

Creative Social Studies for Grade X

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 21st 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 21st 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 116-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.

Author

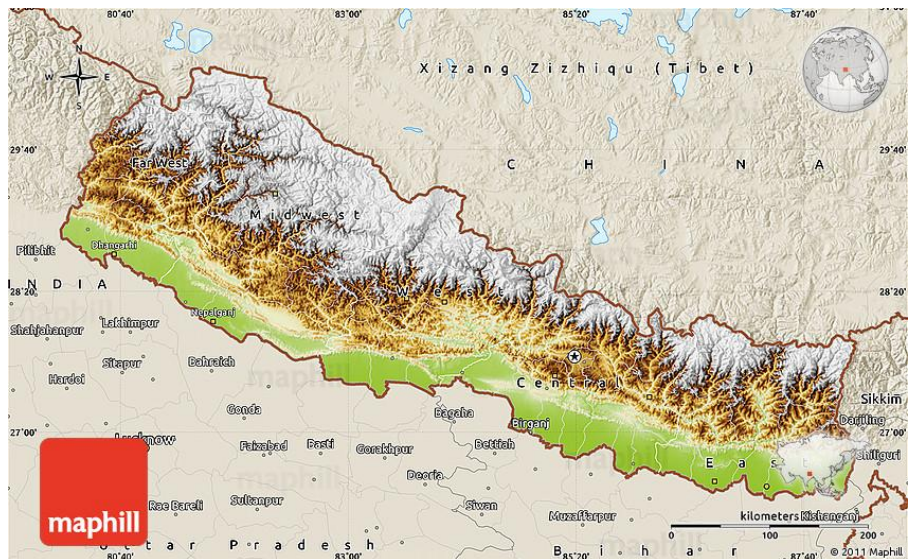
Unit 1: WE, OUR COMMUNITY AND COUNTRY

Day 1	: Concept of Regional and Federal Development
Objective	: To find out the importance of regional and federal system.

Introduction:

Nepal is a small land-locked country surrounded by China in the North and India in the South, East and West. Nepal has been divided into three main geographical regions on the basis of physical features. They are Himalayan, Hilly and Terai regions. They are completely different from one another. In order to bring a balanced development in the country, Nepal has further been divided into various political divisions like V.D.C., municipalities, districts, zones, development regions and recently into various states (provincial government).

We do not have a very long history of political divisions. It started in the period of Bir Shumsher formally who divided Nepal into 35 districts. Later, King Mahendra divided Nepal into 14 zones and 75 districts in the year 2018 B.S. Nepal was further divided into 4 development regions in 2029 B.S. and then 5 development regions in 2037 B.S. by king Birendra. People were in favour of federal system after People's Mass Movement of 2062-2063. The Interim Constitution of Nepal 2063 (Second Amendment) realized the concept of federalism. Nepal was declared a Federal Democratic Republic on 15th Jestha 2065 B.S.



In the world, there are many countries that have a federal type of government. This is a democratic system in which the nation is divided into central and state governments and the state power is decentralized. There is a state government in each province. The central government gives autonomous power to the states in development activities, control internal administration, maintain peace and order, utilize the given budget, make laws and make policies of state development. The central government keeps the power of security of border, prepares national economic policies and military. There is high chance of development in federalism. There is a healthy competition between the states for mobilizing natural resources and together bring a positive change in the country.

Now, Nepal has various states to ensure the proportional participation, achieve balanced development and inculcate the sense of unity in diversity and patriotism in people which will fulfill the aspiration and the mandate of People's Mass Movement-II (2062/2063)

Group Activity:

- Find out the percentage of land in each physical division including major problems, occupation and possibilities of development.
- List out any 4 importance of Federal Republican government system.
- Write the historical background of administrative division in Nepal

- Draw and outline map of Nepal and insert 3 physical regions and 5 development regions/states in it.

Presentation:

- All groups present their work in 10 minutes

Assignment:

- Prepare a note on how Nepal changed into Federal Democratic Republic.
Source: People's Mass Movement-II, Newspapers, 11 years' Maoists Movement, teachers, family members and Atlas book.

Presentation for the next day: Group- A

Members of group A will meet at the end of the day and discuss on their presentation for the next day and get clear concept and their individual role. They can either present a short skit on Mass Movement II/development activities in a federal system/inclusive democracy and federalism or a simple presentation. (Time limit for this presentation should not exceed more than 5 minutes)

Day 2 : Development Regions (Eastern Development Region)
 Objective : To find out the economic, social and physical aspects of eastern development region.

Introduction:

This development region has 3 zones (Mechi, Koshi and Sagarmatha) and 16 districts. Dhankuta is the headquarters of this development region.

The Eastern Development Region consists of Terai in the South, Hills in the middle and Mountains in the North. The world's highest mountain Mt. Everest (8848 m) and third highest mountain Mt. Kanchanjungha (8595 m) lie in this region. Mt. Everest was climbed first by Tenzing Norgay and Sir Edmond Hillary in the year 2010 B.S. Similarly, a mountaineering team of Sherpa and British climbed Mt. Kanchanjungha in the year 2012 B.S.

The famous Saptakoshi River and its tributaries drain the land of this region. The River Koshi has a large capacity of producing hydro-electricity due to its volume of water (The largest river of Nepal). Although the river has big potential to produce hydro-power, we have not been able to utilize it. In the year 2065 B.S., the Koshi Barrage was damaged and the direction of the river changed which resulted in thousands of people being displaced and property destroyed in Eastern Nepal and Bihar state of India.

Eastern development region receives maximum rainfall in summer because it is affected by the summer monsoon wind blowing from the Bay of Bengal.

Specialties of Eastern Development Region:

- Sagarmatha and Makalu-Barun National Parks.
- High mountains like Everest, Kanchanjungha, Lhotse, Makalu, Choyu, Pumori etc.
- Different cultures of Rai, Limbu, Sherpa, Rajbanshi, Satar, Dhimal, Danuwar, Musars etc.
- Makalu-Barun Conservation Area, Kanchanjungha Conservation Area, Koshi Tappu Wild Life Reserve
- Production of tea, jute tobacco, sugarcane, cardamom etc.
- Main industrial towns like Biratnagar, Duhabi and Dharan
- Main trade Centre like Jogbani, Kakarbhitta and Bhadrapur
- The deepest valley- Arun Valley

Group Activities:

- (1) Complete the following table of eastern development region:

Numb er of Zones	Numb er of Distric ts	Headquart ers	Major Mountai ns	Nation al Parks	Citie s	Peopl e	Mai n Crop s	Mai n Rive rs

- (2) Draw an outline map of eastern development region and insert national parks, major mountains, cities, crop production areas and main rivers in it.
- (3) Why does eastern development region receive maximum rainfall in summer? Explain.
- (4) Write a dialogue between two friends on the specialties of eastern development region.

Presentation:

All groups present their work in 10 minutes



Assignment:

- How can we develop trade and industries in Nepal? Elaborate your answer in the context of eastern development region.
- Source: Latest Newspapers, eastern development region and its development possibilities from the internet, teachers, family members and Atlas book.

Presentation for the next day: Group- B

- A short skit or round table conference on state re-structuring in federal republic on the basis of ethnic groups or resources and possibilities.

Day 3 : Development Regions (Central Development Region)

Objective : To find out the economic, social and physical aspects of central development region.

Introduction:

The Central Development Region consists of 3 zones (Bagmati, Narayani and Janakpur) and 19 districts. Kathmandu is the headquarters of the Central Development Region. This region is more developed than other development regions.

The Central Development Region has mountains in the north, hills in the middle and Terai in the south. Famous mountains of this region are Mt. Langtang (7205m), Mt. Ganesh (7163m), Mt. Gaurishankar (7134m), Mt. Pabil (7110m), Mt. Dorje Lakpa (6879m) etc.

The famous rivers like Bagmati, Narayani and Trishuli drain the land of this region. River Trishuli is very famous for rafting. These rivers are suitable for generating hydro-power. Kathmandu Valley is the most important part of this region. The Central Development Region also receives maximum rainfall in the summer because of the summer monsoon wind blowing from Bay of Bengal.

The Central Development Region is thickly populated compared to other regions. Most parts of this region are linked with transportation, electricity; communication etc. Life of the people in this region is easier than others.

Specialties of Central Development Region:

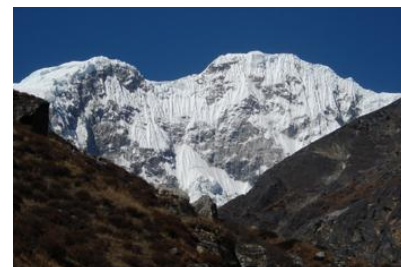
- Land of Little Buddha (Ram Bahadur Bamjan)
- Kathmandu-the capital city of the country
- Valleys like Chitwan, Hetauda and Kathmandu.
- Langtang and Chitwan National Parks, Shivapuri Watershed and Wildlife Reserve and Parsa Wildlife Reserve.
- Different cultures of Sherpa, Bhotiya, Newar, Tamang, Tharu, Jirel, Danuwar, Muslim, Marwari, Chepang (Makwanpur) etc.
- The only international airport of the country- Tribhuvan International Airport
- Cable car service station in Kurintar, Chitwan
- Main industrial towns like Birgunj, Simara, Janakpur, Chitwan, Hetauda, Lalitpur, Kathmandu, Bhaktapur, Banepa etc.
- The only railway of the country- Janakpur-Jaynagar Railway



Group Activities:

- (1) Present the following data of Industries in the five development regions in a bar diagram:

Eastern Development Region	Central Development Region	Western Development Region	Mid-Western Development Region	Far-Western Development Region
749	2747	439	177	157



(2) Complete the following table of eastern development region:

Number of Zones	Number of Districts	Headquarters	Major Mountains	National Parks	Cities	People	Main Crops	Main Rivers

(3) Draw an outline map of central development region and insert main mountains, national parks, cities, rivers and valleys

(4) "Central Development Region is more developed than other regions." Prove the statement.

Presentation:

All groups present their work in 10 minutes

Assignment:

- How can we overcome the overpopulation problem in Kathmandu? Elaborate any 4 major ways.
Source: Latest Newspapers, central development region and its development activities from the internet, teachers, family members and Atlas book.

Presentation for the next day: Group- C

- A short debate on "Central level offices of the country should be distributed to all development regions." A member of the group will speak for the motion and the other against the motion. Other group members will help them to prepare their points.

Day 4	:	Development Regions (Western Development Region)
Objective	:	To find out the economic, social and physical aspects of western development region.

Introduction:

Western Development Region consists of 3 zones (Gandaki, Lumbini and Dhaulagiri) and 16 districts. Pokhara is the headquarters of this development region.

Western development Region has mountains in the north, hills in the middle and Terai in the south. Famous mountains of this region are Mt. Himalchuli (7893m), Mt. Annapurna (8091m), Mt. Manaslu (8163m), Mt. Dhaulagiri (8167m), Mt. Machhapuchhre (6993m) etc. Major rivers like Kaligandaki, Marsyangdi, Madi, etc. which ultimately join to Narayani (Saptagandaki) drain the land of this region.



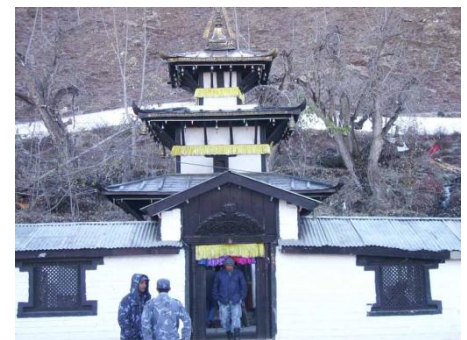
Western Development Region has high potential to attract maximum tourist. It has famous trekking routes like Jomsom, Manang, Ghodepani-Ghandruk etc. The headquarters of this region, Pokhara receives maximum annual rainfall and is known as the Chera Punji of Nepal.



Manang and Mustang districts of this region receive the lowest annual rainfall because they are situated at the leeward side of the mountains. Thus, they are called the Desert Districts of Nepal.

Specialties of Western Development Region:

- The deepest gorge- Dana gorge (5500m) in Kaligandaki River
- Annapurna and Manaslu Conservation Areas and Dhorpatan Hunting Reserve
- High mountains like Annapurna, Dhaulagiri, Manaslu, Himalchuli, Machhapuchhre etc.
- Different cultures of Thakali, Magar, Gurung, Brahmin, Chhetri, Tharu, Rajbanshi, Satar, Dura (Lamjung) etc.
- Historical and religious places like Gorkha Palace, Lumbini, Muktinath and Manakamana.
- The biggest hydro-power station of the country- Kaligandaki A (144MW) in Syangja district
- Main industrial towns like Pokhara, Butwal, Bhairahawa, Gorkha etc.
- Lake situated at the highest altitude in the world- Lake Tilicho (4919m)



Group Activities:

- (1) Explain the variation of rainfall in western development region.
- (2) Prepare a temperature-rainfall graph using the following data of Pokhara:

Month	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Average Temperature (°C)	13	15	20	23	24	25	25	25	24	21	17	13
Average Rainfall (mm)	24	31	54	124	329	659	912	806	616	189	24	22



- (3) Draw an outline map of western development region and insert main mountains, conservation areas, cities and rivers.

- (4) Complete the following table of western development region:

Number of Zones	Number of Districts	Headquarters	Major Mountains	National Parks	Cities	People	Main Crops	Main Rivers

Presentation:

All groups present their work in 10 minutes

Assignment:

- How can we develop tourism in western development region? Explain any 4 ways.
Source: Himalayan Waters- by Bhim Subba, latest newspapers, western development region and its tourism activities from the internet, teachers, family members and Atlas book.

Presentation for the next day: Group- D

- A short presentation on rainfall, ethnic groups, mountains, conservation areas etc.

Day 4 : Development Regions (Mid-Western Development Region)
 Objective : To find out the economic, social and physical aspects of Mid-Western Development Region.

Introduction:

Mid-Western Development Region has 3 zones (Rapti, Bheri and Karnali) and 15 districts. Birendranagar is the headquarters of this region. This development region is the least developed compared to other regions. It is the biggest development region with most of its part with a difficult geographical structure. It has the biggest zone- Karnali and the biggest district-Dolpa which is bigger than Mahakali zone.



Mid-Western Development Region has mountains in the north, hills in the middle and Terai in the south. Famous mountains of this region are Mt. Kanjirowa (6612m), Mt. Danfesa (6103m) and other mountains are Sisne, Patarasi, Gorakh etc.

The climate in hills and mountains is extremely dry and cold.

Rivers like Bheri, Rapti, Karnali and their tributaries drain the land of this region but the geographical structure does not favour crop production. So, there is a shortage of food almost all the year round. The eleven year Maoists underground armed revolution started from Rukum and Rolpa area of this development region.



Although there are various trekking routes like Dhorpatan to Dolpa, Jumla-Rara and Dolpa She-Gumba, they have not been explored well. Thus, tourism is not well developed even though it has high potential in this sector.



This development region has various problems like lack of education, transportation, communication, health facilities, industries etc. and thus the region is called the region of problems. We must grant more budgets and provide maximum facilities to the people of this region to achieve balanced development. We should also systematize the Yarshagumba collection for the benefit of the

people of mid-western region.

Specialties of Mid-Western Development Region:

- Largest development region having biggest zone and district.
- Region of problems
- Longest river of Nepal-Karnali
- Rara, Phoksundo, Banke and Bardia National Parks
- Sworgadwari and Kankre Bihar religious sites
- Various cultures of Bhotiya, Brahmin, Chhetri, Magar, Tharu and Thakuri
- Industrial towns like Birendranagar and Nepalgunj
- Famous apple growing areas like Humal and Jumla



Group Activities:

- (1) Draw an outline map of the Mid-Western Development Region and insert main mountains, national parks, lakes, cities and rivers.
- (2) What are the possibilities of tourism development in this region? How can we promote tourism in this region?
- (3) Complete the following table of mid-western development region:

Number	Number	Headquarters	Major	National	Cities	People	Main Crops	Main Rivers
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of Zones	of Districts		Mountains	Parks				

(4) Present the following data in a pie chart:

Development Regions	Eastern Development Region	Central Development Region	Western Development Region	Mid-Western Development Region	Far-Western Development Region
Area (Sq. km)	28456	27410	29398	42378	19539

Presentation:

All groups present their work in 10 minutes

Assignment:

- How can we overcome various problems, including Kamlari, of Mid-Western Development region? Explain any 4 ways.
Source: Himalayan Waters- by Bhim Subba, documentary on Kamlari, latest newspapers, mid-western development region and its possibilities of development from the internet, teachers, family members and Atlas book.

Presentation for the next day: Group- A

- A short presentation on a school establishment in Simikot. The plan should have objective, raw materials required, capital, human power, duration and the results in it.

Day 5 : Development Regions (Far-Western Development Region)
 Objective : To find out the economic, social and physical aspects of Far-Western Development Region.

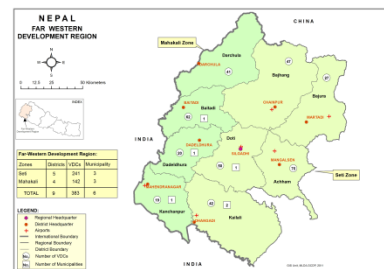
Introduction:

Far-Western Development Region is the smallest development region. It has 2 zones (Seti and Mahakali) and 9 districts. Dipayal is the headquarters of this region. It has the smallest zone- Mahakali which is smaller than Dolpa District. This development region is also less developed one.



Far-Western Development Region has mountains in the north, hills in the middle and Terai in the south. Famous mountains in this development region are Mt. Api (7132m), Mt. Saipal (7025m), Mt. Nampha (6754m), Mt. Lhasa (6189m) and Mt. Yokapahad (6644m).

The climate in the region is generally cold and dry.



Major rivers like Mahakali, Seti, Chameliya, Mohana, Kanara etc. drain the land of this region.

This region receives maximum winter rain because of westerly wind blowing from then Mediterranean Sea. Thus, winter crops can grow well in the region. This region has a vast gap between the literacy rate of men and women. There is gender bias due to the superstitious beliefs. Deuki system, a kind of



slavery system, still exists in Baitadi area which is an example of total domination and exploitation over women.

Although the region has beautiful scenes and sceneries, it has not been able to develop in the tourism sector due to lack of transportation and accommodation. The southern part is good for winter crops and other cash crops like cotton which should be utilized properly establishing cotton mills to cater the need of far-western region and as a whole Nepal.



Specialties of Far-western development region:

- Smallest development region
- Famous for cotton production
- Famous mountains like Api, Saipal and Nampha
- Khaptad National Park and Shuklaphanta Wildlife Reserve to protect the flora and fauna of the region.
- Various cultures of Thakuri, Chhetri, Brahmin and Tharu
- Main industrial and trading centers like Dipayal, Dhangadhi, Mahendranagar etc.



Group Activities:

- (1) What is Deuki system? What measures should be taken to overcome such problem?
- (2) Write a story reflecting the Khaptad National Park, Shuklaphanta Wildlife Reserve and cotton farming.
- (3) Draw an outline map of far-western development region and insert main mountains, national parks, cities and rivers.
- (4) Complete the following table of mid-western development region:

Number of Zones	Number of Districts	Headquarters	Major Mountains	National Parks	Cities	People	Main Crops	Main Rivers

Presentation: All groups present their work in 10 minutes

Assignment:

- Far-western development region seems to have gender inequality. What steps should be taken to uplift the standard of women in this region? Explain any 4 possible steps.

Source: Documentary on Deuki, latest newspapers, far-western development region and its hindrances of development from the internet, teachers, family members and Atlas book.

Presentation for the next day: Group- B





- A short skit on Deuki. A male member of the family gets sick and the girl child is offered to the temple as for the suggestion of witch-doctor. Later, the family realizes that the solution given by the witch-doctor is not correct. They take their daughter back home and the sick male member is taken to the hospital and gets better. Now the family is happy and prosperous.

Day 6 : Conducted Projects in Nepal

Objective : To find out the ongoing national projects in Nepal and be part of them to run these projects smoothly.

Introduction:

A Project is a planned programme to bring about development. Various development projects have been brought and implemented throughout the nation for the proportional development in all the areas. Such projects are either run by the government, Non-governmental Organizations (NGO), INGOs, Multinational companies or private sectors. The funds for these projects are collected from the donor agencies. The major projects conducted in Nepal are given below:

Name of Project	Description	Donor Agencies
 Mobile Phone Distribution	<ul style="list-style-type: none"> Nepal Telecom has conducted a programme to distribute 43 lakhs mobile phones within the period of 3 years. There will be telephone facility in all 75 districts of Nepal. When this project completes, every 16 of 100 people will be using mobile in their day to day life 	Nepal Telecom
 Solar Lamp Distribution Project	<ul style="list-style-type: none"> Kamali Lighting Programme is conducted for the needy and indigenous community. This programme will provide facility to 6 thousands families of Kamali zone and other 4 neighbouring districts - Bajhang, Bajura, Achham and Jajarkot. According to this scheme, each family will get the facility of lighting 2 electric bulbs and listen to a small radio. The programme is supposed to have 3 benefits; the children will get to read in the evenings, locals will be enlightened by listening radio and they will have improvement in the health condition. 	Nepal Government (95%) and consumers (5%)
 Melamchi Drinking Water Project	<ul style="list-style-type: none"> This project has been launched to solve the scarcity of water in Kathmandu valley. After the completion of this project, the daily supply of water will be 170 million liters. Its aim is to satisfy the scarcity of water in Kathmandu valley for a few years. The water will be brought through a tunnel way from Melamchi - Sindhu Palchowk and distributed in Kathmandu City. 	Asian Development Bank, Donor countries and Nepal Government
 Secondary Education Project	<ul style="list-style-type: none"> This is a long term project of 15 years which was started in the year 2060 B.S. The programme aims to increase students' enrolment in the secondary level and improve physical infrastructure of schools. It also works for the revision of curriculum, text books and training materials. This programme has been implemented throughout the country to assist the slogan of Nepal government "Education to Everyone." 	Asian Development Bank (ADB), Danish International Development Agency (DANIDA) and Nepal Government

Group Activities:

- Suppose, you are a member of the National Planning Commission. If you got the opportunity to choose and run a project, which one would you prefer? Write a brief note with reasons.

- (2) Collect the information about any one development project running in Nepal from the newspapers and prepare a news report on it.
- (3) Out of the 4 major projects given in the lesson, which one do you like the most? Why? Give reasons.
- (4) Make a project plan for a school in your community on the basis of following sub-headings:
- | | |
|------------------------------|-----------------------|
| (i) Name of the project | (v) Source of capital |
| (ii) Objectives | (vi) Human power |
| (iii) Required raw materials | (vii) Duration |
| (iv) Capital | (viii) Results |

Presentation: All groups present their work in 10 minutes

Assignment:

- We know that Melamchi Drinking Water Project has been a failure several times due to one or the other reason. Many other projects have also not been able to fulfill their objectives in Nepal. What could be the possible reasons and their possible solutions? Explain.
Source: Recent projects and their problems from the internet, teachers, family members.

Presentation for the next day: Group- C

- A short presentation on the benefits of all 4 projects mentioned in the lesson.

Day 7 : Project work on Federal Countries in the world
Objectives :

Each group will choose a republican country in the world. They visit library, surf the internet, consult encyclopedia and find out the system of government in those nations, development, national integrity, historical background of federalism in those nation. They will prepare a detail report within a week 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 the reference of others. The project report will get 5% of the total credit in the upcoming monthly evaluation.



Day 8: Preparation for the Evaluation (Review of the Unit)

(The students find the solutions of each of the following questions. The facilitator just supervises and extends his/her helping hand if they are really confused in any question)

1. Explain any 4 economic activities representing all geographical areas of Eastern Development Region.
2. What are the projects running in Nepal at present? List any 4 of them and explain any one.
3. Explain the physical environment of Central Development Region.
4. Mention any 4 reasons for the division of Nepal into development regions.
5. Study the following information and answer the questions given below:-

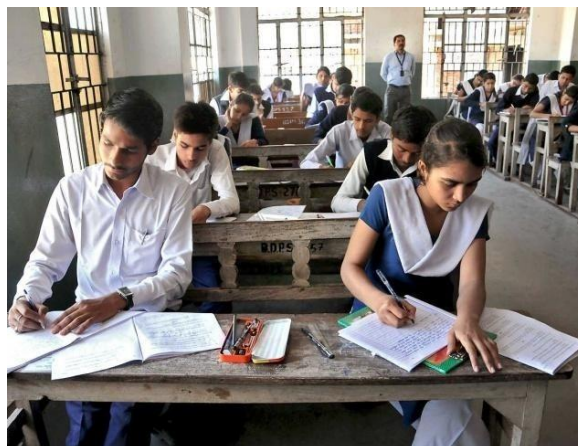


"The people in this region are very poor. The climate is so cold and dry that people can grow only a few months rice supply. However, sometimes the rain is even less, and they experience famine. They have the lowest life expectancy, literacy rates and level of schooling in the whole of Nepal, and most people's diet is poor, so that epidemics of illnesses easily make people ill."

- a. Identify the development region mentioned in the statement.
 - b. Write any four problems faced by this development region and write the solutions of any two of the problems.
6. Explain why western development region is called the tourists' centre?
 7. Define the term federalism in your own words and mention any three differences between the federal/central government and provincial/state government in term of their power and functions.
 8. If Nepal has to be divided into 4 development regions in a new style, how would you divide? Why? Give reasons.
 9. Explain any 4 major causes why central development region is more developed than other development regions.
 10. Nepal is a Federal Republic state. What should be the base of the division into various states? Write any 2 basis and give logic to support your answer.
 11. Mid-Western Development Region is less developed in comparison to other development regions. What measures should be taken to develop infrastructures like education and transportation? Write a letter to minister for local development mentioning any 4 measures.
 12. .explain any 4 importance of Federal system in our context.
 13. The life expectancy in Mid-Western Development Region is very low due to starvation and other social problems. What measures should be taken to improve the life standard? Write any 4 measures.
 14. Prepare a dialogue between 2 friends with your logics for and against the Federal system.

15. Development projects running in Nepal are not being completed. This has wasted scarce means and resources. What can be done to implement the projects and complete them in time and share the benefit to the targeted people? Write your suggestions in 4 points.
16. Federalism is more democratic and inclusive than unitary system of government. Justify the statement with 4 logics.
17. What is state restructuring? What are the major challenges faced in Nepal for it? Explain any 3 of them.
18. Explain any 4 possible sectors that are controlled by the central government only.
19. There is no equal distribution of the population in the development regions. Why write any 4 reasons.
20. A nation is divided into different states in federal system for the unity and proper development. Prove the statement.

Day 9 : Unit Test



Day 10 : Quiz from the Unit: (This quiz will get 5% of the total credit in the upcoming monthly evaluation)



Questions for Quiz:

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. What are the physical divisions on Nepal? 2. What is the total area of Nepal? 3. What is the east-west length of Nepal? 4. What is the average breadth of Nepal? 5. Who divided Nepal into 35 districts? 6. When was Nepal divided into 14 zones and 75 districts? 7. When was Nepal divided into 4 development regions? 8. When was Nepal divided into 5 development regions? 9. Give any 2 reasons for dividing Nepal into political divisions. 10. What are the 2 types of government in a federal republican nation? 11. How many zones are there in eastern development region? 12. How many zones are there in central development region? | <ol style="list-style-type: none"> 13. How many zones are there in western development region? 14. How many zones are there in mid-western development region? 15. How many zones are there in far-western development region? 16. How many districts are there in eastern development region? 17. How many districts are there in central development region? 18. How many districts are there in western development region? 19. How many districts are there in mid-western development region? 20. How many districts are there in far-western development region? |
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- | | |
|---|---|
| 21. When did Tenzing Norgay and Edmund Hillary climb the Everest? Give the year in B.S.
22. Name the district famous for tea production.
23. Name any 2 unique crops of eastern development region.
24. Name the unique crop of Far-western development region.
25. Which development region receives maximum summer rainfall?
26. Which development region receives maximum winter rainfall?
27. Which place is called "Cherapunji of Nepal"?
28. Name the deepest gorge in the world.
29. Name the lake situated at the highest altitude in the world.
30. Name any 2 famous mountains of eastern development region.
31. Name any 2 famous mountains of central development region.
32. Name any 2 famous mountains of western development region.
33. Name any 2 famous mountains of mid-western development region.
34. Name any 2 famous mountains of far-western development region.
35. Name the desert districts of Nepal.
36. Name any 2 national parks of eastern development region.
37. Name any 2 national parks of central development region. | 38. Name any 2 conservation areas of western development region.
39. Name any 2 national parks of mid-western development region.
40. Name any 1 wildlife reserve of far-western development region.
41. How many mobile phones will be distributed upon the completion of the project?
42. How many families will be benefitted by the Kamali Solar Lamp Distribution Project?
43. How many liters of water will be supplied daily by the Melamchi drinking Water Project?
44. Name the largest river of Nepal.
45. Name the deepest river of Nepal.
46. Name the longest river of Nepal.
47. When was Nepal declared as federal republic? Tell the full date in B.S.
48. What is the reason that western Nepal receives more winter rain?
49. What is the reason that eastern Nepal receives more summer rain? |
|---|---|

Unit- 2- INFRASTRUCTURES OF DEVELOPMENT

Day 11 : Importance of skilled human power
Objective : To find out the importance of human power for infrastructure building.

Introduction:



Development is a change to bring about progress in a certain field. Every human being wants to live a quality life which is possible through progressive change. In order to improve the life standard of the people, we need certain things which determine the improvement or progress is known as pre-requisites (infrastructures of development) like education, health, communication, transportation etc. There are two types of resources:



- (i) Natural resources: rivers, hills, mountains, forest, minerals, soils etc.
- (ii) Human resources: skilled human power, training, technology, experience etc.



Human resources are the most important resources of all. They are the ones to mobilize all the other resources to change the society in a drastic manner and give quality life. Those people who



can perform their work independently using their creativity and potentiality are skilled human power. We cannot undermine the contribution of unskilled and semi-skilled human power. They are also the assets of development. Skilled human power in the world is basically involved in 4 major types of work. They are:

- (i) Producing primary goods or raw materials
- (ii) Manufacturing secondary goods using raw materials
- (iii) Providing services to others
- (iv) Specialists training the other groups

Creative, thoughtful, skillful and laborious people are required to develop all infrastructures of development. Besides these qualities, the human power needs training, vocational education and orientation to the latest technology in science. When the people are aware of their potentialities, they take interest in their fields and become experts. With the proper working atmosphere, they can bring about the change in overall economic condition of the country.



Nepalese people are slowly coming up in the field of skilled human resource. We have shown our sincere dedication in various eastern and western countries of the world. We have also proved our worth in the field of police and army in international society. Now Nepalese need the following things to compete with others:



- Proper education
- Opportunities
- Training
- Working atmosphere
- Peace and security etc.

Group Activities:

- (1) Make a mental map on the ways to produce skilled human power in a country like Nepal.
- (2) What type of skilled human power would you like to be in the future? How would you serve the nation through this?
- (3) Write a story of a person in your community who has done something creative and is an example for others.
- (4) Poverty is gradually decreasing in Nepal in the recent years. What could be the possible reasons? Explain.

Presentation: All groups present their work in 10 minutes

Assignment:

- “Skilled human power is the most important infrastructure of development.” Prove this statement.
Source: Latest newspapers, importance of skilled human resource in development from the internet, teachers, family members.

Presentation for the next day: Group- D

- A journalist interviews the skilled human power in the field of industries, agriculture, tourism, trade and animal husbandry and concludes that all sectors are equally important and prosperous if we put our heart and soul with our expertise in them.

Day 12 : Skilled Human power- Today and Tomorrow
Objective : To find out the importance of short term and long term skilled human power.

Introduction:

In the absence of skilled human power, infrastructure building and development process goes backward. Every country requires sustainable development and human power. The country should be able to produce efficient and trained human power every year as per the required number in each sector. There must be adequate physical facilities and a large number of skilled people in every field of development to utilize the available resources.

Short Term Needs:

Nepal is an agricultural country. Majority of the people depend on agriculture for their livelihood. Most people live in the villages. So, the development work must start from the villages and agricultural sector. This is the present need of Nepal. On the other hand, we need to utilize the raw materials produced through agriculture establishing small scale industries. This is another short term need of Nepal.



Nepal is a beautiful country and millions of people from other countries love to visit this wonderland. Thus, we need to promote tourism. Nepal also lacks stable government. We should have a government of complete term so the plans and programmes get completed.

Therefore, Nepal needs 4 major types of human power as the short term need:

- (i) Human power to improve village and agriculture
- (ii) Human power to establish and run small scale industries
- (iii) Human power to improve tourism
- (iv) Human power to ensure stable government

Skilled human power to cater the need of present generation based on immediate need is called short term human power. The government of Nepal is effortful to promote development works in rural areas. We need good administration, effective management and proper record keeping of income and expenditure (Transparency) to carry on such development work throughout the country. We should also have training programmes like cooking, hotel management and tourist guide in the rural areas for the promotion of tourism and as a whole for the welfare of the country.

Long Term Needs:

Short term human power is not enough to carry out sustainable development in the country. Skilled human power to cater to the needs of future generation in the long run is known as long term human power.

The government should formulate plans and projects to give continuity to what people are doing today. The government should frame plan emphasizing on the utilization of natural resources like water, forest, soil, minerals and science and technology, establishment of large scale industries.



Thus, Nepal needs the following types of human power as the long term need:

- (i) Human power to utilize the natural resources
- (ii) Human power to establish large scale industries
- (iii) Human power to promote export
- (iv) Human power to promote science and technology

The government of Nepal has brought periodic and long term plans to maintain consistency in producing required number of skilled human power for both short and long term. Vocational training institutes have been established in several places under CTEVT (Council for Technical Education and Vocational Training) and they produce electricians, radio/television mechanics, telephone operators, carpenters, mechanics for vehicles etc. Therefore, schools, colleges and universities should have a programme for job oriented education to cater the present and future need of Nepal in the field of human power.



Group Activities:

- (1) If you are planning to open a hotel in the headquarters of your district, what things will you require? What type of human power will you choose?
- (2) List out the short term and long term human power required in Nepal.
- (3) Write a letter to your friend living in Canada on the long term needs of Nepal.
- (4) If you are planning to be a computer engineer or scientist, what things should be done right from now? Make a suitable/possible plan to achieve your goal.

Presentation: All groups present their work in 10 minutes

Assignment:

- Explain the effort of Nepal government to fulfill the short and long term needs of Nepal in the field of skilled human power.
Source: Latest newspapers, short and long term human power in Nepal from the internet, teachers, family members.

Presentation for the next day: Group- A

- Debate on the following topic: ***“Developing countries should spend a large amount of money in the development of education.”***
A member of the group will speak for the motion and the other against the motion. Other group members will help to prepare their points.

Day 13 : Equal Participation of Women in Development
Objective : To find out the importance of women's participation in development work.

Introduction:

Our society has two different perceptions regarding women. Women are respected in the form of goddess in one hand and in the other hand they are dominated and tortured in the form of daughter-in-law. Women are exploited and dominated due to ignorance in which both the genders are equally involved.



There are several feminist movements in the world for granting the minimum rights of women. After World War II, women in development (WID) policy was implemented through which women were allowed to work outside the periphery of their houses. There was no more limitation to work within the four boundaries of their houses.



Although earlier women were considered to be machines to produce children and take care of the children, this concept changed after the implementation of WID. In 1960s, there was another movement in USA and women were able to get more rights through women and development (WAD) policy. They got opportunities in decision making process and politics.

In 1980s, the world realized the importance of both the genders and brought the concept of gender and development (GAD) and now both genders should be equally treated according to the GAD policy.

No development can be a real development without women's participation. In Nepal more than half of the population is women. The government, private sector and as a whole the country should bring a new revolution to change the traditional activities towards women so the participation of all will make the difference in the development of the country.



**RED BANGLES SPEAKS
RATO CHURA BOLCHHA**

Data related with genders in Nepal according to National Plan 2060 B.S.

Areas	Male	Female
Average life expectancy	58.3	59.3
Literacy rate	65.08	42.49
Civil service	87.3	12.7
Teacher	86.3	13.7
Legal profession	95.03	4.97
Admission in primary level	79.4	64.5
Admission in secondary level	36.9	25.5
Admission in T.U.	75.1	24.9
Contribution in agricultural production	66.8	85.2

Considering the needs of equal participation of women in development, various programmes have been launched by the Nepal government. They are:

- (a) Initiation of 33% participation of female in all areas (the concept is to make 50% gradually)
- (b) Equal right for parental property
- (c) Reservation for women in various services including civil service
- (d) Acquiring citizenship in the name of mother. Previously, it was limited to father only.
- (e) Right to safe abortion

Women, who occupy 50.04% of the total population of the country, have very less or poor participation in the important matters of the country. Both genders should be granted equal legal rights. Sons and daughters both should be encouraged to study. Special training should be given to women to qualify them in various services of the country. The students can play an important role to initiate the formation of harmonious society in which male and female are equal in both theory and practice. This will lead to peace, prosperity, happiness and equality in the country.

Group Activities:

- (1) How are women exploited in our society? How can we solve such problems?
- (2) Write any 4 ways to empower women in a country like Nepal.
- (3) Write a short poem on the problems of women in Nepal.
- (4) Prepare a slogan to create public awareness for the upliftment of women standard in Nepal.

Presentation: All groups present their work in 10 minutes

Assignment:

- Are you satisfied with the efforts of Nepal government to empower women? What more can be done by Nepal government as well as private sector?

Source: Latest newspapers, ways to empower women in Nepal from the internet, teachers, family members.

Presentation for the next day: Group- B

- Debate on the topic: ***"Equal parental property right to women."***
A member of the group will speak for the motion and the other against the motion. Other group members will help them to prepare their points.

Day 14 : Peace, Security and Good Governance
Objective : To find out the importance of peace, security and good governance for development.

Introduction:

Peace and good governance are like two sides of the same coin or two wheels of the same cart. It is regarded as very important pre-conditions for the development. Development activities are impossible if violence, conflict and misunderstanding are prevalent in the country. The state is primarily responsible to maintain peace and good governance. The state has to take initiative to promote peace, security and good governance. It does not mean that people should always look upon the government for maintenance of peace in the country. People should always be ready to help the government in whatever way possible in order to maintain peace and harmony. Some of the ways to maintain peace, security and good governance are:

- a) Proper distribution of natural resources and means
- b) A society free of exploitation
- c) A society free of corruption
- d) Culture of mutual understanding and cooperation
- e) Public partnership
- f) Absolute use of fundamental rights and duties
- g) Social environment without discrimination
- h) Stable government etc.



Civil society, organizations, government wings and every citizen must co-operate with



each other to maintain peace, security and good governance. Everyone should respect the rights and duties of others. Good environment for building infrastructures is possible in the existence



of peace and security. All people should be responsible towards peace and security. During the 11 years' Maoist insurgency, Nepal did not have proper peace and security which hindered the development process. With our strong commitment and sincere combined effort, we can really make Nepal a peaceful, justifiable and prosperous country in the world.

Group Activities:

- (1) Make a list of advantages of peace and disadvantages of conflict.
- (2) Prepare a mental map on the ways to maintain good governance, peace and security.
- (3) Prepare a newspaper article on "Peace and security to stop brain drain"
- (4) Prepare a speech on "Peace and security- a need of the hour"

Presentation: All groups present their work in 10 minutes

Assignment:

- Explain the peace process of Nepal after People's Mass Movement II including the role of UNMIN (United Nations Mission in Nepal).
Source: Documentary on Mass Movement II, 12 points agreement and comprehensive peace agreement between the Maoists and SPA (Seven Party Alliance), newspapers, teachers, family members.

Presentation for the next day: Group- C

- A short skit on 11 years' Maoists revolution or Mass Movement II and end of revolution.
At the end, all people work together to build destroyed infrastructures and international society is amazed with the progress of Nepal.

- Students will visit library, surf the internet, consult encyclopedia, newspapers, magazines, human development report on UNPD and find out the condition of women in the world. They will prepare a detail report within a week including the following sub-topics:
 - Primitive society and women's role
 - Women's revolution for their rights
 - Women and voting rights
 - Women and development
 - Gender and development
 - Importance of women's participation in the development
- 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 the reference of others. The project report will get 5% of the total credit in the upcoming monthly evaluation.

Day 16: Preparation for the Evaluation (Review of the Unit)

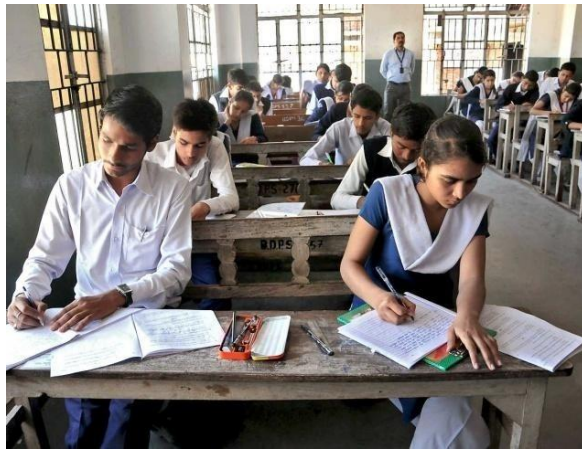
(The students find the solutions of each of the following questions. The facilitator just supervises and extends his/her helping hand if they are really confused in any question)

- Human resources are most important of all the resources. How?
- Skilled human power is required now and in the future. Prove this.
- Explain why women are to be empowered and uplifted in the context of Nepal?
- What are the different ways to increase the human power in Nepal?
- Education is the bulwark of the development. How?
- Write any four problems observed in the health sector in Nepal and mention their respective possible solutions.
- Write any four problems observed in the transportation sector in Nepal and mention their respective possible solutions.
- People's participation is necessary in the development projects in any nation. Why?
- What are the reasons for the low literacy rate of women in Nepal? Write the ways to uplift it.
- Natural resources are not mobilized properly in Nepal. Write any 4 reasons.
- Imagine the people take the patient to the witch doctor and is not cured and then they take him to hospital, also they complain the doctors if the patient does not get better within short period. How would you like to convince them so that they do not delay to go to hospital?
- If you were the minister for women, what different programmes would you bring for the women's development?
- Explain the needs and importance of skilled human power.
- Should daughters be given equal parental property right like sons? Give your opinion for or against this proposal explaining the reasons.
- Explain the methods to adopt in order to reduce brain drain.
- Mention any four ways to maintain peace in the country.
- Differentiate between short term and long-term manpower.
- What is conflict management? Explain the techniques of conflict management.



