

## **Outline History of Nepal**

**Teaching hours: 150**

### **Course Description**

This course has been designed to make the student familiar with the historical development of Nepal from the ancient to the modern period. It has four units and thirteen sub-units. The first unit of this course is Ancient and Medieval Nepal. This unit has three sub-units. The first sub-unit entitled An Introduction includes topics like sources of Nepali history, Origin of the name "Nepal", Gopala, Mahispala, Kirata, Sakya of Kapilvastu and Videhas of Janakpur. There are different sources of the history of ancient and medieval Nepal. The Epigraphy, Numismatics, Art and Architecture's, Foreign Accounts, Chronicles, Contemporary Literature, Religious texts, Manuscript, Thyasaphu, Folk Tale, Folk songs, Historical Documents are the most authentic sources of the history of ancient and medieval Nepal. Different views have been expressed on the origin of the word Nepal. These views are primarily based on the interpretation of language, places, Tribes, religion etc. The Gopala, Mahispala and Kirat were the most prominent tribes of ancient Nepal. Similarly the Sakyas of Kapilvastu and Videh as of Janakpur were the two ancient dynasties having their own kingdom in the Terai Region.

The second sub unit of this course includes the contributions of Kings Mandeva, Amsuvarma and Narendra deva in the field of Administration, Society, Economy and Religion during Licchavi period. Until recently the Changunarayan Inscription of Mandeva I was regarded as the first historical document but the inscribed stone image of King Jayaverma dated sambat

157 (?) is now older than the Changu Inscription. The Changu Inscription is more elaborate than the Jayaverma inscription. It describes the conquest of Mandeva I up to Mallapuri in the west of Gandaki river and Kirata Pradesh in the East. Amsuvarma was the first king of ancient Nepal who described himself as *Maharajadhiraja*. Narendradeva was the first Licchavi monarch who secured his lost territory from the Guptas with the help of Tibet and ruled very efficiently and smoothly. He brought several timely reforms.

The Licchavi period is called the Golden Age because of its glorious progress. The administration of the state was fairly well organized. The structure of Society was highly developed. There was religious harmony in the society. The economy of the country was prosperous.

The third sub-unit entitled Malla or Medieval period of Nepalese History includes an introduction to Nepal Mandala. The Simraungarh and Khasa kingdoms, contributions of Jayasthiti Malla, Yaksya Malla, Bhupatindra Malla, Pratap Malla and Siddhinarsingh Malla. The role of religion in society and polity of the time has also been mentioned in this sub unit. This deserves special treatment from the teachers.

During the early medieval period Nepal was divided into three kingdoms. These three kingdoms were Khasa kingdom in west, Karnatak in the south and Nepal Mandala in the Middle of Nepal. Simraungarh was one of the famous kingdoms in Nepalese Terai. It was also called Karnatak of Tirhut. Nanyadev was the founder of this kingdom. The Khasa Malla kingdom was extended up to Trisuli in the East, Garhwal in the west, Mansarovar Lake in the North and Terai in the South. Nepal Mandala was also called the Kathmandu Valley kingdom. The kingdom was also ruled by the Malla kings. Jayasthiti Malla and Yaksya Malla were the most popular monarchs among the Mallas in the Nepal Mandala. After the death of Yaksya Malla,

Nepal Mandala was not well united and gradually it was divided into three kingdoms such as Kantipur, Lalitpur and Bhaktapur. But the teacher must make the point clear that it was not Yaksha Malla who himself divided the kingdom as argued in some documents. The division came much later. Pratap Malla of Kantipur, Siddhinarsingh Malla of Lalitpur and Bhupatindra Malla of Bhaktapur were the most respected kings of Medieval Nepal. They did every thing possible to improve the social, cultural and economic condition of the people during their time.

This is to be noted that there was religious tolerance in the kingdom. The kings were Hindu but they respected other faiths such as Buddhism, Islam and nature worship.

The second unit of this course entitled 'Unification of Nepal' includes topics and subtopics like the role of Prithvinarayan shah and his successors. This topic covers the period upto Anglo Nepal war 1814-16. The task of unification was completed by Rajendra Laxmi, Bahadur Shah and Bhimsen Thapa respectively after the death of Prithvinarayan Shah. The sub unit entitled foreign relations covers the topics like causes and effects of Nepal East India Company War 1814-16 and Nepal-Tibet Relations 1788-92. Because of the expansion the kingdom of Nepal touched East India Company's territory. Hence the conflict started between these two countries. The result was not in favour of Nepal. The Treaty of Sugauli was signed between Nepal and East India Company in 1816. Nepal has to lose her territory. The relations of Nepal with Tibet and China was very cordial from the time immemorial. She has to mint coins for Tibet during Medieval period. However, after the unification of Nepal Tibet refused to receive Nepalese currency. Hence, there was a war between Nepal and Tibet in 1791. Finally, in 1792 the treaty of Betravati was signed between Nepal and Tibet.

The reforms of Prime Minister Bhimsen Thapa and the political instability (1837-1846) have also been included in this subunit.

Bhimsen Thapa was the first Prime Minister of Modern Nepal who introduced reforms in social, economic and administration sectors. However, after the fall of Bhimsen Thapa in 1837 political instability started. This led to family dispute and violence. However, this process of instability was checked by Prime Minister Mathabar Singh Thapa for the time being. In 1845 he was also murdered mercilessly by his nephew Janga Bahadur. Even after the assassination of Mathabar Singh Thapa, the political instability continued until the rise of Janga Bahadur in 1846.

The third Unit of this course entitled 'The Rana Regime' includes sub-unit and topics like Rise of the Ranas, social, economic and educational reforms during the Rana period, Internal Politics including Assassination of Ranaudip Singh, Expulsion of Deva Shamsheer, Expulsion of C class Ranas and Abdication of Juddha Shamsheer. The sub unit entitled Democratic Movement includes the role of political parties such as Prachanda Gorkha, Praja Parishad and Nepali Congress in the Revolution of 2007 and collapse of the Rana regime.

Jang Bahadur Rana was responsible for the establishment and the rise of hereditary rule of Rana oligarchy after the Kot Massacre in 1846. After the death of Jang Bahadur Rana, the first Rana Prime Minister, his brothers and nephews ruled for one hundred and four years. So many changes were brought in social, economic and educational field during the Rana rule in Nepal. However, peace could not be maintained even during the Rana rule. Ranauddip Singh, the brother of Jang Bahadur Rana and then Rana Prime Minister was killed by his own nephew and sons of Dhir Shamsheer,

the youngest brother. The noble Rana Prime minister Dev Shamsheer was expelled after short period of his rule by his own brother Chandra Shamsheer. The Rana Prime Minister Chandra Shamsheer classified Rana family into A, B, C groups. It was done to deprive B and C groups from the role of succession of Prime Ministership. The Rana Prime Minister Juddha Shamsheer expelled B and C groups of Rana from the country. Juddha Shamsheer had also to abdicate his Prime Ministership in favour of his nephew Padma Shamsheer.

The Rana oligarchy was challenged by educated Nepalese youths. They formed political parties secretly prominent among them were Prachanda Gorkha, Prajaparishad and Nepali Congress. They started democratic movement in 2007 B.S. against Rana dictatorship. As a result Rana rule was collapsed forever during the reign of the last Rana Prime Minister Mohan Shamsheer.

The Varna and caste system of Nepal was based on occupations Jayasthiti Malla also followed this principle while dividing Newar society into different caste and/or occupational groups. Formerly there was no room for Varna and Caste system in Buddhism but after the division of Buddhism into Mahayana, Hinyana, Vajrayana, Tantrayana, etc. the varna and caste system also developed the hierarchical structure accordingly.

Respect towards other religion, caste and creed and harmony among faiths is called the syncretic tendency. Nepalese society adopted this tendency from the beginning of its history. Nepalese rulers had also helped to develop this tendency among the people.

The word Guthi is derived from the term Gosthi used in ancient period in Nepal context. This social organization used to help people in many ways. But now a days this term has been used in a narrow sense limited to the land system and religious performance.

The Thakali is the chief of the social organizations. He controls and supervises the social and ritual activities of the related ethnic groups and community he belongs to. Everybody in the society follow his instructions.

The Kipat is the land occupied by certain ethnic groups. Limbu in Eastern Nepal and some other communities in western Nepal also occupied Kipat land for their contribution for the development of the Nation.

The unit also has modern social institutions such as the Rotary Club, Maiti Nepal, and the Lions Club International. A general study of these organizations is required in order to assess their role in society and make the students familiar with this role.

Maiti Nepal is now actively involved in eliminating the social evils such as the girls trafficking and related problems.

The Rotary is an organization of business and professional leaders united worldwide who provide humanitarian service, encourage high ethical standards in all vocations, and help build goodwill and peace in the world. Rotary is the worlds first service club. The first Rotary club was founded in Chicago, Illinois, USA on 23<sup>rd</sup> February 1905. The Lions Club is also a growing and popular social organization like the Rotary Club. Both of them have been involved in various social service activities in Nepal.

The last sub-unit of the last unit entitled Elementary Method of Social Survey includes two different topics related with the research methodology such as generate data through secondary sources and generate data through Interviews. Books, Periodicals and Newspaper are included as secondary sources whereas the topics like questionnaire design- objective subjective

type of questions and interviews with informants, and Rapid/Participatory Rural Appraisal (RRA/PRA) and Focus Group Discussion (FGD) are included as primary sources.

### **Overall objectives of the course**

After the completion of this course the students will be able to:

- analyse the sources of the history of Nepal
- discuss the origin of the name Nepal,
- describe the history of Gopalas, Mahispalas, Kiratas, Sakyas of Kapilvastu and Videha of Janakpur
- identify the contributions of Mandeva, Amsuvarma and Narendradeva in the history of ancient Nepal.
- state the structure and functions of Lichchavi Administration, Society, Economy and Religion.
- give an account of Nepal Mandala, Simraungarh and Khasa kingdom in medieval period,
- examine the contribution of kings Jayasthiti Malla, Bhupatindra Malla, Pratap Malla and Siddhinarsingh Malla in the history of medieval Nepal,
- identify the role of religion in the medieval period in Nepal,
- assess the role of Prithvinarayan Shah and his successors in the unification of Nepal up to 1816,
- review the diplomatic relations of Nepal with India, Tibet and China,
- analyse the causes and effects of Nepal East India Company War 1814-16 and Nepal-Tibet and China relations 1788-92,
- evaluate the social, economic and administrative reforms of Bhimsen Thapa,

- explain the scenario of the political instability from 1837 to 1846 in Nepal,
- analyse the causes of the rise of the Ranas,
- justify the social, economic and educational reforms during the Rana period,
- review the circumstances leading to the assassination of Ranaudip Singh, expulsion of Dev Shamsher and C class Ranas and abdication of Juddha Shamsher,
- analyse the causes, events and results of the Democratic Movement of 2007 B.S.
- assess the role of Prachanda Gorkha, Prajaparisad and Nepali Congress in the Revolution of 2007 B.S.
- enumerate the factors responsible for the collapse of the Rana regime,
- explore the emergence of social institutions to fulfill human needs,
- review the Varna and caste system among the Buddhist and syncretic elements in Nepalese society,
- identify institutionalization of social work and community development including traditional Nepali-Guthi, Thakali, Kipat, Rotary Club and major INGO's (CARE and PLAN international),
- use elementary method of social survey to generate data through primary and secondary sources such as interviews (questionnaire design-objective, subjective intensity, Rapid Rural Appraisal) and Books, periodicals Newspapers, etc.

# Unit One

## History of Ancient and Medieval Nepal

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Teaching hours: 45

### 1. An Introduction to the Unit

This unit covers the wide range of study area in ancient and medieval history of Nepal with an introduction in the beginning. The introductory part includes the discussion on the sources of Nepali history, origin of the name Nepal, Gopals, Mahispalas, Kiratas, Sakyas of Kapilvastu and Videhas of Janakpur. The Licchavi period in ancient Nepal highlights the contributions of Mandeva, Amsuvarma and Narendradeva along with the Licchavi civilization such as their administration, society, economy and religion. The Medieval period in this unit includes an introduction to the Nepal Mandala, Simraungarh and Khasa kingdoms along with the contributions of Jayasthiti Malla, Yaksya Malla, Bhupatindra Malla, Pratap Malla and Siddhinarsingh SMalla.

The role of religion in the Medieval period has also been included in this unit as a separate topic.

### 2. Pre-requisites

A generalized knowledge of the history of Nepal at the secondary school level will be useful to grasp the course content at this level.

