



MED STUDENTS' VIEWS ON THE SOCIOLOGICAL INFLUENCES ON BASIC SCHOOL CURRICULUM

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ABSTRACT:

Education is a process of transmitting culture from a sociological point of view. Schools are formal institutions whose main objective is to preserve and transmit the culture of society. It is clear that society is one of the vital part of curriculum development. At the same time, curriculum designer must consider while designing a curriculum. So, the *major objective* of the present study to explore M. ED students' opinion on the sociological influence on Basic school curriculum in Nepal. The study adopted a *descriptive survey design*. Questionnaires were used in collection of data. *Purposive sampling* was used in the present study. A total of 40 students participated in the study and out of these 20 were males and 20 females. Data was analyzed through simple descriptive statistics. The *major findings* the study revealed that the school curriculum in Nepal does not adequately facilitate learners to understand the cultures of other communities, to appreciate other peoples' cultures, and to understand the challenges generally affecting Nepalese society. Similarly, the teaching methods and evaluation procedures adopted by teachers and Basic Schools are inadequate in helping the learners to understand and appreciate their society and culture. This explains why Nepal is lagging behind in social, economic, and educational progress. So, teachers' training on teaching methods is urgently needed. Such teaching methods allow the exploration of learners' abilities and interests thereby facilitating self-actualization. Similarly, continuous curriculum improvement on national cohesion should be done.

KEYWORDS:

CURRICULUM CHANGE, SOCIOLOGICAL INFLUENCE, CULTURE, EMERGING ISSUES, CURRICULUM FOUNDATIONS.

Context of the Study

Curriculum foundation refer to basic forces that influences and shapes the thoughts of curriculum designers to decide what to include in the curriculum and how to organize it. There are certain forces that provide a background of information upon which are the curriculum designers depend to make future decisions. These foundations are; *philosophical foundations* which are studies of nature and value, *Psychological foundation* are studies of learners and the learning theory and *sociological foundation* which are studies of society. This study is based on the sociological foundation. The sociological foundation of the curriculum affects the process of curriculum development in the sense that, due to societal standards, cultural views, societal values and norms and practices arising from the background of stakeholders and curriculum designers, there are many factors that influence the process of curriculum development (**Ballantine & Hammack, (2009)**). Society is a general body of persons, societies or nations that constitute civilized humanity. Therefore, the curriculum should be planned with a view to the key social trends (**Schneider & Silverman, 2010**). Any curriculum worth its protection should attempt to represent the social and cultural needs of that particular society. Culture is literally the way people live, including their intelligence, discipline, clothes, and training. Curriculum creators should also look at the spiritual and creative growth of their culture. The application of the curriculum can be

influenced by social changes and standards of the school (**Booher-Jennings, 2008**). This, however, entails significant cultural shifts, such as patterns of unemployment, social values, economic development, and family relationships. Schools' parental, employer and community aspirations. This is often motivated by the requirements and complexities of the education system. This involves institutional factors, such as policy requirements, statistical studies, external assessments, major curriculum programs, and critical research on education.

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qualified experts. It is a long and complicated process that begins with basic debates about education priorities and ends with the actual teaching and learning at school. Several different social classes in this process play important roles. In the school curriculum, the implementation of new breakthroughs in literacy to lower grades by curriculum creators has succeeded. The creation of a curriculum has also been influenced by cross-cutting concerns such as child neglect and gender violence. In fostering and consolidating new principles and attitudes, the school curriculum is seen as a significant vehicle. It shifted from gender to stereotype, where women were depicted as passive and men as active, aggressive and leadership-oriented, and they would pursue suitable occupations.

It is clearly probable that some of these beliefs will be culturally rooted as communities reinforce themselves by implanting beliefs in learners through institutions such as schools. A place for girls should be in the kitchen while a boy should be left playing and discovering the environment. Then, as a male, there is no capacity for feminine roles. A male child is not permitted to cook in the kitchen, helping younger children to wash clothes and even bathe them. Girls are viewed as passive in career selection who will perform similar occupations such as nursing, teaching, secretarial, whereas occupations such as that of a doctor and other top management positions are for men. Then there is an education dilemma that benefits urban kids and neglects rural kids. Technology has arrived so rapidly in urban areas that they have already adopted computer lessons from as early as grade one. The rural child has also been disadvantaged by problems of banks having automated teller machines, using mobile phones, etc. Curriculum developers need to look at certain problems for the benefit of the rural boy, as all of these are considerations to be taken into account by the curriculum specialist. Social influences have a profound effect, both indirect and direct, on the curriculum. A more debatable problem is the exact degree to which a society and its community can affect the education system through the curriculum. Curriculum developers should not forget that they are a product of their own culture and that it will be culturally linked to any decision they make.

