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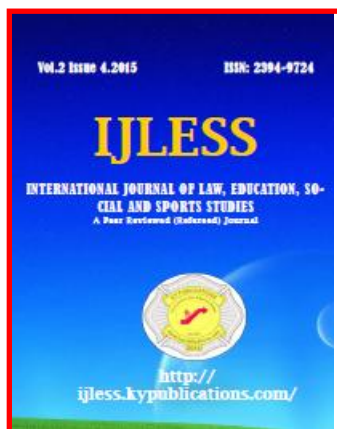
(Law)

HUMAN RIGHTS EDUCATION: IS PRIMARY EDUCATION CURRICULUM IN NEPAL HUMAN RIGHTS FRIENDLY ?

Dr. RAJENDRA KUMAR SHAH

Associate Professor and Chairman of Education Subject Committee,
Faculty of Education, Kailali Multiple Campus, Dhangadhi, Kailai, Far Western, Nepal
drrajendrakumarshah@gmail.com

REVIEW ARTICLE



ABSTRACT

The major intention of the present study is to scrutinize the prevailing primary education curriculum from human right perspectives. This study aimed at to identify human rights friendly, unfriendly and paradoxical subject matters included in the existing primary education curriculum. At the same time, present study analyzes the opinions of primary school teachers, students, parents and relevant stakeholders whether the objectives, contents, methods and materials, classroom environment and assessment procedures of the primary education are human rights friendly. For this purpose, first of all, fifteen districts were selected as samples from three eco-belts. Likewise, On the basis of multistage purposive sampling experts, teachers, students, parents and relevant stakeholders were selected as samples from sampled districts of Nepal. Primary schools were visited, teachers were interviews and classrooms activities were observed from human rights perspectives and human rights situation in the schools were diagnosed. The present study concluded that on average, prevailing primary education curriculum and textbooks are not satisfactory from human rights perspectives. Students have been badly punished in schools and at their homes till the date. Classrooms delivery is not enjoyable but test oriented and teacher centered. Although, some human rights friendly contents have been included in the textbooks and some teachers have little knowledge on human rights education, most of the classroom activities and delivery are not suitable for human right perspectives. Thus, prevailing primary education curriculum, educational policy and classroom delivery should be improved as soon as possible.

Keywords: Human Right Education, Primary Education Curriculum, Human Rights Instruments, human rights friendly, unfriendly and paradoxical contents.

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1. Study Context

Nepal has very interesting history. Hermitage of sages Kaushik, Valmiki, Basistha, Devadutta, Bhrgu, Kapilmuni, had been on this very Nepali social and uttered the first letter 'OM' in the caves of Nepal (Acharya, 1958). The presence of historical sites Valmiki Ashram indicates the presence of Sanatana Hindu culture in parts of modern Nepal at the period (Shrestha, 1974; Regmi, 1960). The temples and monasteries were the centers of education in the early days. Brahmins who were the priests in the temples were the teachers and Buddhist received education in monasteries and Bahals (Swar, 1981). Ratna Bihar, Man Bihar and Raj Bihar were created here (Maskey, 1996).

Indigenous and religious types of education have its roots trailing a long duration of time in its history. Classical and religious Sanskrit systems of education dominated a longer period of time in the Nepalese education system. Jung Bahadur Rana, the founder of the Rana rule, introduced the western education, particularly the English system of education

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in Nepal in a limited scale soon after his return from Europe in 1853 A. D. (Aryal, 1970 : 23). Since it was housed in the Durbar it was called "Durbar School". Different education system such as Sanskrit, Gomapa, English, Shresta, Basic, and Vernacular schools existed side by side (Sing, 2012). The first, college of Nepal, Tri-chandra college was established in 1975 A. D. The period of Rana oligarchy is characterized by direct state intervention in the educational affairs of the country. The policies adopted by the Rana regime discouraged public initiative of any sort. Therefore, this period has also been termed as the period of governmental opposition to education (NNEPC, 1956 : 14; Wood, 1965 : 28). Though development of education was deliberately restricted, history of Rana period is not less important from the educational point of view. For, it was in this period that English system of education was introduced and the nucleus of the educational administration came into being in the country and the first, formal (English) school was also established in this period (Pant, 2006 : 44). The Rana family members were assigned to look after the educational affairs which later developed into the office of the director general of education (Maskey, 1996). Thus, the education system and educational policy of this period was totally opposite and not suitable for human right education perspectives.

After the establishment of democracy in Nepal, the first comprehensive educational development initiative was taken by forming Nepal National Educational Planning Commission (NNEPC) in March 1954. The report of the commission emphasized both expansions of the education in terms of access and qualitative improvement of delivery. This report clearly demands respect for individual difference and intelligent adaption of the curriculum to various local conditions and to the individual difference of children (Singh, 2012). In effect this is related to child centered principles (Singh, 2008 : 8). This commission spoke about the respect for individual difference but there were not clear vision, contents, methodology and reference of human right education perspectives in recommendation and curricular policy (Shah, 2012).

All Round National Education Committee (ARNEC) 1961 also recognized that there exist differences among individual physically, mentally and affectively. Like a doctor diagnosis a disease on the basis of history and text and then prescribe treatment, teaching should be based on the diagnosis of students' history, physique, feeling and mental development (MOE, 1961). Although ARNEC respect for individual and individual difference, it was also failure to address the issues of the human right education. Human right related contents and pedagogy had not incorporated in the recommendation of this commission.

In the 1971, National Education System Plan (NESP) 1971-76 was introduced by the then king. One the major achievement of this NESP was that this plan designed curriculum for school education and it developed a curriculum social studies for primary education and subject matter such as: right and duties, discipline, cooperation and respect to elder and aged peoples were included in the curriculum of primary level social studies. Although this was one of the great achievements from human right education perspective, sufficient contents were not included in this curriculum. The political change of 1990 gave birth to the National Education Commission in 1991 for making education system relevant to the changed political, social and world perspectives. The commission studied the existing education system. Although a remarkable success in educational participation has been experienced, yet disparity, inefficiency, deficiency and irrelevancy in education still persist (NEC, 1992). Thus, a new school curriculum 1992 was developed for school education. It was historical event that for the first time in Nepal, topics; child right and fundamental right and duties and protection of right were incorporated in primary level social studies curriculum 1992. Although these content were not sufficient for primary education, for the first time, human rights education related contents were included in the school curriculum. Again primary education curriculum 1992 was revised in 2005. Primary Education Curriculum 2005 incorporated some human right education related contents in its curriculum. More contents have been added in the existing primary education 2005 to make the existing primary education more children centric human right friendly (CDC, 2005: 61). Existing framework of primary education curriculum has been presented in the following table-4.