**3. Objectives, instructional materials instructional strategies and period allocated**

<b>3.1 Objectives of the unit</b>	<b>3.2 Instructional Materials</b>	<b>3.3 Instructional Strategies</b>	<b>3.4 Periods Allocation</b>
After the completion of the unit the student will be able to-			
a) analyse the sources of the history of Nepal	Handouts, map of Nepal	Lecture and discussion methods.	3
b) Justify the origin of the name Nepal	specimen of the inscription, icon, coins,etc. of ancient Nepal handouts	Lecture method should be following by question and answer session.	3
c) describe the history of Gopalsas, Mahispalas, Kiratas, Sakyas of Kapilvastu and Videhas of Janakpur	Picture of historical monuments, handouts, map of Nepal showing historical sites	Group discussion and presentation	8
d) explain the contributions of Manadeva, Amsuvarma and	Specimen of the inscription of Manadeva, Amsuvarma and	<b>Role playing</b> students will describe the contribution of	5

Narendradeva,	Narendradeva	Mandeva, Amsuvarma, Narendradeva	
e) describe the administration, society, economy and religion of Licchavi civilization	Handout, chart showing the achievement of Licchavis	<b>Group discussion and presentation</b>	8
f) give an introduction to Nepal Mandala Simraungarh and Khasa kingdom	Map of Nepal, handouts	<b>Demonstration and discussion by group of students</b>	7
g) discuss the contributions of Jayasthiti Malla, Yaksya Malla, Bhupatindra Malla, Pratap SMalla and Siddhinarsingh Malla	Pictures of historical sites and monuments, handouts	Project method: students will be asked to prepare maps of historical sites	6
h) identify the place of religion in the medieval period	picture of religious sites and deities	<b>Group discussion and presentation</b>	5

#### **4. Description of the content**

Introduction to the sources of the history

**Epigraphy:** Epigraphy is regarded as the most authentic source in the history of Nepal. The Changuarayan Inscription is one of the few oldest epigraphic records of Nepal. But as said elsewhere King Jayaverma's inscribed stone image dated sambat 157 is even older than the Changu inscription. Manadeva I, the first historical Licchavi monarch, erected a pillar inscription in Changu to commemorate his victory in the west and the east parts of Nepal in fifth century A.D. This inscription mentions the date of the rule, conquest, religion, expansion, custom and traditions. Besides the Changuarayan Inscription more than two hundred inscription have already been published so far by many Nepalese as well as foreign scholars. The inscriptions of Medieval and Modern Nepal are found scattered all over the kingdom. These important documents are not only in stone but also inscribed in copper, golden and wooden plates. They are also called epigraphy. Different types of scripts are being used as sources of writing the history and culture of Nepal.

The subject teacher could take the students to some sites such as Changu, Pashupatinath shrine or to the museums where such inscriptional records are preserved. This kind of excursion will give the students first hand knowledge of the person under discussion, the nature and content of the records, and the style and variety of the alphabets and writing systems.

#### **Numismatics:**

Another important source of Nepalese history is Numismatics, that is, the study of coinage. In ancient Nepal the coins were made of gold and silver in ancient period. Now also they are not available especially in the numismatics

museum. However, in Nepal only copper coins of the Licchavi period are found. For example, the Mananka is the oldest coin of Mandeva I. This coin mentions the name of queen Bhogini, the wife of Manadeva I. Beside Mananks other coins called Gunanka, Sreyansu Vaisravana, Vrisa, Pasupati were also in circulation during the Licchavi period of ancient Nepal. These coins bear the name of the king, queen, god and goddesses, date etc. Their floral and other designs are equally important from artistic point of view. In the medieval period, silver coins with well prepared weight, alloy, and denomination came. Malla kings were fond of minting their coins. But only few coins are found from the Thakuri period and none from the early Malla period. We find coins from the time of Mahendra Malla to the time of the fall of the Mallas.

### **Chronicles**

The Chronicles or Vamsavalis are valuable sources of information for the study of Nepali history. Many chronicles are available in Nepal. The Gopalrajvamsavali is the earliest and most reliable of all the chronicles compiled in the medieval period. The first half of this chronicle is written in Sanskrit and the second half is in medieval Newari. The chronicles mention the name of the dynasty of the ruler, main events, religion etc in a sequential order.

The **Thyasaphu or diary** also are very helpful in studying the history of Nepal.

### **Art and Architecture**

The description about Managriha, Kailaskuta Bhawan and Bhadradhivas in Foreign and National accounts help us to know the architecture of ancient Nepal. The Tang Annals gives detail account of Nepalese Art and

Architecture. The sculptures of ancient Nepal are also the valuable sources of ancient Nepal. Many artistic temples, stupas and palaces built during medieval period still exist to tell its past history.

### **Foreign Accounts:**

The Chinese as well as Indian travelers visited Nepal in ancient period and wrote many interesting notes in their accounts. Father Giuseppe de Rovatos was the first European to write on Nepal. His article was later translated by Sir John Shore as "An Account of the Kingdom of Nepal" and published in Asiatic research Calcutta in 1790. Col. Kirkpatrick was the first European to write a book on Nepal. After him so many foreign as well as Nepalese scholars shed light on Nepalese history. These are the valuable sources of the history of Nepal.

### **Other Sources:**

Folk tales, legends, myths, folk songs, customs and oral as well as other traditions are also valuable sources of Nepalese history.

## **2. Origin of the name "Nepala"**

Different people have different opinion about the origin of the name 'Nepala'. The language, race, place and religion have become the basis of their argument. The origin of the name 'Nepala' is as old as the history itself.

## **3. Gopala**

The Gopals were the first migratory and nomadic tribe to settle in the valley of Kathmandu. They were also regarded as the first ruling dynasty of ancient Nepal. According to Kirkpatrick eight kings of the Gopala dynasty

ruled four hundred and ninety one years. After that the Abhir dynasty from Terai ruled in the Valley kingdom.

#### **4. Mahisapala**

The Abhiras were also called Mahispala (buffalo-herders). Bhulsingh was the first ruler of this dynasty. He ruled forty-nine years and he was succeeded by Jaya Singh. Jaya Singh ruled twenty-one years. After the death of Jaya Singh, Bhuwan Singh ruled forty-one years. He was the last ruler of this dynasty. During the rule of Mahispal dynasty Nepalese territory expanded up to Dudha Koshi in the east, Trisuliganga in the west, Nilkantha hill in the north and Chitlang in the south.

#### **5. Kirata**

The Kiratas from the east defeated Bhuwan Singh in the battle and ruled for more than one thousand years in the Kathmandu Valley. Yalumber was the first king of Kirat dynasty. Yalumber, Humati, Jitedasti, Sthunko and Gasti were the most popular kings of Kirata. The Kirata civilization is regarded as the basis for the social, religious, economic and political development of ancient Nepal.

#### **6. Sakyas of Kapilvastu**

The kingdom of Kapilvastu was existed west in the Nepalese Terai in ancient period. The Buddhist Texts entitled "Dighanikaya and Sumangal" mention the story of Sakyas and Sage Kapilmuni. The story goes like this. The prince and princes of Kossal were forced to leave the country by their father to offer the throne to the prince of minor queen. The exiled prince and princes came to the place of Kapilmuni. They cleared the forest of Saka tree and settled

there. They were named after Saka tree as Sakya. This place was called Kapilvastu in the name of Kapilmuni.

The kingdom of Kapilvastu was extended up to river Rohini in the east, Rapti river in the west, Himalaya in the north and Pava Kushinagar in the south.

Lord Gautam Buddha was the prince of the kingdom of Kapilvastu. He was the son of King Suddhodhana and Queen Mayadevi.

Chinese travelers Yuan Chwang and Fa Hien visited Lumbini and Kapilvastu.

## **7. Videhas of Janakpur**

The ancient kingdom of Videha was also called Mithila and the inhabitants of this place were called Maithil.

Mythological study reveals many interesting stories about the kings and queens of Videha. The epics like Balmiki Ramayana, Vishnu Purana, Markandeya Purana, etc. also mention a lot about Videha and Mithila.

The kings of Videha belonged to Suryabansi (Sun or Solar) dynasty. The most prominent among them were Harishchandra, Sagar, Dilip, Raghu, Dasrath and Ram. King Janak established the kingdom of Mithila and Janakpur as its capital. Sita the daughter of Janak married to Ram, the son of Dasaratha the king of Ayodhya. It is said that the word Janak was the name of the dynasty and Janaka, the father of Sita, was the twenty-fourth king in the line of Janak.

The Mithila civilization was famous for its wisdom, literature, religion and tolerance. Women education was common practice in Mithila. The council of erudite was called Brahmavadini, the learned women like Gargi Bachaknavi was one of the members of the Brahamavadini. Gargi had long philosophical discussion with sage Yajyabalka in the court of Janak. Maitreyi, the wife of Yajrabalkya had a long discussion on philosophy with her husband. She cared not for earthly riches, but for spiritual immortality and asked her husband to suggest means to that end.

## **2. The Licchavi Period**

### **Manadeva I**

King Manadeva I was regarded as the first historical king of Nepal. The Changu Narayan and other Licchavi inscriptions give detail information of Mandeva I. His coin Mananka reveals many important information about his rule.

#### *The contribution of Mandeva was as follows*

- Conquest on Mallapuri and Kirata states
- Construction of the palace called Mangriha
- Tolerance in religion affairs
- Development of economy
- Development of education
- Development of arts

### **Amsuvarma**

King Amsuvarma was the most enlightened ruler of the Licchavi period. He joined the service as a feudatory to the Licchavi King Shivadeva and later on

he succeeded to occupy the throne after the death or abdication of the king. However, his throne was not inherited by his heirs.

*The contribution of Amsuvarma was as follows:*

- Licchavi period was called golden period because of his reforms
- Foreign policy (Nepalese relations with India and Tibet) was balanced.
- Administrative Reforms (structure of Central and Provincial government)
- Local self Government (Panchali)
- Social reforms (varna and Caste system), economic prosperity
- Construction of Kailashkutabhawana
- Religious reforms
- Education
- Economic reforms (land, agriculture, trade, industry, commerce and taxation)

### **Narendradeva**

After the death of Amsuvarma, Udayadeva succeeded the throne of Licchavi dynasty. But after a short while he was removed by his brother Dhruvadeva with the help of Guptas of Nepal. Udayadeva and his family took asylum in Tibet. Udayadeva died in Tibet. His son Narendradeva with the assistance of Tibet removed his uncle. Dhruvadeva from the throne and rejoined his ancestral throne. Tang annals clearly describes this event in its account. The contribution of Narendradeva may be analysed as follows:

- End of the dual government
- Decentralization of the administration

- His relation with China and Tibet
- Construction of Bhadravivasha bhawana
- Social reform
- Religious tolerance
- Arts, crafts

### **Licchavi Civilization**

The Licchavis as a tribe are no more in Nepal. But their past glorious history still exists in Nepali soil as a historical record of import. We can see the legacy of the Licchavi rule in Administration, Economy and Religious even long after the end of the Licchavis.

### **Licchavi Administration**

- Strong Monarchy
- Structure of central government
- Power and functions of central government
- Foreign Policy
- Structure and function of Provincial Government
- Judiciary
- Local-Self government (*Panchali*)
- Legacy or Licchavi Administration

### **Social life in the Licchavi period**

- Family structure
- Varna and caste system
- Status of women

- Practice of sati system
- Education
- Art and Architecture

### **Economic Life of the Licchavi period**

- Land ownership system (division of land in Raikar, Birta and Guthi land system)
- Agriculture (farming and Animal husbandry)
- Irrigation (Tilak) system
- Trade and Industry
- Currency (Mananka, Gunanka, Sri Ansu, Pasupati etc.)
- Taxation (Bhoga, Bhaga and Kara were the three types of taxes during the Licchivi period)
- Restriction on the export of commodities

### **Religion in the Licchavi Period**

- Religious tolerance
- Saivism
- Buddhism (Hinyana, Mahayana, Vajrayana)
- Construction of temple, stupas and vihara

## **3. The Malla**

### **An Introduction to Nepal Mandala**

During the early Medieval period Nepal was divided into three kingdoms. These three kingdoms were Khas kingdom in west, Karnatak in south and Nepal Mandal in the centre. The real cause of the division of Nepal into

three kingdoms is not known. It may be because of the weak central government or lack of transport and communication. The greater Nepal was divided into small parts.

There are a lot of unsolved confusions in the early history of medieval Nepal. The duplication of the names within the same chronicles makes the writing of history more complicated. However, the period between the fall of the Licchavi and the rise of the Malla may be regarded as the Dark Age in Nepalese history. The authentic history of medieval Nepal begins with the coming of the Malla dynasty.

Ari Malla (1200 – 1216 A.D.) is regarded as the first Malla king of Nepal Mandala. He acquired the throne after the fall of the Tahkuri king Vijyakamdeva.

### **Simraungarh**

The kingdom of Simraungarh was also called Karnatak of Tirhut. The word Tirhut is derived from the word Tribhukta i.e. the country on the bank of the river. Some writers argue that the ancient kingdom of Videha in Mithila was the kingdom of Karnatak of Trihut in medieval period. They are of the opinion that Simraungarh was the capital of Karnatak of Tirhut. It may be possible that Simraungarh was the name of the country as well as the capital. Simraungarh was also called Simarabangadh. It was so called because the country was like fort in the middle of the forest.

King Nanyadeva was regarded as the founder of the kingdom of Simraungarh. The people of this kingdom were called Doya. Therefore this country was also called the Doya kingdom. During the rule of Nanyadeva

the Doya army attacked Nepal Mandala but they were badly defeated by the army of Shivadeva, the king of Nepal Mandal in medieval period.

### **Chronological Chart of the kings of Simraungarh**

<b>S.N.</b>	<b>Name of the Kings</b>	<b>Reign Year A.D.</b>
1.	Nanyadeva	1097-1135
2.	Gangadeva	1135-1148
3.	Narsinghdeva	1146-1201
4.	Ramsinghdeva	1201-1288
5.	Sakti Singhdeva	1288-1304
6.	Bhupalsinghdeva	1304-1304
7.	Harisinghdeva	1304-1326

Harisinghdeva was the seventh king of Simraungarh. Simraungarh was destroyed by the army of Sultan Gayasuddin Tugluk of Delhi while he was returning from Bengal. Harisinghdeva with his wife Devaldevi, son Jagatsingh Kumar and minister Chandeshwar fled to the north. Harisinghdeva died on the way to Dolakha and his wife Devaldevi and son Jagatsingh took asylum in the court of Rudra Malla of Bhaktapur.

