

ANALYSIS OF THE PRIMARY EDUCATION CURRICULUM IN NEPAL FROM HUMAN RIGHTS PERSPECTIVES

✉ **Dr. Rajendra Kumar Shah**
Associate Professor
Kailali Multiple Campus

Abstract

The major objectives of the present study is to identify human rights friendly, unfriendly and paradoxical subject matters included in primary education curriculum and analyze opinions of primary school teachers, students, parents, curriculum designers, and stakeholders of primary education on existing primary education curriculum. Accordingly, desk review and survey method is used in the present study to carry out this research. Respondents of the present study expressed mixed views (positive and negative) on the inclusion of human right education into school curricula and textbooks and their implementation. However, very few numbers of participants of the workshops spoke against of human right education. They were of the view that of human right education contents could be more meaningful and effective if such contents were included in school curricula and textbooks by dealing rights and duties with equal importance. Thus, human right education based primary education curriculum is the urgent need of Nepal but the curriculum should be balanced form all angle.

Keywords

Human Right Education, Primary Education Curriculum, Human Rights Instruments

CHAPTER-ONE

Introduction

1.1 Background

Universal Declaration of Human Rights (**UDHR-1948**), Article 26 (2), states that education should be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It should promote understanding, tolerance and friendship among all nations, racial or religious groups, and should further the activities of the United Nations for the maintenance of peace. In this context, a question has raised that whether the primary education curriculum in Nepal is able to teach respect for human and fundamental freedom or not. Article 26 (1) of the same declaration (**UDHR-1948**) writes “everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit”. Same question is again raised in this context also.

Article 13 of the International Covenant on Economic, Social and Cultural Rights (**ICESCR-1966**) also deals with the type of education to be imparted to the child. According to the Article, “the States Parties to the Covenant recognize the right of everyone to education. They agree that education

shall be directed to the full development of the human personality and the sense of its dignity, and shall strengthen the respect for human rights and fundamental freedoms. They further agree that education shall enable all persons to participate effectively in a free society, promote understanding, tolerance and friendship among all nations and all racial, ethnic or religious groups, and further the activities of the United Nations for the maintenance of peace”.

Article 7 of the **International Convention on the Elimination of All Forms of Racial Discrimination (1965)** mentions that States Parties undertake to adopt immediate and effective measures, particularly in the fields of teaching, education, culture and information, with a view to combating prejudices which lead to racial discrimination and to promoting understanding, tolerance and friendship among nations and racial or ethnical groups, as well as to propagating the purposes and principles of the Charter of the United Nations, the Universal Declaration of Human Rights, the United Nations Declaration on the Elimination of All Forms of Racial Discrimination, and this Convention.

Article 10 of the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW-1979) provides that States Parties shall take all appropriate measures to eliminate discrimination against women in order to ensure to them equal rights with men in the field of education and in particular to ensure, on a basis of equality of men and women. For this to happen, sub-article B and C of the article states that access to the same curricula, the same examinations, teaching staff with qualifications of the same standard and school premises and equipment of the same quality and the elimination of any stereotyped concept of the roles of men and women at all levels and in all forms of education by encouraging co-education and other types of education which will help to achieve this aim and, in particular, by the revision of textbooks and school programs and the adaptation of teaching methods should be ensured.

Article 10 (1) of the Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (1984) writes, "Each State Party shall ensure that education and information regarding the prohibition against torture are fully included in the training of law enforcement personnel, civil or military, medical personnel, public officials and other persons who may be involved in the custody, interrogation or treatment of any individual subjected to any form of arrest, detention or imprisonment".

Article 29 (1) of the Convention of the Rights of the Child (CRC-1989) provides that education of the child should be directed to (a) the development of the child's personality, talents and mental and physical abilities to their fullest potential; (b) the development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations; (c) the development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living; the country from which he or she may originate, and for civilizations different from his or her own; (d) the preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin (e) the development of respect for the natural environment. The provision that education of the child should be directed to the development of respect for human rights and fundamental freedoms can be understood as that HRE is a right.

These international human right instruments have made sufficient provision on human right education. Article or sub-articles of these instruments directly related to education and curriculum of school level. Thus, it can be derived a conclusion that these instruments are adequate and sufficient for school education.

In the context Nepal, National Curriculum Framework (NCF, 2007) in its background analysis, 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. Human right education is necessary for school children. The Framework has not discussed human rights as the contemporary curricular issue, however, the issues such as socio-cultural and educational aspects, norms and values based education, the issues of mother tongue, the inclusive curricular approach, the impact of globalization in education and quality and relevancy of education that indirectly relate to human rights have been taken into account as the contemporary curricular issues and challenges.