From a sociological perspective, education is a process of transmission of culture. Culture refers to the way of life of a society. Schools are formal institutions whose main purpose is to preserve and transmit the culture of the society. Schools discharge this function through the curriculum. Curriculum is the sum total of all the experience provided to the learners under the guidance of the school (**Bishop, 1985**). Comte, the founder of the discipline of sociology, "define sociology as the study of interaction between human institutions such as the family, education, religion as well as their development and the manner of transformation of societies" (**Kibera and Kimokoti, 2007:1**). A society is a system whereby people live together in organized communities. **Taba (1962)** highlights three main functions of education thus:

to preserve and transmit culture, to transform culture and as a means of individual development. The first two functions are embodied on the society and its culture. Education is a value based activity engaging individuals in experiencing and accepting what is valued in society. In favour of this, **Ornstein and Hunkins (1998)** contend:

Schools exist within not apart from social context. Through their curricula, schools influence the culture of the people that the schools serve. Likewise, the culture affects and shapes the schools and the curricula. Schools through their teaching of the curriculum can alter society and the society can model the school and its curriculum. (Ornstein and Hunkins, 1998:137)

In the same respect, **Sinclar and Lillis (1980)** writes:

The sociologists pointed out the language and contents of schooling related to the life styles of the middle classes lacked relevance to the experience of working class child. Educational planners noted that the qualitative aspects of educational planning has been neglected, suggesting that the expansion of schooling in the Third world make it more relevant to the life and work of their mainly rural communities. (1980:21)

Most of studies carried in Nepal are based on the various aspects of the curriculum such as curriculum evaluation, curriculum development, student's assignment, pedagogical practices aspects and so on. Similarly, it was found out that a number of studies carried out on various aspects of teaching learning in various countries. But a nominal number of studies carried out in sociological aspect of education. It clearly indicates that there is urgent need of scientific study on sociological influence on curriculum. So, this study carried out to explore M. ED. students' opinions on the sociological influences on Basic School curriculum in Nepal.

PURPOSE OF THE STUDY

The major objectives of the present study is to explore M. ED. students' opinions on the sociological influences on Basic School curriculum in Nepal.

OBJECTIVES OF THE STUDY

The major objectives of the present study are given below:

- How did Nepal's Basic school curriculum prepare students to cope with emerging issues in the society?
- How the Basic school curriculum helped them to understand and respect their culture?
- How religious organizations have affected Nepal's school curriculum?
- How student families have affected Nepal's school curriculum? And
- How the school program encouraged their self-actualization.

REVIEW OF THE LITERATURE

FOUNDATION OF CURRICULUM

The determinants of the school curriculum are curriculum foundations. When deciding on what to include in the curriculum and how to organize it, there are forces that control curriculum planners and developers (**Glatthorn, Boschee, Whitehead, 2006**). The choice of the learning opportunities offered in schools is influenced by them. There are four curriculum foundations: historical foundations dealing with past events influencing the curriculum of the school; psychological foundations dealing with human actions and its effects on the curriculum; philosophical foundations covering the principles and beliefs of life and education and sociological foundations dealing with society (**Taba, 1962**). This paper evaluate the sociological foundation. **Orntein and Hunkins (1998)** agree with this when he states that teachers are mainly responsible for reflecting and assessing learning environments that promote individual personal social development and contribute to social change. In his curriculum development model, **Tyler (1949)** accepts society as a significant impact of the school curriculum and recognizes it as an important determinant of educational goals. The curriculum creation process should be recognized by numerous curriculum scholars (**Shiundu & Omulando, 1992; Bishop, 1985; Otunga et al. 2011**) by conducting a situational analysis through which the context is created. The conditions are expressed in schools and in society. A variety of variables are taken into account in society, such as beliefs, social norms, history, philosophies, shift in information, among others. In developing the school curriculum, the variables in society should be addressed because society has its own assumptions about the priorities and goals that should be taken into account when designing the school curriculum. It has its own understanding of what the school system's brand could look like. The school curriculum is the tool used to express important facets of the culture of society, as it represents society's cultural and social needs. The curriculum can be influenced by different spheres. **South African Development Community (2000:22)** identified the following spheres of influence in the changing phase of the curriculum, namely:

The political sphere-This sphere represents the politics of the day which determines the goals, content, learning experiences and evaluation strategies and materials in education. The curriculum materials and their interpretations are usually heavily influenced by political considerations and persuasions since we are the product of democracy, the government of the day which is headed by a political party which has won elections has a voice over other parties, thus why their influence runs across the spectrum. Political persuasions may influence certain appointments so that they ensure that the person pursues the agenda of the ruling political party.