### **Khasa Kingdom of Sinja, Jumla**

The Dullu Pillar Inscription of Prithvi Malla is regarded as the most authentic source of the history of Karnali basin of Khasa kingdom. Besides this many copper and golden plates and other literary texts found in western part of Nepal are equally important as the sources of the history of Khasa kingdom. Professor G. Tucci and Yogi Naraharinath are credited much for the exploration of Dullu inscription and other sources of this region.

Nagraj was the founder of Khasa kingdom of western Nepal. Besides Nagraj Krachall, Ashok Challa, Jitari Malla, Ripu Malla, Aditya Malla, Punya Malla, Prithvi Malla were the most popular Malla kings of the Khasa kingdom. The Khasa kingdom reached the height of its power during the rule Prithvi Malla. Sija, the capital of Khasa kingdom become the centre of learning and the place of the origin of the Nepalese language Sakunmaya, the mother of king Prithvi Malla, was noble and wise queen of Khasa kingdom.

After the death of Prithvi Malla, the Khasa kingdom was divided into small units. The principalities of Baise and Chaubise are the outcome of the fall of greater Khasa kingdom of western Nepal.

The Khasa kingdom will be remembered in the history of Nepal for its achievement in the following sectors:

- Administration
- Social structure
- Religious tolerance
- Cultural enhancement
- Art and architecture
- Language and literature
- Economic development

The teacher should dwell on these issues in a very simple style using reliable materials as far as possible.

A brief survey of the Baisi Principalities of Karnali Basin

- Emergence of the Baisi states
- Survey of the main Baisi states
- Fall of the Baisi states

A brief survey of the Chaubisi principalities of Gandaki Basin

- Emergency of the Chaubisi states
- Survey of the main Chaubisi states
- Fall of the Chaubisi states

### **Contribution of Jayasthiti Malla**

Devaldevi, the queen-mother in the court of Bhaktapur arranged the marriage of Jayasthiti Malla with the Princess Rajalladevi daughter of Jagatsingh and Nayakdevi. After that he took the title of Malla from the family of his wife and became the king of Nepal Mandala. There is a lot of controversy about the ancestry of Jayasthiti Malla. One chronicle connects him with the royal family of Khasa Malla of western Nepal. But Gopalrajvamsavali mentions that Jayasthiti Malla came from the south probably from Tirhut.

Jayasthiti Malla made great contribution in the following sectors.

- Social reform (division of caste based on occupation on the advice of Maithil Brahmans of Tirhut)
- Economic reform (classification, measurement and fixation of the price of land and development of commerce)
- Judicial reform (nature of the crime and punishment to control the crime)
- Administrative reform (decentralization of powers)
- Religious and cultural reform (custom, tradition and festival)
- Reform in language and literature (writing of drama and Gopalrajvamsavali)

## **Brief outline study of the Sena Kingdoms of Eastern Nepal**

### **Contributions of Yaksya Malla**

In 1428 A.D. Yaksya Malla became the king of Nepal Mandala after the death of his father Jyotir Malla. He was famous for the expansion of the Nepalese territory to Bengal in the east and Ganga in south. Historians think it as an exaggeration of his glory. However, during his long and prosperous reign Yaksya Malla gave stability and prosperity to his kingdom. Besides this he will be remembered in the history for the following works:

- Expansion of the territory
- Stability and prosperity in the kingdom
- Art and architecture (peacock window) at Bhaktapur Durbar square,
- Language and Literature (Newari language was encouraged)
- Tradition of the worshipping Pasupati by Bhatta Brahman of Maharashtra,
- Disintegration of the kingdom after his death in 1482.

### **Contributions of Bhupatindra Malla**

After the death of Yaksya Malla his sons and grandsons could not keep the country united. Raya Malla became the king of Bhaktapur. Bhupatindra Malla was the ninth king of Bhaktapur after Raya Malla. He was the son of Jitamitra Malla. Jitamitra Malla himself offered the crown to his son during his life time.

Bhupatindra Malla was famous of all the Malla kings of Bhaktapur. The contributions of Bhupatindra Malla are as follows:

- Contribution to art and architecture (55 windows palace and Nyatapola etc.)
- Contribution to literature
- Contribution to religion,
- Development of education.

### **Contributions of Pratap Malla, king of Kantipur**

After the separation of the kingdom of Kathmandu Valley, Ratna Malla ruled from Kantipur as an independent ruler. Pratap Malla was the seventh king of Kantipur after Ratna Malla. He imprisoned his father Laxminarsingh Malla and became the king.

The contribution of Pratap Malla could be seen anywhere in Kathmandu. Hanumandhoka Palace and Ranipokhari at the heart of the city are the glaring examples of his contribution.

Besides this, his contributions are as follows:

- Expansion of his kingdom
- Trade and diplomatic relations with Tibet.
- Contribution to literature and music
- Contribution to religion, art and architecture
- Other achievements in the field of education
- Judicial reforms.

### **Contributions of Siddhinarsingh Malla, king of Lalitpur**

Ratna Malla, the king of Kantipur had control over Lalitpur. But after the death of Ratna Malla, it became autonomous under the leadership of Bishnusingh, one of the Pradhans of Lalitpur. With the demise of

Bishnusingh, his three sons ruled the Lalitpur collectively. But after a short while, Purandarsingh, the second son of Vishnusingh, expelled his brothers and ruled alone. After some time Sivasingh Malla of Kantipur, conquered Lalitpur and appointed his son. Harisingh Malla as the Governor of Lalitpur. After the death of Harisingh Malla his son Siddhinarsingh Malla ruled Lalitpur as an independent King with the help of his mother Lalmati Devi.

The contributions of Siddhinarsingh Malla as the king of Lalitpur may be summed up in the following ways:

- Excellent terms with Ram Shah, the king of Gorkha
- Matrimonial relations with the ruler of Terai (His wife Bhanumati was the princess of Terai and his daughter Bhimlaxmi was married to the prince of Terai)
- Religious tolerance
- Inclination towards art and architecture (Construction of Krishna Mandir)
- Literacy and cultural activities
- Abdication of the throne

### **The role of religion in the medieval Period**

Religion played a crucial role in the social and political life in Medieval Nepal. The kings as well as the people in general had great respect towards all religions. There was religious tolerance in the society.

Hinduism and Buddhism were predominant in the society. However, Islam and Christianity also gained ground during the latter part of the Malla period.

Hinduism was classified as Saivism, Vaisnavism, Saktism, Trantrism etc. Similarly, Buddhism was also categorised as Hinayana, Mahayana, Vajrayana sects.

#### 4. Key Terms and Concept

##### Epigraphy

It is the Greek word combined from Epi and Graphy. The real meaning of Epi is on or about and Graphy is the writing. That is why writing on any topic is called Epigraphy. The Changu Narayan inscription is an example of the ancient epigraphy of Nepal.

##### Dual rule

This is a situation when there are two rulers of more or less similar power of the state.

*Note :The teacher is expected to list more terms and discuss them in the class in order to clarify the concept of history of the period.*

#### 5. Evaluation Scheme

Short as well as long answer questions may be asked from this unit.

Short answer questions and key Marks

- Q.N.1. Why do you think epigraphy as an authentic source of the history of ancient Nepal ?
- Meaning of the term Epigraphy 2
  - Name of the different Epigraphy 2
  - Justification of the authenticity of Epigraphy 1
- 5**
- Q.N.2 Examine the importance of Numismatic and chronicales in

	writing the history of Nepal	
	- Introduction to Numismatic and chronicles	1
	- Importance	1
	- Use	<u>3</u>
		<b>5</b>
Q.N.3	How do you use Art and Architecture as a Source of the history of ancient and medieval Nepal ?	
	- Introduction to the Art and Architecture	3
	- Method of the Use as a source	<u>2</u>
		<b>5</b>
Q.N.4	What are the different opinion and basis for the origin of the word Nepal ? Which one is near reality ?	
	- Different opinion	2
	- Near reality	<u>3</u>
		<b>5</b>
Q.N.5	Give an account of the history of the Kiratas	
	- Coming of the Kiratas	1
	- Description about Kirata kings	1
	- Main events of Kirata period	<u>3</u>
		<b>5</b>
Q.N.6	Why do you think Kirata civilization as the base of ancient Nepali culture ?	
	- Social Economic and Administrative system	4
	- Importance of Kirata civilization	<u>1</u>
		<b>5</b>

**Long Question Answer and Key Marks**

Q.N.1	Give an account of the history of the kingdom of Sakyas of Kapilvastu.	
	- Geographical Location	4

- Story of the Sakyas	4
- Importance of the Sakyas of Kapilvastu	4
- Life of Gautam Buddha	<u>3</u>
	<b>15</b>
Q.N.2 Sketch the life story of Gautam Buddha	
- Birth of Gautam Buddha	4
- Relation with Koli	4
- Teachings of Lord Buddha	4
- Importance of his teachings	<u>3</u>
	<b>15</b>
Q.N.3 Discuss the development of town planning art and architecture of Kapilvastu	
- Town planning (Fort like city)	5
- Art and Architecture	5
- Accounts of Yuan Chwang and Fa-Hien	<u>5</u>
	<b>15</b>
Q.N.4 Critically examine the history of Videha of Janakpur	
- Geographical Location	5
- Description of Religious Texts	5
Story of Rama and Sita	<u>5</u>
	<b>15</b>
Q.N.5 Discuss the social life of Videha of Janakpur	
- Social Equality	4
- Women Education	4
- Brahmavadini	4
- Gargi and Maitrya in Mithila culture	<u>3</u>
	<b>15</b>
Q.N.6 Why was Mandeva so famous in the history of ancient Nepal?	
- His conquest	2

- Construction of Mangriha	2
- Conquest on Mallapuri	2
- Supression of Feudals of east	2
- Religious Tolerance	2
- Economic Reform	2
- His Estimate	<u>5</u>
	<b>15</b>
Q.N.7 Explain the contribution of Amsuvarma in the history of ancient Nepal	
- Golden period	2
- Foreign Policy	2
- Administrative Reform	2
- Social Reform	2
- Economic Reform	2
- Estimate	<u>5</u>
	<b>15</b>
Q.N.8 How did Narendradeva acquire his lost power ? What were the importance of his rule ?	
- Guptas Politics	2
- Help from Tibet	2
- End of the Dual Government	2
- Social Reform	2
- Estimate	<u>5</u>
	<b>15</b>
Q.N.9 Why was Licchavi period called golden age in the history of ancient Nepal ?	
- Strong Monarchy	1
- Structure of the Central Government	1
- Functions of the Central Government	1

- Foreign Policy	1
- Judiciary	1
- Local-Self Government	2
- Social life	2
- Education	2
- Art and Architecture	2
- Guthi system	<u>2</u>
	<b>15</b>
Q.N.10 Discuss the administrative system of Licchavi of Nepal	
- Role of Monarchy	3
- Crown Prince	3
- Organization of the Army and Police	3
- Crime and Punishment	3
- Local-Self Government ( <i>Panchali</i> )	<u>5</u>
	<b>15</b>
Q.N.11 Show your acquaintance with the economic system of Licchavi.	
- Land system	2
- Agriculture	2
- Animal Farming	3
- Trade	3
- Industry	3
- Taxation (Tax on Land, animal and Trade)	<u>2</u>
	<b>15</b>
Q.N.12 Examine the Socio-Religious condition of Licchavis of Nepal	
- Family system	2
- Social Values	2
- Custom and Tradition	2
- Sati system	2

- Guthi as a social organization	2
- Hinduism (Saivism, Vaisnavism Saktism)	2
- Buddhism (Mahayana, Hinyana, Vajrayana)	<u>3</u>
	<b>15</b>
Q.N.13 Discuss the glimpses of the history of medieval Nepal	
- Division of Nepal as Nepal Mandala, Khasa kingdom and Simraungarh	5
- Origin of Malla	4
- Kings of Nepal Mandala	2
- Origin and Development of Khasa kingdom	2
- Origin and Development of Simraungarh	<u>2</u>
	<b>15</b>
Q.N.14 Give an account of the history of Samraungadh	
- Kings of Simraungarh	2
- Nanyadeva as the founder of Karnat dynasty	2
- Attack of Doya army	2
- Invasion of Gayasudin Tugluk	2
- Defeat of Harisinghdeva	2
- Devaldevi and Jagatsingh	<u>5</u>
	<b>15</b>
Q.N.15 Why was Khasa kingdom Famous?	
- Administration	2
- Religious tolerance	2
- Cultural enhancement	2
- Art and architecture	2
- Language and literature	2
- Economic activities (trade, industry and taxation)	2
- Evaluation of the rule	<u>3</u>
	<b>15</b>
Q.N.16 Examine the history of Khasa kingdom	

- Origin and Development of Khasa kingdom	5
- Rule of different Khasa kings	<u>10</u>
	<b>15</b>
Q.N.17 Evaluate the contributions of Jayasthiti Malla in the field of Social-Economic and Administration sectors	
- Social Reforms (division of caste based on occupation)	3
- Economic Reforms	3
- Judicial Reforms	2
- Administrative Reforms	2
- Religious and cultural reform	2
- Reform in Language and Literature	<u>3</u>
	<b>15</b>
Q.N.18 Estimate the contributions of Yaksya Malla	
- Expansion of the kingdom	3
- Stability and prosperity	3
- Art and architecture	3
- Language and literature	3
- Religion	2
- Disintegration	<u>1</u>
	<b>15</b>
Q.N.19 "Bhupatindra Malla will be remembered for many years to come" Explain.	
- His contributions to art and architecture	3
- His contribution to literature	3
- Religion	3
- Estimation	<u>4</u>
	<b>15</b>
Q.N.20 Assess the contributions of Pratap Malla	
- Expansion of his kingdom	3

- Trade and diplomatic relations	3
- Literature and music	3
- Religion and art	3
- Career and achievement	2
- Judicial reform	<u>1</u>
	<b>15</b>
Q.N.21 Write down the contributions of Siddhinarsingh Malla	
- Excellent terms with Ram Shah	2
- Matrimonial Relations	2
- Religious tolerance	3
- Art and Architecture	3
- Literature and culture	3
- Estimate	<u>2</u>
	<b>15</b>
Q.N.22 Analyse the Characteristics of the religion in Medieval period	
- Hinduism	3
- Buddhism	3
- Saktism	3
- Tantrism	3
- Islam	2
- Christianity	<u>1</u>
	<b>15</b>

*The figures in the right margin indicate approximately lecture hours.*

7. Prescribed Books and Reference

1. Adhikari Suryamani, The Khasa Kingdom, A Trans-Himalayan Empire of the Middle Age Nirala Publication Jaipur 1997.

2. Pandey, Ram Niwas Making of Modern Nepal, A Study of History Art and Culture of the Principalities of Western Nepal, Nirala Publication, Jaipur, 1997.