National Curriculum Framework (NCF) 2007 has clearly stated that in the context of 21st century human rights, child rights, peace and gender, social equity, population education and environmental conservation including global information and communication technology have become the emerging needs for Nepalese children. The Government of Nepal passed the National Policy on Children 2012. The policy also reconfirms child rights and advocates rights to education to child. Article 17 of the Interim Constitution of Nepal 2007 also made provision on human right education. Interim

Constitution 2007 of Nepal made provisions on fundamental rights and child rights and rights to education. According to the Interim Constitution primary education should be free and compulsory and all children have rights to primary education.

Table:1 Showing the Curriculum Framework of Primary Education

S. N	Subjects	Grade 1-3		Grade 4-5		Remark
		Weightage	Full Mark	Weightage	Full Mark	
1.	Nepali	8	100	8	100	
2.	English	5	100	5	100	
3.	Mathematics	6	100	6	100	
4.	Social Studies	-	100	5	75	
5.	Creative Arts	-	-	3	25	
6.	Social Studies & Creative Arts	6	-	-	-	
7.	Science and Environment	-	-	4	50	
8.	Health and Physical education	-	-	4	50	
9.	Mother Tongue, Science, Health and Physical education	5	100	-	-	
10.	Mother Tongues/Local subject	-	-	4	100	
11.	Local subject	4	100	-	-	
	Total	34	600	39	600	

Source: Primary Education Curriculum 2005

Many schools in Nepal are devoid of basic physical facilities necessary to make learning productive and joyful. Classrooms lack adequate desks and benches, they have inadequate ventilation, rooms are frequently dark and damp, and roofs leak (INSEC, 2014). The school physical facilities are not fit for students with disabilities. Student needs regarding health, hygiene and academic deficiencies are hardly cared for (CERID, 2005). There is no adequate provision for co-curricular activities so that students enjoy learning. Games and sports materials are lacking and students have limited opportunity for other amusements. This is partly responsible for lack of attraction to get enrolled in schools in the first place and high drop-out and repetition rates once the children are enrolled (Singh, 2012).

Some parents, mostly in rural areas, do not see the value of getting their children enrolled in school. They see it more important to have their children attend to their siblings and care for domestic animals. Even when the children are sent to schools, the parents hardly try to meet their stationery and clothing needs and give enough time for homework (Pyakurel, 2014). In urban areas, many children attending schools work as domestic helpers in other people's homes. These children also lack basic facilities and time to do well in their studies. The parents and guardians hardly raise voices if the children are physically punished and mentally harassed in school by teachers and school administrators (Maharjan, 1994). Children in community as well as private schools are sometimes physically punished for not finishing homework or violating school rules and regulations (Holt, 1964; 2005). They are mentally harassed for similar reasons. Such harassments can have long-term physical and mental effects on children. Only about a half of the teachers have received pedagogical training. Those trained have little or no exposure to human rights education contents and methodology. The teachers would not have had any formal degree or training program solely focused on human rights education. This is the reason why a number of teachers are reported to have employed physical punishment on their students for not completing homework on time or not following the rules and regulations set by the teachers or school administrators (Pyakurel, 2014).

Curricular and pedagogical arrangement mentioned above seems relevant and sufficient from human right perspectives. But actual scenario is quite different. The school curriculums in all levels of education (primary, lower secondary, secondary) include human-rights-related contents ranging from respect for the elderly, to child rights, to international cooperation. However, these content areas are not arranged in a logical and sequential manner. Moreover, important topics like confidence-building, resolving conflict, building trust, protecting life, war, peace and human rights, the right to privacy, confronting discrimination and the right to education and other important topics are missing altogether (INSEC, 2014).

The existing primary education curriculum in Nepal has been criticized by educationists, educational administrators, curriculum designer, human right activists, political leaders, and psychologists on the several grounds from human rights perspectives (Pyakurel, 2004). Some relevant examples are mentioned and discussed in the above paragraphs (INSEC, 2014). In order to make primary education curriculum more child centric and more relevant, appropriate, more

progressive and human right friendly, it should revised and improved on the basis of human right perspectives and principles. Thus, this study has been carried out in order analysis the existing primary education curriculum in Nepal from human right perspectives.

2. Rational of the Study

Existing Primary education curriculum was developed 2005 on the basis of the recommendations of stakeholders, experts, subject experts and concerned authorities. It evolved national, level wise and grade wise specific objectives, relevant contents and delivery methods and procedures (MOES, 2005). Accordingly, evaluation procedures and materials are also suggested in the curriculum draft. Curricular and pedagogical arrangements of the primary education sound relevant, appropriate and enough to do more activities (INSEC, 2014). This is how the prevailing primary education curriculum seems relevant, appropriate and suitable. But the classroom scenario is different. The expected learning outcomes are not attainable as it was predicted. The study report about the effect of primary education curriculum on the achievement of grade V students shows the low achievement of the students (BPEP, 1998). The prevailing primary education system and its curricula in Nepal is criticized by educationists, the human right activists, academicians, curriculum designer, education policy developer, politician, and stakeholders (Parajuli, 1999).

Sixty five years after the Universal Declaration of Human Rights (UDHR) was signed, human rights abuses such as gender based oppression, racism, health inequalities, religious persecution and human trafficking still abound. People fundamental rights are also still denied (BEMIS, 2013). Provision of the international human right instruments have not implemented effectively. The participants of the World Education Forum held in Dakar, Senegal in 2000 committed that the engagement and participation of civil society in the formulation, implementation and monitoring of strategies for educational development in order to achieve the Dakar Framework for Action would be ensured.

Two decades have already elapsed since Nepal signed the major human rights related international treaties and covenants such as the International Covenant on Civil and Political Rights, the International Covenant on Economic, Social and Cultural Rights, the Convention on the Rights of the Child and the Convention on the Elimination of All Forms of Discrimination against Women (INSEC, 2014). But human rights have been continuously violating, human right education based contents have not incorporated in the school curriculum and human rights education have not been delivered to the school children in Nepal.