Day 17

: Unit Test



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 are the two type of resources needed for development?
2. Name any two natural resources
3. Name any two human resources
4. Define infrastructure of development
5. Define the term development.
6. Give any 4 ways to produce skilled human power
7. What is the complete form of CTEVT?
8. What is the present literacy rate of Nepal?
9. Give any 2 short term needs of Nepal
10. Give any 2 long term needs of Nepal.
11. Give any 4 infrastructures of development.
12. Name the 4 major types of work skilled human power are involved in the world.
13. What is the complete form of WID?
14. What is the complete form of WAD?
15. What is the complete form of GAD?
16. What % of women participation has been reserved by the government of Nepal at present?
17. Name the movement after which the citizenship in the name of mother was granted.
18. Give any 4 requirements of peace, security and good governance.
19. Give any 4 advantages of peace and security.
20. Give any 4 disadvantage of conflict.
21. What is the present life expectancy of Nepal?
22. Give any 4 efforts of Nepal government to uplift the standard of women.
23. What is the complete form of UNMIN?
24. How many years did the CPN- Maoists carry their under-ground armed revolution?
25. When was the Maoists revolution started? Tell the full date in B.S.
26. When was it ended? Tell the full date in B.S.
27. How many days did Mass Movement II last?
28. When was Mass Movement II started?
29. When was Mass Movement II ended?
30. How many people sacrificed their lives during Mass Movement II?

Unit 3: OUR SOCIAL VALUES, TRADITION AND NORMS

Day 19 : Our Heritages

Objective : To identify national heritages of Nepal which are enlisted in the UNESCO's world heritage sites and be a part to preserve and promote them.

Introduction:

Valuable objects that reflect culture, history art or tradition are called heritages. They have been passed down from previous generation to the present one. Such valuable objects are also promoted by UNESCO (United Nations Scientific and Cultural Organization), one of the specialized agencies of UNO. Some of the heritages which are included in the list of world heritage sites are given below:

A. Lumbini:

Lumbini is the birth place of Gautam Buddha. It is one of the most holy pilgrimage sites for Buddhists all over the world. There is a pillar called the Ashoka Pillar established by emperor Ashoka in 245 B.C. There are Mayadevi and Puskarini temples.



Lumbini Development Committee has been formed to promote and preserve this important heritage site. There are 13 member countries in this committee. Today, many countries of the world have erected stupas and monasteries in the site. Some of these countries are China, Myanmar, South Korea, India, Japan, France, Thailand, Germany etc. There are research centers, libraries and museum on Buddhism.

B. Pashupatinath Temple Area:

Pashupati area is the holy place of Hindus. The Pashupatinath Temple was built by Prachanda Dev during the Lichhavi period. This heritage sites covers the area of Pashupatinath temple, Devpatan, Jay Bageshwori, Gaurighat, Kutambahal, Pingalasthan and slesmantak forest area. There are 492 temples, inns and stupas in different styles and a thousand Shivalingas. This is the main attraction and holiest place for all the Hindus all over the world.



C. Sagarmatha National Park:

Sagarmatha National Park covers the area of 1148 sq. km. It covers the areas of Mt. Everest, Lhotse, Choyu, Nuptse, Pumori and Amadablam mountain ranges and the area around them in Solukhumbu District.

Major vegetation found in this national park is Rhododendron, Dhupi, Bhojpatra etc. The variety of birds and animals make the khumbu region lively round the year. Such birds and animals are leopard, Himalayan black bear, wild yak, musk deer, red panda, lophophorus (Danfe), polar cheetah etc.



D. Chitwan National Park:

Chitwan National Park covers an area of 932 sq. km. This National Park is famous for one-horned rhino which is one of the world's rare animals. This National Park is also popular as we find the Royal Bengal Tigers here. Other wildlife found in the National Park are elephants, crocodiles, tigers, peacock and various other birds. The area is famous for elephant polo. International level competition for polo is organized every year.



E. Hanumandhoka Durbar Square:

Hanumandhoka Durbar Square is located in the heart of Kathmandu. It was the palace from where the country was governed by the Mallas and even early Shah Kings. After the completion of Narayanhiti Palace, the Royal Palace was shifted from Hanumandhoka to Narayanhiti. There is a belief that Pratap Malla erected a statue of Hanuman and named it as Hanumandhoka. He also pacified Kalbhairav in the Square. The famous Nine-storey Palace built by Prithvi Narayan Shah, Basantapur Palace, Taleju Temple, Museum, Kumari House, Kasthamandap etc. are the ancient heritages located within the Durbar Square.



F. Bouddhanath Stupa (Mahachaitya):

Bouddhanath Stupa is located at Bouddha to the north-east of Kathmandu. This is a famous holy place of the Buddhists. This is one of the oldest and biggest stupas in Nepal. It was built in around 5th century. Besides the main stupa, there are other 45 monasteries in this area. The art and architecture of Bouddhanath has been an exemplary masterpiece of Buddhists and as a whole of Nepal. Many tourists today are attracted towards the architectural beauty of Bouddhanath.



G. Patan Durbar Square:

Patan Durbar Square is situated in Lalitpur district. It was the palace of the Malla Kings. The Krishna Temple with 21 pinnacles (Gajur) is situated in the Durbar Square. This is one of the masterpieces of Malla art and architecture. Besides Krishna temple, there are Bhimsen temple, Bishwonath temple, Jagat Narayan temple, image of Yog Narendra Malla, Mahabouddha, Khumbheshwor Mahadev, Rato Machhindranath etc. Patan Durbar Square is full of beautiful medieval art and architecture which has attracted millions of tourists and researchers from all over the world.



H. Bhaktapur Durbar Square:

Bhaktapur Durbar square lies in Bhaktapur District. It was the palace of the Malla Kings in the medieval era. The heritages like Nyatapola temple, 55 windows palace, image of Bhupatindra Malla, National Art Gallery, Golden Gate etc. are the major attractions of the Durbar Square. Exemplary effort of the people around Durbar Square to maintain cleanliness and promote the heritage site has resulted in it being called the cleanest square among all.



I. Changunarayan Temple:

Changunarayan Temple is situated in the northern part of Bhaktapur. The temple was initially built by Hari Dutta Verma and later by Mandev. Mandev pacified various historical things around the temple so the credit goes to him. The Temple is built in pagoda style. There are different types of sculptures and carvings of stones, woods and metals inside the temple premises. The stone inscription of Changunarayan temple, prepared in the period of Mandev is considered to be the oldest stone inscription of Nepal. Image of Narsinha, idol of lord Vishnu, incomplete stone elephant and half piece rice and its related story are the major attractions of the temple.



J. Swoyambhunath Stupa:

Swoyambhunath Stupa is located in Kathmandu. This is primarily the holy place of Buddhists. There is an image of a goddess which is worshipped by both Hindus and Buddhists in the form of Goddess Saraswati and Manjushree. This temple is regarded as the symbol of religious tolerance. Besides stupas, temples and images, one of the biggest images of Buddha in Nepal has been erected in the area recently.



Besides these heritages listed in the world heritage sites, Nepal has many other religious, natural, cultural and historical heritages like Bardiya National Park, Shivapuri National Park, Halesi Mahadev in Khotang, Sworgadwari of Pyuthan, Gosaikunda of Rasuwa, Kalika temple of Baglung, Tal Barahi temple of Pokhara, Chhintang Devi of Dhankuta, Pathivaradevi temple of Taplejung, Muktinath temple of Mustang, Manakamana temple and Gorkha Palace of Gorkha, Ram-Janaki temple of Janakpur, Jaybageshwori of Nepalgunj, Chandannath temple of Jumla etc.

Group Activities:

- (1) Draw an outline map of Nepal and insert all 10 heritages listed in the UNESCO's Heritage Sites.
- (2) Write a letter to your friend living abroad describing about one of the heritages of our country.

(3) If you get an opportunity to add one more heritage of Nepal in the UNESCO world heritage site, which object will recommend? Why?

(4) Complete the following table:

Heritage Sites	One Major Specialty
Lumbini	
Pashupatinath	
Sagarmatha national park	
Chitwan national park	
Hanumandhoka Durbar Square	
Bouddhanath Stupa	
Patan Durbar Square	
Bhaktapur Durbar Square	
Changunarayan Temple	
Swyambhunath Stupa	

Presentation: All groups present their work in 10 minutes

Assignment:

- Are you satisfied with the efforts of Nepal government to preserve and promote the cultural heritages of our country? What steps should be taken to maintain their originality?
Source: Documentary on the heritage sites, newspapers, ways to preserve and promote our national heritages from the internet, teachers and family members.

Presentation for the next day: Group D

- An interview with the external and internal tourists in different heritage sites and find out the ways to improve from them.

Day 20 : Educational Excursion to one of the heritage sites of Nepal.

The students will visit library, surf the internet, consult encyclopedia, newspapers, magazines etc. and find out the history, culture, people, important features, conservation, ways to promote the site etc. about the place prior to go to excursion. After the visit, each group will prepare a detail report within a week and do the presentation in front of the whole class. After the presentation and evaluation, the students paste their reports on the bulletin board of the school for the reference of others. The project report will get 5% of the total credit in the upcoming monthly evaluation.

Day 21 : Our Folk Songs, Musical Instruments and Dances

Objective : To elaborate the importance of folk musical instruments, dances and songs and be a part to promote them.

Introduction:

The songs, instruments and dances which are practiced according to place, culture, race, religion etc. are called folk songs, musical instruments and dances. They are the identity, assets and valuable ornaments of particular communities which have been passed on from generation to generation. They may differ from one community to others but they have equal importance in different contexts and situations. Such songs, instruments and dances are performed in different festivals, marriage, Bratabandha, fair and community gatherings.




In a developing country like Nepal, it has to be given priority as such assets and promote them because they the national identity. We are known all over the world because of these folk songs instruments and dances. We have not been able to compete with others in the field of development but we can really lead the world in such folk songs, musical instruments and dances. The government, organizations, NGOs and INGOs as well as private sectors should adopt the following steps to preserve and promote them:












- Provide the platform to exhibit such national identities.
- Practice them in every occasion.
- We must not be influenced by western cultures in this regard.
- More educational institutions should be established to circulate them to new generation.
- Such items should be kept in the syllabus of different level.
- We should create more job opportunity in such fields.
- Some of the folk songs, musical instruments and dances are given below:





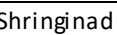
Folk Songs:

Folk Songs	Practice
Teej song	Teej festival
Deusi song	Deepawali
Malshree song	Dashain
Chandi song	Udhauli and Ubhauli
Tamangselo song	Tamang community
Palam song	Limbu community
Jhyaure song	Festivals, processions and gatherings
Hakpare song	Eastern Nepal
Deuda song	Far-western Nepal
Hori and Ashika songs	Terain part of Nepal






Folk Musical Instruments:

Folk Musical Instruments	Practice
 <p>Madal</p>	Madal is made of log and skin. It was originally played by Magar community but today, almost all the people of Nepal use this instrument in various occasions.
 <p>Sarangi</p>	Made of Khiri wood and wires (Gandharba community)
 <p>Flute</p>	Made of Bamboo (Practiced all over Nepal)

 <p>Jhyali</p>	Made of bronze (It is one of the Panche bajas practiced all over Nepal)
 <p>Narsingha</p>	Made of copper (It is one of the Panche bajas practiced all over Nepal)
 <p>Sankha</p>	Made of large shell of insect (Practiced by Hindus)
 <p>Khajjadi</p>	Made of wood and skin (Practiced mainly in Bhajan-Kirtan)
 <p>Sahanai</p>	Made of metal ((It is one of the Panche bajas practiced all over Nepal)
 <p>Pungi</p>	Made of the bark of coconut and bamboo (practiced by terrain people while performing snake dance)
 <p>Tunga</p>	Made of wood of rhododendron and wire (Practiced by Himalayan people)
Yalamber	Made of bamboo and wires (Practiced by Kirat community)
 <p>Ektare</p>	Made of wood and leather (Practiced by sages)
 <p>Damaha</p>	Made of copper and leather ((It is one of the Panche bajas practiced all over Nepal)
 <p>Urni</p>	Made of bark of coconut, leather and stick (Practiced by Dhimal community)
 <p>Tyamko</p>	Made of leather ((It is one of the Panche bajas practiced all over Nepal)
	Made of wood and leather (used by witch doctors)

	
Dhyangro	
	Made of bamboo and thread (Practiced by Kirat community)
Murchunga	Made of iron (Practiced by Kirat community)
	Made of leather (Practiced by the people of Mid-western)
Phasmuk	Made of 3 pieces of bamboo (Practiced by Limbu community)
	Made of the horn of ox (practiced by the Kirat of Solukhumbu)
Dakkrai	Made of wood and wires (Practiced by the people in Mithila area)
	Made of horn of Krishnasar (Used by Sages)
Damphu	Made of wood and leather (Practiced by Tamang community)

Folk Dances:

Folk Dances	Practice
	Rai and Limbu community during feast and festivals
	Rai community during Udhauli and Ubhauli
	Eastern and central terai during Holi (Fagu)
	Magar community of western Nepal
	The people of Mid-western and Far-western during feasts and festivals



Mundhum Naach

Kirat community of eastern hills during feasts and festivals

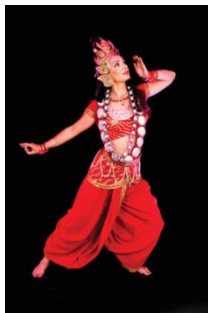


Chyabrun Naach

Limbu community of eastern hills during feasts and festivals

Hopcha Naach

Rai community of Dhankuta during feasts and festivals



Charya Naach

The people of Kathmandu during feasts and festivals



Ghatu Naach

Gurung community of Gandaki zone



Bhairab Naach

Newar community of Kathmandu and Pokhara



Sorathi Naach

Gurung community

Newar community of Baglung



Hanuman Naach

Charitra Naach

Terain people

People of eastern hills



Maruni Naach

Taraware Naach

Gandarva community

Chokara Naach

People of far-western



Singaru Naach

People of mid-western



Hudkeli Naach

People of far-western



Pancha Buddha Naach

Buddhist Newar of Kathmandu



Newars of Kathmandu Valley

Group Activities:

- (1) Folk songs represent the culture of contemporary society. Justify the statement.
- (2) Which folk musical instrument do you like most? Explain the reasons of your liking with figure.
- (3) What are the folk songs, musical instruments and dances in your community? List them out separately.
- (4) Several of our musical instruments are being extinct. What should be done to preserve and promote these instruments?

Presentation: All groups present their work in 10 minutes

Assignment:

- Although Nepal is very rich in folk songs, musical instruments and dances, it has not been able to preserve and promote them systematically. What steps should be taken immediately to do so?
Source: Newspapers, ways to preserve and promote our folk songs, dances and instruments from the internet, teachers and family members.

Presentation for the next day: Group A



- A short speech on the role of students to preserve and promote our folk songs, instruments and dances. A member will deliver the speech and rest will help him/her to finalize the points.

Day 22 : Our National Days

Objective : To elaborate the importance of national days and participate to celebrate them effectively

Introduction:

National Days are the special days for the people of respective countries. They remind and inspire everybody to be patriotic and live for their motherland. Those special days that are celebrated nationwide to relate various events in history and achievements of the country and the contribution of special people are called national days. Nepal government has decided to observe several days as special days or important landmarks in the history. Some special days are given below:

National days	When	Why and how
 Children's Day	29 th Bhadra	Nepal government signed and approved the protocol passed by UN Convention on child rights. It was done on 14 th September (29 th Bhadra). So we have been observing this day as children's day since 2063 B.S. Various programmes are organized by the government, Nepal Children's Organization, Bal Mandir, CWIN etc to bring awareness on child rights.
 Constitution Day	1 st Magh	After the People's Mass Movement 2062-2063, the Constitution of 2047 was replaced by the present Interim Constitution 2063. This constitution was promulgated on 1 st Magh 2063. So, we observe this day as constitution day. The political leaders, lawyers and judges give speech on the constitution and important articles are published in the newspapers. Now, 601 elected representatives in the second Constituent Assembly have been discussing and finalizing the new constitution for the Federal Democratic Republic of Nepal. This constitution will address the aspiration and mandate of Mass Movement II and restructure the country scientifically which will be acceptable for all people of Nepal.
	16 th Magh	We commemorate Magh 16 as Martyrs' day which was the day of sacrifice of the martyrs for democracy and freedom in the year 1997 B.S. It is celebrated for 7 days. People visit Martyrs' Memorial at Lainchaur and



Martyrs' Day

Martyrs' Gate at Sundhara. There are busts of Sukra Raj Shastri, Dasarath Chand, Ganga Lal Shrestha and Dharma Bhakta Mathema at Martyrs' Gate. The government of Nepal has been working to shift these busts to Gokarna area to preserve them systematically. We offer tribute to the martyrs at Pachali in Teku where Sukra Raj Shastri was hanged, Shifal where Dharma Bhakta Mathema was hanged and Shovabhadrawati where Dasarath Chand and Ganga Lal Shrestha were shot dead. We also pay tribute to all the known and unknown martyrs of 2007, 2036, 2046 and 2062-2063 revolutions.



Democracy Day

7th Falgun

We observe democracy day on 7th Falgun when autocratic Rana rule was ended and democratic government was formed in the year 2007 B.S. Mass processions are held on the main roads of Kathmandu and other parts of the country led by Prime-minister and other political leaders. Mass meeting is held at Tundikhel. All offices, schools and colleges are closed on this day so that everybody can participate and celebrate the victory of democracy.



Loktantra Day

11th Baisakh




We observe Loktantra Day on 11th Baisakh when all the state power and sovereignty was returned to the people by King Gyanendra. This day is also observed to mark the day we were successful in the 19 days long revolution. There is joy and happiness all over on this day. Political leaders deliver speech on the importance of Loktantra and the articles are published in the newspapers.



Education Day

8th
September

We observe education day on 8th September every year on the occasion of world literacy day. People who have contributed to meaningful education round the year are encouraged and recognized with various awards on this day. The students who have topped Ph. D. Masters, Bachelors and other levels are awarded with medals and certificate by the head of the state. It encourages people to do better in the field of education.

 <p>International Women's Day</p>	<p>8th March</p> <p>We celebrate international women's day on 8th March when were given rights to work outside the periphery of the house and traditional role of women was replaced by the modern one. The women in civil service and other fields are given a day off. Various programmes are organized to make the people aware about the women's rights, education and equal opportunity. It reminds everyone that society can't exist without equal participation and involvement of women.</p>
 <p>International Labour Day</p>	<p>1st May</p> <p>We observe International Labour Day on 1st May when the labour class people were granted rights like limited number of working hours and equal pay for equal works. This day is popular as May day in Nepal. The government started this day as national day after People's Mass Movement II. Various programmes are organized to give equal importance to all kind of works.</p>
 <p>Republic Day</p>	<p>15th Jestha</p> <p>We observe republic day on 15th Jestha when Nepal was declared a Federal Democratic Republic in the year 2065 B.S. The First Constituent Assembly formed after Mass Movement II decided to go for federalism in its first meeting. All people of Nepal are extremely satisfied with the decision of CA. the political leaders deliver speech on the importance and benefits of federalism and many articles are published in the newspapers.</p>

Group Activities:

- (1) Prepare a pamphlet to create public awareness for the promotion of child rights.
- (2) Prepare a poster to create awareness to pay tribute to all known and unknown martyrs.
- (3) Prepare a slogan to raise awareness to uplift the status of women in Nepal.
- (4) Prepare a poster on education day.

Presentation: All groups present their work in 10 minutes

Assignment:

- We have learned the importance of national days, when, why and how they are celebrated in the lesson. Now, write how we can do to make each day more interesting, effective and meaningful.
Source: Documentary on national days, newspapers, ways to celebrate our national days in more effective ways from the internet, teachers and family members.

Presentation for the next day: Group B

- A short presentation on the plan to observe children's day in the school. (The group members should have clear plan on how to make the day effective with the involvement of whole school family)

Day 23	:	International Personalities
Objective	:	To describe the contribution made by international personalities and apply the lessons in day to day life.

Introduction:

People who contribute their life for the betterment and to uplift humanity are international personalities. There are many international personalities who have spent their whole life for human welfare in the world like Florence Nightingale, Mother Teresa, Martin Luther King etc. some of the international personalities are given below:

A. Helen Keller (Helen Adams Keller):

Helen Keller was born on 27th June 1880 A.D. in Tuscumbia, USA. She was a normal child until 19 months. Later, she was stricken with a severe illness that left her blind and deaf. Since then, she could not see, talk and hear. She joined the institution for blind and deaf at the age of 7. She began her special education in reading and writing with her teacher Anna Mansfield Sullivan who brought drastic change in her life. Helen Keller became the first graduate from among the visually-impaired and hearing impaired people in the world in the year 1904 A.D.



She started writing books and articles on blind, deaf and women's right. She became the example for blind and deaf as well as other normal people. In fact, she was the best example for all human beings in the world. Her book "The story of my life" became world famous. She taught the lesson that physically challenged people can do a great job as normal people if they are given the opportunities. She died in 1968 A.D.

There are several institutions and organizations in America and different parts of the world under the name of Helen Keller. All of these institutions and organizations have been working for the welfare of blind, deaf and women rights.

B. Stephen Hawking:

Stephen Hawking was born on 8th January 1942 A.D. in Oxford city of England. He studied in a local school and later joined Oxford College. His father wanted him to be a doctor but his interest was in mathematics. But mathematics was not available in the collage so he studied physics unwillingly. Later, he suffered a lot from vein problem and was unable to walk and talk. He completed his Ph. D. in research. He researched that the real mystery of universe can be found out by the collective study of the General Theory of Relativity developed by Albert Einstein and Quantum Theory developed in 20th century. He found out that Black Hole is not fully black and radiation must be coming out to some extent from the hole of Black Hole through these two theories. Due to this reason, evaporation takes place from Black Hole and its existence comes to an end. The radiation than comes out from Black Hole is called Hawking's Radiation.



Stephen Hawking expressed his findings through the book called "A brief history of time" in 1988 which established him as the most prominent scientist in the world after Einstein. This book has been translated into many languages and sold millions of copies in the world. Other famous books of Stephen Hawking are George's Secret key to Universe, The Black Hole and Baby Universe, Universe in Nutshell, The theory of Everything etc. He has taught the lesson that physically handicapped are not burden for the society but they can be gems of the world.

Group Activities:

- (1) List out the similarities and differences between Helen Keller and Stephen Hawking.
- (2) How should we respect international personalities? Explain any 4 ways.
- (3) Prepare a newsletter to the editor of Himalayan Times on the contribution of Helen Keller.
- (4) Write a brief note on the contribution made by Stephen Hawking.

Presentation: All groups present their work in 10 minutes

Assignment:

- “Physically challenged people can do a great job like other normal ones if they get opportunities.” Justify the statement citing the example of Stephen Hawking, Helen Keller and Jhamak Kumari Ghimire.

Source: Encyclopedia, newspapers, documentary on Jhamak Kumari Ghimire, contribution of physically challenged people in the world from the internet, teachers and family members.

Presentation for the next day: Group C

- A short skit on Astabakra of Mithila state (Meeting in King Janak’s Palace)

Day 24: Project work on international personalities

- Students will visit library, surf the internet, consult encyclopedia, newspapers, and magazines etc. find out on Martin Luther King, Florence Nightingale, Mother Teresa and Mahatma Gandhi. Each group will find the detail about one of these personalities. They will prepare a detail report within a week including the following sub-topics:
 - Life history
 - Things that made them popular
 - Their contribution
 - Lessons we get from their life
- 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 the reference of others. The project report will get 5% of the total credit in the upcoming monthly evaluation.

Day 25: Preparation for the Evaluation (Review of the Unit)

(The students find the solutions of each of the following questions. The facilitator just supervises and extends his/her helping hand if they are really confused in any question)

1. How should we observe the Martyrs' Day? Write a letter to the editor of Kathmandu Post giving any four suggestions.
2. How should we protect the democracy brought by the great sacrifice of the people and the leaders?
3. List any 6 national days celebrated in Nepal and describe any two of them.
4. Folk Song highlights the culture, social norms, and values of specific place. It also represents the way of life of people. Write a model of a folk song that is sung in festival, religious function and local fair in your community. Write any 4 ways to preserve folk songs.
5. Women's day falls on 8th March. Suppose you have been given to manage and conduct the programme. What kinds of programme would you design? Write in points.
6. What type of dance is Dhan dance? Which ethnic community this dance is related to?
7. Write a short description of Lumbini which is incorporated in the world heritage list and the most important pilgrimage centre of Buddhist people of the world.
8. List out any four places which are included in world heritage and give a brief account of any one.
9. Explain one of the folk musical instruments which you like most and played in your community.
10. Are you satisfied with the way the National Days are celebrated or would you suggest some changes? Write a letter to the editor of Himalayan Times giving some suggestions.
11. Write the name of Panchaibaja and describe any one of them.
12. Draw the picture of a folk musical instrument that you like most and give a short description of it.
13. Give a brief biography of Stephen Hawking.
14. What type of dance is Bhairab dance? In which community is it performed? Where is it practiced?
15. Give a short biography of Helen Keller.
16. The tradition of playing Panchai Baja in the marriage ceremony is being replaced slowly by the imported bands. In the urban area, it is almost replaced and in the rural areas, it is in the process of replacement. Write an article for a newspaper stating the measures that should be taken for the continuation of its use.
17. A group of students proposes to sing folk song, play folk music and folk dance in a cultural programme that is going to be organized in your school. But another group of students opposed that such old music and song should not be included in the programme. What suggestions would you like to give to such students? Mention any 4 suggestions in points.
18. List the activities to be done by the government to make the public places disable friendly.
19. A cultural festival is going to be organized in your district. There is a contradiction among the people on who to invite- foreign singer or a local folk singer in the programme. Which side do you take? Write your opinion in 4 points.



Day 26: Unit Test



Day 27: 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 heritage? | 19. Which community practices Kaura Naach? |
| 2. What is Lumbini famous for? | 20. Which community practices Mundhum Naach? |
| 3. What is Pashupatinath Famous for? | 21. When do we observe Children's Day? |
| 4. What is Sagarmatha National Park famous for? | 22. When do we observe constitution Day? |
| 5. What is the total area of Sagarmatha National Park? | 23. When do we observe Martyr's Day? |
| 6. What is Chitwan National Park famous for? | 24. When do we observe Democracy Day? |
| 7. What is the total area of Chitwan National Park? | 25. When do we observe Loktantra Day? |
| 8. What is Hanumandhoka Durbar Square famous for? | 26. When do we observe Education Day? |
| 9. What is Boudhdhanath famous for? | 27. When do we observe International Women's Day? |
| 10. What is Patan Durbar Square famous for? | 28. When do we observe International Labour Day? |
| 11. What is Bhaktapur Durbar square famous for? | 29. When do we observe Republic Day? |
| 12. What is Changunarayan famous for? | 30. Who was the first graduate in the world from among the blind and deaf? |
| 13. What is Swoyambhunath famous for? | 31. Name the writer of "Story of my Life"? |
| 14. Sing a line of a folk song. | 32. "Radiation comes out of the Black Hole and its existence comes to an end." Who said it? |
| 15. Name any 4 folk songs of Nepal. | 33. Who wrote the book "A brief History of Time?" |
| 16. Which community practice Deuda song? | |
| 17. Name the instruments in Panche Baja. | |
| 18. What is Madal made of? | |

- | | |
|--|--|
| <ul style="list-style-type: none">34. Give any 2 ways of making Constitution Day more effective and meaningful.35. Give any 2 ways of making Martyrs' Day more effective and meaningful.36. Give any 2 ways of making Education Day more effective and meaningful.37. Give any 2 ways of making Democracy Day more effective and meaningful.38. Give any 2 ways of making Loktantra Day more effective and meaningful. | <ul style="list-style-type: none">39. Give any 2 ways of making Republic Day more effective and meaningful.40. Give any 2 ways of making International Women's Day more effective and meaningful.41. Give any 2 ways of making International Labour Day more effective and meaningful.42. Give any 2 ways of making Children's Day more effective and meaningful. |
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Unit 4: OUR SOCIAL PROBLEMS AND SOLUTIONS

Day 28 : Girl trafficking

Objective : To find out the effects of girls trafficking and prostitution in the society, the role played by national and international organizations to reduce it and be the part of problem solving.

Introduction:

One of the social perversions in which innocent and illiterate girls are sold in and out either for prostitution or for forced labour is called "girl trafficking". They are locked up in brothels and can't go out. They have to serve many clients a day. Those girls sold to factories and industries are also less paid and often they are raped by the factory owners.

A recent survey has recorded that over 5000 girls are trafficked to India every year mostly from the remote areas of Nuwakot, Rasuwa, Sindhupalchowk, Kavre and Makwanpur. Many of them become the victims of HIV-AIDS and are sent back to Nepal. The society does not accept them and they are forced to ruin their lives.



Causes of girls trafficking:

- (a) Poverty
- (b) Lack of job opportunity
- (c) Illiteracy and lack of awareness
- (d) Ignorance from the government
- (e) Thirst for earning money overnight
- (f) Lack of strict laws and punishment against the traffickers
- (g) Lack of enough organizations like Maiti Nepal, AATWIN (Alliance Against Trafficking of Women in Nepal) etc.

Solutions:

- (a) Girls should be provided with a good employment opportunity
- (b) Strict laws should be made and executed effectively
- (c) Mass awareness should be created in the rural areas
- (d) Strict checking should be done at Nepal-India border
- (e) Education should be provided to the girls in rural areas
- (f) Awareness of AIDS should be given to village leaders, school teachers and families
- (g) Girls are to be made aware of their potential that they are not weak
- (h) Posters, mass meetings, news articles, announcement through mass means of communication should be made on the effects of girls trafficking
- (i) More organizations like AATWIN and Maiti Nepal should be established
- (j) We should conduct rescue operation and rehabilitation of such girls



Group Activities:

- (1) Prepare a poster to raise awareness against girls trafficking and prostitution.
- (2) Explain any 4 major causes of girls trafficking.
- (3) Explain any 4 major preventive measures/solutions of girls trafficking
- (4) Explain how women are exploited in our society.

Presentation: All groups present their work in 10 minutes

Assignment:

- Rehabilitation and rescue operation from brothels, circus and factories is a very difficult act. How can we both girls and their society to give new life to such girls? Explain.
Source: Documentary on girls trafficking, newspapers, ways to give new life to trafficked girls from the internet, teachers and family members.

Presentation for the next day: Group D

- A short skit on forced labour to girls in factory where she is underfed, low paid and beaten. Finally, she is rescued and the owner is punished.

Day 29 : Drug Abuse

Objective : To find out the effects of drug addiction in the society and the roles played by national and international organizations to solve such problem.

Introduction:

Drug is a substance used as intoxicant (substance which makes the user excited and lose control). People get addicted to it and can't live without it. It damages both the user's mind and body. Some drugs take short time to kill the users whereas some others long time. Thus, any substance that affects our mind and damages our body is considered as a drug.



Drug abuse is one of the serious social problems. Generally, drugs are illegal. Some drugs supplied by drug traffickers are Ganja, Bhang, Heroin, smack, cocaine etc. It is very difficult to stop international drug trafficking because:

- (a) They use their own boats, ships or airplanes
- (b) They have a very good network in checkpoints in different countries
- (c) They have involved many people in this business in which people are attracted for earning money overnight
- (d) Tobacco and alcohol are legal but they are dangerous drugs which damage our both mind and body.

The major effects of drugs are:

- (a) Excitement
- (b) Dreaming and talking a lot of unnecessary things
- (c) Diseases like brain damage, cancer, hepatitis B, HIV etc.
- (d) Death

Causes of drug addiction:

- (a) Excessive freedom
- (b) Mental disturbance
- (c) Teenage excitement
- (d) Family problem
- (e) Peer pressure
- (f) Very high expectation of youths
- (g) Advertisements inspire youth to imitate
- (h) Drug traders abuse them for their criminal purpose



Preventive measures and solutions:

- (a) Strict laws should be made and implemented to check out the drug traffickers
- (b) A long term solutions is "Say No to Drugs"
- (c) Counseling
- (d) Positive attitude towards drug addicts
- (e) Make drug addicts aware that there are other important things in life
- (f) Media war on drugs
- (g) Stop advertising alcohol
- (h) Keep drug addiction and other related problems in the syllabus of different levels
- (i) Rehabilitation centers should be established
- (j) More organizations like INF (international Nepal Fellowship) and DAPAN (Drug Abuse Prevention Association of Nepal) should be established.



Group Activities:

- (1) Compose a story of a drug addict on how drug addiction ruins his life.
- (2) Make a poster to raise awareness against drug addiction by youths.
- (3) Explain any 4 major causes of drug addiction

(4) Explain any 4 major preventive measures/solutions of drug addiction.

Presentation: All groups present their work in 10 minutes

Assignment:

- International drug trafficking is very difficult to stop. What kind of policies and programmes should all the countries make to stop it together?

Source: Newspapers, ways to control international drug trafficking from the internet, teachers and family members.

Presentation for the next day: Group A

- A short skit on drug addict. Need to follow the major 4 effects of drug addiction. At the end, drug addict dies and others do not dare to think about it.

Day 30 : Refugee Problem
Objective : To find out the effects of refugee problem in the society and the roles played by national and international organizations to solve such problem.

Introduction:

Refugees are the people who have been forced to leave their homes and countries because of civil or international wars. Some quit their country due to fear of persecution of their race, religion or difference in political ideology and some other quit their nation due to the harsh rules of the government. In this case, people either oppose such rules and revolt or they run away from their country and take asylum in other countries. When the people become refugees, they lose everything like their identity, all kinds of rights, home and properties, jobs, community and sometime their family.



Causes of Refugee Problem:

- (a) Civil or international wars
- (b) Racial or religious violence
- (c) Harsh rules of the government
- (d) Political movement and difference in ideology
- (e) Fear of persecution etc.

UNHCR (United Nations High Commission for Refugees):

UNHCR is one of the specialized agencies of UNO. It was established to look after the refugees in the world in 1951 A.D. Primarily, its aim was to help the refugees of World War II but now, it helps all kind of refugees all over the world. It has been working in 115 countries in the world at present. There are more than 26 million refugees in the world to which UNHCR has to manage food, shelter and other basic requirements. For this, 15 donor agencies have been providing certain percentage from their national annual budget. Some rich countries also provide fund on a voluntary basis.



Refugees in the world

Continents	Approximate number of refugees
Africa	91,42,000
Europe	76,89,000
Asia	76,68,000
North America	13,35,000
South America	2,10,000

Functions of UNHCR:

- (a) UNHCR provides the facilities of food, shelter and health care to refugees.
- (b) It tries to protect them from violence and exploitation.
- (c) It makes diplomatic efforts to get them back to their homes and rebuild their lives.
- (d) It arranges the settlement if the refugees do not want to go back to their country.

Host Country:

The country where refugees seek for shelter is called a host country. Host country has major functions like:

- (a) Host country manages basic requirements like housing, educational and health facilities before they arrive.
- (b) It plays the role of arbitrator between the refugees and their country.
- (c) It accepts the refugees as the citizens if they choose to live in host country even after negotiation like Albert Einstein of Germany in USA.

Refugees in Nepal:

Refugee problem in Nepal started in the year 1990 A.D. (2048 B.S.) When Nepal got democracy after overthrowing the Panchayat system, Bhutanese people were inspired by the movement in Nepal and started a revolution in their country against

absolute monarchy of King Jigme Wanchuk. Unfortunately, Bhutanese government forced Bhutanese people of Nepalese origin to leave Bhutan. They entered Nepal from eastern border and have been living in 7 different camps in Jhapa district. The number in the camps is increasing day by day. The total expense on food and other basic things for them is about 10 million US Dollars annually. UNHCR and World Food Programme (WFP), several NGOs and INGOs are working for the welfare of the refugees. Several discussions were held between Nepal and Bhutan but the problem is yet to be solved. Recently, 7 developed countries of the world are ready to settle them in their country. These countries are USA, Canada, New Zealand etc. This is mainly to extend helping hands to Nepal. International community should understand the sentiment of Bhutanese refugees and give them their homeland rather than temporary settlement.

Possible Solutions and Preventions:

- (a) Top level negotiations between the host and original country of refugees
- (b) International pressure to the countries to accept their citizens
- (c) Refugee problem should be discussed in General Assembly of UNO.
- (d) The government should avoid harsh rules and regulations.
- (e) We should establish peaceful society with no discrimination and exploitation to minority.

Group Activities:

- (1) Explain any 4 causes of refugee problem in the world.
- (2) Explain any 4 major solutions of refugee problem in the world.
- (3) Explain the role of UNHCR to solve refugee problem in the world.
- (4) Explain the role of a host country to solve refugee problem in the world.

Presentation: All groups present their work in 10 minutes

Assignment:

- Explain the refugee problem under the following sub-headings:
 - How did they become refugees?
 - When did they come to Nepal?
 - Where are they living?
 - Which organizations have been helping them?
 - What are the problems created by the refugees in Nepal?
 - What efforts have been made so far to solve this problem?
 - What more should be done to solve this problem?

Source: Newspapers, ways to solve refugee problem in the world from the internet, teachers and family members.

Presentation for the next day: Group B

- A short skit on refugee problem-coming to host country-negotiation-involvement of UNHCR-safe return

Day 31 : Corruption- A Major Social Problem

Objective : To find out the effects of corruption in the society and the roles played by national and international organizations to solve such problem.

Introduction:

Corruption is a severe social crime in which the authority holders are involved in illegal ways of earning money and misuse their authority. This leads to weak governance and state mechanism becomes baseless. People are forced to retaliate to such activities and there are always conflicts, tensions and hatred which create backwardness.



Every year, Transparency International publishes the corruption perception index in the world. According to the report of 2013 A.D., Finland, New-Zealand and Denmark are considered to be least corrupted countries whereas Somalia is on top of the list. In the current situation of corruption, Nepal holds 116th position among the corrupted countries in the world.

Lack of transparency, lack of sense of responsibility, low salary, centralized power, powerful group of corrupted people, negligence of law and absence of strict laws against corruption and their execution are the major causes of corruption in Nepal. According to the national survey of 2004 A.D., corruption is the first problem and the second one is unemployment.



Nepal is a Federal Democratic Republic in which power is decentralized. The people today want the corruption free society which the government officials, private sectors as well as all authorities should realize and make Nepal truly a new Nepal.

Condition of corruption in some countries

Rank	Countries	Corruption Perception Index (CPI) score	Rank	Countries	Corruption Perception Index (CPI) score
1	Denmark	91	91	Sri-Lanka	37
1	New Zealand	91	94	India	94
3	Finland	89	127	Pakistan	28
3	Sweden	89	116	Nepal	31
5	Norway	86	136	Bangladesh	27
5	Singapore	86	163	Equatorial Guinea	19
7	Switzerland	85	163	Guinea Bissau	19
8	Netherlands	83	163	Haiti	19
9	Australia	81	167	Yemen	18
9	Canada	81	168	Syria	17
11	Luxembourg	80	168	Turkmenistan	17
12	Germany	78	168	Uzbekistan	17
12	Iceland	78	171	Iraq	16
14	United Kingdom	76	172	Libya	15
15	Barbados	75	173	South Sudan	14
15	Belgium	75	174	Sudan	11
15	Hong Kong	75	175	Afghanistan	8
18	Japan	74	175	North Korea	8
31	Bhutan	63	175	Somalia	8

Source: Transparency International 2013

In the above mentioned statistics of corruption, the range is 0 to 100 and 50 is the median. Countries which score more than 50 are regarded as less corrupted countries. But the countries with less than 50 score must consider corruption as a major problem and take strong step to control it. In south Asia, Bhutan is the least corrupted country whereas Afghanistan the most.

Causes of Corruption:

- (a) Lack of transparency
- (b) Lack of rule of law
- (c) Less salary
- (d) Lack of feeling of responsibility and nationality
- (e) Political instability
- (f) Monopoly in power
- (g) Lack of strict laws and punishment
- (h) Strong group of corrupted people



Preventive measures/Solutions:

- (a) Transparency
- (b) Media war on corruption
- (c) Quit luxurious lifestyle
- (d) Good governance and political commitment
- (e) Social boycott to corrupted people
- (f) Proper mechanism in CIAA (Commission for Investigation of Abuse of Authority) to check and investigate the cases of corruption
- (g) Change the social pattern of earning money for generations



Group Activities:

- (1) Present the data of CPI in Denmark, New-Zealand, Finland, Nepal and Somalia in a bar graph.
- (2) Make a poster to raise awareness against corruption.
- (3) Explain the causes of corruption in a country like Nepal.
- (4) Explain the major solutions of corruption in our context.

Presentation: All groups present their work in 10 minutes

Assignment:

- What should be the role of CIAA in present Federal Democratic Republic of Nepal? Explain any 4 major roles.
Source: Report of Transparency International 2014, newspapers, ways to make CIAA of Nepal more effective from the internet, teachers and family members.



Presentation for the next day: Group C

- A short skit on Corruption-corrupted person-investigation by the members of CIAA-at the end, the corrupt is jailed and his property is seized.

Day 32	:	Bad Customs of our Society
Objective	:	To find out the effects of bad customs in the society and the roles played by national and international organizations to solve such problem. Also provide possible help to overcome such bad customs.

Introduction:

Traditional way of doing things in a particular society practiced comparatively longer period without any interval is known as custom. Generally, customs are practiced for more than 100 years and traditions are less than that with intervals. When certain way of doing things become a custom, it is powerful like legislative law. Everybody has to follow it. Even the legislative body does not make any law against such customs. But the bad customs of the society must be eradicated. Some of the bad customs of our society are given below:

A. Dowry System:

The property or money given to daughter in her farewell ceremony after marriage is called dowry. She takes it to her husband's home. Time and again, we read the news that women are tortured physically and mentally by their husbands and their families for not taking enough dowries. This bad custom is prevalent all over Nepal but Terai part is badly affected by it. All conscious people should work hand in hand to abolish this bad practice and establish a just and exploitation free society.