The Government of Nepal on April 6, 2012 passed the National Policy on Children (2069) prepared by the Ministry for Women, Children and Social Welfare. The main objectives of the Policy relate to the issues that directly concern the rights of the child. Protecting children from all forms of physical or mental violence, damage or abuse, desertion, neglect and exploitation or sexual abuses; providing them with required care, nutrition and help before and after their birth; developing their physical, psychological and educational spheres through education; increasing child participation by allowing those children who are capable enough to formulate views about themselves and eliminating discriminations against children besides consolidating juvenile justice system are the main objectives of the Policy. It has aimed to prohibit political and armed conflict related activities in school premises, to prohibit families, teaching institutions and child homes from abusing children physically and psychologically, to make the governmental, non-governmental and international non-governmental organizations prepare their child protection policies and implement them accordingly, to develop child-friendly teaching learning environment at schools, to revise curricula, training materials, teaching approaches, including guardian society and school management committees from the child rights perspectives. Similarly, it has aimed to incorporate and teach the issues such as child rights, child abuses and exploitation, to take departmental action against those teachers who inflict physical and psychological torture in students, to declare the other regions where children's participation and presence is frequent as Zones of Peace and to incorporate the issues such as child rights and child participation in the curricula of various teaching and training academies (schools, universities, national judicial academy, administrative Training academies, Police and Army academies, teachers' training centers etc.).

Article 17 of the Interim Constitution of Nepal 2007 provides for the right to education. The article states that (1) every community shall have the right to get basic education in its own mother tongue, as provided in law, (2) every citizen shall have the right to get free education up to the secondary level from the State, as provided in law, (3) every community residing in Nepal shall have the right to preserve and promote its language, script, culture, cultural civilization and heritage.

In the context of 21st century, human right education is urgent need of the children of school level. But the existing primary education curriculum in Nepal criticized on the several ground. Contents

are biased, pedagogical activities are authoritative and evaluation procedures are not child friendly. Thus, primary education curriculum should be revised, improved, updated and human right friendly. In order to make, it more child friendly and human right based, research study should be carried out immediately. In order to fulfill this urgent need, this study has been carried out.

1.2 Rational of the Study

Children's attitude, idea, character and behavior are formed at a young age and these are heavily influenced by their family and school education. Human right education in school could be effective means to develop human right culture in children. Incorporation of these values in young people's daily life activities could be proved as a concrete way to prevent bullying, discrimination, violence and crime and promote inclusion and respect for diversity. Accordingly, Human right education can be provided backbone of interpersonal relations and valuable foundation for balanced personality development of children. But primary education curriculum in Nepal could not meet this relevant and urgent need of the Nepalese society. This is one of the major drawbacks of the existing primary education curriculum in Nepal.

When the nations are witnessing communal clashes and ethnic conflicts in various regions of the world, the solution of these problems could be human right education. At the same time human right education could be a useful tool of social unity, understanding and foundation for peace building process, because human rights education program focuses on the attitude of tolerance, respect and solidarity and develops individual awareness about the ways and means by which human rights can be translated into social and political reality. But no legal right can be effectively enforced unless the person on whom it has been conferred is aware of human right. So there is a dire need of human right education program at school level. But human right friendly subject matters are not included in the primary education curriculum.

Schooling provides not only basic education but also, under the best circumstance, aids a child to explore the world and express ideas. The school is a model of good society as John Dewey (1993) suggested. Schools are places where it is theoretically possible to operate a community based on social justice and human rights. The climate of a school could open expression of views and dialogue between students and teachers. The school can work toward building a closer relationship between itself and the community. Human rights should permeate the whole school; from its ethos and organization to the content of its curriculum.

Human Right Education promotes equality, empowerment and participation as well as conflict prevention and resolution. At the same time, human right education is important for mutual understanding, respect and democratic citizenship. Human Rights Education not only advances knowledge about human rights and active citizenship, but also promotes democratic principles, communication skills and informed critical thinking across all sections of society. It is equally important to all persons because it is a participative approach to lifelong learning that empowers learners of all ages with knowledge and skills to understand their rights and responsibilities. When basic human needs or rights are denied, a blame culture based on negative attitudes towards others can catch hold very quickly resulting in racism, xenophobia and other abuses or violations of human rights.

If society hopes for a world where peace, security, freedom and prosperity reign; where hate, malice, inequality and abuse are things of the past; then we must teach and instill in every child the values and qualities necessary to help bring about such results and achieve success (Frank 1982).

