

**LOCAL CURRICULUM DEVELOPMENT AND IMPLEMENTATION
PROCESS IN COMMUNITY SCHOOLS**

Sapana Adhikari

**A Dissertation for the Degree of Doctor of Philosophy
in Education**

Submitted to

Graduate School of Education

Office of the Dean

Faculty of Education

Tribhuvan University

Kirtipur, Kathmandu, Nepal

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ABSTRACT

The local curriculum (LC) is the planned and guided learning experiences designed to address locally identified needs. The wave of implementation of the LC at the local levels in Nepal began in the early 2070s of Bikram Sambat (B. S.). In this study, I have investigated the development and implementation of the LC at the local government levels and community schools, with a particular focus on how it addresses students' educational needs and fosters community participation. The study was conducted in six municipalities and community schools respectively, selected from Kathmandu, Bhaktapur and Kavre, two from each district purposively. A qualitative research design was employed, utilizing interviews, observations, and focus group discussions (FGDs) as primary data collection methods. The purposively selected research participants included six curriculum designers (Ds), six head teachers (HTs), six teachers, six education officers (Ed. Offs) representing the selected municipalities, one key informant from Curriculum Development Center (CDC) and one informant from Centre for Education and Human Resource Development. Six students were selected from each school for the FGDs. These methods enabled me to conduct an in-depth examination of the processes involved in designing and applying the LC as well as its impact on teaching and learning practices.

The findings reveal that the LC has played a significant role in community empowerment by promoting the use of local resources and preserving cultural traditions. It has supported the decentralization of education by aligning learning content with the specific needs and contexts of the local communities. The study found that the LC has played crucial role to activate the local stakeholders, to mobilize local resources and to preserve local cultures. It also found that, in one of the six municipalities selected for this study, the LC was found effectively implemented. Four of them had mixed results, whereas in one of them, the implementation of the LC was not effective. I found several challenges in the LC



implementation, including inadequate policy implementation and diverse community compositions and capabilities. These challenges indicate critical gaps that need to be addressed to improve the effectiveness of the LC initiatives. The study emphasizes the need for clearer policies, strategic planning, and comprehensive teacher training to ensure the successful application of the LC, especially given its context-specific and complex nature. In conclusion, the research highlights the potential of the LC as a catalyst for community empowerment and sustainable development. The results lead to the argument that without sufficient institutional support, coherent policy frameworks, and teacher capacity-building, the full benefits of the LC initiatives cannot be realized. For the education system to be inclusive, flexible, and sustainable, the local governments are encouraged to prioritize localized approaches to curriculum design and implementation, while addressing the existing limitations. The LC needs to be recognized as a fundamental component of a responsive and community-centered education system. The aforementioned findings imply that the wave of the LC was inspired by CDC in Nepal. Each local government knows its own LC related practices only. Remarkably, the local governments are implementing the LC without being self-informed whether their practices of the LC are good or bad. Therefore, it would be better if CDC, provincial and/or federal governments monitor the good or bad practices of the LC implementation at the local government levels from a bird's-eye view.

शोधसार



पहिचान भएका स्थानीय आवश्यकताहरूलाई सम्बोधन गर्न तर्जुमा भएको योजनाबद्ध र निर्देशित सिकाइ अनुभव नै स्थानीय पाठ्यक्रम हो। नेपालमा स्थानीय तहमा स्थानीय पाठ्यक्रम तर्जुमा र कार्यान्वयनको लहर वि.सं. २०७० को दशकदेखि सुरु भएको हो। यो शोधपत्रमा मैले स्थानीय सरकारी तह र सामुदायिक विद्यालयहरूमा स्थानीय पाठ्यक्रमको विकास र यसको कार्यान्वयनको विषयमा अध्ययन गरेको छु। विशेष रूपमा स्थानीय पाठ्यक्रमको कार्यान्वयनले विद्यार्थीहरूको आवश्यकता र समुदायको सहभागितालाई कसरी सम्बोधन गरेको छ, भन्ने विषयमा यस अध्ययनको जोड छ। यो अध्ययन काठमाडौं, भक्तपुर र काभ्रे जिल्लाबाट दुई दुई ओटा पालिकाहरू र माध्यमिक विद्यालयहरू उद्देश्यमूलक तरिकाले छनौट गरी जम्मा ६ ओटा पालिका र विद्यालयहरूमा सञ्चालन गरिएको हो। यस अध्ययनमा गुणात्मक अनुसन्धान विधिको प्रयोग गरिएको छ भने तथ्याङ्क सङ्कलन गर्न अन्तरवार्ता, कक्षाकोठा अवलोकन र लक्षित समूह छलफल विधिहरूको प्रयोग गरिएको छ। यस अध्ययनमा उद्देश्यमूलक रूपले छानिएका सहभागी हुने व्यक्तिहरूमा प्रत्येक पालिका र विद्यालयबाट छजना स्थानीय पाठ्यक्रम निर्माणकर्ताहरू, छजना विद्यालयका प्रधानाध्यापकहरू, छजना स्थानीय पाठ्यक्रम अध्यापन गर्ने शिक्षकशिक्षिकाहरू, छ ओटा नगरपालिकामा कार्यरत शैक्षिक अधिकृतहरू, पाठ्यक्रम विकास केन्द्रबाट एकजना स्थानीय पाठ्यक्रमको निर्देशिका बनाउनमा संलग्न व्यक्ति, शिक्षा तथा मानव स्रोत विकास केन्द्रबाट स्थानीय पाठ्यक्रमसम्बन्धी कार्यमा सम्लग्न एकजना व्यक्ति र प्रत्येक विद्यालयबाट छजनाका हिसावले जम्मा ३६ जना विद्यार्थीहरू समावेश रहेका छन्।

स्थानीय पाठ्यक्रमले स्थानीय स्रोतहरूको प्रयोग र साँस्कृतिक परम्परा संरक्षणमार्फत समुदायको सशक्तीकरणमा महत्वपूर्ण भूमिका खेलेको यस अध्ययनले देखाएको छ। स्थानीय समुदायहरूको खास आवश्यकता र परिवेशअनुसार सिकाइका विषयवस्तु एकाकार गरेर यसले शिक्षाको विकेन्द्रीकरणमा सघाएको छ। यो अध्ययनले पत्ता लगाएको छ कि स्थानीय सरोकारवालाहरूलाई सक्रिय बनाउन, स्थानीय स्रोतसाधनहरू परिचालन गर्न र स्थानीय संस्कृतिहरूको संरक्षण गर्न स्थानीय पाठ्यक्रमले निर्णायक भूमिका खेलेको छ। यस अध्ययनले छानिएका छ नगरपालिकाहरू मध्ये एउटा पालिकामा स्थानीय पाठ्यक्रम प्रभावकारी रूपले कार्यान्वयन भएको देखाएको छ। चारओटा पालिकाहरूमा मिश्रित नतिजा देखिएका छन् भने एउटा पालिकामा स्थानीय पाठ्यक्रम प्रभावकारी रूपले कार्यान्वयन भएको छैन। नीतिहरूको अपर्याप्त कार्यान्वयन र समुदायहरूको विविध बनौट र क्षमताहरू लगायतका अनेकन चुनौतीहरू पनि



स्थानीय पाठ्यक्रम कार्यान्वयनमा रहेको मैले पाएँ । यी चुनौतीहरूले स्थानीय पाठ्यक्रमसम्बन्धी पहलहरूको प्रभावकारिता सुधार गर्न रहेका महत्वपूर्ण फासलाहरू सम्बोधन गर्नु पर्ने संकेत गर्दछन् । स्थानीय पाठ्यक्रमलाई यसको जटिल प्रकृतिअनुसार र परिवेश सुहाउदो रूपमा सफल बनाउन भन्नु वढी प्रष्ट नीतिहरू, रणनीतिक योजना र विस्तारित शिक्षक तालिमको आवश्यकतालाई यस अध्ययनले जोड दिएको छ । सारमा यस अनुसन्धानले सामुदायिक सशक्तीकरण र दिगो विकासको लागि स्थानीय पाठ्यक्रम उत्प्रेरक हुने संभाव्यतालाई उजागर गरेको छ । अध्ययनका नतिजाहरूले पर्याप्त संस्थागत सहयोग, तारतम्य मिलेको नीतिगत ढाँचा र शिक्षकहरूको क्षमता वृद्धिका अभावमा स्थानीय पाठ्यक्रमका पहलहरूबाट पूर्ण लाभ हासिल गर्न नसकिने तर्क गर्न प्रेरित गर्दछन् । समावेशी, लचिलो र दिगो शिक्षा पद्धति बनाउनका लागि मौजुदा सीमाहरूलाई सम्बोधन गरेर स्थानीय सरकारहरूले स्थानीय सन्दर्भमा आधारित पाठ्यक्रमको विकास र यसको कार्यान्वयनलाई प्राथमिकता दिनु जरुरी देखिन्छ । त्यसैले स्थानीय पाठ्यक्रमलाई उत्तरदायी र समुदाय केन्द्रित शिक्षा प्रणालीको आधार स्तम्भका रूपमा स्वीकार गर्नु अत्यावश्यक देखिन्छ । माथि लेखिएका प्राप्तिहरूले संकेत गर्दछन् कि नेपालमा स्थानीय पाठ्यक्रमको लहर पाठ्यक्रम विकास केन्द्रले उत्प्रेरित गरेर सुरु भएको हो । हरेक स्थानीय सरकारलाई स्थानीय पाठ्यक्रमवारे आफूले गरेका अभ्यासहरूवारे मात्र थाहा छ । यससम्बन्धमा के उल्लेख नगरी हुन्न भने स्थानीय सरकारहरूले स्थानीय पाठ्यक्रम सम्बन्धमा आफूबाट भएका अभ्यासहरू राम्रा नराम्रा के छन् थाहा नभइकन स्थानीय पाठ्यक्रम कार्यान्वयन गरिरहेका छन् । त्यसैले स्थानीय पाठ्यक्रमवारे स्थानीय सरकारहरूबाट भएका राम्रा र खराब अभ्यासहरूको अनुगमन चराका दृष्टिबाट माथिबाट पाठ्यक्रम विकास केन्द्र, प्रदेश र संघ सरकारका तर्फबाट नै हुनु पर्ने आवश्यकता देखियो ।

DECLARATION

I hereby declare that, to the best of my knowledge, this dissertation is entirely original, and no portion of it has been previously submitted to any university or organization for any degree.

.....
Sapana

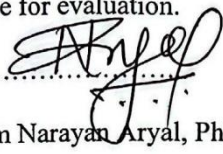
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PhD Student

Date: May, 2025

RECOMMENDATION

This is to certify that Ms. Sapana Adhikari a PhD degree candidate, has prepared the dissertation entitled "Local Curriculum Development Process and Implementation in Community Schools" under my guidance and supervision. I recommend the dissertation for acceptance for evaluation.

.....

Prof. Prem Narayan Aryal, PhD

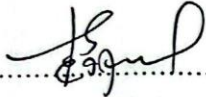
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APPROVAL LETTER



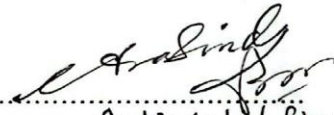
This dissertation entitled "Local Curriculum Development Process and Implementation in Community Schools." for the degree of Doctor of Philosophy in Education has been approved.

.....


Professor. Bed Raj Acharya, PhD
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Date: 24th June 2025 (2082/03/10)



DEDICATION

To

My Parents

(Mother & Father)

As well as

My Gurus & all well wishers

ACKNOWLEDGEMENTS

First and foremost, I wish to express my sincere gratitude to my PhD supervisor, Professor Prem Narayan Aryal, for his expert guidance, timely feedback, invaluable insights, constant support, and encouraging words throughout the course of my research journey.

I am also grateful to Prof. Bed Raj Acharya, PhD, Dean of the Faculty of Education, for his support in both initiating and completing this research. I extend my sincere appreciation to Dr. Rabindra Shiwakoti, Director of the Graduate School of Education, for his consistent encouragement and assistance. I am equally thankful to Prof. Arvind Bhumi, my External Supervisor, for his valuable suggestions and continued support.

I am grateful to the members of the research committee Prof. Bhimsen Devkota, PhD; Prof. Peshal Khanal, PhD; Prof. Ramesh Adhikari, PhD; Assoc. Prof. Rajendra Kunwar, PhD; and Assoc. Prof. Gopal Prasad Pandey—for their valuable feedback and ongoing support.

My heartfelt thanks go to Assoc. Prof. Bishnu Khanal, PhD, Assistant Dean, for his thoughtful suggestions and facilitation during the completion of my PhD research.

I would also like to extend my gratitude to Dr. Janardan Paudel for his assistance in editing my dissertation.

I am sincerely thankful to the University Grants Commission for providing the financial support that enabled me to pursue and complete my doctoral studies.

I extend my appreciation to the friends who supported me at the outset of this challenging PhD journey, as well as to all others—friends and teachers who contributed, either directly or indirectly, to the successful completion of my studies.

Finally, I am deeply indebted to my parents, brothers, and sisters for their unwavering love and support, which have sustained me from childhood to the attainment of this highest academic milestone

ABBREVIATIONS AND ACRONYMS

CDC	Curriculum Development Center
HT	Head teacher
Ds	Curriculum Designer
FGD	Focus group discussion
GON	Government of Nepal
ICT	Information and communication technology
LC	Local curriculum
MOE	Ministry of Education
SDG	Sustainable development goal
ZPD	Zone of Proximal Development

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CHAPTER ONE

INTRODUCTION

This chapter presents background of the study, concept of curriculum, local curriculum (LC) and their policy and decentralization of education, statement of the problem, purpose and research questions, rationale of the study and delimitations of this study.

Background of the Study

There are different kinds of changes taking place all over the world and Nepal is no exception. There are different changes observed in Nepalese society. Similarly, education sector has also sought changes to be active and competitive in global context that is why, changes are being made in structuring school curriculum. There has been the provision of the LC in the curriculum structure and local level curriculum is taken as part of educational decentralization. Regarding decentralization of education, the Government of Nepal (GON) (2070 BS) has emphasized that the LC has been developed to address local needs under the concept of decentralization of education by involving local stakeholders, using local resources to facilitate teaching and learning, and reforming education through local scholarships; furthermore, stakeholder participation in both the construction of curriculum and implementation has been emphasized.

As mentioned above, the initiative of the GON (2070 BS)/(2013 AD) focuses on decentralizing education by preparing the curriculum to address the specific needs of local communities. This strategy actively involves local stakeholders, including educators, community leaders, and parents, in both developing and implementing the curriculum. By utilizing local resources and knowledge, the aim is to make education more relevant and effective, thereby enhancing the teaching and learning process. Additionally, the initiative highlights educational reform through local scholarships, which are designed to increase accessibility and encourage participation. This approach represents a shift from a

standardized national curriculum to a more adaptable system, empowering communities to play an active role in education, ultimately leading to a more equitable and contextually appropriate education system across Nepal.

The goal of the LC is to make education more relevant and effective by using local resources, knowledge, and contexts, thereby making the teaching and learning process easier and more meaningful for students. By involving local stakeholders in the development and implementation of the LC, the government seeks to ensure that education is not only adjusted with national standards but also with the unique cultural, economic, and social contexts of different regions. This approach is intended to empower communities, making them active participants in the educational process rather than passive recipients. It also suggests a shift from a one-size-fits-all national curriculum to a more flexible system that can adapt to the diverse needs of different regions of Nepal. This decentralization is expected to result in a more effective and equitable education system that supports the overall development of students within their local environments.

Thus, education has evolved into a combination of centralized, local, and global curricula, emphasizing the critical role of curriculum in advancing the education sector. As Null (2011) stated, everyone discussing teachers, schools, or education frequently refers to the term curriculum; curriculum is the essence of education for two primary reasons: it defines what is to be taught and integrates thought, action, and purpose. This perspective underscores the significance of curriculum in education, positioning it as the core element. Furthermore, the success of a learner largely depends on the curriculum, as it encompasses not only thought and purpose but also the actions that drive student learning.

Tanner and Tanner (1980) provided an accommodating definition of curriculum, describing it as the planned and guided learning experiences and intended learning outcomes that are formulated through the systematic reconstruction of knowledge and experience,

under the control and guidance of the school, for the learner's continuous and willful growth in personal social competence. They emphasized that this definition of curriculum offered detailed information, highlighting that curriculum is designed for the acquisition of knowledge and the development of experience, and is implemented through educational institutions, particularly schools.

Realizing the importance of curriculum, the GON has also given priority to develop local level through the provision freedom to develop local level curriculum in schools. Regarding local level curriculum, the GON (2067) has stated that Nepal being a nation of geographical, social, cultural and religious diversity centralized curriculum does not represent the whole nation and needs ownership and participation of different group of people; in addition, with the perspective of decentralization of education, local level curriculum has been applied to educate children according to the need of the local level. Generally, curriculum is known as a kind of course of study which provides specific knowledge and skills to the learners. Curriculum Development Center (CDC) has provided curriculum framework and its implementation. Accordingly, Nepal has the system of developing national as well as LC. Curriculum of core subject like English, Nepali, Mathematics, Science, Social Studies are developed at the national level. At the local level, in order to address the local development, schools are given the authority to develop and implement LC.

Furthermore, a localized curriculum is essential to meet the needs of people at the local level. This requirement has been highlighted in various educational reports in Nepal. For instance, Nepal National Education Planning Commission (NNEPC) (2011) emphasized that the subjects within the curriculum align with the culture and demands of the Nepalese people. The aim is for every citizen to become self-reliant. Education connects to areas like agriculture, cattle raising, food production, home construction, and clothing preparation. The

report also indicates that education promotes self-sufficiency and goes beyond mere reading and writing.

Similarly, His Majesty's Government in its National Education Plan (2028, BS) has given priority to design curriculum including vocational subjects such as; Agronomy, Cattle raising and dairy industry, Horticulture, Poultry, Fisheries, Tourism and Hotel Management, Handicraft and wood craft, Ceramics and Pottery, Metal Work, Tailoring and knitting as well as many other subjects which make learners independent for their livelihood. It is also thought that only, theoretical subject cannot make the learners successful to maintain their life by fulfilling their needs. This situation shows that there is importance of LC to make development in local level.

In addition, there is a trend to think globally and act locally. The phrase "Think globally and act locally" encourages individuals and communities to consider the broader impact of their actions on the world while taking practical and effective steps within their own local environments. Taking this view into consideration, this study has focused on local needs of the local people and learners. Nepal is a country with diverse group of people. The GON (2006) has mentioned, "There are 125 different ethnic groups of people in Nepal, according to population census of 2068 and the number of mother tongues is found 123" (p. 11). This situation shows that the needs of local people are immense which need to be addressed through school curriculum. Addressing this problem, the GON (2067, BS) has mentioned about importance of inclusive curriculum related to the needs of local level according to their local culture and social context to promote decentralization of education. In this way, the LC is to integrate the geographical, cultural, historical and religious factors of the local people. It promotes the idea of localization of education as an important process of decentralization.

Likewise, local level curriculum addresses the need and aspirations of local stakeholders to produce skillful people in their area. The GON (2063, BS) has designed curriculum framework for schools in Nepal and argued that it has taken care of inclusive system of education with decentralization of education, localization of curriculum, specialization of curriculum, modernization and globalization while framing curriculum. It has also mentioned that priority for local necessities will be given while framing school level curriculum. This type of strategy shows that Nepalese education is being decentralized with the implementation of local level curriculum. Local level curriculum supports the local people by promoting their local knowledge and skills along with vocational subjects.

These days the necessity of local level curriculum has got priority in school level. Furthermore, the GON (2071, BS) has mentioned that central level of curriculum cannot fulfill all the needs of local people and local level curriculum will be helpful to include local knowledge, skill, capacity, art and culture to minimize discrimination and promote self-employment of local people. If it is applied, the LC is thought to be supportive in maintaining relationship with local people to involve them in active participation and use the materials of low cost. In such situation, educational planners develop the need-based curriculum at local level which include local profession, vocation, religious, culture and local festivals. People will support the stakeholders in order to develop the LC that addresses the local need, interest, and expertise of the local people.

It is an important aspect of education that curriculum has to drive teachers and learners towards national as well as local development connecting with global trends. In this era of globalization, there is one view in common, in educational literature “Think globally and act locally.” The idea is that meaningful global change starts with individual and community actions. By aligning local efforts with global perspectives and goals, people can

collectively address and solve large-scale problems more effectively. So, while designing curriculum this viewpoint is necessary in curriculum policy.

Ledger et al. (2014) highlight the intricate connection between policy and curriculum, where policy not only guides the creation and structure of the curriculum but is also shaped by it. This reciprocal relationship underscores that curriculum design is a reflection of policy goals, and in turn, the curriculum can influence future policy decisions. The complexity of this relationship suggests that curriculum policy is not just about setting educational content but also about responding to and shaping broader educational objectives. Consequently, curriculum and policy work together in a continuous, dynamic exchange, each informing and evolving with the other. They argued that policy plays a significant role in shaping the curriculum, while the curriculum, in turn, reflects, interprets, and influences policy. This perspective suggests that the curriculum policy of a nation is deeply involved in the process of curriculum design, indicating that the two are closely linked and continually inform each other in a complex dynamic.

Rosenholtz (1989) has similarly highlighted the important relationship between education policy and curriculum and emphasized that the effectiveness of educational policy in enhancing the success of a school is deeply influenced by the strength and quality of connections among the policy itself, the curriculum, and the key stakeholders—namely, the teachers and students. This means that the success of educational reforms and policies largely depends on how well these elements are integrated and aligned. If the linkages between the policy directives, the curriculum that is implemented, and the individuals who are directly impacted—such as teachers who deliver the curriculum and students who learn from it—are strong and coherent, then the policy is more likely to achieve its intended outcomes. Therefore, the quality of these connections plays a vital role in determining the overall success of educational initiatives.

Furthermore, Yates and Grumet (2011) have indicated that teachers, as 'beneficiaries', have conveyed the curriculum message to students and school communities, making them influential participants in the curriculum policy process (as cited in Ledger et al., 2014). They have also pointed out that, with ongoing social changes, curriculum design has needed to be adjusted to reflect the evolving times and contexts.

As mentioned above, Yates and Grumet (2011) have highlighted the pivotal role that teachers play as 'beneficiaries' in the educational system. They have emphasized that teachers are not just passive recipients of curriculum policies but active conveyors of these policies to students and school communities. This responsibility provides them with considerable influence in the curriculum policy process, as they interpret and implement the prescribed content within their classrooms. By translating curriculum intentions into practical teaching experiences, teachers significantly shape how students engage with and understand the material. Their role is important in ensuring that the curriculum is effectively communicated and that its objectives are realized in the educational setting.

Moreover, Yates and Grumet have emphasized the importance of continually revising curriculum design in response to social changes. As societal values, technologies, and global contexts evolve, curricula have to adapt to remain relevant and effective. The necessity to update curriculum design reflects the dynamic nature of education and its role in preparing students for contemporary challenges. Regular adjustments ensure that educational content addresses current issues and equips students with the skills needed for future success. Thus, ongoing curriculum revision is essential for maintaining an educational system that is responsive to the changing needs of society.

Regarding curriculum, Ledger et al. (2014) pointed out that curriculum has traditionally been organized at a local or national level. They suggest that it is important to briefly explore different views on curriculum and policy, how curriculum policy connects to

globalization, and the influence of market forces on curriculum policy. In Nepal, curriculum policy is mainly handled by the federal, provincial, and local governments. The LC policy involves long-term decision-making for local governance. Similarly, The GON (2071, BS) has stated that curriculum requires to consider local and global contexts, as well as local needs and individual requirements. Overall, the curriculum is designed to systematically enhance students' learning processes. This shows that a well-planned curriculum is important for engaging students and guiding teachers in their teaching activities

A LC is an educational framework that is specifically designed to cater to the requirements, interests, and cultural circumstances of a certain community or area. In contrast to a uniform national or state curriculum that frequently prioritizes a common methodology, a LC is crafted to mirror the distinct cultural norms, beliefs, and financial circumstances of the local community. With information that is closely related to students' experiences and surroundings, this method promotes more relevance and involvement in the learning process. Including regional history, landscape and cultural customs into the curriculum not only improves student learning results but also helps kids develop a stronger sense of self and community.

The GON has emphasized the development of local levels as a means to drive national progress. To achieve this, the concept of a LC is being implemented in line with the decentralization of education. Several municipalities and village development committees have already developed their local curricula. According to the GON (2071, BS), localizing the curriculum is an important step in effectively implementing educational decentralization, which involves the curriculum being developed with input from the implementing body itself; consequently, the LC concept aims to create curricula collaboratively with teachers and students, with significant involvement from guardians and members of various local organizations.

As mentioned above, the responsibility of designing the LC in Nepal has been decentralized and handed over to groups within local communities across the country. This approach ensures that the curriculum is adapted to meet the unique needs and contexts of each locality. Teachers and students, who are directly involved in the educational process, will actively participate in shaping this curriculum. By including input from various local community members, the curriculum becomes more relevant and responsive to the specific needs and aspirations of the people in that area.

This shift from a centrally designed curriculum to a locally managed one addresses the inadequacies often found in centrally designed programs. Centralized curricula may not always reflect the diverse cultural, economic, and social needs of different regions. By involving local stakeholders in the curriculum development process, the education system in Nepal aims to better serve the local population, fostering a more inclusive and effective educational environment. This decentralized approach allows for greater flexibility and responsiveness, ensuring that educational content aligns with local priorities and contributes to community development by addressing local needs.

Regarding curriculum, GON (2063, BS) has stated about it as the subject matter to develop children's physical, intellectual and cultural aspects of life, to make them expert in handling ICT and make them competitive in global job market (as cited in GON, 2071, BS, p.4). In this way, the LC is supposed to develop overall activities of children which will be helpful for their sustainable development. So different ideas are considered to develop curriculum.

Similarly, GON (2062, BS) has also mentioned that the type of curriculum which is prepared with participation of local stakeholders including local subject matters with local needs is known as the LC (as cited in GON, 2071, BS, pp.4-5). This circumstance shows that the LC makes local people aware of the use of their local resources for the development of

their locality. Furthermore, GON (2071) has written that the subject matters of the LC will be related to local needs, local subject matters as well as local participation and expertise. This process has prioritized to local communities to develop courses for the study of their children. It enhances local people's authority on education.

The GON (2071) has outlined that the LC has to cover a range of subjects including natural resources, art, culture, tradition, occupation, tourism, agriculture, and language. It emphasizes the need for the curriculum to integrate diverse geographical, tribal, gender, linguistic, social, economic, and natural aspects to enhance the skills and self-employment opportunities of citizens. The focus on these areas is intended to empower local people to become self-sufficient and create their own job opportunities.

Additionally, GON (2071) has provided a comprehensive list of subjects that need to be integrated into the LC, such as agriculture, cattle raising, poultry keeping, industry, plant farming, tourism, and various income-generating activities. The curriculum requires to include geography, culture, history, archaeology, religion, tribal diversity, languages, social organizations, governance, education, yoga, natural therapy, environmental protection, and disaster management, among other topics. This detailed plan highlights the importance of implementing the LC designed to address the specific needs and conditions of the community.

the LC is crucial for addressing the specific needs, cultural heritage, and contextual realities of a community. By integrating indigenous knowledge, traditions, and local challenges, it enhances the relevance and impact of education for learners. This approach not only strengthens students' connection to their surroundings but also encourages them to tackle real-world problems, such as advancing sustainability and improving community well-being. Moreover, it promotes inclusivity by creating space for underrepresented groups to share their perspectives and contributions. Additionally, by equipping communities with

skills tailored to their cultural and economic contexts, the LC supports long-term development and fosters resilience in adapting to evolving challenges.

The GON (2076 BS) has emphasized the importance of aligning the LC with the unique needs of local communities, asserting that a curriculum is to be designed to be truly "local" by identifying and integrating the unique requirements of community, which necessitates a detailed process to accurately assess and address individual needs within the local context, ensuring relevance and effective community-specific growth and development.

As mentioned above, to create a truly LC, it is crucial to align it with the distinct needs of the community. A curriculum can only be considered "local" if it is developed by thoroughly understanding and incorporating the specific demands of the community it serves. This means that a careful evaluation of local needs is essential to ensure that the curriculum is both relevant and effective in promoting growth and development specific to that community. Without this integrated approach, the curriculum risks becoming disconnected from the real-world needs of the population it aims to serve.

To ensure the curriculum reflects the needs of the community, it is important to engage various local stakeholders in the process. These include local representatives, experts from different fields, teachers, students, members of the school management committee, parents, and people involved at the local ward and neighborhood level. Throughout the development process, it is necessary to facilitate group and individual discussions, interactive Question and answer sessions, and focus group discussions (FGDs) with these diverse participants. This engagement will provide valuable input and help ensure the curriculum is designed with community input at its core.

The LC has to include subject areas that are relevant to local issues. According to the GON (2076), these subject areas may encompass mother tongue, culture, social diversity, history, cultural heritage, archaeology, geography, natural resources and their use, traditional

skills and arts, health, cleanliness, environmental protection, and various other topics, all of which could be incorporated into the content of the LC.

The inclusion of local issues in the curriculum reflects a tailored approach to education, making learning more relevant and meaningful for students.

The GON (2076) emphasizes the importance of integrating subjects that resonate with the local context, such as mother tongue, culture, and social diversity. This ensures that students are not only equipped with academic knowledge but also with an understanding of their own cultural heritage and the natural resources surrounding them. By incorporating traditional skills and arts, health, and environmental protection, the curriculum can promote holistic development, encouraging students to value and preserve their local environment and cultural identity. This approach aligns with the goal of sustainable development, fostering a generation that is both educated and deeply connected to its community and surroundings.

The inclusion of local issues in the curriculum reflects an integrated approach to education, making learning more relevant and meaningful for students. There is value of integrating subjects that are related to the local context, such as mother tongue, culture, and social diversity. This ensures that students are not only equipped with academic knowledge but also with an understanding of their own cultural heritage and the natural resources surrounding them. By incorporating traditional skills and arts, health, and environmental protection, the curriculum can promote holistic development, encouraging students to value and preserve their local environment and cultural identity. This approach links with the goal of sustainable development, fostering a generation that is both educated and deeply connected to its community and surroundings.

Statement of the Problem

Implementing the LC in Nepal faces significant challenges, particularly its inability to adapt to the evolving needs of society. Though designed to reflect cultural and regional

relevance, the curriculum often lacks up-to-date content, modern technology, and essential 21st-century skills. As Trilling and Fadel (2009) highlight, skills such as critical thinking, problem-solving, and technical proficiency are vital for today's workforce, yet these are frequently missing from traditional educational models.

In Nepal, several factors contribute to this ineffectiveness. One major concern is inadequate teacher preparation; many teachers are not trained to design or deliver content that aligns with local needs. Furthermore, the curriculum often fails to reflect community realities, largely because local stakeholders are seldom involved in its development.

Limited resources such as insufficient teaching materials, poor infrastructure, and restricted access to technology—also hinder effective implementation. Additionally, weak monitoring and evaluation systems prevent the timely assessment of learning outcomes and curriculum effectiveness, making improvements difficult. As a result, the curriculum falls short of promoting practical, locally relevant skills.

Another issue is the rigid structure of the curriculum, which makes it difficult to incorporate new ideas, technologies, or community specific knowledge. This leads to a disconnect between classroom instruction and real-life application. The minimal participation of local communities further reduces the relevance of the curriculum, as important cultural, historical, and socio-economic aspects are often overlooked.

Recognizing these issues, the GON (2070 B.S.) emphasized the integration of local perspectives into the national education system to promote decentralization and community involvement. Similarly, the Government (2076 B.S.) noted that successful the LC implementation depends on trained teachers, suitable learning materials, and ongoing professional development. Balancing national standards with local needs is also critical to ensuring educational relevance across diverse regions.

Despite these goals, many students still do not gain the skills necessary for employment, as the curriculum has not kept pace with social and technological changes. Even when subjects like mathematics, English, and computer science are included, the content often lacks adaptation to local contexts. Moreover, a gap remains between government policies and actual curriculum practices—an area that lacks sufficient academic research in Nepal.

The Government (2070 B.S.) has highlighted the importance of the National Curriculum Framework (2063 B.S.) and identified key barriers, such as a shortage of qualified personnel at the local level and a lack of teacher training in child-centered and community-responsive approaches. The absence of supportive local environments and technical assistance also limits innovation in curriculum development.

These challenges indicate that developing and implementing a locally responsive curriculum remains a complex task. The lack of trained professionals, relevant teacher training, and institutional support undermines efforts to meet local educational needs. Moreover, a significant gap exists between policy intentions and practical implementation.

To address these issues, comprehensive capacity-building and systemic reforms are essential. This study aims to examine effective methods for the development and implementation of a need-based the LC in Nepal

Purpose of the Study

The overall purpose of this study is to understand how local curricula are developed and used in community schools. It aims to find out what methods and strategies are used in designing these curricula. The study also looks at how well the LC meets the specific learning needs of students. It will examine how the curriculum is taught and assessed in classrooms. In addition, the study will explore how community members take part in developing the curriculum and how this affects local education. Finally, it will identify the challenges faced

during the implementation of the LC. This study hopes to provide useful information for improving decentralized education systems.

Research Questions

For this research study, the following research questions have been framed:

- i) What are the methods and strategies employed in developing the LC in community schools?
- ii) How well does the LC integrate with the specific learning needs of the students in community schools?
- iii) How does community participation in LC development affect decentralized education systems?
- iv) How is the LC implemented with a focus on the delivery and assessment process in community schools?
- v) What are the challenges encountered during the implementation phase of the LC in community schools?

Significance of the Study

This research can assist in shaping educational policy and practice by examining the obstacles and achievements community schools have had in adapting their curriculum, therefore fostering more equitable and culturally relevant learning environments. The results might be used as a model for other educational institutions and areas looking to create or enhance their own curriculum, thereby advancing the larger objective of raising the standard of education and promoting inclusion both locally and globally.

The GON (2076) describes the LC as a curriculum designed and implemented with the involvement of local stakeholders, including topics and content relevant to the needs of the local community. As mentioned above, the significance of the LC lies in its ability to address the unique needs and cultural contexts of specific communities. By involving local

stakeholders in its development, the curriculum ensures that the education provided is relevant and responsive to local conditions, traditions, and challenges. This approach fosters greater community ownership of the educational process, encourages the inclusion of local knowledge and skills, and helps students connect more deeply with their immediate environment, ultimately promoting more effective and meaningful learning outcomes.

Furthermore, the significance of the study on LC development and implementation in community schools is important, as it addresses the need for education with the specific cultural, social, and economic contexts of local communities. In many regions, standardized center level curriculum fails to consider the diverse backgrounds and experiences of students, which can result in disengagement and lower academic achievement. By examining how community schools develop and implement their own curriculum, this study can reveal how education can be made more relevant and meaningful, potentially leading to improved student outcomes and greater community involvement in the educational process.

This study is important because it can help shape educational policies and practices by showing both the advantages and challenges of creating the LC. According to the GON (2076), the LC is designed to meet the specific needs of the community, reflecting local demands, utilizing local resources and expertise, fostering a sense of ownership among participants, enhancing the capabilities of local stakeholders, creating employment opportunities, and promoting self-employment; additionally, it emphasizes practical education over theoretical approaches, with a focus on student-centered learning methods. In this way, the LC is significant because it aligns education with the specific needs and realities of the community, ensuring that learning is relevant and practical. By tapping into local resources and knowledge, it strengthens the connection between education and the community, leading to a stronger sense of ownership and engagement among stakeholders. This approach not only builds local capacity but also contributes to job creation and self-

employment, which are important for economic development. Moreover, its emphasis on practical, student-centered learning makes education more effective and applicable to real-life situations, better preparing students for the challenges and opportunities within their local context.