The Convention on the Rights of Child (CRC) adopted by the United Nation General Assemble in 1989 reiterated the rights of everyone to receive education free of cost at primary level. Articles 28 and 29 of the CRC include clauses to ensure continuity as well as human rights education components in the education of children. As early as 1948, the United Nations General Assembly (UNGA) adopted and proclaimed the Universal Declaration of Human Rights (UDHR) drawing the attention of nations around the world to consider education as everyone's right. World bodies like the United Nations and several of its associate organizations, at the global level, and the National Human Rights Commission at the national level have laid more importance on incorporation of human right education in school education curriculum. Article 17 of the Interim Constitution of Nepal 2007 has enshrined education as one of the fundamental rights. Article 26 of the UDHR 1948 and article 28 and 29 of the Convention on the Rights of the Child deal with the type of education children are to be ensured. As a member of the UN, Nepal has become a party to the UDHR and has also signed the Convention on the Rights of the Child. It is, therefore, an obligation of the Government to ensure that education is to the access of all besides being human rights-friendly.

National Curriculum Framework for Primary and Secondary Education (NCERT, 1988) identifies and addresses some of these concerns such as promoting values of egalitarianism, democracy, secularism, equality, removal of social barriers, and creating a sense of common citizenship. It further emphasizes the need to include the fundamental duties as laid down in Article 51 A of Part IV A of the Constitution as common core components of the curriculum ((NCERT, 2000). Thus, national curriculum Framework also urged the need of human right school education.

The National Policy on Children 2012 and the National Curriculum Framework for School Education 2007 have included provisions on human rights, human rights friendly-environment and administration and child rights. Emphasizing the sound school administration, the three year human rights work plan for 2011-2014 has planned to make school environment child and gender friendly. It is stated in the plan that gender equity and human rights would be focused for

the purpose. Similarly, HRE was raised as an issue in the recommendations made under the Universal Periodic Review of Nepal in 2011. It was recommended that HRE should be incorporated in school curricula. The Government, in its action plan prepared to implement the recommendations, has stated to revise and rewrite the school curricula, textbooks, teachers' guides and teacher trainings to incorporate HRE.

A study carried out by INSEC (2014) also pointed out that existing school education curriculum is not satisfactory from human rights perspectives and should be revised for the inclusion of adequate human right friendly contents in the existing primary education curriculum. Report further stated that more than half (58 per cent) of the teachers reported that school textbooks contain a few HRE related contents. Similarly, the participants of the regional workshops held in the course of this study also backed this view and demanded more HRE contents be included further minutely. Accordingly, the study further writes that due to carelessness or to the incompetence of the textbook writers or to the fact that textbooks were not revised and updated in time, some wrong information was found in some of the lessons of the reviewed textbooks.

Above mentioned discussion clearly shows that human right education is an urgent need of Nepal. But existing primary school curriculum is not satisfactory from human right perspectives. Adequate contents are not incorporated in the curriculum. Similarly, classroom deliveries are also inappropriate from child right perspectives. On the whole, education system and school curriculum should be revised in order to make it more human rights friendly. Thus, this study has been carried out.

3. Objectives of the Study

The objectives of this study were as follows:

- to identify human rights friendly, unfriendly and paradoxical subject matters included in school curricula and textbooks
- to collect and analyze teacher and students' knowledge on human rights/human right education related knowledge and human rights human rights friendly school environments and
- to deliver a set of recommendations to make primary education curriculum more human right friendly

4. Review of Literature

Although no detailed studies have been carried out on human right education and its curriculum in Nepal, three online working papers and one research study have been found out during the review of the literature related to human right education and its curricula at school level in Nepal. On the other hand, nongovernmental organizations such as organization of Dalits, Adibasi Janajati people and persons with disabilities have reviewed school curricula from their right perspectives. But research methodologies of these studies were not satisfactory and complete. They had also failed to utilize various provisions of international human rights instruments in their studies. Similarly, these studies did not take the human right education issues in a broad sense in their report.

The Human Rights and Environment Forum (HUREF), established in 16 May 1996, started a human rights education program in August 1996 called the Pilot Legal Literacy Project in Jhapa district, eastern Nepal. HUREF has implemented a number of human rights projects since late 1990s with a particular focus on prisoners. In 1997 it launched a Skills Training and Income Generating Program for women prisoners in the Central Jail in Kathmandu. 27 women prisoners were trained on typewriting and wool spinning. A similar program was held for women prisoners in Palpa Prison. In 1999, it launched Human Rights Courses for the prisoners in Kaski Prison in Pokhara. The prisoners gained knowledge about human rights particularly the rights of prisoners. In 2000, it implemented the package program "Promotion of Awareness on Human Rights and Penal Reform in Nepal." This program consisted of 3 activities: a national seminar on "Human Rights: Burning Problems and the Ways to Resolve Them" (18 August 2000), a 5-day Human Rights Training given to the Rajbansi tribe in Jhapa and Morang districts of Nepal which is threatened with extinction (7-11 September 2000), and production of a documentary film on penal reform in Nepal which was telecast through Nepal Television on 7 January 2001. It also produced a documentary on prisoners and their children who stay with them in the prisons. As a result of the broadcasting of the documentary, the government operated a separate Child Care Center for the dependent children. To implement its program, HUREF adopted four major activities: establishment of human rights centers, teacher training, extracurricular activities, and community work. First of all, HUREF established human rights centers in project area. It facilitates the establishment of human rights centers in the schools to provide alternative ways of resolving conflict at the community

level. The objectives of human rights centers are to: facilitate class activities; organize events on human rights once a month; and register human rights violation incidents in and around schools.

The centers undertake the following activities; human rights awareness-raising activities for social studies teachers; human rights awareness-raising activities for students; calling members of the community to register cases of human rights violations, including those on domestic violence. These cases may be resolved jointly by the teachers and students; depending on the nature of the cases, seeking help from the local social and human rights activists to resolve the problems peacefully. Teacher training is vital to the success of the human rights education program. A 15- day training of trainers for social studies teachers is deemed appropriate to increase their knowledge and skills on human rights education.