The 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 proposes that the school curriculum reflects some world issues and helps make children become aware of and appreciate different world cultures. Highlighting the need to strengthen national identity, the National Curriculum Framework for School Education (NCERT, 2000) reaffirms the ten core components identified in the National Policy on Education (1986): democracy and secularism; constitutional obligations; equality of the sexes; protection of the environment; removal of social barriers; India's common cultural heritage; the content essential to nurture national identity; the history of India's freedom movement; egalitarianism; inculcation of scientific temper and observance of small-family norms. 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:

These core components need to be integrated in school curriculum in a suitable manner. It is envisaged that they would help in instilling a nationally shared perception and values and creating an ethos and value system in which a common Indian identity could be strengthened (Gaur 1978).

Research report of Australian schools mentioned that where education around values is embedded in the objectives, content, and pedagogy of the classroom, there is evidence of improved student engagement with schooling, better learning outcomes, and enhanced social and emotional wellbeing (National Consultation on Human Rights; NHRCCC, 2009). As a result of values education, schools have reported increased empathy, tolerance and respect, and increased student confidence to address bullying (NHRCCC, 2009). Schools have also reported a reduction in disciplinary measures, an increase in school attendance, and positive shifts in classroom and playground relationships as well as relationships at home (NHRCCC, 2009).

Researches carried out in the field of human rights education, worldwide, in schools, show that where education around values is embedded in the content and pedagogy of the classroom there is evidence of improved student engagement with schooling, better learning outcomes, and enhanced social and emotional wellbeing. As a result of value education, schools have reported increased empathy, tolerance and respect and increased student confidence to address social issues and conflicts. Schools have also reported a reduction in disciplinary measures, an increase in school attendance, and positive shifts in classroom and playground relationships as well as relationships at home.

In the changing dimensions of time, many attempts have been made to safeguard the rights but these attempts are not sufficient enough towards the protection of the rights. In this context, human rights and value education can create human rights culture and balance between individuals and communal

rights. Human right education can inculcate human rights values and respect not only among functionaries but in the entire population. There is no doubt that the present state of the human rights literacy and the level of awareness and sensitivity to human rights in Nepal is not satisfactory. So, this challenge should be addressed immediately and completely. This is urgent need of the education field of Nepal. This challenge could be addressed if human rights education is introduced in our school education. The purpose of introducing human rights education is to bring about changes in perspectives, values, visions, behaviors, living styles, social skills and knowledge of the learners and thus eventually generate a positive and healthy attitude towards human rights.

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. The Universal Declaration of Human Rights (UDHR) also emphasized that education everywhere should promote understanding, tolerance and friendship among all individuals, social groups and nations. This fact also clearly reflects the great importance of human right education. It urgently calls for improvement in the school education curriculum and incorporation of Human Right Education (HRE) in the curriculum of school education of 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.

Article 26 of UDHR states: everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit. (2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace. (3) Parents have a prior right to choose the kind of education that shall be given to their children.

In order to develop a cultured, civilized and well mannered, human right education curriculum should be introduced in that society. A human rights respecting culture seeks to respect and be responsible for the realization of rights through all levels of society. A human rights perspective is about fostering a right respecting culture where human rights become integrated in society, at all levels, both personal and institutional. It is also about embedding an understanding of human rights and values, as a cornerstone of our social fabric and national ethos that will form all aspects of our nation as well as our attitudes and behaviors.

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. Similarly, 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.

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.

The National Policy on Children 2012, the National Curriculum Framework for School Education in Nepal 2007, the Three-Year Interim Plan 2010-13, among other plans and policies, have included provisions on human rights, human rights friendly-environment and administration and on the rights of the child. 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 HRE 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 in grade 6-83.

Hence, it is important to review the school curricula and textbooks which are believed to have been designed by being guided by the aforesaid policies and also being based on the democratic and human rights norms. Similarly, it is also equally important to analyze the implementation status of human rights and child rights contents incorporated the existing primary level school textbooks and other reference materials. Keeping these factors in mind, the present study is carried out.