The social factor-Issues such as the culture of the target group, different religious and moral values should be considered in the designing of the curriculum

The economic factors-the market forces dictates what

should be included in the national curriculum.

Technology -modern curriculum designers cannot afford to ignore technology and its influence on the national curriculum.

The environmental factor-People have become insensitive to their surroundings and the natural resources which must be considered in designing the curriculum.

SOCIOLOGICAL INFLUENCES OF THE SCHOOL CURRICULUM IN NEPAL

Nepal's multicultural society is a key factor that is taken into consideration for curriculum design. Some factors of diversity include religion, culture, race, gender, ethnicity, socioeconomic status, age, and also children with different kinds of disabilities. According to **Baksh (2009)** curricular planners work to build an education that suits our multicultural society and that will help every child from every different background live, work, and go on to lead successful lives in our melting pot of a society (**Moore and Young, 2001**). The role of learning institutions in society and the purpose of the curriculum have been major, closely related, issues since education institutions were first established. Society's expectations for its education institutions and these institutions' response to society are both reflected in the curriculum. Curriculum reflects a complex society, a society in which there is never perfect agreement on the characteristics of that society. It is usually believed that, the primary purpose of the curriculum is the acquisition of cognitive knowledge though different thoughts consider it as programs for helping individuals develop humane and rational qualities.

According to **Ellis (2004)**, society has its own expectations about the aims and objectives that should be considered when designing the curriculum. It also has a perception of what the product of the school system should look like. It is therefore necessary for curriculum designers to take into account these societal considerations. If this does not happen, the curriculum becomes irrelevant. The different community may include Christians, Muslims, Hindus and adherents of other religions. The views of these religions must be considered when designing a curriculum. In Nepal, for example, subjects such as sex education and political economy have proved difficult to include in the curriculum because of the resistance from some religious groups. These groups feel that including these subjects in the curriculum will undermine their belief systems. The same groups of people would not tolerate a curriculum that does not include religious and moral education. The design of curricular materials and their presentation should accommodate the culture of the society that the curriculum is seeking to serve. It should be sensitive to the fact that the curriculum design is to perpetuate inequities.

Nepal's school curriculum addresses the emerging problems of Nepali society. The current emerging problems in Nepal are environmental security, ethnic violence, changes in technology, unemployment, poverty, drug and alcohol abuse, population control and gender

issues, among others. *Glatthorn, Boschee and Whitehead (2006)* claim that the use of technology facilitates science skills, makes learning more enjoyable, offers possibilities for knowledge use, and prepares students for an increasingly advanced world of technology. The school curriculum has been continuously updated by schools in Nepal for later technological developments in the world. The software program is already changing how students access and use data. They risk being absolutely anachronistic if our schools do not rise to their technical potential and challenge. It is this concept that contributed to the teaching of computer studies in Nepal's elementary and secondary schools. The use of calculators and Computer Aided Teaching are other developments in the school curriculum in Nepal that have been driven by technological changes. At an unprecedented pace, its spread and effects are rising daily. It has thus become a major health and social problem in Nepal that has drawn the attention of governments, their various agencies, and the donor communities.

In Nepal, environmental degradation is an emerging issue. The setting refers to an object's surroundings. Deforestation, soil degradation, desertification, water scarcity and degraded water quality, poaching, and domestic and industrial pollution are the current environmental problems affecting Nepal. In Nepal tertiary institutions and universities, faculty and departments of environmental management have been created. Ethnic violence is also affecting Nepal. As violence contributes to the loss of lives and property, this has significantly affected its economic development. Messages on national harmony and coexistence are passed by an integrated approach in the teaching and learning of all subject areas in the Nepalese school curriculum. Unemployment is a crucial issue impacting Nepal's people. Nepal is a poverty-affected country too. Nepal is one of the lowest-income countries in the world. Drug and alcohol misuse in Nepal is a serious problem. Another concern is population management. Nepal's population growth rate is still among the highest in the world, despite the government's population control initiatives and policies. Gender problems also affect Nepal's culture. The implementation of gender policy in education has been implemented in order to promote women's education in Nepal. This is in line with the Millennium Development Goals and Education for All: the priority of ensuring quality education and training for all.

