate such social obstacles.



### Group Activities:

- Discuss in your group and list out the social problems existing in your society.
- Consult with group A and get the problems existing in the society and write any one respective solution to each problem.
- What are the problems created by dowry system? How can we eliminate them?
- We can see many children collecting plastic bags and bottles in the cities and working in the factories and industries. Discuss in your group and explain how we can eliminate child labor from our society.

**Presentation:** All groups present their works in 10 minutes

### Assignment:

- Explain the social problems in Nepal and their respective possible solutions.

Source: Newspapers, social problems in Nepal and their solutions from internet, teachers, family members, neighbors and friends

**Presentation for the next day:** Group C

- A short skit on corruption- a government official, 2 security people and a few common people-government officials takes illegal money from the ordinary people to register the land in their names. They file the complaint in the CIAA. The security people arrest the corrupted official and the common people kick him out of the society.





Day 31 : Role of Local and National Level Organizations in Solving Our Social Problems  
 Objective : To find out various local and national organizations and their role to solve our social problems.

### Introduction:



Local and national organizations play an important role in solving social problems. There are various organizations at local and national level such as Youth Clubs, People's Awareness Clubs, Women's Groups, Eco-Himal, Health Net Nepal, Didibahini etc. they carry out different programmes to solve the social problems and reform the society. We should cooperate with them in their programmes and work hand in hand to solve our problems. Some of the local and national organizations are listed below:

Local Organizations	Work of the Organizations
Maya Sadan	To provide welfare to orphan, disabled, destitute and risky children.
Human and Rural Development Centers	To protect human rights, increase income and sustainable development in the life of poor and low class people.
Forum of Women Participation for Rights and Development	To improve the life standard of backward women in their rights and development through active participation.
Human Culture Development Forum	To restore peace and development in human beings through respect and promotion determined human tendency of transformation.
Karnali Integrated Rural Development and Research Center	To peruse sensational advocacy of people for social justice and development. To increase active participation of backward region, society and class.
Sustainable and Proper Development Academy Nepal	To make Karnali zone self-reliant, socially justifiable and equal by refraining it from hunger, social inequality and political helplessness.
Jumla Social Development Center	To manage mini business structure in Sinja and establish Industrial Estate.
Himali Integrated Development Center	To conserve environment, ecology, tourism and herbs.
Himali Mini Hydro-power Entrepreneurs District	To uplift the socio-economic level of backward classes, women and children and the people of below poverty line in remote districts.



National Organizations	Works of Organizations
Backward Society Education (BASE)	Educational and community development works in rural areas.
Maiti Nepal	This organization rescues and rehabilitates the trafficked girls and prevents girls trafficking.
National Labor Academy (NLA)	Rights and welfare works of the laborers



Informal Sector Service Center (INSEC)	Works related to human rights especially in association with media.
Child Workers in Nepal (CWIN)	Campaigning for child rights and fight against child labor and girls trafficking.
Nepal Forum of Environmental Journalists' (NEFEJ)	Environmental conservation through media.
Eco-Himal	Raising people's standard of living in the Himalayan region.
Lutheran World Federation Nepal (LWF Nepal)	Teaching skills to backward community of western Nepal and Bhutanese refugees.
Didibahini	Working for gender equality and women's rights.
Himalayan Project	Developing education and promoting cultures in remote areas.

#### Group Activities:

- (1) Mother's groups have been working well all over Nepal. What are the works done by them? Discuss in your group and list them out.
- (2) List out any 5 local organizations of Nepal with their respective functions.
- (3) List out any 5 national organizations of Nepal with their respective functions.
- (4) Write a letter to the ministry for social welfare suggesting the ways to solve the social problems of your district.

**Presentation:** All groups present their works in 10 minutes.

#### Assignment:

- Study the given picture and answer the questions below:



- a) What type of social problem does the picture reflect?
- b) What is the cause for this problem?
- c) Name the organizations helping to solve such problem.
- d) What can you do to solve this problem?

Source: Newspapers, various organizations to solve social problems of Nepal from the internet, teachers and family members

#### Presentation for the next day: Group D

- A short skit on CWIN- 2 child laborers, a master of carpet factory in Kathmandu, 2 CWIN members- when the master and the children are asked by the CWIN members, they find the children are underfed, underpaid and tortured. They are rescued and they take the help of CWIN and getting a new life there.

Day 32 : Efforts to Solve Social Problems

Objective : To find out the steps taken by government and other social organizations in solving our problems.

### Introduction:

Many kings put in plenty of effort to bring social reforms in different periods in the history of Nepal. King Jayasthiti Malla introduced caste system which was considered the radical change in the society but today it is one of the social problems. Some of the major efforts taken by the government in different times are given below:

- a) Ram Shah started the tradition of social justice. So, the famous saying “If you are deprived of justice, go to Gorkha” started.
- b) In 1910 B.S., Jung Bahadur codified the laws and introduced Civil Act (Muluki Ain)
- c) The most liberal Rana prime-minister, Dev Shumsher established more than 100 schools for common people.
- d) Chandra Shumsher abolished Sati system in 1977 B.S. and Slavery system in 1981 B.S.
- e) People were much aware with the introduction of democracy in 2007 B.S.
- f) Several social evils were eliminated by New Civil Act (Muluki Ain) issued on 1<sup>st</sup> Bhadra 2020 B.S. This act eliminated caste system, child marriage, untouchability, polygamy etc. It also legalized widow marriage, court marriage and divorce.
- g) Government brought land reform act in 2021 B.S. This act was helpful to minimize the feudal system.
- h) Referendum of 2036 B.S. brought political awareness in people.
- i) Constitution of 2047 B.S. guaranteed more fundamental rights to the people and made constitutional provision of social reforms.
- j) In the year 2057 B.S., bonded labor (Kamaiya) system was eliminated.
- k) The government is effortful to eliminate Kamlari and dowry systems.
- l) The Mass Movement II has resulted Nepal as secular state.
- m) The interim constitution 2063 B.S. has given more fundamental rights to the people etc.



### Group Activities:

- (1) Caste system of Jayasthiti Malla was one of the major changes in the society but it has been one of the major social perversions at present. How? Justify logically.
- (2) Land reform Act 2021 has fixed the limitation of land a person can keep. However, we don't find the rules implemented fully. What should be done? Discuss in your group and list out the ways to implement it fully.
- (3) Dowry system has been one of the traditions of Nepali society. In this context, how would you like to eliminate it? Discuss in your group and prepare a plan.
- (4) Young and innocent Tharu girls of 7-17 years have been Kamlaris in different cities. How would you like to solve it? Discuss in your group and write a suggestion letter to the ministry for social welfare.

**Presentation:** All groups present their works in 10 minutes.

### Assignment:

- Explain the efforts made by government and other sectors to solve social problems in Nepal.  
Source: Kamlari (Documentary), social problems and their solutions from the internet, newspapers, Modern history of Nepal, teachers, family members and friends

**Presentation for the next day:** Group A

- A short skit on New Civil Act- focus on caste system, exploitation, domination to low caste people but at the end high caste are punished. Conclusion of the skit should be towards equality among the castes.

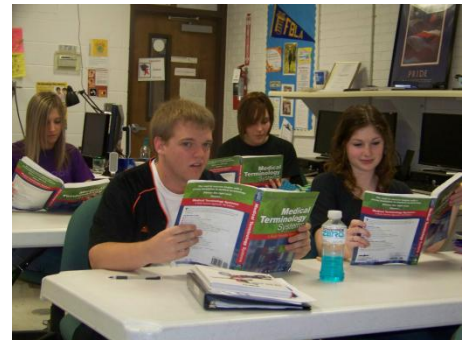
### Day 33 and 34: Project Assignment

Project work on Kamlari, Deuki, Ghumto and Dowry Systems to four respective groups.

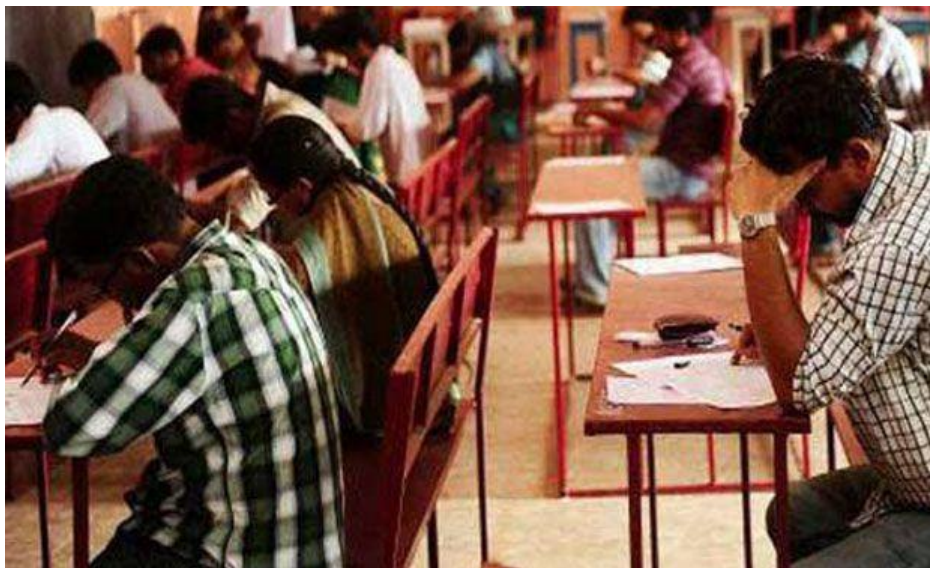
- The facilitator will give introduction on these topics in the class.
- The students research on their topics through library, internet, documentary on these problems, teachers, family members, neighbors etc. and prepare a detail report.
- After seven days, the group members present the report.
- The facilitator will evaluate and award the points to their work and presentation. The corrected reports will be displayed in the school bulletin board for the reference of others.
- This report carries 5% of the total credit in the upcoming monthly evaluations.



Day 35 : Review of the Unit:



Day 36 : Unit Test: (This test will get 10% of the total credit for the upcoming monthly evaluations.)







### Questions for Quiz

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. What is social problem?</li> <li>2. Suggest a way to solve child labor in Nepal.</li> <li>3. Suggest a way to solve caste system in Nepal.</li> <li>4. Suggest a way to solve gender inequality in Nepal.</li> <li>5. Suggest a way to solve color discrimination in Nepal.</li> <li>6. Suggest a way to solve geographical discrimination in Nepal.</li> <li>7. Suggest a way to solve girls trafficking in Nepal.</li> <li>8. Suggest a way to solve corruption in Nepal.</li> <li>9. Suggest a way to solve drug abuse in Nepal.</li> <li>10. Suggest a way to solve dowry system in Nepal.</li> <li>11. Suggest a way to solve Kamlari system in Nepal.</li> <li>12. Suggest a way to solve chhaupadi system in Nepal.</li> <li>13. What does Maya Sadan do?</li> <li>14. What does Human Culture Development Forum do?</li> <li>15. What does Himali Integrated Development Center do?</li> <li>16. What does Jumla Social Development Center do?</li> <li>17. What does Backward Society Education do?</li> <li>18. What does Informal sector Service center do?</li> </ol> | <ol style="list-style-type: none"> <li>19. What does Eco-Himal do?</li> <li>20. What does National Labor Academy do?</li> <li>21. How does CWIN help to solve social problem?</li> <li>22. Give the works of Maiti Nepal.</li> <li>23. What does the organization Didibahini do?</li> <li>24. Who divided Nepalese people in to different castes?</li> <li>25. What was the basis of caste division in Nepal?</li> <li>26. What was the famous saying started from the period of Ram Shah?</li> <li>27. When did Jung Bahadur introduce Civil Act?</li> <li>28. How many schools were opened by Dev Shumsher?</li> <li>29. Who abolished Sati System?</li> <li>30. Who abolished Slavery System?</li> <li>31. When was New Civil Act introduced by king Mahendra?</li> <li>32. When was referendum held in Nepal?</li> <li>33. When was bonded labor (Kamaiya system) ended in Nepal?</li> <li>34. When was Nepal dedared as a secular state?</li> <li>35. What were the major highlights of New Civil Act 2020?</li> <li>36. When was Land Reform Act introduced?</li> </ol> |
|---|---|

Day 38: Educational Excursion to one or two of the local or national level organizations.

- Before the students go for an excursion, facilitator should brief them on the place they are going to visit.
- The students should go through the books and write ups (if available) on the study site.
- They can also surf the internet, consult newspapers, magazines, stories etc related to the study site and collect some secondary data.
- During the visit, they should use observation and interview methods to find out the primary data.





- The facilitator should plan the excursion in such a way that it should be fun filled and educational both. It should not be boring at all.
- After the excursion, the students will have to prepare a detail report based on their visit within a week.

Day 39: Presentation:



- After a week, different groups present their report.
- The facilitator will evaluate and award the points to their work and presentation.
- The corrected reports will be displayed in the school bulletin board for the reference of others.
- This report carries 5% of the total credit in the upcoming monthly evaluations.

## Unit 5: Our Civic Life

Day 40: : Constitution and its Development in Nepal

Objective : To introduce constitution and explain the constitutional development in Nepal.

### Introduction:

Constitution is the supreme law of a country which shows and directs the ways and process on how a country is to be governed. It guarantees the fundamental rights of the people. It divides the power between the people and the government. Every independent country should have a constitution.

The Constitution of a country is drafted to protect the rights of the ruled ones as per the need of nation and popular will. Popular will means the desire inherent in the majority of common people.



The Constitution of the United States of America (1787) is the oldest constitution of the world. The USA has been adopting the same constitution even today with a few amendments. On the other hand, Great Britain does not have a written constitution and is an example of an ideal democratic country in the world. Its state affairs are run with traditions, customs, practices, usages, precedents and conventions established in the earlier times.

A good constitution should have the following characteristics:

- a) Provision of fundamental rights
- b) Provision of rule of law
- c) Separation of power
- d) Independent judiciary
- e) Universality
- f) Changeable
- g) Clarity
- h) Short
- i) Priority to popular will etc.



### Constitutional Development in Nepal:

Nepal does not have a long history of constitutional development. Nepal didn't have any constitution till the end of the Rana period. The rulers had every right and could make any rules according to their will and interest. Popular will was not given preference. Nepal got her first constitution in the year 2004 B.S. By 2063 B.S. there were altogether 6 different constitutions implemented. Generally, when the country faces major political changes, there is the need of a new constitution. Following are the constitutions implemented so far in Nepal:

#### A. The Government of Nepal Act (Vaidhanik Kanoon 2004 B.S.):

This constitution was implemented by Padhma Shumsher, one of the liberal Rana Prime Ministers. The constitution provided certain fundamental rights to the people, established legislature, executive and court of justice. The legislative body was given limited powers. The Prime Minister was given veto power which he could use any time. Mohan Shumsher and many other Ranas disliked the step of Padhma Shumsher and thus he had to resign. Later, Mohan Shumsher banned the constitution.

#### B. Nepal Interim Rule 2007 B.S.:

In order to run the country in a democratic way, an interim rule act was implemented. The major provisions of this constitution were principles and policies of the state, council of ministers, the supreme court, election commission and public service commission.

**C. The Constitution of the Kingdom of Nepal 2015 B.S.:**

This Constitution was drafted under the chairmanship of Bhagawati Prasad Singh. According to this constitution, Nepalese Parliament was bi-cameral, Pratinidhi Sabha (House of Representatives), Rastriya Sabha (National Assembly). The main provisions were fundamental rights, National Council of Ministers, the Supreme Court, the Auditor General, independent judiciary and emergency power of the King.

**D. The Constitution of Nepal 2019 B.S.:**

The Constitution of Nepal 2019 B.S. was drafted by the committee under the chairmanship of Rishikesh Shah. This Constitution provided a Council of Ministers, directive principles of Panchayat system, power and position of the King and legal recognition to the Panchayat System.

**E. The Constitution of the Kingdom of Nepal 2047 B.S.:**

This Constitution was drafted by the committee headed by Bishwo Nath Upadhyay. This was the first constitution which recognized the people as sovereign power. The major provisions of this constitution were Constitutional Monarch, Parliamentary System, voting right to adults, fundamental rights, rule of law, executive responsible to people and independent and competent judiciary.

**F. Interim Constitution of Nepal 2063 B.S.:**

This Constitution was drafted under the chairmanship of Laxmn Aryal. This is the first constitution completely prepared by the people of Nepal. The major provisions of this constitution are sovereignty and state power in people, secular state, multi-party democratic system, independent judiciary, uni-cameral legislature, election of constituent assembly, national human right commission etc.

Now, the second constituent assembly of 601 members has been preparing the constitution taking the popular will from all over Nepal. This new Constitution will be for the Federal Democratic Republic of Nepal.



**Group Activities:**

- (1) Discuss in your group and write an introduction paragraph on constitution.
- (2) The United Kingdom does not have written constitution yet the state affairs are run well. How? Discuss in your group and explain in brief.
- (3) List out all the constitutions of Nepal from 2004-2063 with their respective years of implementation.
- (4) The USA has the oldest constitution in the world and has adopted the same constitution even today but Nepal changed many constitutions within 60 years. Why? Discuss in your group and write your opinion.

**Presentation:** All groups present their works in 10 minutes.

**Assignment:**

- Explain different constitutions of Nepal with the major provisions included in them.  
Source: Constitutional history of Nepal from the internet, newspapers, teachers, a lawyer in the locality

**Presentation for the next day:** Group B

- Presentation on different constitution with their major provisions

Day 41 : Special Features of the Present Constitution:  
Objective : To explain the main features of present constitution.

### **Introduction:**

After the Mass Movement II (2062/2063), the Interim Constitution Drafting Committee was formed under the Chairmanship of Laxman Aryal. The Draft was passed by the Legislative Parliament and implemented on 1<sup>st</sup> Magh 2063 B.S. The major features of the Interim Constitution 2063 B.S. are as follows:



**A. Written Constitution:**

Nepal has a written constitution containing 25 parts, 167 articles and 2 schedules. It incorporates various provisions relating to the administrative mechanism of the country.

**B. Fundamental Law:**

It is the source of all laws and acts in the country. All other laws inconsistent with it shall be void. It will be the duty of every citizen to uphold the provision of this constitution.

**C. Sovereignty in the hand of people:**

The highest power of the country, sovereignty, lies in the hand of people. The government is formed through the representatives of people and it runs in accordance with the people's wish. So, the people are supreme power to make the government, rule over the country and dissolve the government if it does not function well.

**D. Secular State:**

The Interim constitution 2063 B.S. has made Nepal a secular state in which all religions deserve equal value and respect. Nepal is no more a Hindu nation.

**E. Independent and Capable Judiciary:**

The welfare and security of the people depend upon impartial and quick administration of justice. It applies the laws made by legislature and enforced by the executive. Executive and legislature can't interfere in the process of giving justice.

**F. Uni-cameral Legislature:**

Unlike the Constitution 2047 B.S., the Interim Constitution has made a single house Parliament that is the House of Representatives.

**G. Guarantee of Fundamental Rights:**

In addition to the fundamental rights of the previous constitution, this Constitution has confirmed:

- i. right against biasness and untouchability,
- ii. right to environment and health,
- iii. right to social justice,
- iv. right to women,
- v. right to employment and security etc.

Besides these features, it has introduced some new system like National Human Right Commission as a constitutional organ and the provision of referendum in the matter of national importance.

Rules made today may not be applicable for future. So, the Constitution has the provision of amending certain rules by the legislature. When Nepal was declared as Federal Democratic Republic, a few constitutional provisions were amended.

**Group Activities:**

- (1) If you are the member of constitution drafting committee, what points would you focus? Discuss in your group and list them out.
- (2) Write a report or editorial incorporating the special features of interim constitution you like most.
- (3) Secular state is one of the main features of interim constitution. Discuss in your group and write the advantages of a secular state.
- (4) Why is it necessary to amend the constitution? What happens if it is not amended for a long?

**Presentation:** All groups present their works in 10 minutes.

**Assignment:**

- Explain the special features of interim constitution 2063 B.S.  
Source: Interim constitution 2063, newspapers of 1<sup>st</sup> Magh, teachers, present constitution of Nepal and its features from the internet

**Presentation for the next day: Group C**

- Mock Constituent Assembly Session:
  - First Step : Form class rules drafting committee of 2 members
  - Second Step : Make some class rules
  - Third Step : Discuss it with class members
  - Fourth Step : There will be a lot of addition and deletion
  - Fifth Step : Majority members of the class approve it
  - Sixth Step : The class captain approves it and forwards it to the facilitator to implement.





Day 42 : Fundamental Rights and Duties:

Objective : To explain the fundamental rights and duties provided by the present Interim Constitution.

### Introduction:

The basic rights, which make human beings different and superior to other animals and are protected by the constitution of the country, are known as Fundamental Rights. In order to develop people's personality, these rights are essential.

The Fundamental Rights guaranteed by the Interim Constitution of 2063 B.S. are given below:-

### Fundamental rights according to the Interim Constitution 2063 B.S.

Article	Rights	Provision
12	Right to Freedom	Every citizen of Nepal is free to express his or her opinion through any means of communication, live wherever he likes and choose any occupation he likes but has to be legal and cannot create any problem to others.
13	Right to Equality	All citizens of Nepal are equal before the eyes of law and cannot be discriminated on the basis of castes, religion, sex, political ideology etc.
14	Right Against Racial Discrimination and Untouchability	There won't be any discrimination on the basis of race and no one will be considered as the untouchable in the country. On the basis of the upper and the lower castes, there won't be any domination.
15	Right to Press and Newspapers	Every citizen will have the right to publish newspapers and write articles and the news with proof. The article or the news published in the newspaper should not be against the state, sovereignty and peace and security of any society.
16	Right to Environment and Health	Every citizen will have right to live in a clean environment and get free primary health services according to the law provided by the state.
17	Right to Education and Culture	Every citizen will have right to get education and protect the custom and culture of the respective ethnic groups.
18	Right to Employment and Social Security	Every citizen will have right to employment according to the existing laws and there will be social security for women, laborers, old and disable.
19	Right to Property	Every citizen will have right to earn, use and sell the property following the respective laws regarding property.
20	Right to Women	No women will be exploited and dominated mentally, physically and sexually. They will have equal parental property right like men.
21	Right to Social justice	Backward groups like women, dominated group, ethnic groups, madhesi, poor farmers and the laborers will be equally involved in the state mechanism.
22	Right to the Children	Every child will have right to identity and name. They will not be exploited and separated from their parents. They will not be given any risky works in the factories, industries and the police force.
23	Right to Religion	Every citizen will have right to adopt any religion he/she likes and promote his/her religion but no one can create problem to other religion and forcefully change other's religion.
24	Right to Justice	No citizen will be kept in the jail without giving proper reason and one will not be punished twice for the same crime.
25	Right against Preventive Detention	No citizen will be kept in the detention where he cannot meet his relatives without enough proof that he has created problem to sovereignty, integrity and public peace.
26	Right Against Physical Torture	No citizen will be tortured mentally and physically when he is in the investigation process by the police force in jail.
27.	Right to Notice	Every citizen will have right to get notice related to public matters but no one can force to give notice for the secret matters of the state according to the

		existing laws.
28	Right to Secrecy	No citizen will be forced to tell the secrecy of his/her personal life.
29	Right Against Exploitation	No citizen will be forced to work without wage and interest and no one will be sold and bought like animals or kept as slaves.
30	Right to Labor	Every worker will have the right to practice labor and form the unions for the protection of their rights.
31	Right Against Exile	No citizen will be exiled from the country.
32	Right to Constitutional Remedy	If any citizen is exploited and the above mentioned rights are taken, the citizen can write a writ and directly go to the Supreme court to get his rights back.

### Fundamental Duties:

Duty is something which we are obliged to do for others in the society. We have several fundamental rights and they are not absolute. We should do something to get them. Rights and duties are inter-related and can't be separated.

Our rights become others' duties and vice-versa. We can classify our duties in to three main categories:

#### A. Moral Duty:

We must respect our parents and be obedient to our teachers. We should help the poor and love our juniors. We should be truthful and honest in our activities.

Moral Duty means the duty which we perform using our consciousness separating right from wrong and good from bad. If we fail to perform our moral duty, we are not punished legally but we are socially discarded.



#### B. Legal Duty:

Legal Duty means the duty given by the state. We must abide by the rules and laws of the country. Cheating, stealing, killing and encroaching on others' freedom are illegal. We are punished legally if we fail to perform such duties.



#### C. Civil Duty:

Civil Duty means the duty that we perform as the conscious citizens of the country and as a whole the world. The country has given us security, various rights and the environment to uplift our life. So, we have to do something for the betterment of our country. The world has given us a good civilization. So, we have to do something for the betterment of human civilization. Some of the civil duties are:

- Loyalty to the Nation
- Obedience to the Laws of the State
- Duty to cast the votes in the elections
- Duty to pay tax
- Take part in the development works of the country.