As educators and policymakers work to build more inclusive and responsive education systems, the awareness from this research could serve as a guide for implementing successful approaches in other areas. By showing how LC development can strengthen communities and improve education, this study could significantly influence future educational efforts, making them more closely aligned with the unique needs and goals of the communities they aim to serve.

Despite the progressive aims of education policies in Nepal, significant challenges remain in achieving these goals. One key issue is the lack of effective local community engagement in the education process. Public education in Nepal has struggled to fully integrate the voices and needs of local people, resulting in a disconnect between the system and the communities it serves. Local participation is vital for fostering a sense of ownership and responsibility toward education at the grassroots level. The introduction of the LC is a positive step toward addressing these challenges. By decentralizing education and customizing the curriculum to reflect local needs and contexts, this approach can make education more relevant and accessible. It empowers communities by giving them a role in shaping their children's education, potentially leading to more sustainable development. Additionally, the LC can help preserve and promote indigenous knowledge and cultural practices, ensuring that education in Nepal remains both forward-thinking and grounded in the country's rich cultural heritage.

Limitations

The limitations of this study include its narrow focus, which cannot be applied nationwide as it does not cover all aspects of the LC needed across the country, especially considering diverse local needs. This study leaves space for further research and investigation.

Delimitations

The study also has some delimitations that were achievable, covering the development and implementation of local curricula in community schools. Data were gathered through interviews and FGDs. The study is confined to six community schools in the Kathmandu, Bhaktapur, and Kavre districts. Respondents include head teachers, teachers, LC designers, officials from the CDC and Ministry of Education (MOE), education officers from the selected municipalities, and students for FGDs. This is a qualitative research inquiry approach.

Operational Definition of the Terms***Local Curriculum (LC)***

A curriculum created to reflect the unique needs, culture, language, environment, and socio-economic conditions of a specific local community or region.

LC Development

The process of creating and organizing educational content and activities at the local level, involving community stakeholders to address local educational and developmental priorities.

The LC Implementation Process

The organized application of the LC in schools, including planning, teacher preparation, resource allocation, and instructional delivery.

Decentralization of Education

An education system in which authority and decision-making responsibilities are shifted from central government to local institutions, schools, or communities.

Self-Employment and Sustainability

Earning a livelihood through independent work or entrepreneurship while promoting long-term environmental care, social well-being, and economic stability.

Chapter Summary

This chapter provides an overview of the study, introducing the curriculum policy and the concept of the LC. It emphasizes the growing importance of the LC in the context of global changes. The chapter outlines the problem statement, which investigates whether the LC effectively addresses the decentralization of education. Additionally, it details the objectives of the study and research questions. The significance of the study highlights the value of its findings, and the chapter also includes operational definitions for key terms related to the research.

CHAPTER TWO

REVIEW OF LITERATURE

The first chapter presented background, problem statement, purpose, research question, delimitation and operational definition of this study. This chapter presents literature review related to this study, which is an essential portion in the work of research. Kumar (2011) emphasizes that although reviewing existing literature is a time-consuming, daunting, and frustrating task, it is an essential preliminary step in research that not only acquaints you with the available knowledge in your field of interest but also significantly contributes to every operational step of the research process.

As mentioned by Kumar, without literature review a work of research cannot be initiated and completed. Review of literature gives idea what others have done in the area of one's research and gives idea to limit the work of research. Moreover, it provides introduction of the research work done till now and supports to proceed ahead for the research work.

The following section presents thematic review, previous research study and theoretical review related to this study.

Thematic Review

This section of review concerns the area of review for a work of research study related to the topic of the study. As the topic of this study is the LC development process and implementation in community schools, the review in this section presents about different aspects of the LC. This portion of review shows perspectives of the LC, decentralization policy, decentralization of education, curriculum design model, Concept of sustainable development as well as education and sustainable development

Conceptualization of the LC

It is discovered that although the necessity of creating and LC was recognized long ago, it was not successfully implemented. The GON is currently planning to implement the LC at the school level. Additionally, a large number of rural and urban municipalities have created local curricular frameworks and publications. A few that the researcher discovered have been examined here in order to understand the importance of the LC.

His Majesty's Government (2028, BS) stated that the LC is designed to meet the needs of local people, helping them develop professionally and use their resources effectively, making it important for modern education in Nepal to align with local needs. The Education Act (2028, BS) also requires schools to follow the government-approved curriculum and textbooks, with school management committees responsible for using local resources and getting approval to use additional textbooks if necessary, highlighting the importance of an LC for local development.

The LC, as outlined by His Majesty's Government in 2028 BS, plays a vital role in aligning education with the specific needs and resources of local communities in Nepal. By focusing on the unique requirements of local people, the curriculum not only supports their professional development but also enhances their ability to effectively utilize and manage local resources. This approach ensures that education is not just a general tool but a system that directly contributes to the socio-economic development of the locality. The integration of local needs into the educational framework from the very beginning of modern education in Nepal highlights the importance of a curriculum that relates with the lived experiences and practical demands of the community.

Additionally, the Education Act of 2028 B.S. reinforces the significance of this approach by mandating that schools implement the government-approved curriculum and textbooks while also allowing for flexibility in meeting local needs through supplementary

materials. The establishment of school management committees (SMCs) with the authority to mobilize local resources and seek approval for additional textbooks further emphasizes the importance of local input in education. These provisions ensure that the educational content remains relevant and responsive to the local context, thereby fostering a more effective and meaningful learning experience for students. Overall, the LC is not just an educational requirement but a strategic tool for empowering communities and driving local development.

In the context of Nepal, the initial decades following the country's unification in the 18th century marked the development and implementation of its first native curriculum. This curriculum initially emphasized the preservation of the nation's cultural heritage and values, focusing on subjects such as Sanskrit, the Nepali language, and Hinduism. In recent years, there have been several initiatives aimed at creating a curriculum more aligned with specific needs of Nepal. The GON (2019) introduced the "National Curriculum Framework," which seeks to establish a more flexible and diverse curriculum that caters to the needs and interests of individual students, fostering a more localized and relevant educational system in Nepalese schools.

Following the unification of Nepal in the 18th century, the country developed its first native curriculum, which was deeply rooted in the nation's cultural heritage, emphasizing subjects like Sanskrit, the Nepali language, and Hinduism. This early educational framework reflected the values and traditions central to Nepalese identity. However, in recent years, there has been a shift towards making the curriculum more relevant and adaptable to the diverse needs of students across the country. In response to these evolving needs, the GON introduced the "National Curriculum Framework" in 2019. This framework aims to create a more flexible and student-centered curriculum that better reflects the unique cultural and educational needs of different regions within Nepal, thus promoting a more localized and relevant education system.

The development and implementation of a curriculum that reflects local context, culture, and language is important for making education more relevant and meaningful for students. In Nepal, this approach has gained importance, particularly with the establishment of the "National Curriculum Development and Evaluation Council" [NCDEC] (2015), which aims to create a consistent curriculum across the nation. The push for a localized curriculum in Nepal represents a significant shift towards recognizing the diverse needs of different regions. However, this effort is not without challenges. Balancing the specific educational needs of various regions with national goals is a complex task. Additionally, ensuring that all students have equal access to quality education, regardless of their location, while maintaining uniformity in educational standards across the country, remains a significant problem. Moreover, the availability of qualified teachers who can effectively teach a curriculum designed to local contexts is another challenge that needs to be addressed to ensure the success of this initiative.

Despite these challenges, the benefits of an LC in Nepal are becoming increasingly evident. As noted by Gurung et al. (2018), local curricula that focus on community-specific content, including profession, culture, and values, have enhanced the employability and career prospects of Nepalese students. Additionally, research indicates that such curricula improve student engagement, learning outcomes, critical thinking skills, and cultural awareness. These positive effects highlight the potential of a localized approach to education in fostering a more well-rounded and culturally sensitive student body. However, while significant progress has been made, there is still much work to be done to ensure that all Nepalese students receive an education that is both culturally relevant and engaging, preparing them for the modern world while grounding them in their cultural heritage. This ongoing effort requires continued commitment to overcoming the challenges of

implementation, ensuring that the benefits of a localized curriculum are realized across the entire nation.

Today, there is a need to strengthen the democratic system from the grassroots level to improve the capabilities of various groups of people. The GON (2055 B.S.) has emphasized that, without proper alignment between the job market and education, Nepalese education has lacked a clear direction. Academic freedom and the effectiveness of education are essential to foster democratic values and enhance people's quality of life. From this standpoint, implementing an LC is beneficial in helping individuals develop independent employment and improve their lifestyles.

Education is considered the foundation of human development, and local development has been given significant importance. To support this view, the National Education Commission (2049 B.S.) stated "Education has to uncover the inherent abilities in each person, promote independent human values, contribute to social and national development, enhance social unity, and foster modern lifestyles while focusing on natural conservation and uplifting vulnerable groups" (p.7). In this way, education serves as a means for the holistic development of individuals, instilling a sense of both local and national development. Furthermore, an LC is connected to socialization and social unity, helping to promote local resources and equip learners with the skills necessary to contribute to the development of their local communities.

Curriculum Development Process

The curriculum development process is a structured method aimed at creating and organizing educational content to achieve specific learning objectives. It begins with a thorough analysis of needs to identify existing deficiencies in knowledge, skills, or competencies within the target group. Subsequently, well-defined objectives are established, ensuring alignment with both educational standards and broader societal requirements. The

process then progresses to designing a curriculum framework, which includes choosing appropriate pedagogical strategies, instructional resources, and evaluation methods. Active involvement of stakeholders—such as educators, students, and subject experts is crucial for maintaining relevance and inclusivity. After implementation, the curriculum undergoes an evaluation phase to determine its effectiveness, followed by revisions as needed. This cyclical approach ensures adaptability and responsiveness to changing educational priorities, enhancing the learning experience for all stakeholders.

Tyler (1949) outlines a methodical, step-by-step approach to curriculum development. The model revolves around four essential questions: determining educational objectives, identifying appropriate learning experiences, organizing these experiences effectively, and evaluating the extent to which objectives are met. Tyler's framework places significant emphasis on establishing clear objectives, ensuring that every element of the curriculum—content, structure, and evaluation—remains aligned to achieve desired goals. While its logical structure and practicality make it widely applicable, the model has faced criticism for being overly rigid, as it may not fully accommodate the complex, diverse, and evolving needs of learners in contemporary educational settings.

Taba (1962) proposed a more gradual and teacher-led method of developing curriculum, highlighting the important role teachers play in designing educational programs. Her model includes seven clear steps, starting with identifying student needs to help shape the goals of the curriculum. This is followed by setting clear goals or aims based on those identified needs. The next step involves choosing the subject matter that matches these goals, making sure the content is suitable and well-connected. After this, the chosen material is arranged in a sensible and step-by-step order. The process then moves on to selecting learning tasks or activities that help students understand and apply the material. These tasks are organized in a way that supports effective learning development. Lastly, the model ends

with setting up ways to measure and judge how well students have learned and how successful the overall curriculum is.

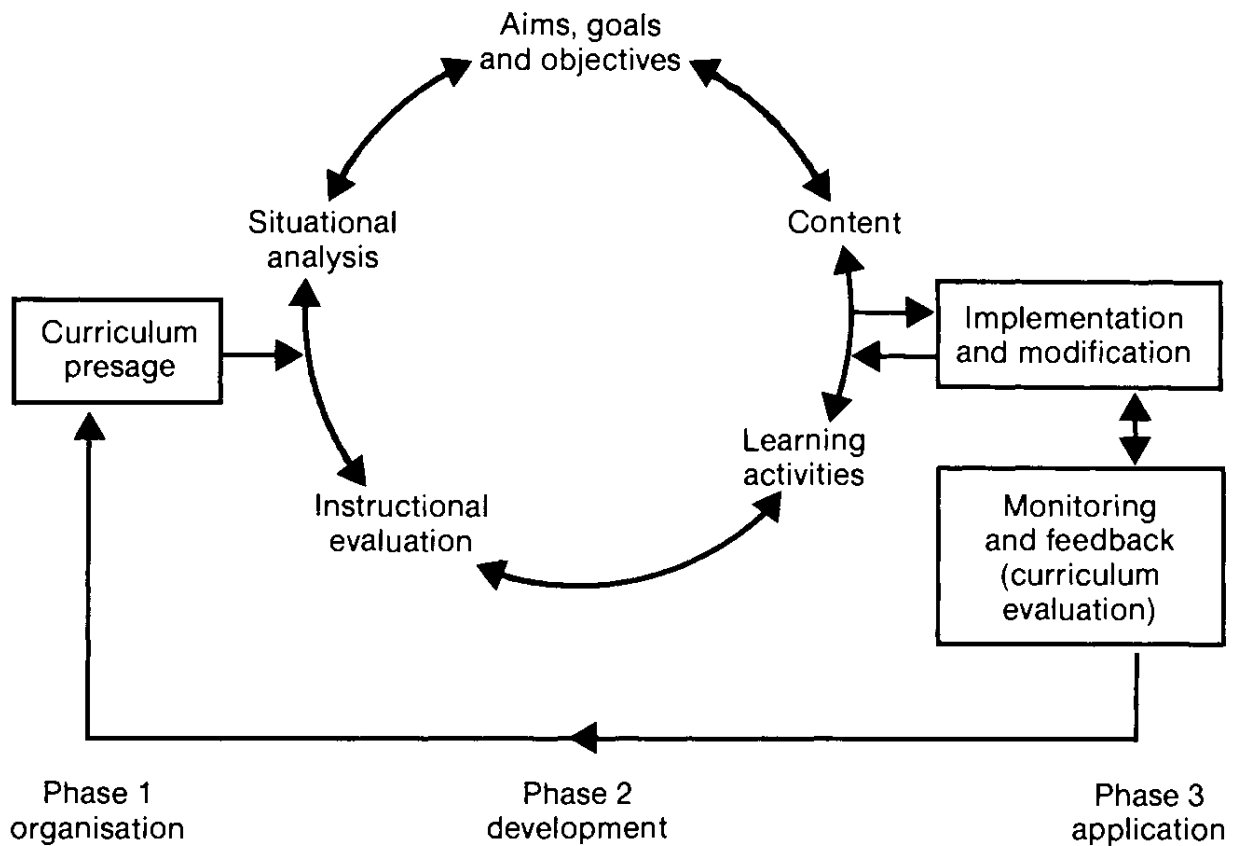
Taba's model emphasizes the active role of teachers in curriculum development and advocates for a bottom-up approach, starting with specific teaching-learning units before developing a more general curriculum framework. Curriculum development follows a logical sequence designed to create a well-planned and dynamic framework for student learning. The proposed order begins with diagnosing students' needs to identify gaps and variations in their backgrounds, which is crucial for designing curriculum to their specific requirements. This step is followed by formulating objectives, selecting and organizing content, choosing appropriate learning experiences, organizing those experiences, and finally determining evaluation methods. While general educational aims may guide the process, concrete objectives need to be informed by a clear understanding of the students' current abilities and experiences. This structured approach ensures that the curriculum is relevant, targeted, and capable of addressing the diverse needs of the student population, though it may face challenges in adapting to the complexities of modern education.

Curriculum development follows a structured sequence designed to establish a flexible and effective framework for student learning. It starts with assessing students' needs, identifying gaps, and acknowledging variations in their backgrounds, which lays the foundation for crafting a curriculum that addresses their specific challenges. The subsequent steps include setting clear objectives, organizing and selecting content, curating appropriate learning experiences, and finalizing evaluation strategies. While overarching educational goals provide direction, these need to be managed into actionable objectives informed by an in-depth understanding of learners' current abilities. Although this systematic approach promotes relevance and inclusivity, it often struggles to account for the rapidly changing demands of modern education, requiring constant adaptation and innovation.

Furthermore, personal perspectives play a critical role in curriculum development, shaping decisions and influencing the written curriculum. While the emphasis on reflexivity and diverse viewpoints underscores the importance of considering multiple lenses, the lack of detail about these perspectives weakens the argument, leaving it incomplete. Categorizing the process into five perspectives risks oversimplifying the complex, dynamic nature of curriculum design, where overlapping and evolving views are often at play. Additionally, the discussion overlooks external factors, such as cultural, institutional, and political influences, which significantly impact curriculum decisions. The narrow focus on the written curriculum further limits the analysis by neglecting how developers' perspectives affect implementation and real-world outcomes. A more comprehensive approach, including detailed examples of the viewpoints and acknowledgment of broader contextual factors, would provide a richer and more balanced understanding of the role of personal perspectives in curriculum development.

In the same way, the model of curriculum development mentioned by Print (2020) in *Curriculum Development and Design* is as follows:

Figure 1. *Model of Curriculum Development*



Source: Print (2020)

The outlined curriculum design process comprises three interconnected phases, each with a distinct focus. Phase 1: Organization - Curriculum Presage lays the foundation by examining contextual factors, stakeholder expectations, and resource availability to inform subsequent steps. Phase 2: Development transitions to crafting the curriculum, emphasizing the articulation of specific aims, goals, and objectives. This phase integrates relevant content, engaging learning activities, and rigorous evaluation mechanisms to ensure coherence with educational priorities. Situational analysis plays a critical role here, ensuring that the curriculum aligns with the unique needs of learners and the environment. Phase 3: Application focuses on the implementation of curriculum, emphasizing thorough application, ongoing monitoring, and feedback to address gaps and enhance effectiveness. Feedback

integration across all phases emphasizes the dynamic nature of the process, promoting continuous refinement to address changing educational contexts.

The LC Development Process

Additionally, it is important that the LC is developed with input from local stakeholders to ensure its effective benefits to them. His Majesty's Government (1997-2002 B.S.) emphasized that education could be improved by regularly updating curricula and textbooks based on classroom feedback and enhancing the teaching environment. This approach aims to produce capable citizens who can tackle problems related to nutrition, population, environment, sanitation, and rural productivity. In this way, the LC addresses local issues and helps learners understand how to contribute to both local and national development.

According to the GON (2076 BS), the development of local need-based curricula is to be carried out in a decisive and systematic manner, guided by key principles. Firstly, local needs are to be identified, and curricula and textbooks developed accordingly at the local level. The national curriculum framework will be adapted to suit specific local contexts, ensuring that both content and materials reflect the realities of the community. Subject matter within the LC will be revised, and learning outcomes assessed in line with local requirements, with these responsibilities assigned to local authorities. Flexibility will be ensured throughout the curriculum development and implementation processes to make them child-centered and responsive to local needs. Within the structure of the national curriculum, the local level will be enabled and held accountable, both technically and administratively, for the design and execution of local curricula. Schools will take charge of implementing these curricula by preparing annual programs, managing classrooms, and applying suitable educational methods. Furthermore, the development and approval of local curricula will be carried out through curriculum-related bodies at both the provincial and local levels.

As mentioned above, The GON (2076 BS) emphasizes a localized and contextualized approach to curriculum development, giving value of education to the specific needs of the community. This framework seeks to decentralize curriculum design by empowering local levels to identify their unique educational requirements and create corresponding curriculum and textbooks. While adapting the national curriculum framework to fit local contexts, the directive aims to ensure flexibility, fostering child-centered and locally relevant learning experiences. Furthermore, local authorities are responsible with revising subject matter and assessing outcomes to meet evolving needs, highlighting a dynamic and responsive educational model. However, this approach also places significant responsibility on local bodies to develop technical and administrative capacity for curriculum design and implementation. Schools are designated as the primary agents for implementing the curriculum, including classroom management and pedagogical methods. The dual-level approval mechanism—at provincial and local levels—suggests an effort to balance standardization with contextual flexibility, yet it raises concerns about the potential for inconsistencies and capacity gaps at the grassroots level. This strategy reflects a progressive shift but demands critical evaluation of its feasibility and the extent of institutional preparedness for effective execution.

Similarly, in the same year another book was published by the GON through CDC 2076, BS. As stated by the GON (2076 BS), the development of the LC needs to adhere to key principles to ensure its relevance and effectiveness. Primarily, the curriculum needs to be designed to meet the specific needs of the local population, addressing their unique circumstances and opportunities. It has to draw upon locally relevant content and reflect a local viewpoint, making the curriculum both culturally and contextually appropriate. Additionally, the use of available local resources—both material and human—is essential to enhance sustainability and encourage community participation. The process has to uphold the

independence of all involved stakeholders, ensuring meaningful involvement and shared responsibility. Moreover, the development and implementation of the curriculum requires to be inclusive and efficient so that everyone concerned can participate actively. Building a strong connection between schools and the surrounding community is also critical to fostering collaboration and mutual support. The curriculum has to incorporate the practical use of local values, contributing to comprehensive and relevant education. Finally, the consistent and active participation of stakeholders at all stages is crucial for ensuring the effectiveness and long-term success of the curriculum.

In 2076 BS, the GON, through CDC, published a book outlining key principles for LC development. These principles emphasize addressing local needs, using locally relevant subject matter, and ensuring the curriculum is developed from a local perspective. It advocates for utilizing local resources, maintaining stakeholder autonomy, and ensuring accessibility and effectiveness in curriculum development and implementation. Additionally, it stresses strengthening school-community ties, incorporating local values, and encouraging active stakeholder participation in the process. In this way, the essential factors for ensuring the effectiveness of an LC are addressing local needs, incorporating relevant local content, and fostering local collaboration and expertise.

LC Practices in Municipalities in Nepal

Today, governance systems in Nepal are evolving due to the impact of globalization. It appears that the government is mindful of the global context and has prioritized development at the local level. According to the GON (2066, p. 4), "In the context of Nepal, the Government's decentralization policy is gaining attraction, with local governments anticipated to play a growing role in planning and executing public services." With this perspective in mind, a framework for local curricula is being developed for implementation.

The aim is that this LC will enhance the capacity of local communities by enabling them to provide input and feedback for its development.

As stated in the LC bulletin of Bharatpur Municipality (2077 BS), the LC is designed based on the specific needs and input of local people. It aims to meet the needs of students and includes knowledge and skills not covered by the central curriculum. This approach helps in decentralizing education and using local resources effectively. Additionally, Bharatpur Municipality (2077 BS) has set objectives for the LC, including teaching about natural resources, local plants, animals, and agriculture, and encouraging students to protect the environment.

The Bharatpur Municipality's LC bulletin (2077 BS) emphasizes adapting education to meet the specific needs and preferences of the local community. This curriculum is developed with input from local residents and focuses on areas not covered by the central curriculum. By integrating local knowledge and skills, it promotes educational decentralization and sustainable use of local resources. The objectives outlined by Bharatpur Municipality include educating students about local natural resources, plant life, wildlife, and agricultural practices. Additionally, it aims to foster environmental management among learners. This approach not only makes education more relevant and practical for students but also strengthens community involvement in the educational process, contributing to both local empowerment and environmental sustainability. Overall, the LC represents a significant shift towards more contextual and participatory education, reflecting the unique needs and values of the community.

Similarly, in the process of preparing the LC, Biratnagar Metropolis has prepared an LC for classes one to five. In this context, Biratnagar Metropolis (2077, BS) has pointed out that the LC provides different kinds of experiences of the local level which have not been found in central level curriculum. This curriculum has also focused on the provision of

cultural activities of the places to the students including participation of local human resources.

The GON (2076 BS) has emphasized that education needs to be closely linked to social, economic, religious, cultural, and political progress. In today's context, education has to particularly address the challenges of sustainable development, gender equality, and environmental protection (p.1). To achieve these objectives, the LC plays an important role. Therefore, the government has decided to introduce an LC at the school level in Nepal.

Relevance and Importance of the LC

The GON has recognized the need for education to go beyond traditional boundaries and address broader aspects of society, including social, economic, religious, cultural, and political development. In the modern world, education is not just about imparting knowledge; it also contributes to creating a more equitable and sustainable society. This includes promoting gender equality and ensuring the protection of the environment, both of which are important for the long-term well-being of any nation. To meet these ambitious goals, the LC becomes an essential tool. By integrating local knowledge, culture, and needs into the education system, the curriculum can make learning more relevant and impactful for students. The government's decision to implement an LC at the school level is a strategic move to ensure that education is closely aligned with the realities of the communities it serves. This approach not only enriches the learning experience but also fosters a deeper connection between students and their heritage, thereby nurturing a sense of identity and responsibility towards their local environment and society.

The LC is crucial for fostering inclusive, context-specific education that meets the diverse needs of communities. According to the analysis of the GON (2071, BS), local involvement in curriculum development and accountability has been insufficient, highlighting the need for greater participation of stakeholders, experts, and resources through the LC to

promote the preservation and advancement of local religions, cultures, traditions, values, and resources while aligning education with community-specific knowledge, skills, and technologies.

The analysis of the GON as mentioned above, calls attention on the critical role of the LC in fostering inclusive and contextually relevant education linked to the unique needs of diverse communities. By addressing the gap identified by the GON in 2071 BS—namely, the lack of local involvement and accountability in curriculum development—it advocates for active participation from stakeholders, experts, and resource providers. This collaborative approach ensures that education aligns with the socio-cultural, economic, and environmental realities of communities, promoting sustainability and preserving local traditions, culture and values. Additionally, the integration of traditional knowledge with modern practices revitalizes local professions and industries, fostering practical skills in learner-friendly environments. However, a potential challenge lies in balancing traditional knowledge with global educational standards, ensuring the curriculum meets both local and broader developmental goals. To be truly effective, such curriculum needs to go beyond preservation, emphasizing adaptability, innovation, and measurable outcomes that empower citizens while strengthening decentralization and nation-building.

On the other hand, the Nepalese education system has some shortcomings in achieving educational goals. The GON (2076 BS) has highlighted that public education has not been effective in engaging local communities; such participation is essential for fostering a sense of ownership in school-level education. Implementing an LC is seen as a beneficial step towards education reform in Nepal, particularly in terms of decentralization and promoting sustainable development.

Moreover, in recognition of the importance of an LC, the GON (2071 BS) has outlined several key points: enhancing educational outcomes both inside and outside the

classroom, addressing global trends and local needs, promoting decentralization by involving local stakeholders, and fostering sustainability by developing competitive human resources. These emphasized points have raised the value of the LC to be on par with the central curriculum.

As mentioned above, the GON has highlighted the importance of the LC by identifying several key reasons for its necessity. These include improving educational outcomes both in and out of the classroom, responding to global trends while meeting local needs, encouraging decentralization through active participation of local stakeholders, and promoting sustainability by developing competitive human resources. By emphasizing these aspects, the LC is positioned to be just as important and valuable as the national curriculum.

The GON (2076 BS) emphasized that the purpose of implementing an LC is to highlight its importance and necessity to local stakeholders. The LC is intended to support the geographical, historical, social, cultural, religious, and economic development of local areas. Overall, the education system has to address local issues by actively involving the participation of the local community.

National Goals of Education and the LC

While the relationship between local curricula and national education goals is crucial for ensuring that national objectives are met at the grassroots level, it is not without challenges. National goals, often designed to be universal and broad, may struggle to fully adjust with the diverse cultural, economic, and social realities of local communities. The flexibility of the LC to link education to these specific contexts is valuable, but this can sometimes lead to fragmentation, with local adaptations potentially deviating from the national vision. Furthermore, the pressure to manage with national goals may undermine the ability of the LC to address the unique needs of communities, particularly in areas where national priorities are less relevant. For example, a heavy focus on national environmental

goals may not always consider local agricultural practices or traditional ecological knowledge, which might be more immediate concerns in certain regions. This tension between national unity and local relevance highlights the complexity of crafting curriculum that are both reflective of national aspirations and responsive to local realities.

The GON (2076) has emphasized that the LC is to be aligned closely with national educational goals, as these serve as the framework for the development of the LC. Achieving these objectives relies heavily on the quality and effective implementation of the LC; notably, only curriculum designed to address local needs can adequately foster the skilled and competent workforce envisioned by the broader educational aims of a nation, highlighting the critical role of contextualized learning.

As mentioned above, GON (2076) emphasizes aligning the LC with national educational goals to ensure relevance and effective implementation. Addressing local needs through contextualized learning fosters the development of a skilled, competent workforce, essential for achieving broader educational aims. This approach gives priority to the importance of integrating national frameworks with local priorities for sustainable educational outcomes.

Relationship between National and the LC

There can be differences between the national curriculum and the local or school-level curriculum. Oates (2011) emphasized the importance of this distinction, noting that it has often been overlooked; the National Curriculum is legally defined, while the school curriculum is designed and adjusted to the specific needs of individual schools and their students; this local autonomy is important for achieving both public and personal benefits, creating a safe environment for in-depth learning, and offering a broad range of experiences (as cited in Evans and Savage, pp. 2-3). This perspective suggests that while the national curriculum is designed for all learners, the school-level or the LC focuses on addressing the

specific needs of particular groups of students, often prioritizing local skills and issues. Consequently, the goals of local curricula may vary depending on the geographical region.

As mentioned above, there are differences between the national curriculum and the local or school-level curriculum. It highlights that the national curriculum is a legally maintained framework intended to apply to all students across the country. In contrast, the local or school-level curriculum is more flexible and is prepared to meet the specific needs of individual schools and their students. This LC is essential for achieving both public and personal benefits, as it allows schools to create a safe learning environment and provide a wide range of educational experiences. Additionally, the objectives of the LC may differ based on geographical regions, as it often prioritizes local skills and issues, making it more relevant to the specific context of the students. Overall, the analysis points to the significance of maintaining a balance between a standardized national curriculum and a more adaptive LC to address the diverse needs of learners.

The GON (2076) states that while the national curriculum is constructed at the national level, prioritizing national necessities and often failing to address local-level needs comprehensively, the LC, developed by local society to meet local needs, shares a relationship with the national curriculum in that both aim to equip students with knowledge, skills, and opportunities for employment and self-employment.

The GON emphasizes a significant disparity between the national and local curricula, revealing a disconnect in addressing local needs while upholding national priorities. The national curriculum, designed for uniformity and nationwide objectives, often neglects the distinct cultural, geographical, and socio-economic characteristics of local communities. Conversely, the LC seeks to close this gap by integrating education to local needs, fostering relevance and practical applications for the community. Despite these differences, both curricula share a common aim: to develop skills, knowledge, and employment opportunities.

This shared purpose highlights the benefits of collaboration, where an integrated approach could improve the adaptability and effectiveness of the education system. Achieving this balance requires careful coordination to preserve national coherence without compromising local relevance.

Concept of LC and Decentralization of Education

It is generally experienced that curriculum is always prepared from centralized body of organization and authors. If the LC is prepared including the participation of local people with priority of local resources, it is linked with decentralization and decentralization of education.

According to Hanson (1996a) reforms to decentralize education often have their origins in the political sphere; for instance, as countries switch from autocratic to democratic forms of government, it seems only natural that efforts to decentralize education would be made as one key means of establishing citizen participation in governmental institutions (Hanson, 1996a, as mentioned in Hanson, 2006, p. 11).

So, the term "education decentralization" refers to the process of devolution of fiscal and decision-making authority, from higher to lower levels of government and organizational units, affecting the way school systems make policy about resource generation and special education. It can also refer to the process of devolution of fiscal and decision-making authority, from higher to lower levels of government and organizational units.

Similarly, education has the power to empower people; it enables them to participate in local and national government, it gives them the skills and information to improve their quality of life, and it makes them more productive. Education also helps to increase people's income-earning potential. Because education decentralization has a direct impact on education output indicators and potential indirect effects through family and school inputs, it is important to examine whether it can improve the outcomes related to the delivery of

education in order to achieve better governance, a higher quality of life, and overall economic growth. Decentralization is therefore related to the idea of the LC since it involves local organizations and people working to improve education systems that are not the responsibility of the central government.

As we find mixed views regarding decentralization, it is the main thing to get idea of decentralization and furthermore, decentralization of education. Welsh and McGimm (1999) defined decentralization as changes in the location of individuals in charge, or the transfer of power from those in one place or level with respect to educational organizations to those in another level. The location of the post or the governing body is used to convey the place of authority (for example, the district level).

Decentralization is frequently described in terms of four degrees of authority transfer: deconcentration, delegation, devolution, and privatization, according to Rondinelli et al., (1984), as referenced in Welsh and McGimm (1999).

Similar to this, Welsh and McGinn (1999) classified decentralization according on how much power was transferred. Reforms that deconcentrate power transfer responsibility for enforcing regulations but not for creating them. In certain nations, representatives of the Minister are based in each state or province capital and have jurisdiction over public education. Devolution indicates the return of something to the organization from which it was taken. Those who advocate for the transfer of power to more local units of government, such as provinces or municipalities, frequently use this phrase.

Decentralization strategies, according to Falleti (2010), have fundamentally altered politics and government. Decentralization has increased the subnational proportions of revenues and expenditures in many nations, sometimes with significant macroeconomic repercussions; in line with the decentralization trend, significant public services like those in the areas of education, health, housing, transportation, and programmes to combat poverty

have been transferred to subnational governments, which are now responsible for their financing, provision, management, and quality.

As mentioned above, decentralization has been a popular system of applying policies of the governance of a nation today. Decentralization has got impact on education sector, too; as power will be divided from central level to the lower local level. Furthermore, Falleti (2010) has argued by mentioning that many coalitions of political and social actors from various ideological perspectives supported the decentralization movement all across the world; decentralization was promoted by authoritarian leaders, academics, international financial organizations, and decision-makers in the fields of urban development, education, health, and finance.

The discussion has a long history and is characterized by philosophical and ideological arguments. Yet it's important to remember that neither a country's centralized nor decentralized totally. The issue is complicated, and there are many different approaches to decentralization. Decentralization in education technically refers to the transfer of power from a higher to a lower level. However, this lower level may be a different administrative level within the MOE, like a provincial department or a school: this process is typically referred to as reconcentration.

One of the major factors that has historically impacted educational planning is decentralization. Debatable topics have evolved into questions. Decentralization has become a reality in many nations, even those that are regarded as highly centralized, as a result of the current demand to cut public spending and improve resource efficiency.

Educational decentralization refers to the process of transferring authority and decision-making power from central government bodies to local or regional bodies, such as schools, districts, or communities. This approach aims to enhance the responsiveness and efficiency of educational systems by allowing those closest to the students—such as teachers,

parents, and local administrators—to make decisions to the specific needs and circumstances of their communities. Decentralization can lead to more innovative and context-sensitive educational practices, greater accountability, and increased participation from stakeholders. However, it also presents challenges, including the potential for disparities in resources and quality across different regions, as well as the need for strong local governance to ensure equitable outcomes.

Grindle (2007) highlights that over 25 years of decentralization, local governments in many countries gained new responsibilities and resources, leading public officials and agencies to assume new roles, political parties to focus on local elections, and citizens to increasingly rely on local governments for improved services, security, and economic opportunities. The above-mentioned concept of decentralization shows that due to decentralization, there are local governments in many countries which have got more responsibilities as public leadership. These decentralized governance bodies have made economic, social, educational and financial systems better than before. Similarly, decentralization and democracy are going together.

Over the past 25 years, decentralization has significantly transformed governance by shifting responsibilities and resources from central authorities to local governments in many countries. This shift has led to an expansion of local government roles, requiring them to manage a broader range of services and functions. With these new responsibilities, local governments have also received increased resources, including funding and personnel, to support their enhanced roles. As a result, public officials and agencies at the local level have had to adapt and take on more complex responsibilities. Political parties, which traditionally focused on national elections, have begun to engage more in local electoral contests, reflecting the growing importance of local governance. Additionally, citizens have increasingly turned to their local governments for improvements in areas such as

neighborhood safety, healthcare, education, and economic opportunities, driven by the decentralization process and the desire for more effective, community-focused solutions.