1.3 Objectives of the Study

The objectives of present study were as follows:

- to identify human rights friendly, unfriendly and paradoxical subject matters included in primary education curriculum,
- to analyze opinions of primary school teachers, students, parents, curriculum designers, and stakeholders of primary education on existing primary education curriculum,
- Deliver a set of recommendations to various stakeholders for the advancement of HRE in Nepal

1.4 Delimitation of the Study

The present study has been delimited as follows:

- The scope the present study is limited to the government and private primary schools in Nepal,

- The opinions of the government and private primary schools' teachers, students, parents have included in the present study,
- Both government and private schools curriculum and textbooks have been analyzed The opinions of the students are limited to textbooks and its materials only,
- Only the opinion of a sample of 600 students, 200 teachers and 200 parents of 30 schools from 3 eco-belt had been taken,

1.5 Significance of the Study

The significance of the present study is briefly presented below:

- This research study would provide an important logical base and an idea for the experts who will plan and develop human right based primary education curriculum in Nepal,
- This study could serve as a guideline for the research scholars to undertake a study on the development of human right perspectives based primary education curriculum particularly in social sciences and generally in all subjects at different levels of schools.
- The researcher scholar would also be benefited from this research study to pursue their innovative works in human right related fields,
- This innovative work also helps to the human right activists in several grounds such as: to carried out research in the field of human right, to prepare training manual and so on,
- This research study helps to government official to develop educational, political and human right related policies
- The result of the present study would be useful to journalist, students, professors and other general lay people who are interested in human right based education, and
- Though it is an attempt to evaluate primary education curriculum in Nepal from human right perspectives, it is hoped that present study would contribute to improve and develop the curriculum of levels education and developed bases for inclusion of human right education in curriculum.

CHAPTER-TWO

Review of Literature

The review of related studies helps the investigator to gain insight into the problem to be studied and to get information on the related problems and issues. During the review of literature, several studies on human right education were found to have been conducted in Nepal and other countries of world. Review of literature in the present study is limited to those appropriate research studies which have some implications for the present study. Thus, the reviews of these studies have been presented under the following seven headings:

2.1 Previous Studies on HRE in Nepal's School Curriculum and Textbooks

Although no detailed studies have been carried out so far as to the implementation status of the HRE included in school curricula in Nepal, some online working papers and one research studies have been find out during the review of the literature related to human right education and human right education curricula at school level in Nepal. On the other hand, stakeholders such as the organization of Dalits, Adibasi Janajati people and of the persons with disabilities have reviewed school curricula

from their right perspectives. Looking at them from research methodologies, these are not complete in themselves. They have also failed to utilize various provisions of international human rights instruments on HRE as their research methodology. Similarly, they have not taken the HRE issues in a broad sense.

A study on "Human Rights Education Curriculum, Methods and Materials for School Level Education in Nepal: Status and Issues" carried out by Basudha Pandey. The major objective of the study was to analyze the status of 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.

Damodar 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 (CERID). 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.

Koirala (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. A total of 25 districts of Nepal were selected for the study. These districts as well as the schools in these districts were selected based on purposive sampling. Data were collected from 1018 (including 12 students with disabilities) students studying in grade 6 to grade 10. A total of minimum 8 and maximum 12 students were selected from each school in an inclusive way. Of the total students, 514 were boys and the remaining 504 were girls.

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. Human rights related contents were found even in the subjects other than Social Studies, Civic and Moral Education. The

language related textbooks (English and Nepali) were also with human rights contents. However, there were very few lessons that dealt HRE by giving direct lesson titles such as "Human Rights", "Child Rights" or the rights of the particular groups. The issues of peace and conflict were raised only in a lesson (grade 10, Social Studies); however, these issues were not dealt in detail in the lesson too. This study revealed that Nepal's teachers and students are highly positive towards human rights and HRE. Teachers gave highest priority to the right to life, however, on average; they gave more priority to the economic, social and cultural rights than to civil and political ones. Stakeholders expressed mixed reaction (positive and negative) as to the inclusion of HRE contents in school curricula and their implementation.

Govinda Pyakurel 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.

2.2 Research Conducted in Various Countries

Towards the end of the UN Decade, for example, research was conducted in the United States by way of a survey distributed to state curriculum specialists and officers of state councils from all 50 states to determine the level of inclusion of HRE within their state educational systems. The study found that whilst practices were occurring within state education frameworks that related to human rights concepts, progress in HRE was both slow and burdened with issues of "conflicting definitions and vocabulary, mandates and assessment". Whilst not assessing the actual practice of HRE in classroom teaching within each state, this research was nevertheless instructive for gauging the extent of HRE within educational curricula and policy documents.