### Group Activities:

- Discuss in your group and write a paragraph on the importance of fundamental rights.
- Discuss in your group and prepare a note on "Rights and duties are the two sides of the same coin."

- (3) Discuss in your group and write which other right would you like to add in the list of fundamental rights besides the rights mentioned above. Why?
- (4) Discuss in your group and explain the statement "Let's not think what the country has given to us but think what we have given to the country."

**Presentation:** All groups present their works in 10 minutes.

**Assignment:**

- Explain all the fundamental rights with their proper meaning.  
Source: Interim constitution of Nepal 2063, teachers, newspapers, friends

**Presentation for the next day:** Group D

Elocution on 'Fundamental rights and duties' by 2 members of the group. Rest of the members will help them to prepare their speech.

Day 43 : Good Governance (*Sushashan*) and the Role of Civil Society  
Objective : To explain the concept of good governance and the role of civil society in it.

### Introduction:

Democracy has become increasingly popular in recent times. Good governance is the chief element that fosters democracy and makes it popular. The term 'governance' means decision making. Good governance is regarded as decision making process in which social, economic, cultural and political equality is in priority. In the context of the present world, good governance is the key factor of popularity and sustainability of particular government in any country. Good governance is the condition in which people from all classes, regions and religions participate in the administration and there is no discrimination on the basis of caste, sex, race etc. it is needed for quick, impartial and responsive service to the people. In this regard, good governance means ideal ruling.



The Interim Constitution of 2063 B.S. has determined the responsibility of the state incorporating the political system with accountability, people's participation, and an impartial and corruption free society.

The major features of good governance are as follows:-

#### A. Rule of Law:

Good governance requires the rule of law that means ruling over the country in accordance with the existing laws of the nation. Everybody is under the laws passed by people's representatives. In order to implement the rule of law, independent judiciary and impartial police force are essential factors.



#### B. Responsiveness:

Good governance needs proper response from the government mechanism on the service demanded by the people. In simple terms, the government mechanism should serve the people within a given time frame.

#### C. Participation:

Good governance survives in the world of participation of genders, religions, geographical and ethnic groups. The government should be able to bring out such programmes in which all people show their concern towards the development of the country and participate in it.

#### D. Transparency:

Transparency means the decision taken by the state is easily accessible to the affected people by that decision. The government should be transparent under the rules and regulations.

#### E. Accountability:

Accountability is one of the key factors of good governance. Government or private sectors must be accountable to those who are affected by its decisions. In the absence of accountability, administrative mechanism becomes weak and baseless and corruption increases.

#### F. Equity and Inclusiveness:

Good governance depends on the equal opportunities provided to all people. The government should be able to ensure that all people feel they are included in the mainstream development.

#### G. Effectiveness and Efficiency:

The government or organizational mechanism should be able to produce the results that fulfill growing needs of the society. In the context of the country, the government structure should be able to make the people feel that programmes brought or introduced in the country are for the people towards mobilization of resources and protection of environment.

#### H. **Consensus Oriented:**

Good governance requires accumulating ideas and views of many people, mediating them and reaching a broad consensus in the society. This ensures the common interests of the people resulting the proper understanding between the people and the government.

### **Civil Society**

Civil society has a great role to show the right direction to the people and government and develop the nation. Civil society means an organization of citizens for the fulfillment of certain objectives for the welfare of the country. The following points verify the role of civil society:

- a) It raises voice for the civil rights.
- b) It makes people conscious about their duties and responsibilities.
- c) It warns people who are involved in illegal activities.
- d) It raises the voice against exploitation, discrimination, corruption and violation of the laws.
- e) It protests against those who violate human rights.
- f) It makes the government alert for its activities and helps government to serve the people and maintain peace and security.
- g) It raises public awareness on social changes.
- h) It pressurizes the government to provide easy, quick and effective services to the people.
- i) It tries to eliminate several social evils through people's participation.
- j) It is our utmost duty to cooperate with the civil society and work hand in hand to make our country better, prosperous and truly a New Nepal.



#### **Group Activities:**

- (1) What is good governance? What do you think that the government should do to maintain good governance in Nepal?
- (2) Write a letter to your friend residing abroad on the role of civil society.
- (3) Make a mental map on the factors of good governance.
- (4) Suppose you are going to open an organization that requires many employees. Discuss in your group and list out the works that you will have to do to maintain good governance in your organization.

**Presentation:** All groups present their works in 10 minutes.

#### **Assignment:**

- Explain the factors of good governance.  
Source: Newspapers, factors of good governance from the internet, interim constitution, teachers, family members and friends



**Presentation for the next day:** Group A

- A short skit on civil society Mock rally of the civil society within the school block). The group members prepare the banners and go around the school block shouting slogans against caste system and untouchability. Finally, they submit a suggestion letter to the facilitator to forward it to the ministry for social welfare.

Day 44 : Unity in Diversity:

Objective : To identify the diversities in Nepal on the basis of caste, religion, language etc and participate in maintaining understanding and unity.

### Introduction:

#### National Anthem

सयौं थुम्रा सयौं थुम्रा सयौं थुम्रा, सयौं थुम्रा सयौं थुम्रा  
सयौं थुम्रा सयौं थुम्रा सयौं थुम्रा, सयौं थुम्रा-सयौं थुम्रा ।  
सयौं थुम्रा सयौं थुम्रा सयौं थुम्रा-सयौं थुम्रा सयौं थुम्रा सयौं थुम्रा  
सयौं थुम्रा सयौं थुम्रा, सयौं थुम्रा सयौं थुम्रा र अटल  
सयौं थुम्रा सयौं थुम्रा, सयौं थुम्रा सयौं थुम्रा सयौं थुम्रा, सयौं थुम्रा, सयौं थुम्रा  
सयौं थुम्रा सयौं थुम्रा सयौं थुम्रा सयौं थुम्रा सयौं थुम्रा सयौं थुम्रा ।  
सयौं थुम्रा सयौं थुम्रा, सयौं थुम्रा, सयौं थुम्रा, सयौं थुम्रा सयौं थुम्रा सयौं थुम्रा  
सयौं थुम्रा सयौं थुम्रा सयौं थुम्रा सयौं थुम्रा, जयजय सयौं थुम्रा ।

Unity is the state of being together and diversity means differences. Unity in diversity means togetherness or oneness of people of various castes, genders, religions, geography, politics etc. Nepal has unity in diversity.

Nepal is a nation of various people with their different languages, cultures, traditions, customs, festivals, dresses, and as a whole the life style. They all are united in term of development of the country.

Nepalese can't tolerate the encroachment in their sovereignty, integrity and motherland. The interim constitution of Nepal 2063 has defined Nepal as multi-ethnic, multi-lingual, multi-religious and multi-cultural country in which all people are part of it. The constitution has given the responsibility to the state to adopt inclusive democracy in which Madhesis, Dalits, aborigines, women, farmers, laborers, disabled etc. are included in the state mechanism and given equal opportunities.

We belong to different ethnicity, religions, classes, regions and celebrate different festivals. When we see our national flag or sing our national anthem, we all feel proud of it. We forget all differences and realize that we are one nation. We all feel that we all belong to one motherland. Our national symbols also promote national integration.



### Group activities:

- (1) Discuss in your group and list out the ways to promote unity in Nepal.
- (2) Discuss in your group and list out the factors responsible to create differences.
- (3) Discuss in your group and write why it is necessary to include all people in the mainstream.
- (4) "United we stand, divided we fall." Discuss in your group and prove the statement.

**Presentation:** All groups present their work in 10 minutes.

### Assignment:

- "Nepal has unity in diversity." Prove the statement with examples.  
Source: Interim constitution of Nepal 2063, people of Nepal by Dor Bahadur Bista, unity in diversity in Nepal from the internet, teachers and family members

**Presentation for the next day:** Group B

- A short skit on unity in diversity:
- People are busy in their own works in 4 corners. Foreigners assume that they are separated and declare war against Nepal. When the people of Nepal come to know, they all come together and fight back and get victory over foreigners. Finally, they sing national anthem after the victory.

Day 45 and 46: Project Assignment:

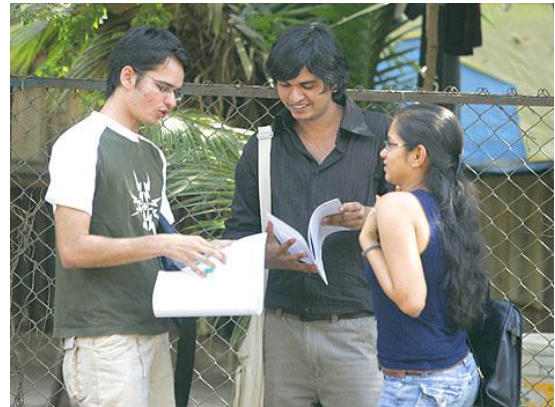
- (1) Fundamental Rights and Duties
- (2) Constitution
- (3) Special features of present Constitution
- (4) Good governance and the role of civil society in it



- The facilitator will give introduction on these topics in the class.
- Students will do a research on their topics through library, internet, documentary on People's Movement II, interim constitution of Nepal, constitutional history of Nepal, teachers, family members, neighbors etc. and prepare a detail report.
- After seven days, the group members present the report.
- The facilitator will evaluate and award the points to their work and presentation.
- The corrected reports will be displayed in the school bulletin board for the reference of others.
- This report carries 5% of the total credit in the upcoming monthly evaluations.



Day 47: Review of the Unit:



Day 48: Unit Test: (This test will get 10% of the total credit for the upcoming monthly evaluations.)



?? ? ?  
**QUIZ CONTEST**  
LET YOUR INTELLECT SHINE.



**Questions for Quiz**

- |   |  |
|---|--|
| <ol style="list-style-type: none"><li>1. What do you mean by constitution?</li><li>2. Give any 4 features of good constitution.</li><li>3. What do you mean by separation of power?</li><li>4. Name the first constitution of Nepal.</li><li>5. Name all the constitutions of Nepal implemented so far.</li><li>6. When was interim constitution promulgated? Tell the full date.</li><li>7. Who was the chairman of the interim constitution drafting committee 2063?</li><li>8. Give any 5 special features of interim constitution of Nepal 2063.</li><li>9. What do you mean by sovereignty?</li><li>10. What is a secular state?</li><li>11. What is rule of law?</li><li>12. What do you mean by right to equality?</li><li>13. What do you mean by right to freedom?</li><li>14. What do you mean by right to press and newspapers?</li><li>15. What do you mean by right to criminal justice?</li><li>16. What do you mean by right against preventive detention?</li><li>17. What do you mean by right to information?</li><li>18. What do you mean by right to property?</li><li>19. What do you mean by cultural and educational right?</li><li>20. What do you mean by right to religion?</li><li>21. What do you mean by right against exploitation?</li></ol> | <ol style="list-style-type: none"><li>22. What do you mean by right against untouchability and discrimination?</li><li>23. What do you mean by right to employment and social security?</li><li>24. What do you mean by right to environment and health?</li><li>25. What do you mean by right to women?</li><li>26. What do you mean by right against exile?</li><li>27. What do you mean by right to privacy?</li><li>28. What do you mean by right to constitutional remedy?</li><li>29. What do you mean by right to social justice?</li><li>30. What do you mean by child rights?</li><li>31. What do you mean by labor?</li><li>32. What do you mean by moral duty?</li><li>33. What do you mean by legal duty?</li><li>34. What do you mean by civil duty?</li><li>35. What do you mean by good governance?</li><li>36. Give any 5 factors of good governance.</li><li>37. What do you mean by transparency?</li><li>38. What do you mean consensus oriented?</li><li>39. What do you mean by equity and inclusiveness?</li><li>40. What do you mean by accountability?</li><li>41. Give any 4 roles played by civil society.</li><li>42. Give any two examples that Nepal has diversity.</li><li>43. Give any two examples that Nepal has unity in diversity.</li><li>44. Give the meaning of "Sayau thunga fulka hami yeutai mala Nepali"</li></ol> |
|---|--|

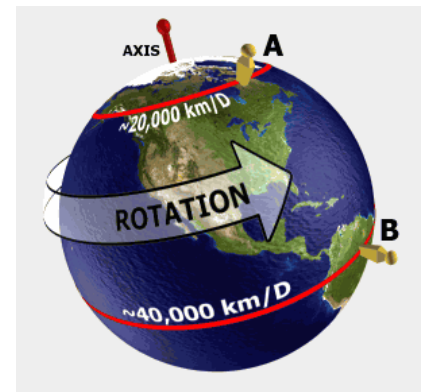
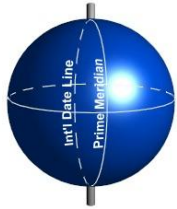


## Unit 6: Our Earth

Day 50 : Relation of longitude and Time:  
Objective : To explain the effects of longitude on time and date.

### Introduction:

Longitude means the angular distance of east to west of the Prime Meridian. The Prime Meridian divides the earth into eastern and western hemispheres. The meridian that passes through Greenwich (near London) in England is known as Prime Meridian and its value is  $0^\circ$ . There are  $0-180^\circ$  longitudes in the east and  $0-180^\circ$  longitudes in the west of Prime Meridian. The meridian of  $180^\circ$  is called the **International Date Line**.



The earth takes 4 minutes to cover  $1^\circ$  longitude and 1 hour to cover  $15^\circ$  longitudes. The earth takes 24 hours to cover  $360^\circ$  longitudes. We can find the time of a place comparing the time and longitude of another place. If in  $5^\circ$  E longitude near the Prime Meridian the time is 8:00 am, then the time at  $10^\circ$  E longitudes will be 8:20 am.

The time in the places in the west of Prime Meridian will be behind the Greenwich and the places located east of Greenwich will have time ahead of Greenwich. This is because the earth rotates from east to west and all the places east of Greenwich will have the overhead sun earlier than the Greenwich Meridian. Nepal's standard time is taken from the longitude  $86^\circ 15$  minutes that passes through Gaurishankar Himal.

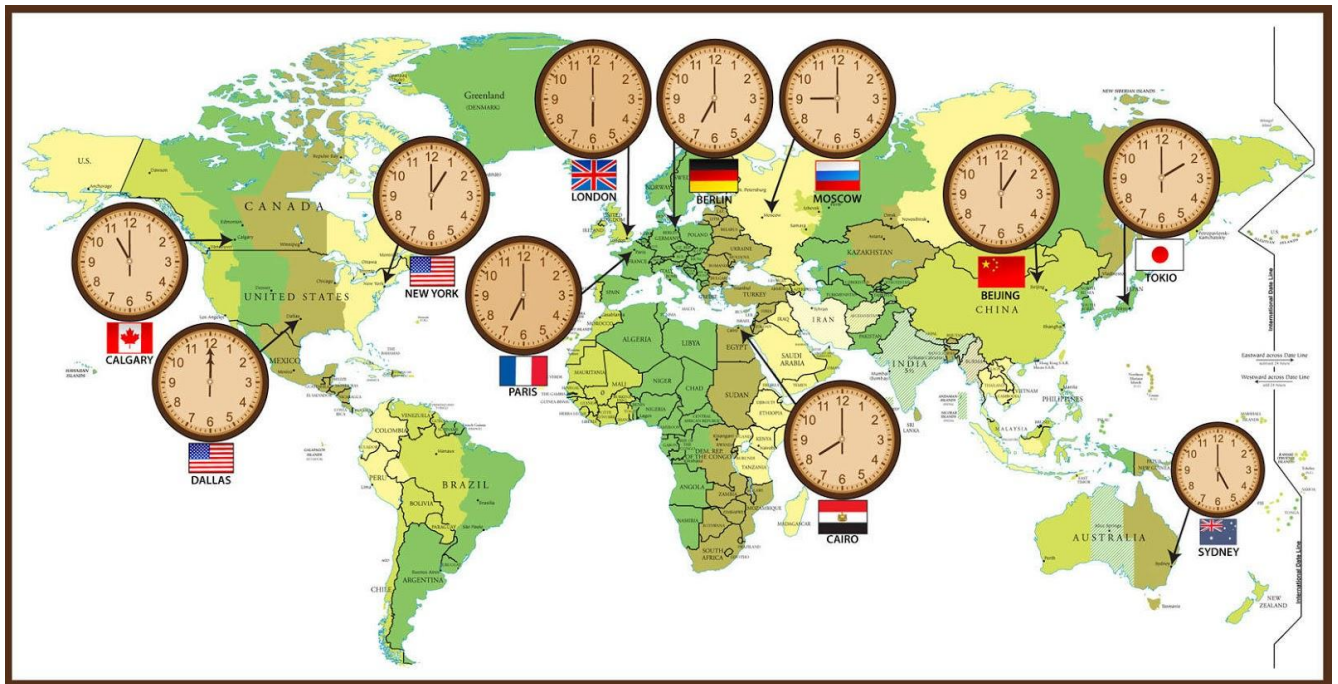


### Process of finding actual time of a place:

- First, we should find out the difference in longitude between the two places.
- Second, we should multiply the difference by 4 to get the time in minutes and seconds.
- Third, we should convert the time into hours, minutes and seconds. Fourth, we should add (in the east) or subtract (in the west) the time with the given time to find out the actual time of a place. It is better understood by the given figures:

$80^\circ\text{E}$   $95^\circ\text{E}$   $110^\circ\text{E}$   
   
 7 am 8 am 9 am  
 $80^\circ\text{W}$   $95^\circ\text{W}$   $110^\circ\text{W}$   
   
 7 am 6 am 5 am





The above figures show that the longitudes of  $15^\circ$  make the difference of 1 hour. The eastern longitudes have time ahead of Greenwich and the western longitudes have time behind the Greenwich.

#### Example:

If the time of Kathmandu ( $85^\circ$  E longitude) is 3 pm, what will be the time of Beijing ( $120^\circ$  E longitude)?

- The longitude of Beijing =  $120^\circ$  E
- The longitude of Kathmandu =  $85^\circ$  E
- The time of Kathmandu = 3 pm
- The time of Beijing = ?
  - Difference in longitude =  $120^\circ$  E –  $85^\circ$  E =  $35^\circ$  E
  - The earth takes 4 minutes to travel  $1^\circ$  longitude ( $35 \times 4 = 140$ ) or 2 hours 20 minutes to travel  $35^\circ$  longitudes.
  - So, the time of Beijing will be  $3 + 2:20 = 5:20$  pm when it is 3 pm in Kathmandu.

#### Group Activities:

- (1) If the time of Kathmandu ( $85^\circ$  E longitude) is 8 am, find the time of Alaska ( $250^\circ$  W)
- (2) If the time of Beijing ( $120^\circ$  E longitude) is 8 pm, find the time of Ulan Bator ( $150^\circ$  E)
- (3) Write the definition of the following:-
  - a. Longitude
  - b. Prime Meridian
  - c. International Date Line
- (4) Suppose you are attending social studies class at 10 am in Kathmandu, find the time of following places:
  - a. Moscow
  - b. Tokyo
  - c. Washington D.C.
  - d. Sydney

**Presentation:** All groups present their works in 10 minutes.

#### Assignment:

- Explain the relation between longitude, date and time.

Source: Atlas book, longitude and time difference from the internet, teachers, mathematical geography of the world

**Presentation for the next day:** Group C

- The group members find out the time of 5 different places and explain how they got it.

Day 51 : Physical Features and Climate of Nepal:  
Objective : To explain the physical features climate and vegetation of Nepal.

### Introduction:

Nepal is a mountainous country with 83% land consisting of mountains and rough slope and 17% land as flat terai. It has unique diversity in altitude with minor variation from one place to another. On the basis of the land structure, Nepal has been divided into 3 regions:

#### A. The Himalayan Region:

The Himalayan region lies in the northern part of Nepal. It covers about 15% land. It has beautiful high mountains. It covers the altitude of 3300 meters to 8848 meters. This region is not suitable for cultivation. Hardly 2 % land of Himalayan region is cultivable.

The Himalayas attract millions of visitors and help to cause the rainfall blocking the monsoon winds blowing from the sea. Most rivers of Nepal are originated from the Himalayas. It also protects us from blocking the cool Siberian winds and it is suitable for tourism and animal husbandry.

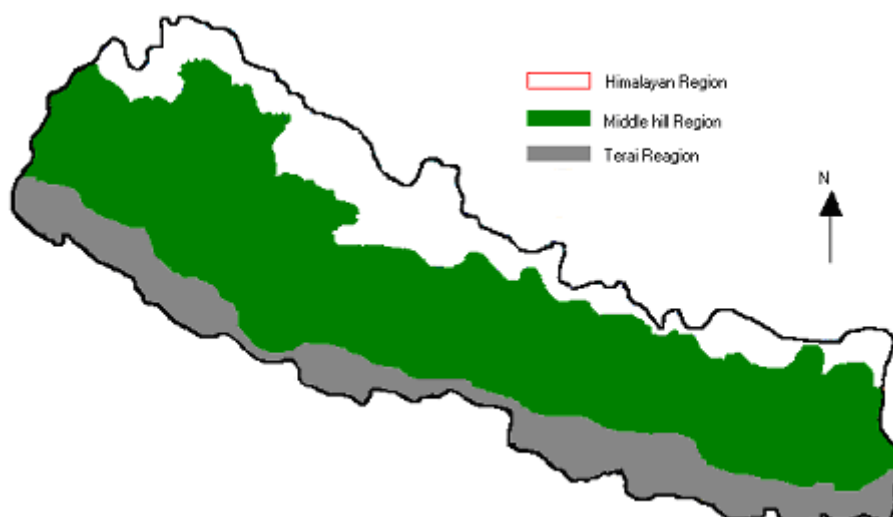
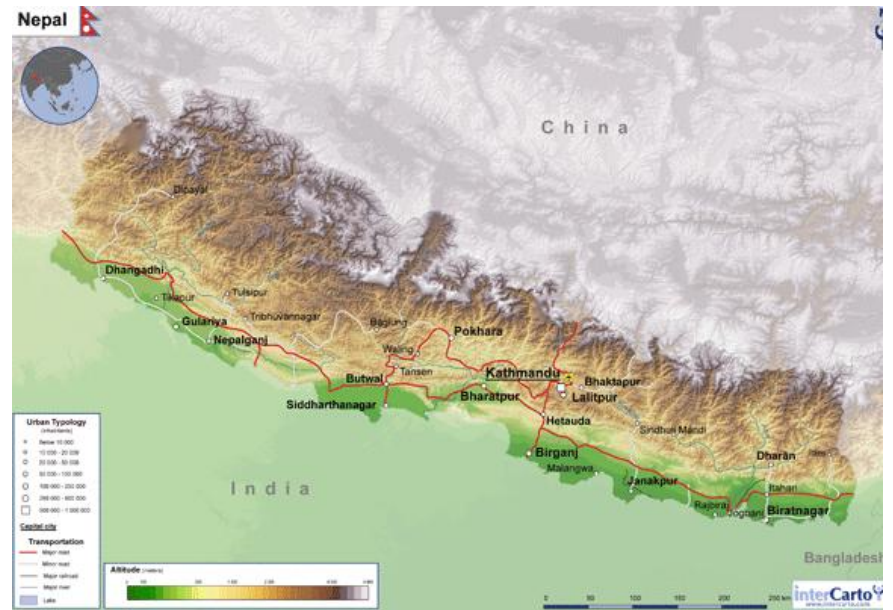
#### B. The Hilly Region:

The hilly region lies to the south of Himalayas. It covers about 68% of the total land of Nepal. It has beautiful hills, valleys, elevated flats and trekking routes. It covers the altitude from 600 meters to 3299 meters.

This region is the attraction of millions of internal and external tourists. The valleys and elevated flats are suitable for cultivation. This region is good for horticulture.

#### C. The Terai Region:

The terai region lies in the southern part of Nepal. It covers about 17% of the total land of Nepal. It has flats and belts of low level. It covers the altitude from 305 meters to 599 meters. It consists of fine and fertile soil brought and deposited by the rivers flowing all the way from Himalayan region. It is very good for cultivation. The construction of railways and highways is much easier although railway system is not developed well.