3. Shah, Rishiksha Ancient and Medieval Nepal, Manohar, 1997.

## Unit Two

# Unification of Nepal

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35 Teaching hours

### 1. An Introduction to the Unit

This unit is the starting point of the history of modern Nepal. It covers subunits and topics like the role of Prithvinarayan Shah and his successors in the Unification of Nepal up to 1816, Foreign Relations including the causes and effects of Nepal East India Company War 1814-16, Nepal-Tibet and China Relations 1788-92, the reforms of Bhimsen Thapa and the political instability (1837-1846).

Prithvinarayan Shah, unified half of the present Nepal. After his demise Pratap Singh Shah, Rajendra Laxmi, Bahadur Shah, Rana Bahadur Shah, Bhimsen Thapa completed the remaining part of the unification. Foreign relations were concentrated in two neighbouring countries Tibet and China in the north and British India in the south. Nepalese had to face wars with both the countries which were not favourable for Nepal. Bhimsen Thapa was the first Prime Minister who introduced modern reforms in the country. His fall resulted in political instability in the kingdom and finally the rise of Rana Autocracy in Nepal.

### 2. Pre-requisite

Knowledge of Modern History at Secondary School Level will be useful for the study of this unit.

**3. Objectives, instructional materials, instructional strategies and period allocated**

3.1 Objectives of the unit	3.2 Instructional Materials	3.3 Instructional Strategies	3.4 Periods Allocation
After the completion of the unit the student will be able to,			
- examine the role of Prithvinarayan Shah in the unification of Nepal.	An outline map of Nepal and Handouts	Discussion students will be divided into four groups and discuss in the group	5
- assess the importance of unification of Nepal	Map of Asia and Handouts	Role playing	3
- discuss the role of Pratap Singh Shah and Rajendra Laxmi to the unification of Nepal.	Picture, handout, chart	Group discussion	3
- examine critically the causes of the conflict between Rajendra Laxmi and Bahadur Shah	Handouts, Flash card, Picture of Bahadur Shah and Rajendra Laxmi	<u>Project work</u> The students will be asked to prepare a report in the group on the causes of the conflict	3
- analyse the role of Bahadur Shah in the unification of Nepal	Handouts	<u>Role playing</u> A student will act as Bahadur Shah and narrate the story of unification	3

- estimate the role of Bhimsen Thapa in the expansion of the Nepalese territory	Map of Nepal, Picture of Bhimsen Thapa	<u>Group Discussion</u> The students will discuss in different groups and the group leader will present one by one	3
- identify the causes and the effects of Anglo- Nepal war 1814-16	Pictures of Amar Singh Thapa, Balbhadra Kunwar, Bhakti Thapa, historical letters.	<u>Report writing</u> The students will be asked to write report on Anglo-Nepal war	4
- analyse the causes and the effects of Nepal- Tibet and China War	Map of Nepal with Nepal Tibet border Handouts and Reference materials	<u>Resource person</u> If resource person is not available use student as resource person	4
- discuss the reforms made by Bhimsen Thapa	Picture of Bhimsen Thapa Handouts of his reform	<u>Role Playing:</u> students can be given historical role as a play	4
- describe the history of political instability in Nepal after the fall of Bhimsen Thapa to the rise of Jang Bahadur Rana	Pictures of Rajendra Vikram Shah, Mathbar Singh Thapa, Ranjung Pandey, historical letters time chart	<u>Workshop</u> The student will prepare time chart showing political instability and demonstrate them	3

#### **4. Description of the Content**

1. Role of Prithvinarayan Shah and his successors in the unification of Nepal up to 1816.

##### **Role of Prithvinarayan Shah.**

The role of Prithvinarayan Shah was dynamic in the task of unification. His whole activities were directed towards the noble task of Nation building. He was the worthy son of the worthy father. His father Narbhupal Shah, king of Gorkha, started the campaign of unification by attacking Nuwakot. But he was defeated in the battle of Nuwakot. Prithvinarayan Shah became the king of Gorkha at the age of twenty after the death of his father. Like his father he was also defeated in the first battle of Nuwakot. He was successful in his second campaign on Nuwakot.

Ludwig F. Stiller in his book entitled, "The Rise of the House of Gorkha" writes "Prithvinarayan Shah was king at twenty, conqueror at forty seven, and father of his country by the time of his death at the age of fifty three. He was essentially a man of decision. His ambition to conquer the Malla kings of Kathmandu Valley significant thought it was, hardly unique."

**Thus the role of Prithvinaryan Shah in the unification of Nepal was as follows:**

- Role as a warrior (Attack on Nuwakot)
- Visit to Varanasi
- Victory over Nuwakot
- Diplomatic relations with Chaubisi
- First battle of Kirtipur
- Economic blockade policy
- Victory over Makwanpur
- Battle with the army of Gurginkhan

- Second battle with Kirtipur
- Diplomatic defeat of Kirtipur in third battle
- Battle with Kinlock
- Victory over Kantipur, Patan and Bhaktapur
- East and west campaign
- Achievement

### **Pratap Singh Shah**

After the death of his father Prithvinarayan Shah, Pratap Singh Shah came to the throne On 11 January 1775 at the age of twenty-three. But he could not rule more than three years. He died in his early age of twenty-six. Within a short span of his rule Pratap Singh Shah, two important events took place. One was Treaty with Tibet and another was expansion of Nepalese territory up to Chitwan in South.

### **Rajendra Laxmi**

After the untimely death of his father, Rana Bahadur Shah came to the throne at the age of two and half. Thus queen-mother Rajendra Laxmi Devi had to work as a regent. She called Bahadur Shah, the uncle of Rana Bahadur Shah, to cooperate her in the administration who was then on exile in India. Rajendra Laxmi and Bahadur Shah worked together as regents for a short while. But on the issue of expansion they were divided. Bahadur Shah returned to India again and the queen mother had to rule alone. Her role in the administration as a regent was quite effective for the following reasons:

- Suppression of the widow of Karna Sen of Chaudandi
- Expansion toward Chaubisi.
- Taking of Lamjung, Tanahu, Kaski, Satahu, Rising etc. within a short period of her rule.

## **Bahadur Shah**

Rajendra Laxmi could not rule more than eight years. She died of Tuberculosis and Bahadur Shah took the responsibility of the regency. Bahadur Shah fulfilled the dream of his father as a regent. His regency was important for the following reasons:

- Expansion towards Chaubisi principalities
- Reforms in Administration, land and Justice
- War and peace with Tibet and China
- Relation with East India Company

### **For the achievements of Bahadur Shah Ludwig F. Stiller writes**

"Prithvinarayan Shah had laboured twenty five years in the conquest of the Valley. Rajendra Laxmi had spent almost eight years in conquering the eastern Chaubise. In the light of this it is difficult to believe that in nine years Bahadur Shah was able to conquer the whole of western Nepal and Kumaon as well."

## **Bhimsen Thapa**

Rana Bahadur Shah was killed by his half brother Sher Bahadur Shah. Bhimsen Thapa rose to power as Mukhtiyar and Prime Minister. During his rule the territory of Nepal reached Tista in the east and Kangara in the west.

## **2. Foreign Relations**

Nepalese foreign relation was limited to Tibet and China in north and India in south. The English East Indian Company Government was not happy with the expansion of the Nepalese territory. Therefore, in 1767 Nepalese army had to fight English army which was under the command of Captain

Kinlock. The result was the complete defeat of the English army in the battle of Pauwagadhi about two miles north of Sindhuli by Nepalese Army. After the defeat in the battle English East India Company tried to win Nepalese by sending their missions in Nepal. Their missions also failed to achieve their vested interest. Hence, there was another big war between Greater Nepal and East India Company Government in 1814 to 1816.

*The causes of the war were as follows:*

- Expansion policy of Nepal and East India Company
- The desire of Company Government in Nepal
- Failure of English mission
- Asia Block of Bhimsen Thapa
- Favourable condition for company Government
- Imperialistic policy of Lord Hastings
- Rumour against Nepal
- Nepalese refugees in India
- Immediate cause (Siuraj and Butwal)

*The effects of the war were as follows:*

- Treaty of Sugauli
- Loss of the territory for Nepal
- Interference in internal affairs
- Check in the Unification campaign
- Beginning of the court conspiracy
- Gorkha recruitment

### **Nepal-Tibet Relations 1788-92**

Not only with East India Company Government, Nepalese army also had to fight with Tibet and China in 1788. The war was concluded in two phases -

First (1788-89) second (1791-92). The causes of Nepal- Tibet and China wars were as follows:

- Debased currency
- Trade Problem
- Impure Salt
- Negligence of Khasa Treaty
- Shelter for Shyamarpa Lama in Nepal

#### *Effects of the Nepal-Tibet China War*

- Check on the export of Nepalese currency to Tibet
- Exchange of gifts
- Commercial Treaty between Nepal and Company Government
- Chinese Intervention in Tibet
- Effects on the Politics of Nepal
- Fall of Bahadur Shah

### **3. The Reforms of Bhimsen Thapa**

Bhimsen Thapa introduced many important reforms during the thirty one years of his rule. In fact he was the first Prime Minister of modern Nepal to introduce so many reforms in the country. He will be remembered in the history for his following reforms:

- Social reforms (slavery and marriage system)
- Economic reforms (Trade with India and Tibet, reform in customs and land reform)
- Military reforms (invited French to train army, western dress and rank in the army)
- Administration and Judicial reforms
- Post office
- Foreign policy- Asian Block

- Other reforms
- His Estimate

#### **4. Political Instability (1837 – 1846)**

The years between 1834 to 1846 were called the year of political instability. Political instability started with the fall of Bhimsen Thapa, the iron man of Nepalese Politics. During these years of political instability eight ministries were formed and dissolved in the country. Beside this following were the events that caused political instability in the country.

- Fall of Bhimsen Thapa
- Activities of Ranjung Pandey
- Mukhtiyari of Rangnath Poudyal
- Mukhtiyari of Pushkar Shah
- Mukhtiyari Ranjung Pandey
- Mukhtiyari of Chautaria Phattejung
- Murder of Mathbar Singh Thapa
- Second Mukhtiyari of Chautaria Phattejung
- Murder of Gagansingh

#### **5. Key Terms concepts**

The term Unification has been defined and classified by Ludwig F. Stiller as follows:

- Military unification
- Political unification
- Legal and judicial unification
- Administrative unification
- Cultural and religious unification

According to Ludwig F. Stiller military unification is merely the expansion of one state at the expense of another. State A conquers state B, and state B is reduced to being a part of state A. In case of Political Unification the administration of state B is brought under the direct control of state A, so that the agents of state A direct and control the administration of state B at the central and perhaps over at the local level. In this grade of Unification the appointees are almost all citizens of state A, and they exercise the role of masters or conquerors in the state territories of state B., where Local people of state B still play a role in the administration of the country, they usually remain figure- heads, with no substantial power. This is a weak form of unity and usually generates areas of reaction and opposition, which will disrupt the unity, if opportunity offers. Legal and Judicial unification produces a much stronger form of unity.

Though discrimination may be shown in the application of the laws or in the judicial process, the implication of this degree is that the citizen of both states are equal before the law. Administrative Unification is an essential step for the formation of a strongly unified state. The citizen of state B have equal opportunity to serve in the administration of government at all levels, both within the territories of the former state B and within the territories of state A. Administrative Unification may fail to achieve its purpose, but where it is successfully implemented, it tends to produce a well united state. Cultural and religious unification give opportunity for all to enjoy some common practices, even when there may be considerable difference of belief.

## **5. Evaluation Scheme**

Short as well as long answer questions may be asked from this Unit.