Decentralization of education has been increasingly implemented in various countries, according to Bandyopadhyay and Sen (2010) noting that this trend began gaining momentum globally in the 1980s. Many nations have sought to decentralize aspects of their educational systems at state, provincial, or local levels. Notably, developing countries tend to decentralize the financing of government services more frequently than developed nations (Bandyopadhyay & Sen, 2010).

Decentralization in education has been increasingly held by numerous countries. This shift involves a significant change in how educational decisions are made, moving from a centralized system controlled by federal ministries to a more localized approach where authority is transferred to local governments and schools. Essentially, decentralization empowers these local bodies to play a more active role in managing and overseeing educational affairs. By reallocating decision-making power from the central level to regional and local authorities, schools and local governments gain greater control over aspects such as curriculum design, resource allocation, and educational policies. This approach aims to enhance the responsiveness and effectiveness of educational management, allowing for more reasonable solutions that address the specific needs and conditions of local communities. As a result, decentralization seeks to improve the overall quality of education by making it more adaptable and suitable to local contexts.

Decentralization is considered one of the best practices in education for enhancing both efficiency and the quality of learning. Hayek (1945) argued that decentralization leads to a more effective allocation of resources compared to a centralized system, as individuals at the micro level possess more detailed and relevant information than any central authority (as cited in Osorio, 2003, p. 7). In Nepalese schools, the concept of an LC is seen as a form of

decentralized policy. Similarly, McGinn and Welsh (1999) noted that the decentralization of school governance and increased community involvement in education have become central themes in the ongoing discussion of public sector and school reform (as cited in Khanal, 2012, p. 6). Other researchers have also highlighted that decentralizing school governance is important for restructuring school systems. Transitioning from a centralized to a localized approach in school systems can better address local needs.

The advantages of decentralization in education, are mentioned particularly in improving efficiency and meeting local needs. Decentralization allows for a more effective allocation of resources because individuals at the local level have better information than a central authority, leading to decisions that are more aligned with the specific needs of the community. This concept is reflected in the implementation of local curricula in Nepalese schools, which serves as an example of decentralized educational policy. The text also highlights that decentralization in school governance, coupled with community participation, has become a prominent theme in the broader discourse on public sector reform and school restructuring. This shift from a centralized to a localized approach is viewed as a way to enhance the responsiveness of the education system to local demands, thereby potentially improving educational outcomes and the overall quality of schooling.

The discussion of education decentralization involves broad aspects, levels of authority, and powers. Decentralization generally refers to the distribution of power and authority. To understand this distribution, it is important to analyze different forms of decentralization, such as deconcentration, delegation, devolution, and privatization. Rondinelli et al. (1984) similarly note, “Decentralization is often defined in terms of four degrees of transfer of authority: deconcentration, delegation, devolution, and privatization” (p.18). Thus, achieving decentralization in education through these forms is a complex task.

The above-mentioned process primarily explores the complexity of education decentralization, highlighting the various forms and levels of authority involved. It emphasizes that decentralization is fundamentally about the redistribution of power and authority within the education system. To understand this process, the text identifies four key types of decentralization: deconcentration, delegation, devolution, and privatization. Each of these forms represents a different degree of authority transfer, illustrating the nuanced and challenging nature of implementing decentralization in education. The text also references Rondinelli et al. (1984), who categorize decentralization using the same four degrees, further underscoring the intricacies of managing such a process.

Deconcentration. Deconcentration is the most limited form of decentralization. It involves the redistribution of administrative responsibilities within the central government to its local branches or offices. While the central authority retains control, certain tasks are delegated to regional or local levels to improve efficiency and responsiveness. This approach does not significantly alter the overall power structure, as the central government still oversees decision-making and maintains authority over key areas.

Delegation. Delegation represents a deeper level of decentralization where the central government transfers specific decision-making powers to semi-autonomous organizations or agencies. These entities are given more discretion to manage certain functions, though they remain accountable to the central government. Delegation allows for more localized management of public services or resources, while the central authority continues to provide oversight and sets broad policy guidelines.

Devolution. Devolution involves the transfer of powers and responsibilities from the central government to local or regional governments. Unlike deconcentration or delegation, devolution grants local governments the authority to make decisions and implement policies independently within their jurisdictions. This form of decentralization is aimed at increasing

local autonomy, allowing regions to address their specific needs and priorities while reducing the central government's direct involvement.

Privatization. Privatization differs from the other forms of decentralization in that it involves transferring ownership or control of public services from the government to private entities. This can include selling state-owned enterprises, contracting out services to private companies, or allowing private organizations to take over functions traditionally managed by the public sector. The goal of privatization is often to increase efficiency, reduce costs, and improve service quality by introducing competition and private sector management practices.

Furthermore, McGinn and Welsh (1999) have discussed the intricacies of decentralization, explaining that deconcentration involves the transfer of authority from the central level to lower levels for rule implementation, but not for rule-making. Delegation refers to the handing over the responsibilities to representatives of the Minister who are based in the capital of a state or province. Similarly, devolution refers to the return of authority to an organization from which it was previously removed, often used to describe the transfer of power to more localized units of government, such as provinces or municipalities.

Decentralization is a concept that involves the distribution of authority, decision-making, and resource management away from a central authority to various local or regional entities. There are several types of decentralization, each with its own distinct characteristics and functions. Decentralization refers to the transfer of decision-making power and authority to lower levels of government, such as regional or local governments.

Furthermore, McGinn and Welsh (1999) have stated that decentralization involves shifts in the location of those who govern, specifically the transfer of authority between different levels or locations within education organizations; the location of authority is defined by the position or governing body, such as at the district level, and this monograph considers four possible locations of authority: the central government; provincial, state, or

regional governing bodies; municipal, county, or district governments; and schools. As mentioned above, decentralization of education is shift of location and authority from central level to lower level such as for schools. The authority of educational procedures needs to be transferred to local level of government and to school level.

As mentioned above, McGinn and Welsh (1999) emphasize that decentralization involves not just a redistribution of power but a significant shift in the location of governance authority within education organizations. This process entails transferring authority from one level or location to another, which can reshape how education systems operate. The location of authority is important and is determined by where the governing body or decision-making position is situated. This monograph highlights four potential locations for such authority: the central government, which typically holds the highest level of control; provincial, state, or regional governing bodies, which manage larger areas; municipal, county, or district governments, which oversee local administration; and individual schools, which are directly involved in the day-to-day educational process. These shifts impact decision-making, resource allocation, and the overall governance structure in education.

Similarly, Winardi (2017) mentioned that decentralization in education involves the transfer of power and authority to regional governments, enabling them to plan, make strategic decisions, and address various educational challenges at the provincial level; in the context of Indonesia's unity, decentralization aims to develop an education system that emphasizes diversity (referred to as *Bhinneka* in Indonesian); the local government, through the Department of Education at the provincial or district level, plays a vital role in managing resources and providing educational services by planning, implementing, and monitoring education in their respective areas.

As mentioned above, it is clear that decentralization is transfer of power and authority from higher level to lower level. The only centralized system of education has got no more

value for the development of local level. So, it can be said that decentralization has brought changes in education sector in a far-reaching style. The literature shows that if education is decentralized, many gaps can be filled within country. Decentralization in education involves shifting authority and decision-making powers from central to regional governments, allowing local authorities to tailor educational strategies to their specific needs and challenges. This approach is designed to enhance the relevance and effectiveness of education by addressing local issues more directly. . By granting provincial and district-level governments control over planning, implementing, and monitoring educational activities, decentralization aims to optimize the management of resources and improve educational outcomes in a way that is more aligned with local needs and priorities.

On the other hand, Yildiz (2016) has stated, “Decentralization is the polar opposite of centralization, as well as the cure for all education’s ills. Decentralization stems from a reaction against centralized management practices in education, which deemed outdated and unsuitable” (p. 31). This view shows that centralized system of education cannot address the problems of the local people. Although literature has taken favour of decentralized system of education, the power is under the fist of some powerful politicians in Nepalese context. So, it is still to be judged whether the LC brings about decentralization of education in Nepal.

It is still hoped that there will be decentralization of education. Regarding this claim, Meemar (2018) has pointed out, “Indeed, a number of countries have introduced the decentralization of educational powers, and have been able to resolve different issues and improve educational environment in schools” (p. 14). The above citation has supported that decentralization of central power to local level has helped to solve many problems in educational field. Similarly, in Nepal, it is still to wait whether the concept of the LC has got authority of decentralization or not. As stated above, decentralization in education refers to transferring control and decision-making authority from central governments to local

authorities or schools. This shift aims to address local needs more effectively and improve the educational environment by allowing decisions to be made closer to the communities they affect.

In various countries, decentralization has led to positive outcomes, such as resolving specific educational issues and enhancing the overall school environment. This approach can tailor educational policies and practices to better fit local contexts, potentially leading to more relevant and effective educational experiences for students.

The situation in Nepal is mentioned as a case where the impact of decentralization on the LC development is still uncertain. The potential for decentralizing curriculum authority could lead to a more localized and responsive educational system, but it remains to be seen how this will unfold in practice. The ongoing situation in Nepal highlights the complexity and variability of implementing decentralized education systems, emphasizing the need for careful consideration and adaptation to local conditions.

According to Welsh and McGinn (1999), the aim of decentralization is to modify or redistribute the outcomes and benefits produced by education. These benefits vary widely and encompass more than just reading and writing. Education also imparts moral values, citizenship skills, and economic participation. While many view education primarily as a means to transform youth, its functioning also has additional positive effects. The concept of what constitutes an "educated" person, including the knowledge they have and the language they speak, is largely shaped by the official curriculum and school subjects. Achievements in education serve as a significant marker of social status. Thus, decentralizing education can play an important role in facilitating transformation among young learners.

Decentralization in education aims to change or redistribute the benefits and outcomes that education provides. These benefits go beyond basic skills like reading and writing; they also include teaching moral values, fostering good citizenship, and preparing students for

economic participation. While education is often seen as a way to transform young people, it also has broader positive effects. What it means to be "educated" is influenced by the curriculum and subjects taught in schools, which in turn shape what knowledge and skills are considered important. Educational achievements also play a significant role in determining social status. Therefore, decentralizing education can be an effective way to enhance and diversify the transformation experienced by students.

Educational decentralization is a widely adopted reform strategy among governments globally, but the specific goals, approaches, and outcomes can vary significantly between countries (Hanson, 2006). This reform can involve various methods, such as changing decision-making processes within education ministries, introducing market principles through privatization, or empowering local educators and parents via school-based management. With many nations pursuing decentralization, it is increasingly important to evaluate both its positive and negative effects. Such assessments are important for academics seeking a deeper understanding of educational changes and for policymakers who need effective guidance on developing educational policies (Hanson, 2006).

Educational decentralization, while a globally popular reform, reveals a complex landscape of varying objectives and methods across different countries. This diversity reflects how reforms can range from restructuring decision-making at the national level to implementing market-driven privatization or enhancing local control through school-based management. The wide spectrum of approaches underscores the need for comprehensive evaluations of decentralization's impacts. Analyzing both the successes and challenges of these reforms can provide valuable awareness for academics and policymakers alike, offering a clearer understanding of how different strategies influence educational outcomes and guiding the development of more effective policies.

Participation of Local People and Municipality

The participation of local communities in shaping local curricula is vital for ensuring that education reflects the unique needs and cultural contexts of the area. When local stakeholders, including educators, parents, community leaders, and students, are actively involved in curriculum development, the resulting educational programs are more relevant and engaging. This local involvement allows for the integration of region-specific knowledge, values, and traditions, fostering a more meaningful learning experience. It also empowers communities to address specific educational gaps and challenges, promoting a sense of ownership and accountability. By including diverse perspectives and expertise, local-level participation enhances the effectiveness and inclusivity of the curriculum, ultimately contributing to the overall success and sustainability of educational initiatives.

Hanson (2006) posits that both decentralization and centralization are strategies for achieving specific goals rather than being objectives in themselves. Consequently, there are instances where improving a centralized system may be more effective than decentralizing it. According to Winkler (1993) and Weiler (1993), the primary motivations for centralizing education include financial advantages, such as utilizing economies of scale and equitably distributing resources to reduce regional economic imbalances; ensuring policy and program consistency to maintain uniformity in quality and activities like curriculum, hiring practices, exams, and administrative services; and centralizing limited human resources (as noted by Hanson, 2006, p. 10). Nevertheless, effective decentralization is essential for involving local communities in managing centralization in education. Since local engagement is vital for developing relevant local curricula, successful decentralization is necessary to actively involve people at the local level in the educational process.

The above text discusses the role of local communities in developing the LC within education system of Nepal, indicating a trend towards decentralization. It suggests that

centralization and decentralization are strategies used to meet educational objectives, not goals in themselves. Centralization can sometimes be more advantageous than decentralization by providing financial efficiency, uniform policy implementation, and optimal resource use. However, decentralization is important for including local perspectives and adapting educational content to local needs. Although centralization offers consistency and efficiency, decentralization is essential for involving local communities and customizing education to fit specific local contexts.

It is well-recognized that centralized educational management cannot effectively address the diverse needs across all regions of a country. Therefore, implementing an LC is considered a means to shift educational responsibilities more appropriately. According to Hanson (2006), decentralization involves transferring decision-making authority, responsibilities, and tasks from higher organizational levels to lower ones or between different organizations.

Hanson (2006) identifies three primary forms of decentralization. Deconcentration involves reallocating responsibilities and workloads to other organizational units without granting additional authority. Delegation refers to the shift of decision-making power from higher to lower hierarchical levels, while still allowing the original unit to withdraw that power if necessary. Devolution entails granting autonomy and independent authority to a unit that can operate without seeking prior approval. Additionally, privatization is viewed as a form of devolution where responsibilities and resources are moved from public institutions to those in the private sector (Rondinelli, 1990, as cited in Hanson, 2006).

Adopting the LC as part of educational decentralization will inevitably place greater educational responsibility on local communities. Moreover, a completely decentralized educational system does not currently exist, making it essential to find an appropriate balance

since most decisions—whether related to finance, staffing, or curriculum—still integrate elements of both centralization and decentralization.

Decentralization in education involves shifting decision-making power and responsibilities from central authorities to local levels, allowing for more designed responses to regional needs. While this approach aims to empower local communities and improve educational outcomes, it also presents challenges in balancing authority. Complete decentralization is rarely achieved, as certain decisions, such as those involving funding and curriculum standards, often remain under central control. The key lies in finding the right mix of centralized guidance and local autonomy to optimize educational management.

The LC for Self-Employment and Sustainability

An LC designed for self-employment and sustainable development plays a vital role in fostering community dependency and economic independence. By integrating locally relevant skills, knowledge, and resources, such a curriculum empowers individuals to create and sustain their own businesses, rooted in the unique cultural, environmental, and economic context of their region. It emphasizes sustainable practices, encouraging the use of local materials and eco-friendly methods, which not only boost the local economy but also ensure long-term environmental management. This approach cultivates an organizational mindset while promoting sustainable development, ultimately leading to a more self-sufficient and prosperous community.

The LC is itself related to education. Education is not for only reading and writing but it is to improve the income of people. UNESCO (2015) emphasizes that education, encompassing formal education, public awareness, and training, need to be acknowledged as a vital process for enabling individuals and societies to achieve their fullest potential. Education is essential for advancing sustainable development and enhancing people's ability to tackle environmental and developmental challenges (UNESCO, 2015). The above-

mentioned view of UNESCO is in true sense of human development and civilization. People need sustainable development through education by improving their economic status and protecting the environment around them. Also, education is directly linked to the sustainable development of the present population.

The LC and Protection of Ecology

The protection of ecology is fundamentally rooted in environmental ethics and integrates religious and spiritual perspectives to achieve a sustainable relationship between humans and nature. This approach advocates for cultural conservation, adaptive management, and the preservation of traditional ecological knowledge. It emphasizes the importance of engaging stakeholders in integrating ecological knowledge within their communities. Traditional ecological knowledge is important for achieving ecological, social, economic, and cultural sustainability, particularly among indigenous populations (Fredrick, 2019).

Integrating the LC into education plays a vital role in protecting ecology by fostering a deep connection between students and their immediate environment. By including locally relevant ecological knowledge, students gain a nuanced understanding of their region's unique ecosystems, environmental challenges, and conservation strategies. This localized approach not only enhances their awareness of local biodiversity and natural resources but also empowers them to engage in community-based environmental management. Through hands-on learning experiences, such as local habitat restoration projects and field studies, students develop practical skills and a sense of responsibility towards preserving their natural surroundings. Consequently, an LC cultivates a generation of environmentally conscious individuals who are well-equipped to contribute to sustainable practices and ecological conservation in their own communities.

There is a significant synergy between indigenous people and traditional ecological knowledge, which has garnered considerable interest from scholars and popular movements.

Human ecology highlights the importance of cultural preservation and the application of traditional ecological practices alongside religious and spiritual conservation efforts. This interdisciplinary approach fosters the preservation of indigenous knowledge, facilitating refined understanding and experience sharing within local communities.

Protection Ecology traditionally focuses on community equilibrium, criteria for exclusion, and long-term persistence. However, the process of exclusion is gradual and can lead to transitory dynamics and imbalances, especially in the context of prolonged changes such as climate change. Given the similarity in niche needs and environmental impacts among species, interactions between them are important.

The LC and Globalization

The LC is increasingly becoming a focal point in the intersection of globalization and the development of 21st-century skills, reflecting the need to prepare students for a world that is both globally connected and locally rooted. Booster (2021) highlights four critical focus points for developing 21st-century skills: "learning to know," "learning to do," "learning to live," and "learning to be." "Learning to know" emphasizes acquiring foundational knowledge and developing cognitive skills, including critical thinking and problem-solving, which are essential for navigating complex information. "Learning to do" focuses on applying knowledge in practical contexts, fostering skills like collaboration, creativity, and adaptability. "Learning to live" underlines the importance of social and emotional skills, promoting understanding, empathy, and effective communication in diverse societies. Finally, "learning to be" stresses personal growth, self-awareness, and lifelong learning, encouraging individuals to realize their potential and contribute meaningfully to society. Together, these four dimensions provide a comprehensive framework for equipping individuals with the skills needed to thrive in the dynamic and interconnected world of the 21st century.

As globalization continues to influence education systems worldwide, local curricula evolve to integrate global perspectives while remaining relevant to the cultural, social, and economic realities of specific communities. This balance is important in ensuring that students are not only aware of global issues but also understand how these issues affect their local environments. Noss (2012) argues that 21st-century learning requires new skills like teamwork, flexibility, and problem-solving, reflecting a shift to digital, immaterial production; he emphasizes the rapid understanding of potential of technology for new pedagogies and the essential role of digital tools in modern education. The argument above discusses the evolving nature of learning in the 21st century, highlighting a shift from traditional, material-based labor to more abstract, digital forms of production. It emphasizes the importance of developing process-oriented skills such as teamwork, flexibility, and problem-solving. The text also emphasizes the growing understanding of how digital technology can transform education by enabling innovative teaching methods designed to this new era. A well-crafted LC can serve as a conduit for global knowledge, allowing students to explore and understand global phenomena through the lens of their own culture and experiences.

Today, globalization presents challenges for developing local curricula, making it essential to focus on glocalization in all activities. Additionally, the concepts of decentralization and sustainable development are increasingly connected to education and creativity. In this context, Piirto (2011) noted that there is a growing demand for 21st-century skills, particularly those involving creativity and innovation, which are integral to a comprehensive skills framework advocated by leading 21st-century skills organizations. As we navigate this era of globalization, the acquisition of knowledge and skills becomes important for sustainable human development. Sustainable development relates to various domains, including environmental, economic, political, and healthcare systems.

Simultaneously, indigenous knowledge is to be valued as a critical component of achieving sustainable development.

One of the key challenges in integrating globalization into the LC is maintaining the relevance and integrity of local knowledge and traditions. While it is essential for students to engage with global ideas and practices, it is equally important for them to remain connected to their cultural heritage. This requires a curriculum that does not merely import global content but rather contextualizes it in a way that is meaningful to the students' own lives. For example, environmental education in an LC might draw on global concepts of sustainability while also including indigenous knowledge and practices related to land use and conservation.

This approach ensures that students develop a deep understanding of both global and local perspectives, enabling them to act as informed and responsible citizens. Today, there is trend of blended learning, physical and online. Regarding this situation, Stacey and Philippa (2012) have explained that "blended learning" refers to combining different methods of teaching and learning using information and communication technologies (ICT). However, this term requires precise definition and careful study because it involves various combinations of media, learning designs, and teaching strategies. The integration of pedagogy and technology has led to several teaching and learning approaches, but their effectiveness and quality can vary. ICT has influenced all levels of education by facilitating individual and group communication and enabling digital resource sharing. In higher education, in particular, the use of ICT may be transforming how learning and teaching take place.

Understanding the concept of sustainable development is important. Sachs (2015) describes sustainability as a key idea of our time, serving both as a framework for understanding the world and as a strategy for addressing global challenges. He emphasizes

that the Sustainable Development Goals (SDGs) will shape global economic diplomacy in the coming generation. In today's increasingly complex world, driven by globalization, simply pursuing wealth through any means is not aligned with sustainable development. Instead, sustainable development requires to be connected to addressing global issues and finding solutions to these challenges. Including indigenous knowledge into the curriculum is a valuable approach to advancing sustainable development.

Including 21st-century skills into the LC is another critical aspect of preparing students for the demands of a rapidly changing world. These skills—such as critical thinking, creativity, collaboration, communication, and digital literacy—are essential for success in the modern workforce and for addressing complex global challenges. An LC that emphasizes these skills encourages students to think critically about global issues, innovate in response to local and global challenges, and work effectively in diverse teams. Furthermore, as digital technologies continue to transform the way we live and work, integrating digital literacy into the curriculum ensures that students are equipped to navigate and contribute to the digital world.

Sustainability holds significant value for people of all ages and eras. Rogers, Jalal, and Boyd (2008) highlight that "sustainability is the term chosen to bridge the gap between development and the environment. It originally emerged from forestry, fisheries, and groundwater management. However, defining sustainable development precisely or operationally remains challenging" (p. 22). Their words clearly indicate that development alone does not equate to sustainable development; rather, it is intertwined with environmental considerations. Sustainable development, in this context, involves protecting rivers, trees, flora, fauna, and various species. Unfortunately, in the name of development, practices such as deforestation and the depletion of rivers to cultivate crops for the current population have led to the destruction of sustainability for living beings worldwide.

The integration of 21st-century skills into the LC also involves rethinking traditional teaching and learning methods. Educators are encouraged to move away from rote memorization and passive learning towards more active, student-centered approaches that foster critical thinking and problem-solving. This might include project-based learning, where students work on real-world projects that require them to apply their knowledge and skills to solve complex problems. Such approaches not only help students develop the necessary skills but also make learning more engaging and relevant to their lives. By focusing on these methods, the LC can better prepare students for the uncertainties and opportunities of the future.

Similarly, Munasinghe (1993) identifies three key approaches to sustainable development: economic, ecological, and socio-cultural. These approaches focus on maximizing income and capital, preserving the physical and biological environment, and ensuring the stability of social and cultural systems (as cited in Rogers, Jalal, and Boyd, 2008, p. 23). Sustainable development, therefore, has multiple dimensions that need to be addressed. The LC in Nepalese schools has to integrate these aspects, ensuring that students and local communities become aware of the importance of sustainable development.

Ultimately, the LC serves as a powerful tool for bridging the global and the local, providing students with the knowledge and skills they need to thrive in a globalized world while remaining grounded in their cultural identities. As educators and policymakers continue to grapple with the challenges of globalization and the demands of the 21st century, the LC is taken not as a static document but as a dynamic framework that evolves in response to changing global and local conditions. By thoughtfully integrating global perspectives and 21st-century skills into the LC, educators can empower students to become not only successful professionals but also informed, responsible, and culturally aware citizens of the world.

The LC aims to enhance the income of community members by safeguarding the natural environment and preserving the socio-cultural values of the area. In support of this, Bringezu (2018) emphasizes that fulfilling the Sustainable Development Goals (SDGs) outlined in Agenda 2030 requires sustainable resource utilization throughout every nation's production and consumption processes, along with improved monitoring of both domestic and global resource use. Numerous goals and targets specifically address natural resource management, waste reduction, and the separation of economic growth from resource exploitation, with developed countries expected to take a leading role in these initiatives (pp. 11-12). As discussed here, the achievement of the 2030 SDGs hinges on effective waste management and environmental conservation. Likewise, local curricula has to prioritize the use of local resources to promote development at the grassroots level.

Servaes (2017) emphasized that sustainable development serves as a tool for improving decision-making by offering a more thorough evaluation of the complex, multidimensional challenges faced by society. It necessitates an evaluation framework to classify programs, projects, policies, and decisions based on their sustainability potential. In essence, sustainable development aims to strengthen decision-making processes within a society where frameworks and policies are effective. This approach is closely tied to addressing the social, economic, and environmental needs of future generations (World Commission on Environment and Development, 1987).

Cutting and Summers (2016) observe that a quick review of the literature on sustainability and education reveals a variety of seemingly interchangeable terms, such as Education for Sustainable Development (ESD), Education for Sustainability (EfS), Sustainability Education (SE), and even Sustainable Education. Sustainability is generally understood to encompass three interrelated components: environment, society, and economy. This concept challenges the notion that economic progress come at the expense of social and

environmental well-being. Instead, it advocates for a future where environmental, societal, and economic factors are given equal consideration (p. 3).

The text clearly highlights the intrinsic connection between education and sustainability. Integrating sustainability into education is essential for maintaining the balance of the human ecosystem. In this regard, local curricula also emphasize the development of the human ecosystem to safeguard the natural environment at the local level.

On the topic of organizational responsibility, Crowther et al. (2018) note that “a growing number of writers have recognized that the activities of an organization impact the external environment and have suggested that such an organization requires to be accountable to a wider audience than simply its shareholders” (p. 6). Given that schools are significant organizations with external influence, it is important for students, teachers, parents, and local communities to cultivate an understanding of environmental protection for sustainable development.

Moreover, human activities are closely tied to the dynamics of the natural environment. Bringezu (2018) explains that “pressure-type indicators link production and consumption with environmental impacts and represent the physical exchange between nature and the anthroposphere” (p. 15). This suggests that human activities exert significant pressure on the environment. While these activities have altered the environment for human use, the natural environment is in decline. It is imperative for local curricula to focus on preserving these natural elements.

Based on these perspectives, several themes emerge to assess the importance and necessity of the LC in Nepal's current education system. The essential knowledge and skills required for sustainable development need to be introduced from the basic levels of education. The themes identified from participant views include 'protection of local tradition

(religion, rituals, art, and craft), promotion of professional development, environmental protection, and challenges for sustainable development.

The LC and Protection of Local Tradition

Nepal is home to a rich diversity of ethnic groups, each with distinct religions, rituals, and traditional arts. To support sustainable development, the LC has to highlight and promote these cultural aspects. Preserving traditions is important for sustainable growth, as traditional cultures have long been rooted in sustainability, in contrast to industrial societies. For instance, the traditional knowledge of indigenous peoples aligns well with contemporary discussions on intergenerational equality and sustainability, emphasizing conservation for future generations (Clarkson et al., 1992).

According to local legends, humans were placed on Earth to care for all living things. When interacting with the planet and using its resources, we consider the impact on the seventh generation. Each generation bears the responsibility of ensuring the survival and well-being of the seventh generation, not just focusing on their immediate needs.

Similarly, Kageshwori Municipality (2077, BS) emphasizes that students have to learn about local events and lifestyles, aligning the LC with the principle of "think globally, act locally." To preserve regional traditions, it is essential to protect our religious practices, rituals, and crafts. By including cultural practices, language, and history into education, the LC fosters a sense of identity and pride, ensuring the preservation of indigenous knowledge and customs. This approach supports intergenerational continuity and empowers communities to maintain their cultural heritage in the face of globalization.

Encouragement for Professional Development

Professional development involves gaining new skills and ongoing education after starting a job. This can include taking courses, attending conferences, or earning certifications to enhance expertise in a specific field. While some professional development

opportunities are self-initiated, many companies offer internal programs like training sessions or mentoring to support growth. There are various programs available to develop different skills, such as project management certifications.

Panauti Municipality (2078 BS) has stated that the LC is designed to promote local occupations, businesses, technology, and skills by addressing local needs, which tie into professional development. When individuals engage in work, and they have the opportunity to develop professionally. Professional development refers to the process of continuing education and career training after starting a job to gain new knowledge, stay updated with industry trends, and advance in one's career. Some professions require ongoing learning to maintain employment, licenses, or certifications, often with specific continuing education (CE) requirements. Beyond these requirements, professional development also includes various learning or training opportunities relevant to one's job. Many professionals actively seek learning and growth opportunities, even when not required. Similarly, the LC is believed to encourage professional development among people, teachers, and students.

According to the British Council (2017), many teachers find that their first steps toward professional development occur at the schools where they begin working after their initial training. Collaborating with other teachers to discuss challenges and solutions is an effective way to foster professionalism. Similarly, the LC focuses on the professional development of students, teachers, and the community.

Conservation of Local Natural Resources and Environment

Local curricula are created to address the specific needs of a local area. According to the GON (2076), a curriculum is considered local when it is developed and implemented with content relevant to local needs, in collaboration with the local community. Such curricula emphasize local talents, needs, and subjects to foster greater involvement from the local population and encourage students to learn new things.

In line with local requirements, the conservation of natural resources is now a priority in education. It's important for students to understand the value of natural resources so they can help protect them. Houghton (2004) notes that any significant change in the average climate can cause stress; over time, human civilizations have adapted to their specific climates. Extreme weather and natural disasters highlight the importance of climate to human life and show how vulnerable many nations are to climate change, a vulnerability worsened by the rapidly increasing demand for resources. If students are aware of the effects of climate change and the importance of local natural resources, they can start protecting them from a young age, contributing to efforts to combat climate change.

Panauti Municipality (2078) emphasizes that local curricula are designed to address local needs and promote the conservation of local resources and the environment. The municipality highlights that daily weather variations significantly impact our lives. A region's climate is essentially the average weather over a period of months, a season, or even years. We are accustomed to these climate variations, experiencing warm, cold, or stormy winters, and wet or dry summers. Protecting natural forests is important to preventing climate change and global warming, and this goal is a key focus of local curricula.

Challenges of Population Growth and Environmental Decline

Rapid population growth places immense strain on resources such as food, water, and energy. As the population increases, the demand for these essentials escalates significantly, leading to potential shortages, price hikes, and the overexploitation of natural resources. For instance, a growing population necessitates more food, pressuring agricultural systems and potentially causing overfishing or deforestation. Similarly, increased demand for water can deplete freshwater reserves, while higher energy consumption can strain power grids and exacerbate environmental degradation. In essence, the faster the population grows, the more challenging it becomes to meet everyone's needs.

Rapid population growth increases the demand for resources, resulting in overcrowding, insufficient housing, and a greater need for food, water, and energy. Urban areas become densely populated, and infrastructure struggles to keep up, leading to issues such as traffic congestion, pollution, and waste management challenges. Healthcare systems become overburdened, and educational institutions are inadequate, diminishing the overall quality of life. Furthermore, job competition increases, leading to higher unemployment rates and economic inequality, which can spark social unrest and deepen poverty.

Aye (2019) argues that population, development, and the environment are deeply interconnected and important in determining the quality of life on Earth now and in the future. These are among the most critical issues of this century. The relationship between rising poverty levels, excessive resource consumption in developed nations, the marginalization of women, poor economic practices, rapid population growth, and unsustainable resource use is evident. Moreover, approximately 70% of the planet's resources are consumed by one-fourth of the global population, primarily located in industrialized countries, which are also largely responsible for global environmental degradation. Inequities in resource distribution mean that many people lack the essentials for a decent, healthy, and productive life. In such a scenario, sustainable development becomes unattainable.

Sustainability is essential for human survival, although achieving sustainable development is challenging. Environmental degradation, driven by deforestation, pollution, and climate change, disrupts ecosystems and threatens biodiversity. As natural resources diminish, communities face food and water shortages, leading to conflicts and displacement. Pollution exacerbates health issues, while extreme weather events like floods and droughts devastate homes and livelihoods. The loss of arable land and rising sea levels threaten agriculture, worsening hunger and poverty, and forcing migration from vulnerable regions, which creates additional socio-economic challenges.

In discussing the obstacles to sustainable development, James (2019) notes that achieving sustainable communities and societies in the Asia Pacific is a formidable challenge. Environmental policies are often guided by human actions and interests rather than scientific knowledge. When politicians continue to support and subsidize the coal and oil industries despite scientific evidence showing that fossil fuel use is a major contributor to greenhouse gas emissions and global warming, their decisions are driven by self-interest rather than an understanding of the risks these policies pose to future quality of life. The politics of the environment are closely tied to conflicting interests. As highlighted earlier, significant challenges exist in achieving sustainable development, including population growth, deforestation, environmental pollution, global migration, and climate change.

LC Practices in Some Selected Countries

This section presents about LC development and practices in some other selected countries as follows:

India. The history of the LC practices in India has been influenced by various factors, including the country's federal system of government and the need to balance national standards with local needs and interests. One of the early efforts to establish a national curriculum was the creation of the National Curriculum Framework (NCF) in 1975. This framework was revised twice, in 1988 and 2005, with the objective of providing national guidelines for curriculum development while allowing flexibility for adaptation to local contexts (National Council of Educational Research and Training, 2005).

Despite these efforts, the implementation of the NCF has been uneven across the country, leading to a growing recognition of the importance of including regional knowledge and traditions into state and district-level curricula (Bhattacharya, 2015). In recent years, several Indian states have developed their own designed curricula to offer students a more relevant and engaging education. For instance, Tamil Nadu introduced the Samacheer Kalvi

(Equal Education) system in 2011, aiming to provide a comprehensive and integrated curriculum that includes regional knowledge and traditions (Government of Tamil Nadu, n.d.). Similarly, Maharashtra has implemented the Balbharti curriculum, which emphasizes activity-based learning and integrates regional myths and folklore (Government of Maharashtra, n.d.).

The development of localized curricula is generally seen as a positive step toward improving the quality and relevance of education in India. However, challenges have emerged, particularly in ensuring that teachers are well-trained and that these curricula align with national standards and objectives (Kumar & Singh, 2014). Additionally, localized curricula have faced criticism for potentially limiting students' mobility and the transferability of educational credentials across different regions of the country, as well as for issues related to quality, equity, and access (Kumar & Singh, 2014; Sundaram, 2017). Nevertheless, the benefits include improved student learning outcomes, greater student engagement and motivation, and a sense of pride and ownership among students and educators (Bhattacharya, 2015). Consequently, the LC practice in India remains an evolving process as educators and policymakers strive to balance the need for national standards with the desire to provide students with a more locally relevant and engaging education.

China. Chinese local curricular practices have a rich history, dating back to times when different regions had their own educational systems and traditions. In the modern era, however, China's LC development has been shaped by various political, social, and economic factors. After the establishment of the People's Republic of China in 1949, the government implemented numerous educational reforms aimed at ensuring universal access to education and promoting communist values. These reforms were unevenly applied across the country, leading to a growing recognition of the need for more regionally designed educational approaches.

In recent years, China has placed increased emphasis on developing local curricula as it seeks to balance national standards with the goal of providing more relevant and engaging education at the local level. To achieve this, the country has initiated several pilot projects focused on creating local curricula in selected areas, with a strong emphasis on including local culture, history, and traditions through cross-disciplinary integration (Xinhua News Agency). Nevertheless, the development and implementation of local curricula in China continue to face challenges. Key issues include ensuring consistency and quality across regions, providing adequate teacher training and support, aligning curricula with national educational goals and standards, and balancing local needs (Yang & Wang, 2019).