RESEARCH METHODS

This was a quantitative study. It utilized a descriptive survey design. The descriptive surveys are researches where the opinions, attitudes concerning one fact and incident are taken, aiming to describe facts and incidents. The descriptive survey design was deemed appropriate because it sets out to describe and interpret

what is (*Cohen and Manion, 1994*), which is and what this study intended to do (*Gall, et. al., 2005*). In the present study, variety of data were collected and efforts were made to obtain information about sociological influences on school curriculum (*Kothari, 2004*). In this sense, it can be termed as a *type of descriptive research*. It was suitable for this study because a variety of data was gathered and efforts were made to obtain information from different angles on sociological influences on school curriculum. Descriptive research is more than just a collection of data; they involve measurement, classification, analysis, comparison and interpretation (*Koul, 2002*). In nutshell, the research design of the present study can be termed as descriptive survey.

PARTICIPANTS

A total of 40 students participated in the study and out of these 20 were males and 20 females.

SAMPLING PROCEDURES

Purposive sampling was used in this study to select the sample.

RESEARCH TOOLS

After an in-depth study of the relevant literature, the researcher prepared questionnaire for respond students. Accordingly, the drafts questionnaires were presented to two experts who were in the field of curriculum evaluation to criticize the questionnaire in terms of whether or not it served the purpose and had any validity. In accordance with the feedback obtained from the experts, the draft was revised and brought to the final form. As a result, the prepared questionnaires were good representative of the population in terms of the quantity and quality of its question.

DATA COLLECTION PROCEDURES

Different sets of questionnaires were distributed to M. ED. students. After seven days, questionnaires were collected from the respondents. After collection of the questionnaire, firstly, the data obtained were presented in a master chart form. Secondly, tabulation data and simple calculation were done according to the types of information needed for the study. The table were first designed for all the samples. Lastly, contextual interpretation of the obtained results was made.

RESULTS

This section presents the results of present study.

EMERGING ISSUES IN THE SOCIETY

First of all, the students were asked to show how they were prepared to deal with emerging issues in society through the Basic Education curriculum in Nepal. The responses are shown in Table 1.

Table 1: The perceptions of the M. ED. students on the extent to which the Basic Education curriculum has prepared them to cope with emerging issues in the society

N=40 Students

S.N.	Aspects	Adequately prepared		Inadequately prepared	
		F	%	F	%
1.	HIV/AIDS awareness and prevention	16	40	24	60
2.	Eradication of ethnic violence	14	36	26	64
3.	Embracing technology changes	20	51	20	49
4.	Coping with unemployment	13	32	27	68
5.	Environmental conservation	13	32	27	68
6.	Poverty reduction	14	34	26	66
7.	Abstinence to drug	16	41	24	59
8.	Population control	22	55	18	45
9.	Gender issues	18	46	22	54

UNDERSTANDING AND APPRECIATION OF THE CULTURE

The students were asked to indicate the extent to which the Basic Education curriculum has facilitated their understanding and appreciation of their culture. The responses are indicated on Table 2.

Table 2: The perceptions of the M. ED. students on the extent to which the Basic Education school curriculum has facilitated their understanding and appreciation of their culture

N=40 Students

S.N.	Aspects	Responses									
		SA		A		U		D		SD	
		F	%	F	%	F	%	F	%	F	%
1.	Has helped me understand the economic activities of the people	11	28	11	28	0.0	0	9	22	9	22
2.	Has helped me understand the social groups/communities	14	35	14	35	0.0	0	6	15	6.0	15
3.	Has helped me understand the political organization	13	33	14	35	1	2	5	13	7	18
4.	Has helped me understand the culture of other communities	10	25	6	14	2	6	12	30	10	25
5.	Has helped me appreciate other peoples cultures	6	14	4	10	2	6	14	35	14	35
6.	Has helped me understand the challenges affecting the society	10	25	8	20	1	3	9	22	12	30

Note; SA=Strongly Agree; A=Agree; U=Undecided; D=Disagree; SD=Strongly Disagree

COVERAGE OF SOCIETAL ASPECTS IN THE CURRICULUM

The students were asked to indicate the extent to which various aspects of the school curriculum have facilitated their understanding of the Nepalese society. The responses are indicated on Table 3.