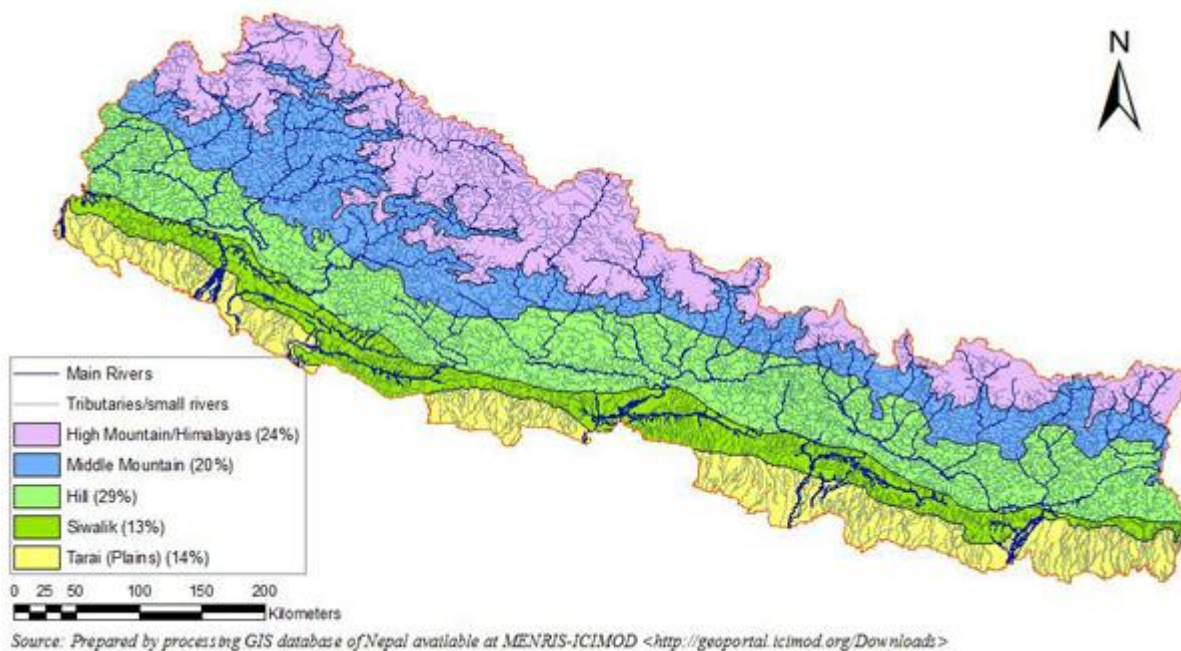
### Climate of Nepal:

Climate of Nepal has been influenced mainly by altitude. Within a short distance of 200 meters, we have Arun Valley which is 60 meters above sea level and Mt. Everest which is 8848 meters. Besides this, other factors like latitude distance from the sea, position of the mountains and prevailing winds also play an important role in the variation of climate in Nepal. On the basis of climate, there are mainly 3 seasons in Nepal:

- a) Summer season (March to May)
- b) Rainy season (June to September)
- c) Winter season (October to February)

Rainfall in Nepal varies from place to place. During summer, the summer monsoon wind blows from Bay of Bengal and causes heavy rainfall in eastern, central and western parts of Nepal. By the time the wind reaches in the mid and far-west, the wind is poor in water particles and causes very low or delayed or no rainfall. So, they are in rain shadow are in summer.

During winter, rain bearing wind blows towards Nepal from the Mediterranean Sea which causes rainfall in the far-west, mid-west and the western Nepal. It causes very less rainfall in central and eastern parts. Pokhara, in the western development region, receives maximum annual rainfall so is called the Cherapunji of Nepal. Manang and Mustang in the same region receive very low annual rainfall as they are in the leeward side of the wind so are called the desert districts of Nepal. When we compare the rainfall in south and north, the northern part receives lower rainfall.



### Vegetation of Nepal:

The type of vegetation depends on the relief and climatic features of the place. We have 5 different types of vegetation based on climate. They are:

#### (1) Sub-Tropical Evergreen Forest:

It lies in the Terai, Bhabar and Chure range up to the altitude of 1200 meters above sea level. The hot and wet type of climate is favorable for the rapid growth of this type of vegetation. The trees are evergreen. They are very tall and hard which are very useful for various purposes. Mango, Sisau, Bamboo, Simal, etc. are the main species of the trees found here.



(2) **The Deciduous Monsoon Forest:**

It is found in hilly region up to the altitude of 2100 meters above the sea level. The trees shed their leaves in winter because of cold and dry weather in winter and bear new leaves in summer from the rain water. The trees are short compared to the forest of terai. Oak, walnut, rhododendron, peach, maple etc. are main trees found in this forest. They are mostly useful for furniture.

(3) **The Coniferous evergreen Forest:**

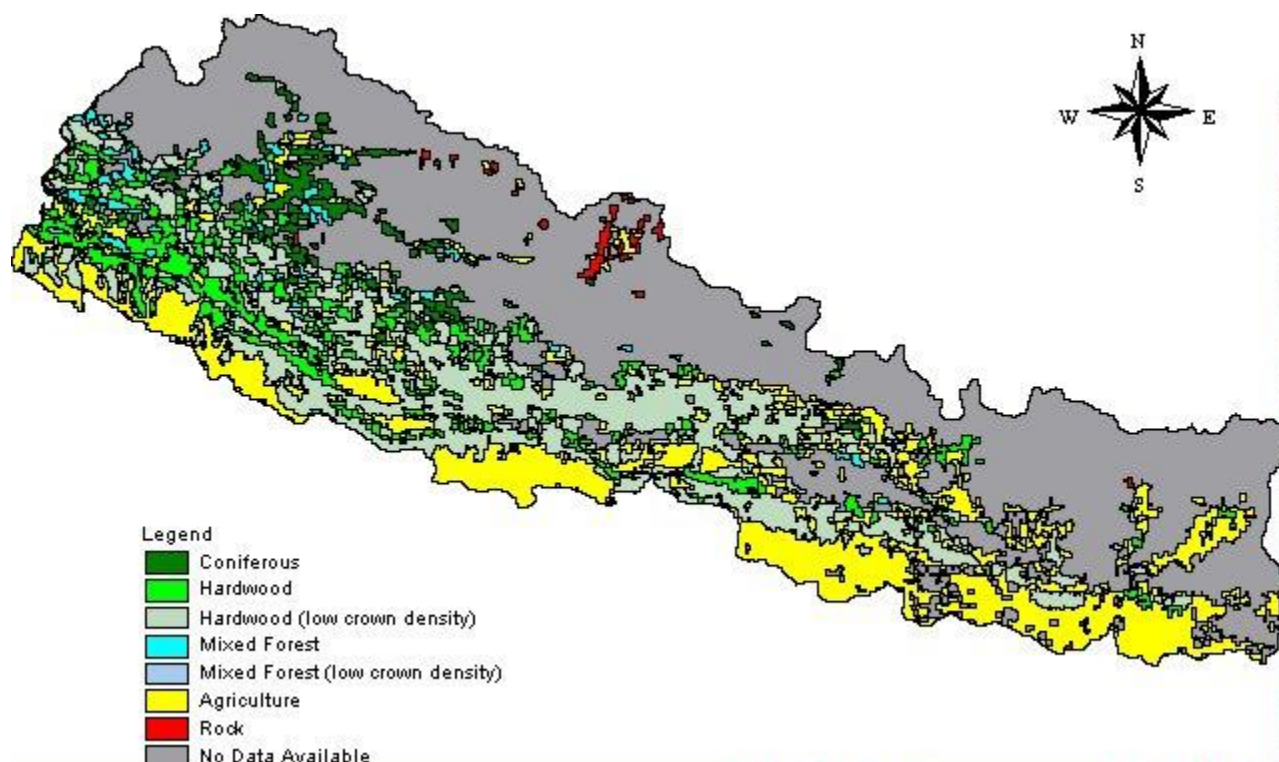
It is found in upper part of Mahabharat range and lower parts of Himalayas up to the altitude of 3300 meters above sea level. The cool climate helps such trees to grow well in this region. The trees have needle shaped leaves and are evergreen. Pine, fir, rhododendron, spruce etc. are the main trees in this type of forest.

(4) **The Alpine Grassland:**

It is found in the Himalayan region up to the altitude of 5000 meters above sea level. The climate is very cold so the tall trees do not grow here. Soft grass, bushes and flowering plants are the major species found here. The local people call such grassland as Pasture-land.

(5) **The Tundra Vegetation:**

It is found in the upper Himalayan region above 5000 meters altitude. Due to extremely cold climate, nothing grows there except lichen and mosses on the steep rocks of the mountains. The mountain goats and musk deer survive here eating these plants.



**Group Activities:**

(1) Discuss in your group and complete the following table:

Physical Regions	Percent of land occupied	Altitude	10 famous places	Good for

(2) Discuss in your group and complete the following table:

Vegetation	Climate	Altitude	Features	Types of trees found

(3) Discuss in your group and explain the rainfall variation in Nepal.

(4) Draw a full page map of Nepal and insert all vegetation belts.

**Presentation:** All groups present their works in 10 minutes.

**Assignment:**

- Explain the vegetation found in Nepal.

Source: Geography of Nepal, atlas book, different vegetation found in Nepal from the internet, teachers and family members

**Presentation for the next day:** Group D

- A short presentation on the following topics:
  - Physical features of Nepal
  - Climate of Nepal
  - Vegetation of Nepal
  - Rainfall variation in Nepal

Day 52 : Impact of Physical Diversity on Our Life style  
Objective : To explain the impact of physical and rainfall variation on our way of life.

### Introduction:

The physical environment is the major part of natural environment which consists of geographical locations, topography, minerals, soils, climate, rivers and other water bodies. These elements provide a good condition for the life of plants, animals and human beings. These factors affect the life style of the people in any place of the world.

People adopt themselves to the physical environment and adjust their living. Plains, hills, mountains and undulating surface are the major factors of Nepal's physical environment. Such environment differs from place to place. The people have adopted different activities which determine the way of life in different regions:-

#### A. Lifestyle in Terai Region:

The population density of terai is very high compared to other regions because of easy agricultural practices, transportation and communication. The soil of terai is fertile so it favors agriculture. The hot-wet climate found here also favors the easy growth of evergreen forest. According to the existing climate, topography and possible occupation, the terrain people have their own way of building houses, eating habits, clothing, and celebrations etc. which differ from other regions.



#### B. Lifestyle in Hilly Region:

This region covers about 44% of the total population of the country. It is very good for irrigation. Agriculture is the main occupation of the people although it is very hard due to geographical structure. But some parts like river basins, valleys and elevated plains. Moderate type of climate found here is suitable for human settlement. The climate is cooler and the people's way of living is different than the terai region. They have different styles of houses, food habits, dresses and celebrations.



#### C. Lifestyle in Himalayan Region:

This region is very thinly populated region. Tourism and animal husbandry are the major occupations. Agriculture is done in the foothills of this region. This region has excessive cold climate and very difficult geographical structure so the houses, dresses, foods and celebrations are totally different from other regions.



### Group Activities:

- (1) Imagine that you are planning to settle down in Terai Region. Discuss in your group and elaborate any 4 reasons why you would like to reside there permanently.
- (2) Imagine that you are planning to settle down in Hilly Region. Discuss in your group and elaborate any 4 reasons why you would like to reside there permanently.
- (3) Imagine that you are planning to settle down in Himalayan Region. Discuss in your group and elaborate any 4 reasons why you would like to reside there permanently.
- (4) Discuss in your group and explain the population distribution in Nepal.

**Presentation:** All groups present their works in 10 minutes.

**Assignment:**

- Explain how physical environment determines the way of life in the context of Nepal.

Source: Geography of Nepal, Atlas book, physical environment and the life in Nepal from the internet, Himalayan Waters by Bhim Subba, teachers and family members

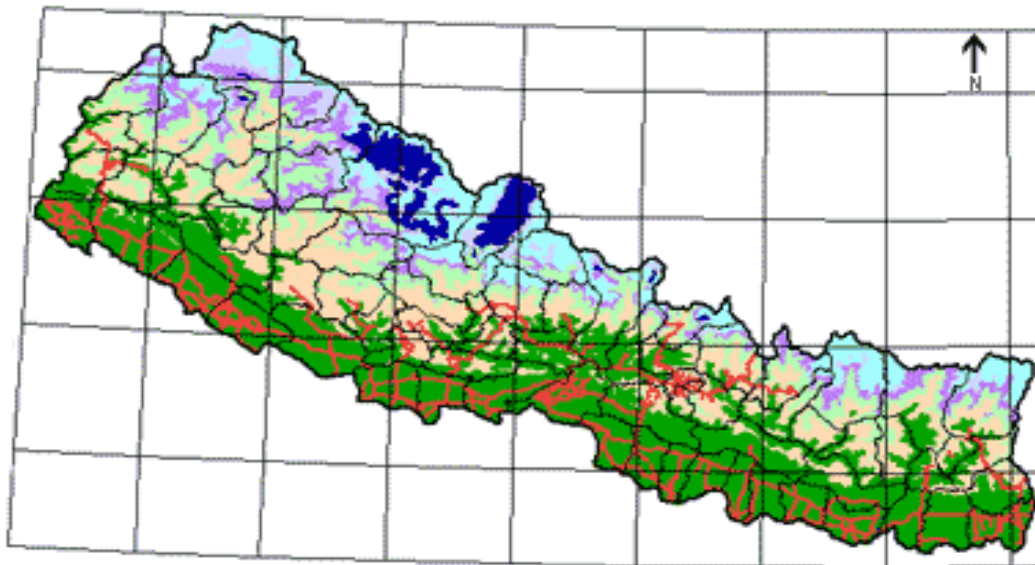
**Presentation for the next day: Group A**

- A short skit on the lifestyle in different regions- the group members are divided in to three groups like Himalayan, hilly and terai- they adopt different occupation according to the climate and possibility of respective region.

Day 53 : Unit test from the geography of Nepal and longitude and its relation with time (This test will get 10% of the total credit in the upcoming monthly evaluations)



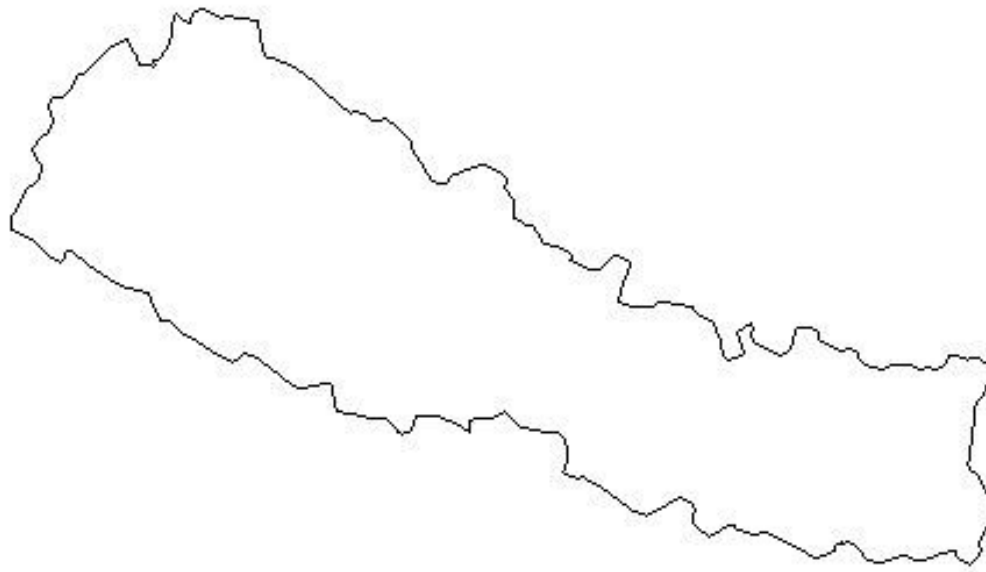
Day 54 : Map Work of Nepal I:



Objective : To draw an outline map of Nepal and insert various facts in it.

- The facilitator introduces the specific method of drawing map and all the students practice the same method of drawing map.
- The students also learn the symbols for various facts and scale to use in the map. In order to draw an outline map of Nepal, we should have a detail look on the outline from the Atlas book and practice it using practice method. If we practice it several times, we can make a good map.





Day 55 and 56 : Map work of Nepal II



- The students draw the map and insert various facts like physical and administrative units, major cities, industrial estates, different minerals found areas, lakes and rivers in separate maps.

**Presentation for the next day:** Group B

- A short presentation on map work of Nepal

Day 57 and 58: Map work of Nepal III:



- The students draw the map and insert various facts like major mountains, highways, mountain passes, religious sites, crop production areas, national parks, hunting reserves and conservation areas in separate maps.

**Presentation for the next day: Group C**

- A short presentation on map work of Nepal

Day 59: Unit test from Map work of Nepal (This test will get 10% of the total credit in the upcoming monthly evaluations)



**Presentation for the next day: Group D**

- A short presentation on map work of Nepal

Day 60: Quiz from geography of Nepal and longitude and its relation with time (This quiz will get 5% credit for the monthly evaluation)



**Questions for Quiz**

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. What do you mean by latitude?</li> <li>2. What do you mean by longitude?</li> <li>3. What is the time difference between <math>5^{\circ}</math> E longitude and <math>50^{\circ}</math> E longitude?</li> </ol> | <ol style="list-style-type: none"> <li>4. How many longitudes are there in both the hemispheres?</li> <li>5. Which meridian is taken as the meridian of Nepal to determine the standard time?</li> </ol> |
|---|--|

6. What is Prime Meridian?
7. What is International Date Line?
8. Why do longitudes in western hemisphere have time behind Prime Meridian?
9. Why do longitudes in eastern hemisphere have time ahead Prime Meridian?
10.  $86^{\circ}15'$  E longitude determines the standard time of Nepal. Which mountain does it pass through?
11. Which is the best way of drawing map?
12. Which 2 places are linked by Kodari (Amiko) Highway?
13. Which 2 places are linked by Siddhartha Highway?
14. Which 2 places are linked by Prithvi Highway?
15. Which 2 places are linked by B.P. Highway?
16. Which 2 places are linked by Mahendra Highway?
17. Which 2 places are linked by Ratna Highway?
18. Which 2 places are linked by Pasang Lhamu Highway?
19. Which 2 places are linked by Bhimdutta Panta Highway?
20. Which 2 places are linked by Madan Bhandari Highway?
21. Which 2 places are linked by Madan-Ashrit Highway?
22. Where is Rara Lake situated?
23. Where is Phewa Lake situated?
24. Where is Phoksundo Lake situated?
25. Where is Bishajhar Lake situated?
26. Where is Nanda Bhauju Lake situated?
27. Where is Ghodaghodi Lake situated?
28. Where is Tilicho Lake situated?
29. Where is Satyavati Lake situated?
30. Where is syarpu Lake situated?
31. Where is Tso-Rolpa Lake situated?
32. Where is Gosiakunda Lake situated?
33. Name the largest river of Nepal.
34. Name the longest river of Nepal.
35. Name the deepest river of Nepal.
36. Name the lake of Nepal situated in the highest altitude in the world.
37. Where is Janaki Temple located?
38. Where is Manakamana Temple located?
39. Where is Jame Masjid located?
40. Where is Assumption Church located?
41. Where is Sworgadwari Temple located?
42. Where is Satashidham Temple located?
43. Where is Haleshi Mahadev Temple located?
44. Where is Bouddhanath located?
45. If the map of Nepal you have drawn is 25 cm, what will its scale be?
46. What are the 3 physical divisions of Nepal?
47. Name any 5 world famous mountains of Nepal.

# World Geography

Day 61 : Physical features of Asia

Objective : To explain the physical features of Asia and compare them with Nepal.

## Introduction:

Asia is the largest continent in the world. It has a total area of 44,579,000 sq. km. occupying one-third of the total land in the world. Asia has the highest mountain, lowest valley and gorge, largest plains, largest population, varieties of climate so; it is called the continent of extreme. It extends from  $10^{\circ}$  S to  $60^{\circ}$  N. It is surrounded by the Pacific Ocean on the east, the Indian Ocean on the south and the Arctic Ocean on the north. The Ural Mountains separate Asia from Europe. It has varieties of land structure and is broadly divided into 5 regions:



### A. The Northern Region:



This region of Asia is very cold. There is plenty of snowfall in the north and it is dry in the south. The dry part has grassy plains called Steppe. People's life is difficult due to extreme cold climate in the northern part of this region. However, a vast coniferous forest is found to the south of this region. We also find lowlands and plains like Siberian, Tibet and its neighboring areas.

### B. The Middle-East Region:

The Middle-East has desert, peninsula, Himalayan Mountains of Iran and Afghanistan and fertile plains of rivers Tigris and Euphrates. The climate in the desert is extreme hot and in the Himalayas is extreme cold.





### C. The Indian Sub-Continent (South Asia):



South Asia is separated by Himalayas from rest of Asia. The northern part of this region is cold whereas south is hot. The most places have moderate climate called Monsoon which causes heavy rainfall in summer. Due to the favorable type of climate, the density of population is very high. Mt. Everest, the highest mountain of the world is situated in South Asia.

### D. East Asia:

East Asia has oceanic climate. Most part is close to the seas and oceans. The density of population is very high. Nearly 75% of the total population of the world lives here. China, Korea, Japan etc. lie here. Many big industries and factories have been established here. Earthquake and volcanoes mostly occur in this region.



### E. South-East Asia:



South-East Asia has peninsulas and islands. Philippines, Indonesia, Thailand, Laos, Malaysia etc. lie here. The hot-wet climate found here is suitable for the dense tropical rainforest. Indonesia is composed of thousand of islands.

### Capitals of Asian Countries

Country	Capital	Country	Capital
Afghanistan	Kabul	Laos	Vientiane
Armenia	Yerevan	Lebanon	Beirut
Azerbaijan	Baku	Malaysia	Kuala Lumpur
Bahrain	Al-Manamah	Maldives	Male
Bangladesh	Dhaka	Mongolia	Ulan-Bator
Bhutan	Thimphu	Myanmar	Yangon
Brunei	Bandar Seri Begawan	Nepal	Kathmandu
China	Beijing	Oman	Muscat
Cyprus	Nicosia	Pakistan	Islamabad
Cambodia	Phnom Penh	Philippines	Manila
East Timor	Dili	Qatar	Doha
India	New Delhi	Saudi Arabia	Riyadh
Indonesia	Jakarta	Singapore	Singapore
Iran	Tehran	Sri Lanka	Colombo
Iraq	Baghdad	Syria	Damascus
Israel	Tele Aviv	Taiwan	Taipei
Japan	Tokyo	Tajikistan	Dushanbe
Jordan	Amman	Thailand	Bangkok
Kazakhstan	Akmola	Turkmenistan	Ashgabat
North Korea	Pyongyang	United Arab Emirates	Abu Dhabi

South Korea	Seoul	Uzbekistan	Tashkent
Kuwait	Kuwait City	Vietnam	Hanoi
Kyrgyzstan	Bishkek	Yemen	Sana

### Group Activities:

- (1) Discuss in your group and write why Asia is called the continent of extreme.
- (2) Discuss in your group and list out any 5 types of climate found in Asia.
- (3) If you have to choose one of the regions of Asia for your permanent settlement, which area would you prefer? Why? Give reasons.
- (4) In the given map of Asia, insert 5 regions of Asia.



**Presentation:** All groups present their works in 10 minutes.

### Assignment:

- Explain the physical features of Asia.
- Insert following in the given map of Asia:

Tropic of cancer, Pacific Ocean, Mt. Everest, River Hwang-Ho, Lake Tilicho, Thimpu, East-Asia, Thar Desert, Ural Mountains, Philippines





- Insert the following in the given map of Asia:

Indian Ocean, Mt. K2, River Tigris, Mongolia, Tokyo, Middle East Region, Damascus, Major Jute growing Area, Singapore, South Korea



Source: Atlas book, Geography of the world, encyclopedia, physical regions of Asia from the internet, teachers and friends

**Presentation for the next day: Group A**

- 5 members of the group prepare materials to present on 5 regions of Asia and rest will help them for their presentation.

Day 62 : Economic Activities of Asia

Objective : To explain social and economic activities of Asia and compare them with Nepal.

### Introduction:

Asia has vast economic resources. Most of the people of Asia have been adopting agriculture as the main occupation. Besides this, they are also engaged in animal husbandry, industries, fishing, service, trade etc.

#### A. Agriculture:

About 14% of the total land in Asia is cultivated. Majority of the people depend on agriculture for their livelihood. Asian farmers use both subsistence and commercial farming. But majority of them have been involved in subsistence farming and use traditional methods of cultivation.

Major crops produced in Asia are rice, wheat, millet, jute, cotton, sugarcane, tea rubber etc. Asia itself produces about 90% of the total production of rice in the world. Asian countries except China, Japan, Korea etc., have not been able to provide good market for the agricultural products which is one of the barriers for raising life standard of the farmers.



#### B. Industries:

Although Asia has abundant minerals agricultural resources, it is less industrialized compared to Europe and North America. Cottage industries are found in most part of Asia. Due to lack of capital, skilled human power, proper market etc., industries are not well established in most Asian nations. However, Japan, China, South Korea, Singapore etc. have established several industries and are able to compete with the Europeans and North American nations.



#### C. Animal Husbandry:

Almost all the countries of Asia have domestic animals. Still, animal husbandry has not developed on a commercial level. Generally, animals are reared for milk, wool, leather as well as manure. India, China, Pakistan, Middle-East and East Asian countries are large producer of wool. Although animal husbandry is widespread all over the continent, the products have not yet got proper market and it lacks the proper skilled human power.



#### D. Fisheries:

Japan is the leading country in fishing in the world. Fishing is adopted as the main occupation in the coastal regions of China, Philippines, Indonesia, South and North Korea, Thailand and Malaysia. Yet, the caught fish are not exported to other countries and continents and there is lack of expertise and modern tools to catch the fish in many countries.