To enhance student motivation and engagement, active and experiential learning approaches are being adopted, including project-based learning, field trips, and other hands-on educational opportunities (Yang & Wang, 2019). Local curricula are developed through collaborative efforts involving a wide range of stakeholders, facilitated by the establishment of cooperative local curriculum committees (Yang & Wang, 2019). Liu (2002) notes that local curricula in China have a positive impact on student engagement and learning. On a global scale, China's local curricular practices at the secondary school level reflect a dynamic landscape shaped by various geopolitical, social, and economic factors.

Bhutan. Bhutan's distinct political and cultural environment has a significant impact on the history of local curricular practice there. Bhutan has a long history of valuing education as a way to advance both individual and societal well-being, and as a result, a distinctive approach to curriculum design and implementation has emerged. Bhutan, however, began to widely use formal schooling in the 20th century. After converting to a constitutional monarchy in 2008 and combining traditional Bhutanese values and the pursuit of national happiness, Bhutan recommitted to the creation of a localized curriculum that reflected the country's distinct cultural and environmental background. In the current

situation, the MOE has taken the initiative to introduce a number of programs targeted at encouraging a more pertinent and interesting education for Bhutanese students through competency-based curricula (Ministry of Education, 2019).

There are also a number of initiatives designed to encourage the integration of regional assets and context into teaching and learning. Bhutan introduced its Life program in 2017, which has a curricular element that places an emphasis on preserving Bhutan's distinctive biodiversity and cultural heritage (World Wildlife Fund, 2019). In addition to improving the students' interest and engagement, Bhutan's native curriculum also improved their learning results and their understanding of other cultures (Tamang & Poudyal, 2021). Despite these initiatives, establishing and implementing a locally designed curriculum in Bhutan is still difficult due to a lack of funding, a teacher shortage, and the need to strike a balance between regional demands and broader educational objectives.

Sri Lanka. When Sri Lanka was a British colony at the beginning of the 20th century, LC development and usage may be traced back to that time. The primary goal of the British educational system was to provide pupils a Western-style education, as this was thought to modernize the nation and prepare students for jobs in the colonial government. The creation of a locally relevant curriculum that took into account the cultural and historical backdrop of Sri Lanka was given considerable attention after the country attained independence in 1948. As a result, the National Institute of Education (NIE) was founded in 1986 with the mission of creating a framework for the national curriculum and assisting in the creation of localized curricula at the school level.

Through the integration of vocational education into community-based curricula, there have been a number of initiatives in recent years aimed at encouraging a more designed and pertinent curriculum in Sri Lankan schools (Perera & Dissanayake, 2019). In order to deliver a more student-centered and skill-based education that is rooted in Sri Lankan culture

and values, Sri Lanka has introduced the "National Education Policy 2020-2030" (Ministry of Education, 2020).

There have also been initiatives to include more technology in the curriculum, such as the usage of e-learning tools and digital materials. But there are obstacles to the adoption of a customized curriculum in Sri Lanka, including a lack of funding, a teacher shortage, and the need to strike a balance between regional demands and broader educational objectives. The influence of the LC in Sri Lanka has also boosted student motivation and engagement (Gunawardena & Wimalaratne, 2019), increased cultural awareness and a stronger feeling of national identification among students (Fernando et al. (2019), and better learning results (De Silva et al., 2020).

Pakistan. The LC creation and use in Pakistan have a long history that begins shortly after the country's independence in 1947. Early initiatives were aimed at creating a curriculum that would respect the nation's Islamic background and cultural values while also educating pupils for the contemporary world. The "Single National Curriculum" (SNC), which aims to provide a uniform and consistent curriculum for all schools in the nation, was launched in 2021 as part of a number of initiatives in recent years to promote a more localized and pertinent curriculum in Pakistani schools (Ministry of Federal Education and Professional Training, 2021). There have also been initiatives to include more technology in the curriculum, such as the usage of e-learning tools and digital materials.

Pakistan created a community-based curriculum that included STEM and vocational education (Ahmad et al., 2020). However, there are obstacles in Pakistan that make it difficult to adopt a customized curriculum, such as a lack of funding, a teacher shortage, and the need to strike a balance between regional demands and broader educational objectives. According to Bashir and Saleem (2020), the influence of localized curricular approaches in

Pakistan increased learning outcomes, improved teacher-student interactions, and created a good learning environment (Shahzad et al., 2020).

Bangladesh. The LC creation and implementation in Bangladesh have a long history that can be traced to the period immediately following the country's independence in 1971, when it was still forming a sense of its own identity. The "National Curriculum and Textbook Board" (NCTB) was established in 2010 with the goal of providing a uniform and consistent curriculum for all schools throughout the nation (Ministry of Education, 2021). In recent years, a number of initiatives have been launched to promote a more localized and relevant curriculum in Bangladeshi schools. More attempts have been made to include technology into the curriculum as well, including the utilization of e-learning platforms and digital materials. Islam et al. (2021) and STEM education (Islam et al., 2020) were integrated into local curricula created in Bangladesh.

Japan. LC development in Japan began in the late 19th century, at a time when the nation was rapidly modernizing and becoming more Westernized. A national curriculum that is uniform across the country was developed at this period by the Japanese government using the European educational system as a model. The national curriculum saw a number of adjustments in the decades that followed, including the addition of new topics and revisions to the subject matter of already-existing ones. A number of initiatives have been launched in recent years to support a more relevant and locally designed curriculum in Japanese schools. In order to create a more adaptable and varied curriculum that matches the requirements and interests of individual students, Japan established the "New Course of Study" (Ministry of Education, Culture, Sports, Science and Technology, 2020).

There have also been initiatives to include more technology in the curriculum, such as the usage of e-learning tools and digital materials. The need to strike a balance between regional demands and overall educational objectives as well as the scarcity of qualified

instructors are obstacles to the adoption of a designed curriculum in Japan. However, by adding student-centered teaching approaches into the curriculum, LC implementation has an influence on the enhancement of student engagement and the improvement of student learning outcomes (Hasegawa et al., 2020). Additionally, by including global education into the curriculum, Japanese students were able to better appreciate other cultures and became more conscious of global challenges (Ito et al., 2020).

The United States of America. The common school movement started to gain traction in the early 19th century, which is when the LC creation in the United States began. The common school, in the words of historian David Tyack, was "an educational institution designed to bring children from diverse backgrounds together and to teach them the basic skills of reading, writing, and arithmetic" (Tyack, 1974). The curriculum was generally chosen locally in the early years of the common school movement. The majority of the 19th and early 20th century saw the use of this methodology for curriculum building. However, there was an increasing desire in creating a more uniform curriculum as progressive education gained popularity in the early 20th century.

A rising number of people are interested in creating a more uniform curriculum that is founded on scientific principles and is more attentive to the requirements of specific pupils. As a result, state and federal curriculum standards were created, with the goal of serving as a foundation for the creation of local curricula. According to state and federal criteria, LC development is still a significant component of American education today, with many school districts creating their own curricula (National Council on Teacher Quality, 2017).

Growing local authority over curriculum creation has been advocated in recent years, with some states and school districts choosing to apply federal curriculum requirements in favor of creating their own standards and tests. This occurred as a result of concerns surrounding the consistency and curricular requirements of local curricula throughout the

nation being raised by many states, most notably the Texas debate (National Conference of State Legislatures, 2017). Similar criticism has been leveled at the Common Core State Standards, which were created by a group of education experts and adopted by more than 40 states. Some teachers and parents feel that the standards are too prescriptive and do not provide enough room for local flexibility in curriculum development. In spite of these discussions, LC development is still an important component of American education, with several school districts and individual instructors actively involved in creating and implementing curriculum that is designed to the requirements of their pupils.

In terms of student accomplishment (Grossman et al., 2012), teacher effectiveness (Cochran-Smith & Lytle, 2009), and community participation (Epstein, 2018), LC creation has been shown to have a positive influence in the United States. Teachers who are involved in the creation of the curriculum are more likely to possess a thorough grasp of the subject matter and be able to modify the curriculum to meet the requirements of particular pupils. The creation of local curricula can also aid in including parents and other community members in the educational process. In general, LC creation may greatly influence the achievement of schools and the kids they serve.

The United Kingdom. With the adoption of the Education Act of 1870, the United Kingdom created a system of compulsory primary education. The law required local school boards to be constituted and required that all children between the ages of 5 and 13 attend school. Early on in the system's existence, local authorities had minimal control over the curricular decisions made by individual instructors, who had a great deal of autonomy. Nevertheless, as the system grew and became more centralized, there was an increasing desire in creating a more uniform curriculum that would be founded on scientific principles and be more attentive to the requirements of specific pupils (Lawn, 2008).

The National Curriculum for England was first adopted in 1988, and it provided a framework for what is to be taught in schools at each important stage of a child's education. In order to give every child a well-rounded education that would prepare them for life in contemporary Britain, the curriculum was created (Department for Education, 2013). The proper balance between national standards and local authority in the creation of curricula, however, is still a matter of continuous discussion. The National Curriculum, according to some educators and politicians, offers an important foundation for guaranteeing that all children obtain a fundamental level of education. However, some educators and officials contend that it restricts the flexibility of schools and instructors to meet the requirements of each individual student.

LC creation is still a significant component of UK education policy today, with some latitude given to local governments and schools in how they carry out the National Curriculum. The term "personalized learning" was first used by the government in 2002, and it focused on the significance of adjusting instruction to meet the unique requirements of each learner. This strategy provided schools and teachers more freedom in how they handled the design and delivery of the curriculum and placed a stronger focus on LC creation (Lawn, 2008). The creation of "curriculum networks" and other kinds of cooperation between schools and local authorities have garnered increasing attention in recent years (Department for Education, 2015).

These networks are created to make it easier for schools to collaborate and share best practices in order to create curricula that caters to the requirements of all students. Despite these initiatives, there are still issues with how national standards affect the creation of local curricula. The National Curriculum and other types of centralized control, according to some academics and politicians, prevent schools and instructors from being innovative and from meeting the needs of their pupils (Department for Education, 2015). However, LC creation in

the UK is still an important and developing component of educational policy, with continuous discussions regarding the ideal ratio between local autonomy and national standards.

LC implementation is having an impact on the UK in a number of areas, including student success, teacher effectiveness, and community involvement. Schools with excellent, locally developed curricula have higher levels of student achievement than those with weaker curricula or those that primarily rely on national standards (Hargreaves & Shirley, 2009). According to the study, when schools are given the flexibility to select their own curriculum, they are more likely to be responsive to student needs and provide a high-quality education. Similar to this, when teachers are involved in curriculum preparation and delivery, they are more likely to have a sense of ownership and buy-in, which can boost their level of engagement in their work and raise job satisfaction (Cochran-Smith & Lytte, 2009).

The introduction of local curricula can also aid in including parents and community members in the educational process. Parents and community members are more likely to feel invested in the success of the school and support the educational program when they are involved in curriculum creation (Epstein, 2018).

Australia. LC development has a distinctive history in Australia. The Commonwealth of Australia was founded in the early 20th century, giving each state control over education. As a result, each state developed its own curriculum and evaluation system (Luke, 2003). Early on, local authorities had minimal control over individual teachers' curricular selections and they had a great deal of autonomy. However, as the system grew and became more centralized, there was an increasing amount of interest in creating a uniform curriculum based on scientific principles that would be more attentive to the requirements of children (Australian Curriculum, Assessment, and Reporting Authority, 2013).

The Australian Curriculum, which was adopted in 2010, follows the national curriculum standards, which were first established in the 1980s and 1990s and offered a

framework for what needs to be taught in schools at each key stage of a child's education (Department of Education, Skills and Employment, 2021). In Australia, local authority in curriculum development still persists even though the curriculum was created to guarantee that all children got a high-quality education. The Department of Education, Skills and Employment encourages schools and teachers to utilize the curriculum as a framework, but they also have the freedom to modify it to suit the requirements of their pupils and include local knowledge and viewpoints (Department of Education, Skills and Employment, 2021).

In Australia, there has been much discussion about how to strike the right balance between local autonomy and national standards while developing curricula. To encourage LC development and creativity among teachers and schools, the government has developed programs like the Learning Creates Australia project, which was announced in 2018 (Gale, 2018). In order to increase engagement and make sure that all students feel valued and supported in their learning, there has also been an increase in interest in the creation of "place-based" curricula (Gale, 2018; Australian Curriculum, Assessment, and Reporting Authority, 2019).

In Australian schools that mainly rely on national standards, LC implementation has been linked to greater levels of student accomplishment (Gale, 2018) and student involvement in their work (Cochran-Smith & Lytle, 2009). Parents and community people are now more actively participating in the educational process because to local involvement in curriculum creation (Epstein, 2018).

National Education Policy and Its Objectives

The National Curriculum Framework for School Education (2007) presents an ambitious vision for education, emphasizing the balance between individual development and national progress. While it seeks to foster inherent talents and moral values, its approach raises questions about the extent to which personal agency is prioritized over collective

national identity. The emphasis on producing skilled citizens for both local and global markets suggest a pragmatic, workforce-oriented model, yet it remains unclear how effectively the curriculum integrates dynamic, future-oriented competencies beyond technical expertise. Furthermore, while the framework advocates for social cohesion and modernization, it does not explicitly address the potential conflicts between traditional cultural preservation and the rapidly changing demands of globalization and technological advancement.

Moreover, the focus of the framework on inclusivity, social justice, and peace building is commendable, but its practical implementation remains a challenge, given persistent structural inequalities and disparities in educational access. While it promotes democratic values and respect for diversity, there is little discussion on how these principles will be actively cultivated in educational institutions, particularly in a society with deep-rooted socio-economic and cultural divisions. The commitment of curriculum to preserving Nepali heritage is valuable, yet it risks reinforcing a static or idealized notion of national identity rather than fostering a dynamic, evolving cultural consciousness. Overall, while the framework aspires to holistic development, its success hinges on whether these broad objectives translate into actionable, context-sensitive educational reforms that genuinely equip students for an increasingly interconnected and complex world.

The national objectives aim to support the development of each individual's talents and personality. They focus on creating citizens with strong moral values, social integrity, and a sense of community, drawing from cultural heritage and human values. The goals include preparing skilled citizens for local and global job markets, promoting social equality and justice, and fostering peace, friendship, and tolerance at all levels. Emphasis is also placed on preserving the environment and cultural heritage, advancing human resources for

national development, utilizing modern technology, and nurturing pride in Nepali identity, democracy, and cultural uniqueness.

While the LC often aligns with the national objectives in theory, the depth and practical implementation of these objectives can differ. Local curricula may require enhancements in areas like personal development, modern skills training, environmental education, social inclusion, and the integration of technology to fully meet the comprehensive goals outlined in the national objectives.

Furthermore, the National Curriculum Framework of School Education (2007) has outlined that the CDC revises the curriculum annually, with minor updates every five years and major reforms every ten years. However, several critical gaps remain unaddressed. These include decentralizing curriculum development, ensuring active stakeholder participation, and creating curricula tailored to specific needs. Additionally, there is a need to align curricula with inclusive education principles, establish institutional frameworks at the local level, and integrate essential skills, techniques, and attitudes into students' learning. Addressing these shortcomings is crucial for a more responsive and effective educational system. Addressing the above-mentioned conditions and making curriculum development process more practical and relevant to upgrade its standard are the major issues and challenges.

The National Curriculum Framework of School Education has mentioned the major points to be addressed are decentralization, stakeholder participation, need-based curriculum identity, local institutional mechanisms and relevant educational skills.

The key challenges highlighted involve making the curriculum more responsive, inclusive, and practical while balancing the need for local adaptability with the need for a consistent educational standard.

Regarding vision of school education, The National Curriculum Framework of School Education (2007) has stated that the aim of school education is to develop individuals who

are committed to advancing and safeguarding democracy and human rights. These individuals have to embody qualities such as respect for labor, a strong dedication to education, entrepreneurial spirit, discipline, and the toughness needed to tackle personal, social, and national challenges at present.

Empirical Research

This section presents review of literature about previous researches and findings. It includes some dissertations, research articles and research books.

Studies in Nepal

Regarding curriculum, Subedi (2018, p.57) has conducted research on the LC in schools of Nepal and found that there was gap between policies and practices. His paper is based on research study which was conducted in primary school of Nepal. He has collected information using interview, FGD with head teacher (HT), teachers and students. He also reviewed documents related to institutional policy and the LC.

Khanal (2012) conducted his PhD research on the topic, “Policy as a practice of power: An analysis of the policy to decentralize school education in Nepal” and submitted the thesis to Canterbury Christ Church University. Khanal’s findings are that stakeholders conceptualize the meaning of decentralization on the basis of their own schemes of interests, motivation and concerns. Looking closely at the interpretation of decentralization, it has become evident that Ministry officials are key actors involved in decentralization policy-making and advocacy. He has further added that their elucidation of decentralization is replete with such policy goals as ‘quality of schooling’, ‘community ownership’, ‘and local accountability Khanal (2012, P. 179). As mentioned above, making the LC work is also related to decentralization. In this way the LC makes people responsible to transfer their attitudes from centralized system to localized accountability.

Similarly, the LC of Chitwan (2077) has focused on the issue that national curriculum framework has decided to form the curriculum of basic school level (class 1-8) based on local necessity and the subjects are also fixed accordingly. Furthermore, it has also mentioned that the LC is prepared according to the necessity, want and participation of the local stakeholders and will be implemented for sustainable development (para. 1-2). Similarly, Serofero of Langtang has been published from Rasuwa in which the main focus of the LC is that it will be prepared by local people to fulfill the diverse needs of students; the LC will also cover the aspects of local level knowledge, skills, environment, language, culture, as well as natural and cultural heritage (para. 1). In this way, local level curriculum is linked with sustainable development and educational decentralization. Moreover, its implementation in a proper way, prepares the learners to earn living from local resources. In Nepalese context, educational curriculum is highly centralized which needs to be transferred to the accountability of local people.

In recent years, school-based curriculum development process is highly appreciated and implemented in school education in various country. This concept of developing school-based curriculum in local level is now mean as the different explanations such as “curriculum decentralization (Subedi, 2018). This curriculum development process utilizes the local context, interests and resources. Thus, this curriculum now is called as "curriculum localization," “school focused curriculum,” and “the local curriculum, etc.” (Subedi, 2018).

It is found that the need of developing the LC was thought long ago but it was not put into practice effectively. The idea behind bringing the LC into primary schools is to make the curriculum more applicable to students' lives and to boost the abilities of local groups by encouraging information that's based on the local context and social variety (Subedi, 2018).

Now the GON has made plans to apply the LC at the school level. Many village development committees and municipalities have prepared documents on the LC. Some of them found by the researcher have been reviewed here to know the perspectives of the LC.

Regarding the LC, His Majesty's Government (2028, BS) has stated that the LC incorporates the needs of local people to make professional development of local people as well as it supports to make local people capable to mobilize their local resources. In this way since the very beginning of modern education system in Nepal has to be related to the local needs. Likewise, Education Act (2028, BS) has also mentioned, "The School shall be required to implement the curriculum and text-book as approved by Government of Nepal" (p. 11). The Education Act (2028, BS) has also mentioned the provision of school management committee which has to mobilize the available local resources for the operation of the school and the SMC can receive approval from CDC to apply supplementary textbooks if they are essential. Regarding this point, it can be said that the use of the LC is essential to mobilize local resources for the development of the locality.

In the Nepalese context, the early decades after the nation's union in the 18th century was when Nepal's native curriculum was first developed and put into use. The first focus was on creating a curriculum that mirrored the nation's cultural heritage and values, including the study of Sanskrit, the Nepali language, and Hinduism. A number of efforts have been launched in recent years to support a curriculum that is more relevant to Nepal and its schools. The GON government introduced the "National Curriculum Framework" (2019), which aims to provide a more adaptable and diverse curriculum that reflects the needs and interests of individual students, in order to develop more localized and relevant curricula in Nepalese schools.

The curriculum has to take into account the local context, culture, and language, according to the framework. Similar to this, the Nepali government established the "National

Curriculum Development and Evaluation Council" (NCDEC) (2015) with the goal of providing a uniform and consistent curriculum for all schools throughout the nation. Nepal is now in an emerging era when it comes to applying local curricula. Its creation and execution face a number of difficulties, including reconciling regional demands with national educational objectives, ensuring fairness and access, and maintaining uniformity across the nation. Another difficulty is finding trained or certified instructors who can present a locally tailored curriculum that is pertinent to the needs and interests of the students.

Gurung et al. (2018) have mentioned that through the creation of a community-based curriculum, the content of local curricula in Nepal has generally concentrated on profession, Nepalese culture, and values, which has increased Nepalese students' employability and career prospects. However, research on the effects of localized curricular practices in Nepal points to benefits for student learning outcomes, engagement, the development of critical thinking abilities, and cultural sensitivity. Even though there have been a lot of improvements recently, there is still a long way to go before we can guarantee that Nepalese kids receive a well-rounded education that is rooted in their culture and beliefs and is both current and interesting.

Today, democratic system needs to be developed from local level to enhance the capacity of diverse group of people. Regarding this situation, GON (2055, B.S.) has stated without proper coordination between job market and education, Nepalese education has not followed specific direction for which academic freedom and effectiveness of education are needed to cultivate democratic feeling and improve life style of people. So, with the above-mentioned perspective the LC is found helpful to develop people's style of living with independent employment.

Education has been taken as the main base of human development and local development has got high priority. To promote this situation, National Education

Commission (2049) has stated, “Education requires to expose innate capacity located in every individual, promote sovereign human value including social and national development, strengthen socialization of people for social unity and maintain modern livelihood and focus on natural conservation and the rise of vulnerable group” (p.7). In this way, as mentioned here, education functions for holistic development of people and arouse the feeling of local as well as national development in them. Moreover, the LC relates to socialization and social unity to promote local resources and make learners skillful to develop local area.

Furthermore, an LC needs to have developed according to the feedback of local stakeholders so that they can get benefit from it. Regarding such situation, His Majesty’s Government (1997- 2002, B.S.) has mentioned that education can be enhanced through the process of continuous updating of curriculum and textbooks based on classroom feedback and improving teaching learning environment to produce competent citizens who can solve problems at home and at work on the issues such as nutrition, population, environment, population, sanitation and rural productivity. In this way, this situation mentions that the LC addresses the issues related to local area. The learners know to promote and include local issues for their as well as national development.

A LC involves customizing educational content to meet local needs, prioritizing flexibility, and addressing the diverse requirements of various local linguistic groups (Mishra, 2023). This approach effectively enhances student performance and empowers the local community. This is designed to cater to the wide range of priorities, needs, and interests of the whole school community (Adhikari & Kunwar, 2023). This community isn't necessarily confined to the immediate area around the school. It focuses on integrating local culture and wisdom into teaching and learning, which strengthens the connection between teachers and students (Mishra, 2023). It highlights that teachers are not just executors of lesson plans, but also active creators who adapt their teaching to their specific local environment.

LC development is essential because it weaves the area's unique culture and traditions into learning, making education more meaningful and captivating for students. It also energizes teachers by granting them the freedom to design and fine-tune their lesson plans, sparking their growth and creativity (Adhikari & Kunwar, 2023). This method builds stronger bonds within the community by inviting local members to participate in shaping the curriculum, and it successfully caters to the varied requirements of different ethnic and language groups, advancing a more inclusive and fairer educational environment (OECD, 2023). Developing an LC ensures education is relevant and meaningful to the community's needs and aspirations (Adhikari & Kunwar, 2023). By integrating local knowledge, traditions, and values, students gain a strong cultural identity. This approach addresses unique challenges, enhances student engagement, and fosters community involvement. It creates a holistic learning environment that empowers students to think critically, solve problems, and contribute positively to society (Adhikari & Kunwar, 2023; Chhatlani, C. K. (2023). Adhikari and Kunwar (2023) highlight the key relevancies of LC development as: preservation of cultural identity, relevant and contextualized learning, community engagement and ownership, addressing socio-economic disparities, enhancing critical thinking and problem-solving skills, promoting inclusivity and diversity, connecting with daily lives, utilization of local resources, and increasing quality improvement and participation. These relevancies can enhance the holistic development of students, encourage community involvement and empowerment, and instill a sense of pride and ownership in the local educational system.

Today, some governmental systems are changing in Nepal due to the effects of globalization. It seems that the government is aware of the present world system and has given priority to the local level development. Regarding this view, the GON (2066, p. 4) has stated, "In the context of Nepal, the Government's decentralization policy is gaining momentum and local governments are expected to play an increasing role in the planning and

implementation of public services. "Taking this view into consideration, the framework of the LC is being made for implementation. It is hoped that the LC increases local people's capacity as they are themselves to give counselling and feedback for the development of the LC.

According to Gyawali (2023), when an LC is put into practice, it recognizes and validates the knowledge, abilities, and specialized skills of individuals, which in turn empowers them. This approach inspires students to take a more active role in their education and contribute to the growth of their community. By engaging with the LC, students can actively shape their own learning journey by selecting options that align with their interests and goals. The curriculum could focus on building skills such as entrepreneurship, vocational know-how, digital literacy, problem-solving, and communication abilities by looking at what the local economy specifically needs," as Gyawali pointed out in 2021. Gyawali (2023) further pointed out local curricula can be crafted to offer a broad education that goes beyond traditional academic subjects, incorporating life skills, values, and indigenous knowledge. This holistic approach equips children with a versatile education, readying them for both the prospects and challenges present within their immediate communities. While these curricula might focus on regional matters, they can be thoughtfully designed to foster a sense of national unity. By weaving in elements that encourage understanding, respect, and appreciation for the diverse cultures and regions across the nation, a feeling of national cohesion can be nurtured. Furthermore, local community members can play a role in supporting teachers' professional growth. Therefore, a localized curriculum can significantly boost job opportunities in the local area by tailoring the course content to match the needs of the local job market. It also fosters entrepreneurship by building connections with nearby companies and providing comprehensive career guidance.

Research Outside Nepal

This section presents some research conducted on the curriculum outside Nepal.

Kelly (2004) asserts that a pre-specified common curriculum is essential for ensuring a balanced educational experience for all pupils, as it allows for the development of skills and knowledge necessary to meet the demands and contribute to the growth of a technological and industrial society. Kelly (2004) argues that establishing a pre-specified common curriculum is important for providing a balanced educational experience for all students. He emphasizes that the curriculum needs to be designed to ensure that every student has the opportunity to develop the necessary skills and knowledge to meet the demands of, and contribute to, a technologically advanced and industrialized society. Furthermore, according to Kelly, the curriculum needs to be related to common ideas to develop students' overall development. This feeling shows that the development of the LC fulfills this issue. Today, technology has to come to villages but not only at urban areas. If local resources are developed, local areas respond to industrialized society.

Huebner (1999) argues that the curriculum has become overly formalized and abstract, detaching it from the everyday conversational context, which highlights the deep institutionalization and bureaucratization of education. Instead of using school knowledge to deepen students' understanding of themselves and society, teachers are compelled to "instruct" students to mimic the voices of others, such as textbook authors, leading to classrooms filled with rote repetition rather than genuine intellectual exploration, wonder, and awe (as cited in Pinar, 2004, p. 186).

As mentioned above, changes are needed in education through the development of the curriculum. The main focus of the curriculum is on its localization because a centralized curriculum is compared to bureaucracy. So, for developing intellectuality, the LC is necessary as a process of democratic education. Making education relevant to local contexts

and giving more power to local areas is a newer worldwide trend in education, especially when it comes to what's taught (OECD, 2022).

In his PhD research titled "Decentralization and Education: An Empirical Investigation," submitted to the Graduate School of the University of Maryland, Osorio (2003) found that individual characteristics, such as family background and genetics, significantly influence educational performance and the ability to succeed on standardized exams. Additionally, factors related to the school itself, including the teacher-student ratio, professors' wages and education, and even unobservable aspects like the relationship between the school and the community, play an important role in the quality of education received. Osorio's main conclusion is that a strong relationship between the school and the community is essential for educational success, aligning with the focus of a localized curriculum.

Evans and Savage (2015) identified personal, political, and pedagogical dimensions as key aspects of area-based approaches to curriculum development. Similarly, the Royal Society of Arts (RSA) (2009) highlighted the concept of an area-based curriculum, describing it as a means to enhance the educational experiences of young people by fostering strong connections with the surrounding communities, cities, and cultures, and by involving local people, organizations, and institutions in the educational process (as cited in Evans & Savage, 2015, p. 6). This approach emphasizes that an LC is designed to benefit the development of the local area and its people. The important element is that the curriculum is place-based, designed by schools and stakeholders to address the needs of local students.

Evans and Savage (2015) authored a book titled "Developing Local Curriculum," which is grounded in research and was published in 2015. They highlight that creating an LC involves exploring the geographical, historical, cultural, and social aspects of a region to enhance the learning experiences by making them relevant to real-life situations. Moreover,

they emphasize the importance of focusing on local resources and environmental conservation within the curriculum.

Wallace (1999) found that his curriculum design model is applicable to professional curriculum development programs. This suggests that the LC is integral to professional development.

Stingson (2007) emphasized the critical role of teachers in systematic curriculum development and the necessity of support mechanisms that recognize and value diverse contributions. This underscores the significant role teachers have played in shaping the LC in Nepal.

Holshouser (2022) revealed that community partnerships can help alleviate constraints. The study emphasized the importance of integrating education for local populations to enhance the use of local resources, and it highlighted the necessity of involving the community in creating a locally relevant curriculum aimed at sustainable development. Students also need to be made aware of the significance of this approach. Similarly, Lockley (2018) found that sustainability education is valuable, and students play an important role in curriculum development. Additionally, external stakeholders significantly influence the LC creation. Prior research has thus underscored the importance of involving students, teachers, and local communities in the development of an LC. She also noted that developing an LC for sustainable development needs to be approached from a sociocultural perspective, focusing on how teachers construct knowledge and understanding related to curriculum and sustainability. This research emphasizes that a locally developed curriculum benefits the community, as it directly impacts the education of their children. The curriculum development process has to prioritize practical approaches over theoretical ones. She provided examples of inquiry into curriculum content, questioning whose knowledge is included, who decides this, and what knowledge is excluded, which is particularly relevant in

sustainability education. These questions are important as sustainability is an emerging concept within the curriculum and can be subject to political influences. Curriculum, viewed as a sociocultural construct, is shaped by political decision-making and can be analyzed through various lenses, including political, racial, and gender perspectives (Pinar, 1995, 1998, as cited in Lockley, 2018, p. 25). These perspectives are valuable for democratic reforms in LC development, especially in Nepal. The LC has to effectively promote environmental care, social well-being, and economic development, addressing gaps identified in the literature.

Furthermore, she discussed sustainability as an intersection of ecological, social, and economic aspects, suggesting that sustainability is often an optional consideration in human development, where environmental care, societal well-being, and economic development are weighed against one another. Lockley's awareness proposes a model for an LC that integrates environmental protection, social well-being, and economic development.

Research Gap

The research gap in LC development largely arises from the disconnection between national and the LC, despite ongoing efforts toward the decentralization of education. The GON (2071 BS) acknowledges that local bodies are insufficiently engaged in curriculum development, and stakeholders lack accountability; moreover, while decentralization promotes public participation, its impact remains limited, as balancing national standards with diverse local needs is challenging, often leaving the LC fragmented and inadequately contextualized, hindering effective educational reforms.

As mentioned above, the research gap in LC development primarily comes from the misalignment between national educational standards and local needs. Despite decentralization efforts, which theoretically enhance public participation, practical implementation remains weak. The GON (2071 BS) recognizes that local bodies are not fully integrated into curriculum development, indicating an absence of institutional capacity and

accountability among stakeholders. This results in a fragmented curriculum that fails to adequately address local contexts, thereby limiting the effectiveness of educational reforms

While the National Curriculum Framework provides a broad guideline, the LC often fails to align effectively due to a lack of proper coordination and policy clarity. Furthermore, the involvement of local stakeholders, including teachers, parents, and community leaders, remains insufficient in designing the LC, resulting in a lack of contextual relevance. This limited participation also weakens local accountability, as the curriculum often fails to address the unique socio-cultural and economic needs of different regions. Without meaningful engagement, the LC remains a top-down initiative rather than a community-driven educational tool.

Additionally, another critical gap lies in the balance between traditional knowledge and the demands of the modern, technology-driven global education system. While Nepal has a rich repository of indigenous knowledge, the LC has struggled to integrate it meaningfully with 21st-century skills required for employment and innovation. The rapid advancements in technology have outpaced traditional pedagogical methods, leaving students unprepared for the global job market. Furthermore, the LC has largely remained theoretical rather than practical, failing to meet the standards of global sustainable development goals (SDGs). Without incorporating experiential learning and vocational skills, students are left with knowledge that lacks direct applicability in their personal and professional lives. Thus, addressing these research gaps is crucial to making the LC both globally relevant and locally meaningful.

The gap in LC development arises from the disconnection between national and local curricula, resulting in varying learning outcomes. Factors like limited skills, insufficient stakeholder involvement, and unclear responsibilities hinder decentralization. The national curriculum's standardization often overlooks local needs, leading to fragmentation. There are

gaps between education quality and job market demands, between in-class and extracurricular activities, and between the diverse needs of local communities and those addressed by the curriculum. Addressing these gaps requires flexible policies, stronger local institutions, and greater community engagement.

Theoretical Perspective of the LC

This section of the review presents the theoretical background applied to this research study. The theories applied for this research study are the indigenous theory social constructivism theory.

Indigenous Theory

Indigenous theory is a broad term that includes a variety of frameworks and viewpoints based on the distinct worldviews, customs, and knowledge systems of Indigenous peoples. Indigenous thought placed a higher priority on relationality, interconnectivity, and reverence for the natural world than Western ideas, which frequently emphasise objectivity and separation. It frequently reflects a comprehensive view of existence by integrating spiritual, cultural, and historical components. Indigenous theory is based on the understanding that the land is a living thing that is closely related to both communal well-being and cultural identity. This method fosters a more inclusive and diversified view of the human experience and the natural world by challenging traditional paradigms and placing a high value on oral histories, ancestral knowledge, and collective wisdom.

The aim of this study was to explore the LC policies and practices, focusing on how they reflect and integrate the social and cultural practices shaped by a community's political, social, and cultural contexts. This approach highlights the importance of multilingualism and integrate s local knowledge, practices, and identities through various creative and visual expression methods. Rennie and Harpet (2019, p. 6) describe this approach as involving "locally developed, situated literacy practices based on work within communities,

classrooms, and other learning environments." Since this study is centered on the LC, this theory is instrumental in examining local practices. Indigenous education is particularly relevant for individuals needing support for a successful life, as it integrates the culture, social norms, values, and cognitive knowledge specific to the local context.

In indigenous education, learning materials are important for effective teaching and learning. Although there are various materials available, many Junior Secondary School (JSS) teachers seldom use those developed with a local context in mind. Only a small number of teachers, especially in social science subjects, integrate local context into their teaching materials. Utilizing local context as a learning resource is especially significant and meaningful for students in social science instruction.

Indigenous theory of education emphasizes the integration of cultural identity, land-based learning, community values, and intergenerational knowledge into formal education. This theory centers on the belief that education requires to include the lived experiences of Indigenous communities. According to Battiste (2002), Indigenous knowledge is "a living knowledge" that is holistic, relational, and rooted in the land, making it distinct from Western epistemologies. Education rooted in Indigenous perspectives reclaims the cultural sovereignty of Indigenous peoples, challenges the dominance of Eurocentric curricula, and fosters cognitive justice.

Incorporating local knowledge through the LC empowers communities by validating their ways of knowing and teaching. It allows students to engage with content that reflects their immediate social, cultural, and ecological environments. Smith (1999) argues that decolonizing education involves developing curricula that reflect indigenous ways of knowing, including oral traditions, spiritual beliefs, and communal practices. By contextualizing education within local realities, learners develop a stronger sense of identity and purpose.