**Short answer questions**

1. Describe the first battle of Kirtipur
  - Prithvinarayan Shah discussion with Kalu Pandey to attack Kirtipur 2
  - Description of the battle of Kirtipur 1
  - Death of Kalu Pandey in the battlefield 1
  - Evaluation of the work of Kalu Pandey  $\frac{1}{5}$
2. Discuss the achievement of Pratap Singh Shah
  - Commercial Treaty with Tibet 3
  - Stability in the country 1
  - Expansion up to Chitwan in South  $\frac{1}{5}$
3. How far was Rajendra Laxmi successful as a regent ?
  - Success as a regent 2
  - Control over army and courtiers 2
  - Expansion towards west (Chaubise)  $\frac{1}{5}$
4. What were the causes of the conflict between Rajendra Laxmi and Bahadur Shah ?
  - Ambition 1
  - Suspension 1
  - Army 1
  - Expansion  $\frac{2}{5}$
5. Estimate the Role of Bhimsen Thapa in the expansion of the Nepalese territory
  - Bhimsen Thapa asked his father to occupy Palpa 1
  - Victory over Sutlaj 1
  - Nepalese army in Kangada 1
  - Intervention of Ranjeet Singh  $\frac{2}{5}$

		<b>5</b>
6.	Explain the importance of the reforms of Bhimsen Thapa	
	- Social upliftment	½
	- Economic Reform	½
	- Reform in Army	1
	- Administrative and Judicial Reform	1
	- Foreign Policy	1
	- Other Reform	<u>1</u>
		<b>5</b>

**Long answer questions**

1	Examine the role of Prithvinarayan Shah in the Unification of Nepal	
	- King as well as warrior	2
	- First attack on Nuwakot and defeat	1
	- Visit on Varanasi	1
	- Second attack on Nuwakot and Victory	1
	- Diplomatic relations with Chaubise	1
	- First battle of Kirtipur	1
	- Economic blockade Policy	1
	- Victory over Makwanpur	1
	- Battle with the army of Gurgin Khan	1
	- Second battle of Kirtipur	1
	- Defeat of Kirtipur	2
	- Battle with Kinlock and victory over the three Valley Kingdoms	<u>2</u>
		<b>15</b>
2.	Assess the importance of unification of Nepal as the beginning of modernization process.	
	- Unity and Nationality	3
	- Greater Nepal	3

	- Series of reforms	3
	- Exclusion of modern method of warfare	3
	- Contact with outside world	2
	- Ambition of the general people	<u>1</u>
		<b>15</b>
3.	How did Bahadur Shah fulfill the dream of his father ?	
	- Organization of Army	3
	- Expansion in the west	3
	- Diplomatic relations with East India Company	3
	- War and Peace with Tibet and China	3
	- Reforms	<u>3</u>
		<b>15</b>
4.	Explain the causes of Nepal – Tibet and China war	
	- Debased coin of Nepal	3
	- Trade problem	3
	- Impure salt of Tibet	3
	- Negligence of Khasa Treaty by Tibet	3
	- Shelter for Samarpa Lama	<u>3</u>
		<b>15</b>
5.	What were the effects of Nepal- Tibet and China war of 1788-92 ?	
	- Check on the export of Nepalese coin to Tibet	3
	- Exchange of gifts	3
	- Commercial treaty with East India Company	3
	- Chinese intervention in Tibet	3
	- Effects on the politics of Nepal	3
	- Fall of Bahadur Shah	<u>3</u>
		<b>15</b>
6.	Review critically the causes of Nepal and East India Company war 1814-16	

- Expansion Policy	2
- Failure of English Mission	2
- Asian Block formation	2
- Favourable condition for company Government	2
- Nepalese refugees in India	2
- Imperialistic Policy of Lord Hastings	2
- Immediate cause (Siuraj and Butwal)	<u>3</u>
	<b>15</b>
7. List the provision of the Treaty of Sugauli of 1816	
- Peace and friendship	2
- Respect for the Sovereignty	2
- Withdrew from Terai land	2
- Pension for Nepalese army for the occupied land	2
- No connection with the people of lost territory	2
- No employment of foreigners in Nepal	2
- Any conflict with Sikkim should be solved by the mediator of east India Company	2
- The treaty will have to be ratified within fifteen days	<u>1</u>
	<b>15</b>
8. What were the impacts of Nepal-East India Company war of 1814 on the politics of Nepal	
- Loss of territory	3
- Intervention in the internal affairs of Nepal	3
- Check on the campaign of Unification	3
- Conspiracy in Nepalese court	3
- Gorkha recruitment	<u>3</u>
	<b>15</b>
9. Describe the history of political instability after the fall of Bhimsen Thapa in 1837	
- Fall of Bhimsen Thapa	<b>2</b>

- Activities of Ranjung Pandey	2
- Mukhtiyari of Ranganath Poudyal	2
- Mukhtiyari of Pushkar Shah	2
- Mukhtiyari of Ranjung Pandey	2
- Mukhtiyari of Chautari Phattejung	2
- Murder of Mathbar Singh Thapa	1
- Second time Mukhtiyari of Chautaria Phattejung	1
- Murder of Gagan Singh	1
	<b>15</b>

## 7. Prescribed Books and Reference

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## Unit Three

# Nepal Under the Rana Regime

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**Teaching hours: 35**

### **1. An Introduction to the Unit**

The Rana regime continued for more than one century. It was overthrown by the democratic movement of 1950. This regime has been very much criticised by the historians because the Ranas established a despotic family rule in Nepal. It was certainly not good for the democratic world. The king as well as the people suffered very much during the autocratic rule of the Ranas.

The first topic of this unit starts with the rise of the Rana which may include the activities of Jung Bahadur Rana for the establishment of Rana regime in the kingdom. The Rana period in Nepalese history is significant because of its limited reforms in social, economic and educational field.

The internal politics of the Rana regime led to the assassination of Rana Prime Minister Ranaudip Singh and expulsion of liberal Prime Minister Deva Shamsher by his brother Chandra Shamsher. Chandra Shamsher as a capacity of Prime Minister divided the Rana family into A, B, C groups to make his son Mohan Shamsher near the roll of succession of Prime Minister,. Another Prime Minister Juddha Shamsher moved one step forward from Chandra Shamsher and expelled C Class Ranas from Kathmandu Valley. Juddha Shamsher also had to abdicate in favour of his nephew Padma Shamsher, the son of Bhim Shamsher.

The Rana autocracy was becoming more unpopular. Therefore some of the youths of Nepal established a secret political organization called 'Prachandra Gorkha' in 1931 during the rule of Prime Minister Bhim Shamsher. Captain Khadgaman Singh was the main leader of the organization. The main objective of this secret organization was to overthrow Rana rule by means of a strong action.

Prajaparishad was another political organization directed against the Rana rule. Dasarath Chand, Tanka Prasad Acharya, Dharmabhakta Mathema, Ramhari Sharma, and Jeevaraj Sharma were the founder members of this party.

On 31 October 1946 another revolutionary party called "Akhil Bharatiya Nepali Rastriya Congress" was established in Varanasi. Later on the name of this political party was changed to Nepali Congress.

With the help of these organizations the people of Nepal started Nationwide movement in the country. The result was the complete failure of Rana regime and establishment of people's government in Nepal.

## 2. Pre-Requisite

Some knowledge of modern history in Secondary School level can be helpful.

## 3. Objectives, instructional materials, instructional strategies and period allocated

3.1 Objectives of the unit	3.2 Instructional Materials	3.3 Instructional Strategies	3.4 Periods Allocation
After the completion of this unit the student will be able to,			

- discuss the causes of the rise of Rana regime	Picture of Jung Bahadurn and Chart	<u>Role playing</u> one student will act as Jung Bahadur and tell the story of his rise	8
- examine the nature of social, Economic and Educational reforms during Rana regime	Picture, chart and handouts	Discussion in the Group and Present	8
- discuss the career and circumstance leading to the assassination of Ranaudip Singh	Handouts chart, picture of Ranaudip Singh	<u>Role playing Method.</u> one student will act as an old women and tell the story of assassination of Ranaudip Singh	8
- discribe the career and events that led to the expansion of Dev Shamsher from his Prime Ministership	Picture of Dev Shamsher and Chart	<u>Discussion Method.</u> the class will be divided into four groups and the group will present in the joint group.	5
- identify the motives of Juddha Shamsher to the exclusion of C class Rana	Pictures, showing events Handout	<u>Role Playing.</u> One student will act as Juddha Shamsher and others will act as C class Rana and tell the C class Rana to leave the country	3

- explain the situation that caused the abdication of Juddha Shamsher	Picture of Juddha Shamsher and Chart	<u>Seminar</u> - The teacher will ask each student to write one page article on abdication and present the class.	5
- analyse the activities of Prachanda Gorkha, Prjaparishad and Nepali Congress in the democratic movement of 2007 B.S.	Pictures of the Leaders and time chart	<u>Project Method.</u> The teacher will ask the student to prepare questionnaire and interview the persons involved in Prachanda Gorkha Prajaparisad and Nepali Congress and write-report	8
- review the events of the collapse of Rana regime	Time Chart Handouts	<u>Resource Person.</u> The school will invite leader of a party to tell the history of the collapse of Rana regime.	

#### 4. Description of the content of the unit

##### 1. The Rise of the Ranas

The fall of Bhimsen Thapa created instability in the country. The rise of Jung Bahadur Rana and his family autocracy was the outcome of the political

situation in the country at that time. Besides the followings were the other causes of the rise of the Ranas.

- Kot massacre (*kot parb*)
- Bhandarkhal massacre (*Bhandarkhal parb*)
- *Alau parb*
- Relations with the royal family
- Low level of consciousness of people

**2. The teacher should focus briefly on the following topics:**

Foundation of the Rana Regime and Social, economic, and educational reforms during the Rana Regime

A brief study of the Internal Rana Politics focused on the following rulers:

**Ranaudip Singh**

- Career
- Conspiracy of 1938 B.S.
- Death of Dhir Shamsher
- Assassination of Ranauddip Singh

After the assassination of Ranaudip Singh by his nephews, Bir Shamsher became the Prime Minister of Nepal on 5 March 1905 Bir Shamsher died and Dev Shamsher succeeded him as a Prime Minister.

- Career
- Administration reforms
- Educational reforms
- Expulsion

The subject teacher is expected to discuss the following issues:

Situation leading to the expulsion of Khadga Shamsher

Situation leading to the expulsion of Dev Shamsher

Situation leading to the expulsion of C Class Ranas from Kathmandu

## **Juddha Shamsher**

Juddha Shamsher became the Prime Minister of Nepal after the death of his brother Bhim Shamsher on 1 September 1932.

- Career
- Great fire in 1933 A.D.
- Earthquake in 1934
- Expulsion of C Class Ranas
- Agricultural reform
- Industrial reform
- Trade
- Transport and communication
- Social reforms (education, health)
- Judicial and Police
- Foreign Policy
- Suppression of democratic movement
- Abdication

## **Social, economic and educational reforms during The Rana rule**

More than one Century of Rana rule will be remembered for social, economic and educational reform in the history of modern Nepal.

### **Social Reform**

- Abolition of slavery
- Abolition of Sati system

### **Economic Reform**

- Land reform
- Trade with Tibet and India

- Industries
- Banking system
- Currency and market
- Educational reforms
- English education
- Sanskrit education
- Buddhist education
- Language and literature
- Dev Shamsheer and education

### **3. Democratic Movement**

The Rana rule in Nepal was protected by English rule in India. At the time when there was movement in India against the British rule, Rana rule in Nepal was becoming weaker by similar movement against the Ranas. Nepalese Youths formed secret political organization to speed up the movement against the Rana autocracy.

#### **Prachanda Gorkha**

- Formation of Prachanda Gorkha
- Leaders and members of Prachanda Gorkha
- Programme of Prachanda Gorkha
- Activities of Prachanda Gorkha
- Suppression of the members
- Results

#### **Praja Parishad**

- Formation of Praja Parishad
- Members of Praja Parishad
- Publicity of Praja Parishad
- King Tribhuvan's involvement

- Activities of Praja Parishad
- Suppression of the members (four martyrs)

#### **Formation of Nepali Congress (earlier name)**

- President and members
- Change of name as Nepali Congress in Calcutta
- Programme of the Party
- Activities of the Party
- Achievement of the Party

#### **Revolution of 2007 B.S.**

- Secret organizations (Gorkha League, Akhil Burma Nepali Association, Vishwa Bhatrisangha, Young Gorkha Association, Nepal Communist Party)
- Strike at Jute Mill in Biratnagar
- Resignation of Padma Shamsher
- Bairgania Conference of Nepali Congress, Armed Revolution
- Exile of king Tribhuvan
- Muktisena
- Delhi Agreement

#### **Collapse of the Rana Regime**

- Coalition Government (Rana and people's representative viz. Mohan Shamsher as prime Minister and B.P. Koirala as the Home Minister)
- Revolt of Dr. K.I. Singh
- Formation of the Advisory Committee
- Students' revolt
- Formation of the Cabinet under the Prime Ministership of M.P. Koirala
- Social, economic and political changes
- Efforts to stabilise democracy

## 5. Key Terms Concept

### Family Autocracy

Family Autocracy is the symbolic word used for the Rana family rule established by Jung Bahadur after the Kot massacre in 1846. According to the roll of succession prepared by Jung Bahadur the office of the Prime Minister was to pass to the oldest surviving brother. However, the roll of succession was revised from time to time by the Rana Prime Ministers with some modification to fulfill the vested interest. Even Jung Bahadur revised it twice in 1860 and 1868. This created crisis within Rana family and anarchy in the country. Assassination of Ranauddip Singh and expulsion of Deva Shamsher and Padma Shamsher and abdication of Juddha Shamsher were examples of anarchism in the political scenario of the country.