After the teacher training, an extracurricular human rights education program is carried out by the trained teachers. There are three classes per week for 9th and 10th graders, lasting 2 hours each. The teachers are remunerated for work done. Broad topics cover the concept of human rights and fundamental rights, knowledge of international human rights instruments, including the Universal Declaration of Human Rights, the Constitution, rights of children and women, and freedom of expression. The students also learn about the institutions protecting human rights in Nepal, remedial measures for human rights violations, and knowledge on conflict resolution. Reading materials are prepared and kept in the school library and in the human rights center of each school, accessible to teachers, students, and the public.

Pyakurel (2014) also prepared a paper on "Human Right Education in Secondary Schools in Nepal". The major objective of the study was to analyse the secondary school in Nepal from human right perspectives. The study concluded that there was inadequacy in the secondary school curriculum in Nepal. Pandey, (2014) carried out a study on Human Rights Education Curriculum, Methods and Materials for School Level Education in Nepal: Status and Issues. The major objective of the study was to analyze the status of existing human right education in existing school curriculum in Nepal. The study concluded that there was inadequate coverage of human rights contents in school level curriculum, that basic facilities in schools to make learning meaningful was lacking, that there was a lack of awareness on the part of parents and guardians about child rights, the rights of the child and that qualified and trained teachers were lacking. Jnawali also published a article on Right Based Education in Education in Nepal: Existing Status and Challenges. This paper was an attempt to deal with the issues and challenges of rights-based education in Nepal with specific reference to minority and disadvantaged group children at school level. Data and information were from three year formative research activities completed under the Center for Education Research Innovation and Development. Discourses of various stakeholders were solicited in order to elicit information. Students' interactions, class observations, focus group discussions with people in local communities and district level officials, and district as well as national level workshops were conducted in order to elicit information for the study. The findings of the study indicate that the provisions for rights-based education are still inefficient in order to achieve the EFA goals. In spite of the attempts made by community, government, NGOs and INGOs, there are many challenges to provide rights-based education to those who were socially excluded.

INSEC (2013) completed a study on Human Rights Education in Nepal's School curricula and Textbooks. The major objective of the study was to identify friendly, unfriendly and paradoxical subject matters included in school curricula and textbooks and to analyze teachers' and students' knowledge on human rights/HRE related information/knowledge. It was an analytical and explorative study and both primary and secondary data, generated through interview, workshops, observation and textbook analysis were used. The data collected in this way were analyzed based on the international instruments on HRE and the national policies and provisions on it. The study concluded that Human rights friendly, unfriendly and paradoxical contents were found in the school textbooks of grades 6 to 10. However, human rights friendly contents were found more than the human rights unfriendly ones. Looking into the contents of these books through the provisions enshrined in the international instruments related to human rights, the rights of the child and women's rights, the contents included in these books were found human rights friendly. Although there are more human rights friendly contents in the various primary school textbooks, child rights unfriendly, women rights friendly, paradoxical and orthodox contents are also incorporated in the textbooks.

5. Research Methodology

This chapter deals with the research methods and types, tools, samples and data collection procedures employed in the present study.

Research Methods and Types

A single method of study is not sufficient to encompass the different aspects of the curriculum analysis from human right perspectives. In such a situation, different research methods have been used in the present study. Experts, teachers, parents and students were directly contacted and essential data and information were collected by using the interview schedule and questionnaires. Records of physical and instructional facilities of the sampled schools were made and observation of actual curricular practices was also done. It clearly indicates that the present study may be termed as a survey study. In present study, data and information were generated through interview, workshops, observation and textbook analysis. The data collected in this way were analyzed based on the international instruments on HRE and the national policies and provisions on it. It was an analytical and explorative study and both primary and secondary data were used.

Primary education curriculum is analytically evaluated in terms of its suitability, desirability and effectiveness. Recommendation of course of action related to the improvements of curriculum, a part of evaluative study, is also provided. On the basis of analytical evaluation of existing curriculum, objectives were redefined in the present curriculum. Thus, it can be termed as an evaluative study. A variety of data were collected and efforts were made to obtain information about the existing primary level Social Studies curriculum from different angles. For this, different sets of data were gathered from various documents, interviews, observations, and through the survey of school resources. Simple analytical tools were used accordingly. In this sense, it can be termed as a type of descriptive research. Descriptive research is more than just a collection of data; they involve measurement, classification, analysis, comparison and interpretation (Koul, 2002). A variety of data were collected and efforts were made to obtain information about the existing primary level Social Studies curriculum from different angles. For this, different sets of data were gathered from various documents, interviews, observations, and through the survey of school resources. Simple analytical tools were used accordingly. In this sense, it can be termed as a type of descriptive research. Descriptive research is more than just a collection of data; they involve measurement, classification, analysis, comparison and interpretation (Koul, 2002).

Assessment is a fact finding activities that describes the conditions that exist at a particular time. Assessment describes the status of phenomenon at a particular time. It describes without value judgment a situation that prevails: it attempts no explanation of underlying reasons and makes no recommendations for action (Best and Khan 2002). In the present study, prevailing teaching learning situation and social, physical and educational conditions of primary school was identified. So, the present study may be termed as a assessment study. It clearly indicates that survey, assessment, descriptive and evaluative research methods have been taken into consideration in the present study.

Sampling Procedures

In order to ensure a representative sample of primary schools of the entire Nepal a multistage purposive sampling procedure was followed in the selection of districts, schools, teachers, parents and students. The procedures involved the following steps:

Selection of Districts: In the present study, first of all, 5 districts were selected from each eco-belts of Nepal. Altogether, 15 districts were selected from three eco-belts; Mountainous region, Hill region, Plain /Terai region from whole country. These districts were selected from purposive sampling method. Sample selected district have been presented in the following Table.

Table-2: Showing Sampled Districts

S. N.	Mountainous Region	S. N.	Hill Region	S. N.	Plain Region	Total
1.	Darchula	2.	Achham	3.	Kanchanpur	3
4.	Kalikot	5.	Gulmi	6.	Dang	3
7.	Rasuwa	8.	Makwanpur	9.	Bara	3
10.	Sankhuwasabha	11.	Dhankuta	12.	Morang	3
13.	Taplejung	14.	Illam	15.	Jhapa	3
	5		5		5	15

Selection of Schools: In the field visit of each selected district, a meeting was held in District Education Office (DEO) with the officer and the school supervisors in order to select schools. 45 schools (good, average, poor) were selected on the basis of purposive sampling procedures.

Selection of Classrooms: 45 classrooms of sampled schools were also observed in order to collect the data regarding the classroom delivery.