B. Untouchability:



Discrimination, domination and exploitation over other people on the basis of their caste is called untouchability. This custom has been practiced in Nepal since ancient time. Due to this custom, many people of Nepal are deprived of rights and opportunities given by the state and humanitarian organizations. Although it was declared as an illegal act by the New Civil Act 2020 B.S., people are still practicing it in our society. Such discrimination hinders social development and as a whole nation building. Thus, we must abolish this unjust system both theory and practice.

C. Deuki System:

A tradition of offering girls to the gods or goddesses in a temple for the welfare of the family is called Deuki system. This evil practice is prevalent in Baitadi area of Far-Western Nepal. Sometimes the rich people buy a daughter from the poor family and offer her in the temple. The sad part of this system is that the girl is not allowed to marry and settle her life; she should worship the god or goddess throughout her life. She is not allowed to go out of the temple premises. This is truly a kind of slavery system existing in Nepal. We must abolish such bad custom completely though it is declining in the recent days.



D. Ghumto System:



A tradition of covering the face by a married woman is called Ghumto system. The idea is not to show her any body part to other male members except her husband. This system is practiced in the Terai part. Although we talk about modern life and 21st century, some Nepalese women are living the life of primitive age under Ghumto system. We have been advocating 50% of women participation in all the state mechanism in one hand and on the other hand, women are living such a painful life. It is high time that we must work together

and abolish such cruelty from our society.

E. Kamlari System:

A tradition of giving daughters of age 7 to 17 to the rich masters is known as Kamlari System. This system is practiced in the Tharu community of mid-west Terai. These girls are sold to cities like Kathmandu, Biratnagar and to India for Rs. 2000 to 5000/- annually. They are mentally, physically and sexually harassed by their masters. This is a kind of slavery system which must be eradicated from our society. The problem is



declining these days with the effort of different NGOs and INGOs but it still exists in Nepal.

Group Activities:

(1) Complete the following table:

Bad customs	Ways to abolish them
Dowry system	
Untouchability	
Ghumto system	
Deuki System	
Kamlari system	

- (2) "Untouchability has hindered social development." Prove the statement.
(3) Prepare a news article on Kamalari System.
(4) Prepare a poster to raise awareness against dowry system.

Presentation: All groups present their work in 10 minutes

Assignment:

- Find out a social evil that has been deeply rooted in your community. Elaborate any 4 ways to avoid such social evil.
Source: Documentary on bad customs, newspapers, ways to abolish all bad customs from the internet, teachers, neighbors and family members.

Presentation for the next day: Group D

- A short skit on one of the bad customs. At the end of the skit, the message has to be clear that the custom is abolished by the combined effort of all people.



Day 33 : Role of International Organizations to Solve Social Problems

Objective : To find out the contribution of Red-Cross Society, SOS Children Village, SCOUT and other organizations and provide possible help in their mission.

Introduction:

Various international organizations have been assisting Nepal to solve its social problem. Some of them are given below:

Organizations	Functions
 <p>United Nations Fund for Population Activities (UNFPA)</p>	It has been encouraging Nepalese women to participate in various fields of development and to move forward.
 <p>Norwegian Agency for International Development (NAID)</p>	It has been providing free legal service to Nepalese women.
 <p>International Labour Organization (ILO)</p>	It has been actively involved to abolish all kinds of child labour in Nepal.
 <p>World Food Programme (WFP)</p>	It has been providing food to Bhutanese refugees living in Jhapa.
 <p>Danish International Development Agency (DANIDA)</p>	It has been extending help and training to the deaf people of Nepal.
<p>Directorate General for International Services (Netherland) (DGIS)</p>	It has been helping Kamaiyas, training to homeless women and proper disposal of waste in Kathmandu.
 <p>International Nepal Fellowship (INF)</p>	It has been helping to rehabilitate drug addicts and has established a leprosy hospital in Pokhara.
 <p>Jaycees, Rotary, Leo and Lions clubs</p>	These clubs have been helping physically challenged and under-privileged people, free medical checkup, free distribution of medicine and victims of natural disasters.

Red-Cross Society, SOS Children Village and Scout have great contribution in solving our social problems.

Scout: (Service, Courteous, Obedient, Unity and Trust)

Scout is an international social service organization. It was founded by Baden Powell in 1907 A.D. with 20 members. Now there are over 20 million members in 150 countries of the world. Baden Powell was a British army officer. In the war of Mafeking, South Africa, he protected the city of his ill health and without food supply for a week. Later on, he focused his attention towards the British children who were ill and jobless and used to take alcohol and commit crimes. They had no sense of belonging to a nation. So, he arranged a camp in London for 20 boys and founded the scout in the year 1907 A.D. He published a book called "Scouting for Boys". Subsequently, scout groups were formed with girls guides in other countries too. The slogan of scout is "We all are brothers and sisters. The world is our global home. Let's get ready to help our global home."

The scout members undergo an oath taking ceremony where they promise to abide by the scout law and serve their duty towards the nation and god. They learn various skills, play games, explore new places, perform critical tasks in deserted places and involve in community service. It includes health and immunization programmes, planting trees, helping old and physically challenged people, creating awareness against drug abuse, involving in the relief works to help the victims of flood, earthquake and other natural disasters.



Nepal Scout:

Nepal scout was founded in the year 2009 B.S. Its headquarter is at Lainchaur in Kathmandu. In Nepal, the Girl Scout wear frocks or green sarees and the boys wear dark brown pants and light brown shirts. Both of them tie scarf of different colors according to their company. The Nepalese parliament passed the scout law to regulate scout activities in 2050 B.S. Nepal scout members are seen involved in the following activities:

- (a) First-Aid facility to the injured or wounded people
- (b) Controlling crowds
- (c) Distributing drinking water during religious and social gatherings
- (d) Provide help during natural calamities.
- (e) Helping to spread awareness on various social issues.
- (f) Tree plantation etc.

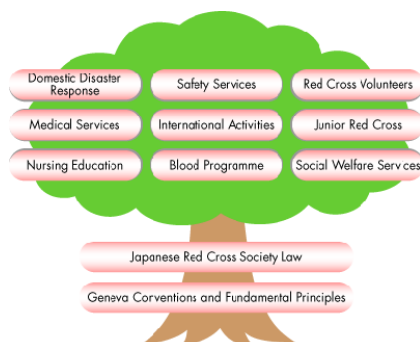


Red-Cross Society:

Red-Cross Society is an international social service organization. It was founded by Jean Henry Dunant in Geneva, Switzerland in the year 1863 A.D. when Henry Dunant was on a vacation in Italy, the war was going on in the place called Solferino. He reached the battlefield and found about 40 thousand people killed or injured. No one was there to help the war victims. There was no doctor, nurse and people to carry them away. He urged the women to take care and supply the bandage, children to carry water and



others to help the injured. Collective effort improved the situation within 5 weeks. After that, he wrote a book called "A memory of Solferino" in which he appealed the group of volunteers to help the victims of war and natural disasters. The delegates of 16 countries got together and established Red-Cross Society in the year 1863 A.D. its flag has red cross in white background whereas the flag of Switzerland has white cross in red background. The international conference of 12 countries in 1864 decided that Red-Cross volunteers and injured soldiers would not be attacked. Now, this applies to war prisoners and other civilians too. Red-Cross Society has spread to more than 175 countries in the world. Some Muslim countries use a red crescent on a white flag and call themselves as Red Crescent Society.



Basic principles of Red-Cross Society are humanity, freedom, unity, neutrality, voluntary services and non-alignment. Some of the activities of Red-Cross are:

- (a) Provide food, clothes and other basic things to the victims of natural disasters.
- (b) Keep the record of prisoners and missing people.
- (c) Run blood transfusion programmes and set blood banks
- (d) Play the role of guardian of people for human rights.

Nepal Red-Cross Society was established in 1963 A.D. (2020 B.S.) Its headquarter is in Kalimati, Kathmandu. Since its establishment, it has been actively involved in the following activities:

- (a) Providing service to needy people.
- (b) Helping people during natural disasters.
- (c) Establishing blood banks
- (d) Providing ambulance service
- (e) Helping the Bhutanese Refugees
- (f) Fighting for the human rights during different revolutions.



Save Our Souls (SOS Children Village):

SOS is an international social service organization. It was founded by Dr. Herman Gmeiner in Vienna, Austria in the year 1949 A.D. After the World War II, thousands of children became orphans. This organization was established to look after them and rebuild their lives. Now, it has been working over 133 countries in the world providing service to all kind of orphans, street and needy children.



SOS Children Village in Nepal was established in the year 2028 B.S. at Sanothimi, Bhaktapur. SOS provides food, shelter and education to the orphans, needy and homeless children in homely environment. There are a number of children in each house with an elderly lady as a mother. The elder children look after the young ones like brothers and sisters. There are SOS Children Villages in Sanothimi, Koteswor, Itahari, Banepa, Surkhet, Chitwan, Pokhara, Jorpati etc.



Group Activities:

- (1) Explain the activities of Red-Cross Society.
- (2) Explain the activities of Scout.
- (3) Explain the activities of SOS Children Village.
- (4) Draw the logo of these 3 organizations.

Presentation: All groups present their work in 10 minutes

Assignment:

- How would you like to help the children in Nepal? Make a plan and explain the ways you would like to help them with proper logics.
Source: Documentary on the activities of these 3 organizations, newspapers, ways to help needy children in the context of Nepal from the internet, teachers, neighbors and family members.

Presentation for the next day: Group A

- A short skit on SOS activities- an orphan joins SOS- gets his all basic things including the family. He becomes very famous educationist later and helps all children in Nepal.

Day 34: Project Assignment on Kamlari

- Students will visit library, surf the internet, consult encyclopedia, newspapers, magazines etc. and find out on Kamlari system and the ways to overcome this problem.
- Each group will prepare a detail 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 the reference of others. The project report will get 5% of the total credit in the upcoming monthly evaluation.



Day 35: Preparation for the Evaluation (Review of the Unit)

(The students find the solutions of each of the following questions. The facilitator just supervises and extends his/her helping hand if they are really confused in any question)

1. Write down any two social problems of your community. What could be your role to solve these problems? Explain in brief.
2. Explain the establishment of Red-Cross Society and its contribution.
3. Explain the establishment of Scout and its contribution in Nepal.
4. What is untouchability? What measures should be taken to overcome such problem?
5. Prepare a model pamphlet containing anti corruption slogans.
6. Why are dowry and Ghumto system considered as social perversions?
7. Write the causes of drug addiction.
8. What is deuki system? Why is it considered as a social problem?
9. How are girls exploited in the factories and industries?
10. Explain the establishment of SOS and its contribution in Nepal.
11. How does UNHCR help the refugees to solve their problems? What does it do to the refugees in Nepal?
12. Explain any four ways to prevent corruption in a country like Nepal.
13. Many girls, even today, are cheated and sent to India or any other third countries. What are the causes and the preventive measures to control it?
14. Despite the role played by CIAA to control corruption in our country why is it increasing day by day? Elaborate the reasons.
15. Write down the role of CIAA. Is it working for the welfare of the country?
16. If there was a drug addict in your family, how would you reform him/her?
17. Girl trafficking is a social crime. What will be your contribution to stop it? Write any four contributions.
18. What do you mean by domestic violence? What do you think the causes of severe violence of women by men in a country like Nepal?
19. Who is called refugee? Which organization has been activated to solve the refugee problem? Explain.
20. International Labour Organization has brought several programmes to end the child labour yet the problem is not solved. Write any four reasons for it.
21. Give an introduction to United Nations High Commission for Refugees and mention its contribution for refugee management in Nepal in 3 points.
22. Third country settlement to Bhutanese Refugees is being done. Is this the long term solution to the management of refugees? Write your views.





Day 37: Quiz from the Unit: (This quiz will get 5% of the total credit in the upcoming monthly evaluation)



Quiz Questions

- | | |
|---|--|
| 1. Define girls trafficking. | 20. Give any 4 causes of drug addiction. |
| 2. According to recent survey, how many girls are trafficked from Nepal annually? | 21. Give any 4 preventive measures and solutions of drug addiction. |
| 3. Give any 4 causes of girls trafficking. | 22. Name any 2 organizations working to control drug abuse in Nepal. |
| 4. Give any 4 solutions of girls trafficking. | 23. What do you mean by refugee? |
| 5. What do you mean by dowry system? | 24. Since when Bhutanese refugees have been living in Nepal? |
| 6. What do you mean by untouchability? | 25. Give any 4 causes of refugee problem in the world. |
| 7. What do you mean by deuki system? | 26. Give any 4 solutions to refugee problem. |
| 8. What do you mean by ghumto system? | 27. What does UNHCR stand for? |
| 9. What do you mean by Jhuma system? | 28. When was UNHCR established? |
| 10. What do you mean by corruption? | 29. In how many countries is UNHCR working? |
| 11. What do you mean by kamlari? | 30. How many countries of the world are ready to settle Bhutanese refugees temporarily in their land recently? |
| 12. What is the position of Nepal in the world in term of corruption? | 31. What does DANIDA stand for? |
| 13. Give any 4 causes of corruption. | 32. What does INF stand for? |
| 14. Give any 4 solutions to corruption. | 33. What does DGIS stand for? |
| 15. Name the worldwide organization working to check corruption. | 34. What does UNFPA stand for? |
| 16. What is the complete form of CIAA? | 35. What does ILO stand for? |
| 17. What is a drug? | 36. What does WFP stand for? |
| 18. Name any 2 illegal drugs. | |
| 19. Give any 4 effects of drug addiction. | |

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|---|---|
| <ul style="list-style-type: none">37. Who established scout?38. When was scout established?39. When was Nepal scout established?40. Where is the headquarters of Scout?41. Where is the headquarters of Nepal Scout?42. Give any 4 functions of scout in Nepal.43. When was scout law passed by Nepalese parliament?44. Who established Red-Cross Society?45. When was Red-Cross Society established?46. When was Nepal Red-Cross Society established? | <ul style="list-style-type: none">47. Where is the headquarters of Red-Cross Society?48. Where is the headquarters of Nepal Red-cross Society?49. Give any 4 functions of Red-Cross Society in Nepal.50. Who established SOS Children Village?51. When was SOS Children Village established?52. When was SOS Children Village established in Nepal?53. Where is the headquarters of SOS Children Village?54. Where is the headquarters of SOS Children Village in Nepal? |
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Unit 5: OUR CIVIC LIFE

Day 38 : Legislature

Objective : To find out the formation process and major functions of legislative body in Nepal.

Introduction:

There are three main organs of the government. They are the (i) Legislature (ii) Executive and (iii) Judiciary. Parliament is the legislative body of the government. It makes the laws and the country functions on the basis of these laws. In most of the countries, members of legislative body are elected representatives of the people.

According to the Interim Constitution of Nepal 2063, Nepal follows the unicameral legislature. Although there were 330 members in the beginning, the Constituent Assembly of 601 members has been replacing the legislature until the new constitution is formulated. Along with making constitution, the present CA has to look after the matters of the country as legislative parliament.



What are the qualifications required for parliamentarians?

- (a) Should be the citizen of Nepal.
- (b) Should have completed the age of 25
- (c) Should be committed to the spirit of people's movement.
- (d) Should not hold any public post.
- (e) Should be an elected representative from the people.

After the promulgation of new constitution, there will be another legislature as mentioned in the new constitution.

Functions of Legislature:

The major functions of legislature are:

A. Formation of Law:

Legislature formulates the laws according to the need of the country. Parliamentarians are elected representatives of the people from different parts of the country. Thus, they make the laws according to the will of the people. In order to formulate laws, the legislature follows certain steps like:

- (a) Concerned minister prepares a draft bill and present it in the parliament for the discussion.
- (b) A copy of the bill is kept in the pigeon hole of each member at least before 2 days of actual discussion.
- (c) There are several discussions, addition, deletion and finally majority members approve it.
- (d) The speaker approves it and sends it to the President.
- (e) After the approval from the president, the bill becomes an Act and all of us must follow it.

B. Controlling the Finance of the Country:

Legislature controls the finance of the country. The executive body prepares the financial plans for the country but this has to be approved by the legislature. New taxes can't be imposed to the people unless legislature approves it. It approves the annual budget of the country. The government can't spend the money from the state treasure except approved one from the legislature.

C. Administrative functions:

Legislative body controls the executive. Chief of the executive is appointed by legislative parliament in a country with parliamentary system. The council of ministers can survive only until the legislative body is in its favor.

The Cabinet is responsible to the legislature. Parliamentarians keep the executive under their control by asking questions, drawing their attention towards the burning issues and by criticizing them if they carry out any wrong plans

and programmes. The legislature has right to impeach (table a proposal of vote of no confidence) the cabinet ministers if they fail to do according to their posts.

D. Amending the constitution:

Amending constitution is one of the major functions of legislature. Legislature is authorized to amend constitution. Constitutional rules can't be relevant for hundreds of years in the dynamic society. The constitutional rules have to be updated with the changing pace of the society and the values adopted by the people. So, the legislature can amend these outdated rules in the society with two-third majority and update the constitution.

Group Activities:

- (1) Nepal does not have legislative parliament. Which organ has been looking after the functions related to it? How does a bill become a law or act?
- (2) How does legislature control over finance of the country?
- (3) How does legislature control over executive?
- (4) "In democracy, majority must be granted to rule the country but minority should also get equal respect." Justify the statement.

Presentation: All groups present their work in 10 minutes

Assignment:

- Explain the formation process and major functions of legislature in Nepal.
Source: Interim constitution of Nepal 2063, newspapers, major functions of Nepalese parliament from the internet, teachers, neighbors and family members.

Presentation for the next day: Group B

- A short skit on bill passing process
 - Teacher prepares a set of class rules and briefs it to the students.
 - There is discussion, addition and deletion in the rules.
 - Finally, majority members approve it and pass it to the teacher.
 - Teacher approves it and sends it to the Principal for final approval.

Day 39 : Executive
Objective : To find out the formation process and the major functions of executive in Nepal.

Introduction:

Executive is another important organ which implements the laws passed by the legislature. Executive is also known as government, council of ministers or cabinet ministers. But all the officials in the government mechanism right from top to bottom are the part of executive.

According to the Interim constitution 2063, the Council of Ministers is formed on the recommendation of concerned political parties, political agreement and mutual cooperation.



We had an election for Constituent Assembly in the year 2064 and 2070 respectively. After these elections, the party with majority in CA forms the government. No party in both the elections got clear majority and formed the coalition government of different parties. Prime-minister is authorized to appoint deputy prime-minister, ministers, state ministers and assistant ministers.

At present, president is also elected by the Constituent Assembly. The upcoming constitution will have a concrete system on the formation of executive.

Major Functions of Executive:

A. Administrative work:

The Executive maintains peace and security in the country. It makes plans and policies for the country. It controls, guides and supervises all these activities for the development of the country. It also maintains good coordination between different departments of government. The executive can issue orders, directives and regulations to implement the laws passed by the legislature.

B. Fiscal Administration and Management:

The Executive proposes the fiscal administrative plans and programmes to the legislative body. It fixes the tax, collect taxes and revenues and take loans for the development of the country. It also prepares annual budget every year through finance ministry and gets it approved from the legislature.

C. Diplomatic function:

The Executive makes foreign policies and expand relations with international communities. It also appoints ambassadors to different countries and receives the credentials of the ambassadors of other countries. Besides this, executive signs the treaties, declarations, conventions and covenants to move forward along with the whole world.

D. Functions Concerning the Army:

According to the present interim constitution, the Prime Minister is the chief of National Security Council. Normally, the Chief of Executive is the supreme commander of National Army. He has power to appoint various army personnel and to fire them. It is the foremost duty of the executive to protect the country from the foreign invasions. Executive has authority to declare war, ceasefire and make peace proposals with other countries. But executive is always answerable to the legislature for every action.



Group Activities:

- (1) How is the present council of ministers formed?
- (2) How does the government maintain diplomatic relations?
- (3) What is the works related to fiscal administration of executive body?
- (4) Explain the power of executive concerning army.

Presentation: All groups present their work in 10 minutes

Assignment:

- Explain the formation process and major functions of executive body in Nepal.
Source: Interim constitution of Nepal 2063, newspapers, major functions of Nepalese government from the internet, teachers, neighbors and family members.

Presentation for the next day: Group C

- A short skit on the meeting of executive body to bring special development package for Karnali region.

Day 40 : Judiciary
Objective : To find out the formation process and the major functions of judiciary in Nepal.

Introduction:

Judiciary is another important organ of the state. Judiciary interprets the laws passed by legislature and executed by executive body. Judiciary declares punishment to those who break the laws. So, judiciary is the protector of the existing laws.

In the absence of capable judiciary, even the competent legislature and executive can't function well. In the modern age, judiciary is the heart and soul of political system and democracy because it provides freedom and public security.

According to the interim constitution 2063, there are 3 levels of courts under judiciary:

- (1) District Court- Court of entrance
- (2) Appellate Court- Middle or Appeal Court
- (3) Supreme Court- Final Court of Justice

Generally, the case is filled in the district court and then dissatisfied group can appeal in the appellate court and finally to Supreme Court. The appointment process of judges in the courts is given below:

Judges	Appointment process	Qualifications required
Judges of District Courts	All the judges in District Courts are appointed by Chief Justice on the recommendation of judicial council.	<ul style="list-style-type: none">• He/she must be a Nepali citizen.• Must have minimum of Bachelor's Degree in Law.• Must have working experience of 3 years as a second class officer in judicial services or 8 years experience as an advocate.
Judges of Appellate Court	All the judges in appellate courts are appointed by Chief Justice on the recommendation of judicial council.	<ul style="list-style-type: none">• He/she must be a Nepali citizen.• Must have minimum of Bachelor's Degree in Law.• Must have working experience of 7 years as a judge of district court or first class officer in judicial field or 10 years experience as an advocate or 10 years of teaching and research in the judicial field.
Judges of Supreme Court	All the judges in appellate courts are appointed by Chief Justice on the recommendation of judicial council.	<ul style="list-style-type: none">• He/she must be a Nepali citizen.• Must have minimum of Bachelor's Degree in Law.• Must have working experience of 7 years as a judge of appellate court or 12 years experience as the first class officer in judicial field or 15 years experience as a senior advocate.

Functions of Judiciary:

A. Judicial Work:

Judiciary gives equal justice to all the citizens being under the existing laws. It saves the victims and punishes the culprits. Judiciary looks after both civil and criminal cases. Thus justice giving work is the most important work of judiciary.



B. Formation and Interpretation of Laws:

In course of deciding the cases, judiciary interprets the meaning and spirit of law which become precedent for the future cases. Precedent is an example set by judiciary in the process of decision making in particular case. Later, such examples or precedents are taken as law and followed while deciding the future cases in the court.



C. Plays the role of guardian of people's rights and freedom:

Judiciary plays an important role to protect the rights of every individual guaranteed by the constitution. If the rights and freedom of the people are violated, the judiciary restores their rights through different levels of courts. In case of fundamental rights, people can directly file the case in the final court of justice (Supreme Court) and priority is given to such cases for the process of giving justice. The case filled in the Supreme Court regarding fundamental rights is called a writ. Thus, judiciary is the protector of people's rights and freedom.

D. Advisory Work:

Judiciary provides suggestions to the executive and legislature on the complicated issues and problem of laws as and when required/asked. This system is practiced in the countries like Canada, India, Sweden, Australia, Nepal etc.

Group Activities:

- (1) List out the appointment process of judges in different courts.
- (2) List out the qualifications of judges in different courts.
- (3) What is the works related to fiscal administration of executive body?
- (4) What do you mean by Court of Entrance and Final Court of Justice? Why are District and Supreme Courts called so?

Presentation: All groups present their work in 10 minutes

Assignment:

- Explain the formation process and major functions of judiciary in Nepal.
Source: Interim constitution of Nepal 2063, newspapers, major functions of Nepalese judiciary from the internet, teachers, neighbors and family members.

Presentation for the next day: Group D

- A short skit on justice giving process. It requires a judge, 2 lawyers, 2 parties, a witness. At the end, victim gets justice and the culprit gets punishment


Day 41 : Constitutional Organs




Objective : To find out the formation process and the major functions of constitutional organs in Nepal.

Introduction:

Legislature, Executive and Judiciary are the main organs of the state. But they are not enough to govern the whole country. So, we have other bodies mentioned in the constitution itself and are called constitutional organs (bodies). They have been assisting the organs of state to carry out an effective administration and establish a justifiable society with no exploitation and domination.

The constitutional organs of Nepal are given below:

Constitutional Organs	Qualifications	Appointment process	Functions
 Commission for Investigation of abuse of Authority (CIAA)	<ul style="list-style-type: none">• He/she must be a Nepali citizen• Should have completed Post Graduate level of education from any university recognized by Nepal government.• Should not have taken the membership of any political party during the time of appointment.• Should have experience of 20 years in the field of accounting, revenue, law, development, engineering or research work.• Should have completed the age of 45.• Should have high social integrity.	Chief of CIAA and other Commissioners are appointed by president on the recommendation of constitutional council.	CIAA conducts inquiries and investigations of corruption by a person holding any public post and files the case against such people in the court.
Auditor General	<ul style="list-style-type: none">• He/she must be a Nepali citizen• Should not have taken the membership of any political party during the time of appointment.• Should be a graduate in Management or Account or should have passed the examination of Chartered Accountant or 20 years experience in accounting.• Should have completed the age of 45.• Should have high social integrity.	Auditor General is appointed by the President on the recommendation of Constitutional Council	Auditor General audits the accounts of all government authorities in the country and submits the annual report to President.
Public Service Commission	<ul style="list-style-type: none">• He/she must be a Nepali citizen• Should not have taken the membership of any political party during the time of appointment.• Should have completed Post Graduate level of education from any university recognized by Nepal government.• Should have completed the age of 45.• Should have high social integrity.	Chairman and other members of Public Service Commission are appointed by the President on the recommendation of Constitutional Council.	Public Service Commission conducts examinations and interviews for the appointment of civil servants in various posts and submits the yearly report to President.

 <p>Election Commission</p>	<ul style="list-style-type: none"> • He/she must be a Nepali citizen • Should not have taken the membership of any political party during the time of appointment. • Should have completed Post Graduate level of education from any university recognized by Nepal government. • Should have completed the age of 45. • Should have high social integrity. 	<p>Chief commissioner and other commissioners are appointed by the President on the recommendation of Constitutional Council.</p>	<p>Election Commission conducts, supervises, directs and controls the elections for parliament and local bodies and submit the annual report to the President.</p>
 <p>National Human Right Commission</p>	<ul style="list-style-type: none"> • He/she must be a Nepali citizen • Should not have taken the membership of any political party during the time of appointment. • Should have completed Post Graduate level of education from any university recognized by Nepal government. • Should have completed the age of 45. • Should have high social integrity. 	<p>Chairman and other members are appointed by the President on the recommendation of Constitutional Council.</p>	<p>National Human Right Commission protects and promote human rights in the country. It identifies the cases of human right violation, rescues the victims of such violation and orders concerned authorities to compensates the victims and submit the annual report to the President.</p>
 <p>Attorney General</p>	<ul style="list-style-type: none"> • He/she should be a Nepali citizen. • Other qualifications are similar to the judges of • upreme Court mentioned in the previous lesson. 	<p>Attorney General is appointed by the President on the recommendation of Prime-minister.</p>	<p>Attorney General gives suggestions to the prime-minister and other ministers on constitutional and legal matters and submits the yearly report to the President.</p>
<p>Constitutional Council</p>	<ul style="list-style-type: none"> • The Speaker of the Legislative Parliament, Chief Justice, Prime-Minister and other 2 judges of Supreme Court are the Members of this council. (qualifications as required for their posts) 	<p>-----</p>	<p>Constitutional Council recommends the names for the high officials in different constitutional organs.</p>

Group Activities:

- (1) What should be the role of CIAA in the present context of Nepal to control corruption?
- (2) What should be the role of National Human Right Commission in the present context of Nepal to protect and promote human rights?
- (3) Which constitutional organs would you choose to work if you are given chance in the future? Why?
- (4) What are the things to be prepared by the Election Commission to hold an election for parliament?

Presentation: All groups present their work in 10 minutes

Assignment:

- Explain the functions of each constitutional organ.

Source: Interim constitution of Nepal 2063, newspapers, major functions of Nepalese constitutional bodies from the internet, teachers, neighbors and family members.

Presentation for the next day: Group A

- A short skit on human rights violation.
 - National human right Commission investigates and identifies the culprit, files the case in the court and court gives justice to the victim.

Day 42 : Political Parties

Objective : To find out the role of political parties in the state mechanism and as a whole nation building.

Introduction:

An organization of people with the same political aims and programmes is called a political party. The role of political party is very important in a democratic country like Nepal.

According to the interim constitution 2063 B.S., the following requirements have to be fulfilled to open a political party:

- (a) The rules and regulations of a political party should be democratic.
- (b) There should be the provision of election at least once in 5 years for each level official in the party.
- (c) In the different level of executive committee, women, Dalits and the members from deprived, exploited and neglected regions should be included or it should be inclusive.
- (d) There should be a provision to keep party members in proper disciplined in the constitution of the party.
- (e) Party objectives should be consistent with the preamble of the constitution of the country.



In order to register a party in the Election Commission, following details have to be supplied by the respective party:

- (a) Party constitution
- (b) Rules and regulations
- (c) Name of the party and the address of its central office.
- (d) Names of the members in executive committee
- (e) Description of income source and the ways and means of collection.

The interim constitution has a provision that a political party should submit the application, manifesto and the support and signature of 10 thousand voters for the election purpose.

Role of Political Parties to Establish and Promote Democracy:

The political parties played an important role to establish democracy in 2007 B.S. Unfortunately, democracy was banned in 2017 B.S. and party-less Panchayat System was introduced by King Mahendra. All the political parties were banned. Political parties continued to play an active role being under-ground even under this system. As a result of joint people's movement, multi-party system was revived in 2046 B.S. This movement lasted for 49 Days. CPN – Maoists started underground armed revolution in the year 2052 B.S. to establish complete democracy.



The Seven Party Alliance (SPA) and the Maoists jointly started People's Movement-II on 24th Chaitra 2062 B.S. this movement lasted for 19 days and brought direct rule of King Gynendra to an end and the House of Representative was revived on 11th Baisakh 2063 B.S. The people got sovereign power, ruling power and the power of governance. Interim Constitution was implemented on 1st Magh 2063 and interim government was formed on 18th Chaitra 2063 B.S.

The historic Constituent Assembly was successfully held to elect 601 members on 28th Chaitra 2064 B.S. the first CA tried its best to make a new constitution but due to the disagreement on certain issues, it was dismissed and the new election was conducted on 4th Mangsir 2070 to elect same number of representatives. The new CA and the elected representatives of different political

parties have promised to prepare a new constitution with restructuring the country and power sharing acceptable for all Nepalese people.

Group Activities:

- (1) What do you mean by inclusive democracy? Why is it important?
- (2) Suppose, you are going to participate in the upcoming election as a political part. Prepare the following details to supply it to the Election Commission:
 - a. Name of the party:
 - b. Address of the central office:
 - c. Executive Committee Members:
 - d. Objectives of the party:
 - e. Number of Dalits in executive committee:
 - f. Number of women in executive committee:
 - g. Number of under privileged representatives in executive committee:
- (3) List out the major political parties of Nepal that you know.
- (4) What are the conditions to be fulfilled by a political party in order to register it in the Election Commission?

Presentation: All groups present their work in 10 minutes

Assignment:

- Explain the role of political parties to establish Federal Democratic Republic of Nepal.
Source: Interim constitution of Nepal 2063, newspapers, documentary on Mass Movement I and II from the internet, teachers, neighbors and family members.

Presentation for the next day: Group B

- A short skit on the registration of a political party in the Election Commission- election commissioner, party members, application, manifesto, party constitution and the signature of 10 thousand voters etc.

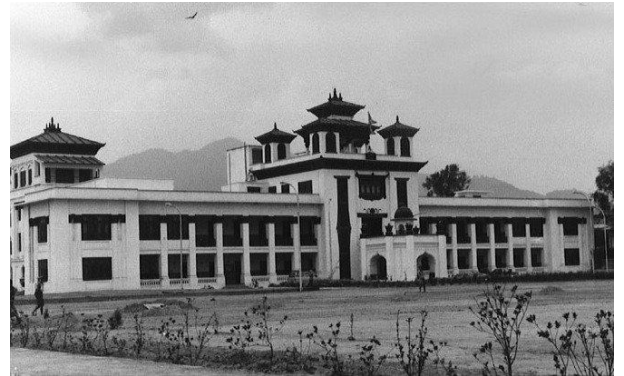
Day 43 : General Election Process and the roles of every citizen in it
Objective : To explain the election process and the role of people in it.

Introduction:

Election Commission conducts supervises guides and controls election impartially for all levels. The major bodies to conduct election are:

- (a) Election Commission- in the center
- (b) Election officers- in the constituencies
- (c) Polling officers- in the polling centers

When the date of election is announced, the election commission appoints a number of election officers to conduct election in different places. Election officers appoint the polling officers among the civil servants given by the government for the election purpose. Polling officers have to make necessary arrangement in polling booths and sub-booths. Those booths are chosen according to the convenience of the people in public places like schools and play grounds. Polling officers are responsible to conduct election in free and fair manner in the scheduled time. They have the power to stop or postpone the elections if any rigging or cheating cases are observed. All the polling officers assisted by election officers in the constituencies and all election officers are assisted by election commission.



Electoral roll:

Electoral roll is the list of voters who are eligible to cast the votes during elections. The list is updated every year by the election commission including the names of citizens who attain 18 years.



Qualifications of the Candidates:

In order to be a candidate of parliament election, one should fulfill the following qualifications:

- (a) Should be a Nepali citizen.
- (b) Should have completed the age of 25 years.
- (c) Should not have any criminal record.
- (d) Should not be disqualified by any law of Nepal.
- (e) Should not hold any public post paid from the state.

Role of citizens in the election:

- (a) Every citizen should consult the list of voters kept in the ward offices of VDCs or municipalities.
- (b) If any error is found in the list, he/she should inform the concern authority.
- (c) A citizen can help the election commission to delete the names of dead people and women who have left for their husband's home.
- (d) A citizen should encourage everyone in the community to go and cast the votes on the Election Day.
- (e) Everyone should stay in a queue and wait for his/her turn to cast the vote.
- (f) Everyone should stamp on a right place to void invalid ballot paper.
- (g) There should not be any proxy voting. (in order to check this, election commission has introduced the system of voters' identity card)
- (h) We can help the illiterate people teaching/guiding on the process of casting vote.
- (i) We should always give preference to the physically challenged and aged people to cast the vote.



- (j) When the election commission declares the winning candidates, everyone should take part in the victory rally and help the elected person and get the community problems solved through him/her.

Group Activities:

- (1) What are the different authorities that conduct election under the Election Commission? What do they do?
- (2) What are the conditions to be fulfilled by a party in order to register in the Election Commission?
- (3) A substantial number of ballot papers become invalid in each election in Nepal? Explain the ways to check invalid voting.
- (4) Explain the role of every citizen before the election, during the election and after the election.

Presentation: All groups present their work in 10 minutes

Assignment:

- Explain the election process according to the interim constitution of Nepal 2063 B.S.
Source: Interim constitution of Nepal 2063, newspapers, documentary on election for constituent assembly 2070 from the internet, teachers, neighbors and family members.

Presentation for the next day: Group C

- Mock Election in the school for whole day. The suitable day to conduct mock election is one of the national days.

Day 44 : Human Rights

Objective : To explain human rights and their condition in Nepal. To respect human rights and contribute to promote them.

Introduction:



The rights needed for human beings for their all round development without any interference are called human rights. In order to provide human rights to all human beings, United Nations Organization declared Universal Declaration of Human Rights on 10th December 1948. So, we observe International Human Rights Day on 10th December every year. It was the tireless effort and hard work of Eleanor

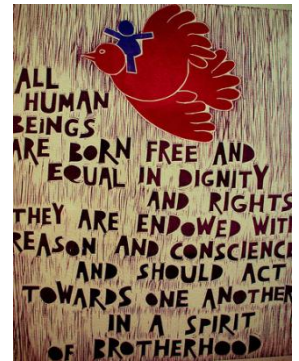


Roosevelt, wife of former president of USA Franklin D. Roosevelt, which materialized the first declaration on human rights. There are 30 articles in this declaration. They are:

- | | |
|------------|---|
| Article 1 | Right to Equality |
| Article 2 | Freedom from Discrimination |
| Article 3 | Right to Life, Liberty, Personal Security |
| Article 4 | Freedom from Slavery |
| Article 5 | Freedom from Torture and Degrading Treatment |
| Article 6 | Right to Recognition as a Person before the Law |
| Article 7 | Right to Equality before the Law |
| Article 8 | Right to Remedy by Competent Tribunal |
| Article 9 | Freedom from Arbitrary Arrest and Exile |
| Article 10 | Right to Fair Public Hearing |
| Article 11 | Right to be Considered Innocent until Proven Guilty |
| Article 12 | Freedom from Interference with Privacy, Family, Home and Correspondence |
| Article 13 | Right to Free Movement in and out of the Country |
| Article 14 | Right to Asylum in other Countries from Persecution |
| Article 15 | Right to a Nationality and the Freedom to Change It |
| Article 16 | Right to Marriage and Family |
| Article 17 | Right to Own Property |
| Article 18 | Freedom of Belief and Religion |
| Article 19 | Freedom of Opinion and Information |
| Article 20 | Right of Peaceful Assembly and Association |
| Article 21 | Right to Participate in Government and in Free Elections |
| Article 22 | Right to Social Security |
| Article 23 | Right to Desirable Work and to Join Trade Unions |
| Article 24 | Right to Rest and Leisure |
| Article 25 | Right to Adequate Living Standard |
| Article 26 | Right to Education |
| Article 27 | Right to Participate in the Cultural Life of Community |
| Article 28 | Right to a Social Order that Articulates this Document |
| Article 29 | Community Duties Essential to Free and Full Development |

Nepal government is also committed to provide all these rights to the citizens as far as possible. Some of them are guaranteed in the form of fundamental rights in the constitution itself. The government has also established new mechanism called National Human Right Commission giving maximum power and importance which is one of the constitutional organs. This organ was established after the Mass Movement II.

The people of Nepal had several difficulties to exercise their human rights during the 11 years of underground armed revolution of Maoists but the situation has improved with the peace process of Nepal to some extent. Still, the condition of human rights in Nepal is poor. We all should work hand in hand to confirm and promote human rights of all people in new Nepal.



Group Activities:

- (1) Explain the background of Universal Declaration of Human Rights 1948.
- (2) Draw the logo of Human Rights.
- (3) List out the rights guaranteed in Universal Declaration of Human Rights 1948.
- (4) Write a newspaper article on the "Situation of human rights in Nepal."

Presentation: All groups present their work in 10 minutes

Assignment:

- Explain the present condition of human rights in Nepal. Also, elaborate the ways to create such atmosphere in which everyone can exercise their human rights freely.
Source: Universal Declaration of Human Rights 1948, newspaper articles on human rights, condition of human rights in Nepal from the internet, teachers, neighbors and family members.

Presentation for the next day: Group D

- A short skit on human right violation during war time. Solve the problem of fighting groups. Create peaceful environment in which people are involved in development activities willingly.

Day 45 : Subjects of National concern
Objective : To be aware of areas of national concern and act accordingly.

Introduction:

Nepal is a sovereign nation. It is necessary to create awareness among the people about the subjects such as national integrity, border security, border encroachment, sovereignty, self respect and pride. Major areas of national concern in the present context of Nepal are given below:-

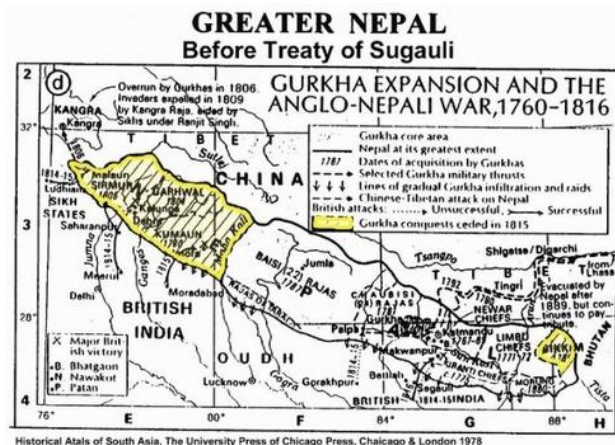
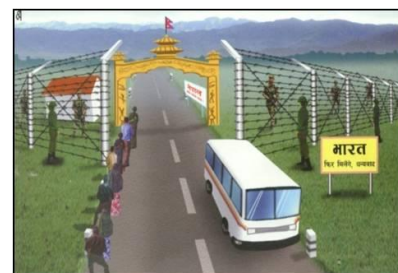
A. National Integrity:

Nepal is a sovereign, independent, indivisible, secular and democratic country. All of us must safeguard the national integrity and independence of Nepal. If a country is divided, it loses its existence. The country should provide equal rights and opportunities to all castes, religions and cultures so that everyone becomes responsible for the nationality and contributes to national integrity. In order to maintain integrity, we have inclusive democracy at present. All the people should be brought in the mainstream of our country. All the appropriate and justifiable demands of the people should be fulfilled if they can be achieved by the means and resources of the country. The means and resources should be equally distributed. If somebody tries to split-up the country in spite of all these efforts, we should all come together and take necessary legal action. We can remain as Nepali only until the country survives as Nepal. Our country is a common working garden which should be protected at any rate.