A more comprehensive study into HRE in the education system was published in 2011 by the Centre for Human Rights and Citizenship Education in Ireland. The research was conducted by way of a structured questionnaire distributed to teachers that resulted in "the first national baseline data in relation to primary teachers' understanding of human rights and HRE". The questionnaire sought to ascertain "the level of awareness of and attitudes towards human rights and HRE among primary teachers in Ireland, to assess the extent to which HRE is implemented in primary schools, and to identify the challenges and opportunities for HRE in the primary system. The research findings indicated that whilst teachers had an interest in and enthusiasm for teaching HRE, they were ill equipped with the requisite knowledge for providing HRE to a standard compliant with international human rights law. Thus, whilst the majority of teachers felt that they were providing HRE in their classrooms, the insufficiency of their knowledge concerning human rights instruments and protection mechanisms demonstrated that such HRE activity was not grounded in the correct language and terminology of human rights. Instead, HRE practices in schools merely loosely addressed human rights concerns and incorporated rights respecting approaches.

The study additionally found that teachers viewed HRE as a mere tool for improved social cohesion rather than for empowerment and activism, which corresponds with existing academic scholarship addressing this issue. Whilst NGOs and other organisations active in the field see the transformative potential of HRE to change attitudes and behaviour so that learners take action to defend human

rights,⁵³ both government education authorities and teachers view HRE instead as a tool for incremental social change through the development of a rights respecting social order.

A study similar to that carried out by the Centre for Human Rights and Citizenship in Dublin into the extent and sufficiency of HRE in British Columbia was published by Lawyers' Rights Watch Canada in May 2012. The research was conducted by way of interviews and surveys with a broad range of groups involved in the receipt or delivery of HRE, including NGOs, judges, academics, and human rights educators and workers. This study revealed that "dearth of international human rights education" in British Columbia. Accordingly, Subject matters of international human right instruments should be included in the school level curriculum and higher education. At the same time, Subject matters should be incorporated in formal as well as informal system of education.

This study found out that HRE in schools in British Columbia was framed principally as "education informed by human rights principles", including rather than as a comprehensive regime built upon a solid foundational knowledge of human rights instruments and protection mechanisms. It was also highlighted that the driving force behind HRE was neither the federal or provincial governments nor academic institutions, but rather volunteer-led grassroots initiatives. This study was broader than the equivalent Irish research report and considered not only the position of HRE within the formal school setting, but also within professional settings. This study found out that school level curriculum should be revised. It was also found that human rights are infrequently brought to the attention of judges in British Columbia, and their own personal understandings of human rights fall below the standards required for compliance with international human rights law. Similarly, there was found to be no coordinated strategy to make international human rights law known to teachers and students within the British Columbia school system, or to police and law enforcement workers, civil servants, lawyers, judges and interested citizens".

The Ministry of Education in Brazil approved guidelines on HRE in May 2012. It was expected that the guideline would play an important role in consolidating human rights culture. Hence, Brazil has become one of the few countries to institutionalize HRE by acknowledging schools as a place to disseminating HRE. Other mechanisms such as the National Plan for HRE and the National Committee for Education for Human Rights (CNEDH) are already in existence. With the object to sensitize people about human rights and democratic citizenship, the Ministry of Education in Turkey launched a large scale project. The main purpose of the project was to emphasize HRE and human rights culture at schools and to review school textbooks in terms of HRE. The program is taken as an important step from the point of view of human rights, democracy and gender equality. Similarly, the Tripura State Government of India has included HRE in its school curriculum as a separate subject. The state informed that HRE would be included under social studies stating that textbooks on the subject were already prepared. The authorities there claimed that they would gradually include this subject up to higher education. Tripura was said to have become the first state in India to include HRE as a separate subject in school curricula.

2.3 Provision of Human Right Education in the National Curriculum Framework of Nepal

National curriculum framework of Nepal (2007) was developed on the basis of suggestions and recommendations of stakeholders, various interest groups and the institutions such as women, dalit,

disabled, janajati, who have been raising their voice for inclusive education and curriculum for several years (NCF, 2007: 4). As the Framework was developed also on the basis of the analytical reports on curriculum, textbooks and teachers from the perspectives of Dalits, the persons with disabilities, janajati/indigenous people and from human rights, child centered and gender perspectives (ibid), it, on the one hand, has laid emphasis on how to make curricula more democratic and, on the other hand, has given priority to the particular groups of people whose rights are in need to be especially protected in the context of Nepal. Similarly, the Framework provides that a wider representation of stakeholders such as women, ethnic groups, Dalit, the persons with disability, parents, teachers, human rights activists as well as child rights experts would be made in the process of developing curricula and curricular activities. Although a number of principles are said to have been adopted in developing the NCF, human rights principle was not specified in this regard. However, National curriculum framework (NCF 2007), have give more emphasis on social justice, democracy, human rights, co-existence, equity and equality. These facts clearly reflect that some aspects of the human rights, child rights and female right are incorporated in the National curriculum framework 2007. The intention of the NCF 2007 is to incorporate human right based subject matter, pedagogical activities and student evaluation procedures in the primary education curriculum.