Local curricula informed by indigenous epistemologies promote place-based education and intergenerational learning, often facilitated by elders and local knowledge holders. As Semali and Kincheloe (1999) emphasize, Indigenous knowledge systems are dynamic and responsive to the local environment, offering alternative frameworks for sustainability, ethics, and problem-solving. These knowledge systems, when incorporated into formal schooling, promote cultural continuity and resilience, particularly in postcolonial and marginalized settings.

However, integrating Indigenous knowledge into school systems faces challenges, including policy constraints, a lack of teacher training, and resistance from dominant paradigms. McKinley and Smith (2019) note that education systems not only acknowledge Indigenous perspectives but actively transform pedagogies and assessment practices to support them. This means adopting dialogic teaching, land-based pedagogies, and curriculum co-design with local communities.

Ultimately, Indigenous theory of education and the incorporation of local knowledge into curricula represent not only a pedagogical shift but also a movement toward educational equity and epistemic justice. Nakata (2007) introduces the concept of the "cultural interface" where Indigenous and Western knowledge systems intersect, advocating for educational approaches that recognize this complex space. Such approaches can bridge gaps, empower learners, and promote sustainable cultural development.

Furthermore, the Indigenous Theory of education emphasizes the integration of local knowledge systems, cultural practices, and community values into formal education. This approach challenges the dominance of Western-centric curricula by advocating for educational models that are contextually relevant and culturally responsive. In Nepal, for instance, Rai and Gaire (2021) highlight efforts within Tribhuvan University's Faculty of Education to incorporate indigenous and non-Western knowledge into curricular practices,

aiming to decolonize education and promote epistemic justice. Such initiatives recognize the importance of valuing indigenous perspectives and fostering a more inclusive educational environment.

Integrating indigenous knowledge into local curricula enhances the relevance and effectiveness of education, particularly in science and environmental studies. Sherpa (2017) discusses how teachers in Lamjung District of Nepal incorporate indigenous knowledge into climate change education, linking environmental concerns with cultural practices to promote sustainable resource management and climate resilience. This approach not only enriches the curriculum but also empowers students to connect learning with their lived experiences.

Similarly, in the Philippines, Pawilen (2021) explores strategies for integrating indigenous knowledge into the elementary science curriculum. By aligning scientific concepts with local cultural practices, educators can make learning more meaningful and accessible to students. This integration fosters a deeper understanding of science while preserving and valuing indigenous heritage.

In Thailand, Wangkamhan et al. (2024) examine the incorporation of local wisdom into the national curriculum. Their study reveals that integrating traditional knowledge and community practices enhances student engagement and cultural awareness. However, challenges such as institutional resistance and the need for teacher training are to be addressed to effectively implement these changes.

Despite the benefits, integrating indigenous knowledge into formal education systems faces several obstacles. Risiro (2019) identifies challenges in Zimbabwe, including the lack of written resources, teacher preparedness, and assessment difficulties. These issues underscore the need for comprehensive strategies that support educators and institutions in embracing indigenous knowledge within curricula.

Moreover, the concept of “indigenous” has long been interpreted through a Western lens, often equated with notions of the primitive, wild, and natural. However, such portrayals overlook the complexity and epistemological richness of Indigenous knowledge as understood by millions across Africa, Latin America, Asia, and Oceania. Semali and Kincheloe (1999) argue that Indigenous knowledge—frequently referred to as the “native way of knowing”—functions as a localized, rational system that empowers individuals to navigate and interpret their surroundings. They explain that this knowledge is dynamic and relational, shaped through communal understanding of the natural environment, including flora and fauna, as well as spiritual traditions and cultural histories.

Shiva (1993) contends that colonial narratives systematically devalued Indigenous knowledge, branding it as unscientific and inferior to Western systems. She explains that this dichotomy reinforced a hierarchical view wherein Western knowledge was elevated as scientific, universal, and superior, while Indigenous ways of knowing were dismissed as backward and irrelevant. This epistemological domination was deeply embedded within colonial education systems, which propagated Eurocentric curricula that marginalized or entirely excluded Indigenous perspectives.

Smith (2008) explains that the postcolonial era, particularly following the decolonization movements of the 1950s, saw the rise of resistance to these imposed knowledge systems. She notes that a series of ethnic and Indigenous rights movements across Australia, New Zealand, Canada, the Philippines, India, Africa, and the Americas during the 1960s and 1970s sought to reclaim cultural identity and assert the validity of Indigenous epistemologies. George (1999) similarly emphasizes that these movements not only revived cultural heritage but also established Indigenous knowledge as a foundational component of school curricula, highlighting its significance for meaningful and inclusive education.

Tracing the historical trajectory of curriculum indigenization, Guerzoni (2020) points to Mahatma Gandhi's basic education model in the 1930s, which emphasized local crafts and indigenous knowledge systems. He observes that although Gandhi's model was pioneering, it was in the mid-20th century that structured initiatives to formally integrate Indigenous knowledge into national curricula began. Guerzoni further argues that by the 1990s, the movement had gained substantial momentum. He clarifies that curriculum indigenization does not aim to replace Western disciplinary structures nor to synthesize them into a hybrid form; rather, it promotes the parallel and respectful inclusion of diverse knowledge systems. According to Guerzoni, this approach fosters mutual recognition and complementarity between Indigenous and Western epistemologies.

This indigenization process involves the incorporation of Indigenous perspectives, content, and pedagogical methods into formal education, aiming to decolonize curriculum structures and elevate Indigenous ways of knowing. Unlike Western frameworks that often prioritize objectivity and compartmentalization, Indigenous theories emphasize relationality, interconnectedness, and reverence for the land and nature. These perspectives integrate spiritual, cultural, and historical dimensions, presenting knowledge in a holistic manner. Indigenous theory, as articulated by various scholars, understands the land as a sentient entity central to cultural identity and community health. It also values oral histories, ancestral knowledge, and collective wisdom, thereby challenging dominant paradigms and broadening epistemic horizons.

Rennie and Harper (2019) highlight the relevance of this theoretical perspective for studying localized curriculum practices. They describe how community-specific political, cultural, and social contexts shape educational content and methods, highlighting the importance of "locally developed, situated literacy practices" within classrooms and other

learning environments. Their approach supports integrating multilingualism and visual storytelling to create culturally relevant and inclusive learning experiences.

In the context of Indigenous education, culturally grounded materials are essential for effective teaching and learning. However, many Junior Secondary School (JSS) educators underutilize such materials, especially in social science instruction. While some teachers adopt locally contextualized resources, they remain the minority. This lack of integration diminishes opportunities for students to connect classroom content with their lived experiences. By embedding local knowledge and perspectives, social science education can become more engaging, relatable, and meaningful.

These global shifts are reflected in educational reforms of Nepal following the adoption of the republican and federal constitution in 2015. Thapa Magar (2015) notes that ethnic consciousness and political activism, which intensified in Nepal after the 1990s, may have contributed to the emerging emphasis on local curricula. This study is therefore concerned with investigating how these national movements intersect with global discourses on curriculum indigenization. It seeks to determine whether the heightened awareness of ethnic identity and global recognition of Indigenous knowledge systems have shaped the development and implementation of localized curricula in Nepal.

The Application Aspect of Indigenous Theory to the LC

The application of the indigenous theory to the LC offers a powerful framework for creating education that is culturally responsive, community-rooted, and reflective of the lived experiences of Indigenous and local populations. Central to this theory are principles of relationality, connection with the land, oral traditions, and collective memory, which together reshape curriculum content, pedagogy, and assessment. Through this lens, education becomes a tool for nurturing cultural identity, strengthening community resilience, and promoting cognitive justice. By integrating Indigenous ways of knowing, the LC not only addresses

historical marginalization but also ensures the inclusion of spiritual, historical, and ecological knowledge that is often absent in mainstream curricula.

In practice, the indigenous theory supports place-based and land-based education, where local ecological, cultural, and historical knowledge is embedded in classroom instruction. This is particularly impactful in subjects like environmental science and social studies, where students can draw directly from their surroundings and ancestral wisdom. For example, Sherpa (2017) documents how teachers in Lamjung, Nepal, have successfully incorporated Indigenous knowledge into climate change education to promote sustainable practices. Additionally, Indigenous theory values multilingualism and community literacies such as oral histories, storytelling, and visual arts, which foster inclusivity and engagement, especially among students from diverse linguistic backgrounds. As Rennie and Harper (2019) note, such “situated literacy practices” create more relevant and meaningful learning experiences.

Moreover, the indigenous theory promotes the co-creation of curricula with community stakeholders, including elders, local leaders, and knowledge keepers, ensuring that education reflects lived realities and respects Indigenous epistemologies. This approach contributes to decolonizing education by challenging Western-centric knowledge hierarchies and advocating for epistemic plurality. In Nepal, efforts like those highlighted by Rai and Gaire (2021) at Tribhuvan University demonstrate how integrating Indigenous knowledge contributes to curriculum indigenization and educational inclusivity. By revising textbooks, developing culturally grounded materials, training teachers in local pedagogies, and designing inclusive assessments, local curricula based on Indigenous theory enhance student identity, engagement, and community empowerment. Ultimately, this represents a shift toward a more equitable and contextually grounded education system that validates diverse knowledge traditions.

Social Constructivism

Social constructivism is a theory that proposes that knowledge and meaning emerge from social interactions and cultural contexts. It suggests that individuals develop understanding through dialogue, collaboration, and shared experiences. This approach highlights the importance of language, social practices, and community in shaping beliefs, behaviors, and learning.

Langford (2005) notes that Vygotsky and Dewey are key proponents of social constructivism. Langland (2005) adds that social progressivists, including Dewey and Vygotsky, argue that education has to reflect the idea that a child is part of society and that learning is inherently social. Schools need to nurture the social aspects of a child's development on an individual level. The curriculum requires address social needs and issues, making them relevant to the child's own needs. Teachers often use the child's interests to determine what they need to learn, recognizing that children are social beings deeply connected to their communities. By aligning education with both societal and individual needs, the process becomes more meaningful and relevant.

Social constructivism theory, as articulated by Lev Vygotsky, posits that knowledge and understanding are constructed through social interactions and cultural contexts. Vygotsky emphasized that learning is inherently social and occurs through dialogue and collaboration within a community. He introduced the concept of the "Zone of Proximal Development" (ZPD), which highlights the gap between what learners can do independently and what they can achieve with guidance from more knowledgeable others. According to Vygotsky, cognitive development is deeply influenced by cultural tools and social experiences, suggesting that our understanding of the world is shaped by our interactions with others and the societal context in which we live. This perspective underscores the role of language,

social practices, and communal activities in the learning process, positioning education as a collaborative and contextually grounded endeavor.

As previously discussed, social progressivists like Dewey and Vygotsky advocate for an education system that aligns with a child's social nature, fostering development within a societal framework. Schools need to support individualized growth while addressing social needs, customizing the curriculum accordingly. Teachers require to use a child's interests to guide learning, highlighting the link between personal and societal needs to provide a more relevant education.

Learning is viewed as a social process, with the child being an integral part of society. Both schools and the broader community have to encourage learning by developing curricula that address social needs and the child's interests. Teachers are tasked with identifying these needs and interests, including them into classroom instruction. They gather information from the community to tailor and implement the curriculum locally. This approach considers the child as a social being, helping them adapt and thrive within their community and school environment.

Vygotsky (1931) proposed that social constructivism offers awareness into child development within society, guiding teaching and learning processes. This theory supports creative development and underscores the importance of respecting each child's abilities and interests within both school and societal contexts.

Vygotsky (1931) highlights the important role of interests in secondary education but suggests that a child's interests might not always align with what educators consider suitable. He supports an interventionist approach, advocating for the introduction of new interests if necessary for a child's education. It is common for educators to encourage students to engage with subjects they may not initially find appealing, with the hope that interest will develop once they are exposed to the material. Despite his focus on guiding students' interests,

Vygotsky, as noted by Langford (2005, p. 126), also believed that students ideally pursue their own interests as much as possible.

Vygotsky's educational approach highlights the importance of nurturing interests in secondary education while recognizing that a child's initial interests may not always align with educational objectives. He takes an interventionist stance, advocating for teachers to introduce new interests when needed to ensure students encounter a wide range of subjects, which they might come to appreciate over time with exposure and understanding. This aligns with the general educational principle of encouraging exploration of unfamiliar topics, with the belief that interest can develop gradually. Although Vygotsky emphasizes shaping interests, he also values student autonomy, suggesting that educators have to balance guiding students' educational paths with allowing them to explore subjects they are naturally drawn to. This philosophy reflects a nuanced approach that integrates proactive interest development with respect for student choice.

Vygotsky (1931) noted that children utilize discovery methods and instructional materials in their learning processes. By engaging in various societal activities, children learn more effectively. According to Langford (2005), a good teacher identifies each child's needs, interests, and abilities to tailor the curriculum appropriately. Vygotsky also advocated for the use of psychological testing to enhance student achievement, emphasizing the Zone of Proximal Development (ZPD) as a key component of effective classroom teaching (Langford 2005, p.132). The ZPD approach helps in addressing children's problems and optimizing classroom outcomes, thereby improving educational results.

Both Dewey and Vygotsky support social constructivism, focusing on the child's needs, interests, and capacities within educational settings. Children learn best from their societal environment, and schools recognize and support individual differences. Teachers play an important role in fostering all-around development, aligning with Vygotsky's belief

that education has to adapt to societal needs. The teacher's role is to motivate students for current and future learning. Local stakeholders develop curricula that reflect and address relevant local knowledge, ensuring that education remains progressive and adaptable to societal changes.

This theory advocates for including local knowledge into curriculum development and interactions. Students benefit from learning experiences that connect with their home, school, and community environments. The use of local knowledge and native languages in educational settings helps students adjust and thrive in their local contexts. The theory supports the notion that education needs to be contextually relevant, with the LC reflecting both global and local knowledge sharing.

An LC can facilitate the adaptation of global policies by aligning with local priorities and values. For instance, international education frameworks, such as the IBPYP, illustrate how global curriculum policies are influenced by and adapted to local contexts. This interconnectedness highlights the importance of integrating local and global perspectives in curriculum design. In Nepal, place-based learning and sustainable development concepts need to be prioritized in local curricula, to be responsive to the current needs and multicultural identities of local communities.

The Application Aspect of Social Constructivism to the LC

Social constructivism, when applied to the LC, highlights that learning is shaped by social interactions and cultural contexts. Drawing from the theories of Vygotsky and Dewey, it portrays children as socially active learners who gain knowledge through collaboration with teachers, peers, and the wider community. In the context of LC development, this means emphasizing cooperative learning, real-life engagement, and culturally relevant content. Teachers are encouraged to integrate students' cultural backgrounds, interests, and everyday experiences into classroom activities, thereby fostering shared understanding. Vygotsky's

idea of the Zone of Proximal Development (ZPD) illustrates how students achieve deeper learning with the support of more capable individuals within their social environment.

This theoretical approach promotes the integration of local languages, community knowledge, and place-based learning into the curriculum, making education more relatable and practical. Educators play a key role in identifying the interests and needs of learners by engaging with families and communities, allowing for the development of content that resonates with students' lived realities. This not only aligns with national education priorities but also directly addresses the local cultural and social context. As a result, students are encouraged to critically engage with their surroundings, contribute to solving local issues, and better understand their place within society. Ultimately, social constructivism in the LC enhances student motivation, builds stronger community relationships, and supports inclusive and meaningful education.

Conceptual and Methodological Framework

A conceptual framework is a guideline which gives the clear way to the study through which the researcher walks from the beginning of the study till its finalization (Creswell, 2012). I have prepared the conceptual framework following the steps of this study.

The researcher has applied the indigenous theory and social constructivism theory to the LC in community schools. The indigenous theory emphasizes the social and cultural context of knowledge and skills and the local perspective on the need to promote. It includes the role of indigenous knowledge in schooling and indigenous perspectives on the curriculum (Rennie & Harper, 2019). It emphasizes the indigenous local knowledge and skills in the local level.

Social constructivism theory is an approach to teaching and learning based on the premise of the cognition (learning) which is the result of mental construction; teachers need to reflect their practice in order to apply their ideas to their work and that constructivist

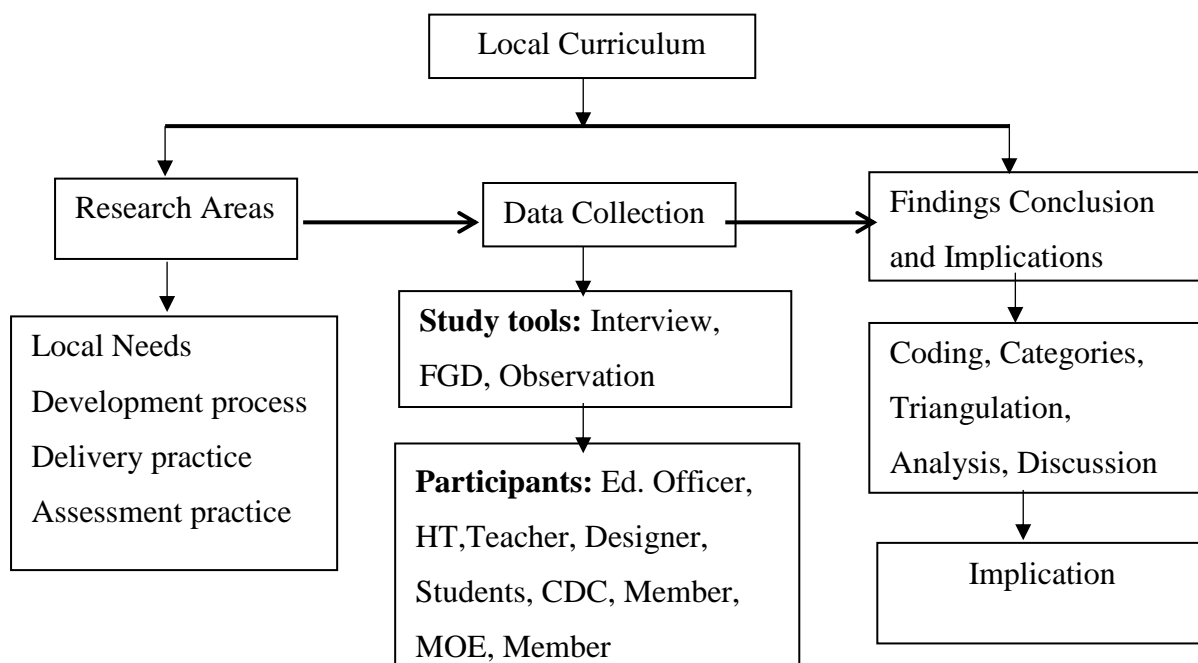
teachers encourage students. Teaching learning is a socio-cultural process; this study is based supported by social constructivism. Likewise, Teachers need to reflect on their practice in order to apply their ideas to their work and that constructivist teachers encourage students to constantly assess how the activity is helping them gain understanding. (Bada, 2015). As mentioned above the theory supports for my study. Therefore, it helps to capacity building of people and develop the quality of education. Local communities have been responsible to develop and implement the curriculum.

Education Policy (2076) has mentioned that the central, province and local people have to manage the mother tongue and they develop the audio, visual related materials, at the local area (EPLC, 2076, PP.18- 19). The LC has been developed in 2076 BS with the concept of need- based curriculum on the local level.

Different techniques namely interview, observation, FGD, and field notes are used to gather data. Then, the data are analyzed through different theoretical lens namely indigenous theory, and social constructivism to reach in conclusions.

Based on conceptual clarity and literature review, the following conceptual framework has been developed for the study as follows:

Figure 2. *Conceptual and Methodological Framework*



The conceptual framework prioritizes the role of the LC in meeting specific educational needs within communities. It highlights the processes involved in developing, delivering, assessing, and revising the curriculum, all of which are designed to reflect the particular demands of local contexts. The participants are educational officers, HTs, teachers, curriculum designers (Ds), students, and representatives from both the curriculum development committee (CDC) and the MOE. Research methods integrate interviews, FGDs, and observational studies to gather diverse perspectives. The overall research approach involves collecting data, coding the information, triangulating the results, and conducting a thorough analysis, ultimately leading to a deeper discussion of findings and their broader implications.

The methodology includes qualitative tools like interviews, observation and FGD. The framework underlines the significance of these processes in achieving educational goals while maintaining a balanced approach to social, economic, and environmental considerations. This holistic view highlights how different elements and stakeholders work together to influence educational outcomes.

Chapter Summary

This chapter has included review of related literature needed to conduct this study. It has included the review of literature related to the LC and has also mentioned whether the LC shows decentralization of education. There is brief introduction of curriculum design model and focused on education for sustainable development. This chapter has also included previous research work from dissertations and other research works and journals to link this study with others. Theoretical perspective includes which theories can be applied for this research study. Indigenous theory and social constructive theory support the ideology of this study. And at the end of this chapter, there is conceptual framework.

CHAPTER THREE

METHODOLOGY

This chapter highlights the research design, sources of data collection, sampling, data collection procedure, process of data analysis and ethical consideration. Regarding methodology, Wellington (2003) states that no one will decide or judge the importance of a piece of research while not knowing its methodology (as cited in Abod-her (2013, p. 144). In this way, methodology is the main part of a research study. Similarly, De Vaus (2002) has mentioned that research methodology is related to description of respondents, research design, sampling, the process of gathering data and data analysis procedure. According to Creswell (2014) with regards to methodology, "Study methodologies are plans and procedures for research that cover the steps from general assumptions to detailed methods of data gathering analysis and interpretation" (p. 3). In a similar vein, research methodology directs the researcher as to how to proceed with the given investigation. This view shows that research methodology is main plan in a work of research.

Kothari (2004) asserts that the term "research" often refers to the pursuit of knowledge; research is as a methodical and scientific search for relevant data on a certain subject. In actuality, research is a form of scientific examination. Research is a thorough examination or inquiry, particularly one that looks for novel information in any field of study. Research is seen as a "systematized effort to gain new knowledge." Some individuals view research as a transition from the known to the unknown. Actually, it is a journey of discovery. Thus, research adds new information to the body of knowledge already in existence, thereby advancing it. It is the search for the truth via research, observation, comparison, and experimentation. In a nutshell, research is the process of seeking information through an organized, methodical approach to a subject. Research also includes a methodical approach to theory creation and generalization.

Interpretive Paradigm

Qualitative research needs thick description in the process of data analysis. Regarding interpretive paradigm, Cohen, Manion and Morrison (2007) have mentioned, “Interpretive paradigm attempts to understand, explain and demystify social reality through the eyes of different participants” (as cited in Adob-her (2013, p. 150). In qualitative study, data are subjective and their interpretation is important aspect. Similarly, Creswell (2014) has argued that constructivism or social constructivism is combined with interpretivism due to such a perspective that it is typically seen as an approach to qualitative research. This argument of Creswell clarifies that qualitative researches use interpretive paradigm. So, the paradigm of this research study is interpretive.

Basic Qualitative Research

I used basic qualitative research method in my investigation. Regarding basic qualitative research, Merriam and Tisdell (2016) classify qualitative research into six types—basic qualitative research, phenomenology, grounded theory, ethnography, narrative analysis, and qualitative case studies—and note that the basic qualitative study is most common in fields like education, healthcare, and business, where researchers often label their work as "qualitative research" without specifying a methodology, sparking debates over terminology, but the term "basic qualitative study" is preferred as it emphasizes how individuals construct reality through social interactions.

Merriam and Tisdell (2016) further emphasize that in basic qualitative research, researchers often refer to their work as a "qualitative research study" without specifying it as a particular type, such as phenomenological, grounded theory, narrative analysis, or ethnographic research.

Since this is a qualitative study, I have used Denzin and Lincoln's definition as the paradigm for this study. According to Denzin and Lincoln (2000), is a situated activity that

places the observer in the world; it is made up of a number of interpretative, tangible acts that bring the world into focus; through these methods, the world is transformed into a collection of representations, such as fieldnotes, interviews, discussions, pictures, recordings, and memos to oneself; this stage of qualitative research involves a naturalistic, interpretative view of reality and this implies that qualitative researchers look at objects in their natural environments while seeking to understand or interpret occurrences in terms of the meanings that different individuals assign to various events (as cited in Snape and Spencer, 2003 , p.2).

As mentioned by Denzin and Lincoln, utilizing a naturalistic, interpretative methodology, qualitative research seeks to comprehend the meanings that individuals in particular social contexts ascribe to behaviours, choices, values, and beliefs. In addition, qualitative research is a method of naturalistic inquiry that aims to get a thorough knowledge of social phenomena in their natural environment. It emphasizes on the "why" rather than the "what" of social events and depends on the first-hand experiences of people as the agents of meaning creation in their daily lives.

Additionally, Creswell (2014) underlines that qualitative research is accomplished through the use of open-ended questions, also known as qualitative interview questions, and verbal communication. Similar to that, this research study employs a qualitative interpretive technique to reveal the participant replies.

This research study is related to the qualitative method. Regarding qualitative research design, Creswell (2014) has stated exploratory which takes place in natural setting. Similarly, this research study collects views of respondents being face to face in front of them. Similarly, Patton (1990) has mentioned, "Qualitative methods permit the evaluator to study selected issues in depth and detail. Approaching fieldwork without being constrained by predetermined categories of analysis contributes to the depth, openness and detail of qualitative inquiry" (p. 13). This argument shows that qualitative method of research relates

to field work with open ended interview and in-depth analysis in detail. In addition, about qualitative research, Kumar (2005) has mentioned as empiricism, open methodology, fewer sample cases, exploration of experiences as well as more description in nature. Similarly, this research study also follows the information as mentioned as trends in conducting qualitative study. Results in qualitative study are rich, deep and meaningful. The rationale for selecting qualitative research is that this research study collects views of respondents which cannot be quantified.

Regarding qualitative inquiry and research design, Creswell and Poth (2018) have mentioned five different kinds of qualitative research designs; they are: narrative research, phenomenological research, grounded theory, ethnographic research and case study research Creswell and Poth. All of these qualitative research designs have some kinds of different features in conducting research. Various scholars have presented differing perspectives on qualitative research, such as describing it as a flexible and evolving process (Clandinin, 2013); focusing on story chronologies (Clandinin & Connely); and emphasizing the importance of reporting what participants said (themes), how they said it (the sequence of their narratives), and how they interacted with others (dialogue and performance) (Riessman, 2008) (as cited in Creswell and Poth, 2018, p. 311). Understanding and analysing people's tales to investigate their experiences, viewpoints, and meanings is the fundamental component of qualitative research. The sequence of events, the setting in which tales are delivered, and the manner in which people use view to create and express their identities are all highlighted. The flexibility, dynamic aspect, and emphasis on conversation, performance, and the interaction between the researcher and participants that define qualitative research.

Denzin and Lincoln (2011) describe qualitative research as having a flexible definition that reflects its evolving nature. It moves through different approaches, such as social construction, interpretivism, and social justice (as cited in Creswell and Poth, 2018,)

They also explain that qualitative research is an approach that places the researcher in real-world contexts. It uses a variety of interpretive and practical methods to help us understand the world better. These methods can include field notes, interviews, conversations, photographs, recordings, and personal reflections. Essentially, qualitative research takes a naturalistic approach, studying things in their natural environments to understand how people interpret and make sense of their experiences (Creswell and Poth, 2018, p. 35).

Denzin and Lincoln's (2011) definition of qualitative research highlights its dynamic and evolving nature. They emphasize that qualitative research is not fixed; it adapts across different paradigms, such as social construction, interpretivism, and social justice. This flexibility allows qualitative research to deeply explore human experiences by situating researchers within real-world contexts. The approach relies on various methods—like interviews, field notes, and recordings—to interpret and represent reality as perceived by individuals. Thus, qualitative research is a naturalistic, interpretive process that focuses on understanding phenomena from the perspectives of those who experience them, making it invaluable for studying complex social issues.

Philosophical Paradigm

I have outlined my philosophical perspective in this part to demonstrate the way in which I am approaching this study. Regarding philosophical viewpoint, Creswell (2014) pointed out that the research topic is linked to the underlying presuppositions of the philosophical worldviews they examine. According to Creswell (2014), philosophical presumptions and interpretive frameworks, paradigm perspectives, and theoretical orientations are situated within and influence the research process. I have used a framework to help understand how these factors are situated within and influence the research process. As was already said, philosophy is very important in qualitative research. Similar to this, Creswell and Poth (2018) have added that the researcher's stances, such as their perspective

on reality (ontology), how they come to know reality (epistemology), the values they hold (axiology), and the methods they employ (methodology), are what direct the study. The employment of paradigms and theories refer to as interpretive frameworks, to apply these presumptions is then common in research.

Ontology

Ontology, according to Schraw and Olafson (2008) (as referenced in Abod-her, 2013, p. 21), is concerned with the nature of reality and what can be understood about it. My ontological worldview was affected by both my prior experiences and my work as a teacher. There were, in my opinion, a number of facts, and this greatly affected how I taught for a very long time. My methods have been molded by my early experiences as well as how my teaching profession has affected my worldviews. I was also aware that not every person has got the same viewpoint. A change in one component also affects how we see the world. Furthermore, my ontology is that the LC is necessary to enhance local people's skill in culture and occupation.

The study of existence, being, and reality lies at the heart of ontology. It investigates the questions of what is real, what exists, and how things connect to one another. The study of ontology aims to comprehend the nature of existence, the types of being, and the composition of reality. Ontology explores fundamental questions about existence and reality. It first asks what makes up the core essence of existence, delving into the very nature of being itself. Then, it enquires about the different types or classifications of entities that exist in the world. It also ponders the relationship between abstract concepts like thought and tangible substances like matter, probing how these two realms interact or intersect with each other. Overall, it prompts reflection on the nature of reality, the diversity of entities within it, and the dynamic interplay between mental processes and physical existence.

Epistemology

The area of philosophy known as epistemology studies the nature, sources, and limits of knowing. It looks at issues related to the acquisition, justification, and validation of knowledge. Furthermore, the study of epistemology focuses on the nature of belief, justification, evidence, and truth. It poses queries like, "What is knowledge?" How do we get to our knowledge? Which sources are there for knowledge? How can we tell the difference between views and well-founded beliefs?

The spectrum of epistemological views includes rationalism, which stresses reason and deduction, empiricism, which stresses sensory experience as the fundamental source of knowledge, and skepticism, which questions the possibility of knowing for sure.

In this study, it is the LC for sustainable growth and decentralization of the educational process, which is how I know the reality; this is known as my epistemology. I conducted participant interviews and wrote down their tales in order to have this reality. The study of knowing is known as epistemology. My philosophy in this context is that it is important to understand how the LC is taught and learned nowadays. Similar to this, Bryman (2001), noted that epistemological assumptions are concerned with the ways to perceive and acquire knowledge (as cited in Abod-her (2013, p.22.)). My philosophy is that humans will be the source of knowledge in this sense. Furthermore, the opinions of the study's participants are used to supplement the knowledge in this research.

Axiology

Axiology is the value and point of view of the researcher, as stated by Creswell and Poth (2018). Therefore, I have attempted to maintain my standing as a researcher in this work. Regardless of what the theory may suggest, I have the authority to guide this research investigation in the proper path.

Axiology, an important facet of philosophical inquiry, occupies a pivotal position within research endeavors, shaping the lens through which researchers interpret and evaluate their findings. Stemming from the Greek words 'axios' (value) and 'logos' (study), axiology delves into the nature of value, exploring what is deemed worthwhile or desirable. In a research paper, axiology serves as a guiding principle, influencing the selection of research questions, methodologies, and interpretations of results. It prompts researchers to critically reflect on the underlying values embedded within their work, acknowledging the potential biases and assumptions that may arise. By including axiological considerations, researchers can navigate the complex terrain of value judgments, fostering transparency and rigor in their scholarly pursuits.

Ultimately, axiology not only enriches the scholarly discourse but also underscores the inherent ethical dimensions of research, emphasizing the importance of integrity and accountability in the pursuit of knowledge. Axiology helps me to identify and articulate my personal or organizational values, allowing for greater clarity and alignment in decision-making processes. By understanding my values, axiology enables me to assess different options or courses of action based on alignment with my values, thereby facilitating more informed and ethical decision-making. By ensuring that my goals and priorities are in line with my values, axiology helps me create meaningful objectives and make sure that my activities are meaningful and useful.

Sources of Information

Regarding collection of data in qualitative research, it is typically done in the participants' setting (Creswell, 2014, p. 30). Generally, sources of information are taken as primary sources and secondary sources. So, this research study has followed both primary sources and secondary sources. The primary sources of this study are HTs, teachers, staff from CDC, officials from the MOE and people who have made the LC (local curriculum

designers) in each selected school. Furthermore, HTs and teachers were selected from those schools where the LC has been applied and they have made practice in this field.

The secondary sources were taken from government documents and publications, research journals as well as research- oriented books and the LC designed by municipalities.

Sampling Method and Sample of the Study

Regarding types of samples, Wolf and Pant (1999, p. 77) have mentioned that simple random, stratified random, cluster and systematic samples are under probability sampling and convenience, quota and judgement sampling are under nonprobability sampling. Similarly, Kumar (1999) has mentioned quota sampling, accidental sampling, judgmental or purpose sampling and snowball sampling as methods of sampling.

This is a qualitative study utilizing purposive sampling. According to Kumar (1999), the key aspect of purposive sampling is the researcher's judgment about which individuals can offer the most relevant information to meet the study's goals; the researcher selects participants based on the belief that these individuals possess the necessary information and are willing to provide it.

In the above lines, Kumar has given a clear view of purposive sampling which will be on the decision of the researcher herself/ himself. In addition, about purposeful sampling Patton (1990, p. 169) has mentioned, "The purpose of purposeful sampling is to select information- rich cases whose study will illuminate the questions under study." In this way, researchers have mentioned purposive sampling to conduct qualitative study and this research study has also followed purposive sampling.

According to Ritchie, Lewis, and Elam (2003), purposive sampling is exactly what the name implies, and sample participants are picked with the intention of representing a place or type in relation to a key criterion. The participants are specifically chosen to represent certain populations included in the sample. Comparably, Patton (1990) said that

qualitative research often focuses on in-depth analysis of very small samples, even single cases ($n=1$), chosen purposefully. So, in this research, the participants were selected deliberately.

Details of Research Sites and Participants

Research sites and participants are fundamental components of any study, providing the context and the human element necessary for comprehensive data collection and analysis. In this document, we delve into the intricate details concerning research sites and participants, elucidating their significance, selection criteria, and management strategies.

Research Sites

The research sites selected for this study are six community schools from Kathmandu, Bhaktapur and Kavre districts. From each district, two schools were selected to collect data for this study. The selection criteria were considered to be relevance, accessibility, diversity and ethical consideration. They are shown as follows:

Diversity

Including a diverse range of sites enriches the study by capturing a broader scope of perspectives and experiences. Looking at a variety of research sites brings greater depth and value to a study because it helps capture the experiences, viewpoints, and practices of people from different backgrounds and settings. Whether it's comparing schools in city centers with those in remote villages, or examining public versus private institutions, each site has its own realities. These differences might include how resources are managed, how communities engage with education, or what daily challenges people face. When researchers draw from such a range, they are less likely to make narrow or misleading assumptions, and more likely to develop findings that speak to a wider audience. This kind of approach strengthens the study, making it more balanced, trustworthy, and relevant across different groups and

situations. So, research sites are selected from three districts ‘Kathmandu, Bhaktapur and Kavre’ for this study.