Besides these, people are involved in services, forestry and trade where they earn their livelihood. The economic activities in all the countries in the world are almost similar but the condition of these activities differs from one country to another. Most Asian

nations and Nepal have similar condition.

**Group Activities:**

- (1) Discuss in your group and compare the economic activities of other Asian countries and Nepal.
- (2) Explain the condition of agriculture in Asia.
- (3) Explain the condition of industries in Asia.
- (4) Explain the condition of animal husbandry in Asia.

**Presentation:** All groups present their works in 10 minutes.

**Assignment:**

- Insert the following in the given map of Asia:

Indonesia, Mt. Kanchanjungha, Dana Gorge, River Ganges, Muscat, South Asia, Eurasia, Arctic Ocean, Arabian Desert, Beijing



- Insert the following in the given map of Asia:

Thailand, Mt. Choyu, Jacobabad, River Euphrates, Doha, Kuala Lumpur, Northern Region, Bay of Bengal, Gobi Desert, River Yangtze, New Delhi



Source: Geography of the world, encyclopedia, Atlas book, Asian nations and their income from internet, teachers and family members

**Presentation for the next day: Group B**

- One of the members draws an outline map of Asia on the board and other members insert various facts in it.

Day 63 : Physical features of Europe:  
Objective : To explain the physical features of Europe and compare them with Nepal.

### Introduction:



Europe is the second smallest continent in the world. Europe has seas and oceans on three sides so it is called the Peninsula. The Danube is the largest and Volga is the longest river of Europe. Most rivers of Europe are navigable.

Only a few European nations are land-locked. It is surrounded by the Arctic Ocean in the north, the Atlantic Ocean in the west, the Mediterranean Sea in the south and Ural Mountains in the east.

The surface area of this continent is 10,180,000 square kilometers (3,930,000 square miles), which is about 2% of the Earth's surface and about 6.8% of the total landmass on Earth.

The biggest country in Europe in area as well as by population is Russia. The Vatican City, on the other hand, is the smallest country in this continent. Although it is the second smallest continent by surface, it is the third most populous continent after Asia and Africa.

Europe has varieties of land structures like mountains, valleys, plains, plateaus etc. it is broadly divided in to three physical regions.

#### A. The North-Western Highlands:

This region covers most part of Norway, Sweden, Finland, Iceland, Northern Ireland, Scotland and Wales. It comprises the old fold rocks. The land structure has undulating surface. Although the land structure is not plain, it has now become low due to denudation. The cool temperate climate helps the people remain active throughout.





## B. The Great European Plains:

The Great European Plains lie between the northern highlands and southern mountains. Although it is not completely plain, the land is flat. The surface is broken up in most parts. The soil is very fertile drained by many rivers of Europe. The climate is of extreme nature i.e. hot summers and cold winters. Varieties of crops are grown well. The soil is of alluvial type deposited by the rivers and glaciers. It extends from the Atlantic Ocean to the Ural Mountains. These plains are broad in the east and narrow in the west.



## C. The Southern Mountains and Plateaus:

This region covers most part of southern Europe. The southern Europe has mountains, plateaus and some plains enclosed by the mountain ranges. The mountains and plateaus consist of young fold mountains unlike the northern highlands. The Alps and the Caucasus are major mountain ranges. Mt. Elbrus (5642 meters) in Georgia is the highest mountain of Europe. The climate is cold but some plateaus and plains have Mediterranean type of climate which is probably the best type of climate for human settlement, fruit and flower production.



## Countries and Capital Cities of Europe

Country	Capital	Country	Capital
Albania	Tirane	Luxemburg	Luxemburg
Andorra	Andorra-la-vella	Macedonia	Skopje
Armenia	Jerevan	Malta	Valletta
Austria	Vienna	Martinique	Fort-de-France
Azerbaijan	Baku	Moldova	Kishinev
Belarus	Minsk	Monaco	Monaco
Belgium	Brussels	Netherlands	Amsterdam, The Hague (political Capital)
Bosnia & Herzegovina	Sarajevo	Norway	Oslo
Bulgaria	Sofia	Northern Ireland	Belfast
Croatia	Zagreb	Poland	Warsaw
Cyprus	Nicosia	Portugal	Lisbon
Czech Republic	Prague	Romania	Bucharest
Denmark	Copenhagen	Russia	Moscow
Estonia	Tallinn	San Marino	San Marino
Finland	Helsinki	Scotland	Edinburgh
France	Paris	Slovakia	Bratislava
French Guiana	Cayenne	Slovenia	Ljubljana
Georgia	Tbilisi	Spain	Madrid
Germany	Berlin	Sweden	Stockholm
Greece	Athens	Switzerland	Berne
Hungary	Budapest	Tajikistan	Dushanbe

Iceland	Reykjavik	Ukraine	Kiev
Italy	Rome	United Kingdom	London
Latvia	Riga	Uzbekistan	Toshkent/Tashkent
Liechtenstein	Vaduz	Vatican City	Vatican City
Lithuania	Vilnius	Yugoslavia	Belgrade

### Group Activities:

- (1) European countries are more developed. Why? Discuss in your group and list out any 5 reasons.
- (2) Explain the North Western Highlands including the climate, land structure, specialties and possible occupations.
- (3) Explain the Great European Plains including the climate, land structure, specialties and possible occupations.
- (4) Explain the Southern Mountains and Plateaus including the climate, land structure, specialties and possible occupations.

**Presentation:** All groups present their works in 10 minutes.

### Assignment:

- Insert the following in the given map of Europe.

River Volga, Mediterranean Sea, Ural Mountains, Vatican City, Moscow, North Western Highlands, Caucasus Mountains, Lisbon, Alps Mountain Range, Italian Peninsula



Source: Geography of the world, Atlas book, encyclopedia, physical features of Europe from the internet, teachers and family members

- Insert the following in the given map of Europe.

Mt. Elbrus, Caspian Sea, Oslo, Arctic Ocean, Vienna, Great European Plains, Madrid, North Sea, Yugoslavia, River Danube



Source: Geography of the world, Atlas book, encyclopedia, physical features of Europe from the internet, teachers and family members

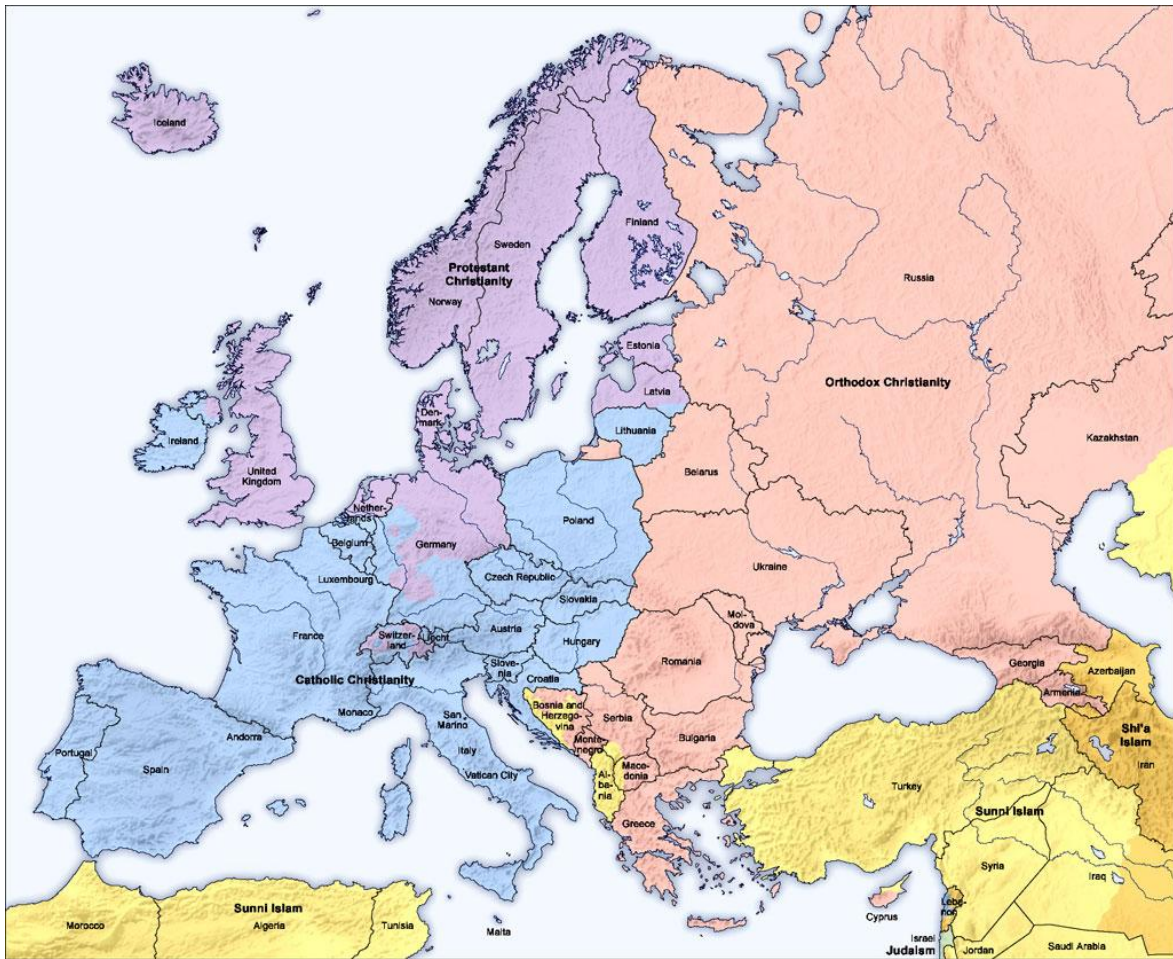
**Presentation for the next day: Group C**

- A short presentation on physical features and specialties of Europe

Day 64 : Economic Activities of Europe

Objective : To explain the social and economic activities of Europe and compare them with Nepal.

### Introduction:



Europe is rich in its economic resources. The people are active and have established many industries to mobilize the available resources. The Industrial Revolution started in Europe and spread to all over the world.

The cool type of climate and closeness to the sea and oceans is one of the reasons why European people are active. Major economic activities of Europe are given below:

#### A. Agriculture:

About 30% land of Europe is cultivable. Farmers have been adopting commercial farming. They apply rotation of crops technique, use fertilizers and obtain high yields. They use machines to plough and harvest. The economic status of farmers is very high. Adequate rainfall, proper tools and technology and good markets of agricultural products have encouraged the European farmers. The major crops of Europe are wheat, maize, barley, sugarcane and fruits.





## B. Industries:

Industrial revolution first took place in Great Britain and then in all European countries. The Europeans manufacture almost everything required for them. Europe has all infrastructures of industrial development like, raw materials, energy, transport, communication, capital investment, skilled human power and market. Europe has developed almost all types of industries like agro-based, mineral-based, animal-based, forest-based and service-based industries. The chief industries are steel, textile, chemical and dairy industries. The leading countries in industries are United Kingdom, Germany, Russia, France, Italy, Belgium, Poland Spain, Austria, Switzerland, Denmark and Netherland.



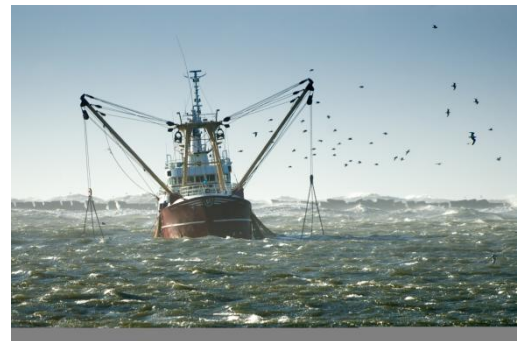
## C. Animal Husbandry:

Animal husbandry is practiced in almost all European nations. Grassland in Western Europe, Mediterranean zone, central and Eastern Europe are suitable for animal husbandry. The dairy cattle, pigs, goats and sheep are the major animals reared in Europe. The products like wool, milk, meat and skin are easily sold to local and international markets and the people involved in such occupation raise their economic standard.



## D. Fisheries:

Fishing is also one important economic activity in Europe. People living in the coastal regions have been adopting fishing as one of their main occupations. The fish are caught using big boats and ships and they are supplied to local markets as well as exported to other countries. Norway, United Kingdom, Russia and Iceland are leading countries in fishing.



Besides these, people have adopted services, trade, forestry and tourism to raise their economic status.

## Group Activities:

- (1) Explain the industries in Europe.
- (2) Explain the agriculture in Europe.
- (3) Explain the fishing in Europe.
- (4) Compare the economic activities of Europe and Nepal.

**Presentation:** All groups present their works in 10 minutes.

## Assignment:

- Insert the following in the given map of Europe.



Black Sea, Paris, Berlin, Southern Mountains, Baltic Sea, Scandinavia, Sweden, River Rhine, Italian Desert, Lake Onega



- Insert the following in the given map of Europe.  
Atlantic Ocean, Athens, London, Bay of Biscay, Malta, Celtic Sea, Iceland, Switzerland, River Ural, Serbian Desert



Source: Geography of the world, Atlas book, encyclopaedia, economic activities of Europe from the internet, teachers and family members

**Presentation for the next day:** Group D

- One of the members draws an outline map of Europe on the board and other members insert various facts in it.

Day 65 : Physical features of Australia  
Objective : To explain the physical features of Australia and compare them with Nepal.

### Introduction:



Australia lies in the southern hemisphere. It lies between  $114^{\circ}\text{E}$  to  $154^{\circ}\text{E}$  longitudes and  $10^{\circ}\text{S}$  to  $40^{\circ}\text{S}$  latitudes. The tropic of Capricorn, one of the important latitudes cross the continent in the center and divides it into almost two equal halves. Australia is surrounded by the Pacific Ocean in the east and south, the Indian Ocean in the west and Timor and Arafura seas in the north. Australia is a country and a continent. It is the smallest continent, the 6<sup>th</sup> largest country and the least populated continent. It has altogether 8 states and territories. Australia has varieties of land structure but it can broadly be divided in to three main physical regions.



A. **The Western Plateaus:**

The Western Plateaus lies in the western part of the continent covering almost two-third of the total land. It has undulating surface. These plateaus have been covered with sand forming the Great Australian Deserts. The climate is dry in most part with the exception of oceanic climate in the coastal regions.



B. **The Central Lowlands:**

This region lies in the central part of the continent extending from Gulf of Carpentaria in the north to southern coast of the continent. The small streams and rivers drain the land in the central part and the Murray-Darling River drain the land in the south. The famous Lake Eyre is situated here at the depth of 15 meters. The land is fertile for the production of varieties of crops. The grasslands of the region also favor animal husbandry.



C. **The Eastern Highlands:**

This region lies in the eastern part of the continent extending from Cape York Peninsula in the north to Tasmania in the south. The average height of these highlands is 900 meters. The highlands in the south are taller than in the north. Mt. Kosciuszko (2230 meters above sea level) in New South Wales is the highest mountain of Australia. The climate is cold compared to other regions.



## Australian States

There are eight major Australian states and territories.

(1) **Australian Capital Territory:**

Australian Capital Territory (Territory not a State), is the youngest of the Australian States and Territory legislatures. It is the home of the capital of Australia, **Canberra**.

(2) **New South Wales:**

New South Wales is home to **Sydney** one of the world's most beautiful cities. The state's boundaries extend from the sub tropical northern border with Queensland to the more temperate Victorian border.



(3) **Northern Territory:**

The Northern Territory (Territory not a State). The capital is **Darwin**. Most famous for Uluru, formerly Ayres Rock as it is popularly known. This ancient monolith seems to capture the imagination and leaves many visitors awe struck and with a sense of reverence they may not have experienced before.

(4) **Queensland:**

Queensland, straddled by the Tropic of Capricorn, is justifiably known as Australia's Sunshine State. **Brisbane**, the Capital and one of the fastest growing cities in Australia, makes an excellent base for touring the Gold Coast, "Australia's Playground" and the Sunshine Coast with its stylish resorts, such as Noosa.

(5) **South Australia:**

South Australia has an abundance of attractions to entice the visitor. Its capital, **Adelaide**, South Australia's state capital, known as 'The City Of Churches', is smaller and perhaps more quaint than the other mainland capitals.

(6) **Tasmania:**

Tasmania the 'Apple Isle' possesses magnificent lakes, mountains, beaches, rivers, waterfalls, and so much more. The appeal is how easy it is to traverse the whole island in a few days. Historic settlements of quaint stone cottages that have been converted into snug intimate accommodation dot the landscape.

(7) **Victoria:**

Victoria is the smallest and most densely populated state in Australia. **Melbourne** the Victorian capital, dominated by trams, is a mixture of old European elegance and new-world style. This compact State, affectionately called the Garden State, is perfect for a touring holiday as it is complimented by a comprehensive road network.

(8) **Western Australia:**

Western Australia is the largest of all Australian states. **Perth**, "City of Lights," enjoys a Mediterranean climate and is surrounded by beautiful gardens and reserves which contrast with the Outback terrain lying beyond them.

**Group Activities:**

- (1) Explain the Western Plateaus including the land structure, climate, specialties and possible occupations.
- (2) Explain the Central Lowlands including the land structure, climate, specialties and possible occupations.
- (3) Explain the Eastern Highlands including the land structure, climate, specialties and possible occupations.
- (4) Australia differs in many aspects from other continents. What are these different areas? Discuss in your group and list them out.

**Presentation:** All groups present their works in 10 minutes.

**Assignment:**

- Insert the following in the given map of Australia.  
Cape York Peninsula, Indian Ocean, Coral Sea, Sydney, Canberra, Great Barrier Reef, Lake Alexandrian, Lake Bonney, Hobart, Victoria





- Insert the following in the given map of Australia.  
Great Dividing Range, Tasman Sea, Great Victoria Desert, Monsoon climatic region, Paroo River, Blue Lake, Brisbane, Western Australia, Australian Downs, Bass Strait



Source: Geography of the world, Atlas book, encyclopedia, physical features of Australia from the internet, teachers and family members

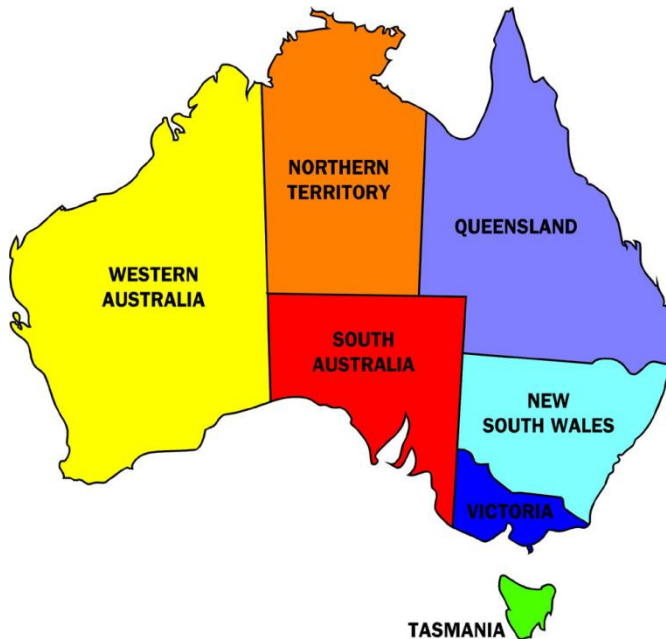
**Presentation for the next day:** Group A

- A short presentation on physical features and specialties of Australia

Day 66 : Economic Activities of Australia

Objective : To explain the social and economic activities of Australia and compare them with Nepal.

### Introduction:



Australia has vast economic and human resources. Due to the early influence of industrial revolution, Australia is one of the developed countries today. The oceanic type of climate helps people to stay active and work hard to raise their economic standard. The major economic activities of Australia are agriculture, industries, services, animal husbandry, trade, fishing, etc.

#### A. Agriculture:

Due to dry and desert type of climate, a large part of Australia is not cultivated. About 9% land is under cultivation and 10% of the total population is involved in it. However, southern and eastern part of the continent and the Australian Downs in the Murray-Darling Basin are suitable for crop production due to the topography and favorable climate. The major agricultural products of Australia are wheat, maize, sugarcane, apple, cotton, apricot, peaches etc. and they are mainly produced in south Queensland, New South Wales, Victoria, western Australia and Murray-darling Downs. The farmers have mainly adopted commercialized farming. The agricultural products have big market in and around. The farmers have been able to produce surplus goods and raise their economic standard.



#### B. Industries:

Australia is an industrialized nation. It has abundance of raw materials and very rich in minerals. It has been able to produce almost all manufacturing goods required. Industries like agro-based, mineral-based, forest based, animal-based and service-based are well developed. There are big industrial estates in Perth, Southern Australia, Victoria, Sydney and Brisbane. Major industrial products of Australia are



aluminum, steel, ships, silver leads, textile and butter. Availability of all infrastructures of industrial development and skilled human power has made it possible in Australia to foster the economic growth through industries.

**C. Animal Husbandry:**

Australia is famous for sheep rearing for meat and wool and cattle rearing for beef. Australian wool is the best quality wool. Large area of Australia specially, Northern Territory, Queensland, Victoria, New South Wales and Tasmania are under animal husbandry for meat, wool, dairy products and beef. Australia is a leading exporter of beef in the world. Australian farmers use modern tools to milk the cattle. Due to the availability of good markets of the products, Australian farmers are more encouraged to adopt animal husbandry.



**D. Fisheries:**

Many Australian people are also involved in fishing. Many people earn their livelihood through fishing in the coastal regions like; western, southern and eastern Australia. They use modern boats and ships to catch the fish. The caught fish are supplied to different cities and other parts of the world.



Besides these, many Australian have been engaged in services, trades, tourism and forestry to earn their livelihood and raise their overall standard.

**Group Activities:**

- (1) Explain the agriculture in Australia.
- (2) Explain the industrialization in Australia.
- (3) Explain the animal husbandry in Australia..
- (4) Compare the economic activities of Australia and Nepal.

**Presentation:** All groups present their works in 10 minutes.

**Assignment:**

- Insert the following in the given map of Australia.  
Tropic of Capricorn, Timor Sea, Gulf of Carpentaria, Great Sandy Desert, Queensland, River Darling, Adelaide, Perth, Tasmania, Great Australian Bights



- Insert the following in the given map of Australia.  
Arafura Sea, Pacific Ocean, Victoria, Mt. Kosciusko, River Murray, Lake Eyre, Darwin, Melbourne, Northern Territory, Kangaroo Island

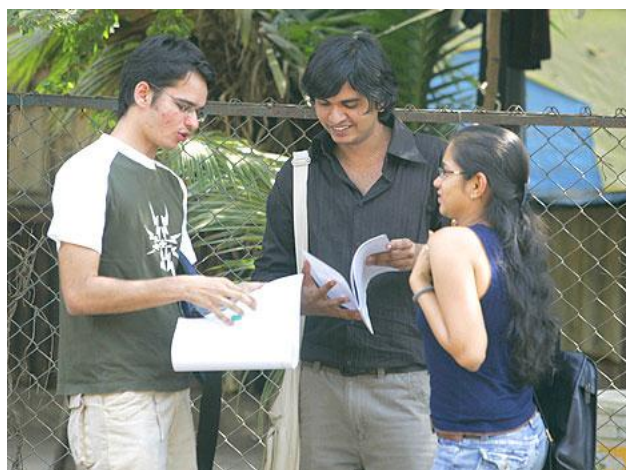


Source: Geography of the world, Atlas book, encyclopedia, economic activities of Australia from the internet, teachers and family members

**Presentation for the next day: Group D**

- One of the members draws an outline map of Australia on the board and other members insert various facts in it.

Day 68: Review of the Unit:





Day 69:

Unit test from the world geography (This test will get 10% of the total credit in the upcoming monthly evaluations)



Day 70: Project Assignment:

- One of the countries of Asia besides Nepal and China
- One of the countries of Europe
- Australia
- China

The facilitator will give introduction on these topics in the class. The students research on their topics through library, internet, world book encyclopedia, world geography teachers, family members, neighbors etc. and prepare a detail report on the following sub-topics:

- a) Area, size, location, boundary and population
- b) Historical background
- c) Physical features
- d) Major cities
- e) Government system
- f) Development
- g) Social and economic life of the people



After seven days, the group members present the report. The facilitator will evaluate and award the points to their work and presentation. The corrected reports will be displayed in the school bulletin board for the reference of others. This report carries 5% of the total credit in the upcoming monthly evaluations.