Selection of Teachers: 60 primary schools teachers were selected as sample for interview.

Selection of Students: 120 good, average and poor students were selected for the present study in order to collect the data and to conduct interview

Selection of Parents: 60 parents of sample selected students were selected as the samples for the present study.

Selection of Experts: For the present study, five professor of curriculum, five renowned human right activists of Nepal, five curriculum designers and five professor of social science were also selected as the samples.

Table-3: Showing the Total Numbers of the Sampled Experts, Teachers, Parents, and Students

Region	Sampled District	No. of Surveyed Schools	No. of Classes Observed	No. of Teachers Interviewed	No. of Students Interviewed	No. of Parents Interviewed
Mountain	Darchula,	3	3	4	8	4
	Kalikot	3	3	4	8	4
	Rasuwa	3	3	4	8	4
	Mustang	3	3	4	8	4
	Solukhubu	3	3	4	8	4
Hill	Achham	3	3	4	8	4
	Gulmi	3	3	4	8	4
	Kaski	3	3	4	8	4
	Dhankuta	3	3	4	8	4
	Illam	3	3	4	8	4
Terai	Bardia	3	3	4	8	4
	Dang	3	3	4	8	4
	Bara	3	3	4	8	4
	Sarlahi	3	3	4	8	4
	Saptari	3	3	4	8	4
Total	15	45	45	60	120	60

Methods of Data Collection

In the present study, in order to collect the valid and authentic data three sets of questionnaires, one set of interview schedule have been utilized. Accordingly, five workshops were also organized in seven regions. Informal meeting with stakeholders were also organized during the field visit. Textbooks, curriculum, teacher's guides were also analyzed on the basis of desk review. School survey forms were also filled up during the data collection period. In short, Questionnaires, interview schedule, workshops, informal meeting and school survey form were utilized.

Data Collection Procedures

In each sampled school, most of the time of the researcher was spent in conducting interviews with students, teachers, parents and other stakeholders. It took about 25 to 30 minutes to conduct interview for single person. Similarly, researcher conducted informal meetings and interaction with stakeholders during the morning, evening and night. Headmaster filled up school survey forms and researcher observed classroom with the help of school inspector and resource persons.

6. Result and Discussion

This section has briefly present human rights friendly, unfriendly and paradoxical contents found in curriculum and textbooks. Similarly, wrong information as well as the contents lacking clarity has also been discussed in the present study. The section divided into the following headings:

Human Rights Friendly Contents: In grade I, topics such as; reconciliation, cooperation, respect to elderly family members, help and respect to disabled family members, help and respect to helpless members of family, help in the work of the family members are instrumented in the grade one textbook. Through their Social Studies lessons that the students acquire some knowledge about and have the opportunity to develop sensitivity towards human rights issues. These topics are related to human dignity and human rights principles, norms and values. Through the textbooks of grade one social studies textbook, it is expected that students practice and learn to respect elderly family members and to love younger's ones. Accordingly, in this grade students are expected to practice to listen to others attentively. Similarly, they are taught

that it is not right to use others' belongings without their permission. Further, student learns about the need to stand in queue and wait for their turn in school, at the temple, bus stops, shops and so on. Similarly, students learn and practice that they should follow traffic rules while walking along the path. With a view to inculcate the habit of conserving national heritage, students are asked to remember the name of the forest, wells, inns and temples that lie in their surroundings or neighborhood.

In Grade II, help in work and occupation of the family members, discharge of the responsibility, respect and welcome to neighbor, familiar with great personality of society, respect to the disabled and helpless family members, identification of National Emblems and respect to the various work and occupation of the neighbors are organized and sequenced in the grade two curriculum and textbooks. In grade II, students practice to respect to their relatives and guests. Similarly, they practice to obey their elders and request them for help. Accordingly, students are taught to help the helpless and handicapped and be cooperative with friends. Similarly, students of this grade participate in the national festivals and other occasions. As part of their course they are also required to make a list of the public properties of their community. At the same time, proper utilization is also vital aspects.

In Grade III, students are expected to tell the reasons for observing certain festivals in different religions and castes. They are to utilize common objects with cooperation among all. They are encouraged to read the notice boards, sign boards, traffic signs, pamphlets, posters and notices given at public places and follow accordingly. Students in Grade III are taught to conserve and utilize properly the natural resources available in one's district and tell about the efforts being made to protect them through barrage, wildlife reserves, and control of soil erosion, and so on. Students are to express their opinion to the elders politely.

In grade IV, listen to others attentively and express their ideas, to be familiar with child rights, and female rights and to discharge these rights, to be familiar with structure and function of VDC and to treat all people equally are selected and organized in the primary education curriculum. Through their social studies subjects in Grade IV, students of this grade are able to listen to others attentively. Similarly, students are encouraged to participate in the extracurricular activities of their school. Accordingly, they are taught to appreciate good work done by others and to thank others for their help. The fourth graders are enabled to describe the religions in practice and tell the importance of religious tolerance. Similarly, students in Grade IV are expected to tell about the importance of natural resources like soil, water, forest and minerals and describe simple techniques of their conservation. They are also to tell about the importance of religious, historical and cultural properties in one's development region.

In Grade V, topics such as curriculum of this grade aims at to provide knowledge and information on empathy, respect and sympathy towards nation, fundamental, human rights, discharge of responsibility and rights, introduction, function and structure of District Development Committee, respect to familiar and unfamiliar female, indigenous peoples, religious groups, conflict and mediation, respect to great personality and respect to the various occupation of the district residents are incorporated in the curriculum. Curriculum of this grade aims at to prepare children to take responsibility of doing something at home with cooperation and help in the roles of one's family in social life. Accordingly, students are expected to differentiate between the good and bad aspects of tradition and respect everyone equally without discrimination. The fifth graders are expected to remain conscious of their fundamental rights and tell others about one's own rights and duties. Similarly, students learn about the loss to the society resulting from bad habits like drinking, smoking, gambling and playing card and to describe ways of protecting one's self and others from them. The fifth graders develop an understanding of peace and cooperation at the international level. They acquire basic information on SAARC countries including their economic, social and geographic situation and tell the areas of cooperation among them and students are also to familiarize with United Nations Organization and its main functions.