Table 3: Perceptions of M. ED. students on how various aspects of the Basic Education curriculum have facilitated their understanding of the Nepalese society

N=40 Students

S.N.	Aspects	Adequately prepared		Inadequately prepared	
		F	%	F	%
1.	The curriculum objectives	22	55	18	45
2.	The content in the subjects	20	50	20	50
3.	The teaching methods	16	39	24	61
4.	The methods of evaluation	19	48	21	52

INFLUENCES OF RELIGIOUS ORGANIZATION IN SCHOOL CURRICULUM

The students were asked to indicate how religious organizations influence school curriculum in Nepal. The findings are presented on Table 4.

Table 4: The perceptions of the M. ED. students on the ways through which religious organizations influence Basic Education curriculum

N=40 Students

S.N.	Aspects	Adequately prepared	
		F	%
1.	Provision of resources	28	70
2.	Teacher training	29	72
3.	Developing Religious Education curriculum	25	62
4.	Provision of guidance and counselling services	21	52

FAMILIES INFLUENCES ON SCHOOL CURRICULUM

The students were asked to indicate how their families influence school curriculum in Kenya. The findings are indicated on table 5.

Table 5: The perceptions of them M. ED. students on the ways through which their families influence school curriculum in Kenya

N=40 Students

S.N.	Aspects	Adequately prepared	
		F	%
1.	Payment of school levies	39	98
2.	Provision of resources like books	38	95
3.	Motivating learners	22	56
4.	Providing the learner’s background information	24	60

SELF-ACTUALIZATION OF THE STUDENTS

Students were asked to show how the Basic school curriculum facilitated their self-actualization. The responses are shown in Table 6.

Table 6: The experiences of the M. Ed. students on how their school curriculum has facilitated their self-actualization

N=40

S.N.	Aspects	Responses									
		SA		A		U		D		SD	
		F	%	F	%	F	%	F	%	F	%
1.	inspired to do the best I can	5	13	7	17	2	6	14	34	12	30
2.	Are in line with my needs and interests	10	25	9	23	1	2	9	23	11	27

3.	Encourage me to pursue education at university	10	25	10	25	2	4	9	23	9	23
4.	Are within my abilities	9	23	10	25	1	2	9	23	11	27

Note; SA=Strongly Agree; A=Agree; U=Undecided; D=Disagree; SD=Strongly Disagree

SUMMARY OF THE FINDINGS

At the outset, the students were asked to show how they were prepared to deal with emerging issues in society through the Basic Education curriculum in Nepal.

In response to the first question, most of the students indicated that they were woefully under-equipped by the Basic Education curriculum in Nepal to deal with most of the emerging problems in society, such as: dealing with unemployment, eradicating ethnic violence, reducing gender violence, preserving the environment, reducing poverty, abstinence from drug and alcohol abuse and gender issues. The only items that the students suggested had supported them in the school curriculum were to support advances in technology and population control.

Secondly, students were asked to indicate the extent to which the Basic Education curriculum has facilitated their understanding and appreciation of their culture. In response to the second question, students mentioned that the curriculum had failed to facilitate them in understanding the culture of other communities, to appreciate other peoples' cultures and to understand the challenges affecting the Nepalese society. Majority of the respondent indicated that the Basic school curriculum in Nepal had effectively assisted them to understand the economic activities of the people of Nepal, the social groups/communities found in Nepal as well as the political organization in Nepal. In addition, the students felt that the aspects of the curriculum that have greatly facilitated the understanding of the Nepalese society were the curriculum objectives, and the content in the subject areas. The aspects that the students found inhibiting in the understanding of the Nepalese society were the teaching methods and the methods of evaluation.

Thirdly, the students were asked to show how the school curriculum in Nepal is influenced by religious organizations. Most of the students accepted that the school curriculum in Nepal was highly influenced by religious organizations through the provision of funding, teacher preparation, development and implementation of the curriculum for religious education, as well as the provision of guidance and counseling services.

Fourthly, the students were asked to indicate how their families influence school curriculum in Nepal. Majority of the students agreed that their families greatly influenced school curriculum in Nepal through payment of school levies, provision of resources, motivating learners and by providing the learner's background information

Fifthly, students were asked to show how the Basic school curriculum facilitated their self-actualization. Majority of the students indicated that the learning experiences provided in Basic school curriculum did not inspire them to perform to the best of their abilities, that

the learning experiences were not in line with their needs and interests and that they were not within their abilities. The only aspect that majority of the students agreed on was the fact that the learning experiences provided in school encouraged them to pursue university education.