Day 71: Quiz from geography of Nepal and world (This quiz will get 5% credit for the monthly evaluation)



#### Questions for Quiz

- |  |  |
|--|--|
| 1. What is the east-west length of Nepal?                      | 23. What percent land of Asia is under cultivation?      |
| 2. What is the average breadth of Nepal?                       | 24. What percent land of Europe is under cultivation?    |
| 3. Between what latitudes is Nepal situated?                   | 25. What percent land of Australia is under cultivation? |
| 4. Between what longitudes is Nepal situated?                  | 26. What is the capital city of China?                   |
| 5. What percent land of Nepal is occupied by Himalayan region? | 27. What is the capital city of Japan?                   |
| 6. What percent land of Nepal is occupied by Hilly region?     | 28. What is the capital city of India?                   |
| 7. What percent land of Nepal is occupied by Terai region?     | 29. What is the capital city of South Korea?             |
| 8. What is the height of Mt. Everest?                          | 30. What is the capital city of Iran?                    |
| 9. What is the climate of Himalayan region?                    | 31. What is the capital city of UK?                      |
| 10. What is the climate of hilly region?                       | 32. What is the capital city of France?                  |
| 11. What is the climate of terai region?                       | 33. What is the capital city of Germany?                 |
| 12. Which months fall under summer season in Nepal?            | 34. What is the capital city of Switzerland?             |
| 13. Which months fall under rainy season in Nepal?             | 35. What is the capital city of Sweden?                  |
| 14. Which months fall under winter season in Nepal?            | 36. What is the capital city of Netherland?              |
| 15. Name any 3 extremes of Asia?                               | 37. What is the capital city of Austria?                 |
| 16. What are the physical regions of Asia?                     | 38. What is the capital city of Australia?               |
| 17. Name the highest mountain of Asia.                         | 39. Name any 2 major rivers of Asia.                     |
| 18. Name the highest mountain of Europe.                       | 40. Name any 2 major rivers of Europe.                   |
| 19. Name the Highest Mountain of Australia.                    | 41. Name any 2 major rivers of Australia.                |
| 20. Name any 4 major economic activities of Asia.              | 42. What are the grasslands of Asia called?              |
| 21. Name any 4 major economic activities of Europe.            | 43. What are the grasslands of Europe called?            |
| 22. Name any 4 major economic activities of Australia.         | 44. What are the grasslands of Australia called?         |
|  | 45. Name the largest continent in the world.             |
|  | 46. Name the smallest continent in the world.            |
|  | 47. Name the second smallest continent in the world.     |
|  | 48. Name any 4 most industrialized nations of Asia.      |

49. Why is Europe called the peninsula?
50. Name the mountain which separates Europe and Asia.

51. Name the country which is known as pioneer in industrial revolution.
52. Name the 3 physical regions of Europe.
53. Name the 3 physical regions of Australia.

## Unit 7: Our Past (Historical Studies)

Day 72 : Sources of History of Nepal

Objective : To find out the sources of knowing history and to classify different sources with their description.

### Introduction:

History is the systematic collection and analysis of events that took place in the past. History explains what happened in the past through which we can shape a better society tomorrow as we can correct the mistake that were committed before and adopt the good values of these times.

History can be prepared by the following sources:

#### A. Primary Sources:

The events and happenings that are witnessed by a person on the spot and are recorded with time and date are known as primary sources. *Example:* journalists of various newspapers collect the news on wars, conference and any other incidents being present on the spot.

#### B. Secondary Sources:

The events and happenings that are obtained by researchers from existing sources (already recorded sources) such as books, newspapers, government records etc. are the secondary sources. Such history can, at times, be beyond the real incidents.



Secondary sources can be classified in the 3 main categories as shown in the table below:-

Written Sources	Oral Sources	Art, Architecture and Concrete Objects
Books	Sayings or Proverbs	Statues
Writings on stones, metals and woods	Stories	Art, Architecture and Paintings
Family History or Lineage or Chronicles	Heroic Tales	Palaces and Buildings
Researchers' Accounts	Folk Songs	Utensils
Travelers' Diary	Interviews	Fossils
Biography	Legend/Myth	Dresses, Ornaments and museum
Treaties or Agreements	Beliefs and Practices	Weapons and agricultural Tools
Currencies		
Honors and Awards		
Medal		

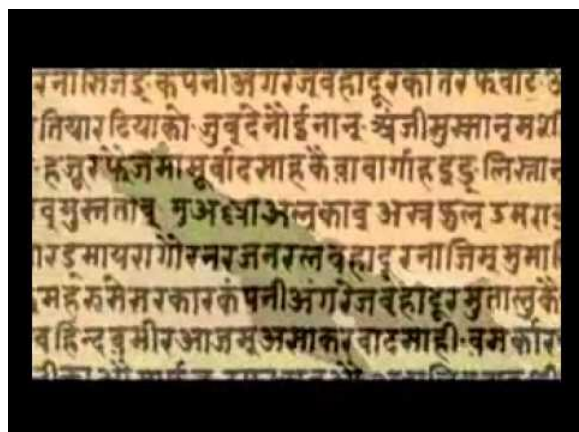
### Sources of the History of Nepal.

History of Nepal has been recorded through various sources of information and can be classified in to the following:

#### A. Literary Sources:

Such source comprises the following:

- Manuscripts or hand written books prepared in ancient, medieval and modern period have helped immensely to prepare the total history of Nepal.
- Government and Non-Government prints of different times by Nepal government, newspapers, promulgation of different constitutions etc. have provided adequate information to prepare the history of Nepal.



- iii. Historical documents, gazette papers, royal papers with stamps, treaty and agreement papers, bills etc are also very important source of history in Nepal.
- iv. Chronicles, epics and diaries: Description of dynasty like, Gopalraj Banshawali in the ancient time and Bhasha Banshawali in modern times are important source of information. Besides these, epics like Skanda Puran, Pashupati Puran, Barah Puran, Swoyambhu Puran, and diaries of Malla Kings have given us enough information on the history of that period.

#### B. Art, Architecture and Concrete Objects:

These sources are very important sources in our context:

- i. *Inscriptions*: Inscriptions carved on stones, metals and woods prepared in different times have given us adequate information on social, political, religious and economic areas of Nepal that time.
- ii. *Coins*: Coins prepared in different periods right from Mananka of Mandev give us information of the rulers, dates, things of national importance which is one of the important sources of our history.
- iii. *Concrete Objects*: The sculptures, paintings, ancient ruins and other different findings of excavation work provide social, economic, religious and cultural condition of Nepal in different periods.



#### C. Foreign Accounts:

Different letters and diaries of foreigners provide ample source to prepare our history such as travelers' account of Hiuen-Tsang, Father Grover and Dorbil, Colonel William Kirkpatrick, Percival London, Sylvan Levi etc. have been very important sources to draw our history.

#### D. Oral Sources:

Various folk songs, legends, proverbs, sayings, speech of kings etc. which were handed over to generations have become a basis for drawing the history of Nepal.

There are several notable historians and writers who have contributed greatly to prepare the history of Nepal like Bhagawan Lal, Baburam Acharya, Hem Raj Pandey, Rudra Raj Pandey, Yogi Narahari Nath, Dilli Raman Regmi, Surya Bikram Gyawali, Dhanbajra Bajracharya, Layan Singh Bangdel, Krishna Kanta Adhikari, Shree Ram Upadhyay, Pitamber Lal Yadav, Rishikesh Shah and many others.

#### Group Activities:

- (1) Discuss in your group and write the importance of history.
- (2) Draw a table and list out primary and secondary sources (written, oral and concrete objects) of history.
- (3) Explain the literary source and foreign accounts as the important sources of Nepalese history.
- (4) Explain the oral and archeological sources as the important sources of history of Nepal.

**Presentation:** All groups present their works in 10 minutes.

#### Assignment:

- Research in the internet and listen to the famous speech of King Tribhuvan/Prithvi Narayan Shah/Birendra and find out the historians who have paramount contribution to draw Nepalese history.

Source: Sources of history and famous historians of Nepal from the internet, teachers, family members

**Presentation for the next day:** Group C

- Give a prepared speech of one of the historical personalities (National or International)



Day 73 : Unification Campaign of Nepal:  
Objective : To find out the early effort of Gorkha for unification.

### Introduction:

Many kings before Prithvi Narayan Shah tried to unify various small states to make a greater kingdom but failed as time passed like Mandev, Amshuverma, Jayasthiti Malla, Yakshya Malla etc. Prithvi Narayan Shah finally laid the foundation stone of unification campaign by defeating the Malla Kings of Kathmandu Valley and the Eastern Principalities. His incomplete mission in the Baise and Chaubise regions



was completed by Bahadur Shah, Rajendra Laxmi, Girbanyuddha Bikram Shah and Bhimsen Thapa.



Prithvi Narayan Shah was brought up under the guidance and care of his elder mother Chandrapravawati. He also got various skills required for a successful ruler from his teachers Maheshwor Panta and Bhanu Aryal. Prithvi Narayan Shah, born on 27<sup>th</sup> Poush 1779, was ascended to the throne of Gorkha in 1779

at the age of 20.

### Invasion into Nuwakot:

Prithvi Narayan Shah attempted to invade Nuwakot, a neighbouring state of Gorkha, in the year 1800 B.S. with much preparation. He sent his troops to attack Nuwakot under the command of Kazi Biraj Thapa Magar. Biraj Thapa made his camp at Khinchet and waited for favorable situation to attack as the Trishuli river was overflowing. Prithvi Narayan Shah was impatient and dissatisfied with the slow move of Biraj Thapa. So, he sent Maheshwor Panta with another troops to attack Nuwakot. The Gorkhali army was defeated by the well equipped troops of Kantipur (Nuwakot was the territory of Kantipur though there was a separate ruler) The Gorkhalese lacked the unity of command, sufficient skills, geographical knowledge of Nuwakot and weapons. This defeat became a great lesson and eye opener to Prithvi Narayan Shah. Thus, he started planning and strengthening his army.



### Group Activities:

- (1) Discuss in your group and explain the early effort of unification campaign in your own words.
- (2) Discuss in your group and explain the character of Prithvi Narayan Shah.
- (3) Explain the Nuwakot attack of Prithvi Narayan Shah in the year 1800 B.S.
- (4) Discuss in your group and write why the Nuwakot attack of 1800 B.S. was considered as the eye opener for Prithvi Narayan Shah.

**Presentation:** All groups present their works in 10 minutes.

### Assignment:

- What lessons should a ruler like Prithvi Narayan Shah learn from the defeat in Nuwakot? List out possible lessons that a ruler should learn.

Source: History of Nepal by Pitamber Lal Yadav and Rishikesh Shah, Early mission of Prithvi Narayan Shah from the internet, teachers, parents and friends

**Presentation for the next day:** Group D

- A short skit on Nuwakot attack and the reasons for bad defeat

Day 74 : Obstacles to the Unification Campaign:  
Objective : To find out the obstacles to unification campaign and the strategies adopted by Prithvi Narayan Shah to overcome them.

### Introduction:

Gorkha was a small and powerless state compared to the Malla and many other Chaubise States. It was not an easy task for Prithvi Narayan Shah to unify these small principalities. He had to face many obstacles during his unification campaign. There were obstacles like geographical, political, economic, envy of Lamjung, Chaubise powers, Malla Kingdoms as well as the British. The major obstacles are as follow:-



#### A. Political Obstacles:

The powerful Malla, Sen, Chaubise and Baise states were the major political obstacles to unification campaign. Lamjung was a great threat to Gorkha for its unification among Chaubise states. It could attack Gorkha anytime while marching towards Nuwakot. In such an environment, Prithvi Narayan Shah requested advice from his Maternal uncle, Udhhot Sen of Palpa. In reply, he said, *"Lamjung is a vulture, Gorkha is a snake and Nepal valley is a frog. The snake can swallow the frog only if he can dodge the vulture."*



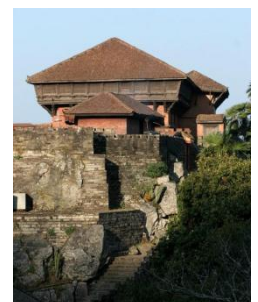
Prithvi Narayan Shah understood and applied what Udhhot Sen suggested. With the special effort of Kalu Pandey (Vanshidhar Pandey), a treaty was signed between Gorkha and Ripumardan Shah of Lamjung. Kalu Pandey was honored as 'Kazi' in accordance with the wishes of his courtiers and Baise-Chaubise rajas though he wanted to give this post to Biraj Bakheta.



Besides this, Prithvi Narayan Shah also maintained a very good diplomatic relation with British India and Tibet through the special representation of his most trusted people in Gorkha Palaca. He also had separate treaty with strong Baise, Chaubise and Malla kingdoms to tackle the political obstacles in his mission.

#### B. Economic Obstacles:

Gorkha with 1200 houses was economically weaker compared to other Chaubise states. Unification campaign required a large amount of fund which was one of main obstacles. Prithvi Narayan Shah established matrimonial relationship with Makawanpur marrying with Indra Kumari. Makwanpur was one of the economically sound states. Unfortunately, his brother in Law, Digbandhan Sen refused to give Naulakha Har (necklace worth Rs. 9 lakh) and single tusked elephant. Dissatisfied with Digbandhan Sen, Prithvi Narayan Shah went to Benaras and married Narendra Laxmi as his second wife and got a lot of property, weapons as well as skillful soldiers who could train the Gorkhali troops.



In order to attract Gorkhali youths in Army, he adopted 'Marwat policy' and established inclusive army. He also appealed to his people to help him in cash or kind for his mission. The Gorkhali people contributed whatever they could.

This is how, Prithvi Narayan Shah overcome his obstacles on his way.

### Group Activities:

- (1) Discuss in your group and explain the political obstacles to unification campaign of Prithvi Narayan Shah.
- (2) Discuss in your group and explain the economic obstacles to unification campaign of Prithvi Narayan Shah.
- (3) Discuss in your group and write what you would do if you were Prithvi Narayan Shah and had to solve such obstacles to your mission.
- (4) How would you like to solve the economic obstacles in your family? Discuss in your group and prepare a brief plan.

**Presentation:** All groups present their works in 10 minutes.

**Assignment:**

- Prepare a plan of action to maintain a good relation with your neighbors.  
Source: History of Nepal by Pitamber Lal Yadav and Rishikesh Shah, obstacles of Prithvi Narayan Shah in his unification campaign and solutions from the internet, teachers, parents and friends

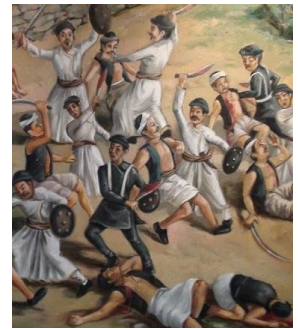
**Presentation for the next day:** Group A

- A short skit on political and economic obstacles to unification campaign and their solutions

Day 75 : Conquest of Nuwakot  
Objective : To explain the events leading to victory over Nuwakot.

### Introduction:

After overcoming all obstacles and with massive preparation, Prithvi Narayan Shah was ready to attack Nuwakot. The Gorkha troops were well trained and armed with weapons Prithvi Narayan Shah had brought from Benaras. Prithvi Narayan Shah also lured King Ranjit Malla of Bhadgaon to take side with him by promising to give Sankhu, Changu, Dolakha, Naldum and Mahadev Pokhari after their conquest. Prithvi Narayan Shah also sent representatives to Lamjung, Kaski and other Baise-Chaubise states to maintain friendly relation and avoid possible attack to Gorkha during the campaign in the east.



Prithvi Narayan Shah himself commanded the Gorkha troops this time. They were divided into 3 groups; one led by Kalu Pandey, another led by Mahoddam Kirti Shah and the next led by Prithvi Narayan Shah. Jay Prakash Malla of Kantipur had appointed Jayanta Rana as the chief of Nuwakot. Prithvi Narayan Shah attacked Nuwakot in 1807 B.S. Jayanta Rana was in Kathmandu at the time of attack to Nuwakot. His son Shankhamani Rana was made commander of Nuwakot army. Shankhamani Rana lost his life and Gorkha troops captured Nuwakot. Gorkhali troops also captured Belkot a small state between Nuwakot and Kantipur. Jayanta Rana was chieftain of Gorkhali soldiers when Narabhupal Shah attacked Nuwakot but he betrayed Narabhupal Shah and took shelter at the court of Jay Prakash Malla.

When Belkot was captured, Jayanta Rana was arrested and asked to rejoin Gorkhali troops but he refused and said, *"Of course, I am yours but I am obliged to Jay Prakash Malla."* Thus, Jayanta Rana, declared as traitor, was killed mercilessly.

This is how Nuwakot came under Gorkhalese. The major reasons to attack Nuwakot by Gorkhalese were:

- To take revenge of previous defeat of Narabhupal Shah.
- The trade route between Kantipur and Tibet passed through Nuwakot.
- Nuwakot was the main western gateway to Kathmandu Valley.
- It was useful to gather information about valley.
- Nuwakot, having situated at higher altitude was suitable for making forts on it.
- The fertile land of Nuwakot could provide sufficient food to the Gorkha army.



### Group Activities:

- Discuss in your group and explain how Prithvi Narayan Shah prepared for the attack to Nuwakot in 1807 B.S.
- Give a brief introduction of Jayanta Rana and his relationship with Gorkha and Kantipur.
- Explain how Nuwakot was captured by Gorkhali Army.
- Explain the reasons why Gorkhalese attacked Nuwakot.

**Presentation:** All groups present their works in 10 minutes.

### Assignment:

- Evaluate the role of Jayanta Rana. Also give your opinion on the merciless killing of Jayanta Rana by Gorkha army.

Source: History of Nepal by Pitamber Lal Yadav and Rishikesh Shah, Prithvi Narayan Shah and his victory over Nuwakot from the internet, teachers, parents and friends




**Presentation for the next day:** Group B


- A short skit on the attack to Nuwakot in 1807 B.S.

Day 76 : March for winning Valley:  
Objective : To find out the events leading to win Kathmandu Valley.

### Introduction:

The highly motivated Gorkha Army concentrated on the attack over Nepal valley. Prithvi Narayan Shah started conquering other states around the valley so that he could impose an economic blockade on the valley. Various attempts and victory over all the states in and around the valley has been given in the following table:-

S.N.	Description of Events
1	The Gorkha Army brought several states under their control like Sankhu, Changu, Mahadev Pokhari, Naldum, Panauti, Dolakha, Palanchowk, Dhulikhel, Banepa etc by 1814 B.S.
2	Gorkhalese attacked Kirtipur for the first time in 1814 B.S. They were badly defeated in the war and Kalu Pandey lost his life. The allied force of Kantipur, Bhadgaon and Patan jointly helped Kirtipur to defeat Gorkha troops.
3	Although Makwanpur and Gorkha had matrimonial relationship, it was impossible to impose an economic blockade on the valley as it was the gateway to Kathmandu from terai. So, Gorkha troops attacked Makwanpur and Digbandhan Sen was defeated in the year 1819 B.S.
4	The army of Mirlassim, led by Gurgin Khan, who came to fight in support of Makwanpur was defeated by Gorkhali troops. Altogether 1700 Muslim Soldiers lost their lives in the battlefield.
5	The Gorkha Army attacked Kirtipur for the second time under the command of Sur Pratap Shah in 1821 B.S. Allied troops of 3 Malla Kingdoms defeated the Gorkha troops once again and Sur Pratap Shah lost his left eye.
6	The Gorkha Army imposed an economic blockade over Kirtipur and finally the rulers of the state surrendered in the year 1822 B.S. In order to take revenge, Prithvi Narayan Shah ordered his army to cut the nose and ears of people of army age. So, he kept the name of Kirtipur as Nakatipur. This incident shows the cruel character of Prithvi Narayan Shah.
7	The Gorkha troops badly defeated the British troops under the charge of Captain Kinlock in Sindhuli who was sent to help Jay Pralash Malla in 1824 B.S.
8	<p>The Gorkha troops surrounded Kathmandu Palace from Nardevi, Bhimsenthan and Tudikhel in the night of Indra Jatra and captured it on 13<sup>th</sup> Aswin 1825 B.S. Jay Prakash Malla fled away to Patan.</p> 
9	Patan surrendered on 24 <sup>th</sup> Aswin 1825 B.S. and both the kings, Jay Prakash Malla and Tej Narsingh Malla escaped to Bhadgaon and took refuge.

10	<p>The Gorkha troops also got victory over Bhadgaon after the fierce battle of 3 days on 1<sup>st</sup> Mangsir 1826 B.S. Jay Prakash Malla was injured and died at Aryaghat afterwards. Tej Narsingh Malla was kept in jail and Ranjit Malla was sent to Kashi as per the latter's wish.</p> 
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This is how, Prithvi Narayan Shah got victory over valley and shifted his capital to Kathmandu from Gorkha.

#### Group Activities:

- (1) Discuss in your group and explain why Prithvi Narayan Shah had to attack tiny states around Valley though his target was Kathmandu.
- (2) Explain the Gorkha attack over Kirtipur.
- (3) Explain how Prithvi Narayan Shah got victory over Kantipur, Patan and Bhadgaon.
- (4) Why do you think that Prithvi Narayan Shah got easy victory over 3 states in Nepal valley though they were more powerful than Kirtipur?

**Presentation:** All groups present their works in 10 minutes.

#### Assignment:

- Give a critical analysis of Prithvi Narayan Shah's inhuman act in Kirtipur in the year 1822 B.S.  
Source: History of Nepal by Pitamber Lal Yadav and Rishikesh Shah, Prithvi Narayan Shah and his victory over Kathmandu Valley from the internet, teachers, parents and friends

**Presentation for the next day:** Group C

- A short skit on the capture of Kirtipur/Kantipur/Bhadgaon

Day 77 : Campaign to Conquer the East and West:  
Objective : To find out how Gorkha troops were able to conquer powerful Kirat states in the east.

### Introduction:

After the victory over Nepal Valley, Prithvi Narayan Shah shifted his attention to the Chaubise States in Western Nepal. A few Chaubise states like Parbat, Palpa, Lamjung, Kaski and Tanahu were too powerful to defeat. Prithvi Narayan Shah sent troops to attack these states under the command of Kehar Singh Basnyat. When he annexed Tanahu, King Kumari Dutta Sen committed suicide. He didn't have any child so his brother Har Kumar Dutta Sen accepted the sovereignty of Gorkha. Thus, Prithvi Narayan Shah awarded the kingship of Tanahu to him. King Birmardan Shah of Lamjung sent his son Birbhupal Shah to Kathmandu by accepting the supremacy of united Nepal. So, Prithvi Narayan Shah happily awarded the kingship to Birmardan Shah.

After Tanahu and Lamjung, Prithvi Narayan Shah sent a huge battalion to Kaski under the command of Kehar Singh Basnyat and Bansharaj Panday. King Siddhi Narayan Shah immediately surrendered. The Nepalese army captured Pallo Nuwakot too.

When the Nepalese troops were stationed at Tanahu, Kriti Bam Malla of Parbat and Mukunda Sen II of Palpa made an alliance with Lamjung, Kaski and Tanahu. They attacked unprepared Nepalese troops and defeated them. They killed Kehar Singh Basnyat and arrested Bansharaj Pandey. This is how, Lamjung, Kaski and Tanahu once again declared independent states deceiving Prithvi Narayan Shah. Thus, Prithvi Narayan Shah abandoned his unification campaign in the west.

### Conquest of the East:

In order to compensate a great loss and betrayal in the west, Prithvi Narayan Shah concentrated in the Eastern Sen Kingdoms. He sent different troops to the east under the command of Abhiman Singh Basnet, Parath Bhandari and Ram Krishna Kunwar. King Karna Sen of Chaudandi was defeated and fled to Bijaypur in the year 1830 B.S.

The throne of Bijaypur was empty so, Minister Buddhi Karna Rai crowned Karna Sen as king of Bijaypur. However, Nepalese troops conquered Bijaypur after a year so, both of them fled to Sikkim. Abhiman Singh requested the king of Sikkim to hand over Karna Sen and Buddhi Karna Rai but he could not find them in his state. Instead the king of Sikkim returned Illam to Nepal which had earlier been captured from Bijaypur. This is how, Prithvi Narayan Shah extended his territory up to Mechi River in the east and breathed his last on 1<sup>st</sup> Magh 1831 B.S. at Devighat in Nuwakot.



### Group Activities:

- (1) Explain the western attempt of Prithvi Narayan Shah.
- (2) Explain how the kings of Lamjung, Kaski and Tanau betrayed Prithvi Narayan Shah.
- (3) Explain the eastern conquest of Prithvi Narayan Shah.
- (4) List out the commanders in the west and east. Also, list out the kings of Parbat, Palpa, Lamjung, Tanahu, Kaski, Bijaypur and Chaudandi.

**Presentation:** All groups present their works in 10 minutes.

### Assignment:

- Prithvi Narayan Shah diverted his mind to the east instead of taking revenge with those 5 states. Why? Give your critical opinion.