## 6. Evaluation Scheme

Short as well as long questions may be asked from this unit.

### Short answer questions

1. Who was the main actor of Kot massacre ? Why ?
  - Controversy about the killing of Gangan Singh 2
  - Jung's activities in the kot 2
  - Success of his brothers in the kot 15
  
2. Describe the events of Bhandarkhal parba (Basnyat parb) ?
  - Bhandarkhal a supplement to kot parb 1
  - Conspiracy against Jung Bahadur 1
  - Bloodshed in Bhandarkhal 1
  - Success of Jung Bahadur 1
  - Consolidation of power 15
  
3. Why was Jung Bahadur successful in Alau parb ?

- Weakness of the Rajendra Bikram Shah	2
- Well organized army of Jung Bahadur	2
- Influence of Jung Bahadur	<u>1</u>
	5
4. Describe the conspiracy of 1938 B.S.	
- Plan to kill Ranaudip and Dhir Shamsher	2
- Leak of the Secrecy	2
- Punishment	<u>1</u>
	5
5. How was Ranaudip Singh assassinated ?	
- 42 sal parb	2
- Circumstances	2
- Consequence	<u>1</u>
	5
6. Why was Dev Shamsher expelled from Prime Ministership ?	
- Ambition of Chandra Shamsher	2
- Weakness in his character	2
- His reforms (specially educational reform)	<u>1</u>
	5
7. What were the causes of the expulsion of C class Ranas from the Valley by Juddha Shamsher ?	
- To bring his son near roll of succession	2
- Ambition of his son	2
- Lesson from the past	<u>1</u>
	5
8. Discuss the reason behind the resignation of Juddha Shamsher as a Prime Minister	
- Revolutionary Movement	2
- Motivated by religious aspiration	2

- Desire to remain in peace	<u>1</u>
	<b>5</b>
9. How was Sati system abolished in Nepal ?	
- Short history of Sati system	2
- Pressure from the west	2
- Efforts of Chandra Shamsher	<u>1</u>
	<b>5</b>
10. What were the purpose of the formation of Prachanda Grkha ?	
- Meaning of Prachanda Gorkha	2
- Purpose and achievement	3
-	<u>5</u>

**Long answer questions**

1. What were the causes of the rise of Jung Bahadur Rana ?	
- Career	1
- Kot massacre	1
- Bhandarkhal parb	1
- Alau parb	1
- Suppression of opponents	<u>1</u>
	<b>5</b>
2. "The history of Rana rule is the history of conspiracy". Explain with examples	
- Assassination of Ranaudip Singh	2
- Expulsion of Dev Shamsher and C class Rana	2
-Suppression of the opponents	<u>1</u>
	<b>5</b>
3. Review critically the socio-educational reforms during Rana period.	
- Abolition of slavery and Sati system	3
- Educational reform (English and Sanskrit)	<u>2</u>

		5
4.	Write down the achievements of Nepali Congress in the revolution of 2007 ?	
	- Formation of Nepali Congress	1
	- Foreign support to Nepali Congress	1
	- Arm revolution	1
	- Success of Nepali Congress	1
	- Down fall of democracy	<u>1</u>
		5
5.	What were the effects of the collapse of the Rana regime ?	
	- Democratic Government	2
	- Peoples participation	2
	- Social and economic change	<u>2</u>
		6
6.	Discuss the feature of Trans Himalayan Trade during the Rana rule.	
	- Export and import of commodities	1
	- Balance of Trade	2
	- Trade center	<u>2</u>
	- Economic prosperity	5
7.	Describe the development of industry during the Rana regime	
	- Cottage industry	1
	- Jute factory in Biratnagar	1
	- Match factory at Birganj and Biratnagar	1
	- Soap factory	1
	- Cotton textile	<u>1</u>
		5

7. Prescribed Books and Reference

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## **Unit Four**

### **Democratic Movement in Nepal (1951-1990 A.D)**

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**Teaching hours: 20**

#### **Introduction to the unit**

The objective of this unit is to analyse the political experiments in Nepal from 1954 to 1990. It is divided into four sections.

The first section covers the political experiments made by kings Tribhuvan and Mahendra from 1951 to 1958. King Tribhuvan's experiments include the Coalition Cabinet, Nepali Congress Cabinet, Royal councilors' regime and the national government; whereas king Mahendra made experiments with Praja Parishad Cabinet and United Democratic Party Cabinets culminating in the caretaker government to conduct the general election for the first parliament of the country.

The second section deals with the parliamentary democracy in Nepal that lasted for a year and half. The general election of 1959, working of the elected government, role of the opposition parties, relations with India and China, and the attitude of king Mahendra towards the parliamentary system are the main areas of this sub-unit.

The third section discusses the 30-year Panchayat system with special emphasis on the main events that took place during the party-less Panchayat rule. The characteristics of Panchayat system, anti-Panchayat movements organized by the banned political parties, the 1980 referendum, and the suppressive policies of the government are the main areas of study.

The fourth section deals with the mass movement of 1990 that led to the restoration of the multi party democracy, along with the working of the interim cabinet and the promulgation of the 1990 constitution.

### **Pre-requisite**

Knowledge of modern history of Nepal at high school level is sufficient, no formal pre-requisite is necessary.

### **Instructional Materials**

- a. Standard textbooks and articles for both instructors and students.
- b. Relevant newspapers and press digests for the students
- c. Guest lectures by persons related to the prescribed portion of the history of Nepal (1951-90, if possible)

### **Teaching Methods and Evaluation Scheme**

- (1) Teaching methods:- Lecture method, Note giving method and Seminar and discussion method.
- (2) Evaluation scheme:- Annual examination through long answer questions and short answer questions. Periodical internal examinations by the concerned teachers inside the classroom.

### **Description of Course Contents:**

- (1) Political Experiments from 1951 to 1958. 5 hrs**
- a. Significance of the royal proclamation of 18 February 1951.
  - b. Working of the Rana-Congress Coalition cabinet and its failure.
  - c. The Nepali Congress cabinet under M.P. Koirala and its fall following the clash between the Prime Minister and the party president.
  - d. The Royal Councilors' regime.
  - e. The national cabinet comprising of political parties.

- f. The Praja Parishad cabinet.
- g. United Democratic Party cabinet
- h. Caretaker government under Subarna Shamsher.

**(2) Parliamentary Rule in Nepal (1959-60). 3 hrs**

- a. Main features of the 1959 constitution.
- b. General election - results and significance.
- c. Working of elected government (1959-60).
- d. Role of the opposition parties and groups.
- e. Relations with India and China.
- f. Internal conflict within the ruling party (Nepali Congress).
- g. King Mahendra's attitudes towards the elected government.
- h. The coup of December 1960 -- various aspects.

**(3) The Panchayat System (1961-90) 7 hrs**

- a. Introduction of Panchayat system, and the main features of the 1962 constitution.
- b. Suppressive policies and some liberal changes (1961-1972).
- c. The record amendment to the constitution (1975) and the supremacy of Back to Village national campaign.
- d. National referendum (1980) and the third amendment.
- e. Movements by banned political parties and their suppression.

**(4) Peoples' Movement and Restoration of Democracy 5 hrs**

- a. Circumstances leading to the peoples' movement of 1990.
- b. Diary of the movement (18 February to 8 April 1990).
- c. King Birendras' declaration to lift ban on political parties.
- d. Working of the interim cabinet.
- e. Main features of the 1990 constitution.

### **Key Terms and Concept**

The teacher should explain some of the key terms frequently used in the unit, such as royal proclamations, revolution or restoration, coalition cabinet, royal councilors' regime, national cabinet, constituent assembly parliament, general election, coup, partyless system, graduate constituency, Back to Village National Campaign, national referendum, class organizations, etc.

### **Model Questions:**

#### **Short answer questions**

1. Discuss the significance of the royal proclamation of 18 February 1951.
2. Under what circumstances was the national government formed in 1954 ?
3. How did king Mahendra announce the parliamentary elections instead of the constituent assembly elections?
4. Analyse the discretionary powers of the king under the 1959 constitution.
5. Discuss the role of National Democratic Front in the parliamentary rule in Nepal (1959-60).
6. Write a note on the Sagarmatha and Mustang issues with China (1960).
7. What do you mean by the 'Back to village national campaign'?
8. What were the two main causes of the defeat of multi party system in the national referendum?
9. What role did the professional organizations play in the peoples' movement of 1990 ?
10. Discuss the composition and functions of parliament under the 1990 constitution.

**Long answer questions**

1. Make a review of the political experiments made by king Tribhuvan from 1951 to 1954.
2. Write an essay on the working of parliamentary democracy in Nepal (1959-60).
3. Under what circumstances was the national referendum announced ? What were its outcomes ?
4. Discuss the significance of the peoples' movement of 1990 in the history of modern Nepal.

**Prescribed and Reference Books (selected only).**

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## Unit Five

# Social Organizations and Social Survey Methods

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20 Teaching hours

### Part One

#### Introduction to the Unit

This unit has two major parts – a) social organization and b) social survey methods. The first part concerns the nature, function and role of the social organization – both traditional and new that are involved in various social service sectors.

In the second part, the students will be made familiar with general and very basic social survey methods (also called tools) to collect data from the library (using published and unpublished literary sources such as published books, unpublished manuscripts, other documents, journals, magazines, periodicals, newspapers, etc.) and from the field (using specific field methods).

### Part Two

#### Pre-requisites

As background for this course the students have general knowledge of social service organization such as the *Paropakar Samstha* in their 'Social Studies' paper. For the social survey methods, there is no background material at the school level. Therefore, the subject teacher has to generate interest in the students in this particular unit of the course. Teachers can give one or two sessions for preparation before going into the main course.

## Part Three

### A. Overall objectives of the course

The general objective of this course is to inculcate the feeling of ownership to one's society through the knowledge of the function of and involvement in various social service organizations.

*The main and specific objectives of this particular unit are as follows:*

- Familiarize the students with the importance and role of the traditional social organizations in society
- Provide the students with comparative ideas about the nature and function of the old and the modern social organizations
- Equip the students with the knowledge of basic and simple survey or research methods including data analysis, tabulation and drafting of survey report using the collected data

### B. Instruction materials

The subject teacher can consult relevant instruction materials from various sources such as the Social Service Welfare Council of HMG, The Guthi Samsthan, Maiti Nepal, The Charkha Pracharak Guthi, The Lions Clubs International and the Rotary Clubs in Kathmandu and other cities and district headquarters of Nepal.

For the second part, survey methods, there are plenty of standard textbooks by Nepali as well as foreigners. These are mentioned in the syllabus as well. It would be an extra advantage for the class if the teacher collected few good survey/research reports for first hand reference.

## **Instruction methods and strategies**

As far as instruction methods are concerned, the subject teacher at this level must make sincere attempt to make the class more participatory, something the students are not much familiar with while at the secondary level.

*Normally a new class, for this context, class XI should commence with one or two preliminary sessions to highlight the following:*

- a. Fundamental difference between the high school and college (university) level courses and methods of learning, and
- b. Review of the course content and expectation of the subject teacher
- c. General and specific requirements in the beginning, middle and end of the classes – such as reading requirement, assessments, and exams

Generally the subject teachers may apply the following major methods to organize their thoughts on the basis of the texts and references:

### **A. Lecture method**

This is a well-known, universally practiced and outmoded method. A good lecture has to be simple, comprehensive than strictly limited to just topics and subtopics; it can be made interesting for the listeners. Students normally do not admire just repetition of what is in the textbook. Add interesting anecdotes, your own experiences, incidents, etc. as part of appetizer and elaboration to what is being argued and explained.

### **B. Note giving method**

Note giving is one widely prevalent method at the higher secondary level. But it is just not possible to do so because of the time constraint and also because of the need to promote creativity. Jotting down some important points on the board can be helpful for them.

### **C. Seminar and discussion method**

At this level teachers must inculcate the feeling that the Grade XI and XII students are college, hence University students. There is a great psychological strength in this feeling. Students at this level must be made active participants in discussion. Occasional seminars can maintain and enhance the students' interest, participation and overall creativity.

### **Precondition for the implementation of the practical methods**

There is one *precondition*: that is, the teacher has to convince himself/herself about the idea of making things different and change the old traditional methods of teaching for the benefit of the students.

## **Part Four**

### *Description of the Course Contents*

This unit has two sections:

- a. the study of social organizations and
- b. brief introduction to social survey methods.

The first section – study of social organization has two parts- traditional social service institutions such as *guthi*, *paropakar samstha* and *charkha*

*pracharak sangh*, and modern institutions such as *Maiti Nepal*, Lions Club and Rotary Club.

## **Guthi**

As part of definition of the concept, students must know that the *Guthi* is an old social institution with a long history in Nepal. For several ethnic groups such as the Newars of Kathmandu, *guthi* is a large and all-pervading umbrella that keeps a clan united and compact. A temple can have a *guthi* in the form of land endowment which should be administered by a council, the *guthi* which functions as a trustee in the society.

### **Objectives of the *guthi***

The following objectives of the *guthi* must be explained in detail:

- a. regulating an organization,
- b. conducting assigned activities,
- c. enforcing rules on members in order to maintain solidarity,
- d. keeping the ethos of the culture of clan/community intact,
- e. guaranteeing the preservation of a cultural institution or a shrine,  
and
- f. performing social service activities.

### **Activities of the *guthi*:**

It should be made clear that different *guthis* have different functions to fulfill the above mentioned objectives.