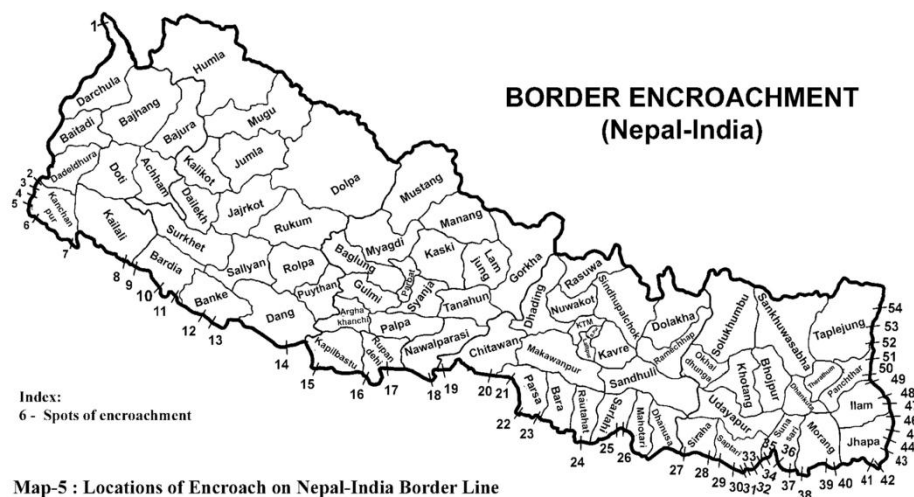
B. Border Security/Border Encroachment:

We have an open border with India. Due to this, many skilled and semi-skilled people come to Nepal and replace the Nepalese human power. Besides this, criminal activities are increased day by day. So, Nepal should take necessary action for border security. If the border security force of both India and Nepal work together, criminal activities at the border can be controlled.



There are border disputes in some parts of Nepal. Both the countries should find out the solutions of this problem peacefully. We should raise our voice from all sides to put a pressure on government to take necessary steps to solve the problem. If somebody tries to invade Nepal and Nepalese nationality, we must be united and protect our country. When the sentiment of nationality becomes weak, border of the country can be encroached. The government should make immediate diplomatic move and tackle the problem. The government was effortful to solve this problem specially on the issue of Susta and Kalapani when prime minister Prachanda visited India in the year 2065 B.S. Indian

government was ready to study this issue and solve the problem mutually. The problem is not yet solved.



Map-5 : Locations of Encroachment on Nepal-India Border Line

C. Self-respect and Pride:

Nepalese people have proved their bravery by not allowing any imperialists rule the country. Bhimsen Thapa openly opposed imperialism in the country. Nepalese people have never surrendered before to temptation. This has been our glorious history.

The bravery exhibited by Balabhadra Kunwar in Nalapani, Bhakti Thapa in Malaun and Deuthal and Amar Singh Thapa in the whole western region makes it clear that feeling of self respect has always been given top priority by the people of Nepal. Self-respect and pride are the glory of Nepalese people. These examples teach us a great lesson that we should be ready to sacrifice our life for the country. We should never surrender before anyone. We should respect the value of our ancestors and act accordingly. It is our foremost duty to keep Nepal safe.



Group Activities:

- (1) Why are there criminal activities in southern border on Nepal? List out the causes.
- (2) If you are foreign minister, how would you solve the problem of border encroachment? List out the ways to solve these problems.
- (3) If somebody intends to attack the nationality and sovereignty of Nepal, what should we do?
- (4) Write a news article to raise public awareness on border encroachment.

Presentation: All groups present their work in 10 minutes

Assignment:

- “Nepalese people want to live with self respect and pride.” Prove the statement on the basis of historical facts.
Source: Documentary on Greater Nepal by Manoj Pandit, newspaper articles on national issues, condition of areas of national concern of Nepal from the internet, teachers, neighbors and family members.

Presentation for the next day: Group A

- A short skit on Anglo-Nepal war or documentary on Greater Nepal (1 hour 25 minutes)

Day 46: Project Assignment on Human rights in Nepal

- Students will visit library, surf the internet, consult encyclopedia, newspapers, magazines etc. and find out the condition of human rights in Nepal and the ways to promote human rights.
- Each group will prepare a detail 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 the reference of others.
- The project report will get 5% of the total credit in the upcoming monthly evaluation.



Day 47 & 48: Preparation for the Evaluation (Review of the Unit)

(The students find the solutions of each of the following questions. The facilitator just supervises and extends his/her helping hand if they are really confused in any question)

1. What kind of steps would you take to stop border encroachment and insure its security if you were made the coordinator of the border security monitoring group? Draft a plan with any 4 functions.
2. Mention any 4 difference between the equatorial and Mediterranean climate.
3. Prepare a model of a voter's identity card.
4. Write any 4 human activities in the Tundra region.
5. Multi-party system is the most popular system worldwide. However, due to the recent political problems in Nepal, the trust of Nepalese people towards the political parties is deteriorating. What should be done by the political parties to win the people's trust towards them?
6. You may not be able to vote as you are below 18. Still, you can help the election commission during elections. Write any 4 ways you can help the commission.
7. Suppose you are appointed as a chairperson of National Human Right Commission, what would be your role to preserve human rights? Explain any 4 roles.
8. Prepare an election manifesto for yourself as a candidate representing your party for the upcoming local elections.
9. A good citizen must participate in the elections. Prepare a dialogue on this topic.
10. What type of planning would you make to maintain peace and order in your country if you were the Home Minister of Nepal? Mention in 4 points.
11. How is the present government formed? Write its structure only. What is the main duty of this government?
12. What were the major two objectives of People's Movement II? To what extent their objectives were achieved? Mention briefly.
13. Mention the role played by Nepalese political parties in 4 points.
14. Write any 2 main political parties which have been involved in the present government and mention 3 important works to be done by this government.
15. Despite the establishment of Loktantra, there have been incidences of violation of human rights. Prepare a model of news article related to any one case of violation of human rights.
16. Nepalese people always wanted to live with dignity and self-respect. Elaborate this statement with the help of historical facts.
17. Prepare a dialogue between 2 friends regarding the provision and condition to be fulfilled to open a political party according to the interim constitution 2063.
18. You are going to interview with the speaker of constituent assembly about making constitution in time. Make minimum 4 effective questions to ask him.
19. What are human rights? What activities have human right organizations done for promoting human rights in Nepal? Write any 3 activities.
20. How does the legislature perform the functions of formation of law?
21. List the name of prime-ministers appointed after the establishment of republic in Nepal with appointment year.



Group B: Long answer questions

22. What are our major national concerns? Explain any 3 of them in detail.
23. Describe the role of citizens before, during and after election.
24. What is legislature? List any 4 functions of it. Also explain about how the three organs of government work together according to the principle of "Check and Balance" in the present context of Nepal.
25. What do you mean by constitutional organs? Describe the composition and major functions of any 4 constitutional organs according to the Interim Constitution of Nepal 2063.
26. What is Judiciary? Explain any 4 functions with the present structure of Judiciary in Nepal.
27. Write any three functions carried out by each of the bodies of the state legislature, executive and judiciary and explain them.
28. Define Executive Organ of the state and explain its 4 functions on the basis of Interim Constitution of Nepal 2063.
29. List out the name of any 6 political parties of Nepal. What conditions need to be fulfilled to open a political party? Mention the necessary provisions to register the party with the election commission?
30. What is electoral roll? Write each 4 roles of citizens that should be played before and during the election.
31. Write the name of any 6 political parties actively involved in the mass movement of 2062/2063. Briefly present the role of political parties for establishing democracy in Nepal in 2007, 2046 and 2062/2063.
32. What do you mean by Competitive Multi-Party Ruling System? Write any 4 features of it. Clarify the role of political parties in multi-party system in 4 points.
33. Clarify in a table any 2 similarities and 2 differences between people's movement of 2046 and 2062/2063. Present a paragraph highlighting the role of political parties in the Mass movement of 2062/2063.
34. The Constituent Assembly elected in 2064 ended without promulgating the constitution. What were the reasons behind the end of the Assembly? What is to be done by the present Constituent Assembly to formulate new constitution on time? Write your opinion.
35. Why are constitutional bodies necessary for a nation? Compare the role and functions of Public Service Commission, Auditor General and Election Commission for good governance in Nepal.

Day 49: Unit Test



Day 50: Quiz from the Unit: (This quiz will get 5% of the total credit in the upcoming monthly evaluation)



Questions for Quiz

1. What are the three major organs of the government?
2. Which organ formulates the laws in the country?
3. How many members were there in the interim legislature formed on 18th Chaitra 2063 after Mass movement II?
4. How many members were there in the First CA?
5. How many members are there in present CA?
6. When was the election for first CA held?
7. When was the election for Second CA held?
8. Give any 4 major functions of legislature.
9. What are the other names given to executive body?
10. Who is the first President of Federal Democratic Republic of Nepal?
11. Who is the first Vice-President of Federal Democratic Republic of Nepal?
12. Who was the first Prime-minister of Federal Democratic Republic of Nepal?
13. How many prime-ministers have ruled over Federal Democratic Republic of Nepal?
14. Give any 4 major functions of executive body.
15. Which organ is responsible to implement the laws in the country?
16. Which organ is responsible to give justice in the country?
17. Which organ is known as the protector of people's rights and freedom?
18. What are the 3 levels of courts in the judiciary of Nepal?
19. How is chief justice appointed?
20. How are other judges of Supreme Court appointed?
21. How are judges of appellate court appointed?
22. How are the judges in district court appointed?
23. How many Supreme Courts are there in Nepal?
24. How many appellate courts are there in Nepal?
25. How many district courts are there in Nepal?
26. What are the qualifications required for the Chief Justice in Nepal?
27. What are the qualifications required for the other judges of Supreme Court in Nepal?
28. What are the qualifications required for the judges of appellate courts in Nepal?
29. What are the qualifications required for the judges of district courts in Nepal?
30. Give any 4 major functions of judiciary in Nepal.
31. What do you mean by constitutional organs?
32. How is the commissioner in CIAA appointed?
33. How is Auditor General appointed?
34. How is Attorney General appointed?
35. How are the commissioners in election commission appointed?
36. How is the chairman of Public Service Commission appointed?
37. How is the chairman in National Human Right Commission appointed?
38. What does Constitutional Council do?
39. What does CIAA do?
40. What does Election Commission do?
41. What does Public Service Commission do?
42. What does Auditor General do?
43. What does National Human Right Commission do?
44. What does Attorney General do?
45. What are the qualifications required for the Commissioners in CIAA?
46. What are the qualifications required for Auditor General?
47. What are the Qualifications required for Attorney General?
48. What are the qualifications required for chairman of public service commission?
49. What are the qualifications required for the chairman of National Human Right Commission?
50. What are the qualifications required for the commissioners of Election Commission?
51. Define the term "Political Party"
52. What are the conditions to be fulfilled by a political party to be registered in the election commission?
53. How many people's support and signature is required for a new party for the election?
54. How many days did People's Movement I continue?
55. How many days did People's Movement II continue?
56. When did we get complete Loktantra in Nepal?
57. When was Nepal declared as Federal Democratic Republic?
58. What are the 3 major authorities to conduct election in Nepal?
59. What is an electoral roll?
60. What are the qualifications required for a candidate in the parliament election?
61. Give the role of citizens before the election?
62. Give the roll of citizens during the election.
63. Give the role of citizens after the election.
64. What do you mean by human rights?
65. When was Universal Declaration of Human Rights passed?
66. Who initiated to prepare this document?
67. When do we observe International Human Rights Day?
68. How many articles are there in the Universal Declaration of Human Rights?
69. Tell any 5 important human rights.
70. What do you mean by Dasgaja area?
71. What are the subjects of national concern at present?

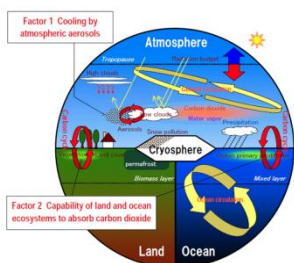
Unit 6: OUR EARTH

Day 51 : Climate and Natural Vegetation

Objective : To explain climate and its effects on vegetation and lifestyle.

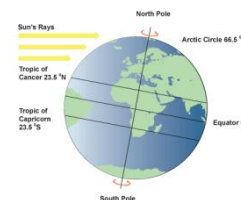
Introduction:

Climate is an average weather of a place measured over many years. It refers to the temperature of a place, rain or snow the place receives. The climate of a place is affected by various factors like Distance from Sea, Latitude and Altitude.

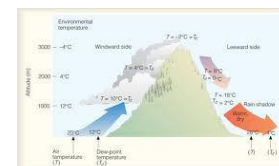


The area near the sea and ocean are affected by cool sea breezes and the inner part of the continent does not experience it. Thus, the climate near the sea or ocean is cool whereas the climate in the inner part of the continent is hot.

Similarly, near the equator, the rays of the sun are straight. The sunrays are slanting in the northwards or southwards to the equator. So, the equatorial region is hot and other places are cooler but the polar region is very cold due to extremely slanting rays of the sun.



Altitude also affects the climate. The higher the altitude, lower the temperature. After every 160-165m altitude, 1°C temperature decreases.



Climate affects the landforms, soil types, vegetation and lifestyle. The kinds of clothes we wear; food we eat, houses we live in and as a whole our all activities in life are influenced by the type of climate we have in our place. For example, people living in cold region wear warm woolen clothes whereas the people in the hot region wear light cotton clothes. If the place has hot and wet type of climate, the people adopt agriculture but in the dry and cold places animal husbandry is the main occupation.

Climate greatly influences the type of vegetation. If the place has hot and wet climate, evergreen tropical vegetation is grown and in tundra climate very few plants like Lichens and Mosses grow. For example: we can't grow rhododendron in the terai part due to hot climate and coconut in the Himalayan region due to excessive cold climate.

Group Activities:

- (1) What do you mean by climate? Differentiate between weather and climate.
- (2) Explain how distance from sea affects climate of a place with a suitable figure.
- (3) Explain how altitude affects climate of a place with a suitable figure.
- (4) Explain how latitude affects climate of a place with a suitable figure.

Presentation: All groups present their work in 10 minutes

Assignment:

- Explain how climate affects the natural vegetation and lifestyle with suitable examples.
Source: Climate of the world, Atlas book, newspapers, effects of climate on vegetation and lifestyle from the internet, teachers, neighbors and family members.

Presentation for the next day: Group A

- A short presentation on the factors affecting climate of a place and the effects of climate on vegetation and lifestyle

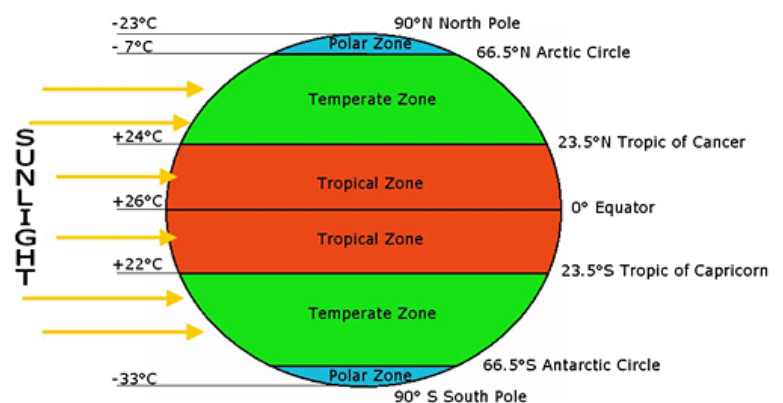
Day 52 : Climatic regions of the World: Hot/ tropical climatic zone
Objective : To introduce the types of climate in hot climatic region.

Introduction:

A climatic region is a big area throughout which the condition of relief, temperature, rainfall, soil, vegetation and human activities are more or less same. On the basis of common characteristics, the world can be divided into 4 major climatic regions each having distinct temperature and rainfall pattern.

The climatic regions of the world are:

- Equatorial hot climatic region
- Warm temperature climatic region
- Cool temperature climatic region
- Cold temperature climatic region



The equatorial hot region extends from 0° to 30° North and South of the equator. This region has 4 major types of climate. They are:

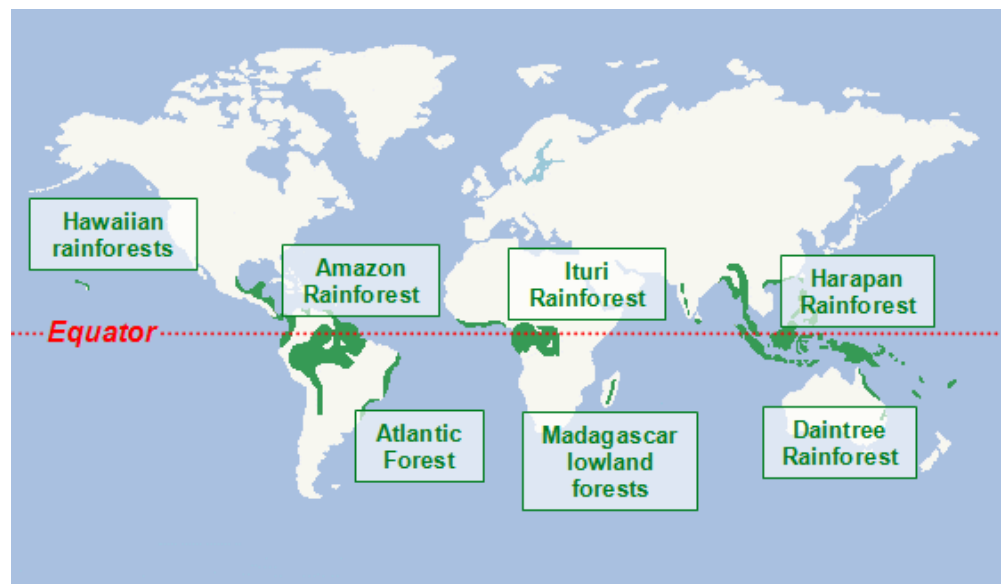
A. Equatorial Climate:

Location:

This climate is experienced between 5° to 10° North and South of the equator i.e. lowlands of Amazon, Zaire, Malaysia and East Indies.

Characteristics:

- High temperature throughout the year.
- Rainfall is very heavy and distributed equally round the year.
- Receives convectional rainfall often in the afternoon.
- High humidity throughout the year.
- No change in seasons.
- Very hot and wet nature of climate helps to grow tropical rainforest or Selvas.



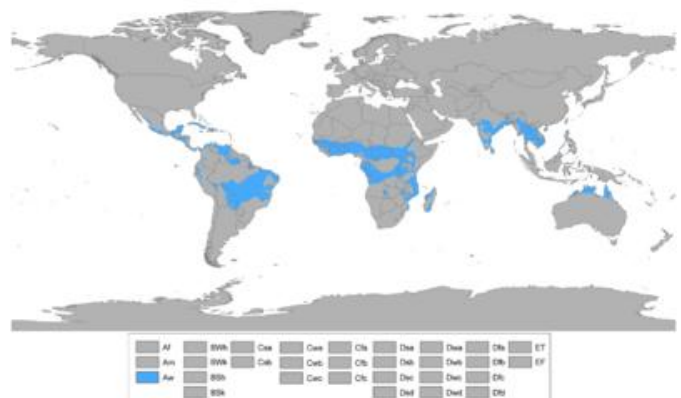
B. Tropical Grassland (Savanna) Climate:

Location:

This climate is experienced between 5° to 20° North and South of the equator i.e. Sudan, Veld of South Africa, Grassland of Northern Australia, Guiana Highlands of South America and Campos of Brazil.

Characteristics:

- Summers are very hot and winters are warm.
- Convectional rainfall in summers and



winters are generally dry.

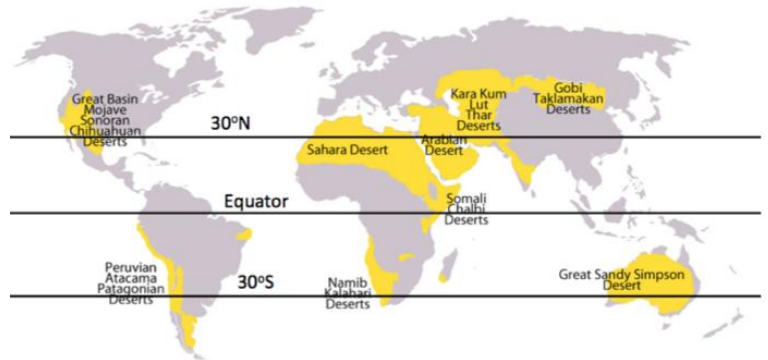
- Rainfall is uneven.
- Trade wind blows here.
- The climate favors to grow tall grasses with scattered trees.
- The trees are umbrella shaped due to the strong winds.
- Varieties of animals are found in this region so, it is called the zoo of the world.

Such grasslands are called differently in different places like Llanos in Venezuela, Veld in South Africa, Campos in Brazil, Savanna in whole of Africa, Steppe grassland in Europe and Asia, Prairies in North America and Pampas in Argentina.

C. Hot Desert Climate:

Location:

This climate is experienced in the western side of the continent between 20° to 30° North and South of the equator i.e. Sahara and Kalahari deserts of Africa, Arabian, Iranian and Thar deserts of Asia, Australian deserts, Atacama desert of South America and Californian and Mexican deserts in North America.



Characteristics:

- Very hot and dry climate.
- Rainfall is scanty.
- Vegetation is poor.
- Thorny plants are found here to store water and prevent its loss due to evaporation. They are deep and long rooted in order to find the water like cactus and thorny bushes.
- Desert fox and Kangaroo rats live here because desert fox fulfills the need of water from the blood of other animals and Kangaroo rats never drink and get the moisture by eating available plants and seeds.

D. Tropical Monsoon Climate:

Location:

This climate is experienced between 10° to 30° North and South of the equator i.e. South and South-East Asia, Central America, West Indies, North-East Australia, the Philippines and Central Brazil.



Characteristics:

- The wind changes the direction with the change of season like winter and summer monsoon.
- Rainfall is uneven like Cherapunji, Aasam has about 1250 cm average annual rainfall whereas Pokhara, Nepal has about 400 cm average annual rainfall.
- Natural vegetation differs from place to place like tropical rainforest and deciduous monsoon forest.
- The common animals found in this climatic region are leopard, deer, elephant etc.
- The climate is suitable for paddy production.

Group Activities:

(1) Present the following data in a Climograph:

Months	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec
Temperature ($^{\circ}$ C)	7	16	21	27	33	34	35	33	30	20	10	5
Rainfall (cm)	3	4	2	4	10	19	30	27	12	5	2	1

- (2) Explain the characteristics of tropical monsoon climate with its location.
- (3) Explain the characteristics of equatorial climate with its location.
- (4) Explain the characteristics of Savanna climate with its location.

Presentation: All groups present their work in 10 minutes

Assignment:

- Insert the places where 4 types of climate of the hot climatic zones are found in the map of the world.
Source: Climate of the world, Atlas book, teachers, friends and family members.

Presentation for the next day: Group B

- A short presentation on the location of each type of climate in hot climatic zone.
- The group members should draw an outline map of Nepal in the white board of the class and do their presentation.

Day 53 : Climatic regions of the World: warm Temperature climatic zone
 Objective : To introduce the types of climate in warm temperature climatic region.

Introduction:

Warm temperature zone extends from 30° to 45° North and South of the equator. It has 4 major types of climate:

A. Mediterranean Climate:

Location:

This climate is experienced between 30° and 45° North and South of the equator i.e. near the Mediterranean Sea in Europe, South-West Africa, Central Chile, Central California and island of New-Zealand.



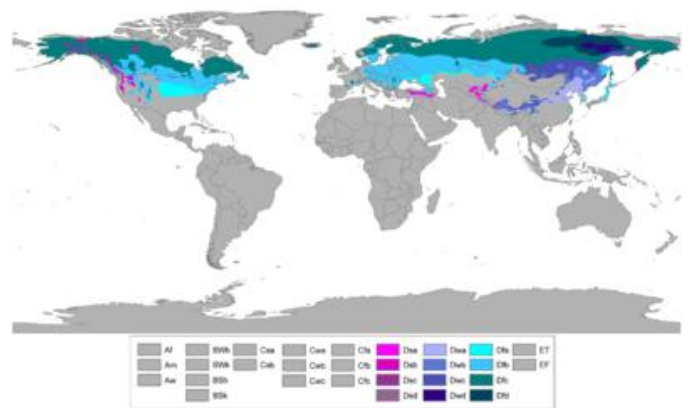
Characteristics:

- Summers are bright, sunny, hot and dry because of dry off-shore winds and the winters are mild and moist because of wet westerly winds.
- Evergreen woodland is grown well.
- The climate is favourable for human settlement and fruit production.
- The plants and trees of Mediterranean region have hard, oily and glossy leaves to avoid excessive transpiration during the dry summers.

B. China type of Climate:

Location:

This climate is experienced between 25° to 40° North and South of the equator i.e. Eastern China, Southern Japan, South-eastern USA, Africa and Australia, Central part of Uruguay and Argentina.



Characteristics:

- Summers are hot and humid and winters are mild.
- Temperature is very low in winter due to local winds.
- Rainfall is well distributed all the year round although it is more in summers and less in winters.
- Natural vegetation is of both types-coniferous and deciduous.
- The climate is good for paddy production.

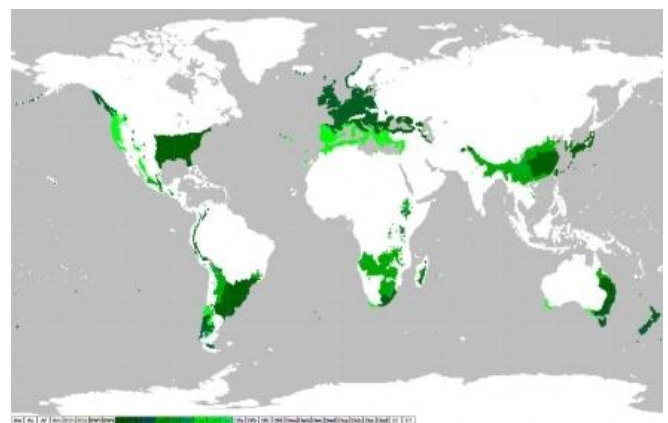
C. The Temperate Continental (Steppe) Climate:

Location:

This climate is experienced between 30° to 50° North and South of the equator i.e. Inner parts of the continents like prairies of North America, Steppes of Eurasia, Downs of Murrey-Darling river basins and Pampas of South America.

Characteristics:

- Summers are very hot and winters are very cold.
- These lands are called the extreme lands due to the great range of temperature in the summers and winters.
- Maximum rainfall occurs in summers.
- Vegetation is of short grass type.



- Wheat production is very famous in this climatic region so it is called the store-house of food grains in the world.

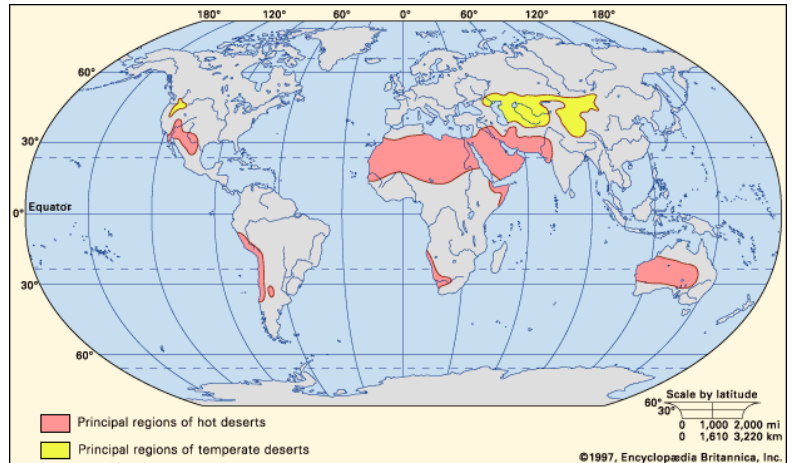
D. The Temperate Desert Climate:

Location:

This climate is experienced between 25° to 40° North and South of the equator in the inner parts of the continents i.e. Tibet in Asia, basins surrounded by Rockies in North America and Patagonia desert in South America.

Characteristics:

- The temperature is extreme due to the location in the inner parts of the continents.
- Poor rainfall due to its location in rain-shadow area.
- Cactus with spreading roots, stunted bushes and scrubs are grown here.
- Vast area is covered by sand only.
- Agriculture is adopted by the people in the areas close to the rivers.



Group Activities:

- (1) Explain the characteristics of Mediterranean climate with its location.
- (2) Explain the characteristics of China type of climate with its location.
- (3) Explain the characteristics of temperate continental climate with its location.
- (4) Explain the characteristics of temperate desert climate with its location.

Presentation: All groups present their work in 10 minutes

Assignment:

- Insert the places where 4 types of climate of Warm Temperature climatic zone are found in the map of the world.
Source: Climate of the world, Atlas book, teachers, friends and family members.

Presentation for the next day: Group C

- A short presentation on the location of each type of climate in Warm Temperature climatic zone.
- The group members should draw an outline map of Nepal in the white board of the class and do their presentation.

Day 54 : Climatic regions of the World: Cool Temperature Climatic Zone
Objective : To introduce the types of climate in cool temperature climatic region.

Introduction:

Cool temperature zone extends from 45° to 60° North and South of the equator. It has 3 major types of climate:

A. British Type of Climate:

Location:

This climate is experienced between 45° and 60° North and South of the equator i.e. North-west Europe, Western Canada, Southern Chile, Tasmania and southern island of New-Zealand.

Characteristics:

- It is an equable climate which has warm winters.
- Adequate rainfall throughout the year.
- Broad leaved deciduous forest is grown well because of cool damp condition.
- People can remain energetic round the year because of cool climate.
- Agriculture, cattle rearing, fishing and industries are the main occupation.



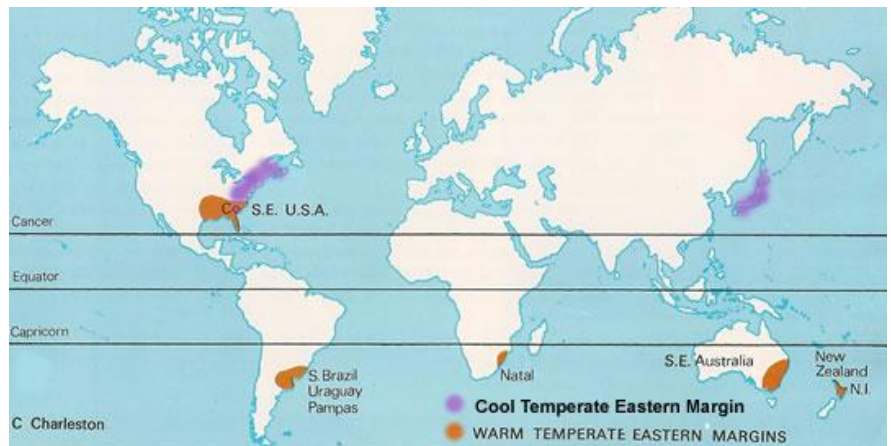
B. Eastern Margin/St. Lawrence/Laurentian Climate:

Location:

This climate is experienced between 25° and 50° North and South of the equator on the eastern sides of the continents i.e. North China, Manchuria, Korea, Eastern Canada and New England states of USA.

Characteristics:

- It is cooler than British type and warmer than Siberian type of climate.
- It has cold-dry winters and warm-wet summers.
- Precipitation is fairly distributed throughout the year. It is in the form of rain in summers and snow in winters.
- Rainfall is either convectional or cyclonic.
- Consists mixed vegetation of coniferous and deciduous forest.
- The people are energetic all the year round because of cool nature of climate.
- Agriculture, cattle rearing, fishing, industries and mining are the main occupation.



C. Siberian Climate:

Location:

This climate is experienced between 55° and 70° North of the equator i.e. Canada, Northern Europe and Siberia of Asia.

Characteristics:

- Summers are just warm and short and winters are long and very cold.



- Precipitation is variable. It falls in the form of rain in summers and snow in winters.
- This region receives cyclonic rain. The vegetation consists of coniferous forest which is called Tiaga in Asia.
- Lumbering is the main occupation.
- People are nomadic in nature.

Group Activities:

- (1) Explain the characteristics of British type of climate with its location.
- (2) Explain the characteristics of Eastern Margin climate with its location.
- (3) Explain the characteristics of Siberian climate with its location.
- (4) List out the possible reasons why most people of Siberian region are involved in lumbering?

Presentation: All groups present their work in 10 minutes

Assignment:

- Insert the places where 3 types of climate of Cool Temperature climatic zone are found in the map of the world.
Source: Climate of the world, Atlas book, teachers, friends and family members.

Presentation for the next day: Group D

- A short presentation on the location of each type of climate in Cool Temperature climatic zone.
- The group members should draw an outline map of Nepal in the white board of the class and do their presentation.

Day 55 : Climatic regions of the World: Cold Temperature climatic zone
Objective : To introduce the types of climate in cold temperature climatic region.

Introduction:

Cold temperature zone extends from 60° to 90° North and South of the equator. It has 2 major types of climate:

A. Tundra and Ice Capped Climate:

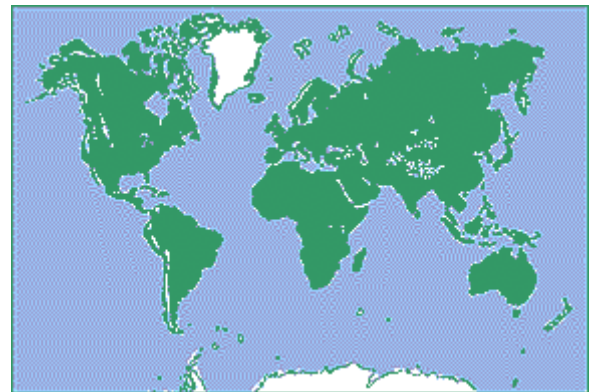
Location:

The Tundra climate is experienced between 60° and 90° North and the Ice Capped climate is experienced between 60° and 90° South of the equator. Ice capped region is permanently covered with snow. Northern most part of Canada, Alaska, North-west Scandinavia, Greenland, Iceland and northern most parts of Siberia are the places where Tundra climate is found. The Ice capped climate is found in Southern Antarctica.



Characteristics:

- Summers are cool and winters are severely cold in Tundra region but in Ice Capped region, summers are continuous day and winters are continuous night.
- Very few plants like bushes, marsh, grasses, lichens mosses etc. grow in Tundra region but nothing in the Ice Capped region.
- Life is very difficult in the cold region.
- Inuit race of people or Eskimos live in Igloo in winters and Tupik in Summers but human settlement is not possible in the Ice Capped region.
- The people are nomadic in nature.
- Hunting and fishing are the main occupation in Tundra but nothing in the Ice Capped region.



We find another type of climate in the high mountains due to the altitude which is called the mountain type of climate. This climate is not categorized under any climatic region of the world. Higher the altitude, lower the temperature. We find the difference of 1°C temperature when we climb up or down by 160 to 165 m altitude. Thus, the high mountains even in the warm zone have cold climate. The mountain type of climate is found in the region of young fold mountains of the Himalayas, the Alps, The Rockies and the Andes.

Group Activities:

- (1) Explain the characteristics of Tundra climate with its location.
- (2) Explain the characteristics of Ice Capped climate with its location.
- (3) Life of the people in Tundra region is very difficult and they are nomadic. Why? Explain.
- (4) If you belonged to Inuit race and living in Tundra Region, what different occupations would you adopt there for your survival?

Presentation: All groups present their work in 10 minutes

Assignment:

- Insert the places where two types of climate of Cold Temperature climatic zone are found in the map of the world.
Source: Climate of the world, Atlas book, teachers, friends and family members.

Presentation for the next day: Group A

- A short presentation on the location of each type of climate in Cold Temperature climatic zone.
- The group members should draw an outline map of Nepal in the white board of the class and do their presentation.

Day 56 : Earthquake

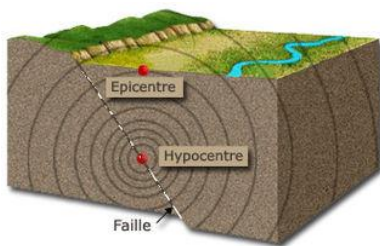
Objective : To introduce earthquake and its effects in life. To adopt the safety measures during earthquake.

Introduction:

Any sudden mild or violent movement of a portion of the earth's crust due to a natural cause which produces vibration is known as earthquake.

When the earth's crust vibrates vertically-up and down, it is called vertical quake. When the earth's crust vibrates horizontally-left and right, it is called horizontal quake.

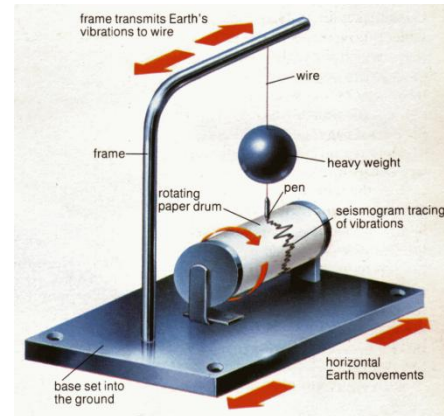
The point inside the earth's crust where the first vibration originates is called the focus or hypocenter. The point on the earth surface vertically above the focus from where the vibration spreads is called the epicenter.



The outer layer of the earth is divided into different plates called continental plates. These plates are floating on extremely hot liquid substance called mantle. When they collide or meet one another, there is a kind of motion and sometimes, the rocks bend/break, the plates overlap and create vibration. This may also cause the eruption of

volcanoes.

Earthquake is measured by the instrument called Seismograph. It is measured in the unit of Richter scale. Generally, 2 to 5 Richter scale is normal and does not harm much but 6 Richter scale and above is dangerous. In the year 2008 A.D., Northern part of China received an earthquake of 7.8 Richter scale which caused a heavy loss of property and about a lakh of people lost their lives.



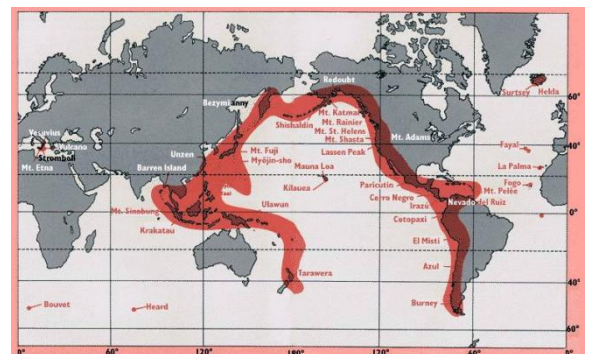
There are 2 major earthquake belts in the world. They are:

(1) Circum Pacific Belt:

This region occupies about 70% of the total earthquake zone in the world. This region includes Chile, Peru, Bolivia, Costa Rica, Mexico, North USA, Canada, Alaska, Kurile Island, Japan, Philippines, New Guinea, New-Zealand etc.

(2) Mediterranean and Himalayan Belt:

This region occupies about 20 % of the total earthquake zone in the world. This region includes Portugal, Italy, Algeria, Greece, Egypt, Turkey, Iraq, Iran, Afghanistan, Pakistan, North India, Nepal, Myanmar etc.



Remaining 10% of the earthquake zone is occupied by other places. Earthquake causes a great destruction of wealth and the people.

Some of the effects of earthquake are:

- (a) Loss of life and property
- (b) Fire after earthquake
- (c) Earthquake causes tidal waves (Tsunami)
- (d) Earthquake causes epidemic and famine
- (e) Earthquake causes crack on the surface of the earth etc.



People should take great safety measures where earthquake occurs frequently. The governments should be prepared to face the calamities created by earthquake. The students should be taught safety measures. Some of the safety measures every human being should know are given below:



- (a) We should not run and panic during earthquake
- (b) We should secure ourselves under the table or any other safe objects.
- (c) We should come out of the house when the quake is less.
- (d) We should keep household things in such a place which do not fall down during earthquake.
- (e) When we are safe, we should help our neighbors.
- (f) We should inform the governmental and non-governmental organizations for relief.

Group Activities:

- (1) Explain the effects of earthquake.
- (2) Define the following:
 - a. Earthquake
 - b. Hypocenter
 - c. Epicenter
 - d. Vertical earthquake
 - e. Horizontal earthquake
- (3) What is seismograph? What are the earthquake belts of the world?
- (4) What are the safety measures everyone should adopt during earthquake?

Presentation: All groups present their work in 10 minutes

Assignment:

- Insert the frequent earthquake occurring places under Circum-Pacific Belt in the map of the world.
Source: Documentary on earthquake, Atlas book, teachers, friends and family members.

Presentation for the next day: Group B

- A short presentation on the earthquake, types, belts, effects and safety measures.

Day 57 : Communication and Map
Objective : To draw an outline map of Nepal and insert various facts in it.

Introduction:

Maps show us many things and facts of places. There is no space to supply every detail in the map so, very small symbols, letters, pictures, shades or different colors are used and the index is given at the corner.

Thematic Maps:

The maps which express what people want to know are called thematic maps. It is necessary for a person going for a world tour to know about the climate, land structures etc of the places. Similarly, a new visitor before entering the town should know about the roads, hotels and places which are worth visiting. He/she can get this information through maps. Thus, thematic maps supply the information on land structure, rivers, countries, zones, districts, density of population, climate, industries etc.

In order to draw an outline map of Nepal, one should have a detail look on the map in the Atlas book and draw it using practice method. If we practice several times, we can make a good map.

Group Activities:

- (1) How do maps supply information?
- (2) Draw an outline map of Nepal and insert major mountains in it.
- (3) Draw an outline map of Nepal and insert major cities of Nepal.
- (4) Draw an outline map of Nepal and insert major rivers of Nepal.