At the same time, working across diverse sites allows researchers to spot important similarities and differences that might otherwise go unnoticed. For instance, they may discover that the same teaching method works well in one context but not in another because of cultural expectations or resource limitations. These comparisons can help researchers understand not just what is happening, but why it’s happening, based on the setting. As a result, the conclusions drawn from the study become more thoughtful and grounded. This also leads to practical benefits—recommendations and strategies can be better shaped to fit the real conditions of different communities, making the research more useful in the long run.

Ethical Considerations

Sites need to be adhered to ethical standards, ensuring the safety, privacy, and rights of participants. For a study to be successful and trustworthy, it is important to manage research sites and participants well. Researchers need to choose carefully who and what to include in the study, use strong management practices, and follow ethical guidelines. This helps make sure the research results are valuable and that participants are treated fairly and safely.

Characteristics of the Selected Schools

All of the schools selected for this study are community schools known as government schools previously, now community schools. The characteristics of the selected schools are as follows:

1. **Gandhi Adarsha Secondary School, Kageshwari Municipality, Kadaghari , Kathmandu (S1).** The school was established in 2010 BS and there are classes from class 1 – 12. There are 37 teachers and 1179 students. In this school, the LC is applied from 1- 8 classes.

2. **Bhagawati Secondary School, Shankharapur Municipality, Kathmandu (S2).** This school was established in 2039 BS. There are 1-12 classes running in this school and the LC is applied from class 1-8. The number of teachers is 16 and the number of students is 335.
3. **Saraswati Vidhya Griha, Secondary School, Bhaktapur Municipality, Bhaktapur (S3).** This school was established in 2008 BS and the classes are running from 1-10 classes. The number of teachers is 11 and the number of students is 249. In this school, the LC is applied from 1- 8 classes.
4. **Shree Krishna Secondary School, Kharipati, Chagunarayan Municipality, Bhaktapur (S4).** This school was established in 2022 BS. This school has run 1-12 classes. The number of teachers is 26 and the number of students is 407. The LC in this school is applied from class 4-8.
5. **Shikshya Sadan Secondary School, BanepaMunicipality, Kavre(S5).** This school was established in 2018 BS. There are 1-10 classes running in this school. The number of teachers is 24 and the number of students is 414. In this school, the LC is applied from 1- 8 classes.
6. **Punya Secondary School, Panauti Municipality, Kavre (S6).** This school was established in 2026 BS and there are classes running from 1-10 classes. There are 18 teachers and 242 teachers in this school. The LC in this school is applied from classes 1-8

Selected Municipalities and their Pseudo-names

Kathmandu District	Pseudo-name
1. Kageshwori Manohara Municipality	Municipality 1
2. Shankarapur Municipality	Municipality 2
Bhaktapur District	
1. Bhaktapur Municipality	Municipality 3

- | | |
|-------------------------------|----------------|
| 2. Changunarayan Municipality | Municipality 4 |
|-------------------------------|----------------|

Kavre District

- | | |
|--------------------------------------|----------------|
| 1. Banepa Municipality | Municipality 5 |
| 2. Panauti Municipality Municipality | Municipality 6 |

Selected Schools and Pseudo - names

Kathmanu District	Pseudo-name
1. Gandhi Secondary School, Kageshwori	S1
2. Bhagawati Madhyamik Vidhyalaya, Shankarapur	S2
Bhaktapur District	
3. Saraswati Vidhya Griha, Bhaktapur	S3
4. Shree Krishna Madhyamik Vidhyalaya, Kharipati	S4
Kavre District	
5. Shikshya Sadan, Banepa	S5
6. Punya Secondary School, Panauti	S6

Research Participants

Two municipalities from each district were selected; and two schools were selected from each district. The HT and a teacher who is teaching the LC were selected as participants from each school. The key participants in this research were HTs, teachers, a staff from CDC, an official from the MOE, the people who have designed the LC (curriculum designers) in each school, the educational officer from each municipality and FGD with students of each school was held. The following criteria were used to choose the participants.

Demographics

Participants ought to reflect the range of demographics pertinent to the goals of the study.

Inclusion Criteria

Particular traits or prerequisites need to be met in order to participate, guaranteeing the study's applicability.

Exclusion Criteria

Characteristics that exclude people from taking part because they could introduce biases or confusing factors.

Informed Agreement

It was made sure that the participants were fully informed about the study and provided their free and informed agreement about their participation.

The detail structure of participants is as follows:

Table 1. *Details of Participants*

S. N.	Participants	No.
1	HTs (1 from each school)	6
2	Teachers (1 from each school)	6
3	LC designers (1 from each school)	6
4	Participants from CDC	1
5	Participants from the MOE	1
6	Educational Officers (1 from each school)	6
7	Districts: Kathmandu, Bhaktapur, Kavere	3
8	Municipalities from each district –	2
9	Schools from each municipality	2
10	Total number of schools	6

In addition to above mentioned participants FGD of students was conducted in each school selected for this study.

Pseudonyms of Participants and Schools

HTs : S1HT1, S2HT2, S3HT3, S4HT4, S5HT5, S6HT6

Teachers: S1T1, S2T2, S3T3, S4T4, S5T5, S6T6

Curriculum designers: S1D1, S2D2, S3D3, S4D4, S5D5, S6D6

Participant from CDC: CDC1

Participant from the MOE: MOE1

Education officer from the municipalities: Ed off 1, Ed off 2, Ed off 3, Ed off 4, Ed off 5, Ed off 6,

FGDs: FGD 1, FGD 2, FGD 3, FGD 4, FGD 5, FGD 6

To make a research work relevance, the participants need to be well experienced on the subject matter. The details of the quality of the participants are as follows:

Table 2. *Experiences and Qualifications of Participants*

S. N.	Role of Participants	Qualification	Work Experience (Yr.)
1	S1 HT1	M.Ed.	27
2	S2 HT2	M.Ed.	22
3	S3 HT3	M.Ed.	18
4	S4 HT4	M.Phil.	32
5	S5 HT5	PhD, running	25
6	S6 HT6	M.Ed.	25
7	S1 T1	M. Phil	11
8	S2 T2	M.Ed.	24
9	S3 T3	M.Ed.	14
10	S4 T4	M.Ed.	28
11	S5 T5	M.Ed.	30
12	S6 T6	M.Ed.	10

13	S1 D1	MA, Bed.	31
14	S2 D2	M.Ed.	35
15	S3 D3	M.Ed.	34
16	S4 D4	MA	33
17	S5 D5	M Ed.	25
18	S6 D6	M. Ed.	35
19	CDC1	M.Ed. & PhD running	
20	MOE1		25

Note on the abbreviations: S= school, T = teacher, Ed Off= education officer

As mentioned above, the participants of this research study are a relevant and diverse group so that the collected data are researchable and valid. More clearly, they are mentioned as follows:

Table 3. *Total Participants*

S. N.	Districts	Municipalities	Participants from each district	No. of Participants
1	Kathmandu	Kageswari & Sankarapur (2)	HT - 2 Teachers- 2 Designers- 2 Education Officer -2 Students for FGD 12	20
2	Bhaktapur	Bhaktapur & Changunarayan (2)	HT- 2 Teachers - 2 Designers- 2 Education Officer- 2 Students for FGD 12	20

3	Kavre	Banepa & Panauti	HT- Teachers - 2 Designers- 2 Education Officer- 2 Students for FGD 12	2	20
4			CDC	-1	1
5			MOE	-1	1
		Total			62

In addition to individual participants, six students from each school were selected as participants for FGD. In total, the number of students selected for FGD from six schools was 36.

Research Tools

Qualitative research generally follows interview, observation, and field note and document analysis to collect data. The following research tools were used to collect data for this research study:

Open-Ended Interview Schedule

One of the research tools in qualitative research study is open-ended interview schedule. So, an interview schedule was prepared to collect data. Regarding interview, Kumar (1999, p. 109) has mentioned, "Interviewing is commonly used method of collecting information from people. In many walks of life, we collect information through different forms of interaction with others." Furthermore, Patton (1990) has mentioned, "Qualitative methods consist of in-depth open-ended interviews". Similarly, the researcher in this research study has collected data from people by the process of interviewing using open-ended interview schedule. Furthermore, same interview schedule was used for the same category of participants. The interview was conducted with six HTs, six teachers, six LC designers of the

selected schools, official of CDC and official of the MOE as well as with six education officers, one from each municipality. Furthermore, six students for FGD from each school were selected and total number of students was thirty six for FGD.

Researchers can obtain awareness through the use of interviews that may not be possible with other approaches or surveys. Interviews are therefore considered appropriate for this study. According to Saunders et al. (2006), doing qualitative research interviews helps to obtain thorough and detailed data, but doing so will require you to have a certain amount of expertise in order to conduct the interviews well and obtain the relevant information.

Qualitative interviews are incredibly useful for study and investigation because they offer profound awareness into the subtleties of human experiences, viewpoints, and behaviours. In contrast to quantitative approaches, which concentrate on numerical data, qualitative interviews explore the depths of people's stories, enabling researchers to unearth underlying attitudes, motives, and feelings. Qualitative interviews provide an opportunity for participants to communicate honestly by using open-ended questions and attentive listening. The resulting rich, contextualized data can contribute to knowledge in several disciplines, including market research, anthropology, psychology, education and sociology. Qualitative interviews are important because they allow researchers to get important awareness that cannot be obtained by quantitative approaches alone by capturing the complexities of human existence.

Class Observation Form

Furthermore, class observation process was used to collect data in this study. In addition, an observation checklist form was prepared to observe classes to know how teachers were taking classes for teaching the LC. Regarding observation, Patton (1990) has mentioned, "The data from observations consist of detailed descriptions of people's activities, behaviours, actions, and the full range of interpersonal interactions and organizational

processes that are part of observable human experience.” So, I observed classes following the process of class observation while teachers were teaching the LC subject and made my field note and collected data.

Class observation form consisted of the points such as – classroom management, use of teaching materials, use of the LC, number of boys and girls in class, interaction among students, teaching techniques of the LC, participation among students and evaluation system of students.

Focus Group Guidelines

An FGD is a qualitative research method used to gather awareness, opinions, and perceptions from a small group of people about a specific topic, product, or service. According to Hennink (2014), FGD is a method rooted in the qualitative research tradition; the name of the method highlights its defining features: it centers on specific topics with a pre-selected group of participants who engage in an interactive discussion; essentially, an FGD involves an interactive conversation among six to eight chosen participants, guided by a trained moderator, and concentrating on a particular set of topics.

As stated above, typically comprising 6 to 12 participants, FGDs are guided by a moderator who facilitates open-ended questions to encourage in-depth dialogue and interaction among the group members. This method allows researchers to explore complex ideas, understand diverse perspectives, and identify underlying motivations or concerns that may not surface in individual interviews or surveys. FGDs are commonly used in fields like marketing, social sciences, healthcare, and policy-making to assess community needs, test new concepts, or develop strategies. The dynamic nature of these discussions can provide rich, nuanced data, making them a valuable tool for understanding group dynamics, opinions, and decision-making processes. An FGD was conducted to get more relevant data from six students of each of the selected schools.

Data Collection Procedure

To collect data, the researcher visited the schools, during the school time, in which the LC is applied. Then HTs and teachers were contacted and mentioned the purpose of visiting them. After that interview was taken with HTs and teachers from the selected schools and their responses were written in the same way as they have responded. After that, the LC designers were also contacted through the HTs and interview was taken from the Ds of the selected municipality as well as officials and staff of CDC and the MOE. After that the researcher took interview with education officers of the selected municipalities; and managed FGD and took group interview with students. All the data are written as their responses.

Data Analysis Procedure

Comparatively speaking, the qualitative approach has fewer possibilities and frequently lacks precise definition, whereas the quantitative approach offers a multitude of tools for data examination. The fact that the data which are not given in quantitative terms makes qualitative data analysis distinct from statistical analysis. Data gathering and analysis are continuous, complex processes in qualitative research that require rich, detailed information. Data analysis is a cycle process that is influenced by data gathering, according to Powell and Connaway (2004). Data analysis is a pivotal yet often controversial stage in qualitative research, demanding not only systematic organization and interpretation of data but also critical engagement with the underlying assumptions and biases that may influence findings.

While data preparation, such as transcribing interviews and cleaning responses, might appear straightforward, these early stages are far from neutral. Transcriptions, for instance, are subjective constructions that can shape the data itself, as noted by Braun and Clarke (2006). Their advocacy for thematic analysis as a method of identifying patterns is invaluable, yet it also raises questions about the potential for researcher bias in determining

which themes to prioritize. Moreover, while Miles et al. (2014) emphasize the repetitive nature of data analysis, this process is to be viewed not only as refining categories but also as a dynamic engagement with the inherent complexity of data. Researchers need to have sharp-eyed in acknowledging the repetition between data and interpretation, recognizing that their own perspectives may continuously reshape their understanding of the data. Thus, data analysis is not a neutral process of uncovering truths but a critical, reflexive practice that demands scrutiny of both the methods employed and the assumptions brought to the analysis.

The researcher chose to analyse the data using content analysis because semi-structured interviews constituted the majority of the interview type of the study. The contents were obtained through the interviewed data. The raw data were edited, coded and brought in meaningful patterns and themes for analysis. Sorting and coding the data is part of content analysis. Content analysis in qualitative research is a method used to systematically analyze and interpret textual, visual, or audio content to identify patterns, themes, or meaningful information. This technique allows researchers to examine large volumes of data, ensuring a deep understanding of the subject matter. According to Krippendorff (2018), content analysis is a flexible tool that can be used both inductively and deductively to explore and describe the data in meaningful ways. Schreier (2012) also emphasizes that content analysis allows for a detailed interpretation of the text, offering both qualitative insights and quantifiable results.

In social science research, content analysis is regarded as one of the most important methods of study. The most common use for it is in the examination of interview transcripts to find viewpoints pertaining to data. According to Mayring (2000), content analysis is "an approach of empirical, methodological controlled analysis of texts within their context of communication, following content analytic rules and step by step models, without rash quantification," (p. 2). In order to extract essential patterns and interpretations from a sizable body of qualitative material, Patton (2002) defined content analysis as a process of

qualitative data condensation and interpretation. In the same way, Schilling (2006) states that the main goal of qualitative content analysis is to discover or conceptualise people's behaviours, ideas, or information understanding by carefully examining written replies or interview transcripts.

According to Powell and Connaway (2004), qualitative data analysis is a cyclical process, where data collection influences data analysis. For this study, a semi-structured interview schedule was developed to gather data, and the relevant content consists of the information obtained from participants through the interview process.

Schamber (2000) further highlighted that content analysis functions as an analytical tool for classifying variables into groups as well as an observational method for identifying variables within text. The collected data were edited, coded and made in sequence of research questions. The raw data were edited, coded and made researchable. The data were analyzed with the process of thick description. Moreover, the data are analyzed research question wise. On the other hand, the most significant technique of data analysis in qualitative study is content analysis. Regarding content analysis, Patton (1990, p.381) has stated, "Content analysis is the process of identifying, coding, and categorizing the primary patterns in data. This means analyzing the content of interviews and observation." In this way, technique of qualitative data analysis is applied in this research study. The data are analyzed thematically. The content of the data is displayed, described, understood and explained about in context.

Credibility

Credibility is an important aspect of qualitative research that requires researchers to take great care in maintaining it, as Patton (1990) stated that any research strategy ultimately needs credibility to be useful; therefore, no credible research strategy supports the biased distortion of data to serve the researcher's vested interests and prejudices, and instead, it

demands that the investigator adopt a stance of neutrality regarding the phenomenon under study.

Patton (1990) emphasized that any research strategy, credibility has got great value. Furthermore, a credible research approach does not support the manipulation of data to fit the researcher's biases or personal interests. Instead, it requires that the researcher maintain a neutral perspective toward the phenomenon being studied. Thus, credibility is fundamental for ensuring that research findings are reliable and unbiased.

The view of Patton shows that the researcher needs to be neutral in the matter of maintaining credibility. It means that the researcher does not have to twist the data collected from the participants. There is matter of consistency of data sources related to triangulation of data sources. For this purpose, data were collected from different participants and consistency is maintained. In this way, the issues of credibility are maintained.

Creswell (2003) has asserted that the credibility of a study is reinforced by a number of factors, such as the researcher's qualifications, a careful participant selection process, and a comprehensive evaluation of the literature. Similarly, Golafshani, (2003) has also mentioned that assessing the validity and reliability of research findings is a critical component of evaluating the quality of data interpretation. dependability and validity issues are important regardless of the research technique that is used since they act as standards for the dependability of the measuring tools that are used in research.

To minimize the risk of obtaining inaccurate responses, researchers prioritize reliability and validity. Saunders et al. (2009) also suggests that the credibility of qualitative research hinges on the validity of its findings, which can be categorized into external and internal validity. External validity pertains to the researcher's ability to generalize findings beyond the sample to other contexts or settings. By including sufficient controls into the research design, the likelihood of drawing valid conclusions is increased. The validity of the

findings in this study may be deemed sufficiently high. This study aims to demonstrate the "trustworthiness" of its research data collection tools and consequently its findings by adhering to and addressing validity concerns in qualitative research.

Additionally, data are triangulated to preserve trustworthiness. Triangulation, or the combining of techniques in the study of the same phenomena or programs, is one essential strategy to reinforce a research design, according to Patton (1990). Data triangulation is upheld in this research project. The utilization of many data sources in research is known as data triangulation, according to Denjin (1978b). Moreover, data collected from different participants and observation are triangulated to maintain credibility and trustworthiness (as cited in Patton 1990, p. 187).

A research study is deemed reliable when different researchers achieve consistent results under identical conditions. This concept aligns with Yin's (2009) definition of triangulation, which involves employing multiple theories, perspectives, methods, data sources, and investigators to mitigate the shortcomings inherent in each approach.

In this particular study, the researcher employed data source triangulation by involving HTs, teachers, the LC designers and education officials from CDC and MOE, education officers from municipalities and students for FGD. This approach aimed to enhance reliability by minimizing errors and biases. Recognizing both the strengths and weaknesses of semi-structured interviews, the researcher took steps to ensure that each interviewee felt at ease before the interview commenced. Since lowering biases and mistakes in a study is the aim of reliability. The researcher took careful steps to help each participant relax before the interview began, considering the strengths and limitations of the semi-structured interview format. To ensure reliability, the researcher followed established qualitative research practices, including reflexivity, to clearly define their role as a researcher.

The interview setting was relaxed, fostering openness and trust, which led participants to speak freely about any topic. To enhance the study's reliability, it was important to meticulously transcribe the interviews. Several factors concerning the reliability of interviews as a data collection method underscored the necessity of this careful transcription. Additionally, significant effort was made to maintain validity and reliability by triangulating data from multiple sources.

Ethical Consideration

Ethical considerations are important in qualitative research. This study ensures impartiality and has not caused any harm to the respondents. Their identities remain confidential throughout the research. Kumar (1999, pp. 192-193) emphasizes the importance of obtaining consent and argues that it is unethical to gather information without participants' awareness, informed willingness, and explicit consent. Additionally, care is taken to avoid collecting sensitive information and causing any harm to participants. Upholding ethical standards is essential to protect the rights, dignity, and well-being of those involved in the research.

I kept myself to ethical guidelines such as voluntary participation, informed consent, and confidentiality. This involved providing participants with detailed information about the study, including its objectives, methods, potential risks, and benefits. I ensured that their informed consent was obtained, allowing them to choose whether or not to take part. Participants' sensitive information was protected to ensure their privacy. Their willingness to participate confirmed that they were not put any pressure. To meet ethical standards and build public trust, I also considered the potential societal impact of the research. My efforts focused on minimizing harm and maximizing benefits by making them anonymity.

Chapter Summary

This chapter has presented the process of methodology applied to conduct this study in detail. It has described and justified philosophies and methodologies adjusted in this study. This study has followed qualitative research study based on topic, objectives and the sequence of research questions. This is a qualitative study and open-ended interview schedule, observation and FGD were used to collect data. Face to face interview was taken for the collection of data and they are verified through citations from other researchers and the documents of municipalities. As a whole this is in-depth qualitative study included which has included interpretive paradigm.

CHAPTER FOUR

CURRICULUM DEVELOPMENT PROCESS

This chapter presents the data collected from the participants involved in the fieldwork for this study. The data presentation and analysis are organized according to the research questions of this research study. There are three research questions designed for curriculum development process, which focus on the themes as follows:

- (1) Methods and strategies used for the development of the LC
- (2) Integrating the LC with local needs
- (3) Community participation in LC development

This research examines the techniques, and processes involved in designing and developing the LC to the local needs of community schools. It evaluates how effectively the LC addresses the specific learning needs of students while identifying gaps and areas for improvement. The study also investigates the delivery and assessment methods of the curriculum, with a focus on teaching practices and evaluation processes. Additionally, it explores the role and influence of community participation in shaping the LC within decentralized education systems and its focus on educational outcomes. Furthermore, the research analyzes challenges and constraints encountered during the implementation phase of the LC. Last, it highlights the expected goals and achievements of the curriculum, particularly its contributions to skill development and sustainable education.

The analysis is organized research question-wise. The participants interviewed include Ds, HTs, teachers, an official from the CDC, representatives from the MOE, education officers from municipalities (Ed Off), and FGDs with students. For each school, a D, an HT and a teacher were selected for interviews. The data, collected from these participants through interviews, are presented thematically. Additionally, the data are organized and analyzed according to each research question, using pseudonyms for the

participants. The first research question of this study is, “What are the methods and strategies employed in developing the LC in community schools?”

Curriculum development process and implementation are presented along with analysis as follows:

Methods and Strategies Used for the Development of the LC

LC development practices focus on adapting educational content to the unique needs, culture, and resources of a specific community. This process involves collaboration between educators, local authorities, and stakeholders to ensure relevance and promote skill development. By integrating local knowledge and sustainable practices, these curricula aim to enhance students' real-world application of skills while addressing the socio-economic and environmental challenges of community. This portion presents and analyses data obtained from the second research question. The second research question of this study was “What are the methods and strategies employed in developing the LC in community schools?”. Regarding the LC development practices, the participants' views are collected in the way shown in the following section.

The researcher contacted the LC designers of the selected schools for clear information regarding curriculum development process. Regarding the LC development process, a participant as a D responded as follows:

While designing this local curriculum, there was no any help taken from outside. The local curriculum has been designed according to the rules and regulations of the local government. There was direct involvement of the local government while designing this local curriculum. (S1D1)

Thus, the LC designer responded that the LC was developed independently, without any external assistance. It was created in accordance with the rules and regulations set by the local government, which was directly involved in the curriculum development process. The

view of this LC designer shows that the LC has been designed following the guidelines of the government. It means that there is no any new technique applied in designing the LC.

The first perspective emphasizes the autonomy and authority of the local government in developing the curriculum, highlighting a process driven entirely by local governance. This approach suggests a commitment to self-reliance and localized control but could also imply a lack of external validation or expertise that might improve the curriculum's quality or relevance.

Another D from another municipality said as given below:

In the process of designing the local curriculum, a working team was formed and their work was monitored in a proper way. The experts from Curriculum Development Center were consulted for more guideline. Some other experts from university were also used for advice and guidelines. (S2D2)

According to the view of this participant, a dedicated team was established to design the LC, and their work was closely monitored. For additional guidance, experts from CDC and university professionals were consulted.

The view of this designer is that the work of designing the LC was monitored and some experts of CDC were also kept in contact while preparing the LC. Moreover, some experts of university were also concerned for taking guidelines; it shows some caution is taken in designing the LC.

The perspective focuses on the involvement of both local and external experts in designing the curriculum. This inclusion of expertise suggests a balanced approach that values both local insight and external academic rigor. However, the reliance on external advice might indicate some gaps in local expertise or resources.

Another D stated:

This municipality has given priority to geography, history, castes and tribes, people, population, diverse culture, rituals, occupations, resources, technology, skills, sports and tourism in the process of designing local curriculum. The needs of the people were included while designing this local curriculum. (S3D3)

The view of this participant is also that local needs were given priority was given for the resources of local interest in designing the LC. The municipality emphasized the inclusion of various local elements such as geography, history, different castes and tribes, population diversity, cultural practices, occupations, resources, technology, skills, sports, and tourism. The curriculum was designed to meet the specific needs of the local community.

This perspective highlights the comprehensive scope of the curriculum, which covers a wide range of local subjects and needs. By prioritizing elements unique to the local context, the curriculum appears well-designed to the community it serves. However, such a broad focus might make it challenging to address each area in sufficient depth, potentially diluting the curriculum's effectiveness.

Another Ds replied:

To design this local curriculum, a formal decision was made from the municipality and a workshop programme was managed; in this way, suggestions were collected from all groups of people and the local curriculum is designed accordingly. Although it has been applied, complete practices are yet to imagine from the course. (S4D4)

According to the view of this participant, the curriculum design process began with a formal decision from the municipality, followed by a workshop that gathered suggestions from all community groups. Although the curriculum has been implemented, full adoption and application in practice have yet to be achieved.

The perspective reflects a participatory approach to curriculum design, involving various community groups. This inclusivity can enhance the curriculum's relevance and

acceptance. Nonetheless, the incomplete implementation suggests challenges in translating plans into practice, which might be due to logistical, administrative, or other barriers.

The municipality used a methodical and formal approach to developing the LC, demonstrating a planned approach to educational planning. By including a workshop programme, extensive feedback from many stakeholder groups was made possible, guaranteeing that a wide range of viewpoints were taken into account while developing the curriculum. But even if the curriculum has been implemented, its full influence and usefulness may not yet have been completely realized, leaving room for some speculation about its efficacy. This suggests that educational growth is continual and that constant assessment and improvement are necessary to get the desired results.

The view of a course designer was as follows:

To design this local curriculum, a formal decision was made from the municipality and a workshop was managed; in this way, suggestions were collected from all groups of people and the local curriculum was designed accordingly. Although it has been applied, complete practices are yet to imagine from the course. (S5D5)

Similar to the former participant, the curriculum development involved a formal decision by the municipality and a workshop for community input, but practical implementation is still incomplete. This perspective reiterates the inclusive, participatory approach seen in S4D4 but also points to difficulties in fully implementing the curriculum. The redundancy in this statement may highlight persistent or unresolved issues within the curriculum development and implementation process.

Formal decision-making by the municipality and a workshop programme to collect recommendations from different stakeholders were included in the process of establishing the LC. Although this inclusive strategy guaranteed the participation of many groups, its use hasn't entirely translated into all-encompassing procedures. This shows a disconnect between

the plan and the implementation, which might be the result of poor planning or inadequate follow-through. By improving coordination and committing to implementation, these problems might be resolved and the gap between curriculum design and real-world application could be closed, improving student results.

Another D said as follows: *The budget has been allocated through the municipalities. It has not been successful only by the preparation of local curriculum. There is financial barrier for local curriculum. (S6D6)*

According to S6D6, the municipalities allocated the budget for developing the LC. However, the curriculum development has faced financial challenges, indicating that preparation alone is insufficient for success

The perspective brings attention to financial limitations as a significant obstacle. While the budget has been allocated, the resources appear inadequate for the effective preparation and implementation of the LC. This insight suggests that beyond the planning phase, sustained financial investment is necessary for the curriculum to succeed.

The budget allocation by municipality has not been entirely effective, primarily due to the sole focus on preparing the LC. Financial constraints have obstructed successful implementation, and unless these barriers are addressed, the desired outcomes may not be achieved. Adopting diverse strategies to overcome financial limitations and ensuring thorough planning could improve the effectiveness of budget use, leading to better educational results at the local level.

Regarding the steps of LC development, almost all LC designers stated seven steps as follows:

Step I: The municipality forms a working group;

Step II: A Term of Reference (TOR) is prepared, which outlines what to do and how to move forward. A curriculum framework is created, and a sample curriculum is provided. Then, an orientation is given to the team before starting the work;

Step III: A workshop is conducted for teachers to identify needs;

Step IV: Information is uploaded to the website, and feedback is collected on what topics require to be included;

Step V: Experts review and gather necessary information.

Step VI: A subject committee discusses the curriculum. If needed, revisions are made before finalizing the curriculum; and

Step VII: The Curriculum Development and Evaluation Committee, led by the mayor, approves the curriculum and ensures its implementation. This completes the curriculum development process in the municipality.

As mentioned above, the curriculum development process follows a structured approach, ensuring involvement of people at multiple levels. A key strength is the inclusion of experts, teachers, and municipal leadership, which promotes a well-rounded curriculum. The formation of a working group and the establishment of a Term of Reference (TOR) provide clear direction, while teacher workshops and feedback collection enhance relevance. Website updates and public feedback improve transparency and inclusivity. However, there are notable weaknesses. The process heavily relies on municipal leadership, particularly the mayor-led Curriculum Development and Evaluation Committee, which could limit diverse perspectives from subject matter experts and community representatives. Additionally, while teachers are involved, the absence of students, parents, or local industry representatives may reduce real-world applicability. The reliance on website-based feedback collection could also exclude those with limited internet access, affecting inclusivity. Furthermore, there is no mention of a mechanism for monitoring and evaluating curriculum effectiveness post-

implementation, making it difficult to assess its long-term impact. To improve this framework, a more decentralized decision-making structure, broader community engagement, and a post-implementation review process need to be incorporated.

Regarding the LC development practices, an HTs replied as follows:

I did not participate in designing the local curriculum. But this curriculum was prepared after making discussion with the local people to know about their local problems and it was prepared according to the guidelines given by government. (S1 HT1)

This perspective highlights two key aspects of the curriculum development process. First, it acknowledges a participatory approach by involving local community members to ensure the curriculum addresses their unique challenges. This suggests a focus on importance and adjustment. Second, it points out support to government guidelines, implying a balance between local needs and national standards. The combination of these two approaches aims to create a curriculum that is both locally meaningful and aligned with broader educational goals.

This approach demonstrates a commitment to understanding the needs, challenges, and priorities of local residents. By consulting with the community, the curriculum developers aimed to create instructional materials that are specifically aligned with local concerns. At the same time, the curriculum was developed in accordance with state guidelines, ensuring that it meets established requirements and essential learning objectives set by the authorities. This method exemplifies a collaborative effort to develop a curriculum that balances government-mandated educational standards with sensitivity to community needs. It upholds consistency and quality in education while recognizing the value of community involvement.

Similarly, another HT said:

Although I did not participate directly, I had participated as a guardian. First of all, a discussion was held and a note of the points was made, needing to include in the local curriculum. The theoretical part and practical part were separated. The municipality had prepared thematic group in which different group held discussion on their own focus of topics. (S2 HT2)

Although not directly involved in the curriculum design, the individual participant participated in the process as a guardian. Initially, discussions were conducted to identify the key points that needed to be included in the LC. The curriculum was then divided into theoretical and practical components. The municipality organized thematic groups, each of which concentrated on discussions relevant to their specific areas of focus.

The perspective reveals a structured approach to curriculum development, involving multiple stakeholders, including guardians like the speaker. It emphasizes the importance of community involvement and collaboration in the process. The division of the curriculum into theoretical and practical parts suggests a balanced approach to learning, combining knowledge acquisition with hands-on experience. Thematic groups, facilitated by the municipality, indicate a targeted and organized effort to ensure comprehensive coverage of various topics, fostering inclusivity and specialization in curriculum content. This method aims to create a curriculum that is both diverse and locally relevant, while also encouraging active participation from different community members.

The participant's perspective cited above demonstrates that, in line with the perspective of the preceding participant, local residents were consulted prior to the LC being prepared. The perspective describes indirect engagement as a guardian in curriculum development. First, discussions were held to determine the necessary curricular themes in order to distinguish between theoretical and practical components. The meetings with focus group of municipalities encouraged concentrated discussions on a variety of topics. These

kinds of approaches indicate to a systematic and collaborative curriculum design process while emphasizing community participation and thematic connection.

Another HT also said: *Although I had not participated directly, but I had participated in the process of discussion and collecting points for designing curriculum. This was the process of designing curriculum. (S3 HT3)*

While the participant did not participate directly, he was involved in the discussions and gathering of key points for designing the curriculum. This formed part of the overall curriculum development process.

The participant reflects indirect yet meaningful participation in the curriculum development process. Although the participant was not directly responsible for creating the curriculum, his involvement in discussions and information-gathering was important to its development. This suggests that the community people were likely part of a team or group focused on planning, researching, and generating ideas for the curriculum. Their input likely helped shape the curriculum's objectives, content, and direction. The response highlights curriculum development as a collaborative process, underscoring the importance of indirect contributions in influencing educational initiatives to better meet the needs of learners.

The previous statement, though indicating indirect involvement, demonstrates participation in the curriculum development process. While they may not have directly contributed to crafting the curriculum, they played a key role by engaging in discussions and gathering essential information. This suggests they were likely part of a group or team focused on designing, researching, and brainstorming ideas for the curriculum. Their input likely influenced the curriculum's objectives, content, and overall direction. The response underscores curriculum development as a collaborative effort, highlighting the significance of indirect contributions in shaping educational programs to effectively meet the needs of learners.

The view of another HT was as follows:

In designing the local curriculum, the priority is given for developing local skills. The focus of the local curriculum was on making the learners known about history, culture, local resources and skills needed to develop local level, ultimately. The practices in designing local curriculum are made with focus on the disappearing resources, occupation, religion and skills. (S4 HT4)

As mentioned above, the design of the LC prioritizes the development of local skills.

It aims to educate learners about the region's history, culture, resources, and the skills necessary for local development. The curriculum is specifically crafted to address the preservation of fading resources, traditional occupations, religious practices, and skills that are at risk of being lost.

The perspective emphasizes that the LC is centered around nurturing skills and knowledge that are directly relevant to the community's needs and development. By focusing on local history, culture, and resources, the curriculum aims to foster a sense of identity and belonging among learners. Additionally, the emphasis on disappearing resources, occupations, religions, and skills highlights a commitment to preserving local heritage and promoting sustainable practices. This approach not only prepares students for practical engagement in their community but also safeguards cultural and traditional knowledge, ensuring its continuity for future generations.

Developing indigenous skills is a fundamental aspect of creating an LC. The aim is for learners to deeply understand their own history, culture, and the wealth of local resources. This educational approach is designed to equip individuals with the skills and knowledge needed to thrive locally. By including elements such as religious practices, traditional trades, decreasing resources, and essential skills, the curriculum supports holistic development that integrates with community needs. It enhances both personal growth and collective well-being

by strengthening connections to local identity and empowering learners to make meaningful contributions to their communities.

Regarding the development strategy of the LC, another response of another HT is as follows:

This local curriculum is designed by making discussion with people of different strata.

The designers have followed the guidelines of making local curriculum as provided by Curriculum Development Centre. (S5 HT5)

The participant has mentioned that the LC is developed through consultations with people from various social levels. The Ds have adhered to the guidelines established by CDC for creating local curricula.

This statement as stated above highlights a collaborative approach to curriculum development, involving input from a diverse range of community members. By engaging individuals from different social strata, the process ensures that the curriculum addresses a broad range of perspectives and needs. Supporting and following to the guidelines provided by CDC indicates a structured and standardized approach, aiming to maintain consistency and quality. This combination of local input to official guidelines ensures that the curriculum is both relevant to the community and compliant with established educational standards.

The LC, as described, emerges from extensive discussions with a diverse group of community members, ensuring a deep understanding of the needs and perspectives across different socioeconomic backgrounds. Adhering to CDC's guidelines guarantees integration and effectiveness. By including community awareness, the curriculum integrates with local values and goals, enhancing its relevance. This inclusive approach not only fosters a sense of ownership and commitment to educational outcomes within the community but also emphasizes the importance of localized and situated learning experiences. This helps bridge the gap between academic instruction and practical application. Consequently, the LC design

integrates community involvement with attachment to standards, creating a strong framework for meaningful and impactful learning designed to local conditions.