### **Impact of the *guthi* on society:**

The *guthi* has very positive impact on Nepali society and culture, the foremost of them being guarantee of continuity of a tradition, longevity of an institution and maintenance of clan/group solidarity and unity.

**Note:** The subject teacher is expected to bring more examples of guthi with its functions and importance so that the students can have a better understanding of this informal but socially and culturally significant institution.

### **Paropakar Samstha**

The **Paropakar Samstha**, located in Kathmandu, the capital of Nepal, is the first national social service institution of Nepal contemplated on the eve of the fall of the century old Rana regime and formally founded right after their fall. In fact, the Paropakar *Samstha* came as a great relief in the field of social service on purely humanitarian basis committed to serve the poor and needy section of the newly freed society of the capital of Nepal. The founder late Mr. Daya Bir Singh Kansakar is now a legend in the field of social service. He was the Pioneer in this field.

### **Impact of Paropakar Samstha on society**

Originally the House of Kansars played significant role in the effective and highly useful work of the *Samstha*. It was indeed known and seen as the synonym of the Kansakar family. Today, one can see the Paropakar ambulance running around with sick, injure and needy.

### **Charkha Pracharak Guthi**

This guthi has a true nationalist outlook. The original concept came from Mahatma Gandhi, the Father of modern Indian Nation. Gandhi used Charkha as an effective tool to raise awareness among the Indians who were inclined to using foreign made clothing. Gandhi thought use of foreign, in

his case, the British goods could keep them as slaves of the British for longer time. So fighting for what he called 'swaraj' (own governance) would make easy if people boycotted the foreign clothes and depended on home-made ones. So he himself began to make clothes of cotton made through the charkha, spinning hand-run wheel. Tulasi Meher Shrestha, who was a disciple of Gandhi, followed this message and implied in the case of Nepal as well. He founded the Charkha Pracharak Guthi to promote home made clothes.

### **Modern social organizations**

With the passage of time, more international type organizations have also been firmly rooted in Nepali society. Similarly, problem-focused organizations have also come up in recent years. For the purpose of this class three such organizations have to be studied – two clubs: Rotary and Lions and one problem focused organization – Maiti Nepal.

#### **a. Maiti Nepal**

Maiti Nepal has made a remarkable place in Nepali society. It is known as a home for the destitute daughters of Nepal who have been constantly lured by the brokers to cities for 'better jobs' and sold in India and other countries for flesh trade and other forms of heinous activities. For more than a decade now Maiti Nepal is constantly waging a winning but also challenging battle against this evil practice. Maiti Nepal maintains an office and a dormitory for the rehabilitation of the target population of young children who are deprived of their right, education, love and care in their family and the society. Maiti Nepal has deputed a corps of volunteers and office bearers in the border areas in terai Nepal.

### **Impact of Maiti Nepal's activity on Nepali society**

Nepali society sees this organization as a very effective NGO in Nepal. The name of Mrs. Anuradha Koirala, the President of Maiti Nepal, has now been a household name in the social sector.

At a time when issues like the prostitution and HIV infection were not much talked in public, Maiti Nepal took the issues in hand and committed itself to help not only to stop the practice of girl-trafficking in the point of origin and then on the border, but also help the victim, even infected with the deadly virus, rehabilitate with humanitarian support and care. This has further highlighted the already the good image of Maiti Nepal.

**Note:** The subject teacher can organize visits to the organization and help them see the activities more closely. There can also be debates on making the activities more effective.

### **Role of International Clubs in social service activities in Nepal**

Many social service organizations are now reaching out to the needy people and creating and strengthening the bond of fraternity and collaboration. The Rotary International, The Lions International, The Leo International are some examples in this regard. These clubs emphasize on good and exemplary moral conduct in their businesses and professions have brought international communities to Nepal for people oriented social services. They run health camps, help victims of disasters of all kinds and provide social services to needy people.

## 1. Rotary Club

The Rotary is one of the few international clubs committed to the humanitarian and social service sectors at a global level. In more than 160 countries worldwide, approximately 1.2 million Rotarians belong to more than 32,000 international Rotary clubs.

Of the several modern clubs Rotary Club is very popular among the urban elites, businessmen motivated to perform social service in their free times. Rotary International now has branches all over the world. The Rotary members are called *Rotarians*. The world's Rotary clubs meet every week and are non-political, non-religious and open to all cultures, races and creeds.

The main objective of Rotary club is service in the community, in the workplace and throughout the world.

**Motto: The motto of Rotary club is: Service above self.**

The major objectives of this organization are as follows:

- a. Maintain high ethical standard in the profession you are in.
- b. Make sure every Rotary Club member (called Rotarian) considers his and other's occupation as equally dignified
- c. Consider the occupation, whatever it may be, as an opportunity to reach out to the broad spectrum of the society with the spirit of service.
- d. Perform the service with an ideal to help the community as a whole
- e. Promote international understanding, goodwill, and peace through world fellowship of business and professionals united in the spirit of ideal service to mankind.

## **Service Types**

There are four types of service the Rotarians normally regard as essential to be engaged in:

- a. Club Service: This type of service is provide to the Club itself to run it as efficiently as possible in the spirit of fellowship
- b. Vocational Service: This category of service is to put high standards of conduct into practice in the business and professional lives
- c. Community Service: Rotarians also organize social service activities. Identifying the needs of the target community, and address these needs with service projects
- d. d) International Service: Rotarians also work for international peace and understanding..

For the first time the Rotary Club entered Nepal in 1957. It remained under the District overnor of Kolkata. But having fulfilled the pre-conditions for the status of an independent District, Rotary International has granted Nepal this status as District No. 3292 to be applicable from July 2008.

**Note to the subject teacher:** The subject should take the responsibility of giving first hand knowledge of the organization by organizing visits, interviews, etc.

## **2. Lions Club**

The Lions Club International (LCI) is another most active and popular social organizations in the contemporary world. Its history goes back to the year 1917 when Melvin Jones of Chicago, USA launched a campaign to work for the well being of the community as a whole. The Club also emphasized on the highest standard of conduct in business or other profession its members

would undertake. In 1920 Lions Club reached Canada. By the year 1927, there were 60,000 members in 1,183 clubs in total. As of July 30, 2005, Lions Clubs International had 1,319,363 members in 45,376 clubs and 753 districts in 194 countries and geographic areas of the world.

The full and complete name of the organization is: "*The International Association of Lions Clubs.*" But the most popular name is Lions Clubs International (LCI).

The Headquarters of Lions Club International is located at **300 22nd Street, Oak Brook, Illinois, 60523-8842, USA.** The **Motto of Lions Club International is:**

*WE SERVE*

**Mission statement of Lions Clubs International:**

*To create and foster a spirit of understanding among all people for humanitarian needs by providing a\voluntary services through community involvement and international cooperation.*

**Main Objectives of Lions Club International:**

- To create and foster a spirit of understanding among the peoples of the world
- To promote the principles of good government and good citizenship.
- To take an active interest in the civic, cultural, social and moral welfare of the community.
- To unite the clubs in the bonds of friendship, good fellowship and mutual understanding.

- To provide a forum for the open discussion of all matters of public interest; provided, however, that partisan politics and sectarian religion shall not be debated by club members.
- To encourage service-minded people to serve their community without personal financial reward, and to encourage efficiency and promote high ethical standards in commerce, industry, professions, public works and private endeavors.

### **Major Activities**

The teacher must provide the following information about the main activities of Lions Club to the students:

- Sight Conservation and Work with the Blind or *SightFirst*: Lions Conquering Blindness and Lions Drug Awareness Program
- Lions Youth Outreach: Changing Tomorrow Today
- Hearing and Speech Action and Work with the Deaf
- Environmental Services
- The Leo Club Program
- Youth Exchange
- International Relations

These programs are approved by the International Board of Directors. Then they are disseminated to the Clubs internationally.

### **Note to the subject teacher**

In order to develop practical knowledge about social service the teacher can do the following:

- a. Arrange a meeting of the class with the different Club authorities mentioned in this chapter for more detailed study of the organization and function of the Clubs. Responsible

members/authorities of these Clubs can be invited to the class for a talk or presentation.

- b. Also, encourage interested students contact the Clubs and work as interns to inculcate and promote in them the feeling of fraternity, social service and high standard social conduct, and
- c. Help the students develop a paper, or discussion points for debate and have them share the role of the Clubs in society

### **Introduction to the elementary methods of social survey**

This subunit under Unit 5 has the following course content:

- a. General introduction to basic methods of generating data through secondary sources such as: books, journals/periodicals, newspapers, and
- b. General introduction to basic methods of generating data using original and primary sources, such as:
  - i) Questionnaire - designing, main types (open end and close end),
  - ii) Interviews
  - iii) Field observation

First of all, the subject teacher has to internalize the fact that this is not a research methodology course. In order to sharp their aptitude and skill of seeing things more objectively and coming to a valid conclusion, a general concept of research is essential.

### **So, how to define a research? In very simple terms -**

*Research is an academic exercise carried out in a given premise to find the truth, to come to a valid conclusion on a controversial issue or a topic and/or a valid*

*generalization of facts to be interpreted by scientists through a rigorous process of verification, and application of various tools and tests.*

### **What is data?**

Dictionary (2000:318) gives the following definition of the term 'data' as follows:

*'facts or information, especially when examined and used to find out things or to make decisions.'*

### **Why is data required?**

According to the syllabus, at this level the students are supposed to be familiar with the mechanism of collecting secondary data from different sources. First, they need to be explained why we need the body of data.

Any statement, hypothesis or proposition set forth by the researcher needs data for the support of the hypothesis or for finding answers to research queries or problems.

### **Further description of the course content**

In the first part the teacher will introduce the use of secondary or published materials for data collection: **books, journals/periodicals, and newspapers**. Library is the best place for the use of this category of materials.

In the second part very basic, general or rudimentary knowledge of the use of primary or original sources is essential. The students will learn about the following main methods with special focus on

- a) the meaning, significance and features of quality **questionnaire**,
- b) **interviews, and**
- c) **field observation** and their use in special field research situations.

### **Collecting information from the secondary sources**

The secondary source materials are mostly found in libraries, personal collection and similar other places therefore this method is also called the 'library method' of data collection.

As an introduction to the survey methods the following few processes and methods of extracting data from the secondary sources can be explained to the class:

Some important steps towards collecting *data from the book*:

1. Check the research level library in town/ area
2. Check the card catalog
3. Note the detail of the book - call number, title, language, subject category
4. Then prepare a comprehensive reference list from as many books as possible
5. Start making note of relevant information using 3x5 inch note cards
6. Be sure to note only the important information
7. The latest edition of the book is always better than the previous
8. The book has to be well-credited

This should follow a dictum:

#### **NOT ALL BOOKS ARE GOOD IN TERMS OF RESEARCH PURPOSE.**

Often times, books also have contradictory information and explanations. This can mislead the young researcher. *Verification* of facts through similar other sources is one step to be taken to avoid collection of such data.

## **Journals/periodicals**

Like books, journals also fall into many categories - Anthropology, Economics, Linguistics, Political Science, Psychology, Science, among other disciplines. Only a good, standard library can have such varieties.

*Periodicals* can be of some use in survey and research. But unlike the books and journals, they have limited use. They are not considered academic at all. But often times, they carry useful materials.

*Magazines* can also be of use in research.

In order to collect data from journals, periodicals or magazines, the researcher has to follow the same method as described in the context of the book:

- List the name of the journals, title of the particular article to be used, date of publication, editor of the journal, publisher of the journal, the writer - full name, volume number, issue number and page numbers used by the researcher.

**Newspapers:** Even newspapers can also carry important materials in relation to contemporary issues that a researcher can use.

## **Collecting information from the primary sources**

For social research, collecting data from primary sources is essential. Therefore, the students must have basic knowledge about some important methods to collect this category of data. As mentioned earlier in the course content section, three methods - a) **survey questionnaire**, b) **interviews**, and c) **field observation** need explanation. Special focus is to be given to their use in special field research situations.

The main objective of this experiment is to allow people of the grass-root level to fully participate in the planned survey activities. These methods have produced desired result and are proved to be useful for common, illiterate people in the developing countries like Nepal.

## **Part Five**

### **Key terms and concepts**

In this section few key terms and concept need definition and explanation for the benefit of the students.

#### **Part one: Social organizations**

1. **Social organization:** Any organization created by members of society for the welfare of the large aggregate of individuals living together as companions or descendents, professionals with specific goals and objectives
2. **Traditional institutions:** Social institutions that have continued functioning for a long time and have their bases on traditional values.
3. **Modern institutions:** Those institutions that have their roots not in tradition but in the felt need for the development of the society.
4. **Social service:** Self-less service planned and provided for the interest of the society at large in the field of education, health, awareness, social equality, humanitarian aids activities.

#### **Part two: research methodology**

**Research:** An in-depth inquiry to find out facts, to come to a valid conclusion or prove a hypothesis

**Research design:** The entire, complete written project of research including the objective, with special focus on research universe (field site), methodology, data presentation style and possible outcome.

**Research proposal:** A detailed research plan to carry out the proposed research, including statement of the problem, objective, hypothesis (if applicable), methods, literature review, planning or organization, time frame, budget, etc.

**Questionnaire:** A list of questionnaire or questions to be asked of the informants in the field for the purpose of data collection.

**Checklist:** A much shorter form of main themes to be used by the researcher for his/her purpose especially to be discussed in the field while collecting data.

**Open-end questionnaire:** Questionnaire that do not limit the answer within a given frame, such as objective questions with multiple choices for the respondent.