The analysis of the primary level social studies curriculum shows that primary level social studies curriculums include human-rights-related contents ranging from respect for the elderly, love to younger's ones, to child rights, to international cooperation. However, these contents are not instrumented in a logical and sequential manner. Vertical and horizontal organizations of these contents areas are also unsatisfactory. Human rights contents are not instrumented in all grades equally. Contents weightage is not balanced in all grades. On the other hand, these contents are not adequate and

sufficient for primary level social studies. At the same time, important burning topics related to child right, female rights, fundamental rights are not included in the curriculum.

The lessons under Social Studies have laid emphasis on the indispensability of maintaining understanding and tolerance among the people from various linguistic and religious communities. Some of the lessons were found to have underscored the need to advance women in the social and political sphere on a par with men. Lessons dealing with citizens' duties, international relations and cooperation of Nepal were also found in the course of the review. Social evils, malpractices and untouchability were found to have been dealt under this subject. Lessons written with the view to promote tolerance and understanding among the people from different ethnic, linguistic and religious groups and to discourage caste system, untouchability, hatred and humiliation against women and the persons with disability were found. Some of the lessons were found to have attempted to promote equality and fraternity suggesting that all human beings are equal. The subjects on Civic and Moral Education recommended for the grades 6 to 10 were found to have discussed that nobody should be discriminated on the basis of caste, religion and sex.

Some of the lessons were affirming that children's issues have to be given space by the election manifestos of the political parties and that various regulations and acts have to be formulated for children. Similarly, some lessons were found to have claimed that children's issues were more seriously raised by the non-government organizations and by the civil society in Nepal. The review of the textbooks also showed that lessons imparting knowledge about the traditionally handed down norms and values of the Nepali society are included. Also, some of the lessons have dealt with religious freedom. Some lessons have assigned students to prepare reports on whether or not tolerance, cooperation and mutual understanding exist in the society. Also, students have been assigned to prepare reports on the types of activities the trade unions of their localities are involved for the labors' rights. Moreover, duties of the citizens, the fundamental aspects of the rights of the child, non-discriminatory behaviors, religious tolerance, social norms and values, among other issues, were discussed in the reviewed textbooks.

In reviewing the Nepali Subject textbooks ranging from grade 1 to grade 5, it was found out that a number of human rights friendly contents were included in the books. Illustrations portraying an inclusive representation of temple, monasteries and mosques were found. Similarly, these textbooks were found to have discussed with due emphasis the importance of tolerance, peace, cooperation, humanity and freedom. The issue that no one should be discriminated on the basis of their sex, color, religion, language etc. was discussed in the textbooks. Possible ways to attract women towards study were found to have discussed. Similarly, information on the cause and effects of pollution and the preventive measures of being safe from such effects were included in these textbooks. Lessons dealing against caste system, untouchability, class based discrimination and advocating for equality were also found. Besides in Social Studies and Moral and Civic Education, human rights related contents and issues were found in the textbooks of English subject as well. Lessons emphasizing self-choice in the matter of marriage of males and females reaching a legal minimum age and the poems dealing with the importance of conciliation and the avoidance of war in the society were found in English textbooks. Positively, some of the lessons of English textbooks were found suggesting students to discuss whether or not the persons with disability have capacity on a par with the able-bodied persons.

Human Rights Unfriendly Contents: The issues such as listening to the news and being informed of the national and international happenings was found to have presented in the textbooks in a gender discriminatory way. The discussions would give an impression that women's status is too critical due to their dependence on men, therefore they have to sustain their life only on the basis of the properties they earn through their studies and they should not demand for parental properties. The discussion is likely to discourage women to claim their parental properties as per the existing legal provisions in the country rather than making them encouraged to work against discriminations faced by them. Although lessons proscribing gender, color, religion and language based discriminations and advocating gender equality were found, a number of socio-culturally reflected gendered and orthodox views were also found while reviewing textbooks.

How the language used in the textbooks shapes the non-linguistic behaviors is quite serious and it is likely to influence students negatively. A line of a verse "Aruko Bharna Bachnu Parchha Hatai Nahunele...Aruko Saathma Hidnuparchha Aankhai Nahunale. (Literally-Those who don't have hands have to depend on others for living ...Those who don't have eyes have to walk along accompanied by others) used for long traditionally was found not removed. The

sentences as such are contrary to the emphasis laid by the preamble of the Convention on the Rights of Persons with Disabilities that discrimination against any person on the basis of disability is a violation of the inherent dignity and worth of the human person. "Huna ta Tapai Jasta Andhaharule Beliko Mala Chhunda Sarpa Bhanera Tarsiyeko Maile Dekheko Chhu" (I have seen a blind person like you touch a jasmine garland, scared, mistaking it for a snake though) and " Ani Ta Ke Khochhas Kana Aankha Bhaihalyo Malai"(Then I felt like getting another eye by a person having blindness in one eye). The use of these sentences also seem contrary to general principle(a) of article 3 and general obligations (h) of article 4. "Eleanor Rooseveltle Poliyobata Apanga Bhayeka Aphna Pati Franklin Rooseveltlai Anek Preranadayi Bachanharudwara Rastrapati Padma Biajayi Hunaka LagiThulo Yogdan Puryaeki Thieen" (Eleanor Roosevelt had contributed a lot through her encouraging words for the victory of her poliostricken husband Franklin Roosevelt to the post of President). This sentence too might not be acceptable from the point of view of the persons with disabilities. It sounds as though the inherent capability of a disabled person has been undermined by the sentence. Similarly, it seems as though students are being taught that the honorific use of language differs by occupation and class of people. The uniformity in the honorific use of language was lacking. Mali Phool Tipchha (A florist plucks flowers), Bidhyalayako Palele Thik 5 Baje Karyalayako Dhoka Thunyo (School's security guard closed the door right at 5 pm) and Ghansi Gothaloko geetma Ghans Katnama nai masta thiyo (Engrossed, a grass cutter was singing a song and cutting grass). In these sentences, non-honorific language has been used probably by taking the occupations of the persons such as florist, grass cutter and security guard as lowly ones. Similarly, the sentences used in the book such as Mantri Ghodama Chadhera Tyahi Bato Bhramanma Niskiyeka Thiye (The Minister had set out on horseback along the very way). In this sentence language has been used more honorifically. In the sentence- "Tyaspachhi Bikram Sambat 2031 Ma Swargiya Raja Birendra Bata Prathmik Tahama Nisulka Shikshyako Ghoshana Garibakshyo, language has been used highly honorifically by taking the king as most respectable.