Sixthly, the students were asked to indicate the extent to which various aspects of the school curriculum have facilitated their understanding of the Nepalese society. In this regards, majority of the respondents complained that contents instrumented in the curriculum are not suitable. Accordingly, they further mentioned that teaching methods and evaluation procedures are not relevant to the changed educational, social, and political context.

Afore discussed results indicate that society has its own needs about the goals and objectives that should be considered when designing a Basic School curriculum. The society additionally has a perception of what the product of the education institution system is suppose to look like. Thus, it is necessary for curriculum designer to take into consideration these societal issues because if this does not happen, the curriculum becomes irrelevant (*Kelly, 1999*). The knowledge, skills, values and attitudes imparted to learners are expected to prepare them to fit in society. Parents, as the major part of the society are regarded as an important component of the education curriculum and have an input in curriculum design [8]. Society expects that curriculum addresses its philosophies and its expectations for the future. Fifty percent of the heads of the Basic School institutions concurred (*Kelly, 1999*), where these institutions play a crucial role in bringing positive change through social diversity that influence types of topics to be discussed which usually brought about positive developmental change in the community.

CONCLUSION

The exact degree that a society and its culture should influence the education system through the curriculum is a more debatable issue. Curriculum developers should not forget that they are a product of their own culture and that every decision made is culturally related. Curriculum design process is often accompanied by various opinions. Some are supportive, defensive, resistant, and some stay neutral. The diverse opinions of different stakeholders form the social environment in which the curriculum design resides, bringing social pressure to education Institution leaders and teachers in curriculum decisions making. Primarily, the academic direction of curriculum design in professional field also directs public opinion. Overall, curriculum design is not exclusive in the curriculum field, but goes far beyond the boundary of educational system as a social construct. Therefore, the research on the inseparable relationship between curriculum design and the society is only a brief glance of

Nepalese experience and a reflection of our perspectives. Based on the findings of this study, the following conclusions were arrived at:

- The Basic school curriculum in Nepal does not adequately facilitate learners to understand the cultures of other communities in Nepal, to appreciate other peoples' cultures, and to understand the challenges generally affecting the Nepalese society. That the teaching methods adopted by teachers and the methods of evaluation used are inadequate in helping the learners to understand and appreciate their culture. This explains why Nepal is lagging behind in economic growth. Our school leavers are ill prepared to cope with the challenges affecting the society.
- Religious organizations positively influence school curriculum in Nepal through provision of resources, teacher training, development and implementation of Religious Education curriculum as well as the provision of guidance and counselling services.
- The Basic school curriculum in Nepal fails to prepare learners to cope with most of the emerging issues in the society such as, reducing gender violence, eradication of ethnic violence, coping with unemployment, environmental conservation, poverty reduction, abstinence to drug and substance abuse and gender issues.
- Parents positively influence school curriculum in Nepal through payment of school levies, provision of resources like books, motivating learners and by providing the learner's background information.
- The Basic school curriculum in Nepal is inadequate in enhancing the learners' self-actualization.

RECOMMENDATIONS

As the conclusion denoted, the study recommends that Basic School curriculum, as the life guide of the community should critically involve the society in its design. All Basic Education curricula should be society-centered to influence positive economical, social and educational development. The society should acknowledge their crucial role in the curriculum design and immensely contribute to the curriculum development process for the betterment of their day-to-day living. The curriculum designers should know with no terms that gone are the days internal Basic School Education Institutions stakeholders had a lion's share over the society in curriculum design. In this context, some recommendations are provided below:

- Most students indicated that they lacked knowledge on other peoples' culture and appreciation of the same. Thus, continuous curriculum improvement on national cohesion

should be done.

- Schools should partner with parents of students.
- Parents are very influential in the implementation of the school curriculum. Thus, there should be partnership with the parents of the society.
- Although the Basic school curriculum in Nepal has been reviewed in favour of the emerging issues, most of the learners indicated that they are not well versed in coping with the challenges. Learners need to be sensitized more on how to cope with the emerging issues in the society. Some of the ways through which this can be done is through talks, seminars, provision of books and other materials on the same. The integrated approach should be implemented in the classrooms.
- Schools should partner with religious organizations more in the curriculum development and implementation process. Most of the students indicated that religious organizations positively influenced the school curriculum in Nepal.
- Teachers' training on teaching methods is urgently needed. Such teaching methods allow the exploration of learners' abilities and interests thereby facilitating self-actualization.

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