**Close-end questionnaire:** Questionnaire that have prescribed and selected group of responses for each question to be selected from.

**Interview:** A series of discussion - mostly done on one to one basis - in question-answer form planned by the researcher with the informants based on a theme for the purpose of collecting the data.

**Schedule:** A form, like the questionnaire, prepared by the researcher and served during the survey to generate data from the informants.

**Informant:** The person/s who responds to the queries of the researcher, one who supplies necessary information on the theme of research.

**Universe, research universe:** The site (such as a particular geographical location where the proposed research is to be conducted)

**Sample:** A demographic and/or physical piece of the universe that hypothetically represents or meets the major characteristics of the research universe

**Random sampling:** The type of taking sample from the selected universe where all informants/households/units have been given equal opportunity to be selected in the sample.

**Coding:** Giving the material a number or sign to represent the text for the purpose of making the writing and analysis comfortable.

**Tabulation:** Putting all the information in a scientifically prepared tabular and other easier format (including number, signs, etc.)

**Draft report:** The first phase of the report compiled by the researcher for the purpose of submission.

**Final report:** The final version of the draft report that has been modified, edited and corrected according to the suggestions and comments.

**Presentation:** Making the findings public to an audience for evaluation and acceptance by the client.

### **Data bank, database, data mining and processing**

These terms refer to the body of the collected and stored (for example in a computer) data that researchers can use as and when they need them.

**Data mining** is also used to mean looking at large amount of information collected on a computer and using it to provide new information.

**Data processing** is used to refer to a series of actions that a computer (or researcher) performs on the collected data to produce an output or result of research. (*Oxford Dictionary: Ibid*)

## **Part Six**

### **Evaluation Scheme**

There will be four long and ten short answer type questions as part of the final evaluation. The model questions are given below.

#### **Long answer type questions.**

1. What are the main objectives and functions of the Guthi in Nepal?
2. What are the major activities of the Paropakar Samstha?
3. How do you assess the role of Maiti Nepal in correcting social evils in Nepal?
4. Describe main functions of the Lions Club International in Nepal.

#### **Short answer type questions**

1. Define the term guthi
2. Make a list of the functions of the guthi in Nepali society

3. Who was the founder of the Paropakar Samstha? Why did he feel its need in Nepal?
4. Who founded the 'Charkha Pracharak Guthi'? What was its main objective?
5. How do you assess the impact of Paropakar Samstha on Nepali society?
6. What are the main challenges of Maiti Nepal?
7. Make a list of the main objectives of the Rotary Club.
8. What are the main differences between the Paropakar and Rotary Club?
9. What the main activities of the Lions Club International?
10. List the main code of ethics of the Lions Club International?

**References:**

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- Raj, Hans, 1999. Theory and Practice in Social Research. Kamala Nagar, Delhi: Surjeet Publications.
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- Welcome, n.d. Lions Handbook for members.

## **History Curriculum**

*Teaching hours: 150*

Outline History of Nepal

### **Introduction**

This course comprises a brief survey of Nepal's history beginning from the Ancient to the Modern period (up to 1990). It begins with the sources of Nepali history and includes the early settlers of Nepal: the Gopalas, Mahisapalas and Kiratas of the Kathmandu Valley, the Sakyas of Kapilavastu, and the Videhas of Janakpur. Achievements of the major rulers of the Ancient and Medieval periods have been discussed. In the modern period the unification of Nepal followed by Nepal's war with East-India Company and her relations with Tibet and China have been emphasized. Along with this, the 104 years of the Rana rule featuring the attempts made by the Rana rulers to modernize Nepal and the responses of Nepali elites have been stressed.

Major emphasis has been laid on the issues and trends rather than on the dates of the rulers and their biographical sketches. Thus greater emphasis has been given to civilization and people. A section on social work and community development has also been added to show the students a link between the society and the political apparatus of the state.

### **General Objectives**

The general objectives of the course are to make the students understand and help them analyze the major building blocks in Nepali history and civilization.

## Specific Objectives

The specific objectives of the course are:

1. To familiarize the students with the political issues and events in Nepali history from the beginning to the downfall of the Rana regime;
2. To enable them to analyze the principal elements of Nepali civilization in ancient, medieval and modern periods and the democratic movements of 1951, 1990 and afterwards.
3. To acquaint the students with the notions of social work and community development in the past and the present; and
4. To familiarize the students with elementary tools of social survey.

## Course Scheme:

Units	Chapters	Teaching hours
1	Ancient and Medieval Nepal	40
2	Unification of Nepal and after	30
3	Nepal Under the Rana regime	35
4	Democratic Movement in Nepal- (1951-1990 A.D.)	20
5	Social Organizations and Social Survey Methods	20
	Total	<b>150</b>

## Course Contents

### Unit 1: Ancient and Medieval Nepal 40 teaching hrs

- **Introduction**
  - Sources of Nepali history 1 hrs
  - Origin of the name "Nepal" 1 hrs
  - The Gopals and the Mahisapalas 1 hrs

- The Kiratas and the Sakyas of Kapilavastu 2 hrs
- The Videhas of Janakpur 1 hrs
  
- The Lichchhavi Period
  - Contributions of Raja Manadev 2 hrs
  - Contributions of Raja Amsuvarma 2 hrs
  - Contributions of Raja Narendradev 2 hrs
  - Contributions of Lichchhavi Civilization 2 hrs
  - Lichchhavi Administration 1 hrs
  - Lichchhavi Society 1 hrs
  - Lichchhavi Economy and Religion 1 hrs
  
- Medieval period
  - An Introduction to Nepal Mandala 2 hrs
  - Foundation and development of the state Mimarangarh 2 hrs
  - The Khasa empire of Sinja, Jumla 2 hrs
  - A brief survey of the Baisi Principalities of Karnali Basin 3 hrs
  - A brief survey of the Chaubisi Principalities of Gandaki Basin 3 hrs
  - Contributions of Raja Jayasthiti Malla 2 hrs
  - Sen kingdoms of the eastern Nepal 2 hrs
  - Conquest and achievements of Raja Yaksya Malla 2 hrs
  - Raja Bhupatindra Malla and the city of Bhaktapur 2 hrs
  - Raja Paratap Malla and his contributions in arts, architecture and literature 2 hrs
  - Raja Siddhinarsingh Malla and the foundation of Lalitpur 1 hrs
  - The place of religion in the medieval period 1 hrs

**Unit: 2 Unification of Nepal and after 30 teaching hrs**

- Unification phase of Nepal
  - Role of King Prithivi Narayan Shah in the unification of Nepal 4 hrs
  - Pratap Singh Shah and Nepal 1 hrs
  - Regency period of Rajendra Laxmi 1 hrs
  - Regency period of Bahadur Shah 4 hrs
  - Unification of Nepal up to 1816 A.D. 3 hrs
  - Foreign relations (India and China) 4 hrs
  - Causes and effects of Nepal and East India Company War 1814-1816 A.D. 4 hrs
  - Causes and effects of Nepal-Tibet-China war 1788-92 A.D. 3 hrs
  - Reforms of Bhimsen Thapa 3 hrs
  - Political instability (1837-1864 A.D.) 3 hrs

**Unit 3: Nepal Under the Rana regime 35 teaching hrs**

- Rise and downfall of the Ranas 3 hrs
- Foundations of Rana regime 3 hrs
- Social reforms during the Rana regime 3 hrs
- Economic reforms during the Rana regime 3 hrs
- Educational reforms during the Rana regime 3 hrs
- **Internal politics**
  - Assassination of Ranoddip Singh 2 hrs
  - Expulsion of Khadga Shamsher 2 hrs
  - Expulsion of Dev Shamsher 2 hrs
  - Expulsion of "C class" Ranas 3 hrs
  - Abdication of Judda Shamsher 3 hrs

- **Democratic Movement**
  - Prachanda Gorkha's case 1 hrs
  - Activities of Nepal Praja Parishad 3 hrs
  - Activities of Nepali Congress 3 hrs
  - Revolution of 2007 B.S. and end of the Rana regime 4 hrs

**Unit: 4 Democratic Movement in Nepal (1951-1990 A.D.) 20 teaching hrs**

- Experiments with democratic rule in Nepal
  - Political experiments from 1951 to 1958 A.D. 5 hrs
  - Parliamentary rule in Nepal (1959-1960 A.D.) 3 hrs
  - Panchayat system (1961-1990 A.D.) 7 hrs
  - People's movement and restoration of democracy in Nepal (1990 and after) 5 hrs

**Unit 5: Social Organizations and Social Survey Methods 20 teaching hrs**

- A study of traditional and modern social institutions:
  - Traditional institutions (social services): 5 hrs
  - Guthi system, Paropakar Samstha and Charkha Pracharak guthi
  - Modern institutions (social services):
  - Maiti Nepal, Lion's Club and Rotary Club
- Introduction to the elementary methods of social survey
  - a) General introduction to basic methods of generating data through secondary sources such as books, journals/periodicals, newspapers. 5 hrs
  - b) General introduction to basic methods of generating data using original and primary sources :
    - i. Questionnaire- designing, main types (open end and close end),
    - ii. Interviews
    - iii. Field observation

**Textbooks and references**

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**Evaluation Scheme**

The evaluation scheme for class XI and Xii will be as follows:

1. Long answer type questions 5 (4 to be attempted) ..... 15 x 4 = 60 marks
2. Short answer type questions 7 (5 to be attempted) .... 8 x5 = 40 marks

### **A note to the subject teacher**

The History and Culture Subject Committee of HSEB strongly feels that there is an urgent need to upgrade the existing syllabi, teaching/instructional materials and methods of using them in the course of teaching at this level. There is a growing tendency at the moment to judge the popularity of a discipline on the basis of the crowd at the entry, (not at the exit) point. What percentage of the crowd actually gets through the final test, what portion of this lucky lot excels and how many of them remain behind to 'stage agitation' against the 'low pass percentage of the regularity and quality seeking' departments is a matter of serious assessment. But this does not seem to be happening. So, the history repeats as a regular course. Our two subjects, on the other hand, have fared unsatisfactorily in terms of the present day scale of popularity. We cannot point our fingers at anyone else for the situation.

Even at a time when HSEB has been demonstrating extra liberal attitude towards the proposed Higher Secondary schools whose gross number keeps growing almost linearly, History and Culture are not among the favored subjects. This situation should be taken with concern by all the stake-holders, *viz.* HSEB, Subject Committee, concerned schools, the guardians and the students themselves. Is the basic knowledge of Nepali history and culture an obsolete phenomenon? While participating in the race of building a new Nepal, can we afford to dump all the past in a dustbin? Can't the knowledge of history and culture be a base for the so-called '*hot*' disciplines such as sociology-anthropology or, for that matter, the RD (Rural Development) or Women's Studies, for example? It is high time we gave serious thought to reorganize our efforts to create an atmosphere that is conducive for History and Culture learning at higher secondary level, and gradually at higher levels. There are 100 plus ways of earning a piece of bread for an individual's regular calorie intake. But there is only one good way of being interested and

to some extent well conversant on the history of one's nation – through proper guidance and learning with motivation.

We as Subject Committee members and subject teachers must accept the challenge of the deteriorating status of history and culture study mechanism in our higher secondary institutions. The reasons for this sorry state of affairs should not be too far and too complicated to seek. We don't need the Buddha's '*third eye*' to see it. So, what needs to be done? First and foremost, we need to revamp our course structure and make timely changes to make the content well balanced in terms of objectivity and subjectivity. At intermediate level, not all the subjects taught can guarantee a job. Far from that. Some subjects can just open up the learner's horizon of understanding and help shape up the academic personality. Others do provide some skill to earn and survive, to make a living, that is. Second, our collective responsibility is to produce quality texts and reading and inculcate the habit of reading and debating in the class situation. Straight lectures or note-taking is not what is expected of us as teachers because it has been observed that note-taking virtually becomes '*dictating*'. This method limits the creativity of the students and we all know this. Devising more interesting and practical methods and applying them properly helps develop interest in any subject under the sun. We like to see the younger generation more creative than our generation. So we have no right to spoil their habit and make them dependent on '*spoon feeding*'. To some extent, this manual seeks to direct and guide our colleagues towards the fulfillment of this objective.

The present manual is a revised form of the earlier version. It is so because we have inserted few new units in the existing syllabus. This is a simple guide. It may have inconsistencies as it was prepared by different hands in different time periods. But the whole idea behind this book is to provide some useful tips to the subject teacher. We trust that the teacher naturally

consults and develops more quality materials to be used in the class, organizes the lessons in a planned manner, and sees to it that there is active participation from the students. For some units there are long lists of model questions. But the models often change. So we have kept the list as they were in the first edition. They may be helpful for the students to be aware of the contents and the way a question may be asked from them.

We have also recommended few field visits and guest speakers for some units. Students want something '*new*' and '*different*' in terms of style of teaching and it is within our sphere of responsibility and capacity to do things differently. Not all units have list of model questions and units in tabular form. Teachers are encouraged to do so following the examples provided here. The whole idea is to invest the labor in clarifying the concept and the subject matter according to the course objectives. If we think seriously and communicate with each other about the possible revitalization of our disciplines, we may not be facing scarcity of history and culture learners in our classrooms. The main *mantra* is: **Collective** effort is bound to bring the desired result we all want to have at this time in the history of our disciplines.

**Writer** - Dr. Shreeram Prasad Upadhyaya  
**Revised by** - Prof. Dr. Triratna Manandhar  
- Prof. Prem Kumar Khatri

**The End**