Unclear and Controversial Matters: In reviewing the textbooks through gender, political and constitutional perspectives and in taking the debate into consideration whether the life of a person is saved through religious beliefs or through science, some controversial issues were found to have crept into the reviewed textbooks. The information used in the textbooks - "The Moon is the representation of the legendary lunar dynasty Kings of Nepal, i.e. Shah Kings", "We regard our king as the incarnation of Lord Vishnu" "Though Political party is one of the essential elements of democracy, it has brought disunity and disorder in the society" are controversial in themselves.

Similarly, the use of sentences such as "The head of the family is a male member, the father or Grandfather or the eldest brother...Mother is responsible for domestic matters and cares for the children while the father is responsible for earning the means of living...All the members of family solely depend upon the income of the father because he is the guardian and head of the family. All rights, properties and privileges are transferred automatically to the eldest son and then divided equally among other sons...might not be acceptable for the Nepali women who have been fighting for their equitable status. "Teen Char Barshako Umerma Unlai Bipharle Jhandai Mrityouko Mukhma Puryaeko Thiyo... Sheetala Deviko Upasanabata Unko Rakshya Huna Sakyo", (At the age of 3 or 4, he nearly died of smallpox ...his life however could be saved through invocation of the Goddess Sheetala Devi), Kaleeko Mandirma Jibro Katera Arpan Garna Uddhyat Bhayeko Dekhera Kali Prasanna Bhaee Unlai Bidhyako Bardan Dieen. Kalika Bhakta Bhayeko Adharma Nai Unko Naam Pani Kalidas Rahyo" (As he was all set to chop off his tongue and proffer it to the Goddess Kali, she became happy and bestowed him with education). (As he was a devotee of the Goddess Kali, he was named Kalidaas.) The use of such controversial contents was found in school level textbooks. Although, much depends on the teachers how discussions are triggered on these issues in classrooms, these contents are seemingly controversial.

Wrong and Unrevised Contents: It was found out through this study that wrong and unrevised contents were included in school textbooks either due to the incompetence or carelessness on the part of the book writers and to the lack of timely revisions. Wrong contents were found more in the textbooks published by private publications than in the books by governmental publication. Surprisingly, a lesson dealing with "National Children Commission" and its objectives was found in a book, whereas the Commission as such was not been established in Nepal. Similarly, the Constitution of Nepal 1991 was found to have been referred to while dealing with the issues of orphans and the persons with disabilities whereas it was already more than five years since the Interim Constitution of Nepal 2007 was promulgated in the country. "Those below 14 are regarded as children by our Constitution" used in the textbook is one of the wrong information. It was already

four years since the 601-member Legislature Parliament (Constituent Assembly) was elected in the country when the textbooks were reviewed for the purpose of this study, however, students were being taught that the legislature parliament of the country comprised of 330 members. Similarly, "Our Country was divided into 14 zones in 2048 BS, "According to Hindu customs, when a child is born, the 6th day of its birth is celebrated as "Chhaitaun or "Pasni" are some of the emblematic wrong information included in the school textbooks. It is high time the concerned authority pays due attention towards correcting or removing the wrong, unfriendly, unclear or controversial contents included in textbooks.

Contents Requiring Further Revision from the Point of View of Human Rights: It would be better if some of the issues such as health, education, information included under Social Studies were described also as human rights issues besides being infrastructures of development. Similarly, it was found that most of the textbooks under the lessons dealing with the religious traditions and festivals included the festivals of the Hindu religious groups only. The festivals of non-Hindu religious groups were given less priority. Civil rights and the rights of the child were not described clearly. The indispensability of peace education and the necessity of ending conflict for permanent peace were discussed in Social Studies prescribed for Grade 5 but the contents included in the book were not sufficiently comprehensive. While taking the prolonging post- conflict situation and socioeconomic situation of the country into account, it is advisable to include peace education starting from the lower secondary level of school education.

Human Rights-Friendly Culture and Behavior: Most of the participants of the workshops suggested HRE be developed as a part of culture by including it into school curricula. Primarily, views were expressed that HRE would be promoted if human rights related lessons were included in the school subjects such as Moral and Civic Education. Similarly, suggestions were put forth to provide human rights-friendly culture starting from children's homes in order to develop human rights-friendly environment. However, the participants also viewed at the same time that this task was not easy given the poor educational background of the guardians. Similarly, teachers' role in shaping human rights-friendly behavior and promoting such a culture was emphasized in the workshops. The participants of the workshops were of the view that teachers' modus operandi, attitude and behaviors had to be changed and that they had to be proactive to translate HRE into practice. It was unanimously agreed that teaching HRE could be further effective if teachers acknowledged their obligation at the personal level. Suggestions were provided HRE be promoted through a formal system of school education.

Implementation Status of the Curriculum: This study reveals that the percentages of male teachers, the teachers between 35 and 44 years of age and teachers with Bachelors level or above the level of qualification were more than that of other categories of teachers in this connection. Likewise, more than half (60.8 percent) of teachers do not use human rights related reference materials. Among the categories of teachers, the group of teachers teaching social studies and moral education subjects (56.5 percent) were found as the group of teachers using reference materials most. It was also found that teachers used electronic and print media, publications of government and non-government bodies, library, textbooks and the materials provided during various training courses as the main reference materials for human rights issues. Electronic and print media were used by most of the teachers (47 per cent) as the reference materials. Similarly, in most of the classroom, deliveries are also based on the rote learning only. Interaction, discussion, group discussion, question answer, field trips, observations and various practical activities are non-existence. In some private schools, primary schools children are badly punished for not completing their home assessment. Student evaluation procedures in primary schools are also inappropriate from child rights perspectives.

7. Major Findings and Suggestions

In present chapter, findings and results n have been presented. Similarly, recommendation and suggestions are also made.

Findings

The major findings of the present study have been summarized below:

- Human rights friendly, unfriendly and paradoxical contents have been included in the various primary education textbooks.
- Wrong information was also found in school textbooks either due to the incompetence and carelessness of the textbook writers or to the lack of timely revision and update of the textbooks. Such problems were found more in the textbooks of private publications.