Similarly, another HT said as follows:

Although I have not participated in designing the curriculum, we had participated in discussion and we had given different points which have been found to have included in the local curriculum. The municipality has designed and implemented the local curriculum. The contents of the local curriculum are almost known matters to the teachers. Our teachers also use internet to find more about contents which are not found in the contents of local curriculum, we are trying to apply the local curriculum in an effective way. (S6 HT6)

This participant's perspective shows that the LC is developed through comprehensive discussions with a broad range of community members, ensuring a thorough understanding of various socioeconomic perspectives and needs. Following the guidelines set by CDC ensures that the curriculum is both coherent and effective. By integrating community feedback, the curriculum is better aligned with local values and objectives, making it more relevant and engaging. This inclusive method not only promotes a sense of ownership and dedication to educational outcomes within the community but also highlights the significance of learning experiences that are designed to local contexts. This approach bridges the gap between theoretical knowledge and practical application, resulting in a curriculum that combines community involvement with attachment to established standards to offer meaningful and impactful learning experiences suited to local conditions.

The statement mentioned above emphasizes the importance of including diverse community perspectives into the curriculum development process. Engaging with various socioeconomic groups ensures that the curriculum addresses a wide range of needs and viewpoints, which enhances its relevance and effectiveness. Attachment to established

guidelines from CDC helps maintain consistency and quality. The integration of community awareness not only aligns the curriculum with local values but also fosters greater community involvement and ownership, which can enhance the commitment to educational outcomes. By emphasizing contextualized learning, the curriculum bridges the gap between theory and practice, making it more practical and applicable to students' real-life experiences. This approach results in a well-rounded curriculum that is both responsive to local needs and compliant with educational standards

Although the participants were not directly involved in creating the curriculum, their contribution to discussions influenced its development, and this impact is evident in the final content. The municipality has successfully implemented the curriculum, ensuring that teachers are familiar with it. To enhance their teaching effectiveness, teachers are supplementing the curriculum with additional, relevant content through online research. This collaborative effort demonstrates the participant's commitment to utilizing the LC to its fullest potential for delivering a comprehensive education.

Furthermore, it was observed that important elements for updating the LC were recognized. The design process placed significant emphasis on cultivating local skills related to history, culture, and resources that are in danger of disappearing.

This section presents data gathered from teachers. Regarding developing process of the LC, teachers' views are mentioned as follows:

The view of a teacher was as follows: *Provision of training has not been found for the purpose of designing and developing the local curriculum; furthermore, there is also no provision of training for learning the teaching of local curriculum.* (S1 T1)

According to the perspective of the teacher, there was a lack of training available for developing the LC, and no training was provided for teaching it effectively.

As mentioned above, major gap in educational growth is highlighted by the lack of training opportunities for creating local curricula and successfully teaching them. Teachers might not have the knowledge and abilities to adapt curriculum to local settings and successfully teach them in the classroom without organized training programmes in these vital areas. This shortcoming impedes meaningful learning experiences that connect with students' cultural backgrounds and societal demands, in addition to negatively impacting the quality of education. Resolving this mistake is essential to developing an educational system that is more responsive, inclusive, and empowers teachers and students equally.

This perspective highlights two major gaps in the current educational framework concerning local curricula. First, there is an absence of training programs aimed at helping educators design local curricula designed to the specific needs and contexts of their communities. Second, even if such curricula were developed, there are no provisions for training teachers on how to deliver the content effectively. This double deficiency could hinder the successful implementation of local curricula, impacting both teaching quality and student learning outcomes.

Regarding the curriculum designing practices, a teacher said:

The training needed to teach local curriculum from upper level has not been provided. The only thing done was that teachers participated in the programme of discussion and some teaching materials were also provided to teachers. The need is to revive traditional cultures and occupations to have followed as curriculum designing practices. (S2 T2)

The view of the teachers as mentioned above shows that there are some drawbacks of the process of designing the LC. There is no provision of training for the teachers about teaching the LC. But traditional cultures and occupations are in focus of the LC. Training necessary for teaching the LC from higher authorities has not been offered. Instead, teachers

have only engaged in discussion programs, and some teaching materials have been provided. There is a need to integrate traditional cultures and occupations into curriculum design practices.

This view of the teacher points to a significant gap between policy intentions and practical support. While there have been some minimal efforts, such as discussion programs and the provision of teaching materials, comprehensive training from higher-level authorities to equip teachers with the skills needed to teach the LC is lacking. This insufficiency may undermine the effectiveness of local curricula in reflecting community-specific knowledge and values. The statement also stresses the importance of integrating traditional cultures and local occupations into curriculum design, suggesting that current practices do not adequately consider these elements, which are vital for preserving cultural heritage and promoting relevant, contextual education.

On the other hand, two teachers' responses regarding practice of the LC development are as follows:

There is sometimes training programmes to teach the local curriculum. It was necessary to manage interactive programmes from time to time to make local curriculum successful. The municipality has provided pen drive and other teaching materials. (S3T3) & (S4T4)

Occasionally, training programs are conducted to teach the LC. To ensure the success of the LC, it was essential to organize interactive programs regularly. The municipality had also supplied flash drives and other teaching materials.

The above-mentioned view acknowledges that some training programs for teaching the LC exist, but they are sporadic and potentially insufficient. To enhance the effectiveness of the LC, there is a call for more frequent and interactive training sessions, which would likely foster better engagement, understanding, and application among educators. The

provision of resources like flash drives and other materials by the municipality shows some level of support, but it may not be enough to meet the ongoing needs for comprehensive training and engagement. This suggests that a more structured and consistent approach is needed to fully realize the potential of the LC.

As mentioned above, the process of putting an LC into practice successfully entails several steps, starting with organized training programmes meant to provide teachers with the required abilities and information. These courses, which are vital to the success of curriculum, frequently include interactive components to encourage participation and teamwork among participants. The role of assistance of municipality is important, as demonstrated by their dedication to supporting the educational programmes through the supply of resources such as instructional materials and pen drives. These projects seek to provide a curriculum that is not just pertinent but also influential in the community by highlighting local context and needs. The collaboration of interactive programmes, training, and local support creates a basis for the successful implementation of the LC and creates an atmosphere in which teachers may effectively instruct.

Similarly, two other teachers also mentioned as follows:

It is extremely necessary to make provision of training to teach local curriculum but till now we have not got any chance to participate in such types of training programmes. The municipality has provided curriculum and we are teaching according to it. (S5T5) & (S6T6)

It is important to provide training for teaching the LC; however, we have not yet had any opportunity to attend such training programs. The municipality has provided the curriculum, and we are teaching based on it.

The perspectives of these two teachers emphasize the critical need for targeted training to effectively teach the LC. Despite recognizing this necessity, teachers have not

been given the opportunity to participate in relevant training programs, highlighting a disconnect between policy and practice. While the municipality has supplied the curriculum itself, the lack of training leaves teachers without the necessary guidance or professional development to implement it effectively. This gap could potentially impact the quality of education, as teachers may struggle to deliver the curriculum in a way that meets its intended objectives or resonates with the local context. The statement suggests an urgent need for more proactive support and capacity-building efforts from relevant authorities.

The absence of training opportunities for teaching the LC poses a significant challenge, as educators lack the necessary guidance and support to effectively implement it. Without proper training, teachers may struggle to understand the nuances of the curriculum or employ the most effective teaching methodologies. Despite the municipality's provision of the curriculum, the lack of corresponding training opportunities hampers the quality of education delivery. There is a clear need for educational authorities to prioritize the provision of training programs designed to the LC, ensuring that educators are equipped with the requisite knowledge and skills to deliver quality education to their students.

Similarly, a participant from CDC also said: *The practices made in designing the local curriculum are the theories and guidelines provided by the local government; it is also focused on social transformation and relevant resources.* (CDC1)

According to the participant from CDC, the practices involved in designing and developing local curricula are based on the theories and guidelines set by the local government, with a focus on social transformation and the use of relevant resources.

The participant's perspective indicates that an experimental program was implemented by involving a specific group of people, and the LC was designed accordingly. However, the approach seems to lack comprehensive practices, despite adhering to the curriculum design guidelines set by the central government.

The above-mentioned view of the participant shows that an experimental programme was also managed of the group of people and the LC was designed accordingly. But it lacks complete practices although it has been made according to the guidelines of the designing of curriculum of the central government.

Likewise, another participant from MOE has stated:

The main practice made in designing the local curriculum is to coordinate between central and peripheral curriculum. The local curriculum has been mainly brought into practice to fulfill the needs which have not been completed through centrally designed curriculum. The focus of local curriculum is to link curriculum and education with real life situation. (MOE1)

The participant from MOE has stated that the primary practice in developing local curricula involves coordinating the central and local curricula. The LC is mainly implemented to address the needs that the centrally designed curriculum does not fulfill, aiming to connect the curriculum and education with real-life situations.

This view emphasizes that the development of local curricula focuses on bridging the gap between central educational policies and the unique needs of local communities. The aim is to create a curriculum that is more relevant to everyday life and the specific context of the local area, thus making education more applicable and meaningful.

One of the important points of the LC is that it has made coordination between local and central curriculum systems. The LC is believed to have designed to fulfill the gaps in the curriculum which points have not been included in the central level curriculum.

According to the participant from MOE, the primary practice in developing local curricula involves coordinating the central and local curricula. The LC is mainly implemented to address the needs that the centrally designed curriculum does not fulfill, aiming to connect the curriculum and education with real-life situations.

This view emphasizes that the development of local curricula focuses on bridging the gap between central educational policies and the unique needs of local communities. The aim is to create a curriculum that is more relevant to everyday life and the specific context of the local area, thus making education more applicable and meaningful.

Regarding development of the LC, the education officers from municipalities gave responses as follows:

Education officer (1) and Education officer (2) have mentioned as follows:

The municipality has discussed with guardians, head teachers, teachers and students.

An expert from CDC had also come to design this local curriculum. All seven steps of the framework of designing local curriculum have been followed. The guideline of CDC is also taken into account. Furthermore, the guideline of LC was followed.

Including local people of different strata, an expert of CDC and also an expert from university were also involved in designing this local curriculum. (Ed off 1) and (Ed off 2)

According to the participants, the municipalities took a comprehensive and inclusive approach to developing an LC by engaging multiple perspectives throughout the process. Discussions were held with guardians, HTs, teachers, and students to ensure the curriculum was grounded in the community's needs. An expert from t CDC was also involved to guide the process according to national standards. All seven steps of the framework for designing an LC were carefully followed, and both the CDC's and the LC guidelines were taken into account to ensure compliance with educational standards. The curriculum development effort was further enriched by including diverse local voices and expertise from both the CDC and a university, reflecting a well-rounded and collaborative approach to curriculum design.

Similarly, Education officer three and Education officer four have mentioned as follows:

Local curriculum is developed through participation of local level educationist, culturalist, historians, teachers, head teachers, socialists, journalists and other experts from Kathmandu University, Curriculum Development Center and Tribhuvan University. There are all seven steps of the model of local curriculum followed in designing this curriculum. (Ed off 3 and Ed off 4)

The above perspectives reveal that the development of the LC is a highly collaborative and inclusive process, bringing together a diverse range of perspectives and expertise. It involves contributions from various local stakeholders, including educationists, culturalists, historians, teachers, HTs, socialists, and journalists, ensuring the curriculum reflects the local community's educational, cultural, historical, and social contexts, making it relevant and meaningful for students. Additionally, experts from institutions like Kathmandu University, CDC and Tribhuvan University participate in the process, providing academic rigour and aligning the curriculum with national standards. The curriculum development follows all seven steps of the established model, indicating a methodical approach that ensures thoroughness and consistency. The involvement of specialists from different fields also suggests that the curriculum covers a broad range of subjects and skills, offering a holistic education that integrates local knowledge with global standards. Overall, the LC development process is characterized by inclusivity, collaboration, and a structured approach, making it both locally relevant and nationally aligned.

Regarding development and participation, Education officer five and Education officer six mentioned as follows:

The local curriculum is designed by municipality by involving local expertise. Local teachers also were involved in local curriculum development process. All seven steps of designing local curriculum have been followed. Local people have also contributed for this process. People from different strata such as teachers, social workers,

politicians and public representatives have been involved. After that experts from outside were also called for meeting as needed. (Ed off 5 & Ed off 6)

The LC is developed by the municipality with the involvement of local experts, including teachers who actively participated in the process. All seven steps of the LC design framework were followed, and contributions were made by community members from various backgrounds, such as educators, social workers, politicians, and public representatives. Additionally, external experts were consulted and brought into meetings as necessary to provide further guidance.

This process of developing the LC involves collaboration between the community and experts, beginning with discussions to identify local challenges and needs. This awareness is aligned with government guidelines, particularly those from the CDC. The objectives of the LC focus on local history, culture, resources, and skills essential for sustainable growth. A diverse team, including community members, educators, and experts from universities and the CDC, contributes to planning and content creation. Workshops and consultations help gather a wide range of perspectives. While some teaching materials are provided, further training is often necessary to ensure proper implementation, with a focus on preserving traditional knowledge and occupations.

The following sub-themes are found to support the theme ‘Methods and Strategies Used for the Development for the Development of Local Curriculum’ of research question through the perspectives of the participants:

Participatory Approach to Curriculum Development

The participatory approach to the LC development is seen as a forward-thinking method. Involving community members helps make the curriculum relevant to local needs, but issues like unequal representation and power imbalances can arise. Talking to local people is useful for identifying important topics, but without proper systems to include all

voices, the process might favor certain groups while leaving others out. While connecting the curriculum to the community's social and environmental realities encourages engagement, conflicts can occur between local needs and strict government rules. Involving parents, teachers, and other stakeholders can make the process more inclusive, but true collaboration often faces obstacles like cultural differences, limited resources, and bureaucracy. To succeed, the participatory approach addresses these challenges and ensure fair and effective outcomes.

Balancing Local Relevance and Government Standards

Balancing local relevance with government standards in curriculum development presents a critical challenge. While addressing local needs is essential for contextualizing education, strict support to the framework of government can be difficult for innovation and adaptability. Participants mentioned tension between adjusting curriculum content to local contexts and adapting with broader educational policies. This balance is often managed by integrating local input with the structured guidelines provided by state authorities. However, this approach may focus more on following rules than truly addressing the needs of the community. For instance, dividing content into theoretical and practical components may coordinate with government expectations, but its effectiveness depends on whether these components truly reflect the local socio-economic realities. Achieving a curriculum that is both locally relevant and academically perfect requires a deep and detailed understanding of local challenges and the flexibility to adapt government directives accordingly.

Autonomy and Local Governance in Curriculum Development

The theme suggests that LC development, driven by the autonomy and authority of local governments, aims to meet community-specific needs while supporting local governance. However, while this independence fosters self-reliance and adjusts with local priorities, it raises significant concerns. The lack of external input may limit the inclusion of

innovative practices or current best practices from broader educational research. Without collaboration with academic or professional institutions, the curriculum risks becoming isolated, reducing its adaptability and relevance in a rapidly changing educational landscape. This self-contained approach could also hinder the development of a more well-rounded curriculum that draws on specialized expertise, thus limiting opportunities for quality improvement and introduction of diverse perspectives. Furthermore, local governments might be constrained by their resources and capacity, preventing them from offering a curriculum as comprehensive or up-to-date as one informed by a broader, more collaborative effort.

Collaboration and Inclusive Participation in Curriculum Design

The collaborative approach to curriculum design is an important aspect that ensures the curriculum reflects local needs and perspectives. By involving teachers, HTs, social workers, students, and even cultural experts, the curriculum can be more relevant to the community. External experts like those from universities and CDC help maintain it with academic standards. This mix of local knowledge and professional input creates a well-rounded curriculum. However, the process faces challenges, especially with limited funds and inconsistent practices, which make it hard to fully implement. To succeed, better management of resources and more consistent implementation are required.

Integrating the LC with Local Needs

This section presents the needs and requirements of the second research question of this research study. The second research question of this study is “How well does the LC integrate to the specific learning needs of the students in community schools and what gaps still exist?”

To meet the need of the second research question, the participants were asked about integration of the LC with local needs.

Each municipality and village development committee has created its own version of the LC, with designated Ds assigned to this task. The researcher conducted interviews with the LC designers from the selected schools and municipalities. Their perspectives are as follows:

A designer of the LC, stated as follows:

The course of local curriculum has been brought into practice to preserve and promote – local knowledge, skill, technology, occupation, traditional culture, and also to improve traditional and local occupation of people, to the students' mind and behavior. It is designed to address the aspects which have not been successful through the national level curriculum. (S1D1)

The LC was introduced to safeguard and advance local knowledge, skills, technologies, occupations, and traditional cultures. It aims to address gaps left by the national curriculum by enhancing students' awareness and behavior regarding traditional and local occupations.

As mentioned above, S1D1 views the LC as a means to preserve and promote local traditions and skills that the national curriculum might overlook. The focus is on filling the educational gaps left by the broader, national framework, aiming to enrich students' understanding of and engagement with their local heritage and practical skills.

The view of this course designer in a municipality is that the LC promotes and preserves local and traditional knowledge and skill. Furthermore, according to this D, the LC addresses those aspects which have not been included in the central level curriculum.

Another participant from the group of designers mentioned:

Local curriculum is designed according to the guidelines prepared by National Curriculum Development Center. It has focused on teaching and learning of local subject so that local curriculum is in practice now; it is believed to have been

beneficial for the aspect of sustainable development. Through this subject, the learners know about increasing their economic condition in particular by using local resources. (S2D2)

The LC adheres to guidelines from the National CDC and emphasizes teaching local subjects. This focus is believed to contribute to sustainable development by improving students' economic conditions through the utilization of local resources.

The viewpoint mentioned above emphasizes the alignment of the LC with national guidelines while also highlighting its role in sustainable development. The curriculum aims to enhance local economic conditions by leveraging local resources, suggesting that it not only complements but also potentially enhances national educational goals.

On the other hand, the participant, the LC designer, has mentioned that the LC is not different in itself in form and meaning because it has been designed in the guidelines of national curriculum design, in particular. The participant also believes that this LC may develop economic status and sustainable development because the focus is on teaching and learning of local tradition. In this sense, the researcher's logic is that national curriculum also helps to manage sustainable development.

Another designer of curriculum also stated his own views as below:

The local curriculum has included all the subject matters which have not been included in the national level curriculum. This curriculum has been designed and implemented for the promotion of local resources and skills so that local curriculum can be linked with sustainable development. (S3D3)

As the perspective of this participant, the LC integrates topics absent from the national curriculum and is designed to promote local resources and skills, linking it with sustainable development goals.

The participant highlights the role of curriculum in filling the gaps left by the national curriculum, particularly in promoting local resources and skills. This perspective reinforces the idea that local curricula are important for achieving sustainability by addressing specific needs and strengths within communities.

The view of this participant is also on focus on the subject matter that the LC has highlighted those points which have not been included in the national level curriculum system. The participant also believes that the LC will be for sustainable development goals.

Furthermore, a designer of curriculum in another municipality focused on:

This local curriculum is based on the ideology of human development. There is inclusion of experiences of society needed for social changes. It is believed that this curriculum is based on structuring knowledge because of the norms and values of formal education as being knowledge-based education. (S4D4)

The LC is grounded in human development principles and integrate s societal experiences necessary for social change. It is designed to structure knowledge based on educational norms and values.

The participant sees the LC as a tool for human development and social change. By focusing on societal experiences and aligning with formal educational standards, the curriculum aims to foster knowledge that supports social progress and addresses contemporary educational demands.

The above-mentioned perspective shows that the LC has been designed for human development and social changes. The LC in Nepal supports knowledge- based economy as the major requirement of the present era.

Similarly, a response is as follows:

The local curriculum is based on social constructivist process in which it prioritises how a child reflects knowledge in society. Local curriculum has focused that

knowledge does not come from up and it is not prescribed but knowledge comes from local level. The local curriculum has been designed for the purpose of reconstruction of knowledge. So, local curriculum has integrated community development with it. (S5 D5)

The LC follows a social constructivist approach, emphasizing that knowledge emerges from local contexts rather than being imposed from above. It integrates community development and aims to reconstruct knowledge based on local realities.

The perspective mentioned above is rooted in the belief that knowledge is to be constructed through local experiences rather than prescribed from external sources. This approach fosters a dynamic educational environment where students actively engage with and reflect on their social context, linking education with community development.

The LC, which is based on a social constructivist methodology, emphasizes how kids interact with and reflect on information in relation to their social environment. It opposes the idea that knowledge is dictated from above and supports the creation of knowledge locally. The LC prioritizes the integration of community development in an effort to rebuild knowledge in a way that is in line with the realities and requirements of the community. By allowing kids to actively shape their educational experiences, this method creates a dynamic learning environment that strengthens the bonds between education and society.

Another participant has stated:

The local curriculum has put forward the local knowledge, skills, occupation, business, religion, culture, ritual and fashion. This situation has provided the opportunity of knowing globalization from local level. So, local curriculum has integrated sustainable development with it. (S6 D6)

The LC integrates elements of local knowledge, skills, occupations, cultures, and traditions, providing insight into globalization from a local perspective. This integration supports sustainable development by merging local and global understandings.

The participant emphasizes the curriculum's role in blending local and global perspectives, which helps students understand how globalization affects local contexts. By integrating local traditions and practices, the curriculum supports sustainability and cultural preservation while preparing students to navigate an interconnected world.

The integration of local knowledge, skills, occupations, businesses, religions, cultures, rituals, and fashion into the LC reflects a profound recognition of the significance of indigenous wisdom and practices in shaping sustainable development. By including these elements into education, the LC acknowledges the rich tapestry of traditions and expertise that communities possess. Moreover, this approach facilitates a deeper understanding of globalization from a grassroots perspective. Rather than viewing globalization solely through the lens of international trade and technology, students learn how it intersects with and impacts local communities. This holistic approach not only fosters cultural preservation and pride but also equips individuals with the tools to navigate an increasingly interconnected world while promoting sustainability.

In essence, the emphasis of the LC on indigenous knowledge and practices aligns with the principles of sustainable development. By grounding education in local contexts, it ensures that economic, social, and environmental progress is followed in harmony with the values and needs of communities. This integration not only empowers individuals to engage meaningfully with globalization but also develops a sense of responsibility towards preserving cultural heritage and ecological balance. Thus, the LC serves as a catalyst for sustainable development by nurturing a generation of learners who are cognizant of both the global trends and the local nuances that shape our collective future.

Regarding integration of the LC with local needs, one of the HTs stated as follows:

The local curriculum has made a link with sustainable development. It has addressed the needs of the local people which are not addressed by national curriculum.

Formation of local curriculum and its implementation is praiseworthy matter. It has given priority to improve local skills, religions, rituals, as well as arts and craft. This situation helps the local people to have promoted sustainable development. (S1 HT1)

The above-mentioned text shows the views of an HT of a secondary level school. The participant has shown positive view towards the importance of the LC for sustainable development. The HT has also made it clear that the LC has fulfilled the gaps which national curriculum has not addressed. The LC has addressed the subject matters of local skills needed for the development of local level. It helps to enhance showing importance of local culture, religion, rituals as well as arts and crafts found in local level. Why central government's curriculum did not fulfill the local needs may be related to disbelief and disagreement between local level and central level.

The education curriculum is important for promoting sustainable development. It includes knowledge, skills, values, and attitudes that help people contribute to a sustainable future. By covering topics like caring for the environment, social fairness, economic responsibility, and cultural awareness, the curriculum helps students understand and think critically about global issues such as climate change, resource use, and social inequality. This comprehensive approach encourages students to live sustainably, make wise choices, and be responsible citizens. By aligning education with sustainable development goals, the curriculum helps build stronger, fairer, and more sustainable communities for everyone.

Dominant paradigms have been questioned throughout history, often reflecting a divide between the perspectives of the elite and the non-elite. However, genuine conflicts between paradigms can help build political common ground among various interest groups.

Likewise, because central interests are often distant from local needs, local curricula are being developed to sustain the well-being of local communities.

Regarding the support of the LC to address the needs of learners, the view expressed by another HT is as follows:

The local curriculum is such type of curriculum which provides knowledge and skills for sustainable development. Also, different aspects of local skills have been mentioned in local curriculum. The learners learn about profession so that they can earn their livelihood by themselves. (S2 HT2)

The response of this participant is also similar to that of previous one. This participant also has believed that the LC is for sustainable development of the local people. According to this participant, the LC prepares the learners for professional development at the local level.

The central idea of the response is the significance of the LC in fostering sustainable development by providing learners with appropriate knowledge and skills. An LC emphasizes practical education connected to the community's specific needs, thereby supporting sustainable development. It includes various local skills and helps learners gain an understanding of professions that enable them to become self-sufficient, addressing a critical need for the learners.

Similarly, another HT also mentioned the same points as the former ones:

This local curriculum has put forward the concept of the needs of providing information and knowledge of local religion, rite, tradition, culture, occupation and environment to the local people so that they can gain sustainable development and maintain livelihood for keeping them in a prosperous way. It has collected knowledge of social and individual importance along with skills of profession for job market for them. Today's people's needs are to be professional which will be obtained through local curriculum. (S3 HT3)

The response above focuses on a curriculum that is framed according to the local context, highlighting its role in promoting sustainable development and preserving cultural heritage. It underscores the necessity of teaching local traditions, religion, and cultural practices, while also equipping individuals with relevant professional skills. By combining cultural education with job market preparation, the curriculum aims to address both the preservation of local identity and the economic needs of the community. The text suggests that contemporary needs, such as professional development, can be effectively met through curriculum that integrates local knowledge with practical skills.

The participant also believes that the LC will help promote the religion, rituals, and professions of the local community. It is expected that this curriculum will lead to social and economic growth for local people. In the face of globalization, local systems are at risk of disappearing, but the LC could help restore and preserve these traditional norms and values. In this way, the LC has addressed the local needs of the local people.

Regarding address on local needs made by the LC, the next HT has stated as follows:

The curriculum is a good frame work to promote local skills but it has got issues and challenges for its implementation in a proper way. Furthermore, it has not been applied effectively enough to meet local needs. The integration of the curriculum with the local level has seen limited success. Greater emphasis is expected on professional skills in response to learners' needs; however, this aspect has not been implemented in a comprehensive manner within the Nepalese education system. Equal attention to economic, social, religious, historical, traditional occupations and skills is essential for promoting sustainable development, which remains a pressing need today. (S4 HT4)

As mentioned above, by the participant, although the curriculum serves as a solid framework for promoting local skills as the need at present, there are issues and challenges in

implementing it effectively. Additionally, its application has not been as successful as expected, and the connection of the curriculum to the local level has not been strong to address and support local needs. While it has to prioritize professional skills, this aspect is not fully integrated into the Nepalese education system through the LC. The curriculum needs to equally address the local needs such as economic, social, religious, historical, and traditional occupations and skills to foster sustainable development.

The view of the participant highlights that, while the LC has the potential to address local needs by promoting relevant skills and knowledge, its implementation faces significant challenges. The link of the LC to local needs and contexts has been weak, limiting its effectiveness in fostering local development. It also points out a critical gap: the insufficient emphasis on professional skills within the curriculum, which hinders its ability to meet the demands of the job market. To promote sustainable development to cater the local needs, the curriculum needs to take a more comprehensive approach, balancing economic, social, cultural, and historical aspects, as well as traditional occupations and skills, to better serve the local community's needs. Although the priority of the LC is to promote local skills, there are challenges in its implementation because it is not possible to put all words into practice of real-world situation.

The view of an HT, is as follows:

The concept of local curriculum has been put forward to address the sustainable needs of the community which have not been fulfilled through national curriculum. It has included almost all aspects of sustainable development of local community so that local curriculum is useful. (S5 HT5)

The participant has put forward the idea that the LC has been introduced to meet the sustainable needs of the community that are not adequately addressed by the national

curriculum. It encompasses nearly all aspects of the local community's needs of sustainable development, making the LC a valuable tool.

The participant also suggests that the LC is designed as a supplementary educational framework needed to address specific needs and priorities of the local community. Unlike the broader national curriculum, which may not cover every community's unique challenge, the LC aims to provide relevant content that supports sustainable development at a local level. By including a wide range of topics related to sustainability, it becomes more applicable and beneficial to the community's long-term growth and well-being. This approach highlights the importance and need of context-specific education in fostering local strength and development.

The idea of an LC has been introduced as a strategy to meet the specific sustainable needs of a community that the national curriculum does not fully address. The participants argue that while the national curriculum provides a basic structure, it often overlooks the unique needs of different local areas. An LC is designed to fill this gap by linking education to the specific context of each community, covering a wide range of factors essential for sustainable development.

By including aspects like cultural heritage, environmental concerns, and local economic conditions, the LC aims to provide a relevant and comprehensive learning experience. Its success is measured by its practical value in helping individuals and communities achieve sustainable progress. In this way, the LC is seen as a flexible and responsive educational approach, equipped to tackle the unique challenges and opportunities found in each community.

In the same way, another HT has shown response as follows:

The local curriculum has collected the information and prioritized to agriculture, horticulture, poultry farming and local handicrafts which are thought as of greater

needs today. The revival of such activities will certainly be for self-employment and sustainable development of local community. (S6 HT6)

The LC has gathered information and placed emphasis on agriculture, horticulture, poultry farming, and local handicrafts, which are considered the most pressing needs today. Revitalizing these activities is expected to promote self-employment and contribute to the sustainable development of the community.

The focus on agriculture, horticulture, poultry farming, and handicrafts in the LC suggests a strategic approach to addressing immediate community needs. By prioritizing these areas, the curriculum aims to enhance local economic opportunities and foster self-reliance. This emphasis is likely based on the recognition that these sectors can provide significant employment and income opportunities. Additionally, revitalizing traditional practices such as handicrafts can preserve cultural heritage while supporting economic development. Overall, this approach reflects a commitment to both economic sustainability and community dependency.

The response of the participant emphasizes the strategic efforts of the LC to prioritize sectors such as agriculture, gardening, poultry farming, and local handicrafts, reflecting a targeted approach to education and community development. This focus on key areas suggests a deliberate attempt to align educational resources with local economic and cultural needs, aiming to equip individuals with relevant skills and knowledge. By emphasizing the "revival" of these sectors, the curriculum acknowledges past neglect or decline and seeks to revive these industries through education and community engagement. This approach not only supports immediate economic growth but also promotes sustainable development by integrating traditional practices with modern needs. The emphasis on sustainability highlights a commitment to long-term prosperity, ensuring that the revival of these industries benefits both the economy and the environment. Overall, the focus of the LC illustrates a

comprehensive strategy to utilise local resources and traditions for enduring community development and well-being.

Regarding link of the LC with local needs of students and community, teachers have shown their own views. Regarding this matter, a teacher has stated as follows:

The local curriculum has forcefully included the information needed in local level.

The local level curriculum of every region, municipality and rural municipality has given priority to own local resources and historical points of importance. There are matters of biodiversity of people. The occupations of different groups of people are also in priority so that they can be familiar with sustainable development of their own kind. (S1T1)

The above-mentioned view shows that the participant has strongly supported the value of the LC. According to this participant, the LC has made provision of the importance of local biodiversity. It has also given priority to protect the occupation of local people. The LC has been specifically designed to integrate the information necessary at the local level. Each region, municipality, and rural municipality's curriculum emphasizes local resources and significant historical aspects. It also includes topics related to the diversity of the local population, focusing on the occupations of various groups. This approach aims to help people understand sustainable development in a way that is relevant to their own community.

The teacher's perspective highlights the importance of preparing educational content to local contexts. By prioritizing local resources, historical significance, and the diverse occupations of community members, the curriculum seeks to create a more relevant and meaningful learning experience. This localized focus not only preserves cultural heritage and local identity but also promotes practical understanding and skills related to sustainable development. The curriculum appears to be designed with the intention of empowering

communities to manage their resources sustainably and engage in economic activities that are aligned with their unique cultural and environmental contexts.

Similarly, another teacher expressed own view as stated below:

Local curriculum in a school provides the knowledge of – a particular place, society, economy, individuality, arts, culture, technology, history, ritual and many other things that the locality needs. Similarly, it also gives knowledge of promoting profession, skills, technology and other related trends. (S2T2)

Similarly, as previous participants, this participant has also accepted the view that the LC has tried to protect local culture, art, technology history and other religious activities that are needed for the development of an area.

According to the perspective of the teacher, the LC in schools offers knowledge specific to a particular place, including its society, economy, individual characteristics, arts, culture, technology, history, rituals, and other aspects relevant to the community. Additionally, it provides education on advancing local professions, skills, technology, and related trends.

The teacher's perspective emphasizes the role of the LC in delivering education that is deeply rooted in the context of the community it serves. By encompassing diverse aspects such as local history, culture, economy, and technology, the curriculum aims to foster a strong connection between students and their local environment. This approach not only helps preserve local traditions and values but also equips students with practical skills and knowledge relevant to the evolving needs of their community. The inclusion of professional development and technology trends suggests a focus on preparing students for future economic opportunities while nurturing a sense of local identity and community cohesion.

Similarly, another teacher expressed about the LC by saying in this way:

The only thing it has included is; introduction, tradition, culture, norms and values, religion, social and geography of a place. More clearly, it has not given focus on necessities of the particular place. It has not given special priority on the development of skill and follow a particular occupation needed for sustainable development.

(S3T3)

The curriculum mainly covers the introduction, traditions, culture, norms and values, religion, and the social and geographical aspects of a place. However, it does not adequately address the specific needs of the locality. It lacks a strong emphasis on developing the skills or promoting the occupations necessary for sustainable development.

The teacher has highlighted the LC for its limited scope, arguing that it focuses too much on cultural and geographical awareness while neglecting the practical needs of the community. By not prioritizing skill development or occupation-related education, the curriculum may fail to prepare students for sustainable livelihoods and economic opportunities. This gap suggests that the curriculum may not be fully aligned with the community's current and future needs, potentially restricting its ability to support sustainable development effectively. The analysis calls for a more balanced approach that integrates both cultural preservation and practical skill-building.

Unlike the views of previous participants, this participant highlights some differences in opinion. He believes that the LC only provides a basic introduction to local traditions, culture, geography, and certain values, without addressing the specific needs of the local area. There is no clear vision of the developmental activities required for sustainable development of the community and its residents, nor any guidance on which professions to be promoted for those in need. This perspective suggests that there are certain shortcomings in how the LC is being implemented in the Nepalese context.

Again, another teacher mentioned as follows:

This is a curriculum which is newly begun in Nepalese schools. Local curriculum gives more priority to local knowledge and skill than the other economic aspects. It functions to give information about benefit of local resources; it at a particular time helps the local people to gain economic aspects in the future endeavour of their run of life. (S4T4)

This participant's perspective is that it is a recently introduced curriculum in Nepalese schools, which places greater emphasis on local knowledge and skills over other economic factors. Its purpose is to provide information about the benefits of utilizing local resources, which, in turn, can help local communities achieve economic gains in their future endeavors.

The perspective as mentioned above describes a newly established the LC in Nepal that focuses on promoting local knowledge and skills, indicating a shift toward valuing community-specific education. By prioritizing local resources, the curriculum aims to empower residents to leverage these assets for future economic growth. However, the emphasis on local knowledge and skills over broader economic considerations may limit the effectiveness of curriculum in preparing students for a diverse range of economic opportunities. The long-term success of this approach depends on how well it integrates local strengths with a broader understanding of economic dynamics to foster sustainable development within the community.

The response of this participant appears to be logically reasoned, as it cannot yet be deemed effective given that it is a new addition to the education system. The participant points out that the LC emphasizes knowledge and skills but lacks specific details on those elements and does not address the economic aspects of the community or its residents. However, it is also anticipated that, over time, it may contribute to the long-term sustainability of the people in the local context.