Secondary-level Education Curriculum 2064 B.S Curriculum has dealt with the aspects such as respect of democracy and human rights and promotion of inherent sovereign human values, social values, social justice and equality. Similarly, the curriculum has set objectives to prepare citizens that develop feelings of peace, friendship, congeniality, tolerance and philanthropy and manifest their conduct accordingly at the local, national and international level. The level-wise objectives of education have also allowed space for human rights. Similarly, the trial curriculum 2067 of basic education and primary education curriculum 2005 also incorporated human rights subject matters and issues in their report.

CHAPTER-THREE

Research Methodology

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

3.1 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. It was an analytical, explorative and evaluative study in nature. Survey, assessment, descriptive and evaluative research methods are used in the present study.

Survey research has evident potential value in helping solve theoretical and applied educational problems. Survey studies are conducted to collect detailed description of existing phenomena with the interest of employing data to justify current conditions and practices or to make more intelligent plans for improving them. Describing about the importance and scope of survey research Sukhia et. al. (1971) writes; "It involves interpretation, comparison, measurement, classification, evaluation and generalization-all directed towards a proper understanding and solution of significant educational

problem (p.180)". As this study intended to analysis the primary education curriculum from human right perspectives, it was difficult to gather information by the census method (i.e. studying the whole population). In the situation like this, Kerlinger (1978) suggest personal interview as the best example of the survey research and use of personal interview as a principal methods of gathering information. Hence, 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 level Social Studies 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).

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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.

3.2 Sampling Procedures

The topography of Nepal lends itself well to stratifying the country into geographically homogeneous regions. These topographically diverse regions are predominantly inhabited by group of people with

similar ethnic origin, language, culture, economic condition, and educational opportunities. Keeping in view of the diverse topography, ethnicity, language, culture, economic condition and educational opportunity, the entire country were stratified into seven regions as shown in the Table 1. This stratification was done to reflect regional diversity as discussed in the preceding sections. This pattern was first followed by a leading educational research center in the study of "Determinant of Educational Participation in Rural Nepal" (CERID 1984). In order to ensure a representative sample of primary schools of the entire Nepal a multistage sampling procedure was followed in the selection of districts, schools, teachers and parents. The procedures involved the following steps:

Table 1 : Stratification of Nepal into Seven Regions

A Western Mountain Region (10 Districts)		B Eastern Mountain Region (8 Districts)	
C Western Hill Region (16 Districts)	D Central Hill Region (12 Districts)	E Eastern Hill Region (9 Districts)	
F Western Plain Region (9 Districts)		G Eastern Plain Region (11 Districts)	

3.3 Sampling Procedures

In the present study, multistage purposive sampling method has been utilized for the sampling purpose. First of all, whole country was divided into seven proportional and meaningful parts. These parts could be known as seven strata. Then, on the basis of multistage purposive sampling process, seven districts were selected as sample districts from whole country. These districts were Darchula, Salyan, Kaski, Rasuwa and Panchthar.

3.4 Samples

In order to select samples for the present study, 42 schools were selected from the seven sample districts. In this process, 6 schools were selected from one district. Accordingly, 84 parents, 126 primary schools teachers 420 students were selected on the purposive sampling methods. At the same time, 50 educationists were also selected for the study. Number of samples is presented below:

Table 2 : Total Numbers of the Sampled Expert, Teacher, Parent, and Student

Region	Sampled District	No. Surveyed Schools	No. of Parents Interviewed	No. of Teachers Interviewed	No. of Students Interviewed	No. of Classes Observed
Mountain	Darchula	6	14	15	57	3
	Rasuwa	6	10	14	63	3
Hill	Salyan	6	12	22	73	3
	Kaski	6	16	21	74	3
	Panchthar	6	8	18	33	3
Terai	Kanchanpur	6	15	18	60	3
	Bara	6	9	18	60	3
Total		42	84	126	420	21

3.5 Source and Nature of Data

Basically, this study was based on primary data. Researcher went to related schools for data collection. Likewise, various books, articles, treaties and covenants of the UN, newspapers and study reports were used as the secondary source of data. Also, data were generated from regional workshops. Hence, this study was both quantitative and qualitative.

3.6 Methods of Data Collection

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

3.7 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 school inspector and resource persons.