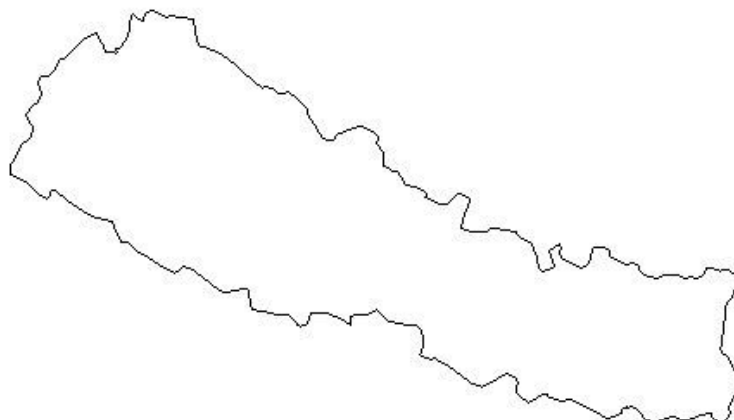
Presentation: All groups present their work in 10 minutes

Assignment:

- Draw an outline map of Nepal and insert the following facts in it:

Api Himal, Bandipur, Swargadwari, B.P. Highway, Coffee Production Area, Kankai River, Mt. Everest, Lake Rara, Biratnagar, Chabuk Pass, Madan-Ashrit Highway, Mt. Ganesh, Lake Shey-Phoksundo, River Mechi, Mahendra (East-West) Highway, Jute Growing Area, Dhaulagiri Himal, Siddhartha Highway, Dhankuta, Sugarcane cultivation area, River Mahakali, River Bheri, Chitwan National Park, Mt. Kanchanjunga, Helambu, Tamor River, Bhupi Sherchan Highway, Jaleswor, Makalu National Park, Dorje Lakpa Mountain, Bhimdutta Highway, Kamala River, Khaptad National Park, Kaligandaki River, Birendranagar, Parsa Wildlife Reserve, Palanchowk Bhagawati, Mt. Janak, Tea production area, Arniko (Kodari) Highway, Muktinath, Mt. Gaurishankar, Amargadhi, Diktal, Citrus fruit growing area, Mt. Kanjirowa, Koshi Tappu Wildlife Reserve, Kanjirowa Himal, Cotton production area, Janakpurdham, Mt. Saipal, Langtang Himal, Gaighat, River Narayani, Machhapuchhre Himal, Salyan, Janaki Mandir, Annapurna Himal, Sagarmatha National Park, Mahendra Nagar Airport, Jajarkot, Madan Bhandari Highway, Dhorpatan Hunting Reserve, Cable Car, Jiri Airport, Makalu Himal, Barah Chhetra, Janakpur-Jaynagar Railway

Source: Atlas book, Geography of Nepal, teachers, friends and family members.



Presentation for the next day: Group C

- A short presentation on the map work of Nepal.
 - The group members will insert the places in an outline map of Nepal in the white board of the class.
 - Other group members and facilitator can ask a few places to locate them in the map.

Day 58 & 59: Practice the remaining work of Day 49 using the whole period. Also insert the following facts in an outline map of Nepal:

Nepalgunj, River Bagmati, Tobacco Growing Area, Lake Phewa, Dhangadhi, Area of Natural Gases, Manakamana Temple, Babai River, Kanchanjungha Conservation Area, Namche Bazar, Prithvi Highway, Bardiya National Park, River Karnali, Tribhuvan Highway, River Triyuga, Rolwaling Himal, Shivapuri National Park, Jomsom, Marsyangdi Hydro-power Project, Lake Ghodaghodi, Birgunj, River Rapti, Bajura, Lake Tilicho, River Arun, Bardiya National Park, Kaligandaki 'A' Hydro Project, Gosaikunda, Tharu Settlement Area, Janak Himal, River Chameliya, Gosaikunda, Aadhikhola Hydro Project, Chandan Nath Temple, Jirel Caste settlement area, Simara Airport, Shuklaphanta Wildlife Reserve, Route Caste settlement area, Chame, Lake Tso-Rolpa, Himalchuli, River Triyuga, Gurung Community Settlement Area, Rapti Highway, Geta Airport, Lake Bishajari, Puwakhola Hydro Project, Chepang Caste settlement area and Yak Rearing area

Presentation for the next day: Group D

- A short presentation on the map work of Nepal.
 - The group members will insert the places in an outline map of Nepal in the white board of the class.
 - Other group members and facilitator can ask a few places to locate them in the map.

World Geography

Day 60 : Physical Features of North America

Objective : To explain the physical features and social activities of North America and compare them with Nepal.

Introduction:

North America is entirely situated in the North-Western hemisphere. Its native people are Red Indians, Eskimos and Inuit who migrated from Asia. After Christopher Columbus discovered America in 1492, people from Europe and Africa came and settled down here. So, North America is the land of great diversity of culture. It is called the "New Land" because of the technology developed here, development of places, high standard of people's living, enough skilled human power and proper mobilization of resources. Physically, this continent can be divided into 3 major divisions:



A. The Western Cordilleras (The Western Mountain System):

The western Mountain System extends from Alaska in the north to the Panama Canal in the south. The mountain system is a great chain of mountains and is called the cordilleras. These mountains were originated at about the same time as the Himalayas and Alps so, they consist the young fold mountains. Mt. McKinley (6194m) in Alaskan Range is the highest peak in North America. Special features like extremely hot Death Valley (86m below the sea level) and Grand Canyon made by Colorado River (1800m deep river gorge) are situated in this physical region.



The western mountain system has mainly mountain type of climate which is generally cold due to the altitude. The vegetation found in this region is of coniferous and Tundra type. Due to the availability of coniferous wood, many people have adopted lumbering as the main occupation. Besides this, the people have adopted tourism, animal husbandry as well as agriculture in the foothills of the mountain ranges.



B. The Central Plains:

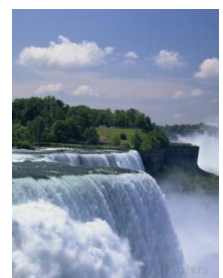
The Central Plains extend from Hudson Bay in the north to the Gulf of Mexico in the south. The plains surrounding the Gulf of Mexico is known as Great Mississippi Plains. This plain is drained by the river Mississippi and its tributaries and the soil is very fertile. The other plain surrounding the Hudson Bay is known as the Canadian Shield.

The climate of this region is temperate continental. The soil is very rich in this region. The extended grassland of North America called Prairies is mostly found in this region. The production is very good due to fertile soil in the region. Wheat production is wide famous in the region. Besides agriculture, people have adopted animal husbandry and industries as main occupation.



C. The Eastern Highlands:

The Eastern Highlands extend from Newfoundland Island in the north to Appalachian mountain range and Alabama in the south. These mountains are lower than western mountains. These mountains consist of very old rocks from the time of the origin of the earth so; they are called old fold mountains. This region consists of 3 major highlands. They are: High plateau of Greenland, Laurentian Plateau and Appalachian Highlands.



The climate of this region is temperate type which helps to grow mixed vegetation of coniferous, deciduous and tropical evergreen forest. Agriculture, animal husbandry, industries, tourism and forestry are the main occupation in this physical region.

Group Activities:

- (1) Prepare a paragraph on "North America-a New Land."
- (2) Explain Western Cordilleras of North America including land structure, climate, specialties and the possibilities of development.
- (3) Explain Central Plains of North America including land structure, climate, specialties and the possibilities of development.
- (4) Explain Eastern Highlands of North America including land structure, climate, specialties and the possibilities of development.

Presentation: All groups present their work in 10 minutes

Assignment:

- ***Insert the following facts in the map of North America:***

Bering Sea, Atlantic Ocean, West Indies, River McKenzie, Grand Slave lake, Rocky Mountain Range, Ottawa, Gulf of California, Montreal, Appalachian Mountains, River Mississippi, Gulf of Mexico, Ottawa, Bermuda, Panama Canal, Lake Superior, Prairies, Winter Rainfall area, Tropic of Cancer, New York, Baffin Island, Lake Great Bear, Niagara Falls, Arctic Circle, San Francisco, Taiga, New Foundland Island, Quebec and Ontario



Source: Atlas book, Geography of the world, teachers, friends and family members.

Presentation for the next day: Group A

- A short presentation on the 3 physical features of North America.

Day 61 : Economic Activities of North America

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

Introduction:

North America, having vast economic resources, has mobilized all the resources to a great extent. The United States and Canada are the most developed countries of North America. People are involved in industries, services, trade and business, mining, fisheries, fisheries, agriculture, animal husbandry etc. the major economic activities of North America are given below:



A. Agriculture:

Agriculture is commercialized in North America, mainly in USA and Canada. About 10% land is under cultivation and 10% of the total population is involved in it. People cultivate big farm with modern machines. Scientific method and proper fertilizers have been used to produce maximum. North America is the leading producer of wheat, barley, maize, oats and soybeans. Other crops like rice, cotton, tobacco, sugarcane, fruits etc. are also grown well. The farmers in North America are highly respected and have good economic status. They have the values like dignity of labor; work is worship etc. which makes every field better day by day.



B. Animal Husbandry:

Animal husbandry has developed on a commercial scale. Cattle are reared mainly in temperate grassland area. There are modern slaughter houses for processing and packing the meat. USA is the largest producer of beef in the world. In Canada, people are involved in trapping the fur bearing animals and have established many fur farms. Canadian fur is well known and highly demanded for clothes all over the world. The people in animal husbandry have high status in the society compared to Nepal. They get the huge market of their products from animal rearing.



C. Industries:

USA and Canada are highly developed countries in the field of industries. Due to the availability of infrastructures of industrial development like raw materials, transportation, communication, enough capital, skilled human power, good market for their industrial products etc have resulted a very good earnings for the people and the government in different countries. Canada exports vehicles, petroleum and aluminum and USA exports aircrafts, vehicles, chemicals and machineries. The industrialists, government as well as the people involved in this sector like workers and traders are highly benefitted because of the good market and high demands of the goods of these industries.



D. Fisheries:



Fishing also is commercialized occupation in the continent. The Grand Banks of Newfoundland Island in the Atlantic Ocean and west coast in Pacific Ocean are major fishing areas of USA and Canada. The fish are caught by powered boats and modern machines. Large quantity of fish is exported to other countries and continents. They have big market of the caught fish and are in high demands in many parts of the world.

Besides these, people are also involved in trade, forestry, services and tourism where they earn maximum to raise their economic standard. Many foreigners are willing to go and work there because of the attractive income. At the same time, the governments of USA and Canada have adopted the policy of attracting the skilled human power towards their countries in the name of DV Lottery (Diversity Visa) to USA and Immigration to Canada.



Group Activities:

- (1) People in USA are involved in agriculture, industries, animal husbandry, trade etc. and have raised their economic standard to a high degree but Nepal having the same economic activities is not able to develop. Why? Explain.
- (2) Explain the condition of industries in North America.
- (3) Explain the condition of animal husbandry in North America.
- (4) Explain the condition of agriculture in North America.

Presentation: All groups present their work in 10 minutes

Assignment:

- ***Insert the following facts in the map of North America***

Alberta, Northwest Territory, Hudson Bay, Mt. McKinley, Haiti, Alaska, Gulfstream Current, Input, River Yukon, Vancouver Island, Lake Huron, Grand Canyon, Pacific Ocean, Florida, Cuba, Death Valley, Greenland, Great Lake Area, Washington D.C., Jamaica, Los Angeles, River St. Lawrence, Gulf of California, Laurentian Shield, Coniferous forest area, Lake Ontario, Wheat production area, Longitude line of 1000 and River Rio Grande



Source: Atlas book, world geography, teachers, friends and family members.

Presentation for the next day: Group B

- A short presentation on the map work of North America.
 - The group members will insert the places in an outline map of North America in the white board of the class.
 - Other group members and facilitator can ask them a few places to locate them in the map of North America.

Day 62 : Physical Features of South America

Objective : To explain the physical features and social activities of South America and compare them with Nepal.

Introduction:



South America is the fourth largest continent in the world. Most countries of South America are still developing. Brazil and Argentina are the more developed countries of South America. This continent is called the land of Superlatives because of the following reasons:

- (a) The longest mountain range- The Andes
- (b) The stormiest place- Cape Horn
- (c) The largest rainforest- Amazon forest
- (d) The largest river- The Amazon
- (e) The longest water fall- Angel Falls
- (f) The driest place- Atacama desert

On the basis of physical features, South America is divided into 3 divisions. They are:

A. The Andes Mountains:

The Andes Mountain Range is the most important features of South America which lies to the west of the continent. It stretches for about 7200 km from Venezuela in the north to the south coast of the continent. The Andes Mountain is the longest mountain range in the world. Mountains are higher in the north than in the south. These mountains are young fold mountains. Mt. Aconcagua (6960m) in Argentina is the highest peak of the continent. This physical region consists of Cape Horn in the extreme south part of the continent which is the wildest and stormiest stretch of the world and the Atacama Desert which is the driest place in the world. Besides these superlatives, Lake Titicaca, world's highest fresh water navigable lake (3812m) is situated in this physical region. The climate is cold throughout the year in the region due to the altitude of the mountains.



B. The Central Plains:

The central plains lie to the east of Andes covering about half of South America. These plains are drained by different rivers of South America like Orinoco, Amazon, Parana and Paraguay. River Amazon is the largest river in the world. Vast grasslands are found in the basins of river Parana and Paraguay in Argentina called Pampas. Such grasslands in Brazil are called Campos. The Amazon River basin consists of vast equatorial rainforest called Selvas. These plains are very fertile and help to produce various crops. The climate in this region is hot and wet round the year.



C. The Eastern Highlands:

The Eastern Highlands consists of 2 different types of highlands - the Guiana Highlands in the north and Brazilian Highlands in the north-east. These highlands are made of old rocks so are called old fold mountains. Brazilian Highlands are higher than Guiana Highlands. Angel Falls (979m), the longest water fall in the world, lies in the eastern part of Venezuela in Guiana highland. The climate of this region is warm round the year.



Group Activities:

- (1) Explain the Andes Mountains of South America including land structure, climate, specialties and the possibilities of development.
- (2) Explain Central Plains of South America including land structure, climate, specialties and the

possibilities of development.

- (3) Explain Eastern Highlands of South America including land structure, climate, specialties and the possibilities of development.
- (4) Prepare a paragraph on "South America-A Land of Superlatives."

Presentation: All groups present their work in 10 minutes

Assignment:

- ***Insert the following facts in the map of South America:***

Gulf of Penas, Paraguay, South Atlantic Ocean, Cape Horn, Main area of oil production, River Amazon, Selvas, Coffee production area, Patagonia Desert, Atlantic Ocean, Brazilian Highlands, Mt. Cotopaxi, Manaus, Lake Titicaca, Tropic of Capricorn and Equator



Source: Atlas book, Geography of the world, teachers, friends and family members.

Presentation for the next day: Group B

- A short presentation on the 3 physical features and other superlatives of South America.

Day 63 : Economic Activities of South America
Objective : To explain the economic and social activities of South America and compare them with Nepal.

Introduction:

South America is rich in its economic resources but it has not been able to utilize them fully. The tribal people in the forest lead a simple life by hunting, gathering fruits and roots and fishing. The major economic activities of South America are as follows:



A. Agriculture:

Major portion of the continent is not cultivable. Only about 10% of the total land is under cultivation. Some of the agricultural areas are Pampas of Argentina and Uruguay, Brazilian Highlands, Central Chile and east coast of the continent. The chief crops grown in South America are wheat, maize, cocoa, rice, coffee, cotton, sugarcane etc. most farmers have adopted subsistent farming. Those farmers involved in commercialized farming also do not get good market.



B. Animal Husbandry:

The tropical and temperate grassland areas are good for animal husbandry. Cattle, sheep, and goats are reared in large quantity. Cattle rearing are famous in Pampas of Argentina and southern Brazil. The packed meat is exported to Europe. Sheep rearing is famous in Patagonia and foothills of Andes. Sheep are reared for both meat and wool. Argentina is one of the leading exporters of wool in the world. However, the people involved in animal husbandry do not get good market for their animal products and are not able to raise high income from it.



C. Industries:

Except Brazil and Argentina, other countries are not industrialized on a large scale. Although Brazil has several industries, they are invested by foreigners and the income has to be shared. Brazil has established a big company called "Copersucar". It distils alcohol from sugarcane. This alcohol can be used for special type of cars instead of petrol. This is indeed, great news for a country like Nepal!



Although South America has abundance of natural resources, it has not established big industries to mobilize them fully.

D. Fisheries:

Fishing is mainly done in commercial basis in central regions of Chile and Peru. Peru is one of the most important fishing nations in the world. The people in Amazon River basin are also involved in fishing. Most of the fishermen are in subsistent fishing and they do not earn more in one hand and in the other hand, the commercial fishing also has not got good market in South America.



Besides these, people are involved in trade, forestry, services and tourism through which they earn their livelihood.

Group Activities:

- (1) Compare the economic activities of South America and Nepal.
- (2) Explain the condition of agriculture in South America.
- (3) Explain the condition of Industries in South America.
- (4) Explain the condition of Animal husbandry in South America.

Presentation: All groups present their work in 10 minutes

Assignment:

- ***Insert the following facts in the map of South America:***

Mt. Aconcagua, Buenos Aires, Atacama Desert, Angel's fall, Pampas, Salvador, Falkland Island, Pampas, Pacific Ocean, Rio De Janerio, Sao-Paulo, Amazon Forest, Guiana Highland, Parana River, Brasilia and North Atlantic Ocean



Source: Atlas book, world geography, encyclopedia, teachers, friends and family members.

Presentation for the next day: Group D

- A short presentation on the map work of South America.
 - The group members will insert the places in an outline map of South America in the white board of the class.
 - Other group members and facilitator can ask them a few places to locate them in the map of South America.

Day 64 : Physical Features of Africa

Objective : To explain the physical features and social activities of Africa and compare them with Nepal.

Introduction:



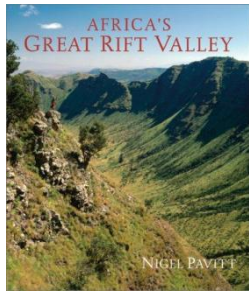
Africa is the second largest continent in the world. The equator divides the continent almost into two equal halves. The Tropic of Cancer in the north, and the Tropic of Capricorn in the south pass through this continent. This continent lies mostly in tropical zone and the climate is generally hot and wet.

It is estimated that human beings originated from eastern part of Africa about 2 million years ago. There was a great human civilization in the valley of River Nile about 5 thousand years ago.



Africa is called the “Dark Continent” because many countries are poor, poverty exists in many parts, people are not able to utilize resources available there and several civil and international wars have hindered the development of the continent.

Africa has an almost homogeneous physical structure. It is a plateau and consists of many plateaus so; it is called the plateau of plateaus. The only parts not being plateau are the Atlas Mountains in the north and Cape Range in the south. The Atlas is a young fold mountain like Himalayas, Rockies and Andes.



Other important mountains are Mt. Kilimanjaro (5895m) is the highest peak of the continent. There are Drakensberg Mountains in the south but they are also rather plateaus.

In the east, there is a 7000 km long and 300m deep valley called Rift Valley. It extends from Red Sea in the north to the Malawi Lake in the South. This valley has several beautiful lakes in it. Besides Rift valley, there is another important valley called the Nile Valley which is the land of great Egyptian Civilization.



The continent consists of big deserts like Sahara Desert in the north which covers about 20% land of Africa, Namib and Kalahari deserts in the south. There are extended grasslands to the south of Sahara Desert called Savanna Grasslands. The Savanna grassland is the home of varieties of wild animals and birds and is called the zoo of the world. The grassland of South

Africa is known as Veld. Some of the great rivers of Africa are the Nile, the Zaire or Congo, the Niger, the Zambezi etc. famous Victoria Falls is situated in the rift valley.



Group Activities:

- (1) Explain the reasons why Africa is called the Dark Continent.
- (2) Africa has homogeneous physical structure. Prove the statement with examples.
- (3) Explain the deserts of Africa and the rift valley.
- (4) Explain the mountains, rivers and grasslands of Africa.

Presentation: All groups present their work in 10 minutes

Assignment:

- **Insert the following facts in the map of Africa:**

River Niger, Cape Town, Madagascar Island, Equator, Red Sea, Victoria Lake, Mt. Atlas, Mediterranean sea, Kalahari Desert, Sahel, Rift Valley, Diamond Mining Area, Indian Ocean, Namib Desert, Mogadishu, Tropic of Capricorn, Suez Canal, Strait of Gibraltar, Mt. Kilimanjaro, Victoria Falls, River Zaire, Goldmine area, Burundi, Cairo, Petroleum producing area, Sahara Desert, Savanna, Atlantic Ocean and Drakensberg Mountains



Source: Atlas book, Geography of the world, teachers, friends and family members.

Presentation for the next day: Group A

- A short presentation on the physical features of Africa

Day 65 : Economic Activities of Africa

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

Introduction:

Africa has vast natural resources but it has not mobilized them fully. It has about 800 black races of people. Poverty, disease, famine, civil wars, illiteracy etc. are the major hindrances of development in Africa. Besides these, there is a great problem of AIDS which results the countless people's death and their children become orphans. This is also a major obstacle in the development of many countries in Africa. Major economic activities of Africa are as follows:



A. Agriculture:

Very small portion (about 8% of the total land) of Africa is under cultivation. Agriculture is still the main occupation in Africa. Most farmers in Africa are involved in subsistent farming. They grow just enough food to live on. The people in the areas with reliable rainfall are involved in cattle rearing instead of agriculture. Major crops grown in Africa are maize, paddy, wheat, millet, tea, coffee, cocoa, cotton etc. Fruits like mango, banana, jackfruit, papaya, pineapple, grapes etc are also grown in different parts of the continent. People are involved in commercial farming in the areas like Kenya, South Africa, Tanzania and Botswana. But majority of the farmers are in subsistent farming and are not able to raise their economic status.



B. Animal Husbandry:

Animal husbandry is practiced in almost every country in Africa. Cattle and sheep rearing have developed in the temperate grassland in South Africa on a large scale. The wool of the Merino sheep is the famous export of South Africa. Most people involved in animal husbandry are in subsistent type so; they do not earn maximum. There is a problem of lack of sufficient technique as well as market for their products.



C. Industries:

Very few large scale industries are established based on agriculture for their raw materials. Cottage industries are still the major industries in most countries. South Africa and Egypt are the industrialized nations of Africa. Although Africa is very rich in natural resources, it has not utilized these resources establishing industries because Africa lacks the following infrastructures of industrial development:

- Skilled human power
- Capital
- Good market
- Transportation
- Communication



D. Tourism:

Most parts of Africa is remote but it has beautiful geographical structure. This is the richest continent from the view point of animals. Kenya alone has 40 National Parks. Tourists come in million from other countries to view these animals. But the tourists in Africa have some problems like:

- Shortage of food
- Lack of transportation



- c) Lack of communication
- d) Lack of trained guides
- e) Lack of security
- f) Lack of proper accommodation

Tourism is very important area of Africa which can be developed well and solve various problems of the continent.

Besides these, the people are involved in forestry, fishing, trade and services to earn their livelihood. Many African countries have to spend large amount of money paying interest on loans they have taken from other countries. These countries should be supported for industrial development and the loan should be excused from humanitarian ground. Africa should establish political stability, peace and security and corruption free society in order to develop the sources of income for African people.

Group Activities:

- (1) Explain the condition of Industries in Africa.
- (2) Compare the economic activities of Africa and Nepal.
- (3) Explain the condition of agriculture in Africa.
- (4) Explain the condition of Tourism in Africa.

Presentation: All groups present their work in 10 minutes

Assignment:

- *Insert the following facts in the map of Africa:*

Canary Island, Kalahari Desert, Cape Town, River Nile, Tropic of Cancer, Mediterranean Vegetation, River Senegal, Lake Chad, Tropic of Capricorn, Tripoli City, Gulf of Guinea, River Cairo, Zaire Basin, Somali Peninsula, Comoros Island, Petroleum production area, Congo Basin, Veld, Goldmine, River Orange, Whole year rainfall area, Mashai Caste settlement area, Gulf of Aden, Lake Rudolf(Lake Turkana) and Winter Rain area



Source: Atlas book, world geography, encyclopedia, teachers, friends and family members.

Presentation for the next day: Group B

- A short presentation on the map work of Africa.
 - The group members will insert the places in an outline map of Africa in the white board of the class.
 - Other group members and facilitator can ask them a few places to locate them in the map of Africa.

Day 66: An educational excursion to one of the geographical sites.

- Students will visit library, surf the internet, consult encyclopedia, newspapers, magazines etc. and find out the climate, land structure, people, occupation, environment etc about the place prior to go to excursion.
- After the visit, each group will prepare a detail 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 the reference of others.
- The project report will get 5% of the total credit in the upcoming monthly evaluation.



Day 67, 68 & 69: Preparation for the Evaluation (Review of the Unit)
(The students find the solutions of each of the following questions. The facilitator just supervises and extends his/her helping hand if they are really confused in any question)

1. Mention any 4 difference between the equatorial and Mediterranean climate.
2. Differentiate between the tropical and temperate grasslands in terms of location, climate and natural vegetation.
3. Write any 4 human activities in the Tundra region.
4. Mention any 3 major factors which affect the climate of the world and explain briefly any one of them which directly affects Nepal's climate. Draw a figure to explain.
5. Mention any 4 differences between the hot desert climate and the Mediterranean climate.
6. If you were the resident of Mediterranean climatic region, what sorts of economic activities you would have been involved in? Mention any 4 of them.
7. "Nature of vegetation varies according to climate." Explain the statement with example of Nepal.
8. Describe the characteristics and lifestyle of Tropical Monsoon climate.
9. Describe in brief about the causes and effects of earthquake.



Group B: Long Answer Questions

1. **Draw a full page map of Nepal and insert the following in it:**

Api Himal, Bandipur, Swargadwari, B.P. Highway, Coffee Production Area, Kankai River

OR

Insert the following in the given map of Africa:

River Niger, Cape Town, Madagaskar Island, Equator, Red Sea, Victoria Lake, Mt. Atlas, Mediterranean sea, Kalahari Desert

2. **Draw a full page map of Nepal and insert the following in it:**

Mt. Everest, Lake Rara, Coffee Production Area, Biratnagar, Chabuk Pass, Madan-Ashrit Highway

OR

Insert the following in the given map of Africa:

Sahel, River Niger, Rift Valley, Diamond Mining Area, Equator, Victoria Lake, Indian Ocean, Namib Desert, Mogadishu

3. **Draw a full page map of Nepal and insert the following in it:**

Mt. Ganesh, Biratnagar, Lake Shey-Phoksundo, River Mechi, Mahendra Highway, Jute Growing Area

OR

Insert the following in the given map of Africa:

Equator, Tropic of Capricorn, Red Sea, Suez Canal, Strait of Gibraltar, Drakensberg, Mt. Kilimanjaro, Victoria Falls, River Zaire

4. **Draw a full page map of Nepal and insert the following in it:**

Lake Rara, Dhaulagiri Himal, Siddhartha Highway, Dhankuta, Sugarcane cultivation area, River Mahakali

OR

Insert the following in the given map of Africa:

Goldmine area, Burundi, Cairo, Petroleum producing area, Sahara Desert, Savanna, Atlantic Ocean, Drakensberg Mountains, Madagaskar Island

5. **Draw a full page map of Nepal and insert the following in it:**

River Bheri, Siddhartha Highway, Biratnagar, Chitwan National Park, Mt. Kanchanjungha, Swargadwari

OR

Insert the following in the given map of North America:

Bering Sea, Atlantic Ocean, West Indies, River McKenzie, Grand Slave lake, Rocky Mountain Range, Ottawa, Gulf of California, Montreal

6. **Draw a full page map of Nepal and insert the following in it:**

Helambu, Tamor River, Bhupi Sherchan Highway, Jaleswor, Makalu National Park, Dorje Lakpa Mountain

OR

Insert the following in the given map of South America:

Gulf of Penas, Paraguay, South Atlantic Ocean, Cape Horn, Main area of oil production, River Amazon, Selvas, Coffee production area, Cuba

7. **Draw a full page map of Nepal and insert the following in it:**

Bhimdutta Highway, Kamala River, Khaptad National Park, Coffee production area, Lake Rara, Mt. Api

OR

Insert the following in the given map of Africa:

Sahara Desert, Red Sea, Madagaskar, Atlas Mountain Range, Tropic of Capricorn, River Zaire, Lake Victoria, Atlantic Ocean, Canary Island

8. **Draw a full page map of Nepal and insert the following in it:**

Khaptad National Park, Kaligandaki River, Birendranagar, Parsa Wildlife Reserve, Palanchowk Bhagawati, Mt. Janak

OR

Insert the following in the given map of South America:

Cape Horn, Patagonia Desert, Atlantic Ocean, Brazilian Highlands, River Amazon, Mt. Cotopaxi, Manaus, Lake Titicaca, Tropic of Capricorn

9. **Draw a full page map of Nepal and insert the following in it:**

Mt. Kanchanjungha, Lake Rara, Tea production area, Lumbini, Mahakali River, Arniko Highway

OR

Insert the following in the given map of North America:

Appalachian Mountains, River Mississippi, Gulf of Mexico, Ottawa, Bermuda, Panama Canal, Lake Superior, Prairies, Winter Rain fall area

10. **Draw a full page map of Nepal and insert the following in it:**

Muktinath, Mt. Gaurishankar, East-West Highway, Tea cultivating Area, Amargadhi, Mahakali River

OR

Insert the following in the given map of North America:

River Mississippi, Tropic of Cancer, Lake Superior, Prairies, Gulf of Mexico, Rocky Mountain, Panama Canal, New York, Atlantic Ocean

11. **Draw a full page map of Nepal and insert the following in it:**

Diktel, Citrus fruit growing area, Mt. Kanjirowa, Koshi Tappu Wildlife Reserve, Bhimdutta Panta Highway, River Kaligandaki

OR

Insert the following in the given map of North America:

Baffin Island, Lake Great Bear, Gulf of California, Panama Canal, Niagara Falls, Arctic Circle, San Francisco, Taiga, Atlantic Ocean

12. **Draw a full page map of Nepal and insert the following in it:**

Lake Phoksundo, Makalu Barun National Park, Kanjirowa Himal, River Kaligandaki, Cotton production area, Janakpurdham

OR

Insert the following in the given map of Africa:

Atlas Mountains, River Niger, Kalahari Desert, Equator, Diamond Mining Area, Red Sea, Lake Victoria, Cairo, Cape Town

13. **Draw a full page map of Nepal and insert the following in it:**

Mt. Saipal, Siddhartha Highway, Khaptad National Park, Tea Growing Area, Kamal River, Amargadhi

OR

Insert the following in the given map of North America:

New Foundland Island, Quebec, Ontario, Alberta, Northwest Territory, Hudson Bay, Appalachian Mountains, River Mississippi, Gulf of Mexico, Mt. McKinley

14. **Draw a full page map of Nepal and insert the following in it:**

Langtang Himal, Gaighat, Sworgadwari, Arniko Highway, Tea production area, River Mahakali

OR

Insert the following in the given map of North America:

River Mississippi, Haiti, Baffin Island, Tropic of Cancer, Mexico Gulf, Lake Superior, Mt. McKinley, Atlantic Ocean, Prairies

15. **Draw a full page map of Nepal and insert the following in it:**

River Narayani, Machhapuchhre Himal, Salyan, Khaptad National Park, Janaki Mandir, Arniko Highway

OR

Insert the following in the given map of South America:

Cotopaxi, Equator, Mt. Aconcagua, Cape Horn, River Amazon, Buenos Aires, Atacama Desert, Angel's fall, Pampas

16. **Draw a full page map of Nepal and insert the following in it:**

Annapurna Himal, Mahakali River, Lake Rara, Biratnagar, Chitwan National Park, Cotton Production Area

OR

Insert the following in the given map of North America:

Rocky Mountains, Prairies, Alaska, Tropic of Cancer, River Mississippi, Gulfstream Current, Lake Superior, Input, Gulf of Mexico

17. **Draw a full page map of Nepal and insert the following in it:**

Mt. Gaurishankar, Muktinath, River Kamala, Jute Production Area, East-West Highway, Sagarmatha National Park

OR

Insert the following in the given map of Africa:

Atlas Mountain Range, Equator, Madagaskar, River Nile, Kalahari Desert, Rift Valley, Savanna Grassland, Diamond Mine, Red Sea

18. **Draw a full page map of Nepal and insert the following in it:**

Mahendra Nagar Airport, Jajarkot, Dhaulagiri Himal, Chitwan National Park, Madan Bhandari Highway, Tea production area

OR

Insert the following in the given map of Africa:

Atlas Mountain, Red Sea, Tropic of Cancer, River Nile, Lake Victoria, Atlantic Ocean, Madagaskar, Drakensberg Mountain Range, Namib Desert

19. **Draw a full page map of Nepal and insert the following in it:**

River Mahakali, Dhorpatan Hunting Reserve, Cable Car, Jiri Airport, Makalu Himal, Barah Chhetra

OR

Insert the following in the given map of Africa:

Mediterranean Vegetation, Sahara Desert, Drakensberg, Madagaskar, River Zaire, Tropic of Capricorn, Atlantic Ocean, Lake Victoria

20. **Draw a full page map of Nepal and insert the following in it:**

Saipal Himal, Lake Rara, Sworgadwari Temple, River Narayani, Janakpur-Jaynagar Railway, Dhankuta

OR

Insert the following in the given map of South America:

Lake Titicaca, Equator, Salvador, Falkland Island, Pampas, Patagonia Desert, Pacific Ocean, Atacama Desert, River Amazon

21. **Draw a full page map of Nepal and insert the following in it:**

Nepalgunj, Saipal Himal, Muktinath, River Bagmati, Tea growing area, Arniko Highway

OR

Insert the following in the given map of North America:

River Yukon, Atlantic Ocean, Hudson Bay, Prairies, Mt. Appalachian, New York, Gulf of Mexico, Vancouver Island, Tropic of Cancer

22. **Draw a full page map of Nepal and insert the following in it:**

Jute cultivated area, River Bagmati, Mt. Annapurna, Lake Rara, Bhimdutta Panta Highway, Chitwan National Park

OR

Insert the following in the given map of North America:

Lake Huron, River Mississippi, Gulf of Mexico, Haiti, Grand Canyon, San Francisco, Mt. Mackenzie, Alaska, Pacific Ocean

23. **Draw a full page map of Nepal and insert the following in it:**

Kanchanjunga Himal, Muktinath, Coffee Production area, River Mahakali, Lake Rara, Arniko Highway

OR

Insert the following in the given map of South America:

River Amazon, Tropic of Capricorn, Rio De Janeiro, Falkland Island, Lake Titicaca, Andes Mountains, Pampas Grassland, Atacama Desert, Cape Horn

24. **Draw a full page map of Nepal and insert the following in it:**

Tobacco Growing Area, Kanchanjunga, Arniko Highway, Lake Phewa, Dhangadhi, Area of Natural Gases

OR

Insert the following in the given map of North America:

Atlantic Ocean, River Mississippi, Florida, Cuba, Death Valley, Alaska, Appalachian Mountains, Greenland, Hudson Bay

25. **Draw a full page map of Nepal and insert the following in it:**

Api Himal, Manakamana Temple, Babai River, Coffee production area, Kanchanjunga Conservation Area, Namche Bazar

OR

Insert the following in the given map of North America:

Greenland, Hudson Bay, Great Lake Area, River Mississippi, Death Valley, Rocky Mountain Range, Cuba, Florida, Washington D.C.

26. **Draw a full page map of Nepal and insert the following in it:**

Ganesh Himal, Jute cultivating Area, Lake Rara, Prithvi Highway, Bardia National Park, Mahendranagar Airport

OR

Insert the following in the given map of North America:

Rocky Mountain, Hudson Bay, River Mississippi, Pacific Ocean, Jamaica, Los Angeles, Alaska, New York, Lake Superior

27. **Draw a full page map of Nepal and insert the following in it:**

Bheri River, Ganesh Himal, Tea growing area, Prithvi Highway, Janakpur, Chitwan National Park

OR

Insert the following in the given map of Africa:

River Nile, Lake Victoria, Madagaskar, Drakensberg Mountains, Kalahari Desert, Tropic of Cancer, Rift Valley, Red Sea, Atlantic Ocean

28. **Draw a full page map of Nepal and insert the following in it:**

River Karnali, Kaptad National Park, Cotton production area, Kanchanjunga Himal, Tribhuvan Highway, Biratnagar

OR

Insert the following in the given map of South America:

Equator, River Amazon, Pampas, Sao-Paulo, Falkland Island, Patagonia Desert, Angel Falls, Amazon Forest (Selvas), Lake Titicaca

29. **Draw a full page map of Nepal and insert the following in it:**

River Triyuga, Rolwaling Himal, Shivapuri National Park, Jomsom, Marsyangdi Hydro-power Project, Lake Ghodaghodi

OR

Insert the following in the given map of Africa:

Red Sea, Madagaskar, Namib Desert, Mt. Kilimanjaro, River Senegal, Lake Chad, Tropic of Capricorn, Tripoli City, Gulf of Guinea

30. **Draw a full page map of Nepal and insert the following in it:**

B.P. Highway, Lake Rara, Muktinath Temple, Janakpur, Mt. Everest, Coffee production area

OR

Insert the following in the given map of North America:

San Francisco, Greenland, Lake Superior, River Mississippi, Appalachian Mountains, Tropic of Cancer, New York, Hudson Bay, Florida

31. **Draw a full page map of Nepal and insert the following in it:**

River Kamala, Mahendra Nagar, Tea growing area, Siddhartha Highway, Lake Rara, Mt. Dhaulagiri

OR

Insert the following in the given map of South America:

Guiana Highland, Parana River, Brasilia, Tropic of Capricorn, North Atlantic Sea, Andes Mountain Range, Pampas Grassland, Selvas, Atacama Desert

32. **Draw a full page map of Nepal and insert the following in it:**

Birgunj, Api Himal, Lake Rara, Kaligandaki River, Jute growing area, Makalu Barun National Park

OR

Insert the following in the given map of Africa:

River Cairo, Atlas Mountain Range, Zaire Basin, Rift Valley, Somali Peninsula, Atlantic Ocean, Tropic of Cancer, Comoros Island, Kalahari Desert

33. **Draw a full page map of Nepal and insert the following in it:**

Cotton growing area, Mahendra Nagar, Shey-Phoksundo National Park, Lumbini, Mt. Gaurishankar, River Koshi

OR

Insert the following in the given map of Africa:

Canary Island, Petroleum production area, Tropic of Cancer, Congo Basin, River Nile, Mt. Kilimanjaro, Veld, Goldmine, Namib Desert

34. **Draw a full page map of Nepal and insert the following in it:**

Siddhartha Highway, Jute Growing area, River Rapti, Bajura, Lake Tilicho, Ganesh Himal

OR

Insert the following in the given map of Africa:

Cape Town, Equator, Lake Victoria, Atlas Mountains, River Nile, Kalahari Desert, Mediterranean Sea, Suez Canal, Madagaskar Island

35. **Draw a full page map of Nepal and insert the following in it:**

River Arun, Mt. Api, Lake Tilicho, Arniko Highway, Namche Bazar, Bardiya National Park

OR

Insert the following in the given map of North America:

Alaska, Prairies, Great Lake Area, Hudson Bay, Atlantic Ocean, Death Valley, Cuba, Greenland, Appalachian Mountains

36. **Draw a full page map of Nepal and insert the following in it:**

River Kankai, Kaligandaki 'A' Hydro Project, Ganesh Himal, Bhimdutta Panta Highway, Gosaikunda, Tharu Settlement Area

OR

Insert the following in the given map of Africa:

Lake Victoria, Red Sea, Cape Town, Namib Desert, Tripoli, Zanzibar Island, East London, Mt. Kilimanjaro, Gulf of Guinea

37. **Draw a full page map of Nepal and insert the following in it:**

Janak Himal, River Chameliya, Gosaikunda, Aadhikhola Hydro Project, Chandan Nath Temple, Jirel Caste settlement area

OR

Insert the following in the given map of Africa:

River Orange, Lake Chad, Mt. Kilimanjaro, Whole year rainfall area, Diamond mining area, Mashai Caste settlement area, Sahara Desert, Mediterranean vegetation area, Red Sea

38. **Draw a full page map of Nepal and insert the following in it:**

Baraha Chhetra, Simara Airport, Shuklaphanta Wildlife Reserve, Route Caste settlement area, Chame, River Mechi

OR

Insert the following in the given map of North America:

River St. Lawrence, Vancouver Island, Gulf of California, Laurentian Shield, Winter Rain area, Coniferous forest area, Los Angeles, Lake Ontario, Wheat production area

39. **Draw a full page map of Nepal and insert the following in it:**

Lake Tso-Rolpa, Himalchuli, River Triyuga, Gurung Community Settlement Area, Rapti Highway, Geta Airport

OR

Insert the following in the given map of North America:

Longitude line of 100°, Vancouver Island, Death Valley, Panama Canal, River Rio Grande, Quebec City, Wheat production area, Mt. Meckinzie

40. **Draw a full page map of Nepal and insert the following in it:**

Lake Bishajari, Puwakhola Hydro Project, Rapti Highway, Kanjirowa Himal, Chepang Caste settlement area, Yak Rearing area

OR

Insert the following in the given map of Africa:

Strait of Gibraltar, Gulf of Aden, River Senegal, Rift Valley, Lake Rudolf (Lake Turkana), Equator, Savanna Grassland, Mashai Caste Settlement area, Winter Rain area



Day 71: 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 climate? | 15. What is the name given to 66.5° North latitude? |
| 2. What are the 3 major factors affecting climate of a place? | 16. What is the name given to 66.5° South latitude? |
| 3. Why is equatorial region hot throughout? | 17. What is igloo? |
| 4. Why is polar region cold throughout? | 18. What is tupik? |
| 5. Name the major climatic zones of the world? | 19. What is tiaga? |
| 6. What are the 4 types of climate found in the hot climatic zone? | 20. What is prairies? |
| 7. What are the 4 types of climate found in the warm temperature climatic zone? | 21. What is Pampas? |
| 8. What are the 3 types of climate found in the cool temperature climatic zone? | 22. What is Selvas? |
| 9. What are the 2 types of climate found in the cold climatic zone? | 23. What is Inuit? |
| 10. What is called the ship of the desert? | 24. What is Eskimo? |
| 11. Why does Nepal have cool climate although it is situated in the tropical zone? | 25. What is called the zoo of the world? |
| 12. What is the name given to 0° latitude? | 26. Why is North America called the new land? |
| 13. What is the name given to 23.5° North latitude? | 27. Why is South America called the land of superlatives? |
| 14. What is the name given to 23.5° South latitude? | 28. Why is Africa called the dark continent? |
| | 29. Name the famous mountain range of South America. |
| | 30. Name the famous mountain range of North America. |
| | 31. Name the highest peak of Africa with its height. |
| | 32. Name the highest peak of North America with its height. |

33. Name the highest peak of South America with its height.
34. Name the gorge created by the River Colorado.
35. Name any 2 most industrialized nations of North America.
36. Name any 2 most industrialized nations of South America.
37. Name any 2 most industrialized nations of Africa.
38. Tell any 2 characteristics of equatorial climate.
39. Tell any 2 characteristics of hot-desert climate.
40. Tell any 2 characteristics of Savanna climate.
41. Tell any 2 characteristics of Tropical monsoon climate.
42. Tell any 2 characteristics of Mediterranean climate.
43. Tell any 2 characteristics of China type of climate.
44. Tell any 2 characteristics of temperate continental climate.
45. Tell any 2 characteristics of temperate desert climate.