Source: History of Nepal by Pitamber Lal Yadav and Rishikesh Shah, Prithvi Narayan Shah and his unification attempt to the east and west from the internet, teachers, parents and friends

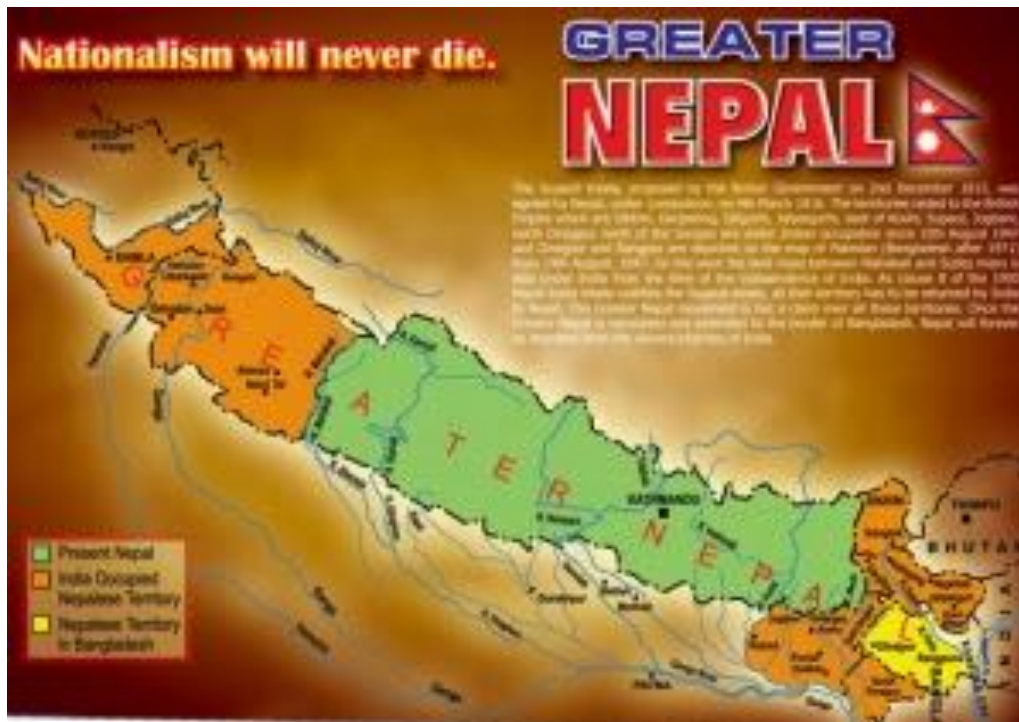
**Presentation for the next day:** Group D

- A short skit on the eastern/western attempt of Prithvi Narayan Shah.



Day 78 : Causes of the Anglo-Nepal War  
Objective : To find out various causes why Anglo-Nepal war was fought.

**Introduction:**



After the unification campaign of Prithvi Narayan Shah, several events took a turn and the war was fought between Nepal and East India Company in the year 1871-1873 B.S. (1814-1816 A.D.). The major reasons why the war broke out are the following ones:

**A. Cool climate of Nepal:**

The British came from a cool place thus it was difficult to rule in a hot place like India. They were in search of cool places like Kumaun, Gadhwal, Nainital, Simla, Dehradun, Darjeeling etc. Thus, they raised war against Nepal to get such cool places for their comfort.

**B. Natural resources of Nepal:**

Nepal was considered a nation with dense forest where varieties of wood were found in large quantity. British Indians were attracted by the natural resources of Nepal like forest, mines and water. They wanted to use wood from the forest of Nepal to build their ships. They also wanted our other natural resources for their development which was strongly denied by the then government of Nepal. Thus, the war broke out between Nepal and British India in the year 1871 B.S. (1814 A.D.)

**C. Trade:**

British India wanted to establish trade not only in India and Nepal but also in Tibet via Nepal. Nepalese government didn't allow any foreign traders in their land. Dissatisfied with the decision of Nepalese government, British India declared war in the year 1871 B.S. (1814 A.D.)

**D. The expansionist policy of British India and Nepal:**

After the unification campaign, the territory of Nepal was largely extended. Several border disputes, unclear border demarcation and both nations wanting to expand their territory far and wide resulted in collision of each other and the war broke out in the year 1871 B.S. (1814 A.D.)

**E. Attitude of the defeated kings of Baise-Chaubise States:**

The defeated kings of these small kingdoms had fled to India. They started provoking British India to attack Nepal so that they could regain the power and the kingship of these states. British India also assured them to provide the kingship after the victory. So, the attitude of these kings created hostility between two nations which led to the outburst of Anglo-Nepal war in the year 1871 B.S. (1814 A.D.)

**F. Previous failure missions of British India in Nepal:**

The East India Company wanted to establish trade link with Tibet via Nepal in which it failed. They were not happy with the expansion of Nepal too. Captain Kinlock who led Military expedition against Nepal also failed in his mission. They wanted to take revenge with Nepal so; they raised war against Nepal in the year 1871 B.S. (1814 A.D.)

**G. Military activities in Nepal:**

When Bhimsen Thapa strengthened military in Nepal, it was a great threat to British India. They didn't want strong military force in Nepal which could create problem to their empire. In order to control such military activities in Nepal and maintain power supremacy, they attacked Nepal in the year 1871 B.S. (1814 A.D.)

**H. Anti-British policy of Nepal:**

Prithvi Narayan Shah expelled the British Capuchin Missionaries from Kathmandu which had annoyed the British. Bhimsen Thapa strongly opposed the British imperialists in Asia and appealed, "Let's all Asian nations be united and kick these British Jackals out of our continent." Nepal also rejected any kind of trade and friendly relations with the British. This anti-British policy of Nepal resulted Anglo-Nepal war in the year 1871 B.S. (1814 A.D.)

**I. The Immediate Cause:**



The British were in search of small pretext to raise war against Nepal. The border disputes in Butwal and Shivraj were the main cause. Both British India and Nepal claimed the sovereignty over these states. Previously, the Nawab of Abadh had annexed these two states but the king of Palpa used to pay annual tax to Nawab and had been enjoying the kingship of the states. Later, Palpa was unified under greater Nepal and Abadh by the British. The annual tax was not paid by the Nepal government. So, in the name of possession over Butwal and Shivraj, British India sent an ultimatum of 25 days which was strongly denied by the court of Nepal. Governor General Lord Hastings, dissatisfied with the decision of Bhimsen Thapa, declared war against Nepal on 1<sup>st</sup> November 1814 A.D. (1871 B.S.) and the war broke out.



**Group Activities:**

- (1) Nepalese were against British Imperialism and didn't want any relation with them. Why?
- (2) Discuss in your group and list out all the causes of Anglo-Nepal war.
- (3) Explain the immediate cause of Anglo-Nepal war.
- (4) The military activities and expansionist policy of Nepal led to Anglo-Nepal war. Discuss in your group and justify the statement.

**Presentation:** All groups present their works in 10 minutes.

**Assignment:**

- Many Nepalese, even today, blame Bhimsen Thapa for unnecessary war with British and loss of good places of Nepal. What do you think? Give your critical opinion on it.

Source: History of Nepal by Pitamber Lal Yadav and Rishikesh Shah, causes of Anglo-Nepal war from the internet, teachers, parents and friends

**Presentation for the next day:** Group A

- A short skit on the immediate cause of Anglo-Nepal War

Day 79 : Role played by Nepalese warriors in Anglo-Nepal War  
Objective : To find out the role played by a few key people of Nepal during Anglo-Nepal war.

### Introduction:

The Nepalese Army was comparatively weaker in term of weapons. There were about 12000 soldiers assigned to defend the territory of Nepal. They were neither well trained nor well equipped but their courage, bravery and strong determination won many battles in different places.

### Balabhadra Kunwar:

There is a place called Nalapani on the way to Musoorie about 4 miles north-east from the present Deharadun. This place belonged to Nepal before the war. Balabhadra built a fort here at an altitude of 500-600 feet which was called the fort of Khalanga. He had a total strength of 700 soldiers including men, women and children.

On the night before attacking the fort of Khalanga, Major General Sir Robert Rolls Gillespie sent a letter to Balabhadra Kunwar asking him to surrender. Balabhadra Kunwar had replied, *"I am not in the habit of reading letters in the mid-nights, I will meet Gillespie soon."* He tore the letter without reading it.



The very next day, British troops attacked the fort with cannons. The Nepalese men and women counter attacked with bullets, arrows rocks and logs. Lieutenant Ellis was killed by a bullet fired from Nepalese side. Even General Gillespie was shot dead while dimbing the wall of the fort. The British had to bear a great loss (about 266 people were killed).



The British ran away to Deharadun. Balabhadra Kunwar sent a letter to Kathmandu requesting for additional force but no help arrived from Kathmandu. A troop from Nahan who had come to protect Khalanga fort were blocked by the British troops on the way. The English troops attacked the fort of Khalanga for the second time after necessary preparation under the command of general Maubi. The Nepalese counter attacked with logs and rocks. Even the British Captain Mensitart and Princep praised the bravery of Nepalese women in this war. They had even borne bullets on their chest trying to cover up the holes made by the cannon balls of British. After the war, many of the Nepalese men, women and children were found dead along with the broken walls.

At last, the British cut off water supply to the fort. Thus, finding no way out, The Nepalese nearly 70 in number went to the nearest river with bare swords in their hands and quenched their thirst. Then they moved on to protect other fort at Jeetgadh. Before they moved on to other fort, Balabhadra had roared at them, "Go and occupy the fort, we have already deserted it." When the British entered in to the fort, they found all dead bodies of women and children. They erected an inscription: ***"This is inscribed as a tribute and respect for our gallant adversary Balabhadra, commander of the fort and his brave Gurkhas."***



### Amar Singh Thapa:

Badakazi Amar Singh Thapa was the son of Bagh Bhim Singh Thapa. Amar Singh Thapa got the 'Marwat' after his father was killed in the war of Palanchowk which would customarily award the post and salary of his father to him. Father of Bhimsen Thapa was also called Amar Singh Thapa but warrior Amar Singh Thapa was a different person. He had played an important role at the time of victory over Baise-Chaubise states. He had extended the western boundary of Nepal up to Sutlaj.



The whole authority of operation of war in the west was entrusted to Amar Singh Thapa at the time of Anglo-Nepal war. On the other side, Sir David Ochterlony was given the responsibility of operation of war from the British side. A year before the war, the sons of Amar Singh Thapa and Sir David Ochterlony had struck on a friendly (Miteri) relation.

Amar Singh Thapa tried his level best to defend Nepalese territory in many places of western Nepal. As condition got worse and it went against Nepalese, Nepal had to sign an insulting Sugauli treaty with British people. The grief of this turned him in to an ascetic and breathed his last there.

#### **Bhakti Thapa:**

Chieftain (Sardar) Bhakti Thapa was Puber Thapa of Lamjung. He had fought against the Gorkha troops under the king of Lamjung, Kehari Narayan Shah. Later, he joined the Gorkha troops.



During the Anglo-Nepal War, he was in the command of Deuthal near Malaun. Bhakti Thapa was 70 years old when Malaun was attacked by the British force and he had to go and help Amar Singh Thapa. Later, Amar Singh Thapa sent him to recapture Surajgadh. The defense of the whole western part was at risk. In the mean time, Deuthal was captured by British. In order to recapture Deuthal, Bhakti Thapa attacked British with 2000 soldiers with scimitars, swords and Khukuris. A fierce war broke out between the two. Suddenly, a bullet seared his chest and he collapsed.

In this war, about 700 Nepalese soldiers were killed. General Ochterlony wrapped the corpse of Bhakti Thapa in a shawl and handed over to Amar Singh Thapa with due respect. By the end of this war, Nepalese troops appeared frustrated whereas British troops were jubilant.

#### **Bam Shah:**

Although many battles were won by British in the west, there were a few places where Nepalese had a complete hold. Bam Shah was appointed as the Governor of Kumaun by Prime Minister Bhimsen Thapa. His administrative performance even amazed the British people. He had shown a great skill in the operation of war. However, he got depressed by the propaganda that Nepal was losing everywhere. British Commander Colonel Edward Gardener tried to allure him but in vain. Finally, Bam Shah had to surrender and promised to quite the whole territory lying to the west of Mahakali.

#### **Ranbir Singh Thapa:**

Ranbir Singh Thapa was the youngest brother of Bhimsen Thapa. During the Anglo-Nepal War, he was deputed to Makwanpur to command the troops. His troops badly defeated the British troops in the war. The Nepalese troops defeated Major General Morley who had planned to attack Kathmandu from 3 sides. Nepalese troops were able to recapture some of the places of British territory in terai. After the war he became the administrator of Palpa and then the General of Kalibaksha Sabuj Battalions. After some time, he retired as an ascetic and got famous as Swami Abhayananda.

#### **Ujir (Wajir) Singh Thapa:**

After the death of General Amar Singh Thapa, father of Bhimsen Thapa, his grandson Ujir Singh Thapa succeeded him as the Governor of Palpa. During Anglo-Nepal War, his force defeated the British force under the command of General Wood. Later, General Wood never tried to invade Nepal through this route rather adopted defensive policy. He exhibited praiseworthy bravery in the battlefield which will be ever remembered in the history of Nepal.

#### **Group Activities:**



- (1) Discuss in your group and write a short story based on the Nalapani War.
- (2) Explain the heroic bravery exhibited by Bhakti Thapa at the age of 70.
- (3) Evaluate the bravery of Nepalese troops during Anglo-Nepal war.
- (4) Was there any possibility to avoid Anglo-Nepal war? If yes, list out the possibilities with your logic. If not, why? Explain.

**Presentation:** All groups present their works in 10 minutes.

**Assignment:**

- War is not the solution of any dispute. Explain.  
Source: History of Nepal by Pitamber Lal Yadav and Rishikesh Shah, bravery exhibited by Nepalese in Anglo-Nepal war from the internet, teachers, parents and friends

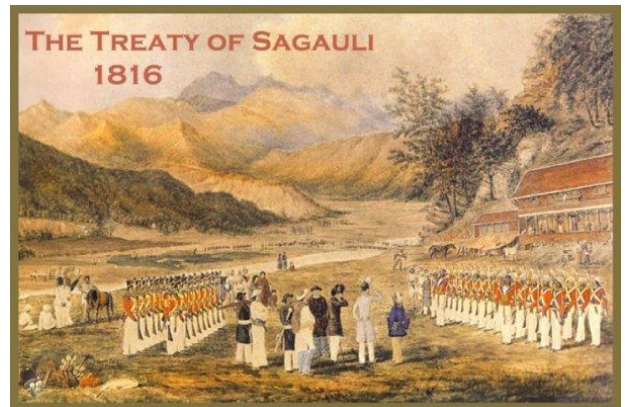
**Presentation for the next day:** Group B

- A short skit on Nalapani or Deuthal war

Day 80 : Consequences of the Anglo-Nepal War  
Objective : To find out the results of Anglo-Nepal War.

### Introduction:

The Anglo-Nepal War lasted for two years i.e. 1814-1816 A.D. (1871-1873 B.S.) Many Nepalese and British lost their lives. Nepalese troops had to lose many battles and lose control over many places. Finally, Nepal had no choice but to sign an insulting and humiliating treaty with British India. Though it was called as a peace treaty, all provisions were against Nepal. This peace treaty draft had 9 articles. The Royal Preceptor (Rajguru) Gajaraj Mishra was sent to discuss the peace proposal with Bradshaw (the British representative).



With the objectionable demands of Bradshaw, the peace proposal failed and British planned to attack Kathmandu. Rajguru Gajaraj Mishra and Chandra Sekhar Upadhyay were again sent to continue peace talk with the British. This time, the British had a fresh proposal on this issue. The new proposal was sent to Kathmandu court which was finally agreed after a serious discussion. This treaty brought Anglo-Nepal war to an end. This treaty is famous as Sugauli Treaty because it was signed in the place called Sugauli. The treaty had 9 articles:



- (1) There shall be perpetual peace between the East India Company and the King of Nepal.
- (2) Nepal lost a major portion of her territory in the terai lying in between Mechi and Mahakali.
- (3) All the disputed territories, prior to war, were ceded to British.
- (4) The East India Company would pay a pension of Rs. 2 lakh a year to the lords or chiefs of the territories ceded to the East India Company.
- (5) Nepal would renounce her claims to the places lying to the west of Mahakali.
- (6) Nepal would not make any claim from the king of Sikkim. In case of any dispute between Nepal and Sikkim, the East India Company would settle the dispute as arbitrator.
- (7) The British got extraterritorial right of adjoining the dispute between Nepal and Tibet.
- (8) The British got the right to control Nepalese foreign policy.
- (9) The British succeeded in deputing their resident in Kathmandu.

### Some of the major results of Anglo-Nepal War:

- The war ended with signing of an insulting and imposed Sugauli Treaty.
- Nepal had to give one-third of its territory to East India Company.
- Nepal lost cool and beautiful places like Kumaun, Gadhwal, Nainital, Darjeeling etc.
- Though it was stated that the Governor General in India would not interfere with the internal affairs of Nepal, the ambassadors continued to do so.
- It started conspiracy within the palace of Nepal. A pro-British group was created and anti-British group was overthrown in Nepal.
- The British got free trade facilities in Nepal.
- It led to the downfall of Bhimsen Thapa.
- The trend of recruiting the Nepalese youths to the British army started.



**Group Activities:**

- (1) Discuss in your group and explain the reasons why Nepal had to sign such an insulting and humiliating treaty with British India.
- (2) List out the places that Nepal lost after Anglo-Nepal war.
- (3) Draw an outline map of Greater Nepal and insert the places which we lost in Anglo-Nepal war.
- (4) Analyse all 9 articles of Sugauli treaty and give your critical comment on it.

**Presentation:** All groups present their works in 10 minutes.

**Assignment:**

- The rulers who agreed on the imposed Sugauli Treaty were to be blamed for the huge loss of Nepalese territory. Give your critical opinion on it.  
Source: History of Nepal by Pitamber Lal Yadav and Rishikesh Shah, consequences of Anglo-Nepal war from the internet, Documentary on Greater Nepal, teachers, parents and friends

**Presentation for the next day:** Group C

- A short skit on peace talk and signing of Sugauli Treaty

Day 81 : Rise of Jung Bahadur and Establishment of Rana Rule in Nepal  
Objective : To find out the role of Jung Bahadur to establish Rana Regime in Nepal.

### Introduction:

#### Relationship of Jung Bahadur with Royal Family and his Nature:

The family of Jung Bahadur was in touch with the royal palace from the early days. His grandfather, Ranjeet Kunwar had been killed in the battle of Kangada. His father, Balnarsingh Kunwar was the bodyguard of King Rana Bahadur Shah. Balnarsingh Kunwar had killed Sher Bahadur Shah, the murderer of Rana Bahadur Shah.



When Jung Bahadur was 11 years, his father Balnarsingh Kunwar was appointed as an officer of Dhankuta. He accompanied his father to Dhankuta. He learnt wrestling, archery, horse riding; shooting etc. while his father was posted to Dadeldhura and Jumla, Jung Bahadur also went there with him. He got the post of lieutenant while living in Jumla. Both father and son were dismissed from their posts at the downfall of Bhimsen Thapa. But, during a hunting trip, he impressed Rajendra Bikram Shah by catching an elephant so, he was made a captain. He also worked as bodyguard of Surendra Bikram Shah. His relation with palace grew stronger when he

murdered Mathbar Singh Thapa.

#### Kot Massacre:

The massacre that took place on the night of 2<sup>nd</sup> Aswin 1903 B.S. is called Kot Massacre. Some historians are of the opinion that this massacre was a pre-planned plot conspired by Jung Bahadur Rana while some other believe it was an inevitable event of human destruction which Jung Bahadur made it in his favor. However, this event fuelled by Queen Rajya Laxmi's insistence of finding the assassin of her most trusted person, Gagan Singh Khabas. At this mass killing event, the Prime-minister, Chautariya Fatte Jung and General Abhiman Singhand many other high officials of the court were mercilessly killed at the Kot, Hanumandhoka. Jung Bahadur was appointed as Commander-in-Chief after the Kot Massacre.



#### Bhandarkhal Massacre:

Rajya Laxmi had a bad intention appointing Jung Bahadur as Commander-in-Chief. She wanted to get the help of Jung Bahadur in fulfilling her mission of appointing Ranendra the Crown Prince instead of Surendra, the rightful heir but Jung Bahadur was against this illegal act. Thus, she made a plan to kill Jung Bahadur with the help of priests, Basnyat family and the family of Gagan Singh Khabas. But, the conspiracy was revealed. So, Jung Bahadur along with his brothers took a troop of 6 battalions to Bhandarkhal Garden of Basantapur and murdered all his opponents. Altogether 23 people were killed including Birdhoj Basnyat, Man Singh Basnyat, and many other Basnyats on 12<sup>th</sup> Kartik 1903 B.S. Jung Bahadur sent Queen Rajya Laxmi to Kashi (Benaras) after putting allegation of murder and other conspiracies and crimes on her. Rajendra Bikram Shah, appointing Jung Bahadur the Prime Minister, went to Kashi with his queen.



### Alau Massacre:

Rajendra Bikram, being blind in his love went to Kashi but he realized this mistake after he reached there. Thus, he was now again planning to regain his power. The people sent by Rajendra Bikram to kill Jung Bahadur were caught with proofs. Jung Bahadur dethroned Rajendra Bikram and dethroned Surendra Bikram. After this incident, furious Rajendra formed a small troop and left Benaras to declare war against Jung Bahadur. In 1904 B.S., the old Gorkha Battalion subordinated by Kanak Singh Shah from Kathmandu attacked the soldiers of Rajendra Bikram at Alau near Birgunj and defeated them badly. About 200 soldiers were killed and the rest ran away owing to fear of death. Rajendra Bikram was put under arrest and brought to Kathmandu. He was imprisoned in Bhaktapur Palace where he died in 1938 B.S.



This is how, Jung Bahadur came in touch with Royal Family as bodyguard of Surendra, appointed as commander-in-chief after Kot Massacre, became Prime Minister after Bhandarkhal massacre and then all in all after Alau Massacre. He began his direct rule and autocratic Rana Rule began in Nepal.

### Group Activities:

- (1) Explain how Jung Bahadur came in touch with Royal Family.
- (2) Explain Kot Massacre.
- (3) Explain Bhandarkhal Massacre.
- (4) Explain Alau Massacre.

**Presentation:** All groups present their works in 10 minutes.

### Assignment:

- *"An ordinary person can become a great ruler of a nation."* Prove the statement citing the example of Jung Bahadur.

Source: History of Nepal by Pitamber Lal Yadav and Rishikesh Shah, incidents leading to Rana rule in Nepal from the internet, Historical movie- Basanti, teachers, parents and friends

**Presentation for the next day:** Group D

- A short skit on Kot/Bhandarkhal/Alau Massacre



Day 82 : Social, Economic and Administrative Achievements during Rana Rule  
Objective : To find out the achievements during Rana rule.

### Introduction:

#### Social Achievements:

The Nepali society during the Rana regime was conservative and based on traditional perversions. Many aspects of society were slowly changed. The Ranas tried to bring several reforms if not for ordinary citizens but for themselves. Even then, custom of polygamy, mismatching, child marriage, untouchability and prejudice still existed. Some of the social reforms during Rana rule are as follow:



- Jung Bahadur Rana enforced Civil Law (Muluki Ain) in 1910 B.S. in the name of King Surendra. So, there was uniformity in law within the country.
- Jung Bahadur and Bir Shumsher both discouraged Sati system. However, it was abolished by Chandra Shumsher in the year 1977 B.S.
- Chandra Shumsher abolished slavery system in the year 1981 B.S. He spent 3.77 million rupees from Pashupati trust to free the slaves. Thus, they were called Shiva Bhakta (Devotees of Lord Shiva). They were rehabilitated in Amlekhgunj.
- Bir Shumsher built Bir Hospital and Birdhara.
- Chandra Shumsher established Army Hospital, Tokha Health Center and Pharping Hydro-electricity Projects (the first hydro-power station in Nepal)
- Jung Bahadur established Durbar School on the premises of Thapathali Palace to impart English education to his family. Later, Bir Shumsher shifted it to the present place in front of Rani Pokhari.
- Dev Shumsher started the publication of Gorkhapatra and opened free primary schools.
- Chandra Shumsher opened around 12 schools in the country and Tri-Chandra College.
- Juddha Shumsher also established many schools around the country and established S.L.C. Board for Nepal.
- Padhma Shumsher established Padhma Kanya School and college to encourage women education.
- Dev Shumsher sent 8 Nepalese students to Japan for higher studies.



#### Economic Achievements:

- Jung Bahadur started tea cultivation in Illam.
- Chandra Shumsher constructed Chandra Canal from Trijuga River in Saptari and Juddha Shumsher constructed Juddha Canal from Manusmara River in Rautahat.
- Chandra Shumsher established 500 kw Pharping Hydro-electricity Station and Juddha Shumsher established 900 kw Sundaridal Hydro Power Station.
- Nepal Bank Limited, Biratnagar Jute Mills and Juddha Match Factory were other economic achievements of Rana Rule.
- Wood, leather, herbs and food grains were exported from Nepal and Nepal was in trade surplus. Nepalese raw materials were exported to Europe via Kolkata port in India.
- Instead of conserving the forest resources, Rana Prime-ministers started selling timber, herbs and other forest products which led to deforestation.