CHAPTER-FOUR

Analysis of Primary Education Curriculum in Nepal

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 have also been discussed in the present study. The section divided into the following headings:

4.1 Human Rights Friendly Contents

Textbooks analysis showed that a numbers of human right friendly have been included in the textbooks. From the analysis of the Nepali Subject textbooks, 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. A lesson, in reference to South Africa, dealing with the necessity to struggle for defending self-esteem

and rights were 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.

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 rights of the child were discussed in the textbooks as the obligation of the state. 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. Some lessons were found appreciating the scholarship programs in education implemented to ensure women's rights. Likewise, some lessons were found dealing with the importance of cultural heritages, folk dances, songs, music, and also with the celebration of days that are important from the point of view of the rights of the Nepali people.

A number of contents related to human rights and the rights of the child were found in Nepali, Social Studies, Civic and Moral Education. In analyzing the subject matters included in the textbooks from the point of view of the provisions of the international conventions on human rights and the rights of the child and women on their education and health, HRE contents are included also in the subjects such as Health, Physical Education and, Population and Environment. Looking at the contents especially through the prism of article 24-2 (E), 29-1(A and E) of the Convention on the Rights of the Child and article 11-2(A) of the International Covenant on Economic, Social and Cultural Rights and the Convention on the Elimination of All Forms of Discrimination against Women, these subjects were found with HRE contents. The issues such as the importance of the environmental health, the

measures to adopt to be safe from diseases, the effects of drugs, smoking and alcoholism, which the provisions of these covenants and conventions have attempted to address, were found. The necessity to protect environment, the importance of cultural heritages, the issues on pollution control, deforestation and its consequences, the effects of various forms of pollution were also found in different lessons.

4.2 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.

Languages lacking political correctness and offending the persons with disabilities, particular professions and sex were found. To be offended due to the use of language is one aspect. Moreover, 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 Bharma Bachnu Parchha Hatai Nahunele...Aruko Saathma Hidnuparchha Aaankhai 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 Bhaihalayo 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.

4.3 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.

4.4 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.

4.5 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 10 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.

4.6 Policy-wise Bases of the Inclusion of HRE

Third objective of this study was to analyze the policy wise bases of the inclusion of HRE into school textbooks. Analyzing the National Curriculum Framework for School Education, the educational policy of the Government of Nepal and other related policies and collecting views of teachers and other stakeholders on these policies was intended. Similarly, analyzing the effect of HRE on the personal and societal life, modes of teaching and learning human rights related issues and the role of the concerned stakeholders in disseminating the HRE were also the issues under this objective.

Regional interactions, observations and the interviews with teachers were held in this connection. The domains of the students to be affected by HRE, views of the teachers regarding inclusion of HRE into school textbooks, the degree and reason of inclusion, the effective mode of teaching and disseminating human rights issues, the policies on increasing awareness about human rights and the rights of the child and School as Zones of Peace were some of the issues on which teachers were asked questions. Similarly, questions were developed and then administered among the teachers with the view to identify major problems regarding the availability of the materials on human rights and the rights of the child. The National Curriculum Framework for School Education in Nepal 2007 has acknowledged that in the context of 21st century human rights, child rights, peace, gender and social equity, population education and environmental conservation including global information and communication technology have become the emerging needs. Similarly, the interest of the Curriculum Development Center in ensuring representation of various stakeholders such as women, janajati groups, dalits, guardians, teachers, human rights activists, the persons with disabilities and the experts on the rights of the child in developing, approving and revising curricula is praiseworthy. However, how the meaningful representation of these groups have been ensured so far in the said processes is a matter of concern, which has to be paid due attention by the concerned body. Positively, the notion that education should help in enhancing and strengthening social justice, democracy, human rights, co-existence, equity and equality and that education should also address peace, tolerance, etiquette and employment have been acknowledged by the NCF as the norms and value of education.

The NCF has asserted that curriculum development process has to pay special attention to women, the children with disability, Dalit children, disadvantaged (backward) groups, street, children, conflict affected children, sexually exploited and abused children, the poor, workers and laborers, the minors staying in prisons with prisoners (parents), the HIV infected children, children suffering from leprosy and contagious diseases. In addition to this, looking at the NCF through the point of view that human rights has to lay emphasis on the rights of those groups who are vulnerable, the NCF is quite praiseworthy. Generally, the NCF is positive from the human rights perspectives.