46. Tell any 2 characteristics of British type of climate.
47. Tell any 2 characteristics of Eastern Margin climate.
48. Tell any 2 characteristics of Siberian climate.
49. Tell any 2 characteristics of Tundra climate.
50. Tell any 2 characteristics of Ice capped climate.
51. Name the longest river of the world.
52. Name the largest river of the world.
53. Name the longest mountain range of the world.
54. What do you mean by earthquake?
55. What is hypocenter?
56. What is epicenter?
57. What is seismograph?
58. What are the 2 types of earthquake?
59. What are 2 types of earthquake belts in the earth?
60. Tell any 3 effects of earthquake.
61. Tell any 4 safety measures during earthquake.
62. What is a thematic map?

Unit 7: HISTORICAL STUDIES

Day 72 : Delhi Agreement and end of revolution 2007 B.S.

Objective : To explain the events of 2007 revolution and its effects in economic and social sectors.

Introduction:

The Kot Massacre of 2nd Aswin 1903 made Jung Bahadur Rana Commander-In-Chief. Bhandarkhal Massacre of 12th Kartik 1903 made him Prime Minister and Alau Massacre of 1904 made him all powerful in Nepal and the direct rule of Ranas began.

Altogether 9 Rana Prime-ministers namely Jung, Juddha, Bir, Dev, Chandra, Bhim, Juddha, Pdhma and Mohan Shumsher ruled over Nepal for about 104 years. People wanted their rule and freedom and equality so; they started the struggle. Some of the major causes of the revolution 2007 B.S. are as follow:

- Nepalese people were well aware of the independence movements in different countries. They got the lesson to fight against the dictatorial and autocratic rule and formed a league against the Rana rule.
- Nepalese students studying in India were enlightened by the Indian war of independence. When India got independence in 1947 A.D., Nepalese people returned to Nepal to fight against the Rana rule.
- There was no unity among the Ranas. Chandra Shumsher had divided Ranas into A, B and C classes. the Ranas in C class were not allowed in the roll of succession and thus C class Ranas wanted to end the Rana regime which supported the people to fight against Ranas.
- Mohan Shumsher, discarding the fact that dictatorial rule had ended one after the other in the world, adopted suppressive policy. The people were compelled to revolt against his rule.
- Nepalese people going to India formed political parties and liberation army (Muktisena) to fight against Rana rule.
- Ranas were totally against educating the ordinary people.

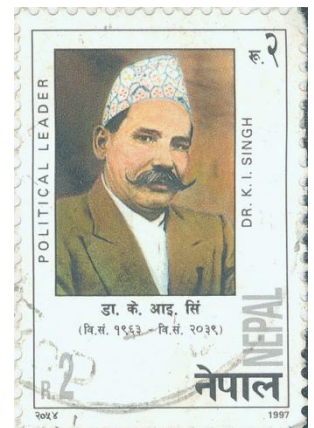
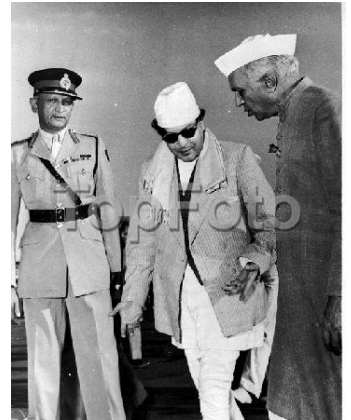
Thus people started the revolution 2007 B.S.

King Tribhuvan escaped from the palace and reached to New Delhi by Indian Air Force helicopter when the revolution started and Nepali Congress was preparing for the armed revolution. Mohan Shumsher appointed infant Gyanendra the King of Nepal. This was not recognized by the people, India and other countries. At the same time, liberation army captured many places in the eastern and western parts. Mohan Shumsher could not handle the situation and requested the Indian government to arbitrate for the solution. King Tribhuvan, Nepali Congress and Ranas made a tripartite agreement in 2007 B.S. This is called Delhi Agreement. This agreement ended the Rana rule from Nepal. King made a declaration of the end of Rana rule and establishment of democracy on 7th Falgun 2007 B.S. After this agreement, Dr. K.I. Singh, commander of liberation army in the western front wanted to continue the revolution but his movement was suppressed. Some of the provisions of Delhi Agreement are:

- Constituent Assembly election will be held to make a new constitution.
- A 10 member Council of Ministers will be formed in which Nepali Congress will get 5 Ministries and Ranas will get other the other 5.
- King Tribhuvan will be the legitimate King of Nepal.
- All political prisoners will be set free.
- Liberation army and their leaders will have to handover the weapons to the government and stop the revolution.

Group Activities:

- Prepare a paragraph on the bad aspects of Ranarchy.
- What were the major causes of the Revolution 2007?
- Why did Mohan Shumsher request Indian government to arbitrate for the solution?
- Explain Delhi agreement and its major provisions.



Presentation: All groups present their work in 10 minutes

Assignment:

- The activities of Ranas were the main causes of the revolution 2007 B.S. Prove the statement. Also write the results of the revolution.

Source: Nepal- Perceval London, Modern History of Nepal by Rishikesh Shah, teachers, friends and family members.

Presentation for the next day: Group C

- A short skit on Delhi Agreement. Round table conference, parties, arbitrator, discuss and sign the agreement declaring Nepal a democratic country.

Day 73 : Political Activities between 2007 and 2017 B.S.
Objective : To explain the political events of 2007 to 2017 B.S. and its effects in social and economic sectors.

Introduction:

After the proclamation of 7th Falgun 2007 B.S., an interim constitution was introduced on 17th Chaitra 2008 B.S. According to the Delhi Agreement, election for constituent assembly was supposed to be held but it never took place. There was political instability. Most of the people were not aware and experienced on the values of democracy. Political parties and their leaders were not experienced enough about democratic system. The government changed time and again. Although the interim constitution confirmed many civil rights, the coalition government of Ranas and Nepali Congress could not function well due to the dominating characters of Ranas. As a result, Mohan Shumsher had to resign.



After this incident, a 14 member Council of Ministers was formed under the leadership of Matrika Prasad Koirala. The government had to fulfill various responsibilities like holding the election for constituent assembly and implementation of public service commission effectively but it was failed. This government was criticized by all sectors. Dr. K.I. Singh revolted against this government. Bhim Dutta Panta, a commander of liberation army launched the movement for the welfare and security of the people. Consequently, the government of Nepali Congress was dissolved. Other important activities in this period are given below:



- a) King Tribhuvan formed a five member advisory government but this government was criticized in and out so; the government was dissolved in the year 2010 B.S.
- b) King Tribhuvan formed another council of ministers consisting 5 members. Due to the internal conflicts in the party and government being unable to maintain peace and security, the council of ministers was dissolved in the year 2011 B.S.
- c) In the same year, king Tribhuvan passed away and king Mahendra started his rule.
- d) In 2012 B.S., another government was formed under the leadership of Tanka Prasad Acharya but his government was dissolved in 2013 B.S.
- e) Another government was formed under the leadership of Dr. K.I. Singh in 2013 B.S. but this government also could not last long. Thus, the government of Subarna Shumsher was formed in 2014 B.S. This government proclaimed the constitution of the kingdom of Nepal 2015 and the first general election was held in the country in 2015 B.S.
- f)
- g) The elected government of B.P. Koirala after the election could not last long and the King Mahendra overthrew democracy and established Partyless Panchayat System on 1st Poush 2017 B.S.



Group Activities:

- (1) Present the following events in a timeline:

2007	Democracy was introduced.
2011	King Tribhuvan passed away.
2013	Dr. K.I. Singh became the prime-minister of Nepal.
2015	First general election was held.
2017	Panchayat system was introduced.
- (2) Explain why there was political instability in Nepal between 2007 and 2017 B.S.
- (3) List out the name of all prime-ministers of Nepal from 2007 to 2017 B.S.
- (4) What lessons do we get from the political happenings between 2007 and 2017 B.S.?

Presentation: All groups present their work in 10 minutes

Assignment:

- Explain the major political happenings between 2007 and 2017 B.S.

Source: Nepal- Perceval London, Modern History of Nepal by Rishikesh Shah, teachers, friends and family members.

Presentation for the next day: Group D

- A short skit on the government of Matrika Prasad Koirala. Government is criticized- people come with many demands. There is a discussion and finally the government is dissolved by the king.

Day 74 : Direct Rule and Ban on Political Parties:
Objective : To explain the causes and consequences of prohibition on political parties.

Introduction:

The first general election was held on 7th Falgun 2015 B.S. which completed in the month of Baisakh 2016 B.S. The first elected government of Nepal was formed on 16th Asar 2016 B.S. under the leadership of B.P. Koirala. King Mahendra figured out various drawbacks of the government of B.P. Koirala and dissolved the government on 1st Poush 2017 B.S. and introduced party-less panchayat system. He banned the political parties and the leaders were exiled or jailed. The major weaknesses of the government pointed by king Mahendra were:



- Most people did not have enough idea on the democracy and the fundamentals of this system. So, the government could not function well.
- There was lawlessness in the country.
- The government failed to maintain peace and security in the country.
- There was lack of sufficient knowledge and experience among the leaders.
- The party leaders, in the government, were concerned to satisfy their own party rather than the whole nation.
- There was corruption almost everywhere.
- It was impossible to fulfill the demands of all sectors immediately as people thought that they would get everything through their elected representatives.

Majority of the people were dissatisfied with the government and they went against it. The people who used to have a very comfortable life with the previous system exploiting others got golden opportunity. Finally, they appealed the king to dissolve the government. King Mahendra, according to the article 55 of the constitution 2015, dissolved the government. He made it clear that he had taken this strong step for the interest of the people and the nation. He ordered the army, police and civil servants to follow their duty properly and also appealed the people to support for the good governance.



Although people were supportive for the time being, democracy was the popular system in the world and they disliked the step of the King in the long run.

Group Activities:

- Evaluate the steps of King Mahendra on 1st Poush 2017 B.S.
- Elaborate the reasons why King Mahendra dissolved the elected government of B.P. Koirala.
- If you were the member of cabinet which was dissolved in 2017 B.S., how would you react?
- Compare the first elected government in 2016 and the first elected government of Federal Democratic Republic of Nepal 2065.

Presentation: All groups present their work in 10 minutes

Assignment:

- "Democracy is the most popular system in the world."*** Prove the statement with any 4 strong reasons.
Source: Constitution, Modern History of Nepal by Rishikesh Shah, history of democracy in the world and its benefits from the internet, teachers, friends and family members.

Presentation for the next day: Group A

- A short skit on prohibition on political parties. Meeting of cabinet members with king- discussions- king blames them for corruption and lawlessness in the country and order security force to arrest them all and introduce Panchayat System.

Day 75	:	Political Incidents between 1717 and 2036 B.S.
Objective	:	To explain the political events of 1717 to 2036 B.S. and its effects in social and economic sectors.

Introduction:

After dissolving the government of B.P. Koirala on 1st Poush 1717, King Mahendra declared the party-less panchayat system on 22nd Poush 1717 B.S. He formed the Panchayat Ministry and Panchayat Guidance Department and Panchayat Development under the Ministry. The country was divided into 14 zones and 75 districts in 1718 B.S.

The major political incidents during this period are as follow:

A. Janakpur Incident 1718:

Martyr Durga Nanda Jha bombed the car of King Mahendra when he was travelling in the year 1718 B.S. This incident is called Janakpur Kanda. Durga Nanda Jha, Arbind Kumar Thakur and Dal Singh Thapa were declared the death sentence for their involvement in the incident. On 25th Magh 2020 B.S., Durga Nanda Jha was hanged and other two were given life imprisonment.

B. “Go to the Village-National Campaign”:

King Mahendra enacted the campaign in 2024 B.S. According to this campaign, the people were supposed to go to their own villages contribute to develop their places. Although the idea was not bad, it was against human rights. This was criticized and could not be implemented properly.

C. King Mahendra passed away in the year 2028 B.S.

D. Jhapa Rebellion and Sukhani Assassination 2028:

Youths of communist ideology revolted against the Panchayat Government in Jhapa in the year 2028 B.S. which is known as Jhapa Rebellion. The revolutionary youths were charged of the murder of Dharma Prasad Upadhyay, the then member of national panchayat. Ram Nath Dahal, Narayan Shrestha, Krishna Kuikel, Netra Prasad Ghimire and Biren Rajbanshi were arrested and brought to Sukhani in Illam where they were shot dead. This incident is called the Sukhani Assassination.

E. Timburbote Incident 2031:

The Panchayat Government killed RamLakhan, Captain Yagya Bahadur thapa and Bhim Narayan Shrestha in 2031 B.S. for the involvement in the activities against panchayat government. This incident took place in Timburbote in Okhaldhunga so; it is called Timburbote incident.

In order to sustain, the Panchayat Government tried every possible way and killed those against the system. People like Ratna Kumar Bantawa, Rishiraj Devkota (Azad) and Jay Govinda Shah were shot dead. But the democratic forces still opposed the government programmes from the border areas and India.

F. Referendum 2036:

In the year 2036 B.S., the students organized a procession against the death sentence to the former Prime Minister of Pakistan Zulfikar Ali Bhutto and wanted to deliver a letter of condemnation to the embassy of Pakistan in Kathmandu. This move was suppressed by the Panchayat Government. Right after this incident, all the student organizations jointly started the movement against Panchayat system which was supported by the political parties. The Panchayat government could not suppress the movement and king Birendra declared the referendum on 10th Jestha 2036 B.S. the people had 2 options in the referendum- A reformed Panchayat System or Multi-Party democracy which was held on 20th Baisakh 2037 B.S. Panchayat side was declared victorious but the political parties did not accept the result due to rigging or unfair election. Thus, they continued their movement.



Group Activities:

- (1) “Go to village-National Campaign” was a programme of Panchayat government that failed. Explain.

- (2) Explain the Janakpur Kanda 2018.
- (3) Explain Jhapa Rebellion and Sukhani Assassination.
- (4) Explain the Referendum of 2036.

Presentation: All groups present their work in 10 minutes

Assignment:

- Discrimination on the basis of caste system is illegal. Although the law against caste system was enforced by king Mahendra in the year 2020 B.S. through the new civil act, the problem still exists. What should be done to eliminate caste system? Explain any 4 effective ways.

Source: Constitution, Modern History of Nepal by Rishikesh Shah, 30 years panchayat system in Nepal from the internet, New civil act 2020, teachers, friends and family members.

Presentation for the next day: Group B

- A short skit on Referendum. Give 2 options on any issues related to the school. Let the whole class cast their secret votes on one of the options and announce the result with 50% majority.

Day 76 : Political Happenings between 2036 and 2046 B.S.

Objective : To explain the political events of 2036 to 2046 B.S. and its effects in social and economic sectors.

Introduction:

In the referendum held on 20th Baisakh 2037 B.S., the Multi-party system got 20 lakh votes and the Reformed Panchayat system got 24 lakhs. Thus, the Reformed Panchayat system continued. The members of National Panchayat were now elected by the people. In the Election of National Panchayat in 2038 B.S. Surya Bahadur Thapa was elected as the Prime Minister. Some of the major political happenings in this period are:

A. Piskar Assassination 2040:

On 1st Magh 2040 B.S., the Communist Party organized a cultural programme at Piskar in Sindhupalchowk district. The Panchayat police surrounded the site and shot dead Ille Thami, Bir Bahadur Thami and many other innocent people. This incident is known as Piskar Assassination (Piskar Hatyakanda).

After this incident, Surya Bahadur Thapa was impeached. Lokendra Bahadur Chand was appointed the Prime Minister of Nepal. The election for National Panchayat in the year 2042 B.S. elected Marichman Singh Shrestha as the Prime Minister.

B. Satyagraha of Nepali Congress and Bomb Blast 2042:

Nepali Congress started Satyagraha Movement in 2042 B.S. It was a civil disobedience movement and was a non-violent one. It was launched throughout the country to pressurize the Panchayat Government and grant multi-party democracy. When the Satyagraha Movement of Nepali Congress was in a full swing, Ram Raja Prasad Singh of Janabadi Morcha exploded bombs at different places of Kathmandu and Pokhara to revolt against Panchayat system. Due to the bomb blast (violent movement) of Janabadi Morcha, the satyagraha movement of Nepali Congress was disrupted and was withdrawn. Panchayat government passed a new law and punished Ram Raja Prasad Singh, Khem Raj Bhatta and Laxman Prasad Singh.

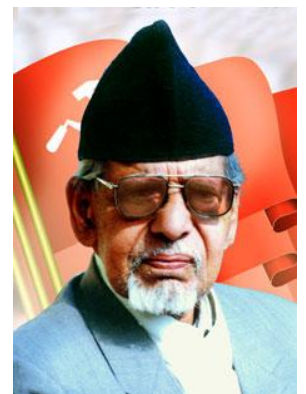
C. The People's Mass Movement-I 2046 (First Jana Andolan):

The country turned into a land of corruption, smuggling and suppression under the Panchayat Government. Nepalese people were deprived of their human rights. In this background, Nepali Congress and United Leftist Front made a decision to launch a people's movement against Panchayat system. They had a meeting in the courtyard of Ganesh Man Singh- the iron man in Nepali politics (Man with strong determination) in which even the Indian leaders participated and promised to help the Nepalese people for the revival of democracy.

The People's Historical Movement started from 7th Falgun 2046 B.S. Ganesh Man Singh was the commander of the movement. Students, lawyers, doctors, professors, teachers, government employees and businessmen



organized strike and Bandh in favour of the movement. Panchayat government kept on suppressing the movement. Many people of Nepal were injured and some others were killed and remained as martyrs. International communication channels also broadcasted the news about the movement which created international pressure to the panchayat government. On 26th Chaitra 2046 B.S., king Birendra called the party leaders (Krishna Prasad Bhattarai, Girija Prasad Koirala, Sahana Pradhan and Radha Krishna Mainali). They did a negotiation and the term 'Partyless' was lifted from the constitution and ban on party was released. Multi-Party Democracy was revived at 11:45 pm on 26th Chaitra 2046 B.S. There was joy and Deepawali everywhere but it was just a compromise and people did not get their complete rights.



Consequences of the Mass Movement I:

- End of partyless panchayat system and restoration of democracy.
- Interim government was formed among the leaders of different political parties. The main tasks of the government, besides the daily administration, were to hold the election and make a new constitution.
- People got more rights and freedom.
- Constitution of the kingdom of Nepal was proclaimed on 23rd Kartik 2047 B.S.
- Monarchy was made constitutional.
- People got opportunity to elect their representatives for the government.
- Many people had to sacrifice their lives and some others remained handicapped.



Group Activities:

- (1) Read the news given on Piskar Assassination and write what we should do to the martyr's family.
- (2) List out the name of all the prime ministers in Nepal from 2036 to 2046 B.S.
- (3) Explain Satyagraha Movement and Bomb Blast in the year 2042 B.S.
- (4) Explain Piskar Assassination.

Presentation: All groups present their work in 10 minutes

Assignment:

- Explain the Mass Movement of 2046 B.S. including its objectives and consequences.
Source: Modern History of Nepal by Rishikesh Shah, Mass Movement of 2046 B.S. from the internet, teachers, friends and family members.

Presentation for the next day: Group C

- A short skit on People's Movement I. Panchayat police- people-party leaders- shouting slogans- suppression. Finally, people get victory and declaration of democracy.

Day 77 : Political Happenings after 2046 B.S.
Objective : To explain the political events of 2036 to 2046 B.S. and its effects in society.

Introduction:

The people's Movement 2046 started on 7th Falgun and ended on 26th Chaitra. On 3rd Baisakh 2047, all mechanisms of Panchayat were replaced by the democratic ones. Some of the major events after 2046 B.S. are as follow:

A. Formation of Interim Government:

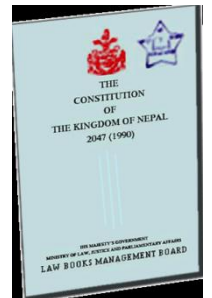
An interim government was formed under the leadership of Krishna Prasad Bhattarai from among the political parties which played an important role in the Mass Movement. The interim government had 2 major tasks to complete:

- (1) To frame a constitution acceptable for multi-party system.
- (2) To hold general election



B. Proclamation of the Constitution of the Kingdom of Nepal 2047 B.S.:

According to the responsibility given to the government, a constitution suggestion committee was formed under the chairmanship of Bishow Nath Upadhyay. The Constitution was enacted on 23rd Kartik 2047 B.S. This Constitution clearly mentioned that the sovereign power rested with the people, parliamentary form of government, constitutional monarchy, adult franchise, human rights and multi-party system.



C. General Election 2048 B.S.:

According to the Constitution of the Kingdom of Nepal 2047, election for parliament was held in the month of Baisakh 2048 B.S. Nepali Congress got a clear majority and the new government was formed under the leadership of Girija Prasad Koirala. Due to the internal conflict in the party, the government could not function well and the parliament was dissolved. A mid-term poll was held in 2051 B.S. No party got the majority this time and CPN UML formed the minority government under the premiership of Man Mohan Adhikari as this party had won the maximum seats in the parliament. After 9 months, the government got vote of no confidence and the coalition government of Nepali congress, Rastriya Prajatantra Party and Sadvabana Party was formed under the premiership of Sher Bahadur Deuba.



D. Beginning of Armed Revolution of Maoists 2052:

The Communist Party of Nepal (Maoists) started their underground armed revolution from Rolpa on 1st Falgun 2052 B.S. with 40 different demands like complete rule of people, end of monarchy, federalism etc. the revolution spread to all over Nepal gradually. Thousands of people sacrificed their lives and many remained handicapped. Finally, the people of Nepal were able to establish a complete democracy and end of monarchy after People's Movement II in the year 2062/2063. Some other important events of this period are:



- a) Royal Massacre took place on 19th Jestha 2058 B.S. and Gyanendra was ascended to the throne.
- b) King Gyanendra dismissed Prime Minister Deuba and took all power in his hands. He appointed Lokendra Bahadur Chand as the prime minister and then Surya Bahadur Thapa afterwards. But there was a huge pressure from the people and he had to appoint Sher Bahadur Deuba as the prime minister once again.
- c) On 19th Magh 2061, king Gyanendra detained all political leaders including prime minister and formed the government under his chairmanship. This step of the King was highly criticized.
- d) In Mangsir 2062, a 12 points agreement was made between the Seven Party Alliance (SPA) and CPN (Maoists) in New Delhi.
- e) On 24th Chaitra 2062 B.S., People's Mass Movement II started.
- f) On 11th Baisakh 2063 B.S., King Gyanendra announced that the sovereign and royal power seized by him had been returned to the people and the movement was ended. The parliament was revived and the coalition government was formed under the premiership of Girija Prasad Koirala.
- g) On 4th Jestha 2063 B.S., the revived parliament enforced "Historical



Declaration of the House of Representatives.” This declaration brought a lot of significant political changes. The parliament decided to hold talks with the CPN Maoists and the election for Constituent Assembly.

- h) On 2nd Asar 2063 B.S., a 8 points agreement was made between the SPA and the CPN Maoists.
- i) On 5th Magh 2063 B.S., Comprehensive Peace Agreement was made between the government and the Maoists. This agreement declared the end of 11 years armed revolution of Maoists.
- j) On 1st Magh 2063 B.S., interim constitution was promulgated on the consent of the Maoists and the SPA.
- k) On 28th Chaitra 2064 B.S., election for Constitution Assembly was held and 601 membered CA was formed.
- l) On 15th Jestha 2065 B.S., Nepal was declared as Federal Democratic Republic. The first CA elected Dr. Ram Baran Yadav as the first president, Puspa Kamal Dahal (Prachanda) as the first prime minister and Dr. Paramananda Jha as the first Vice-president of Nepal.
- m) Gyanendra left the Narayanhiti Palace and started living like ordinary people in Nagarjun from 31st Jestha 2065 B.S.
- n) Due to the failure of the first CA in constitution making and state restructuring, it was dismissed on 14th Jestha 2069 B.S. and the election for Second CA was held on 4th Mangsir 2070 B.S. the new CA has been effortful to prepare a constitution acceptable for all people by 8th Magh 2071 B.S.



Group Activities:

- (1) Explain the interim government of 2046 and its major functions.
- (2) Explain the General election of 2048, mid-term election of 2051 and the underground armed revolution of Maoists.
- (3) List out all important dates and their respective events related to people's movement II and the peace process.
- (4) List out all the changes that Mass movement II has brought to the country.

Presentation: All groups present their work in 10 minutes

Assignment:

- Compare the people's movement I and II. Write down the similarities and the differences between them.
Source: Modern History of Nepal, Mass Movement of 2046 and 2062/63 B.S. from the internet, teachers, friends and family members.

Presentation for the next day: Group D

- A short skit on the agreement between the Maoists and the SPA. Discussions- preparation of the points in the agreement and sign the paper and exchange.

Day 78: An educational excursion to one of the historical sites.

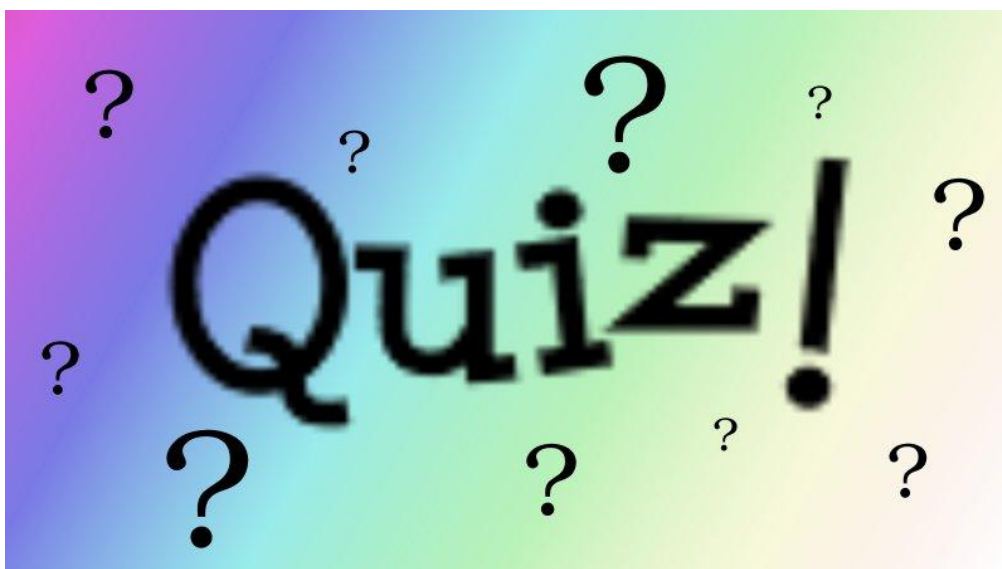
- Students will visit library, surf the internet, consult encyclopedia, newspapers and magazines, ancient and modern history of Nepal etc. and find out the art and architecture, historical background, historical era related to it, tourism, cleanliness etc. about the place prior to go to excursion.
- After the visit, each group will prepare a detail 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 the reference of others.
- The project report will get 5% of the total credit in the upcoming monthly evaluation.



Day 79: Unit Test



Day 80: Quiz from the history of Nepal: (This quiz will get 5% of the total credit in the upcoming monthly evaluation)



Questions for Quiz

1. Name the 3 massacres that empowered Jung Bahadur.
2. Tell the full date when Kot Massacre took place.

3. Tell the full date when Bhandarkhal Massacre took place.
4. Tell the year in B.S. when Alau Massacre took place.
5. How many years did Ranarchy last?
6. How many Ranas ruled over Nepal as prime-ministers?
7. Tell any 4 causes of the revolution 2007 B.S.
8. Who divided Ranas into A, B and C classes?
9. Which class Ranas were not allowed in the role of succession?
10. Why was Delhi Agreement called the tripartite agreement?
11. Tell the full date in B.S. when Nepal was declared a democratic country after Delhi Agreement.
12. Tell any 4 provisions of Delhi Agreement.
13. Who was the commander of liberation army in the western front in the revolution 2007 B.S.?
14. Tell any 4 results of the revolution 2007 B.S.
15. Name the prime ministers of Nepal from 2007 to 2017 B.S.
16. Who was Bhim Dutta Panta?
17. When did king Tribhuvan pass away?
18. When was parliamentary system ended by king Mahendra?
19. When was Nepal divided into 14 zones and 75 districts?
20. When was "Go to Village-National Campaign started?
21. When did Janakpur incident take place?
22. Name the leader who was hanged after Janakpur incident.
23. When did Jhapa rebellion take place?
24. Name the people killed in Sikhani Assassination.
25. When did Timburbote incident take place?
26. Name the people killed in Timburbote incident.
27. Tell the full date when king Birendra announced the Referendum.
28. Tell the full date when referendum was held.
29. What were the 2 options given in the referendum 2036?
30. What was the result of the referendum 2036?
31. When did Piskar Assassination take place?
32. Name the people killed by panchayat police in Piskar.
33. Who started Satyagraha movement in the year 2042 B.S.?
34. Who blasted bombs in several places in the year 2042 B.S.?
35. Who were punished by the panchayat government for exploding bombs in 2042 B.S.?
36. Tell the full date when the First Mass Movement began.
37. Tell the full date when the first Mass Movement ended.
38. Who was the commander of the first Mass Movement?
39. Who is called the iron man in Nepali politics?
40. What were the objectives of the first Mass Movement?
41. Tell any 4 consequences of the first Mass Movement.
42. What were the 2 major tasks of the interim government formed after the Mass Movement 2046?
43. Tell the full date when constitution of the kingdom of Nepal 2047 implemented.
44. Name the chairman of the constitution drafting committee in 2047.
45. When was general election held after Jana Andolan I?
46. Tell the full date when CPN Maoists started armed revolution.
47. When did Royal Massacre take place?
48. Tell the full date when king Gyanendra detained all political leaders.
49. Tell the year when 12 points agreement was made between the SPA and Maoists.
50. Tell the full date when Mass Movement II started.
51. Tell the full date when Mass Movement II ended.
52. When was "Declaration of the House of Representatives" enforced?
53. Tell the full date when 8 points agreement was made between the SPA and the Maoists.
54. Tell the full date when the 11 years long revolution of Maoists ended.
55. When was the interim constitution 2063 implemented? Tell the full date.
56. When did the election for the first CA held?
57. When was Nepal declared Federal Democratic Republic?
58. Name the first president of Federal Democratic Republic of Nepal.
59. Name the first prime minister of Federal Democratic Republic of Nepal.
60. Name the first vice-president of Federal Democratic Republic of Nepal.
61. Tell the full date when election for Second CA was held?
62. How many members are there in the Second CA?

WORLD HISTORY

Day 81 : Causes of the World War I (1914-1918)
Objective : To explain the causes of World War I. (1914-1918)

Introduction:

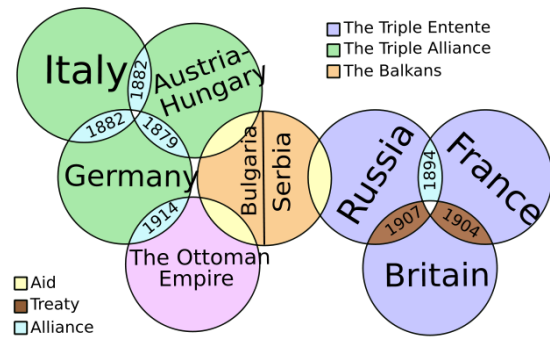
State of armed fighting between the countries in which almost all countries of the world are involved one or the other way is called World War. In the year 1914 A.D., a terrifying war broke out in the world which is known as the World War I. The major causes of the World War I are as follows:

A. Formation of Alliances (Groupism):

Otto Von Bismarck of Germany had annexed 2 provinces of France called Lorraine and Alsace during the unification campaign in the year 1871 A.D. This created hostility between the two nations. Bismarck made an alliance with Austria-Hungary in 1879 and Italy joined this alliance in 1882 and thus the Triple Alliance or Central Power was formed. Later,



France made another alliance with Russia and England called Triple Entente. These hostile alliances had fear, tension, suspicion and hatred. Their activities and jealousy led to the World War I in 1914 A.D.



B. Militarism:

Due to the tension, hatred and fear of insecurity between the Triple Alliance and Triple Entente, they raised the military strength. These countries spent huge amount of money in military training and buying a number of dangerous weapons. Besides these, they imposed compulsory military services on people. There was unhealthy competition of increasing weapons between two groups which ultimately led to the outbreak of World War I in 1914 A.D.



C. Colonization (building Colonies):

After the industrial revolution in Europe, many countries needed raw materials to run their industries and the market for their manufactured products. They started building colonies in different parts of the world like Asia, Africa and South America. Every country wanted to build colonies and expand their empire which created rivalries and tensions specially between England, France, Italy, Germany and Russia. This race for colonization led to the outbreak of World War I in 1914 A.D.

D. Extreme Nationalism:

The people in European countries developed extreme nationalistic feeling in them. They started thinking that their countries, either right or wrong, were the greatest. They were ready to sacrifice their lives for the protection of their nations. At the same time, Germans considered themselves as the superior race and were born to rule the world. Such aggressive nationalism led to the clashes between the countries and the World War I started in 1914 A.D.

E. Anarchy and absence of International Peace Keeping Organizations:

The European nations adopted the policy of 'Might is Right'. The powerful nations openly violated existing international laws and order. They started doing what they liked. There was no justice. On top of that, there was no such organization in the international level to control aggressive nations which led to the World War I in 1914 A.D.

F. The Balkan Crisis:

Turkey had established a vast empire in the Balkan region including Greece, Serbia, Bulgaria, Albania, Montenegro etc. which was called Ottoman Empire. Turkey began to suppress the Christians of the empire and thus they demanded for their

independence. Greece, Bulgaria, Montenegro and Serbia formed a secret alliance called Balkan League and attacked Turkey. The power of Turkey was declined and was called the 'Sick man of Europe' by Russia. Later the countries of Balkan League started fighting among themselves. Austria-Hungary involved in the war and captured major part of Bosnia. Majority people of Bosnia were the Serb (Serbians). Serbia wanted the Bosnian land to be returned from Austria-Hungary. A group of extreme Serbian youths formed a secret terrorist organization called 'Union of Death' or 'Black Hand Society'. Austria-Hungary was a powerful nation and kept on suppressing the activities of Black Hand Society which finally led to the outbreak of W.D.

G. The Immediate Cause:

On 28th June 1914 A.D., Austrian prince Archduke Ferdinand Francis and his wife Sophie Chotek visited Bosnian capital Sarajevo. A Black Hand Society member of 24 years old, Bosnian student, Gavrilo Princep murdered the couple shooting from nearby. The relation of Austria and Serbia was worse by this incident. Emperor of Austria Franz Joseph ordered the king Peter of Serbia to suppress the Black Hand Society and include the Austrian officials in the supervision of suppression. The government of Serbia replied that it would control the Black Hand Society but would not permit Austrian officials in its land. Austrian government, dissatisfied with the reply, declared war against Serbia on 28th July 1914 A.D. this was the beginning of World War I.

Group Activities:

- (1) List out all the causes of World War I.
- (2) If Triple Alliance and Triple Entente wanted, how could they avoid this war?
- (3) What do you understand by Black Hand Society? Write a paragraph about it.
- (4) List out the countries of Triple Alliance and Triple Entente separately.

Presentation: All groups present their work in 10 minutes

Assignment:



- Explain the causes of World War I
Source: History of the world, news article on World War I, major causes of World War I from the internet, teachers, friends and family members.


Presentation for the next day: Group A

- A short skit on the immediate cause of the World War I. Prince, Princesses, Serbian youths, Emperor of Austria, king of Serbia, couple being killed, ultimatum to Serbian king, his reply and the declaration of war by Austria-Hungary.

Day 82 : Major Events of the World War I (1914-1918)
 Objective : To find out the major events of the World War I and their effects in different countries

Introduction:

Date	Events
28 th July 1914	The emperor of Austria-Hungary, Franz Joseph declared war against Serbia. Austria-Hungarian army bombarded on Serbian capital city Belgrade.
29 th July 1914	Russia mobilized her army to defend Serbia. 
30 th July 1914	Germany's ultimatum on Russia to withdraw her army.
1 st August 1914	Germany declared war against Russia because it did not get its force back from Serbia. France ordered its force to support Russia.
3 rd August 1914	Germany declared war against France. German troops marched into Belgium to attack France. Britain Pressurized Germany to get its force back from Belgium because Britain had taken the responsibility of Belgium but Germany refused to do so.
4 th August 1914	Britain declared war against Germany. 
10 th August 1914	Austria-Hungary invaded Russia.
12 th August 1914	Britain and France declared war against Austria-Hungary.
23 rd May 1915	Italy joined the Triple Entente and declared war against Austria-Hungary.
15 th October 1915	Britain declared war against Bulgaria.
27 th August 1916	Romania declared war against Austria.
28 th August 1916	Italy declared war against Germany.
6 th April 1917	USA declared war against Germany.
7 th August 1918	Black day of German army.

9 th November 1918	German emperor Kaiser William II who was arrogant and wanted to be the leader of the whole world, fled away to Holland.	
28 th June 1919	Versailles Treaty was signed in the Versailles Palace of France.	
29 th June 1919	The Treaty formally declared the end of the World War I.	

Group Activities:

- (1) Complete the following table and insert these events in a timeline with a suitable title and scale:

Date	Events
28 th July 1914	
	Italy declared war against Austria
27 th August 1916	
	USA declared war against Germany.

- (2) Complete the following table and insert these events in a timeline with a suitable title and scale:

Date	Events
28 th August 1916	
	USA declared war against Germany.
7 th August 1918	
	Versailles Treaty was signed

- (3) Explain how the war spreads to all over the world on the basis of the major events of the World War I.
(4) What could be the possible reasons for declaring war against Germany by many countries? Elaborate.

Presentation: All groups present their work in 10 minutes

Assignment:

- Can wars be the solution of the problems? If yes, how? If not, what is the permanent solution of a problem between the nations?
Source: History of the world, news article on World War I, war- not a solution to any disputes from the internet, teachers, friends and family members.

Presentation for the next day: Group B

- A short skit on the World War I. Different countries attack Germany with one or the other reason. Finally, the emperor runs away from the country and the war stops.

Day 83 : Consequences of the World War I (1914-1918)
Objective : To find out the effects of the World War I and role played by Nepalese in it.

Introduction:

The World War I ended with the greatest human damage in the history of human civilization. Although some good changes were noticed after the war like, democracy instead of absolute monarchy, women and working class people getting more rights etc., the heavy loss of life and property shows that war is not the solution of any dispute. At the end of the War, the Allies got victory over Central Power but they were not victorious in a true sense. The so called winner countries also lost their armies, property and other innocent people. No one was the winner in the war. Thus, the problems (disputes) should be solved through peaceful manner. Some of the major consequences of the World War I are given below:



A. Loss of life and property:

Unimaginable number of people lost their lives. Some actively involved countries in the war and their approximate number of people who sacrificed their lives are:

Countries	Approximate number of people who lost their lives
British Empire	10 Lakhs
France	10 lakh 50 thousand
Germany	20 lakhs
Russia	20 Lakhs
Austria	10 lakhs 50 thousand
USA	1 lakh 50 thousand
Turkey	3 lakh 75 thousand
Italy	4 lakh 50 thousand
others	50 lakhs
Disabled, wounded or injured	2 crore 10 lakhs

About 6000 British ships and 200 German Submarines were destroyed. Many beautiful cities, industries, buildings and bridges were destroyed. Production decreased in different parts of the world and many countries had to face the economic crisis.

B. The Treaty of Versailles:

The Treaty of Versailles was considered as the seed of the World War II. This was a humiliating and imposed treaty on Germany. Germany could not forget this insult and swore revenge. Some of the important terms of the treaty were:

- Germany was forced to accept the sole responsibility of the World War I.
- Germany lost her 13% land. Her territory was given to Poland, France, Belgium, Denmark etc.
- German army was disarmed.
- Germany had to reduce the army force.
- Germany had to pay 33000 million dollars to Allies as compensation.
- Germany could not manufacture warships, tanks and warplanes.

C. Monarchies were destroyed:

Absolute monarchies in Germany, Austria, Russia, Ottoman Empire etc. collapsed. These countries established democratic and republican forms of government. Hungary separated from Austria. The rule of Czar in Russia ended and communism started.

D. Rise of New Nations:

Many new nations emerged and the map of the world changed. Some of the newborn nations were Czechoslovakia, Poland, Finland, Yugoslavia, Albania etc.

E. **Social Change:**

Many male members in different European nations were either killed or injured. So, the governments in those nations were forced to empower women to fulfill the need of required human power. The women began to work confidently and were aware of their rights. Many working class people also got more rights and freedom. The countries moved towards secularism.

F. **Role of Nepal in the World War I:**

Chandra Shumsher was the Prime Minister of Nepal during World War I. Nepal was not involved in the war directly but about 7500 Nepalese troops fought on behalf of Britain. Some of the commanders of the Nepalese troops were Babar Shumsher, Padma Shumsher, Tej Shumsher, Keshar Shumsher etc.

Nepalese troops exhibited extra-ordinary bravery in the battlefield. German emperor Kaiser William II said, "I can send my army to fight with any troops of the world but I am afraid of Gurkhas." Many Gurkhas got Victoria Cross and British government provided a million rupees annually to Nepal as a mark of her gratitude.



G. **The Birth of League of Nations:**

The first global organization of the world was established on 10th January 1920 called the League of Nations. Its aims were as follows:

- a) To avoid wars.
- b) To maintain peace and security in the world.
- c) To promote international cooperation.

It started with 24 members but by 1935, the number of member states in the league reached to 62. Major organs of the League of Nations were:

- a) The Assembly
- b) The Council
- c) The Permanent Court of International Justice
- d) International Labor Organization
- e) The Secretariat

Besides these main organs, there were two specialized agencies of the League:

- a) The Mandates Commission
- b) The Epidemic Commission



Group Activities:

- (1) Present the data of Human Casualties in a pie chart.
- (2) ***"War should not be the way of solving international disputes."*** Prove the statement citing the example of the World War I.
- (3) Explain the role played by Nepal in the World War I.
- (4) ***"World War I brought several changes in the society."*** Elaborate.