## Administrative Achievements

- a) Jung Bahadur established the administrative mechanism with executive power to the Prime Minister.
- b) Jung Bahadur established Muluki Adda for daily administrative work, Jungi Adda for army administration, Ainkhana and Kaushal Adda for drafting laws, Mulukikhana for collecting tax and revenues etc.
- c) Bir Shumsher introduced “Daudaha System” to check corruption, leakage of revenues in different parts and to remove flaws in administrative system.
- d) Bir Shumsher divided Nepal in to 35 districts which continued till 2018 B.S.
- e) Dev Shumsher wanted to establish a system of democracy under constitutional monarchy.
- f) Chandra Shumsher established Khadga Nishana Adda and Bijuli Goshwara Adda.
- g) Bhim Shumsher started giving Saturday a weekly holiday.
- h) Juddha Shumsher provided Pension for civil employees and Registrar’s Office to record the date of birth and death.
- i) Padhma Shumsher promulgated the first written constitution of Nepal called “Vaidhanik Kanoon 2004”



## Group Activities:

- (1) Explain the social achievements during Rana Rule.
- (2) Explain the economic achievements during Rana Rule.
- (3) Explain the administrative achievements during Rana Rule.
- (4) Industrial revolution took place in Nepal during Rana Rule. Critically analyze the statement.

**Presentation:** All groups present their works in 10 minutes.

## Assignment:

- The 104 year Rana Rule brought a number of reforms in Nepal but they were all directed towards their families. So, their downfall started. What is your opinion on this? What were causes for the downfall of Ranarchy in Nepal?  
Source: History of Nepal by Pitamber Lal Yadav and Rishikesh Shah, achievements of 104 years rana Rule in Nepal from the internet, teachers, parents and friends

## Presentation for the next day: Group A

- A short presentation on achievements of 104 years Ranarchy (Social/Economic/Administrative)

Day 83 : Industrial Revolution

Objective : To find out the reasons for industrial revolution and its impact.

### Introduction:

The Industrial Revolution took place in the late 18<sup>th</sup> and early 19<sup>th</sup> centuries. Great Britain concentrated on industrialization to compensate for the loss after the American War of Independence. At this time, the United Kingdom brought a drastic and revolutionary progress in the field of industries. In the early 1700s, most people used to work at homemaking goods in a slow pace and traditional way.



British woolen cottage industries were the most famous industries in UK and now introduced variety of machines with large scale industries were established. The raw materials were brought from America and India and they used the available raw materials wisely to produce surplus goods and export them to other countries of the world.

John Kay, a weaver, invented the flying shuttle, a modern machine to weave cloth and James Hargreaves developed a Spinning Machine. Finally, Richard Arkwright developed the Roller and Spinning Machine. After this the cottage industries were mostly developed in to large scaled ones. Thus, Arkwright is known as the father of modern factory system.



Earlier, the rivers and streams used to supply the power required to run the machines in the factories. When the water level in the rivers and streams went down, machines had to be shut down. James Watt introduced his own steam engine and was soon used in factories. The steam engine brought dramatic progress in factory system in UK.

In order to manufacture engine, a big amount of iron was needed. Abraham Darby advised a way of smelting iron by using coke. Many coal mines were discouraged in the mid-lands of UK after this. Haimphy Dewily invented safety lamp to make the work of coal mines easier. Big iron bridges and iron ships were constructed in UK so; it was called the "Workshop of the World"



The production of manufactured goods increased immensely in the United Kingdom. An effective and sound system of transportation was required to transport these goods to various places. UK had canal system of carrying goods. Maedam introduced new method of constructing roads, Stephenson introduced railway engine and first rail was prepared in the year 1804 A.D. Benjamin Franklin's electric power, Mersey telegraph, Mercury radio and wireless changed the world in a revolutionary manner in the field of transport and communication.



Traditional subsistence farming was replaced by modern scientific and commercial farming. Many hybrid animal fodders were developed to meet the increasing demand of meat, milk and egg.

The rich were encouraged to invest their capital in industries with large amount of surplus. The world was modernized with the spread of industrialization which was initially started in UK.

**Group Activities:**

- (1) Explain the historical background of industrial revolution in UK.
- (2) Explain how textile factories were developed.
- (3) List out different inventions associated with industrial revolution.
- (4) Most cottage industries in UK were replaced by modern large scale industries with the invention of different machines. This created a problem of unemployment among people. give your critical opinion on it.

**Presentation:** All groups present their works in 10 minutes.

**Assignment:**

- The world is advanced today as a result of industrial revolution. Yet, Nepal is not so much industrialized despite its immense potentiality on raw materials. How can we industrialize Nepal? Elaborate.

Source: World History, encyclopedia, industrial revolution from the internet, teachers, parents and friends

**Presentation for the next day:** Group B

- A short skit on American War of Independence linked with industrial revolution in UK (Social/Economic/Administrative)



Day 84: Educational Excursion to one or two of the historical sites.

- Before the students go for an excursion, facilitator should brief them on the place they are going to visit.
- The students should go through the books and write ups (if available) on the study site. They can also surf the internet, consult newspapers, magazines, stories etc related to the study site and collect some secondary data.
- During the visit, they should use observation and interview methods to find out the primary data. The facilitator should plan the excursion in such a way that it should be fun filled and educational both. It should not be boring at all.
- After the excursion, the students will have to prepare a detail report based on their visit within a week.



Day 85: Presentation:

After a week, different groups present their report. The facilitator will evaluate and award the points to their work and presentation. The corrected reports will be displayed in the school bulletin board for the reference of others. This report carries 5% of the total credit in the upcoming monthly evaluations.



Day 86: Project Assignment

- Lesson learnt from history
- Anglo-Nepal War
- Rana Regime in Nepal
- Industrial Revolution

The facilitator will give introduction on these topics in the class. The students research on their topics through library, internet, world book encyclopedia, world history, Creative Social Studies of Grade IX, teachers, family members, neighbors etc. and prepare a detail report



Day 87: Presentation:

After seven days, the group members present the report. The facilitator will evaluate and award the points to their work and presentation. The corrected reports will be displayed in the school bulletin board for the reference of others. This report carries 5% of the total credit in the upcoming monthly evaluations.



Day 88: Review of the Unit:





Day 89:

Unit test from the History (This test will get 10% of the total credit in the upcoming monthly evaluations)



Day 90: Quiz from the unit (This quiz will get 5% credit for the monthly evaluation)



#### Questions for Quiz

1. At what age did Prithvi Narayan Shah ascended the throne of Gorkha?
2. Who were the 2 commanders to attack Nuwakot in the year 1800 B.S.?

3. What was the suggestion given by Udhot Sen to Prithvi Narayan Shah?
4. What was Marwat Policy?
5. What things were denied by Digbandhan Sen to handover to Prithvi Narayan Shah?
6. Why was the conquest of Nuwakot important for Gorkha?
7. When was Nuwakot conquered by Gorkha?
8. Who was Jayanta Rana?
9. When was Kirtipur first attacked by Gorkha?
10. When did Makwanpur come under Gorkha?
11. When was Kirtipur attacked as the second attempt of Gorkha?
12. When was Kirtipur captured?
13. When was Kantipur captured?
14. When was Patan captured?
15. When was Bhadgaon captured?
16. Name the five kings of western Chaubise Rajyas who betrayed Prithvi Narayan Shah.
17. When was Chaudandi captured?
18. When was Bijaypur captured?
19. How did Gorkha get Illam in to its territory?
20. When did Prithvi Narayan Shah pass away?
21. When was Anglo-Nepal war fought?
22. What were the 2 places associated with the immediate cause of Anglo-Nepal War?
23. What was the appeal of Bhimsen Thapa to Asian leaders about British people?
24. Name any 5 important places that Nepal lost in Anglo-Nepal War.
25. Who was the in-charge of Nalapani in Anglo-Nepal War?
26. Who was the in-charge of whole western part in Anglo-Nepal War?
27. Who was the in-charge of Deuthal in Anglo-Nepal War?
28. What did Balabhadra say to British before he left Nalapani fort?
29. What was the issue to summon all the courtiers in the Kot in the night of 2<sup>nd</sup> Aswin 1903 B.S.?
30. What was the post given to Jung Bahadur after Kot Massacre?
31. What was the post given to Jung Bahadur after Bhandarkhal Massacre?
32. What was the dirty mission of Queen Rajya Laxmi?
33. When did Alau Massacre occur?
34. Who brought first Muluki Ain (Civil Act)?
35. Who established Durbar School?
36. Who abolished Sati and Slavery systems from Nepal?
37. How much money was spent from the Pashupati Trust to free the slaves?
38. Who started the publication of Gorkhapatra?
39. Who established Tri-Chandra College?
40. Who established Pharping hydro power station?
41. Who established S.L.C. Board in Nepal?
42. Name the rivers from where Chandra and Juddha Canals were constructed?
43. Who is called the father of industries in Nepal?
44. Who introduced Daudaha system in Nepal?
45. Why was Muluki Adda opened?
46. Why were Ainkhana and Kaushal Adda opened?
47. Who divided Nepal in to 35 districts?
48. Who promulgated the first written constitution in Nepal?
49. Name the country which is known as the pioneer in industrial revolution.
50. Who is known as the father of modern factory system?
51. Who invented steam engine?
52. Which country was known as the workshop of the world?

## Unit 8: Economic and Environmental Study

Day 91 : Agricultural Activities in Nepal:

Objective : To identify the problems of agricultural sector in Nepal and their possible solutions.

### Introduction:

Growing of plants under human supervision is called agriculture. This is an activity which is as old as human civilization. Since then, it has been one of the main economic activities of a large population around the globe.

Agriculture is the mainstay of Nepali economy. Majority people of Nepal are involved in agriculture and it contributes 40% of the total revenue of the whole



country. Many small, medium and large scale industries (agro-based industries) get raw materials from agriculture in Nepal. Agriculture accepts all kind of human power like skilled, semi-skilled and unskilled human power. So, agricultural development is very important to improve the economic condition of the country.

Nepal has limited arable land and most people are involved in subsistent farming whereas only a small population is in commercial farming. Many farmers still carry primitive and unscientific methods of farming. People lack enough education and training which compel them to adopt the same method and live below standard life. On top of that, agriculture does not provide job to majority people round the year. Even though the top priority has been given to agriculture in five years planning in Nepal, the condition of this sector is not yet satisfactory.



Problems of agriculture sector in Nepal and their possible solutions:

#### A. Traditional Method of Farming:

Nepalese farmers are bound to use the outdated technology for the last more than 100 years. The farmers, in the absence of proper education and trainings, lack improved variety of seeds, use of chemical fertilizers, modern tools, crop rotational practice etc.



#### Solution:

There should be all round efforts to modernize the agricultural tools, provide improved variety of seeds and proper trainings to the farmers during their comfortable times.

#### B. Lack of Sufficient Irrigational Facilities:

Though Nepal has abundance of water resources, irrigational facility up to the farm in many parts of Nepal is lacking. Majority farmers depend on rain water (Monsoon) for their work.

#### Solution:

The government and private sectors should be effortful to expand, repair and improve the existing and new irrigation canals in Nepal.

#### C. Unnecessary Human Power Involved:

The poor and unskilled labor used in agriculture is one of the main problems of agriculture in Nepal. The people do not have other occupation so they are forced to the work in farm. They remain idle for about 6 months of the year.

**Solution:**

We should open cottage and small scale industries in the villages to provide employment to the farmers so that unnecessary human resource can be shifted from agriculture and their income can be invested in agriculture to yield better product.

**D. Poor Road Infrastructure:**

Nepal is a mountainous country and lacks proper road facility. It is extremely difficult to supply the goods produced and get agricultural requirements from one place to another in the absence of such facility.

**Solution:**

In order to improve agriculture, road construction up to the arable land should start immediately and provide an organized market to the farmers.

**E. Extreme Poverty:**

Although the government data shows that the poverty rate is decreasing, poverty is still widespread in Nepal. Many people do not have any source of income except grow a few crops in their limited lands. This is not even adequate for their family for more than 3 to 4 months.

**Solution:**

We should open organized cooperatives to save the income of farmers. The government and other banks should provide loan to the farmers in subsidized rate of interest.

**Group Activities:**

- (1) Agriculture is predominantly a main occupation of Nepal. Prove the statement.
- (2) Discuss the present state of agriculture in Nepal.
- (3) Elaborate the existing hurdles of agriculture in Nepal.
- (4) Explain the possible solutions to agricultural problems in Nepal.

**Presentation:** All groups present their works in 10 minutes

**Assignment:**

- The world is quite advance in many other sectors but Nepal still focuses on agriculture which is comparatively less profitable business. Give your critical opinion on it.

Source: Agricultural pattern in Nepal from the internet, UNDP yearly publications on developing nations, five years and interim planning, parents, teachers, newspapers and neighbors

**Presentation for the next day: Group C**

- A short skit on problems faced by farmers and government introducing effective policies to overcome them

Day 92 : Industries in Nepal

Objective : To find out the present state of industries, problems faced by Nepalese industries and their respective possible solutions.

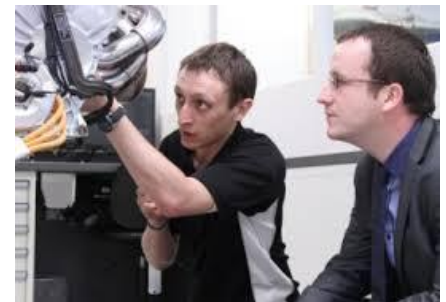
### Introduction:

Production of manufactured goods on small or big scale by the use of skills and means is called an industry. Industries may be cottage, small, medium or large scale. An industry requires raw materials, human power, capital, facility of transport, communication and organized market etc. industries promote agricultural goods, reduce import, increase export, give employment opportunity to many people and make the country self-reliant.



In the context of Nepal, small, medium and large scale industries need to be established and further enhanced to solve the ever-increasing problem of poverty and unemployment. Development of industries leads to increase in capital, proper utilization of resources, increase in foreign trade, regional balance, and improvement in technical field, employment opportunity and increase national income. Thus, it leads to overall development of a country.

Industries in Nepal are developing at a slow pace. Nepal lacks adequate infrastructures of industrial development. Traditional cottage industries are still popular though they are not yet advanced. The Nepalese industrial products have not been able to compete with the foreign goods. So, the progress is hindered. At present, only about 10 to 12% of the total national production is borne by industries.



Problems faced by Nepalese industries and their respective possible solutions:

#### A. Lack of Capital:

A large amount of money is required to run industries. The country and country people are well aware of the importance of industries but they are not able to establish many industries in Nepal due to lack of capital. The government, entrepreneurs and industrialists do not have enough capital to establish large scale industries.

**Solution:** We should educate and train the people. They should be encouraged to save and invest in the field of industries and get the help from donor agencies. We should also eliminate corruption and use the money given by our donor countries wisely.

#### B. Lack of Skilled Human Power:

Nepal lacks sufficient skilled human power to foster industrial development due to brain-drain and lack of proper education and training. When we have the human power from other countries, they are quite expensive.

**Solution:** We should provide industrial education to all people and make them realize the importance of industries in their personal lives. We should convince the educated and trained people for promoting industries and developing own nation.

#### C. Lack of Security:

Nepalese industrialists and entrepreneurs have been discouraged to invest money in the industries due to several strike and Bandh and lack of security. On top of that, the industrialists are also insecure.



**Solution:** The government, private sectors as well as local community should assure security of industries, industrialists and entrepreneurs. The government should have proper policy to compensate the industrialists in case of any damage due to political instability.

**D. Lack of Proper Market for Industrial Product:**

In order to run the industries, we should have organized markets, proper marketing facility with effective means of transportation and communication. Nepal still lags behind in term of skilled marketing personnel and the goods may remain unsold, damaged and many times they are expired.

**Solution:** Nepali industry market has been taken over by the foreign manufactured goods. We should impose heavy tariff on the foreign goods if similar goods are produced by the Nepalese industries. We should also develop the feeling of nationality and use Nepalese goods to promote industries in Nepal.

**E. Load-shedding:**

Load-shedding is a big problem in Nepal to establish and run industries though Nepal has high potential to produce hydro power. Existing industries are also in the verge of shutting down due to lack of power supply.

**Solution:** The government should have effective policy to produce sufficient electricity to establish and run industries. There should be no power cut in the industrial estates. We should capitalize the loan and donation given by the donor agencies and produce enough amount of electricity using our vast water resources.



**Group Activities:**

- (1) Discuss in your group and elaborate what we should do to industrialize Nepal.
- (2) Elaborate the existing problems of industries in Nepal.
- (3) Explain the possible solutions to industrial problems in Nepal.
- (4) Explain the present state of industries in Nepal.

**Presentation:** All groups present their works in 10 minutes

**Assignment:**

- ***If we are able to control corruption, a large amount of money is saved and used for industrial development to utilize our enormous natural resources.*** Explain the statement.

Source: Industries in Nepal from the internet, UNDP yearly publications on developing nations, five years and interim planning, National Planning Commission and its findings, CIAA reports, parents, teachers, newspapers and neighbors

**Presentation for the next day:** Group D

- A short skit on problems faced by Nepalese industries and government introducing effective policies to overcome them

Day 93 : Trade in Nepal

Objective : To find out the importance of trade and condition of foreign trade in Nepal.

### Introduction:

Exchange of goods between individuals or nations is called trade. Trade is extremely important for economic development of the country. It existed together with the human civilization. It was in the form of Barter System in the olden days. Later, money was invented to carry out trade systematically as Barter system had many problems.

Nepal is a land-locked country. It has no outlet to seaway. Thus, Nepal has limited international trade comparatively. Although people have been involved in trading activities, they are not able to bring it to the level of other nations due to the lack of necessary pre-requisites. Transportation facilities and adequate manufactured goods are lacking in Nepal which has affected Nepalese trade immensely.

In the Lichhavi and Malla periods, Nepal had upper hand in trade with Tibet and India and was in surplus too. Today, we are in trade deficit.

Normally there are 2 types of trade on the basis of the area covered by trading activity:

#### A. Domestic (Internal) Trade:

Buying and selling of goods within the country is called internal or domestic trade. It includes international and national goods. Internal trade satisfies the need of people around the country. In the past only a few places were connected with transportation facility so, trade was quite different. Today, with the construction of many highways trading activity has been much easier though it is not up to the level of expectation.

#### B. External (International) Trade:

Buying and selling of goods between two or more countries is called external or international trade. In the present world, surplus goods of a country are exported to other nations and the required goods are imported. International trade is very important to bring about an effective development in a country.

Nepal, having no access to sea route has not been able to develop international trade to a great extent. Now, Nepal is a member of WTO (World Trade Organization) and SAARC which has been implementing SAPTA (South Asian Preferential Trading Arrangement) and SAFTA (South Asian Free Trade Area). In the near future, Nepal will compete with international goods and in long run it benefits Nepal.



### Importance of Foreign Trade in Nepal:

Foreign trade plays vital role for the development of a country like Nepal. The following points prove its importance in our context:

- It creates employment opportunities.

- b) It makes goods available at cheaper rate.
- c) It directly helps to develop industries.
- d) It spreads our handicrafts and garments to foreign countries.
- e) It earns foreign currency.
- f) It develops international relationship.
- g) It creates easy access to foreign goods



#### **Problems of foreign trade in Nepal and their possible solutions:**

##### **A. High Import and Low Export:**

Nepal is not able to produce enough surplus goods to export to other nations. Due to this, our country has to import all required items from other nations which means our export is very low. This has resulted trade deficit in Nepal.

**Solution:** We should establish more large scale industries and produce quality surplus goods to export to other nations. The government and private sectors should focus more on export based products and maintain very good trade link with other countries.

##### **B. Nepal does not have any outlet to sea:**

Nepal, having poor access to transit facility has always been depending on India for the purpose. While trading the goods through the surface route, it becomes very costly. We do not have direct access to seaway which has hindered an effective and efficient trade link with other nations.

**Solution:** Although Nepal is a land-locked nation, our government should establish bi-lateral agreement with India and freely trade the goods through Kolkata transit. We should also produce high quality products which will be demanded by the people of other nations. In such situation, they will come to Nepal to import these goods to their nations.

##### **C. Dependence on Primary Products:**

Nepal mostly exports primary products through agriculture which is not beneficial. In turn, we have to import the manufactured goods prepared from the same primary products at a higher cost. Except for a few items exported to other nations from Nepal like readymade garments and carpets, others are mostly primary products which has resulted trade balance and deficit in Nepal.

##### **Solution:**

Nepal should realize and stop exporting primary goods. Instead, the country should produce secondary goods and sell them at a higher rate. The government should establish more industries change such primary goods in to manufacture goods.

##### **D. Low quality goods and high cost of production:**

The goods produced in Nepal are of inferior quality. The old technology adopted in our industries results in low quality and production cost increases. That's why Nepalese goods can't compete with the international goods.

**Solution:** The government and industrialists should introduce latest technology and have proper quality control in the industries. Nepal made goods should be able to compete internationally. When we use proper technology, the production rate decrease and the traders are in surplus.

##### **E. Open Border:**

Although open border with India is good for Nepal in many areas, trade has been badly influenced. Many goods are exported from Nepal and imported from India without notice. Smuggling is widespread throughout the border of the country.

**Solution:** The government should bring effective policy to control smuggling at the border side. The private sector and local community also need to be watchdog and stop illegal export and import.

**Group Activities:**

- (1) Explain the possible solutions to the problems of foreign trade in Nepal.
- (2) Trade is an extremely essential indicator for economic development. Prove the statement.
- (3) Explain the types of trade.
- (4) Explain the problems faced by Nepal in foreign trade.

**Presentation:** All groups present their works in 10 minutes

**Assignment:**

- Many land locked countries in the world have carried out very good foreign trade but Nepal is lagging behind in it. What should be done to develop foreign trade in Nepal? Explain your creative idea.

Source: Foreign trade in Nepal from the internet, UNDP yearly publications on developing nations, five years and interim planning, parents, teachers, newspapers and neighbors

**Presentation for the next day:** Group A

- A short skit on internal and external trade



Day 94 : Mutual Relationship between Agriculture, Industry and Trade  
Objective : To draw the relation between agriculture, industry and trade.

**Introduction:**



Agriculture, industry and trade are the major indicators of economy in any nation. Agriculture supplies food to the country, industry makes the country economically sound and trade makes the country self-reliant. But they can't be separated from each other. In the absence of one the other can't flourish. They are complementary to each other. Primary goods are produced through agriculture and transported to industries. Manufacture goods are produced through industries and such goods are transported and exchanged through trade.

In the area of economy of a nation, each plays an important role from its side. Many agro-based industries like sugar factory, tea, coffee, jute cigarette etc. would not exist if there was no contribution from agriculture. In turn, commercial agriculture is possible due to industries. They take the products from agriculture as raw materials for them. Industries also produce agricultural tools like plough, hoe, spade, thrasher, shovel etc. which are extremely necessary for agriculture. Industries produce chemical fertilizers, insecticides and pesticides for farmers to get better yield. Trade equally contributes supplying raw



materials to industries from agriculture and required items to agriculture from industries. This is how; they are inter-related to each other and hard to survive for one in the absence of others.

**Group work:**

- All groups along with the facilitator go through the trade game for the next day and prepare all materials required

Day 95 : Trade Game

Objective : To find out the essentials of trading activity

- Each group will be given equal number of papers, scissors and the human resource.
- They will also get a sample product from the facilitator.
- Each group will produce the goods as directed by the given sample.
- The facilitator will be the market and bank both.
- The group members sell their products to the market.
- At the end, one of the groups will be declared surplus trader.

**Assignment:**

- Analyse the trade game and write a critical note on how some countries having equal resources are poor and some other rich.

**Presentation for the next day:** Group B

- A short analytical presentation on the trade game played in the class

Day 96 : Economic Planning in Nepal

Objective : To find out the essentials of economic planning and achievements of five years planning in Nepal.

### Introduction:

Generally, plan means programmes to attain certain goals in certain period of time through certain means. Planned activities assist best use of time, effort and resources.

The programme to achieve some goals in certain period of time utilizing a certain amount is called economic planning. It means making the major economic discussions of what, how, when and why certain amount of money is spent by the concerned authority.