- Topics on human rights and the liberal democratic processes such as human rights, child rights, duty, peace and conflict, racial discrimination, human and girl trafficking, good governance, the rule of law, corruption, impunity, the election system and processes, women's empowerment, international instruments on human rights, refugee problem, Geneva Conventions and the UNO; it was found out while reviewing textbooks that these topics have not included in the textbooks. Similarly, even the topics included in the textbooks were not in an integrated situation.
- Most of the stakeholders complained that corporal punishment and various forms of discrimination are still in practice at schools.
- The provision of the National Curriculum Framework for School Education in Nepal 2007 to set partnership mechanism/approach through a wider representation of stakeholders such as women, ethnic groups, Dalits, persons with disability, parents, teachers, human rights activists as well as child rights experts in the process of developing curricula and curricular materials is praiseworthy. The concerned authorities have to be more heedful as to addressing the general concerns and grievances that have been raised in relation to the effective implementation of this provision.
- Concerned stakeholders expressed their view that the degree of physical punishment and child rights violations are more in the private schools than in government ones.
- This study reveals that human rights in the primary education curriculum is figured but not in an organized form. Besides, most of the human rights are in an abstract form than in a concrete form.
- The existing curriculum aims to drive out the evils and dogmas from the society. It has made a bold attempt to eradicate the evils of caste system, untouchability, discrimination against women and so on.
- The present primary education curriculum provides Human Rights concepts in the concrete form in Social Studies textbooks but in the hidden or latent form in the languages and other textbooks.
- Though sufficient attention has been given to Human Rights Education in the primary education curriculum, still the present curriculum is basically examination oriented.
- Children in families, community as well as private schools are sometimes physically punished for not finishing homework or violating school rules and regulations.
- The parents and guardians hardly raise voices if the children are physically punished and mentally harassed in school by teachers and school administrators.
- Textbook references to human rights are too brief to make an impact on children, and teachers hesitate to expand on text approved by the authorities.
- Some parents, mostly in rural areas, do not see the value of getting their children enrolled in school. They see it more important to have their children attend to their siblings and care for domestic animals.
- A few textbooks of subjects mention human rights issues occasionally and without explanation.
- Textbooks do not address social problems directly and make no reference to gender inequality, numerous inhuman tribal customs, child labor, and discrimination against minorities.
- Textbooks merely provide lists of virtues and good behavior. They fail to present the social context of the country and solve the problems.
- Textbooks do not even refer to the Constitution, which cites a number of fundamental rights.
- Many schools in Nepal are devoid of basic physical facilities necessary to make learning productive and joyful. These schools are obeying the fundamental human principles.
- Mental harassment of the children can have long-term physical and mental effects on them children.
- There are no special educational manuals on human rights education.
- Human rights issues are never consciously incorporated into the curriculums. A number of textbooks on social studies for classes 1, 3, and 5, and on Nepali for classes 1, 2 and 3, fail to mention crucial human rights issues.
- The preamble of Universal Declaration of Human Rights includes 30 Articles pertaining to 30 Rights, but the prevailing curriculum does not consider these human rights while designing primary level social studies curriculum, textbooks, teacher guide and other reference materials.

Recommendations and Suggestions

The major recommendations and suggestions of the present study are presented in below:

- Human rights education must be taught as an independent subject in school level.
- Human right education should be promoted as a distinct and cross-cutting theme within the primary education curriculum.
- Human right education should permeate strategies on, training for, and curricula to deliver, lifelong learning.
- Ensure that teachers are aware of international instruments such as the UNWPHRE and the UN Declaration on Human Rights Education and Training.
- Convene local, regional, national and global conferences and teacher trainings on human rights education.
- Social studies teachers need to re-think their pedagogical and teaching styles and attitudes and ensure that these promote gender equality.
- A range of good quality Continuing Professional Development on HRE should be developed and delivered to teachers and other educators.
- Review existing research in human rights education in pre- and in-service teacher training,
- As part of the effort to promote a whole-school approach to the implementation of human rights education, school programs, parents and members of the school community need to be included in school human rights projects and activities.
- Publish human rights education teacher training articles and research in educational journals and reviews.
- Provide pre-service teachers with training opportunities with human rights education mentors or schools that are modeling the principles of human rights.
- Develop human rights education twinning programs and faculty exchanges between organizations/universities in different regions.
- There is a strong need of making people aware about rights-based education concepts through media and door to door visit, street, and stage drama and wall paint.
- Develop an internet sharing tool for emerging practices and human rights education lesson plans to help in teacher training and professional development efforts for teachers.
- A number of pedagogical best practice models of human rights education be developed and disseminated to teachers with the assistance of relevant Teacher Associations.
- There is need to edit social studies textbooks across all the levels of schooling to remove stereotypical content, images and pictures which reinforce gender stereotyping.
- With regards to formal education, consider approaches for implementing HRE in line with the World Program's six key structural areas: human rights based approach to HRE; core competencies; curricula; teaching and learning processes; evaluation and professional development and support of educational personnel.
- HRE should not only be confined to lifelong learning communities and educators, rather awareness should be raised in the wider public sector, in private sector bodies; particularly those carrying out a public function, and across civil society in general.
- Ensure that there are proper and effective legal provisions in place against corporal punishment and that these provisions are implemented effectively. Take steps towards discouraging and minimizing various forms of discriminations that take place within school premises and classrooms.
- Topics related to human rights and the liberal democratic processes such as human rights, child rights, duty, peace, conflict, racial discrimination, human and girl trafficking, good governance, the rule of law, corruption, impunity, the election system and processes, women's empowerment, international instruments on human rights, refugee problem, Geneva Conventions, have not included in the prevailing textbooks. Thus, these topics should be included in textbooks.
- There is a need for greater recognition of the role of human rights education in improving student understanding of human rights and building civic values. In order to build a human rights culture the position of human rights education within the curriculum must be strengthened.

- In order to make human right education more functional and attractive, the GOs (DEO) have to play leading and coordinating role; local bodies like DDC, VDC, Municipality have to play supportive role; I/NGO, CBOs and other IDP support organizations should play supportive role; journalist, civil society and professional organizations have to play supportive role and the school community (HT, Teachers, SMC, PTA) has to perform the role of management and support.
- There is a pressing need to develop comprehensive teacher manuals to support human rights and civic education by providing appropriate detailed methodological guidelines and thorough information on each topic included in subject plans and textbooks. Many teachers are not familiar with even the only manual provided by the Ministry of Education and Science and few have access to the manual published by the Armenian Constitutional Right-Protective Center.

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