Presentation: All groups present their work in 10 minutes

Assignment:

- Explain the results of the World War I.

Source: History of the world, news article on World War I, Major consequences of the World War I from the internet, teachers, friends and family members.

Presentation for the next day: Group C

- A short skit on the Versailles Treaty. Discussion, Blaming Germany for the war, take decisions against Germany and force to sign the treaty.

Day 84 : Causes of the World War II (1939-1945)
Objective : To explain the major causes of the World War II

Introduction:

Although the League of Nations was established to protect the world from the terror of future wars, various events took place and a major war broke out in 1939 which is known as the World War II. Some of the major causes of the World War II are given below:

A. **Failure of League of Nations:**

League of Nations was the initial idea of the then US President Woodrow Wilson. It was established to avoid wars and maintain peace and security in the world. However, it was a total failure to achieve its goals. USA did not join the organization which also made the league weak. More than that, the members of league discussed about the political issues of their own country rather than the world problems and disputes. The League of Nations failed, resulting into the World War II in 1939 A.D.

B. **Rome-Berlin-Tokyo Axis:**

In the year 1936, Adolf Hitler and Benito Mussolini signed a treaty forming Rome-Berlin Axis. Germany and Japan also signed a treaty to control communist activities in the world. So, Rome-Berlin-Tokyo Axis was formed. This led to form Allied power by Britain, France and USA. There was fear, tension and hatred between these alliances which ultimately resulted into the World War II in 1939 A.D.



C. **Threat of Communism:**

Many democratic countries were scared with the growing communism in Russia. Many countries were under Russia so; communism could spread to those countries too. In order to avoid communism grow in many parts, France and England tried to control Russia. They even made a treaty with Germany against Russia although Germany was in the alliance of Axis. At the same time, Japan also tried to suppress the spread the communism in China which finally led to the outburst of the World War II in 1939 A.D.

D. **Rise of Nazi and Fascist Parties:**

Adolf Hitler of Germany formed an extreme nationalistic party called Nazi and Benito Mussolini of Italy formed Fascist Party. The members of these parties were given everything required and they were the blind supporters of their leaders. They were ready to sacrifice their lives for the protection of their motherland. Aggressive nationalism developed by these parties finally led to the outbreak of the World War II in 1939 A.D.



E. **Rise of Dictatorship and Failure of Democracy:**

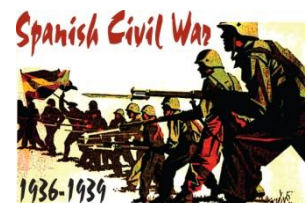
Dictatorship replaced democracy in many countries like Germany, Japan, Italy, Spain etc. they adopted the policy of 'Might is Right.' They clashed with democratic nations like England, USA and France and the war broke out in 1939 A.D.

F. **The Violation of Versailles Treaty:**

Adolf Hitler of Germany violated the Versailles Treaty. He strengthened the army of Germany, established arms manufacturing industries and started taking revenge with the nations which imposed Versailles Treaty to Germany. Hitler became a great threat to the world which finally took a turn into the World War II in 1939 A.D.

G. **The Spanish Civil War:**

Communism, established in 1931 in Spain, could not solve the economic crisis of the nation. It created civil war between the Republicans and the Conservatives in 1936. Germany and Italy helped the Conservatives providing army and their weapons. Communism was destroyed in Spain. Hitler and Mussolini got golden opportunity to test their weapons and encouraged to produce more dangerous weapons which finally led to the World War II in 1939 A.D.



H. **The Immediate Cause:**

Hitler demanded Danzig-a sea port of Poland and Polish Sea corridor. These places were given to Poland according to the Versailles Treaty after the World War I. Polish government denied it. Hitler made a treaty with Russia on 24th August 1939 to avoid possible attack from it and attacked Poland on 1st September 1939. France and England jointly declared war against Germany and the World War II Began.

Group Activities:

- (1) How are Hitler and Mussolini responsible in starting World War II?
- (2) List out all the causes of World War II.
- (3) List out all the countries of Axis and Allied Powers.
- (4) What were the reasons for the failure of League of Nations?

Presentation: All groups present their work in 10 minutes

Assignment:






- Explain the causes of World War II.
Source: History of the world, news article on World War II, major causes of World War II from the internet, teachers, friends and family members.

Presentation for the next day: Group D

- A short skit on the immediate cause of the World War II. Demanding Danzig port- attack Poland- France and England attack Germany and the war begins. Finally, they realize that the war is not the solution of any dispute and stop war.

Day 85 : Major Events of the World War II (1939-1945)
 Objective : To find out the major events of the World War II and their effects in different countries

Introduction:

Date	Events
1 st September 1939	Germany attacked Poland. 
3 rd September 1939	Britain and France declared war against Germany. 
9 th April 1940	Germany attacked Denmark and Norway.
10 th May 1940	Germany declared war against Belgium, Netherland and Luxembourg 
10 th June 1940	Italy declared war against Britain and France.
6 th April 1941	Germany attacked Yugoslavia and Greece.
7 th December 1941	Japan attacked American ships at pearl Harbour.
8 th December 1941	America, Britain and Canada declared war against Axis.
4 th June 1942	The Allies defeated Japan in Midway Island.
3 rd September 1942	Italy surrendered.
25 th August 1944	Allies made Paris free from Axis
28 th April 1945	Mussolini was murdered.
30 th April 1945	Hitler and his beloved wife Eva Broun committed Suicide.
7 th May 1945	Germany surrendered.
6 th August 1945	America dropped Atom Bomb at Hiroshima 
9 th August 1945	America dropped Atom Bomb at Nagasaki 
12 th September 1945	Japan surrendered and the World War II was ended.

Group Activities:

(1) Complete the following table and insert these events in a timeline with a suitable title and scale:

Date	Events
1 st September 1939	
	Germany attacked Denmark and Norway
6 th April 1941	

	The Allies defeated Japan in Midway Island.
--	---

(2) Complete the following table and insert these events in a timeline with a suitable title and scale:

Date	Events
1939	
	Japan attacked American ships at Pearl Harbour
1943	
	Japan surrendered and the war ended.

(3) What could be the possible reasons for Hitler to commit suicide?

(4) ***“War of a place affects many countries in the world.”*** Prove the statement citing the example of the World War II.

Presentation: All groups present their work in 10 minutes

Assignment:

- War is not the solution of any dispute in the world. Explain the best ways to minimize the tensions between the countries in the present context.
Source: History of the world, news article on World War II, better ways to solve the disputes from the internet, teachers, friends and family members.

Presentation for the next day: Group A

- A short skit on the World War II. Allies attack on Germany, Italy and Japan. After they surrender, the war ends and they together find the peaceful way to solve the problem.

Day 86 : Consequences of the World War II (1939-1945)

Objective : To find out the effects of the World War II and role played by Nepalese in it.

Introduction:

During World War II, there was unprecedented loss of life and property. The most dangerous Atom Bombs were dropped. So, the World War II was more disastrous than the First World War. The major consequences of the World War II are given below:

Loss of life and property:

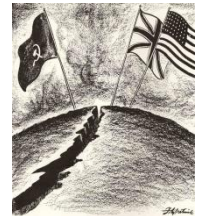
A. Unimaginable numbers of people were killed:

An estimated number was 12 million soldiers and 25 million people. About 16 million people were killed in Japan itself due to atom bombs. America alone spent 350 billion dollars and other countries a thousand billion (a Trillion). Many people were forced to leave their homes and countries due to bombardment and take refuge in other countries.



B. America Emerged as first rate power:

Previous first rate powers like Germany, Italy Japan, France, Britain etc. lost their colonies and powers. America emerged as the first rate power. Even Russia increased its power and the world was divided into two groups- US led group and Russia led group. There was unhealthy competition of arms and manufacturing goods between these two groups. There was cold war between USA and Russia. The other countries not wanting to join these two military groups remained neutral and joined Non-Aligned Movement (NAM).



Role played by Nepal in the World War II:

Juddha Shumsher was the prime minister of Nepal during the World War II. About 2 lakhs 50 thousand Nepalese fought on behalf of Britain. The Nepalese showed an extra-ordinary bravery in the battlefield. They fought in Malaysia, Singapur, Iran, Iraq, Sudan, Myanmar, Ethiopia etc. Some of them got Victoria Cross like Gaje Ghale, Ganju Lama, Agham Singh Rai, Ram Bahadur Limbu, Tul Bahadur Pun, Netra Bahadur Thapa, Lal Bahadur Thapa, Laxman Gurung, Sher Bahadur Gurung, Bhanu Bhakta Gurung etc. There was scarcity of medicines, kerosene and many other necessary things imported from other countries. British government paid an amount of 33.3 million rupees to Nepal government as a mark of her gratitude.



Truman Principle and Marshal Plan:

The World War II had a great effect on Europe. Most countries were destroyed. In order to stop growing communism in Europe and control European nations, US President Truman announced to assist European nations economically. This plan was called Truman Principle. US Foreign Minister George Marshal prepared a detail plan for reconstruction in Europe to implement the Truman Principle. He started working in Europe along with European Economic Cooperation (EEC). This plan was called Marshal Plan. This programme was criticized by the European people because of the vested interest of USA.



Council for Mutual Economic Assistance and Molotov Plan (COMECON):

Russia established Council for Mutual Economic Assistance (COMECON). Its objective was to develop trade and commerce in the countries of Russia's influence. It was further planned and developed by Russian Foreign Minister Molotov. So, it was called the Molotov Plan. People of Europe criticized this plan because of the vested interest of Russia for promoting communism in Europe.

The Birth of UNO:

The world leaders were effortful to establish an international organization since early 1942 but they were not successful as the war was in full swing. After the World War II, the United Nations Organization was established on 24th October 1945 to bring permanent peace and protect the world from the terror of future wars. The organization has been successful so far to avoid wars and protect the world from the possible World War III.

**Group Activities:**

- (1) Although the World War II ended in 1945, the world was still polarized into two military groups. Prove the statement.
- (2) Draw the logo of UNO.
- (3) Why were Marshal and Molotov Plans criticized? Explain.
- (4) Explain the role of Nepal in the World War II.

Presentation: All groups present their work in 10 minutes

Assignment:

- Explain the consequences of the World War II.
Source: History of the world, news article on World War II, Major consequences of the World War II from the internet, teachers, friends and family members.

Presentation for the next day: Group B

- A short skit on the establishment of UNO. The world leaders discuss the importance of peace keeping organization- they sign the declaration- establishment of UNO with its objective and its announcement.

Day 87: Project work on the World Wars.

- Students will visit library, surf the internet, consult encyclopedia, newspapers and magazines, ancient and modern history of the world etc. and find out the weapons used, countries involved, lessons learnt, ways to avoid such wars in the future etc.
- After finding the data, each group will prepare a detail 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 the reference of others.
- The project report will get 5% of the total credit in the upcoming monthly evaluation.



Day 88, 89, 90 & 91: Preparation for the Evaluation (Review of the Unit)
(The students find the solutions of each of the following questions. The facilitator just supervises and extends his/her helping hand if they are really confused in any question)

1. Show the following historical events in a timeline:

Date	events
2046 B.S.	First Mass Movement
2059 B.S.	Encroachment upon the parliamentary system
2063 B.S.	Second Mass movement
2065	Implementation of Republic system

2. Show the following historical events in a timeline:

Date	events
7 th Falgun 2007	Nepalese people got democracy
1 st Mangsir 2014	Formation of government under the chairmanship of Subarna Shamsher
13 th Jestha 2016	B.P. Koirala formed his cabinet
1 st Poush 2017	Beginning of Panchayat System

3. Show the following event that occurred in the history of Nepal with the help of a timeline:

- a. The starting of people's movement II
- b. Comprehensive peace agreement
- c. Election of Constituent Assembly
- d. Declaration of Republic

4. Show the following historical events in a timeline with appropriate dates:

- a. Historic declaration of the House of Representatives
- b. Comprehensive peace accord by Girija Prasad Koirala and Pushpa Kamal Dahal
- c. Election of the Constituent Assembly
- d. Declaration of the Republic

5. Show the following events in a timeline:

Dates	Events
2007	The rise of democracy
2017	Establishment of Panchayat system
2047	Restoration of Multi-party system
2063	Establishment of Loktantra

6. Write any 4 provision of Delhi Accord 2007.
7. Most of the five years plans have not been able to achieve the targeted results till now. Write any 4 measures to make the plans more effective.
8. How do you evaluate political events developed after 2063 B.S.? write in 4 points.
9. Show the following event that occurred in the history of Nepal with the help of a timeline:
 - a. Piskar Incident
 - b. Introduced Satyagraha



- c. First Mass Movement
- d. Maoist Armed Revolution

36. Show the following event that occurred in the history of Nepal with the help of a timeline:

- a. First General Election
- b. Formation of government in the leadership of B.P. Koirala
- c. End of democratic system
- d. Janakpur Bomb Incident

37. Show the following event that occurred in the history of Nepal with the help of a timeline:

- a. Establishment of democracy
- b. First general election
- c. Introduced the new education system
- d. Declaration of national referendum

38. Show the following event that occurred in the history of Nepal with the help of a timeline:

- a. Introduced interim government law
- b. Resignation of the ministers of Congress party
- c. Formation of government in the leadership of Tanka Prasad Acharya
- d. Formation of government in the leadership of Dr. K.I. Singh

39. Show the following event that occurred in the history of Nepal with the help of a timeline:

- a. End of Second Mass Movement
- b. Interim constitution was promulgated
- c. Election for Constituent Assembly
- d. Declaration of Republic

40. Complete the following table below and present the events in a timeline:

dates	Events
1 st Falgun 2015	-----
-----	Promulgation of the constitution of Nepal 2019
23 rd Kartik 2047	-----
-----	Promulgation of the Interim Constitution of Nepal 2063

41. Complete the following table below and present the events in a timeline:

dates	Events
7 th Mangsir 2062	-----
-----	Promulgation of the Interim constitution of Nepal 2063
28 th Chaitra 2064	-----
-----	Dr. Ram Baran Yadav was elected as the President of Nepal

42. Complete the following table below and present the events in a timeline:

dates	Events
11 th Baisakh 2063	-----
-----	Election for Constituent Assembly
15 th Jestha 2065	-----
-----	End of Constituent Assembly

43. Complete the following table below and present the events in a timeline:

dates	Events
-----	Restoration of democracy
3 rd Baisakh 2047	-----
-----	First general election after reinstatement of democracy
29 th Kartik 2051	-----

44. Complete the following table below and present the events in a timeline:

dates	Events
5 th Mangsir 2063	-----
-----	Election for Constituent Assembly
15 th Jestha 2065	-----
-----	End of Constituent Assembly

Group B: Long Answer Questions

45. Draft a dialogue including 4 causes and 4 effects of World War I

OR

You might have made a visit over a religious/cultural/historical or Geographical site. Write a report on the basis of your visit under the following sub-headings:

Introduction, Objectives, Methodology, Findings, Conclusion and Recommendation

46. How could the people understand the essence of democracy after the proclamation of Baisakh 11 2063 B.S.? Draft a report on the basis of social changes that took place in the communities.

OR

Imagine that you had a talk with local intellectual and social worker in your community about political condition after 2063 B.S. Prepare a report mentioning their opinion, satisfaction/dissatisfaction and condition of the period on the basis of the following titles:

Title, Objectives, methodology, Findings, Conclusion

47. "War is not the ultimate solution to any problem; rather it invites more problems and destructions to the whole world."

Justify the above statement with reference to the World War I and II.

OR

"It is said that no power of nation has permanent enemy or friend in politics." Prepare a report evaluating the background, hostile alliances of the countries and its effects on World War I and II on the basis of the following titles:

Title, Objectives, Methodology, Findings, Conclusion

48. If the Versailles Treaty had been unprejudiced and impartial, the World War II wouldn't have occurred. Write your evaluation to the statement in 5 points. Analyze the world political effects developed after the World War II in 4 points.

OR

Imagine that you have discussed with some general public who participated in the People's Movement 2062/63 regarding objectives, activities, achievements of the movement and the latest events. Prepare a report accumulating their opinion and your conclusion on the basis of following sub-titles:

Title, Objectives, Methods, Findings, Conclusion

49. Germany seems more responsible for the outbreak of World War II. How? Should the countries who forced Germany to sign the Treaty of Versailles be blamed for the war? Yes or No? Justify. What was the intention of Britain and Russia?

OR

Imagine, you met a political leader who involved in Mass Movement of 2046 B.S. You perceived his/her views regarding causes, his/her contribution and the result of the Mass Movement 2046. Prepare a report on the basis of following points:

Title, Objectives, Description, Conclusion

50. Prepare a dialogue on the causes of World War II and the Nepalese role in the War.

OR

Imagine that you met a member of Constituent Assembly. You had a discussion regarding the failure of the First Constituent Assembly and the corrective measures that should be taken by the present CA. Based on this discussion; prepare a report in the following points:

Title, Objectives, Methodology, Findings, Conclusion

51. Compare the social, political and economic condition of Nepal between 2007 B.S. to 2017 B.S. and 2047 B.S. to 2070 B.S.

52. The Treaty of Versailles became one of the causes in Second World War. Ultra-nationalists like Hitler rose in power due to such treaty prepared by the feeling of revenge as well. What role the world community should play to minimize such treaty and ultra-nationalism in future? Give your opinion.

53. What sorts of socio-economic effects developed in Nepal due to frequent change from 2007 to 2070 B.S. mention any 5 effects? Write any 4 steps that should be taken in the future learning the lesson of those effects.

54. Prepare a story or dialogue including the political and economic achievement from 2046 B.S. to till date.

55. Continuous production and test of arms and ammunitions caused two destructive wars in the world. Some of the countries are involved in such activities even now. Prepare a conversation including any 4 probabilities of international tension and conflict due to such activities and any 4 preventive measures.

56. Explain in brief any 4 causes of revolution 2007 B.S. How do you evaluate the political activities between 2007 and 2017 B.S.? Present your critical view in 5 points.

57. Clarify your evaluation in 4 points towards the role of political parties in referendum 2036 B.S. What support did the political events after that to contribute to the background of people's movement 2046 B.S.? Write your analysis in 5 points.

A Visit to Bhaktapur Darbar Square

Background:-

We visited Bhaktapur as a part of our educational excursion of a historical place. It lies in eastern part of Kathmandu Valley. Some of the important offices of our country and Bhaktapur district lie here.

Objectives:-

Our educational tour of this historical place had three objectives:-

1. To find out historical background of Bhaktapur Durbar Square.
2. To find out architecture, sculpture and paintings of the Square.
3. To find out present condition of the Square.

Method of Study:-

We went to Bhaktapur Durbar Square as the part of our educational tour of a historical place. We were divided into five groups and were suggested to have research on different areas of the study site. Our group used the following methods to collect data in the site:-

a. Interview:-

We interviewed 6 officials of the Square and the data which we expected were revealed from them. There were few data which did not match from one respondent to the other. Yet we generalized them to draw the conclusion.

b. Observation:-

We observed the study site for about 3 hours and took photographs to reflect real picture of the site and also collected a lot of information through our observation.

c. Secondary sources (Library, internet, guides):-

Besides collecting primary data, we also got idea about the place from secondary sources library, internet and teachers/guides in the study site.

Findings:-

First we headed on the golden gate which is the main entrance to the courtyard of the palace with fifty-five windows. It was built by king Pratap Malla and is one of the most beautiful and richly carved specimen of its kind in the entire world.

The palace of 55 windows was built by king Bhupatindra Malla. The balcony of 55 windows palace is a masterpiece of world wood carving. The stone temple of Batsala Devi located in the Durbar Square is a beautiful example of Shikhar style of architecture in Nepal.

It is full of intricate carvings. There is a bronze bell on the terrace of the temple which is also known as the "Bell of barking dogs". Dogs around the bell begin to bark and howl as the bell makes sound. The magnificent statue of King Bhupatindra Malla is placed in a column facing the Royal Palace. We also saw the tallest temple of the valley lied in the Square built by the great Malla king, Bhupatindra Malla. There are many inscriptions inside the temples but we couldn't understand them because they were written in the ancient script.

The temples, gates, statues and inscription are at depilated condition. The square is dirty, roads are rough and the area of Bhaktapur Drbar Square is frequently encroached.

Limitations:-

Since the square covers different aspects like history, religion and archeology, we could not do detail research due to the following limitations:-

1. We did not get enough time to have detail research.
2. we could not have detail literature review as we did not get enough reference materials about the square
3. We could not use questionnaire and sampling methods to collect data due to our learning phase of having research

Conclusion and recommendation:-

From this tour, we came to a conclusion that Bhaktapur Durbar Square is one of the main historical and cultural places of our country. So, it is a preserver of historical, cultural and archeological things. It was worth visiting this place and we recommend all people to visit this historical and cultural place once in their life time. However, there are several problems associated with this square. We have made the following recommendations to overcome the problems and develop the square:-

- a) Launch renovation programmes to restore the previous situation as soon as possible.
- b) Establish a trust to launch cleanliness programme regularly.
- c) Prohibit encroachment of the square strictly.
- d) Publicize the site to increase the turnout of tourists.

A Visit to Hanumandhoka Durbar Square

Background:-

We visited Hanumandhoka Durbar Square as a part of our educational excursion of a historical place. It lies in the heart of Kathmandu. The place very rich in old art and architecture with many temples attracts millions of tourists. Some of the important offices of Kathmandu district lie here.

Objectives:-

Our educational tour of this historical place had three objectives:-

4. To find out historical background of Hanumandhoka Durbar Square.
5. To find out architecture, sculpture and paintings of the Square.
6. To find out present condition of the Square.

Method of Study:-

We went to Hanumandhoka Durbar Square as the part of our educational tour of a historical place. We were divided into five groups and were suggested to have research on different areas of the study site. Our group used the following methods to collect data in the site:-

c. Interview:-

We interviewed 6 officials of the Square and the data which we expected were revealed from them. There were few data which did not match from one respondent to the other. Yet we generalized them to draw the conclusion.

d. Observation:-

We observed the study site for about 3 hours and took photographs to reflect real picture of the site and also collected a lot of information through our observation.

C. Secondary sources (Library, internet, guides):-

Besides collecting primary data, we also got idea about the place from secondary sources like daily newspapers, library, internet and teachers/guides in the study site.

Findings:-

The Hanumandhoka Durbar Square is situated in the heart of Kathmandu district. The name Hanumandhoka comes from the statue of Hanuman. The Dhoka means the big gate to the Royal Palace. The Hanumandhoka Durbar Square is the historic seat of royalty where the kings of Nepal were crowned and their coronations solemnized. Interesting things to see here are: Taleju temple built by King Mahendra Malla in 1549 A.D., Temple of Kal Bhairab, The god of destruction, Nine storey palace, Coronation Nasal Chowk, the gaddhi Baiethak, the statue of king Pratap Malla, The big bell, the big drum, Jagannath temple, Kumarighar and the Kasthamandap.

Artistically carved windows of the centre and ivory on right and left are in a building closed to the royal palace through which the Malla kings used to observe various functions and processions or Jattras.

The Vishworupa temple, the Jagannath temple, the Indrapur temple, the Narayan temple, the Madhav temple and the Taleju temple are around the Hanumandhoka Durbar Square. They were installed by king Pratap Malla in 1664 A.D.

The south west of Hanumandhoka the Kumari temple, residence of the living goddess has finely carved wooden balconies and window screens. Near to Kumari temple there is maru sattal popularly known as Kasthamandap made of only one tree. The name Kathmandu derives its name from this pavilion (Mandap).

Limitations:-

Since the square covers different aspects like history, religion and archeology, we could not do detail research due to the following limitations:-

4. We did not get enough time to have detail research.
5. we could not have detail literature review as we did not get enough reference materials about the square
6. We could not use questionnaire and sampling methods to collect data due to our learning phase of having research

Conclusion and recommendation:-

We came to a conclusion that this square has historical and archeological importance. The study of medieval art and culture is possible from this place. This is a centre for tourism as well. It was worth visiting this place and we recommend all people to visit this historical and cultural site once in their life time. However, there are several problems associated with this square. We have made the following recommendations to overcome the problems and develop the square:-

- e) The temples, inscriptions and statues should be renovated as soon as possible.
- f) Pollution of the valley in special reference to the square should be checked.
- g) There should be timely management of the roads of the square.
- h) A big gate should be constructed to check the flow of people.

Day 92: Unit Test





Questions for Quiz

1. What do you mean by World War?
2. Tell the full date when the World War I began.
3. Tell the full date when the World War I ended.
4. What were the two provinces of France annexed by Germany in 1871?
5. Name the countries in Triple Entente.
6. Name the countries in Triple Alliance.
7. What was the main cause to have race for colonization among European countries?
8. Name the country which is called the Sick man of Europe.
9. Name the Austrian prince and his wife who were murdered in Serajevo.
10. What do you mean by Union of Death or Black Hand Society?
11. Name the student who murdered the couple.
12. Tell the full date when USA involved in the World War I.
13. Tell the full date when Versailles Treaty was signed.
14. Tell the number of people who were injured or disabled in the World War I.
15. How many British ships were destroyed during the World War I?
16. How many German Submarines were destroyed during the World War I?
17. Name any 4 nations born after the World War I.
18. Tell the full date when League of Nations was established.
19. How many nations were there in the League of Nations by 1935?
20. Name the 5 major organs of League of Nations.
21. When did the World War II begin?
22. When did the World War II end?
23. Name the party established by Hitler.
24. Name the party established by Mussolini.
25. Name the parties who created civil war in Spain.
26. Name the countries in Axis Power in the World War II.
27. Name the countries in Allied Power in the World War II.
28. Name the 2 places demanded by Hitler from Poland.
29. Tell the full date when American ships were attacked by Japan.
30. Tell the full date when Italy surrendered in the World War II.
31. Tell the full date when Hitler and his beloved wife Eva Broun committed suicide.
32. Tell the full date when atom bombs were dropped in Hiroshima.
33. Tell the full date when atom bombs were dropped in Nagasaki.
34. Name any 5 countries where Nepalese soldiers fought during the World War II.
35. Which medal did some Gurkhas get from British government after the World War I and II?
36. How many people of Japan were killed by atom bombs?
37. Name the two countries leading the military groups even after the World War II.
38. What do you mean by Marshal Plan?
39. What do you mean by Molotov Plan?
40. Tell the full date when UNO was established.
41. Why was UNO established?

Unit8: ECONOMIC AND ENVIRONMENTAL STUDIES

Day 94 : Tourism industry and its importance
Objective : To explain the importance of tourism in the development of Nepal.

Introduction:

The word 'tourist' is derived from the word tour. It means a journey at which one returns to the starting point. Human beings like to travel several places. They have been moving from one place to another for various purposes from the beginning of the human history. A person, who travels from one place to another for pleasure, adventure, business, seminars, pilgrimages etc, is called a tourist. But the following people are not considered as tourists:

- The people who go to another country for permanent settlement.
- The people who go to another country for education
- The people who go to another country for studies
- The people passing through a country.

The activities related with providing accommodation, entertainment and services to tourists is called tourism industry. On the basis of the people from different places, tourists are divided in to two major types:

1. Domestic or internal tourists:

People who travel from one place to another within their own country are called domestic tourists. For example: a tourist from Kathmandu going for trekking in Khumbu region is a domestic tourist.

2. International or external tourists:

People who travel from one country to another are called international tourists. Many tourists come to Nepal for mountaineering, trekking, pilgrimages, visiting different national parks and wild life reserves etc.

Tourism is a very fast growing industry in the world. Tourism industry provides a significant contribution in the national income in a country like Nepal but it can create problems like:

- a) Impact on culture
- b) Deforestation, pollution
- c) Seasonal unemployment
- d) Teaching of harmful habits
- e) Smuggling
- f) Other illegal activities



Nepal does not have a very long history of tourism. In the olden days, only the diplomats were allowed to come to Nepal. Nepal did not have proper access and facilities. Now, people are allowed to visit Nepal and we have established more facilities for tourists. It is one of the best destinations for tourists in the world. Many people of the world were attracted towards Nepal only after Tenzing Norgey and Edmund Hillary climbed Everest in 2010 B.S.

Tourism is very important for any country each country has certain features which foreigners or the people with in the country want to see, visit and feel.

Importance of Tourism:

- a) Tourism helps to earn foreign currency.
- b) Tourism helps to increase national income.
- c) Tourism helps for the development of physical and social infrastructures.
- d) Tourism helps in the conservation of art and architecture.
- e) Tourism provides support to cottage industries.
- f) Tourism helps to advertize the country in the world.



- g) Tourism helps to maintain friendly relation between the nations.

Group Activities:

- (1) List out the reasons why people visit different places.
- (2) What do you mean by domestic and international tourists?
- (3) Explain the problems created by tourists.
- (4) Prepare a newsletter on one of the tourist centers of Nepal.

Presentation: All groups present their work in 10 minutes

Assignment:

- Explain the importance of tourism in a country like Nepal.
Source: Tourism in Nepal and main attractions of Nepal from the internet, news article on the importance of tourism, teachers, friends and family members.

Presentation for the next day: Group C

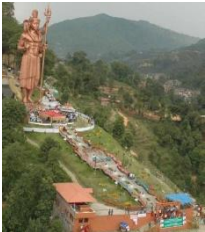
- A short skit on tourism. Tourists of different countries - tourist guide - visiting one of the famous tourist centers of Nepal - at the end tourists are delighted.

Day 95 : Possibilities and Hopes of Tourism in Nepal
Objective : To explain the possibilities that can attract more tourists towards Nepal.

Introduction:



Nepal is a beautiful country. Its diverse physical and social features are attracting factors for tourists. Although Nepal is a very small country, it has a number of unique features in the world. The people in the country and the foreigners would like to visit these unique features. Some of them are: highest mountain, highest situated lake, highest situated human habitation, deepest gorge, deepest valley etc. Nepalese fast flowing rivers which are suitable for rafting, about 6800 species of flowering plants, 32 types of rhododendron, 852 species of birds including Spiny Bbler (Kande Bhyakur) which is found only in Nepal also attract millions of tourists towards Nepal.



Nepal is the birthplace of Gautam Buddha, Ram-Janaki of Janakpur, Pashupatinath, Manakamana, Mukti, Barahachhetra, also attract the pilgrims in large number. Due to these available features in Nepal, the number of tourists is increasing and the country is gradually coming up. The major possibilities of tourism development are:

- Very rich in ancient art and architecture
- Adventure tourism
- Highest mountains in the world
- Very rich in natural beauty
- Famous religious pilgrimages
- Diversity in culture and climate
- Various unique features
- Fast flowing rivers of Nepal
- Able to conduct regional and international games and sports



The above mentioned potentialities of Nepal can be advertised, preserve, promote and developed in order to attract more number of tourists.

Group Activities:

- List out any 10 special features of Nepal that attract number of tourists.
- List out any 10 national parks, conservation areas and wild life reserves.
- What do you mean by rafting, paragliding and bungee jumping? How do they help to promote tourism?
- How does tourism lead the development of a place? Elaborate.

Presentation: All groups present their work in 10 minutes

Assignment:

- Explain the possibilities of tourism development in Nepal.
Source: Tourism in Nepal and main attractions of Nepal from the internet, news article on the possibilities of tourism development in Nepal, teachers, friends and family members.

Presentation for the next day: Group D

- A short skit on choosing the tourist centers in the world. A group of Chinese, American and Australian tourists have a discussion on the topic. Some say Great Wall, Egyptian Pyramid, Hiroshima and Nagasaki and some other say Mt. Everest, highest situated lake, various cultural and religious sites and beautiful trekking routes. Finally they decide to visit Nepal and proceed towards it.

Day 96 : Problems in tourism industry and their respective possible solutions
Objective : To explain the problems faced by tourism industry in Nepal and find out the possible solutions.

Introduction:

The expectations are not similar for all tourists. It differs with age, income, purpose of visit etc. Generally, tourists visiting other places would like to have facilities of transport and communication, accommodation, entertainment, restaurant and foods, security and hospitality. Nepal, having great possibility of tourism development, has not been able to promote it to the fullest due to various problems in this sector. Some of the major problems and their respective possible solutions are given below:

A. Lack of transport and communication facility:



Nepal lacks effective transport and communication system particularly in the beautiful remote areas. Most of the international tourists want to use air services but we do not have air service linked with many countries in the world and we have only one international airport. Tourists want to be in touch with their family and their friends all the time through the means of communication. Unfortunately, we are not able to manage it in all the tourist areas.



Solution:

The Ministries for Tourism and Foreign Affairs should put in more effort to link Nepal with many other countries through air services. Besides this, we should also increase the number of domestic and international airports and arrange good communication facilities in all the tourist areas. Everyone should help the government to provide such facilities in the best possible way in which lies the future prosperity of Nepal and all of us.



B. Lack of organized tourist centers:

Nepal lacks organized tourist centers. Many tourist centers do not have enough trained guides and the system of providing necessary information. Tourists find those places monotonous and hesitate to visit such places. However, Nepal government planned in the 10th Five Years Planning to establish tourist centers in the regional level but it was has not materialized.



Solution:

The government should focus to establish tourist centers in the upcoming plans and provide necessary information including entertaining programmes in the tourist centers. The guides should be well trained. We should make their stay comfortable with easy access to the Banks, Markets, as well as security.

C. Lack of Publicity:

Many people of the world do not know much about Nepal and its specialties. There is lack of advertisement of those things in the local and international level. There are many beautiful trekking routes in the Mid-West and Far-Western regions, beautiful mountains throughout the Himalayan region and rich culture of various groups in the country etc. which are not known by many tourists.

Solutions:

Nepal government and Tourism Board should bring out an effective programme to advertise such beautiful factors of the country that many tourists would like to explore. Such sites should be kept in the internet sites, booklets, newspapers, magazines and various festivals should be organize to advertize Nepal in and out in the international arena.

D. Lack of conservation of cultural, historical and religious places:

Domestic and international tourists both would like to visit historical, cultural and religious places of Nepal. We have not been able to protect and promote them properly. Such weaknesses are noticed



in Changunarayan of Bhaktapur, Janaki temple of Janakpur, Pashupatinath temple in Kathmandu and many other places.

Solution:

The government should form a mechanism to protect them. The locals should cooperate with the policies and programmes of the government to promote these sites. It is not always compulsory that the government should manage everything for the protection of the sites but locality, NGOs and private sectors can contribute to conserve the sites in which government can facilitate.

E. Lack of Sanitation:

Many tourist centers of Nepal are polluted and dirty. People do not care about the place. They always look forward to the government for the cleaning campaign which discourages tourists to visit the sites. A survey team (1979-1988) collected 770 metric tons garbage in the Everest region including plastic bags, gas cylinders, and bottles. Likewise, many other tourist sites have lack of sanitation minimum level to the maximum.



Solution:

Different festivals and ceremonies should be organized in the tourist centers. Cleaning campaign should be started before it is too late and tourists hesitate to come. There should be no strike and bandh in the offices concerning sanitation. Everyone in the tourist sites should be well aware of the sanitation and its importance to attract the tourists.

Group Activities:

- (1) What do you mean by eco-tourism? How does it help to protect the environment? Explain it in the reference of ACAP.
- (2) List out any 15 places that attract tourists in the Terai Region.
- (3) List out any 15 places that attract tourists in Kathmandu Valley.
- (4) List out any 15 places that attract tourists in the other Hilly parts and Himalayan Region.

Presentation: All groups present their work in 10 minutes

Assignment:

- Explain the problems and their respective solutions faced by tourism industries in Nepal.
Source: Tourism in Nepal and main attractions of Nepal from the internet, news article on the ways to solve the problems associated with tourism in Nepal, teachers, friends and family members.

Presentation for the next day: Group A

- A short skit on tourists. 2 groups (Nepalese and foreigners) of tourists on a roadside. They have banana. Nepalese group throw banana peels on the road but the foreigners keep it in the bags. Discussion and finally the skit should show that all of us should be aware of sanitation.

Day 97 : Tourism in different regions
Objective : To find out the tourism centers in different regions.

Introduction:

A. Tourism in Terai:



Terai region of Nepal which consists of several National Parks attracts a good number of tourists. Many tourists in Terai would like to see varieties of wildlife in Chitwan National Park. It is like a sea shore for tourists. Dandi Naach of Tharu, traditional lodges, crocodiles of Chitwan, elephant polo etc. are the attractions of tourists. Parsa Wildlife Reserve, Bardiya National Park, Banke, National Park, Koshi-Tappu Wildlife Reserve and Shuklaphanta Wildlife Reserve are equally rich in wildlife which attract many tourists. Likewise, Lumbini, Janakpur, Biratnagar, Butwal, Nepalgunj etc. attract tourists of different kinds. The lifestyle of Tharu, Musahar, Danuwar, Satar, Rajbanshi etc. also provide a good scope for researchers.



B. Tourism in Hilly Region:



Kathmandu, Pokhara, Tansen, Gorkha, Dharan, Dhankuta, Dipayal, Birendranagar are main tourist attraction centers of tourists in the hilly region. Kathmandu, which has the only international airport of the country, is the ultimate destination for many tourists. Durbar Squares, Changu Narayan, Pashupatinath, Swayambhunath, Bajrabarahi, Budhanilkantha, Dakshinkali, Banepa, Panauti,



Dhulikhel, Namobuddha, Nagarkot etc. attract tourists in and around Kathmandu Valley. Different lakes of Pokhara, Tal Barahi, Mahendra Cave, Seti Gorge, Sarangkot etc. attract tourists in Pokhara. Likewise, beautiful scenes and specialties of Dharan, Dhankuta, Gorkha, Tansen, Baglung, Birendranagar, Dipayal, Bandipur etc. welcome both domestic and international tourists.

C. Tourism in Himalayan Region:

Tourism in Himalayan region means mountain tourism which reflects trekking, rafting as well as mountaineering. Almost all parts of this region are suitable for trekking and mountaineering. Most popular ones among them are Khumbu Region, Annapurna region and the Langtang region.



Annapurna Conservation Area, the biggest conservation area of the country was established in 1986 A.D. A grand project has been established in the region called Annapurna Conservation Area project (ACAP). It is one of the best examples of eco-tourism in the country. It has brought various activities like:



- Conservation education
- Forest resource management
- Drinking water supply and construction of bridges for locals and the visitors
- Production of electricity
- Conservation of wildlife
- Kerosene depot
- Community health and sanitation
- Introduction of solar water heater
- Afforestation etc.

Besides ACAP, Khumbu region Langtang region, Kanjirolwa, Api Saipal, Dhaulagiri, Kanchanjunga region etc. attract tourists for trekking and mountaineering.



These specialties of Nepal compelled millions of tourists to come to Nepal and touch, feel and experience the nature.

Group Activities:

- (1) If you are planning to go for trekking in the Himalayan region, which region will you choose? Why?
- (2) If you are planning to go for sightseeing in the hilly region, which region will you choose? Why?
- (3) If you are planning to go for sightseeing in the terai region, which region will you choose? Why?
- (4) Complete the following table on the basis of the saying, "Leave nothing but footprints, take nothing but photos":

Things tourists should leave in the country	Things tourists should not take from the country	Things tourists should take from the country

Presentation: All groups present their work in 10 minutes

Assignment:

- Prepare a 5-day plan for a group of tourists from Australia in Kathmandu as a tourist guide.
- Prepare a 10-day plan for the tourists in any one of the famous trekking routes of the Himalayan region.
Source: Tourism in Nepal and main attractions of Nepal and the effective programmes for the comfortable stay of tourists from the internet, teachers, friends and family members.

Presentation for the next day: Group A

- A short skit on trekking in the Himalayan region. Tourists and journalists-interview on experience and their feelings after the visit.

Day 98 : Foreign Employment
Objective : To find out the state of foreign employment and its importance in our context.

Introduction:

Income from overseas is one of the most important components of Gross National Product in the context of Nepal. Many people of Nepal have gone to different countries of the world. They work there with their skills, hard work and full dedication. Their earning greatly contributes to the GNP of our country. Nepalese people do not have



enough job opportunities in the country. In order to earn their livelihood and surplus income, they find the foreign employment the best option and go to different countries of the world. Although it provides opportunity to the jobless people and benefits for short period of time, it does not help the country in the long run because of the brain drain. When skilful people of Nepal go abroad, the available resources of the country can't be utilized and the country remains backward.



The following table shows the number of people migrated to overseas:

Areas/Countries	1991		2001	
	Number	Percentage	Number	Percentage
India	587,243	89.2	589,050	77.3
Other South Asian nations	4,977	0.8	2,691	0.3
Western Asia	6,343	1.0	11,826	14.5
Other Asian Countries	20,024	3.0	33,785	4.4
Europe	6,404	1.0	11,157	1.5
North America	2,150	0.3	1,997	1.3
Other countries	581	0.1	5,115	0.7
Not mentioned	30,566	4.6	-	-

Source: Population Report of Nepal 2064



The following table shows the number of people who got labor visa for foreign employment:

Country	058/59	059/60	060/61	061/62	062/63	063/64
Malaysia	52,926	43,812	45,760	66,291	75,526	74,029
Saudi Arab	21,094	17,990	16,875	13,366	15,813	39,279
UAE	8,411	12,650	12,760	12,726	15,317	25,172
Qatar	19,895	26,850	24,128	42,394	55,892	60,005
Kuwait	378	907	3,194	1,789	640	4,441
Hong kong	482	564	672	523	140	261
Bahrain	695	818	606	536	540	1,200
South Korea	131	712	1,324	327	131	765
Israel	16	55	433	815	876	405
Oman	96	44	73	330	28	509
others	610	641	835	864	349	655
Total	104,732	105,043	106,660	139,961	165,252	204,721

Source: Department of Employment and Labor

Importance of Foreign Employment:

- Job opportunity to over 10 lakh people
- Earning foreign currency

- c) Good relation with other countries
- d) Great contribution to GNP
- e) Learning good techniques and experience
- f) Advertisement of Nepal
- g) Improvement in lifestyle of the people

Group Activities:

- (1) Explain why Nepalese youths are attracted towards foreign employment.
- (2) List out the possible dangers for the country if the trend of foreign employment continues.
- (3) Present the data of immigrated people from Nepal to other countries in a bar graph.
- (4) Prepare a dialogue between two friends on the importance of foreign employment.