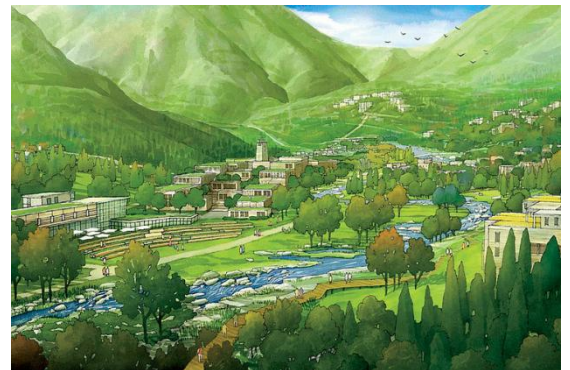
### Advantages of Economic Planning:

- It makes best use of the limited means and resources of the country.
- It leads economic development towards the right direction.
- It achieves targeted objectives in a short period.
- It utilizes the foreign currencies.
- It fulfills ultimate demands through limited resources on the basis of priority.
- It maintains social justice and regional balance.
- It develops the nation.

First Five Year Plan (1951-55)	
Total budget: 206.8 billion (INR) or USD\$23.6 billion	
Objectives	ACHIEVEMENTS
<ul style="list-style-type: none"><li>the standard of living</li><li>Community and agriculture development</li><li>Energy and irrigation</li><li>Communications and transport</li><li>Industry</li><li>Land rehabilitation</li><li>Social services</li><li>Target of GDP growth 2.1 per year</li><li>Achieved had been 3.6% per year</li></ul>	<ul style="list-style-type: none"><li>GDP 3.6% per year</li><li>Evolution of good irrigation system</li><li>improvement in roads</li><li>civil aviation</li><li>railways</li><li>Telegraphs</li><li>posts</li><li>manufacture of fertilizers</li><li>electrical equipment</li></ul>

Although the Rana rulers were quite effortful to formulate and implement economic plans, they were not successful. Economic (Fiscal) plans were first launched in the year 2013 B.S. with the introduction of first five years plan. The second plan was for 3 years and rests were 5 years plans. Since 2013 B.S., we have 10 five years plans and 2 interim 3 years plans. The current plan will complete in the year 2070 B.S.

Normally, planned activities and their goals are achieved to a great extent but sometimes, all the goals may not be achieved. Such goals are continued and adjusted in the upcoming plans.



Nearly 6 decades of planning brought about some important changes in the economy of Nepal. Some notable achievements during these economic planning periods are given below:

#### A. Agriculture:

Most plans have given almost top priority to agriculture sector. A large amount of money has been spent in this sector as majority of the people are involved in it. Thus, there is a vast difference in the agricultural production in the year 2013 B.S. and 2069 B.S. it is due to proper planned investment in this sector.

#### B. Per-Capita Income:

The Five-year plannings in Nepal have brought a marginal change in the per-capita income of the people although it is far below standard. Now, the per-capita income of Nepal is about 270 US Dollars. Nepal still stands very low among the poorest nations of the world. There are still 29% people living under the line of poverty.

**C. Transport:**

The five years plans have brought a remarkable change in the field of transportation. Many places of Nepal have been linked with road transportation. 339 km road facility has been increased to 4780 km by the end of 10<sup>th</sup> Five years plan. This, considering the low capital of Nepal is a good progress.

**D. Industry, tourism and electricity:**

Although Nepal is not an industrialized nation, there has been a considerable progress in the field of industry during these five years plans. These plans have brought a satisfactory progress in tourism too. The earning from tourism industry increased from 78000 US dollars in 2018-2019 to 220 million US Dollars in the fiscal year 2067-2068 B.S. Many hydro power stations have been established during these five years plans which have been supplying the power to Nepalese though load-shedding still exists in Nepal.

**E. Communication and Health:**

There has been satisfactory progress in the field of communication. Radio, television, telephone, mobile phone, internet etc have been provided by these plans. Health facilities including doctors, hospitals, health posts and health centers have been increased dramatically. Yet, Nepal is far behind the WHO standard in this regard.

**Group activities:**

- (1) Explain the importance of economic planning.
- (2) How many periodic plans have been completed in Nepal? Which plan is running at present? Why were these plans made?
- (3) The expected goals are easily achieved through proper planning and implementation. Prove the statement in the context of five years planning in Nepal.
- (4) Explain the achievements made by five years planning in Nepal.

**Presentation:** All groups present their works in 10 minutes

**Assignment:**

- Prepare an economic planning for your family for a month.  
Source: Planning and its essentials from the internet, five years and interim planning of Nepal, parents, teachers, newspapers and neighbors

**Presentation for the next day:** Group C

- A short skit on difference between planned and unplanned activity



Day 97: Review of the Unit:



Day 98:

Unit test from the Economic and Environmental study (This test will get 10% of the total credit in the upcoming monthly evaluations)



Day 99: Project Assignment

- All groups will visit at least 20 houses in the locality/village and interview with farmers to identify the practical problems they have been facing. They collect the data and generalize the outcome with their respective possible solutions.
- The facilitator will brief on the objective and give idea on how to conduct an interview with the farmers in the class. The students research on their topics through library, internet, Creative Social Studies of Grade IX, teachers, family members, neighbors; farmers etc. and prepare a detail report



Day 100: Presentation:



- After seven days, the group members present the report. The facilitator will evaluate and award the points to their work and presentation. The corrected reports will be displayed in the school bulletin board for the reference of others. This report carries 5% of the total credit in the upcoming monthly evaluations.

Day 101: Quiz from the unit (This quiz will get 5% credit for the monthly evaluation)



#### Questions for Quiz

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. Give any 2 importance of agriculture.</li> <li>2. What percent contribution is made by agriculture in Nepalese economy?</li> <li>3. Name any 4 problems faced by agriculture sector in Nepal.</li> <li>4. Suggest any 4 ways to solve the problems of agriculture sector in Nepal.</li> <li>5. What is the main reason for poor industrialization in Nepal?</li> <li>6. Name any 4 problems faced by industries in Nepal.</li> <li>7. Suggest any 4 ways to solve the problems of industries in Nepal.</li> <li>8. Name the major 2 types of trade.</li> <li>9. What does WTO stand for?</li> <li>10. What does SAARC stand for?</li> <li>11. What does SAPTA stand for?</li> <li>12. What does SAFTA stand for?</li> <li>13. What is trade deficit?</li> <li>14. What is trade balance?</li> </ol> | <ol style="list-style-type: none"> <li>15. What is trade surplus?</li> <li>16. What is the main reason for poor foreign trade in Nepal?</li> <li>17. Name any 4 problems faced by foreign trade in Nepal.</li> <li>18. Suggest any 4 ways to solve the problems of foreign trade in Nepal.</li> <li>19. What is planning?</li> <li>20. What is economic planning?</li> <li>21. When did Nepal start her economic planning?</li> <li>22. How many five years plannings have been completed so far?</li> <li>23. Which plan is running at present?</li> <li>24. Give any 5 achievements of five years planning in Nepal.</li> <li>25. What is the main reason for most five years planning being unsuccessful to achieve their total goals?</li> <li>26. Name any 4 infrastructures of industrial development.</li> </ol> |
|---|---|

## Unit 9: International Understanding, Peace and Cooperation

Day 102 : International Understanding and Relationship

Objective : To find out the meaning and importance of international understanding and relationship.

### Introduction:



The process of mutual trust, respect, and positive attitude among the countries in the world for one another's social, cultural, economic and political well being is known as internationalism. This is the base for peaceful co-existence and further enhancement of everlasting human civilization.



Every human being is different in body, mind and experience but all of them have same feeling and wishes in them. Together they make a family, society, country and as a whole the global village. In the world filled with irregularities and inequality, it is natural that disputes may arise sometimes among the people who live together either they may be friends, family, community or the world.

Sometimes, human relations get so bad that they fight, stop talking to each other and even wage wars. The wise people try to understand each other and seek peaceful solutions. Understanding does not mean tolerating everything rather it is viewing somebody else's problem with an open mind and try to find its solutions.



International conflicts are created due to land, resources, religion, political thought, misunderstanding and so on. For example; Israel and Palestine have been fighting for land dispute, Americans and Iraqis fought for atomic and biological weapons as



well as resources, India and Pakistan are having bad relation for land etc. Nowadays, many nations have been equipped with mass destructive bombs or missiles. They are even capable to wipe out the entire city with unimaginable loss of life and property. In such a



situation, it is extremely important for nations to understand each other and establish friendly relation where lies the welfare of all people in the world.

### Group Activities:

- (1) Discuss in your group and explain internationalism in your words.
- (2) Discuss in your group and explain the reasons for international disputes.
- (3) Sometimes, there can be disputes between friends. Discuss in your group and suggest the ways to overcome them.
- (4) Discuss in your group and propose the ways to make a peaceful and progressive world.

**Presentation:** All groups present their work in 10 minutes.

### Assignment:

- Common forum like UNO, SAARC and many other organizations are needed to minimize the tensions among the nations. Prepare an analytical note on it.

Source: UN Charter, SAARC charter, ways to overcome the disputes between the nations from the internet, newspapers, teachers, parents and friends

**Presentation for the next day: Group D**

- A short skit on international conflict and its solution through understanding and peaceful manner

Day 103 : South Asian Association for Regional Cooperation (SAARC)  
Objective : To find out aims, objectives and organizational structure of SAARC.

### Introduction:



SAARC is a regional level organization for mutual cooperation and understanding among the member nations of South Asia. The organization was established on 8<sup>th</sup> December 1985 but it caught momentum after its Secretariat was established in the year 1987 which is also the headquarters of SAARC.



The member nations of SAARC are Afghanistan, Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan and Sri-Lanka. The future of SAARC lies on the responses, mutual trust and cooperation among these member states.

SAARC nations are very rich in natural resources from the beginning of their existence. They were not able to capitalize on them for the welfare of the nations instead they were exporting their primary products to other nations. They were also spending a large amount of money buying weapons for destruction. In such a critical condition, Zia-Ur-Rehman, former president of Bangladesh, initiated a draft of SAARC and with a thorough discussion among the member states, it was established with Dhaka Declaration on 8<sup>th</sup> December 1985. Initially, there were seven members in it and 14<sup>th</sup> SAARC Summit in 2007 A.D. included Afghanistan in it and Japan, South Korea, China, EU and Iran as observers.



SAARC was established on the following principles:

- Sovereign equality
- Non-interference
- Mutual cooperation
- Peaceful co-existence
- Collective security
- Regional economic prosperity and
- Territorial integrity

### Its Major Goals and Objectives:

- It promotes quality of life and economic growth in the region.
- It strengthens collective self-reliance.
- It encourages active collaboration in economic, technical and scientific fields.
- It aims at increasing people to people contact and sharing of information among the SAARC members.
- Integrated Programme of Action (IPA):

The main objective of SAARC is to eradicate poverty, economic development and provide support to comparatively poor and underdeveloped member nations through free trade and common market. The SAARC nations have set common areas to work together. They are:

- Agriculture
- Rural development
- Women development

- d) Prevention of girls and drug trafficking
- e) Transportation
- f) Children and population
- g) Tourism development
- h) Environment and natural disaster
- i) Science and technology
- j) Health
- k) Education, culture and sports
- l) Combating terrorism



SAARC is a common platform for all member states in South Asia in which they can put forward their problems and try to find the solutions through combined effort. Along with this, SAARC also serves as arbitrator to make the friendly relations stronger. SAARC also promotes people to people contact through:

- SAARCAudio-visual Programme
- SAARC Documentation Center
- SAARC Scholarship
- SAARC Scheme for Promotion of Regional Tourism
- SAARC Youth Volunteer Programme
- SAARC Visa Programme
- SAARC Youth Award Programme
- South Asian Festivals etc.

The South Asian nations should have strong commitment to peaceful progress and sort out their difference and adopt a spirit of give and take to sustain SAARC and achieve desired goals.

#### **Group Activities:**

- (1) Discuss in your group and explain the need and importance of SAARC.
- (2) Discuss in your group and explain the historical background and the principles it is based on.
- (3) Discuss in your group and propose the ways to foster SAARC activities
- (4) Discuss in your group and elaborate the common areas of SAARC under integrated Programme of Action.

**Presentation:** All groups present their work in 10 minutes.

#### **Assignment:**

- SAARC is a poor organization of poor nations but it is the requirement of the hour. Critically analyse the statement.  
Source: SAARC charter, achievements of SAARC from the internet, news articles on SAARC Summit and 8<sup>th</sup> December, history of South Asian Nations, teachers, parents and friends

#### **Presentation for the next day: Group A**

- A short skit on SAARC Summit with the use of veto power rested in all members unlike UN Security Council



Day 104 : Nepal's Relation with other Countries

Objective : To find out the Nepalese foreign policy and its relation with Germany, Canada and Italy.

### Introduction:

Apart from multi-lateral relation through some regional and international organizations, all countries have direct bi-lateral relation with other nations. Each nation needs help from others. All nations are willing to extend their helping hands with others so that they get help in times of need.

Like other nations, Nepal has maintained bi-lateral and multi-lateral relation with many nations in the world. Nepal believes in neutrality, territorial integrity, political sovereignty, peaceful co-existence, non-alignment and non-interference. It sends diplomats to other nations and shares visits of high officials. These visits and agreements made by government level of both nations establish and promote international relation.

#### A. Nepal's Relation with Canada:

Nepal does not have an Embassy of Canada. The Canadian Embassy in New Delhi looks after the matters in Nepal but to facilitate this, Canada has appointed consul in Kathmandu. The consul issues visa to Nepalese wanting to go to Canada and supervises the projects in Nepal running under Canadian aid. Nepal has appointed its ambassador in Canada.

Canada has been assisting the development programmes of Nepal at a great extent:

- It has helped in providing security service in Tribhuvan International Airport.
- It has helped in improving the services of twin Otter Planes.
- It has contributed in pure drinking water.
- It has helped in basic community health service.
- It has helped in developing trade among SAARC countries.
- It has helped in women development.
- It has assisted in hydro-electricity projects.
- It also provides scholarship to Nepalese students in the World College.
- It provides employment opportunities to many Nepalese youths.
- It also sends technicians, educationists and health workers to Nepal



Nepal-Canada diplomatic relation was established in the year 1965 A.D. It has supported the proposal of declaring Nepal a zone of peace. Canada has become one of the top 20 countries that buy Nepali goods. Nepalese garments and carpets are popular in Canada. Canada has also accepted Nepalese citizens in it through the programme, 'Immigration to Canada.'

#### B. Nepal's Relation with Germany:

Germany is one of the richest countries in the world through its production of automobiles, chemicals and mechanical tools. Germany imports a good amount of Nepali products. Germany has been helping Nepal in various sectors:

- It helps in small and big hydro-electricity projects and bio-gas.
- It helps in solid waste management and resource mobilization in Kathmandu.
- It helps in providing agricultural tools, improved seeds and



fertilizers.

- It helps in conserving the forest in Chure Region.
- It helps in small and large scale industries.
- It helps in construction of bridges, roads and repair work.
- It provides annual scholarship to Nepalese students.



### C. Nepal's Relation with Italy:

Like Canada and Germany, Italy also has maintained a very good relation with Nepal. Italy has been assisting Nepal in many development activities:

- It is one of the leading buyers of Nepali carpets and garments.
- It is one of the major importers of Nepali leather.
- It helps in rural drinking water projects and health.
- It helps to support and rehabilitate street and disable children.
- It helps in the utilization of grasslands in the hilly region of Nepal.



### Group Activities:

- (1) Discuss in your group and explain the need and importance of bi-lateral relation in the context of present world.
- (2) Discuss in your group and explain the assistance of Canada in Nepal.
- (3) Discuss in your group and explain the assistance of Germany in Nepal.
- (4) Discuss in your group and explain the assistance of Italy in Nepal.

**Presentation:** All groups present their work in 10 minutes.

### Assignment:

- Many donor agencies and our neighboring countries have been assisting Nepal in various development works yet; Nepal is still in poor condition economically. Critically analyse and propose possible ways to manage these aids for the betterment of Nepal.

Source: Nepal and its relation with Canada, Germany and Italy from the internet, teachers, parents and friends

### Presentation for the next day: Group B

- A short presentation on the assistance of Germany, Canada and Italy to Nepal

Day 105 : Impact of development of Science and Technology in Human Life  
Objective : To find out the impact of science and technology in making our life easier and comfortable.

### Introduction:

Anything that has systematic knowledge and practical utility to human kind is science. Science is boon when it is used for the welfare of the humankind and nature but it can be curse when it is used for destroying life, property and nature.



Science has been making human life comfortable, easier, safe, healthy and longer.

Science and technology creates new and latest ideas and skills to solve new problems. So, science and technology has a great impact in our life and has become an integral part of modern life. Major benefits of science and technology are given below:-



- **Steam Engine:** It helps in running engines like train, mills, industrial work etc.
- **Electricity:** It helps in heating, lighting, operating electrical appliances and electric goods.
- **Telephone, email, internet, fax and cell phones:** They are user friendly, wireless and effective means of communication.
- **Agricultural tools and machines:** It helps in commercializing agriculture and makes agricultural work easier, faster and productive.
- **Antibiotics, vitamins, immunization drops, injections and surgical equipments:** the prevent infections and diseases, increase resistant power of body, prevent disability, save life and reduce pain, suffering and misery.
- **Computer:** Computer helps in efficient documentation and record keeping. It helps in data processing, music, electronic areas, robots, flights, transport, warfare equipments, various research, printing, entertainment and sports.
- **Manufacture of diverse chemicals:** It helps in medicines, pesticides, fertilizers, synthetic fibers, explosive and fuels.
- **Tissue culture, hybridization and bio-engineering:** It improves quality and quantity of food and cash crops, vegetables, fruits, milking cows, goats and sheep. It also helps in preventing soil erosion.
- **Seismology, Seismograph and Richter scale:** It helps to forecast, warn and prevent the unprecedented impact of earthquake on humankind.
- **Artificial organs, limbs and devices:** It helps giving new life to physically disable people.



Nepal is a developing country and lacks science and technology in many fields like farming, industry, mining and education. We can fulfill the need by importing latest technology invented in the world. Even Nepali youths have time and again shown their great skills and produced their own innovative inventions but they are neglected which is a sad part of our country.

The government of Nepal should recognize the caliber, talents and skills of Nepali young scientists and encourage them to continue their research in which lies the competence of Nepal in the global market.



**Group Activities:**

- (1) Discuss in your group and explain how science is a boon as well as curse.
- (2) Discuss in your group and explain how science and technology has become an integral part of modern life.
- (3) Discuss in your group and explain what we should do to build technological Nepal.
- (4) Discuss in your group and list out the benefits from science and technology.

**Presentation:** All groups present their work in 10 minutes.

**Assignment:**

- Analyse the science and technology used in your family. Can you imagine the life without these things? Write a critical note on it.

Source: Encyclopaedia on scientific discoveries, young members of the family, science and our modern life from the internet, teachers, parents and friends

**Presentation for the next day:** Group C

- A short on the use of technology in daily life



Day 106 : Climate Change

Objective : To find out causes of climate change and the ways to overcome global warming.

### Introduction:

Climate change is the variation in the earth's global climate or in regional climate over time. Various factors lead to the climate of the earth change resulting global warming and various other problems associated with it.

The storage of heat in the atmosphere in an imbalanced way can cause the climate of the earth change. The atmosphere is made of various gases and some gases like carbon-dioxide, carbon monoxide; nitrogen oxide and methane absorb more heat and reflect it to the earth instead of returning it to the space. This process has increased the atmospheric temperature gradually. This type of change in climate, caused by a gas through its imbalance give and take of heat, is called Green House Effect (GHE)



The irrational activities of human beings are responsible to bring change in the earth's climate. The human made pollution of the atmosphere causes the climate change.

Large volcanic eruptions can also cause the climate change. The amount of hot molten materials and pollution created by volcanoes has direct impact on climate of the earth.



Global warming has caused the polar ice to melt in a faster pace. The snow in the mountains is also melting in the same rate. This has generally influenced the balance of the water in the earth affecting the life of the people and other creatures badly.

Melting ice and global warming both have increased the sea level and has affected the coastal regions. Global warming has also caused the seasonal fruits ripen earlier than their usual time and birds lay eggs and hatch them earlier which disturbs the food cycle and as a whole the ecosystem is affected. The high temperature in the earth has mosquitoes, insects and weeds affecting agriculture, life and animal husbandry badly.



Annual rainfall pattern has been changing. The amount of rainfall in the tropical region is decreased while the cold regions receive more rainfall. The timing of monsoon in different places is changed.

In order to minimize climate change, we should take the following steps immediately:

- a) We have to bring down the amount of greenhouse gases in the atmosphere.
- b) We have to make our lifestyle easy and comfortable by decreasing the effects of climate change.
- c) We should minimize the use of coal and petroleum for energy which produce a lot of carbon-dioxide.
- d) We should carry out tree plantation programmes.
- e) We should raise public awareness about the adverse effects of climate change and prepare people for their safety from such danger.
- f) We should formulate both short term and long term policies and implement them effectively to minimize the danger.



### Group Activities:

- (1) Discuss in your group and introduce climate change and its adverse effects in life.
- (2) Discuss in your group and explain the causes of climate change.



- (3) Discuss in your group and explain the ways to minimize the risk of climate change.
- (4) Global warming is one of the burning problems of the world. Analyse the statement.

**Presentation:** All groups present their work in 10 minutes.

**Assignment:**

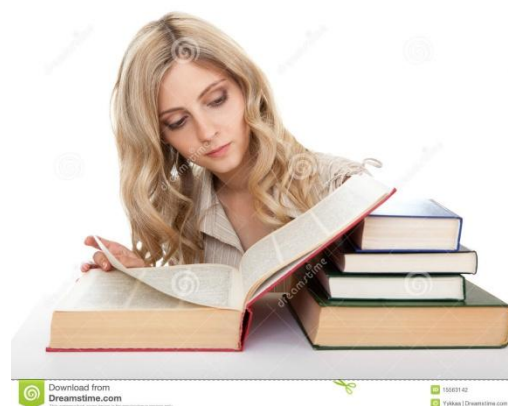
- The rich and so called developed nations are responsible to bring climate change in faster rate. Write your critical comment on it.

Source: Encyclopaedia on climate change, UNEP data, World Wildlife Fund and its recommendations, climate change in developed and under developed countries from the internet, teachers, parents and friends

**Presentation for the next day:** Group D

- A short on climate change by the human activities and their solutions

Day 107: Review of the Unit:



Day 108:

Unit test form international understanding (This test will get 10% of the total credit in the upcoming monthly evaluations)



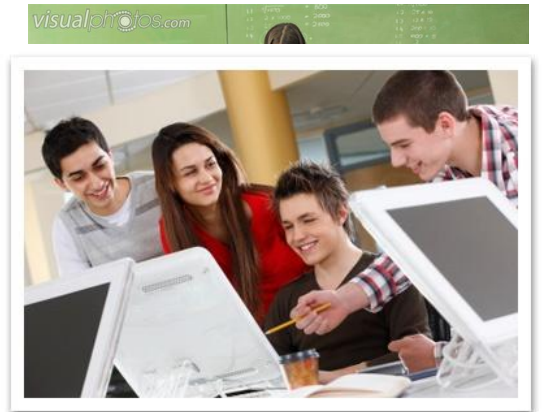
Day 109: Project Assignment:

- All groups will surf the internet, consult library books and observe their community for factors responsible for climate change. They collect the data and generalize the outcome with their respective possible solutions.
- The facilitator will brief on the objective and give idea on how to conduct an observation on factors of climate change in the class. The students research on their topics through library, internet, Creative Social Studies of Grade IX, teachers, family members, neighbors; community people etc. and prepare a detail report



Day 110: Project Assignment:

- After seven days, the group members present the report. The facilitator will evaluate and award the points to their work and presentation. The corrected reports will be displayed in the school bulletin board for the reference of others. This report carries 5% of the total credit in the upcoming monthly evaluations.



Day 111: Quiz from the unit (This quiz will get 5% credit for the monthly evaluation)



**Questions for Quiz**

- |   |   |
|---|---|
| 1. What is internationalism?                                  | 9. Who uses veto power among SAARC nations?   |
| 2. Give any 5 reasons for international conflicts.            | 10. How are the SAARC meetings conducted in different nations according to its charter? |
| 3. What is the main reason for Israel and Palestine conflict? | 11. Name the observers of SAARC.  |
| 4. What does SAARC stand for?                                 | 12. Name the newest member of SAARC.  |
| 5. When was SAARC established?                                | 13. When was diplomatic relation between Nepal and Canada established?                  |
| 6. Name the member states of SAARC.                           | 14. Embassy of Canada in which nation looks after the matters in Nepal?                 |
| 7. Who is considered as the founder of SAARC?                 |   |
| 8. What does IPA stand for?                                   |   |

15. What does TIA stand for?
16. Which nation has assisted in promoting security at TIA?
17. Which country has assisted in solid waste management in Kathmandu?
18. Which country has assisted in conserving forest in Chure Range?
19. Name the personality of Nepal who established wireless internet in rural areas of Nepal.

20. What is climate change?
21. Give any 2 major causes of climate change.
22. Name the gasses in atmosphere that absorb more heats.
23. Name any 2 human activities that lead to global warming.
24. What does GHE stand for?
25. Give any 2 ways to minimize the climate change.