4.7 Opinions of stakeholders towards Primary Education Curriculum

Stakeholders expressed mixed views (positive and negative) on the inclusion of HRE into school curricula and textbooks and their implementation. However, very few numbers of participants of the workshops spoke against HRE. They were of the view that HRE contents could be more meaningful

and effective if such contents were included in school curricula and textbooks by dealing rights and duties with equal importance. They opined that the responsibility shouldered by guardians and teachers could play significant role in creating human right-friendly culture. Their views implied it would be really difficult to shape up students' behaviors and conducts in line with the spirit of human rights and HRE if the education system of the country that measures students' knowledge in percentage is given continuity.

Most of the respondents underscored the need to reflect the human rights and HRE issues in the extra and co-curricular activities as well. Stating that teachers have to be trained on human rights and on the rights of the child, they suggested including these issues in the teacher training courses. They even demanded school level students be kept away from political activities and participation and proper legal provisions be adopted against the physical torture and punishment inflicted on students in schools. The stakeholders stated with examples that the incidents of child rights violations were taking place in schools unabated and such incidents were occurring in private and institutional schools more than in government schools. On the basis of the analysis of the opinions of respondents, it can be concluded that both human right friendly and unfriendly contents are incorporated in the textbooks of primary education. In some cases, wrong and unrevised contents are also included in the primary education curriculum 2007. From the analysis aforementioned, it can be said that existing primary education curriculum is not completely satisfactory because human right friendly, unfriendly and paradoxical subject matters are included in the existing curriculum.

CHAPTER-FIVE

Findings, Results and Recommendations

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

5.1 Findings and Results

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

- 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.
- The parents and guardians hardly raise voices if the children are physically punished and mentally harassed in school by teachers and school administrators.
- 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. All the articles of Human Rights also aim at similar goals.
- 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.
- 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.

- 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.
- Mental harassed of the children can have long-term physical and mental effects on them children.
- 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.
- 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.
- A few textbooks of subjects mention human rights issues occasionally and without explanation.
- extbooks 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.
- The preamble of Universal Declaration of Human Rights includes 30 Articles pertaining to 30 Rights, but there is not presentation of all rights in the existing primary education textbooks.
- 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.

5.2 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 whether elective or not.
- Teachers must be prepared to teach human rights education.
- Provide pre-service teachers with training opportunities with human rights education mentors or schools that are modeling the principles of human rights.
- A range of good quality Continuing Professional Development (CPD) on HRE should be developed and delivered to teachers and other educators in Nepal.
- Ensure that teachers are aware of international instruments such as the UDHAR, ICSCPR, and CEDAW so on.
- Develop partnerships to enable pre-service teachers to have cross-regional practical training on human rights education.
- Develop guidelines and research tools for effective Teacher Training in human rights education.
- Develop human rights resource centers for pre-service and in-service teachers and teacher educators.

- Convene local, regional, national and global conferences and teacher trainings on human rights education
- Publish human rights education teacher training articles and research in educational journals and reviews.
- Create and build a network of Universities and pedagogical institutes interested in and engaged in human rights education.
- Develop human rights education twinning programs and faculty exchanges between organizations/universities in different regions.
- Review existing research in human rights education in pre- and in-service teacher training.
- Social studies teachers need to re-think their pedagogical and teaching styles and attitudes and ensure that these promote gender equality.
- 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.
- 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.
- Add the human rights related training matters to the teacher training courses ensuring that the added contents are sufficient enough to teach the human rights related contents included in the school textbooks.
- Ensure that the teachers trained on human rights and HRE will be knowledgeable at least on the concept, principles, international instruments and programs of human rights.
- 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 research priorities and support such research on human rights education in teacher education.
- Disseminate widely the existing international human rights documents, constitutions [with provisions] for integrating human rights education, and documents from international conferences related to human rights education on the local, national, and global levels.
- 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.
- Among the topics related to 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 not all of these issues were included.
- 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 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.

- A number of pedagogical best practice models of human rights education be developed and disseminated to teachers with the assistance of relevant Teacher Associations.
- 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.
- Schools require adequate access to and resourcing of Internet facilities to provide for various online applications, global connections, including online international cultural exchanges as ways of supporting learning about human rights issues.
- A professional development workshop for teachers is needed to assist teachers to better use communication technologies, social media and educational resources in an engaging way with students.
- 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.
- It is necessary to develop a new teacher manual on human rights based on the experience and efforts of qualified teachers in Armenia who have succeeded in creating or adapting methods for teaching human rights relevant to local needs and realities. This new manual should include the extensive body of methodical literature developed by UNESCO, UNICEF, and other major organizations engaged in human rights education.
- Close monitoring and evaluation of human rights education should be conducted by the Ministry of Education including continuous and systematic evaluations and updates.
- Human right glossaries and dictionaries should be developed, published, and distributed to teachers as supplements to the teacher manual.

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