Presentation: All groups present their work in 10 minutes

Assignment:

- Explain the importance of foreign employment in a country like Nepal.
Source: Importance of foreign employment from the internet, news articles on the importance of foreign employment, teachers, friends and family members.

Presentation for the next day: Group B

- A short skit on importance of foreign employment for Nepal. People going abroad and the change in the life standard of themselves, their families, community and the government.

Day 99 : Possibilities and Challenges of Foreign Employment
Objective : To explain the possibilities and challenges of foreign employment in the development of Nepal.

Introduction:



The attraction towards foreign employment is increasing day by day in Nepal. Thousands of people are going out of the country for jobs in foreign countries every year. Although many people are getting opportunities in other countries, it is not safe and secured. We have not been able to manage it systematically. Majority of the Nepalese who go abroad for jobs, are not skillful and suitable according to the demand of various companies in foreign countries. Unskilled and semi-skilled human power does not get high posts and respectful jobs. As a result, foreign companies are getting cheap labour and hardworking Nepalese people in one hand and in the other

hand, laborers are not getting as per their expectation and hard work and they have been cheated. The laborers have to spend a huge amount of money to go abroad.



According to the Foreign Employment Act 2064, there is a clear process how Nepalese work force is sent to the foreign countries but it has not been implemented properly. Thus, Nepalese people wanting to go abroad are facing several difficulties. Brokers without proper government license have been exploiting the people. The license holders also do not get right candidates with proper skills, knowledge and experience. Due to lack of skills and illegal entry through brokers, many Nepalese have to return from abroad and waste a large amount of money.

We need technical, legal and practical knowledge to get right jobs and compete in the international labor market. Such skilled human power can face the challenges efficiently and get good wage. Besides these skills, we need to provide them accidental and life insurance to make their life secured. The current 3 years plan also has provision of having labor contract with the countries where a large number of Nepalese people are working. Such system has increased the possibility of foreign opportunity in the labor market day by day.

Nepal has collected a good amount of remittance every year to contribute to the Gross National Product. Many factories and industries have been opened by the investment of such remittance. This has provided job opportunities to many people in the local market and good amount of revenue has been collected.



Foreign employment has been considered a very good solution to many unemployed Nepalese youths temporarily but it has created a great problem in the development of Nepal. Due to brain-drain, there is lack of skillful and technical people in the country and our country is always backward. We should have the feeling of patriotism and adopt the motto "We should develop our country ourselves." If we are skillful and trained, we can create opportunities in any corner of our nation. In order to do this, the government should have proper education system and training programmes throughout the country. Nepalese people do not want to be any more 'Kanchhas' and 'Bahadur' who give their blood and sweat for the development of other countries. We must feel the essence of devoting ourselves in the development of our nation. On this lie our overall development, prosperity and well being.

The following points clarify the possibilities of developing the foreign employment in the context of Nepal:

- Hardworking Nepalese people
- Very limited job opportunities in Nepal
- Very good relation of Nepal with other countries
- Cheap labor available in Nepal

Although, there is a high possibility for the foreign employment in our context, we have many challenges in this field like:

- Train the people to make them fit for foreign employment
- Brokers with proper license issued by the government

- c) Proper labor contract with other nations
- d) Accidental and life insurance for the security of the laborers

Group Activities:

- (1) List out the challenges of foreign employment
- (2) What is Brain-Drain? How can we minimize it?
- (3) Although there is financial crisis, foreign countries are willing to provide job opportunity to Nepalese workers. What could be the possible reasons? Write the answer on the basis of the news piece given below:



- (4) About 20 lakhs Nepalese people have gone abroad for employment opportunities. The country has got a large amount of remittance but it has not been used in a proper manner. What could be done? Prepare an effective plan to use the remittance earned.

Presentation: All groups present their work in 10 minutes

Assignment:

- Explain the possibilities and challenges of foreign employment.
Source: Importance of foreign employment from the internet, news articles on the possibilities and challenges of foreign employment, teachers, friends and family members.

Presentation for the next day: Group C

- A short skit on foreign employment. A foreign company owner interviews the Nepalese workers. He asks about their education, skill, interest and experience. They do not get job and realize the importance of training and skills. They appeal the government to provide quality education and training to the people before permitting them to go abroad.

Day 100 : Objectives and Programmes of Current Interim Plan
Objective : To explain the current plan, its objectives and programmes

Introduction:

Sixty years of planned development have been completed in Nepal. Although ten periodic plans have been implemented during this period, many aspects of economic and social sectors have still remained backward from the perspective of development. Due to reasons like limited availability of resources, thirty years of restrictive political environment and a decade long conflict, the development process has not been able to move ahead at the expected speed.



Five years planning started in Nepal in the year 2013 B.S. 10 different periodic plans of five years and 2 different interim plans of 3 years have been completed. These plans targeted to develop physical infrastructures, regional development, fulfillment of basic needs, poverty elimination etc. None of the plans were fully successful because of lack of capital, effective implementation of plans, unlimited needs and limited means and sources, deficit budget etc. It does not mean that the plans were in vain but there were tremendous achievements from these plans though they could not achieve their total target.



The 10th five year planning was completed in the fiscal year 2063/64. Due to the political change in the country, the 3 years interim plans were implemented from 2064-2067 and 2067-2070 consequently. The current interim plan implemented in 2070 will complete in the year 2073 B.S. The plan highlights, its objectives and strategies have been explained below:



Three Years Interim Plan aims to upgrade Nepal's status

One of the ambitious parts of the plan is to graduate Nepal from the Least Developed Countries to the Developing stage. The main target is to reduce the proportion of the population below the national poverty line to 18 percent from the present level of 23.8 percent.

"The 13th Plan is the continuation of the periodic planning process in Nepal which was started since 2013 B.S. Despite the transition and political instability in the country, NPC (National Planning Commission) has been able to avoid plan holiday and has brought out the Approach Paper of the 13th Plan, which among others, has helped the country to plan achieving international commitments.

The process of preparation of approach paper is too lengthy as it took more than six months to finalize it. A range of public consultations, both at the local and national levels, were held to acquire feedback in its formulation process. Altogether, nine consultative workshops were conducted in different parts of the country. In addition, rounds of interactions were held with the representatives of political parties, line ministries, academia, private sector and the civil society. Moreover, suggestions of the development partners were also taken in this process. Thus, the consultation was made at different levels also engaging people from the grassroots to the national levels. The National Development Council provided valuable inputs in the Approach Paper and the final version is approved by the Council of Ministers. As such, the approach paper has incorporated major concerns and issues raised during the consultation processes.

Plans to spend a total Rs 1.62 trillion till 2072/73 are formulated in the paper. Of this, Rs 960.69 billion rupees will be spent to cover recurrent expenses, while Rs 277.94 billion will be allocated for capital spending. These expenses, according to the plan, would be met through estimated revenue collection of Rs 1.13 trillion in the three-year period, while the rest would be raised through domestic debt, and grants and loans from development partners.

Development of hydropower and energy sectors, productivity growth of agro sector and its diversification and commercialization, basic education, health, drinking water and sanitation, good governance, expansion of roadways, development of physical infrastructures, tourism and trade are the priorities of the upcoming three-year development plan.

The new three-year plan lays emphasis on increasing the economic growth and on agriculture and tourism.

As the 13th Plan is prepared by the National Planning Commission, the country's apex development body, with support from technical experts and consultations at various stages, including at the political level, there will not be any question on the ownership of the document. The 13th plan is Nepal's document now.

Group Activities:

- (1) Explain the periodic plans and their achievements in Nepal.
- (2) The current plan has a major objective of making all citizen literate and provide quality and vocational education. What should be done to achieve it?
- (3) The current plan has the concept of establishing at least a school in a village. How does it help in education development?
- (4) List out the strategies adopted in the 3 years interim plan.

Presentation: All groups present their work in 10 minutes

Assignment:

- Make an economic plan of your family for a month. (Include the areas and amount)
Source: Family members

Presentation for the next day: Group D

- A member from each group present the economic plan for the family.

Day 101: Project work from Unit 8

- Students will visit one of the tourist centers in their locality, library, surf the internet, consult encyclopedia, newspapers and magazines etc. and find out the detail on the tourist center.
- After finding the data, each group will prepare a detail 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 the reference of others.
- The project report will get 5% of the total credit in the upcoming monthly evaluation.



Day 102, 103 & 104: Preparation for the Evaluation (Review of the Unit)

(The students find the solutions of each of the following questions. The facilitator just supervises and extends his/her helping hand if they are really confused in any question)

1. What do you mean by foreign employment? Describe the nature of work that Nepalese workers do in the foreign countries.
2. What is your opinion on Nepalese people going for foreign employment? Give reasons for your answer.
3. Most of the five years plans have not been able to achieve the targeted results till now. Write any 4 measures to make the plans more effective.
4. Nepalese who go on abroad don't have appropriate skill and knowledge. So, they haven't got prestigious job and allowances. In such condition, what aspects should Nepalese improve to get prestigious job on abroad? Mention any 4 aspects and explain any 2 of them.
5. If you are appointed as the minister for tourism, what programmes would you introduce for tourism development? List any 4 programmes.



6. Your foreign friend is coming to visit Nepal. Make a 4 days plan for his visit in your area.
7. How has the concept of Home-Stay played role in the local development? Mention any 4 points.
8. Mention 5 points each on the positive and negative effects of tourism industry in our society and describe any 2 of them.
9. Describe any five problems of tourism industry in our country and mention any 4 ways to solve them.
10. You have 3 full days holiday in Kathmandu. Decide what you will do. If you live in Kathmandu, plan a programme for your relatives who are visiting you.
11. Tourism is a main income source of Nepal. So, it should be well developed. Furthermore, the recent change of Nepal has brought many hopes to us. In this context, what should the government of Nepal do? Explain.
12. What is tourism industry? Describe its potentiality and importance of tourism industry in Nepal.
13. Define tourism in your own words. Mention any 4 famous tourist destinations of Nepal and describe their importance in detail.
14. Write a story of a person in foreign employment. Mention good and bad aspects of foreign employment in that story.
15. What is foreign employment? Discuss the challenges related to foreign employment.
16. What do you understand by foreign employment? Write any 4 causes why many Nepalese youths go on abroad for employment every year. Mention any 4 challenges faced by Nepalese during employment on abroad.
17. Mention any 5 problems that Nepalese youth have faced in abroad as workers and write what sorts of aspects should be improved for future. Mention any 4 aspects.
18. The foreign employment has an important contribution to Nepalese economy. The trend of foreign employment has resulted negative impact on Nepalese development process. Mention any 3 negative effects and any 3 causes for getting low standard work in foreign countries and explain them in brief.
19. Mention and highlight the characteristics of a major tourism centre that lies in each geographical region.
20. Prepare a description of any one of the places of central development region: Janaki Mandir, Basantapur Durbar Square or Langtang National Park on the basis of the following framework for a tourist willing to visit the place:
 - a. Introduction
 - b. Location
 - c. Transportation
 - d. Characteristics
21. The remittance obtained from foreign employment is mostly spent on unproductive sectors. How? Justify with examples. Mention the ways to promote the investment of remittance in productive sectors.
22. Introduce economic plan. Mention any 4 problems of formulation and implementation of plan in Nepal and state the measures to solve the problems.

Day 105: Unit Test





Question for Quiz

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. What do you mean by tourist? 2. What do you mean by tourism industry? 3. What are the types of tourists? 4. Name any 5 places of Terai Region which attract tourists. 5. Name any 5 places of Hilly Region which attract tourists. 6. Name any 5 places of Himalayan Region which attract tourists. 7. Name any 5 places of Kathmandu Valley which attract tourists. 8. Give any 4 advantages of tourism. 9. What is rafting? 10. What is bungy jumping? 11. What types of rivers are suitable for rafting? 12. Give any 4 major possibilities of tourism development in Nepal. 13. Give any 4 negative aspects of tourism. 14. Give any 4 major problems faced by tourism industry in Nepal. 15. Give any 4 possible solutions to the problems of tourism industry in Nepal. 16. Name any 4 things that tourists would like to have in the remote areas of Nepal. 17. What do you mean by foreign employment? 18. What is brain-drain? | <ol style="list-style-type: none"> 19. Name the country where maximum number of Nepalese are working. 20. Give any 4 advantages of foreign employment for a country like Nepal. 21. Name any 4 negative aspects of foreign employment. 22. Name any 4 challenges of foreign employment. 23. Name any 4 possibilities of developing foreign employment in our context. 24. Give any 4 reasons why we do not want to be as Kanchhas and Bahadurs. 25. Give any two strong reasons why we should work in our own country. 26. How many periodic plans have been completed in Nepal so far? 27. When were the five years planning started in Nepal? 28. Which planning is running at present? 29. Why was there temporary/interim plan instead of 11th five years planning in Nepal in the year 2064 B.S.? 30. What was the total duration of the interim plan? 31. When did it end? 32. Name any 2 famous trekking routes of Nepal. 33. What is the target of the current interim plan in term of reducing the poverty line people? 34. Name the bird that is found only in Nepal. 35. What is the complete form of ACAP? |
|---|--|

Unit 9: INTERNATIONALISM, PEACE AND COOPERATION

Day 107 : United Nations Organization and its Organs
Objective : To explain the UNO and its main organs.

Introduction:

United Nations Organization is one of the most important results of World War II. It was established in three different phases:

A. Phase I:

American President Franklin D. Roosevelt and British Prime-Minister Winston



Churchill met on a warship in the Atlantic Ocean on August 1941 A.D. The two leaders discussed about the establishment of international level organization which could control aggressive nations and avoid wars in the world. They signed a treaty to establish a world level organization even though the countries were still fighting. This was called "The Atlantic Charter."



B. Phase II:

On January 1942 A.D., the representatives of 26 states met at White House, USA and signed a declaration. This was called "The Declaration of United Nations Organization."

C. Phase III:

On June 1945 A.D., the representatives of 50 nations assembled at San Francisco, USA and signed the United Nations Charter. Accordingly, on 24th October 1945, the UNO was established with its headquarter in New York, USA.



Objectives of United Nations Organization:

- (1) To maintain international peace and security
- (2) To develop friendly relation among the nations
- (3) To achieve international cooperation in solving disputes
- (4) To promote respect for human rights, dignity and freedom



Principles of United Nations Organization:

1. The Organization is based on the principle of the sovereign equality of all its Members.
2. All Members, in order to ensure to all of them the rights and benefits resulting from membership, shall fulfill in good faith the obligations assumed by them in accordance with the present Charter.
3. All Members shall settle their international disputes by peaceful means in such a manner that international peace and security, and justice, are not endangered.
4. All Members shall refrain in their international relations from the threat or use of force against the territorial integrity or political independence of any state, or in any other manner inconsistent with the Purposes of the United Nations.
5. All Members shall give the United Nations every assistance in any action it takes in accordance with the present Charter, and shall refrain from giving assistance to any state against which the United Nations is taking preventive or enforcement action.
6. The Organization shall ensure that states which are not Members of the United Nations act in accordance with these Principles so far as may be necessary for the maintenance of international peace and security.
7. Nothing contained in the present Charter shall authorize the United Nations to intervene in matters which are essentially within the domestic jurisdiction of any state or shall require the Members to submit such matters to settlement under the present Charter; but this principle shall not prejudice the application of enforcement measures under Chapter VII.

At present, there are 194 member states in UNO. Nepal got its membership in the year 1955 A.D. This is the biggest international organization in the world. The head of the organization is the secretary general. The present secretary general of UNO is Ban-Ki-Moon from South Korea.

The Official Languages of the United Nations Organization:

- (1) English
- (2) French
- (3) Arabic
- (4) Chinese
- (5) Spanish
- (6) Russian

Main Organs of the United Nations Organization:

There are 6 major organs of the United Nations Organization.

(1) General Assembly:

The General Assembly is the main deliberative organ of the United Nations and includes all its Members. It may discuss any matter arising under the UN Charter and make recommendations to UN Members (except on disputes or situations which are being considered by the Security Council). In the Assembly, each nation, large or small, has one vote and important decisions are taken by a two-thirds majority vote.

The Assembly meets every year from September to December. Special sessions may be summoned by the Assembly, at the request of the Security Council, or at the request of a majority of UN Members.



The work of the General Assembly is also carried out by its six main committees, the Human Rights Council, other subsidiary bodies and the UN Secretariat.

(2) The Security Council

The Security Council has primary responsibility under the Charter for maintaining peace and security. It can be convened at any time, whenever peace is threatened. Member States are obligated to carry out its decisions. When a threat to peace is brought before the Council, it usually first asks the parties to reach agreement by peaceful means. If fighting breaks out, the Council tries to secure a ceasefire. It may then send peacekeeping missions to troubled areas or call for economic sanctions and embargoes to restore peace.



The Council has 15 members, including five permanent members: China, France, the Russian Federation, the United Kingdom and the United States of America. The other 10 are elected by the General Assembly on the basis of geographical representation for two-year terms. Decisions require nine votes; except on procedural questions, a decision cannot be taken if there is a negative vote by a permanent member (known as the “veto”). The Council also makes recommendations to the General Assembly on the appointment of a new Secretary-General and on the admission of new members to the UN. Many countries want to expand the membership of the Council to include new permanent and non-permanent members.

(3) The Economic and Social Council

The Economic and Social Council (ECOSOC) is the central body for coordinating the economic and social work of the United Nations and the UN family of organizations. It has 54 member nations elected from all regions. As much as 70 percent of the work of the UN system is devoted to promoting higher standards of living, full employment, and conditions of economic and social progress and development. The Council recommends and directs activities aimed at promoting economic growth of developing countries, supporting human rights and fostering world cooperation to fight poverty and under-development.



To meet specific needs, the General Assembly has set up a number of specialized agencies, such as the Food and Agriculture Organization of the United Nations (FAO), the World Health Organization (WHO) and the UN Educational, Scientific and Cultural Organization (UNESCO) and programmes such as the UN Development Programme (UNDP), the UN Children's Fund (UNICEF) and the Office of the UN High Commissioner for Refugees (UNHCR). The work of these agencies and programmes is coordinated by ECOSOC.

(4) The Trusteeship Council

The Trusteeship Council was assigned under the UN Charter to supervise the administration of Trust Territories — former colonies or dependent territories — which were placed under the International Trusteeship System. The system was created at the end of the Second World War to promote the advancement of the inhabitants of those dependent Territories and their progressive development towards self-government or independence.



Since the creation of the Trusteeship Council, more than 70 colonial Territories, including all of the original 11 Trust Territories, have attained independence with the help of the United Nations. As a result, in 1994, the Council decided formally to suspend its operation and to meet as and when occasion might require.

(5) The International Court of Justice

The International Court of Justice (ICJ) is the UN's main judicial organ. Presiding over the ICJ, or "World Court", are 15 judges, each from a different nation, elected by the General Assembly and Security Council. The Court settles legal disputes between nations only and not between individuals, in accordance with international law. If a country does not wish to take part in a proceeding it does not have to do so, unless required by special treaty provisions. Once a country accepts the Court's jurisdiction, it must comply with its decision.



The seat of the International Court of Justice is at The Hague in the Netherlands. The offices of the Court occupy the “Peace Palace”, which was constructed by the Carnegie Foundation, a private non-profit organization, to serve as the headquarters of the Permanent Court of International Justice, the predecessor of the present Court. The UN makes an annual contribution to the Foundation for the use of the building.

(6) The Secretariat

The Secretariat is made up of an international staff working at UN Headquarters in New York, as well as UN offices in Geneva, Vienna, Nairobi and other locations. It consists of departments and offices with a total staff of around 16,000, drawn from some 175 countries. Including civil staff in peacekeeping missions the total number comprises approximately 30,000 staff. Staff members carry out the substantive and administrative work of the United Nations as directed by the General Assembly, the Security Council and the other organs.

The Secretariat is headed by the Secretary-General. He is appointed by the General Assembly on the recommendation of the Security Council for a five-year term. As the chief administrative officer of the Organization, the Secretary-General directs its work. He is also responsible for implementing decisions taken by the various organs of the United Nations.

The Secretary-General may bring to the attention of the Security Council any matter which, in his opinion, may threaten international peace and security. He may use his “good offices” to prevent conflicts or promote peaceful settlement of disputes between countries. The Secretary-General may also act on his own initiative to deal with humanitarian or other problems of special importance.



There have been only eight Secretaries-General since the founding of the UN:

a) Trygve Lie	(Norway)	1946-1952
b) Dag Hammarskjöld	(Sweden)	1953-1961
c) U Thant	(Burma, now Myanmar)	1961-1971
d) Kurt Waldheim	(Austria)	1972-1981
e) Javier Pérez de Cuéllar	(Peru)	1982-1991
f) Boutros Boutros-Ghali	(Egypt)	1992-1996
g) Kofi Annan	(Ghana)	1997-2006
h) Ban Ki-moon	(Republic of Korea)	since 2007.

Group Activities:

- (1) Write the historical background of UNO.
- (2) Prepare a paragraph on UNO including its principles, objectives, members and official languages.
- (3) UNO was established to avoid wars and maintain peace and security in the world. Still, we hear the news on many nations of the world involved in raising wars time and again. What should be the possible ways to make UN fully successful to achieve its goal?
- (4) List out the major organs of UNO and draw their logo.

Presentation: All groups present their work in 10 minutes

Assignment:

- Explain the formation process and major functions of different organs of UNO.








Source: UN organs from the internet, magazines, news articles on UN organs, teachers, friends and family members.

Presentation for the next day: Group A

- A mock Security Council meeting on Israel and Palestine. Permanent members of the Security Council use veto power and some other temporary members also have their say on the issue. Finally, they decide to send the peace keeping mission to Gaza region.

Day 108 : Specialized Agencies of United Nations Organization
 Objective : To explain the contribution of each specialized agency to achieve the objectives of UNO.

Introduction:

Logo	Official Name	Abbreviation	Location	Established	Major Functions
	Food and Agriculture Organization	FAO	Italy, Rome	1945	To raise level of nutrition and improve agricultural productivity in both developed and developing countries.
	International Civil Aviation Organization	ICAO	Canada, Montreal	1947	To codify the principles and techniques of international air navigation and planning and development of international air transport.
	International Fund for Agricultural Development	IFAD	Italy, Rome	1977	To provide support to poverty in rural areas in developing countries.
	International Labour Organization	ILO	Switzerland, Geneva	1919	To provide economic and social security to the laboring class, to formulate laws regarding labor and to protect child rights.
	International Maritime Organization	IMO	UK, London	1959	To provide support to international maritime transportation in the world.
	International Monetary Fund	IMF	USA, Washington D.C.	1945	To help the member countries improve their economy providing loans to developing countries.
	International Telecommunication Union	ITU	Switzerland, Geneva	1865	To standardize and regulate international radio and telecommunication in the world.

	United Nations Educational, Scientific and Cultural Organization	UNESCO	France, Paris	1945	To provide support for international peace and security through the development of education, science and culture and to encourage countries to preserve and promote the national heritages.
	United Nations Industrial Development Organization	UNIDO	Austria, Vienna	1985	To encourage and promote industrial development in the developing countries.
	Universal Postal Union	UPU	Switzerland, Bern	1874	To provide technical support to develop postal service in the world.
	World Bank Group	WBG	USA, Washington D.C.	1945	The World Bank Group offers loans, advice, and an arrangement of resources to more than 100 developing countries in the world.
	World Health Organization	WHO	Switzerland, Geneva	1948	To provide support to improve the condition of health of the people in the world through technical support and suggestions.
	World Intellectual Property Organization	WIPO	Switzerland, Geneva	1967	To encourage the creative activities and promote the protection of intellectual property in the world.
	World Meteorological Organization	WMO	Switzerland, Geneva	1950	To establish meteorological centers to exchange the information regarding meteorology in the world.

Group Activities:

- (1) List out any 5 UN Special Agencies which are active in Nepal with their respective work.
- (2) Draw the logo of one of the UN Special Agencies which you like most and write the reasons for your liking.
- (3) Write the complete form of the following agencies and mention any one function of each:

a. ICAO	d. UPU	g. ILO
b. FAO	e. UNESCO	h. WHO
c. IMF	f. IBRD	i. ITU
- (4) Write the complete form of the following agencies and mention any one function of each:

a. WMO	d. UNICEF	g. UNDP
b. WIPO	e. IMO	h. UNHCR
c. IFAD	f. UNIDO	

Presentation: All groups present their work in 10 minutes

Assignment:

- Although Nepal has been receiving a lot of technical and financial aid from UNO and its various specialized agencies, it is not developed. Why? How would you like to systematize the cooperation extended by such organizations? Elaborate.
Source: UN in Nepal from the internet, magazines, news articles on UN agencies in Nepal, teachers, friends and family members.

Presentation for the next day: Group B

- A short skit on cooperating Nepal for the development by special agencies. The group members will present on how UNICEF, WHO, FAO, UNHCR and UNMIN have been helping.

Day 109 : Activities of United Nations Organization
Objective : To explain the works of UNO in the world and its special attention to Nepal.

Introduction:

United Nations Organization is the biggest international organization in the world. About 65000 people are working all over the world under it. Its total annual budget is over 13 billion dollars. The member nations contribute allocated amount of money to the organization. The rich and developed nations contribute more. UN Programmes are supported by rich nations providing financial aid in voluntary basis. It is such a forum where all the countries of the world tackle the world problems together. The decision of the UN is not like the decision of the government of any nation. There is no authority to punish the country but the decision taken by the UNO is the decision of majority and the countries normally follow it to avoid the bad relation with other nations. UNO has launched several programmes in the world like:

- a) Environment protection
- b) Promotion of agriculture
- c) Prevention of diseases and drug abuse
- d) Family planning
- e) Literary campaign
- f) Women education
- g) Combating AIDS
- h) Preservation of culture
- i) Human rights
- j) Democracy
- k) Justice
- l) Refugees
- m) Peace keeping



Peace Keeping:

One of the main aims of UNO is to avoid wars and maintain peace and security in the world. In this process, UN mobilizes the peace keeping force which is known as Blue Helmet. UN does not have its military forces but it requests the member states to help and provide a certain number of troops in time of need.

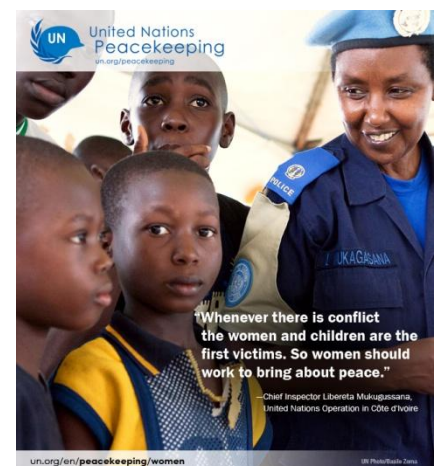


Peace Keeping Process

When a dispute becomes complicated in a part of the world, the Security Council decides to send peace keeping troops to the disputed region. A head of the peace keeping mission is appointed by the Secretary General. Then the member states are requested to send the troops, lawyers, doctors, nurses, electoral experts, mine removal experts, translators, human rights activists etc. All of them together are known as United Nations Peace Keeping Force. The troops of different nations wear their own countries uniform as directed by their officers but everyone should wear the UN blue helmet. UN requests the conflicting parties to have a ceasefire and the peace keeping force is sent to the disputed area. The Peace keeping force has several duties like:

- a) To protect both fighting parties.
- b) To clear away mine and other explosive items.
- c) To supervise elections
- d) To make sure that there is no conflict or fight.
- e) To manage food and medicine to the victims.
- f) Not to use the weapons against any party.
- g) To give continuity to the peace process.

The peace keeping force started its first mission in Lebanon called UNIFIL (United Nations International Force in Lebanon). Since then, Nepal has been sending its troops as a part of peace keeping force. Nepalese Peace keeping troops have been successful in Lebanon, India, Pakistan, Afghanistan, Iraq, Kuwait, Somalia, Kosovo, East Timor, Burundi, Congo, Sierra Leone etc. Nepalese have earned a high reputation and is the



first choice of UNO in peace keeping.

Nepalese were able to solve the 10 years long armed revolution of Maoists through peaceful manner. In return to Nepal's great contribution to international peace, UN established the UNMIN (United Nations Mission in Nepal) to help and contribute to the peace process. UNMIN started working in the year 2063 BS and ended its existence from Nepal in 2067. The first head of UNMIN was Ian Martin and the last one was Karin Lengren. It played a remarkable role to manage the weapons of Maoists and the Nepal Army both. It also helped to rehabilitate and reintegrate the people's Liberation Army of Maoists through which the peaceful and modern Nepal was possible. More than 80 percent work of peace process was completed and the Nepalese political parties did not want to extend the period of UNMIN so it was dismissed but the remaining work has been handed over to the Special Committee formed by the leaders of major political parties of Nepal. Besides this, UN has been assisting Nepal in many development activities such as:-

- a) Adult education
- b) Prevention of diseases
- c) Upliftment of women education
- d) Prevention of drug abuse and trafficking
- e) Promotion of health facilities
- f) Preservation of culture and monuments
- g) Family planning
- h) Refugee problem
- i) Promotion of agriculture and communication
- j) Protection of child rights etc.



Group Activities:

- (1) How does UNO manage its budget?
- (2) What is UNMIN? List out any 4 activities of UNMIN.
- (3) List out the major programmes of UNO in the world.
- (4) List out the areas supported by UNO in Nepal.

Presentation: All groups present their work in 10 minutes

Assignment:

- ***"Nepal plays dual role in international society. Nepalese are well known as brave warriors in one hand and in the other hand, they are peace lovers."*** Prove the statement.
Source: UN peace keeping process and Nepal from the internet, magazines, news articles on bravery exhibited by Nepalese in the Anglo-Nepal War and World Wars, teachers, friends and family members.

Presentation for the next day: Group C

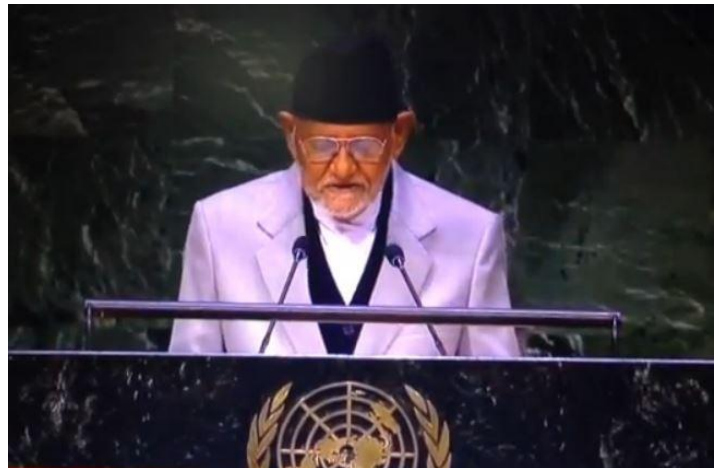
- A short skit on the process of peace keeping through UNO. Appointment of head of Blue Helmet- disputed area- UN camp - negotiation- dispute settlement between India and Pakistan.

Day 110 : International Relation and Nepal
Objective : To find out the contribution of Nepal for promoting internationalism.

Introduction:

Mutual trust, understanding, cooperation and respect among the nations in the world is known as internationalism. Some countries in the world are poor and some are rich, some are powerful and some are weak, some create problem and other solve such problem.

Nepal is a small peace loving nation. Nepal does not attack others and discourages others also attacking mankind in the world. Nepal maintains friendly relation with others and advocates peaceful manner to solve every dispute in the world. Nepal never takes the side of a military group in the war. Nepal believes in Panchashil (Neutrality, Non-interference, Respect for Sovereignty, Independence and Peaceful co-existence). Nepal is one of the members of NAM (Non -Aligned Movement).



Olympic Games started in Greece to minimize the tension among the nations and promote international friendship. This has been continued by the present generation too. International games provide a platform in which many countries come together and have health competition to promote international understanding and friendship like Beijing Olympic 2008 and London Olympic 2012 where more than 200 countries participated. Nepal has been participating in all these games to be the part of global society. Besides these, Nepal also organizes South Asian Games, SAF Championship and participates in many other regional and international games and sports.



In recognition of Nepal's contribution to international relation, Nepal was elected as the temporary member of UN Security Council twice (1969-1970 and 1988-1989). Nepal doesn't only advocate international peace but it adopts the peaceful method in every dispute like Nepal has been successful to bring a radical change in the politics through peaceful manner which is the best example for the whole world. Kul Chandra Gautam from Nepal was chosen as the deputy Secretary General of UNO.



The above activities of international society and active involvement of Nepal shows that the role of Nepal maintaining international relation is commendable.

To be edited

Group Activities:

- (1) What do the countries in the world do to promote international relations ?
- (2) Prepare a paragraph on internationalism.
- (3) Prepare a newsletter on how Nepal became an example in the world solving armed fighting between the government and the Maoists.
- (4) Explain the role of Nepal in international relation.

Presentation: All groups present their work in 10 minutes

Assignment:

- **Why do we need international relations? List out any 10 reasons.**

Source: International relation and Nepal from the internet, magazines, news articles on the contribution of Nepal in the establishment of international relations, teachers, peer discussion, friends and family members.

Presentation for the next day: Group D

- A short skit on a country that does not have good relation with other nations. The country does not care for others and in turn, other nations do not export/import and no help is extended to the country. The country people regret and finally the government of the country request international community to cooperate.

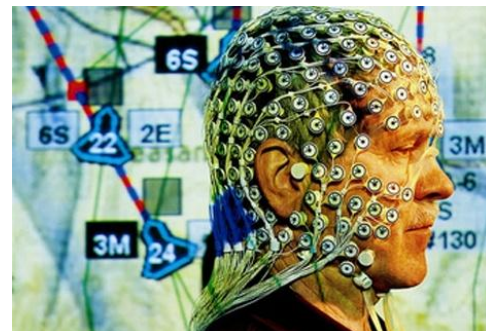
Day 111 : Latest Development, Technologies and Discoveries in the World
Objective : To be aware of the science and development and change ourselves according to the changing pace of society.

Introduction:

Science and Technology explores the complex social, ethical, political, and



cultural relationships among scientific knowledge, technological development and society as a way of understanding how society can responsibly maximize the benefits of scientific inquiry and technological



innovation. We can achieve this by teaching interdisciplinary research and problem-solving skills through collaborative, hands-on projects and

service learning. Increasingly we as a society will have to deal with emerging technical issues or new scientific ideas in our daily lives, including most professional settings today. Robotics, genetic engineering, nanotechnology, geo engineering, information and communication technologies, and cognitive enhancement are only handful of emerging science and technologies that are increasingly part of our lives. As we move deeper into the twenty-first century and our emerging technologies are becoming increasingly interconnected, pervasive, and powerful, with ever greater global implications, it is important that we have a more extended view of the consequences of how our daily lives are effected by and effect these trends. Only through foresight will we be able to maximize the benefits of scientific inquiry and technological innovation.



Technology as an academic subject

Technology and design lessons allow children and teenagers to be creative while also developing new skills and grasping an understanding of how things work. Technology education can provide students with a wealth of information and knowledge, which they can then use in the future to pursue a related career or simply as a subject of interest and intrigue. Technology is an increasingly significant part of the society children are growing up in today, so it is only natural that they should learn about the appliances and systems they rely on a daily basis. Technology, like science, also inspires students to think and form questions based on what they see and learn; this leads them to want to gain further knowledge and understanding which they are then able to pass onto others.

In Bloom! Plankton Swirl Spotted from Space!

From miles above the Earth, a plankton bloom off the coast of Alaska looks like a giant swirl of pearly green and blue paint.

Captured in a satellite image that NASA released Friday (Jan. 9), the milky green and light blue swirls in the image are dense patches of phytoplankton in the ocean, including some that have scales made of calcite, making them appear white in the image. NASA's Landsat 8 satellite captured the image of the region near Alaska's Pribilof Islands on Sept. 22, 2014.

Phytoplankton form the base of the marine ecosystem and provide food to many different kinds of marine life. Near Alaska, huge blooms in the Bering Sea begin growing during the spring, after the winter ice recedes and more nutrients are available near the surface of the water



Smart Defense: NFL Fans Will Help Test Earthquake Warning System!

Want a side of science with your sports? Tune in to a Seattle Seahawks game this NFL playoff season. Seismologists will be tracking the shimmies and shakes of Seattle's Century Link Field in order to test their earthquake early-warning system.

"It's a silly experiment that gives us a chance to work on our equipment," said John Vidale, a professor at the University of Washington and director of the Pacific Northwest Seismic Network (PNSN).

Vidale and his colleagues at the U.S. Geological Survey and other universities are developing a system called ShakeAlert, with the goal of giving residents in earthquake-prone areas a few seconds' warning before potentially deadly shaking starts.

The facilitator and the students can collect news and views through newspapers, magazines, internet, television, radio etc. on latest development, inventions, discoveries, major political changes and their effects in human beings. Collected news items should be discussed in the class and each student will list the major happenings in the world.

Day 112: Preparation for the Evaluation (Review of the Unit)

(The students find the solutions of each of the following questions. The facilitator just supervises and extends his/her helping hand if they are really confused in any question)



1. List out the organs of UNO and explain any one of them.
2. Prepare any 4 model questions which can be asked to the Secretary General of UNO regarding the current affairs.
3. Terrorism is a global problem. How can it be tackled? Give any 4 suggestions.
4. What is UNMIN? Mention its functions in Nepal.
5. UNMIN was partly successful and unsuccessful for maintaining peace in our country. Justify.
6. Write any 4 causes of the establishment of UNO.
7. Do you hear the news about international wars these days? What are the reasons for international wars?
8. What is veto power? Who exercise this power in UNO? Write its importance. Why is it given to these nations only?
9. Write any 4 special agencies of UNO working in Nepal with their functions.
10. If you were appointed as the Secretary General of UNO, what programmes would you like to launch in Nepal?
11. How is the Security Council of UNO formed? Write the functions of the Council.
12. Do you like Nepal sending its army to the peace keeping force or not? Write with reasons.
13. How has Nepal proved that it is fully committed to maintain international understanding, peace and cooperation in the world?
14. Make a news article on any one space travelling.
15. Write a thanking letter to the Secretary General of UNO highlighting its role maintaining permanent peace in Nepal.
16. When was UNO established? Write the historical background of its establishment.
17. What do you mean by UN Special Agencies? Write any 3 of them with their respective functions.
18. Evaluate the functions of UNMIN.
19. Mention any 4 bases of Nepalese foreign policy.
20. What is Atlantic Charter? How did it help to establish UNO? Justify it in 4 points.
21. Is the role played by UNO for maintain peace in the world sufficient? If yes, how? If not, what should it do? Present your logic.
22. When was UNO established? Write name and contribution of two personalities in its establishment.
23. Games and sports can play a vital role to maintain peace, cooperation and understanding in the world. Justify the statement with your logic.
24. Analyzing the present situation, the possibility of third world war is looming. What measures should the UN take to negate the danger and maintain peace and security in the world? Present your views.



Day 114: Quiz from the unit: (This quiz will get 5% of the total credit in the upcoming monthly evaluation)



Question for Quiz

1. What do you mean by Atlantic Charter?
2. Name the leaders who signed the Atlantic Charter.
3. When was the Atlantic Charter signed?
4. Where was the Atlantic Charter signed?
5. When did the representatives of 26 states sign the declaration of UNO?
6. When did the representatives of 50 states sign the charter of UNO?
7. When was UNO formally established?
8. Where is the headquarter of UNO?
9. What are the objectives of UNO?
10. Name any 2 major principles of UNO.
11. What are the official languages of UNO?
12. Name the major organs of UNO.
13. How many members are there in UN General Assembly?
14. How many members are there in UN Security Council?
15. Name the permanent members of UN Security Council.
16. How many members are there in International Court of Justice?
17. How many members are there in UN Trusteeship Council?
18. How many members are there in UN Economic and Social Council?
19. What is the main work of UN General Assembly?

20. What is the main work of UN Security Council?
21. What is the main work of UN Economic and Social Council?
22. What is the main work of International Court of Justice?
23. What is the main work of UN Trusteeship Council?
24. What is the main work of UN Secretariat?
25. Who is the present Secretary General of UNO?
26. What is the complete form of ILO?
27. What is the complete form of FAO?
28. What is the complete form of UNESCO?
29. What is the complete form of ICAO?
30. What is the complete form of UNIDO?
31. What is the complete form of WIPO?
32. What is the complete form of WHO?
33. What is the complete form of UNICEF?
34. Name the organ of UNO that appoints the Secretary General.
35. For how many years is a Secretary General appointed in UNO?
36. What do you mean by the peace keeping force of UNO?
37. What is the peace keeping troop of UNO called?
38. Tell any 3 responsibilities of Peace Keeping Troops.
39. For what purpose do the Peace Keeping Troops use their weapons?
40. What is the complete form of UNIFIL?
41. Name any 5 countries where Nepalese peace keeping troops were successful.
42. What is the complete form of UNMIN?
43. Tell any 4 works of UNMIN.
44. Where did the Olympic Games begin from?
45. When was Nepal elected as the temporary member of UN Security Council?
46. Name the personality of Nepal who was appointed as the Deputy Secretary General of UNO.
47. What is the complete form of NAM?
48. What types of countries are the members of it?
49. When was "Danfe" the Nepali Aircraft successfully operated in Pokhara?
50. How does UNO manage the fund for its activities?

Day 115 & 116: United Nations Mock Conference

Countries participating: 8 to 10

Topic for discussion: Ebola Virus and its effects in the world

Classroom/stage setup: semi-circle

Guest of honor: Principal, Teachers and some UN related officials (if possible)

Audience: classmates/whole school

Chairperson of the meeting: Secretary General



Each delegate gives a brief introduction of his/her country and emphasizes on the given topic. Finally, the Secretary General compiles the points and circulates it to all the delegates to approve it and take necessary steps to control spreading Ebola virus in the world

On the first day, all students research on the topic and find about their respective countries. Rest of the other students helps their friends collecting required and relevant information. The facilitator, with the help of the school administration, prepares the required things for the next day conference.