Another teacher, has shown own opinion as follows:

Local curriculum has given emphasis on the development of local community and it has also addressed the needs of students. It has given priority on the development of biodiversity, forest, rivers, water, people and religion and places where people follow different occupation. (S5T5)

As stated above, the LC focuses on the development of the local community and addresses the needs of the students. It prioritizes the preservation and enhancement of biodiversity, forests, rivers, water resources, people, religions, and areas where people engage in various occupations.

The perspective of this teacher highlights the emphasis of the LC on nurturing both the community and its environment. By prioritizing the development of natural resources like biodiversity, forests, and water, as well as human elements such as people and their diverse occupations, the curriculum seeks to foster a holistic understanding of local sustainability. This approach aims to create a balance between ecological preservation and human development, aligning education with the community's specific social, cultural, and environmental context. However, while the curriculum is comprehensive in its coverage, its effectiveness will depend on how well these priorities are implemented to meet the diverse needs of both the students and the broader community.

The LC focuses on the comprehensive development of the community while addressing the needs of students. It highlights the importance of preserving and enhancing biodiversity, forests, rivers, and water bodies, while also fostering a sense of cultural appreciation and belonging among community members. Furthermore, it acknowledges and supports different professional activities within the community. By encompassing these areas, the curriculum enriches the educational experience of students and promotes sustainable development and cultural vitality, encouraging a balanced relationship between human activities and the environment.

Similarly, another teacher has stated:

The local curriculum is newly applied and it has given priority on local skill and knowledge more than economic aspect. It has tried to show the benefit of the protection of local resources so that local community may conduct different programmes to have sustainable development of local people and community. (S6T6)

The newly implemented LC places greater emphasis on local skills and knowledge rather than on economic factors. It aims to highlight the advantages of preserving local resources, encouraging the community to undertake various initiatives to promote the sustainable development of local people and the community as a whole.

The teacher suggests that the new LC in Nepal prioritizes the cultivation of local knowledge and skills over immediate economic benefits. By focusing on the preservation of local resources, the curriculum aims to empower communities to develop programs that foster sustainable growth. This approach could strengthen local identity and dependency by encouraging self-reliance and sustainable practices. However, the lack of emphasis on economic aspects may limit the curriculum's potential to address the broader economic challenges faced by the community. A balanced approach that integrates local knowledge with economic development strategies might enhance the curriculum's overall effectiveness in promoting sustainability.

The newly introduced the LC emphasizes the importance of local skills and knowledge over economic considerations. Its primary focus is on educating students about the benefits of safeguarding local resources, such as natural environments and cultural assets. By doing so, the curriculum aims to foster a deeper understanding among community members of how preserving these resources can support long-term sustainability. The goal is to encourage the local community to engage in various initiatives and programs that contribute to sustainable development, benefiting both the people and their environment.

In addition to promoting resource conservation, the curriculum seeks to empower the local community by highlighting the value of maintaining local expertise and traditions. Although it does not prioritize immediate economic factors, the curriculum's emphasis on local knowledge is intended to build a foundation for sustainable practices that could ultimately lead to economic benefits in the future. By integrating local skills and environmental management, the curriculum aims to create a more cohesive and self-reliant community that is better equipped to achieve long-term sustainable development.

In addition, the researcher visited the experts of curriculum designing activities involved in CDC and the MOE. Their responses regarding support of the LC in maintaining local needs are as follows:

The participant from CDC said:

Local level curriculum is prepared to improve quality of the learners needed for skill development for achieve sustainable development. Unlike the education based on only curriculum, this local curriculum has focused on experimental and practical education to study about agriculture, traditional practices of production and preservation of culture. If the learners learn traditional local skills, they can build their future for sustainable development during the days to come. (CDC1)

As mentioned above the representative participant from the CDC stated that local-level curricula are designed to enhance learners' quality by focusing on skill development that supports sustainable development. Unlike traditional curricula, which are solely academic, this LC emphasizes practical, hands-on education related to agriculture, traditional production methods, and cultural preservation. The aim is to provide learners with traditional skills that will help them achieve a sustainable future.

The participant from CDC highlights a shift from conventional, theory-based education to a more practical, experience-oriented approach. By including agricultural skills

and traditional practices into the curriculum, it aims to address local needs directly and prepare students for sustainable development. This approach not only aids in preserving cultural heritage but also equips students with practical skills relevant to their community. The emphasis on experiential learning aligns educational practices with the specific needs and realities of local contexts, fostering both cultural preservation and sustainable community development.

As mentioned above, the local level curriculum discussed here represents a significant departure from traditional education models by emphasizing practical and experimental learning approaches aimed at skill development and sustainable development. By shifting the focus from purely academic curriculum to one that integrates hands-on experiences and traditional practices, the curriculum seeks to empower learners with the practical skills and knowledge necessary for sustainable livelihoods. By immersing students in the study of agriculture and traditional methods of production and cultural preservation, the curriculum not only enriches their understanding of local practices but also equips them with valuable skills that are essential for sustainable development in their communities. By embracing and transmitting traditional local skills, the curriculum enables learners to actively contribute to the preservation of cultural heritage while also preparing them for meaningful engagement in sustainable development initiatives, thereby fostering a more holistic approach to education that aligns with the needs and aspirations of local communities.

Likewise, a participant from the MOE said:

Local curriculum is believed to have been successful to complete those activities and needs which have not been done through national curriculum. Furthermore, local curriculum gives priority to relevant learning technique which will be beneficial for gaining skills needed for sustainable development. It is believed that local needs are met through local curriculum. (MOE1)

The participant from the MOE (MOE) commented that the LC successfully complements the national curriculum by addressing gaps and unmet needs not covered at the national level. It prioritizes learning techniques that are directly beneficial for acquiring skills necessary for sustainable development. This focus on local needs ensures that the curriculum is effective and relevant for the community it serves.

The MOE participant views the LC as an essential complement to the national curriculum, filling in gaps that the broader curriculum may miss. By focusing on techniques and skills designed to local needs, this curriculum ensures relevance and effectiveness in fostering sustainable development. This approach enhances the connection between education and community needs, promoting a sense of relevance and engagement among learners. By addressing specific local requirements, the LC supports both individual empowerment and broader community development, making it an important component in the educational landscape.

According to the participant from MOE, the LC is viewed as a successful complement to the national curriculum, addressing activities and needs that may have been overlooked or insufficiently addressed at the national level. By prioritizing relevant learning techniques designed to the specific needs of the local community, the curriculum effectively equips learners with the skills essential for sustainable development. This emphasis on local needs ensures that the curriculum resonates with the realities and aspirations of the community it serves, fostering a sense of ownership and relevance among learners. Through this approach, the LC emerges as a vital tool for meeting the unique educational requirements of diverse communities, ultimately contributing to the empowerment and sustainable development of individuals and their localities.

The education officers from selected municipalities were interviewed. They were interviewed regarding importance of the LC what needs of the learners and local community

are fulfilled by the LC. Regarding the needs of the LC, the participants, Education officer one has stated as follows:

There is a need of local curriculum for many aspects to fulfil local needs

The local curriculum framework will be revised, as it has been developed under a decentralized structure, placing the responsibility for implementation on local levels.

This approach aims to promote and preserve our cultural values. However, there is a gap in human resources and a lack of adequate capacity within the education sector, which has hindered effective implementation at the local level. To address this, it is essential to build the capacity of local-level officials in curriculum development and management, ensuring they can efficiently conduct local educational activities.

While some efforts are underway, further coordination is needed to align these activities with the local context and ensure their effective implementation. (Ed off 1)

The participant's viewpoint stresses the importance of creating and revising local curricula to meet the unique needs of various communities. It highlights that a decentralized system is advantageous as it enables local authorities to design and oversee educational programs that reflect and safeguard their cultural values. The perspective of the participant explains the importance of designing educational curricula to meet the specific needs of different communities. It advocates for a decentralized approach, which allows local authorities to create and implement educational programs that reflect and preserve their own cultural values. However, it also acknowledges the difficulties that local education systems face, such as a lack of human resources and insufficient capacity, which make effective implementation challenging. To address these issues, the participant suggests that it is essential to improve the skills and capabilities of local people and officials involved in curriculum development and management. Although there have been some efforts to tackle these problems, better coordination is needed to ensure that educational programs are well-

suiting to local contexts and are implemented successfully. The perspective of the participant supports a balanced approach that merges decentralization with focused capacity-building and strategic collaboration to improve the effectiveness of local curricula. So, for the purpose of capacity building process, there is need of the LC.

Another participant, Education officer mentioned as follows:

There is great importance of the local curriculum. The need of local curriculum is for the purpose that it inquires the local needs that are not covered by centralized curriculum. It also enquires challenges and ways of their solution. A centralized curriculum alone cannot ensure the holistic development of children. In a centralized curriculum, children only acquire theoretical knowledge, whereas through a local curriculum, children gain practical knowledge. Therefore, there is a significant need for a local curriculum. Through a local curriculum, children can play a transformative role and also learn effectively. Education needs to be viewed as contributing to both cultural and economic development, and this is achievable through a local curriculum. (ED off 2)

The participant's perspective is that the LC holds valuable significance because it addresses specific local needs that a centralized curriculum might overlook. It also identifies local challenges and proposes solutions. A centralized curriculum, by itself, may not guarantee the comprehensive development of children, as it tends to focus on theoretical knowledge. In contrast, an LC provides practical experience, enabling children to play a transformative role and learn more effectively. Education, when aligned with local curricula, supports both cultural and economic growth.

An LC is important because it addresses specific needs and challenges that a centralized curriculum might overlook. While centralized programs often focus on theoretical knowledge, local curricula provide practical, hands-on experience relevant to students'

immediate environments. This practical approach supports holistic development, enabling children to effectively address real-world issues and play transformative roles in their communities. Moreover, education aligned with local contexts can significantly contribute to cultural and economic growth, making local curricula essential for a more comprehensive and impactful educational experience. In summary, local curricula enhance both practical learning and community development, bridging the gap between theory and application.

Another participant, mentioned as follows:

There is a great necessity for local curricula. This curriculum is based on the local environment and is a reflection of local needs. It helps in identifying local culture and provides knowledge about religion, customs, culture, and history. Through the local curriculum, students can apply what they have learned in school to practical situations. The impact of the local curriculum is also seen in economic progress. (Ed off 3)

The perspective of this participant is that local curricula are important as they cater to the specific needs and environment of a community. Such curricula reflect and uphold local culture, offering awareness into religion, customs, culture, and history. They enable students to translate their academic learning into practical applications within their own community. Furthermore, local curricula contribute to economic development by aligning educational outcomes with local needs. So, there is need of the LC.

The emphasis on local curricula highlights the importance of education that is relevant to students' immediate surroundings and cultural contexts. By integrating local culture and knowledge into the curriculum, education becomes more meaningful and applicable to students' daily lives. This relevance helps students connect theoretical knowledge with real-world applications, fostering a deeper understanding and practical skills. Additionally, aligning education with local needs can drive economic progress by equipping students with

skills that are directly valuable to their communities, thus supporting local development and growth.

Similarly, with respect to the need of the LC, the next participant has also mentioned as follows:

The local curriculum helps learners understand various aspects of life. In contrast, the national curriculum often focuses primarily on theoretical knowledge, which can limit practical learning experiences. The local curriculum provides awareness into the local community and its needs, introduces students to local culture, and fosters moral development. It also allows students to learn about their parents' professions and potentially follow in their footsteps. Additionally, the local curriculum supports economic development for children, preserves traditional occupations, and maintains local ideas and beliefs. (Ed off 4)

As mentioned by the participant, the LC equips students with an understanding of different life aspects by emphasizing practical knowledge and local context. Unlike the national curriculum, which is predominantly theoretical and may restrict hands-on learning, the LC addresses community-specific needs, immerses students in local culture, and promotes ethical growth. It also gives students the chance to explore their parents' careers and potentially pursue similar paths. Furthermore, the LC aids in economic advancement for students, protects traditional professions, and upholds local customs and values.

The LC offers a more contextually relevant education by focusing on practical experiences and community-specific knowledge. This approach contrasts with the national curriculum's emphasis on theoretical learning, which may not always translate to real-world applications. By integrating local culture and community needs, the LC not only enriches students' educational experiences but also supports moral and economic development. It provides a framework for students to engage with their heritage and consider future career

paths influenced by their families. Additionally, this curriculum helps preserve traditional practices and values, contributing to the continuity of local customs and professions. Overall, the LC fosters a more complete and culturally connected educational experience.

Regarding needs of the LC, an education officer gave responses as follows:

Developing a local curriculum is vital for fostering community growth by enhancing local knowledge and skills. Grounded in cognitive theory, which highlights the importance of experiential learning, such a curriculum has to prioritize hands-on experiences and actively engage students with their immediate environment. This involves integrating local resources and encouraging exploration of the community, helping students connect learning with real-life situations. Experiential learning, for example, is effective in answering questions like "What is culture?" or "What is an ecosystem?" Embracing the concept of "Think globally, act locally," the local curriculum aligns with Sustainable Development Goals (SDGs) by addressing local issues and promoting local production. This approach requires sustained support and quality improvement to ensure a comprehensive, sustainable educational experience.

(Ed off 5)

The LC focuses on providing education to the specific needs and context of a community by using local knowledge, resources, and experiences as the foundation for learning. It emphasizes the importance of practical learning, where students gain understanding through direct experiences and engagement with their surroundings, making education more relevant and practical. By aligning with the idea of "Think globally, act locally," this approach addresses local issues while contributing to broader global goals, such as the Sustainable Development Goals (SDGs). It encourages local production and sustainability, integrating learning with real-life scenarios. However, the effectiveness of this

approach depends on continuous support and quality improvements, ensuring it remains responsive to both community needs and educational standards.

Focusing on the importance and need of the LC, another participant, gave perspective as follows:

The need for a local curriculum is important for addressing community-specific educational needs and fostering skill development. Local curricula are designed to align educational content with the unique cultural, economic, and environmental contexts of a region. This approach not only makes learning more relevant and engaging for students but also enhances their ability to apply skills in real-world situations, contributing to sustainable development. By tailoring educational programs to local needs, communities can better address their challenges and opportunities, promoting both individual and collective growth. This localized focus is essential for creating effective educational systems that support long-term development goals and respond to the specific needs of the population. (Ed off 6)

The perspective of the participant as mentioned above, highlights that the necessity of the LC stems from its ability to cater specifically to the educational needs of a community, addressing its unique cultural, economic, and environmental contexts. By integrating local elements into the educational content, such curricula make learning more pertinent and engaging for students, thereby increasing its impact. This relevance enhances students' skills by providing practical applications within their own environments, which supports sustainable development and community progress. Linking education to local needs ensures that the programs address specific challenges and supports to local opportunities, fostering both individual and collective advancement. Ultimately, a localized approach to education is critical for creating effective and responsive educational systems that align with the long-term development objectives of a community.

As mentioned above, the participants have presented need of the LC for various purposes. An LC is essential because it addresses specific needs of communities that are often overlooked by national curricula. It promotes sustainable development by focusing on local skills, knowledge, and culture, ensuring that education is both relevant and practical. By including subjects such as local history, traditions, arts, and technology, it enhances learners' understanding of their own society. This curriculum supports the preservation of cultural heritage while encouraging skill development in agriculture, crafts, and other local industries. It fosters problem-solving designed to regional challenges, offering practical education that can lead to sustainable livelihoods. Unlike a centralized approach, the LC ensures that students gain hands-on, practical knowledge, empowering them to contribute to both local and broader sustainable goals.

Regarding needs of the LC, students through FGD have stated as follows:

There is need of local curriculum for them and local community. Local curriculum has included about the use of local materials and resources. It has also included about cleanliness of local area and be aware of climate change. Local curriculum has included various aspects which are necessary for life.

As mentioned above, during the FGDs, students expressed the need for an LC that benefits both them and their communities. The curriculum emphasizes the importance of utilizing local materials and resources. It also highlights maintaining cleanliness in the local area and raising awareness about climate change. The curriculum covers various life-essential aspects.

The inclusion of local materials and community needs in the curriculum enhances practical learning by connecting students with their immediate environment. Teaching about cleanliness and climate change fosters civic responsibility and sustainability awareness, aligning with global goals of environmental management. Such curricula empower students

to apply their knowledge in real-world scenarios, promoting both personal and community development.

The following sub-themes are obtained regarding the theme ‘Integrating Local Curriculum with Local Needs’:

Sustainable Development Through the LC

The integration of the LC is inherently related to sustainable development, as it helps address the shortcomings of national curriculum by focusing on local realities. By prioritizing regional resources, skills, and traditional practices, it fosters both preservation and innovation within communities for sustainable development. Ds and HTs emphasize the development of local competencies in areas such as arts, crafts, and traditional professions, which ultimately enhance community self-sufficiency. Moreover, by incorporating local biodiversity, occupations, and indigenous knowledge, the curriculum promotes a more profound understanding of sustainability in the context of the community. This approach integrates with sustainable development goals, ensuring that students not only acquire practical skills but are also inspired to safeguard their environment and cultural heritage for future generations. In doing so, it creates a direct and meaningful connection between education and sustainable, community-driven development.

Practical and Experiential Learning

The LC, in contrast to traditional academic models, prioritizes experiential and hands-on learning to foster direct connections between students and their immediate environments. By emphasizing fields such as agriculture, traditional production methods, and cultural preservation, it encourages learners to apply theoretical knowledge in practical, real-world contexts. This approach addresses significant questions concerning culture, ecosystems, and community dynamics, making education more relevant and engaging. While the integration of practical learning aims to equip students with the skills necessary to tackle local challenges

as well as it raises concerns about the broader applicability of such skills in a broader context. While the active involvement in community development is praiseworthy, it could also be seen as enhancing a narrow view of education neglecting critical global competencies that are essential for modern success. While the LC offers valuable experiential learning, it may need to promote a better balance between local relevance and global engagement.

Community Participation in Curriculum Development

This theme aligns with the third research question of this study: " How does community participation in the LC development affect decentralized education systems? It highlights the importance of empowering local communities to shape their educational environments, promoting a sense of identity, embracing diversity, and encouraging innovation within the educational framework. The participants include Ds , HT, teachers, and representatives from the CDC and the MOE. The inquiry focuses on whether the LC has facilitated the decentralization of education. Additionally, the concept of an LC is intended to meet local needs and enable communities to create their own curricula, reinforcing the idea of decentralization in education.

In the following section, those involved in designing the LC are selected to participate in this research study and are interviewed. Their perspectives on local curricula and decentralization are presented in this section.

Regarding the LC and decentralization of education, a participant from the category of D stated: *This local curriculum has been designed according to the guideline of 2074 prepared for running local government. This local curriculum can be said as an example of decentralization of education. (S1D1)*

This LC has been developed following the 2074 guidelines set for the operation of local government. It serves as an illustration of how education can be decentralized.

The perspective highlights that the LC aligns with specific governmental guidelines (from 2074) intended for local governance. It points out that this approach is a practical example of decentralizing education, which means shifting the responsibility and decision-making power for educational content and methods from a central authority to local entities. This decentralization can lead to curricula that are more closely designed to the needs and contexts of local communities, potentially improving educational outcomes by making the system more responsive and relevant to local needs.

The participant's perspective reveals that the development of this LC, based on the 2074 criteria for local administration, represents a significant advance in educational decentralization. By addressing the specific needs and circumstances of the community, this curriculum enhances its relevance and fosters a sense of ownership among stakeholders. It aligns educational efforts with local government systems, acknowledging the varied educational environments and allowing local governments to tailor materials and methods to their community's sociocultural context. This approach promotes diversity and inclusion, increases community engagement, and creates a more flexible and effective educational system designed to local needs, thereby supporting the decentralization of education.

Another D said as follows:

The main thing about local curriculum is how teaching and learning processes are conducted; this is also today's main issue. In my view, this local curriculum has tried to transform responsibility of education to local level, which is beginning of decentralization of education. Local curriculum helps to fulfill the goals of decentralization; this is also a developed form of federal decentralization. To bring federalism into full function, local level has helped by designing local curriculum. This process has made decentralization reach from one door to another door. Local

curriculum has made people known that local resource has also got importance.

(S2D2 & S3D3)

The primary focus of an LC is on how teaching and learning are carried out, which is a significant issue today. In my opinion, the LC represents an effort to shift educational responsibility to the local level, marking the beginning of educational decentralization. This LC supports the objectives of decentralization and serves as an advanced form of federal decentralization. By developing local curricula, the implementation of federalism has been effectively extended from one level to another. This approach has highlighted the importance of local resources in education.

The passage discusses the role and impact of local curricula in the context of educational decentralization. It argues that local curricula are central to the decentralization process of education, as they shift educational responsibilities from a centralized authority to local entities. This transition is portrayed as an important step towards federal decentralization, emphasizing that local curricula are instrumental in realizing the goals of federalism by extending its influence to the local level. Additionally, the passage points out that local curricula bring attention to the significance of utilizing local resources, suggesting that such curricula not only facilitate decentralization but also enhance the relevance of local resources in education

Another LC designer also stated:

The concept and design of local curriculum helps to meet the goals of decentralization. But it is to learn more regarding its success for decentralization of education because it has been applied recently. This local curriculum has certainly helped to promote decentralization. It has included the contents and subject matters from local level which are suitable for the geography of the local community;

Moreover, the people of local level have got chance to design and implement local curriculum which in itself is the process of decentralization. (S4D4 & S5D5)

The idea and creation of local curricula support the objectives of decentralizing education. However, more research is needed to understand how effective it has been since its recent implementation. Local curricula have indeed facilitated decentralization of education by including content and subjects relevant to the geography of local community.

Additionally, the opportunity for local people to design and execute the curriculum is a direct manifestation of decentralization of education.

The LC concept aligns with the goals of decentralizing education by linking educational content to regional needs and involving local stakeholders in the design process. This approach not only makes education more relevant to the local context but also empowers local communities by involving them in decision-making and implementation. The recent application of this concept suggests its potential benefits, but further investigation is required to assess its effectiveness and impact on decentralization. The involvement of local communities in curriculum design is both a product and a process of decentralization, indicating a shift towards more localized control and customization in education.

To achieve the objectives of decentralizing education systems, the development and design of local curricula are important. By allowing educational content to be customized to meet local needs, it fosters a sense of ownership and relevance within communities. However, as it has only been recently introduced, evaluating its effectiveness in meeting decentralization goals will require time and detailed analysis. The success of decentralization will depend on how well the LC monitors factors such as student performance, adjustment with broader educational goals, and community involvement.

Next Participant responded as follows:

This is a curriculum which is designed at the recent time. Due to this reason, its result is still to come practically. A curriculum does not become complete in itself at a time. So, if it is implemented by making revision from time to time, it can complete the goals of decentralization. (S6D6)

According to the view of this participant, this curriculum is newly developed, and as a result, its practical outcomes are yet to be seen. A curriculum is rarely perfect from the outset; it needs to be refined and updated periodically. If it is regularly revised, it can effectively achieve the goals of decentralizing education.

Curricula are typically not fully developed upon initial creation; they require ongoing adjustments and improvements. Regular revisions and updates are essential for the curriculum to meet decentralization goals effectively. This iterative process helps ensure that the curriculum remains relevant and responsive to local needs, thus supporting the broader aims of decentralizing education.

The curriculum described appears to be a recent development, meaning its effectiveness has yet to be tested in practical settings. It's important to understand that curricula are not static; they require ongoing adjustments to effectively achieve decentralization goals. This recognition highlights the need for flexibility within educational frameworks to adapt to evolving learner needs and environmental demands. Over time, the curriculum can be refined to better align with decentralization objectives, thereby enhancing its impact on educational delivery and outcomes.

Central to decentralization of education is the involvement of local communities in curriculum development and management. By enabling local stakeholders to set educational goals and strategies, decision-making shifts from a top-down approach to a more participatory, bottom-up model. This fosters a sense of accountability and ownership among community members, leading to more effective and sustainable educational results. Overall,

this approach underscores how a locally focused curriculum supports decentralization efforts by engaging communities in the educational process and integrating relevant, contextualized content.

Regarding participation of local people in designing the LC, the participants have expressed their views as follows:

An HT expressed his view as follows:

When local curriculum was developed, there was participation of other people too along with local stakeholders. There were some experts who had participated in the process of designing curriculum. (S1 HT1)

When the LC was developed, it involved not only local stakeholders but also the participation of other individuals. This included experts who contributed to the curriculum design process.

The view highlights the collaborative nature of the curriculum development process. It also points out that the LC was not created solely by local stakeholders but also included the input and expertise of other individuals, particularly experts. This suggests an effort to ensure that the curriculum is comprehensive, inclusive, and possibly aligned with broader educational standards or best practices. The inclusion of experts may indicate an attempt to integrate specialized knowledge, enhance the quality of the curriculum, and address specific educational needs that local stakeholders alone may not be equipped to handle. This collaborative approach could lead to a more balanced and effective curriculum, fostering both local relevance and broader applicability. The view of this participant shows that the LC was prepared with the participation of local people and so that preparation of the LC relates to the process of decentralization of education.

Another HT also said:

I came to know that there was participation of other people too except local stakeholder although I had not participated in this programme. The people included in the team of designing local curriculum were experts in education, culture, historians, politicians retired people and other experts of this area. (S2 HT2)

The participant said that although he did not participate in the program, there were others involved besides the local stakeholders. The team responsible for designing the LC included experts in education, culture, historians, politicians, retirees, and other specialists from the area.

The perspective reflects the speaker's understanding of the diverse range of participants involved in developing the LC, even though he himself was not directly involved. It emphasizes the inclusion of various experts, such as educators, cultural experts, historians, politicians, and retired individuals, suggesting a multidisciplinary approach to curriculum development. This broad range of expertise likely aimed to ensure that the curriculum was comprehensive, culturally relevant, and historically informed. The involvement of such a diverse group also implies a deliberate effort to consider multiple perspectives and knowledge areas, enhancing the quality of curriculum and its alignment with local needs and context.

The information from another HT was that:

The municipality had taken responsibility of cost while designing local curriculum.

We designed the course in an independent way but followed the given guidelines.

There was no any kind of force on us to be done by other people while designing local curriculum. (S3 HT3)

The municipality covered the costs involved in designing the LC. Although they developed the course independently, they still adhered to the provided guidelines. There was no external pressure or influence from others during the curriculum development process.

The view of this participant is also in favour of decentralized education system through the designing of the LC. There was no any force for them while designing the LC; but they had only followed the guidelines given to them.

The response reflects a balanced approach to LC development, where the municipality's financial support underscores its commitment to education at the local level. The autonomy given to the designers allowed for creativity and responsiveness to community-specific needs, while attachment to the provided guidelines ensured that the curriculum aligned with broader educational standards. The absence of external pressure suggests a collaborative environment that prioritized local relevance and independence, resulting in a curriculum that is both innovative and contextually appropriate. This approach can lead to more meaningful learning experiences and better skill development outcomes for students, designed to the unique socio-cultural and economic context of the locality.

The next response was:

There was participation of stakeholders as thought in making local curriculum, it is as I had thought. This local curriculum is prepared in the participation of local people and educational expert so that it has tried to promote decentralization of education. (S4 HT4)

The HT's viewpoint highlights the involvement of various stakeholders in developing an LC, suggesting a collaborative approach. This indicates that the curriculum was shaped by input from both educational experts and members of the local community. The emphasis appears to be on decentralizing education, where curriculum development and decision-making are designed to the specific needs and context of the community. Overall, the LC underscores the importance of community knowledge and participation in creating education programs centered on decentralization.

The HT 's perspective points to a shift towards a more localized approach in education, where stakeholder participation is key. By including feedback from both experts and community members, the curriculum becomes more relevant and responsive to local needs, fostering a sense of ownership and alignment with community values. This decentralized strategy not only empowers local entities but also enhances the adaptability and effectiveness of educational programs. The emphasis on community involvement and knowledge further strengthens the connection between schools and their communities, ultimately supporting the goal of creating more context-sensitive and sustainable educational practices.

Another response is as follows:

As the head teacher of this school, I am proud to highlight the extensive involvement of stakeholders in crafting our local curriculum. The local curriculum confirms what I had hoped for - a curriculum developed with input from both our local community members and educational experts. This collaborative effort speaks volumes about our commitment to promoting decentralization in education. (S5 HT5)

The HT expressed pride in the involvement of stakeholders in developing the LC of the school. He emphasized that the curriculum reflected their hopes for a collaborative approach, including input from both local community members and educational experts. According to the HT, this joint effort demonstrated the school's dedication to promoting decentralization in education.

The HT's experience gives importance to the stakeholders' engagement in curriculum development, suggesting that local voices and expertise are important for crafting educational content that meets community needs. This approach aligns with principles of decentralization, which aim to empower local entities in decision-making processes. By involving a diverse range of contributors, the school not only fosters a sense of ownership

and relevance among community members but also potentially enhances the adaptability and effectiveness of the LC in addressing local challenges and aspirations.

The HT 's response highlights a strong sense of pride in the inclusive process used to develop the LC, involving a broad range of stakeholders. By including feedback from both local community members and educational experts, the approach ensures that the curriculum strikes a balance between local relevance and global standards. This collaboration enhances the curriculum's richness and fosters a sense of ownership among participants. Furthermore, the emphasis on decentralization reflects a forward-thinking perspective, advocating for local empowerment and autonomy in educational decision-making. The HT wants an education system that is challenging academically while also reflecting the values and needs of the local community.

The view of another HT is as follows:

Decentralization means that decision-making and curriculum development processes are more localized, designed to the unique needs and context of our community. It's not just about what happens within the four walls of our school; it's about how we integrate the knowledge and expertise of those around us to enrich the learning experience for our students. This local curriculum emphasizes the importance of community engagement and expertise in shaping educational initiatives. It is not enough for us as educators to work in isolation; we actively involve those who are directly impacted by our decisions. Together, we can build a curriculum that truly reflects the values, aspirations, and realities of our community denoting decentralization of education. (S6 HT6)

This participant believes that decentralization means moving decision-making and curriculum development to the community level. This approach ensures that these processes are better suited to the unique needs and characteristics of the local area. This approach

extends beyond the confines of the school, actively including the knowledge and awareness of community members to enhance students' learning experiences. A locally-focused curriculum emphasizes the significance of community involvement and local expertise in shaping educational goals and strategies. For educators, it's not sufficient to work in isolation; instead, there is need of a concerted effort to engage with those directly affected by educational decisions. By collaborating with the community, we can create a curriculum that authentically reflects its values, goals, and lived realities, thus highlighting the essence of decentralized education.

The perspective emphasizes that decentralization in education means developing curricula that are designed to the local context and needs of the community. It suggests that such an approach actively involves community members in the decision-making process to enrich students' learning experiences with local knowledge and expertise. The focus is on creating an educational framework that is responsive to the specific cultural, social, and economic realities of the community, promoting a more relevant and meaningful learning environment. This approach challenges the traditional top-down model of education, advocating instead for a collaborative, inclusive model that empowers local stakeholders and aligns educational content with local values and aspirations.

The perspectives of the HTs highlight a decentralized approach to education, advocating for decision-making and curriculum development that are designed to the unique needs of each community. This approach emphasizes the integration of local knowledge and expertise from various stakeholders—such as teachers, parents, community leaders, and professionals—to enhance students' learning experiences. By fostering collaboration among these groups, educators can create a curriculum that authentically reflects the values, aspirations, and lived realities of the community. This method promotes a sense of ownership and investment in the educational process, ensuring that educational initiatives are both

relevant and meaningful to those they impact most. Ultimately, a localized curriculum supports a decentralized model of education that prioritizes community engagement and adapts to the diverse needs of students and their communities.

The HTs outline the importance of decentralization in education by focusing on localized decision-making and curriculum development. It argues that involving a wide range of community stakeholders in the educational process results in a curriculum that is more relevant, meaningful, and reflective of the community's specific needs and values. The collaborative nature of this approach fosters a stronger connection between the community and its educational system, promoting a sense of shared responsibility and ownership. This decentralization model ensures that education is responsive to the diversity of student needs and community contexts, enhancing its overall effectiveness and impact.

Similarly, this section presents the data obtained from the interview with teachers selected for this study, regarding the matter of community participation in developing the LC.

Regarding this matter, a teacher said as follows:

This curriculum is newly applied and the result is yet to evaluate. But this local curriculum has supported to decentralization because it has helped to identify local area and resources. The particular area will be developed if local resources are used in a proper way. I believe this curriculum has supported decentralization process because local resources are used according to the process of availability at the particular place. (S1 T1)

The view of the teacher is that this curriculum has been recently implemented, and its outcomes are still under evaluation. However, it has already contributed to the process of decentralization by facilitating the identification and utilization of local areas and resources. When local resources are used appropriately, the specific region can experience development.

I believe that this curriculum has aided the decentralization process because it ensures that resources are utilized based on their availability in each locality.

The perspective emphasizes the possible impact of a newly implemented the LC on the decentralization process. The author suggests that the curriculum is instrumental in identifying and utilizing local resources effectively, which could lead to regional development. The connection between decentralization and the curriculum is based on the idea that empowering local areas to use their own resources fosters self-reliance and designed growth strategies. However, the full impact of the curriculum is still uncertain, as its results have yet to be fully evaluated. The emphasis on resource availability highlights a practical approach to local development, suggesting that the curriculum's success depends on how well it can integrate educational goals with local needs and opportunities

On the other hand, another teacher showed his response in such a way that:

At the present context and state, this curriculum does not function and meet the need for decentralization of education. It is needed to revise the courses and applied by local level rather than by central level. Although local people have involved in local curriculum in a weak way, it has not completely focused on the decentralized management of education. (S2 T2)

In the current context, this curriculum is not effectively functioning or meeting the needs of decentralization. There is a need to revise the courses so that they are implemented at the local level rather than dictated by a central authority. Although there has been limited involvement of local people in the curriculum, it does not fully emphasize decentralized management in education.

The statement critiques the existing curriculum for failing to support the goals of decentralization of education. It highlights a mismatch between the curriculum's design and its intended function, suggesting that the centralization of control over the curriculum limits

its effectiveness in promoting local autonomy. The author argues for a revision that would allow local authorities, rather than the central government, to develop and apply the courses. This shift would likely encourage more meaningful local participation and tailor the curriculum to the specific needs and contexts of local communities. However, the current limited involvement of local people and the lack of focus on decentralized management suggest that significant changes are needed for the curriculum to truly support decentralization

Similarly, another teacher also said that:

There is no inclusion of solid credit of the subject matter in this local curriculum. If creditable subject matters are included on the basis of local management system and applied accordingly, it will be a bit of decentralized process. But in my view, this curriculum has not functioned for decentralized school management system, actually, as local people's participation is not so much of value. (S3 T3)

According to the view of this participant, the LC lacks substantial, creditable subject matter. If such content were included, aligned with the local management system, and properly implemented, it could support decentralization of education to some extent. However, in my opinion, the curriculum has not effectively promoted a decentralized school management system, mainly because the participation of local people has not been sufficiently valued.

The view points out a critical flaw in the current the LC: the absence of substantial or credible content that aligns with local needs and management systems. The author suggests that including relevant subject matter could partially support the decentralization process of education by making the curriculum more meaningful at the local level. However, the effectiveness of this approach is undermined by the undervaluing of local participation. The critique highlights that, despite the curriculum's local label, it lacks genuine community

engagement and ownership, which are essential for a truly decentralized educational system. To achieve effective decentralization of education, the curriculum has to integrate local knowledge, empower local voices, and ensure that community involvement is meaningful and impactful.

Furthermore, a teacher mentioned as follows:

In my opinion, local curriculum can provide an introduction of decentralization of education; it is because students become interested to get involved in local context.

The students can get knowledge of local skill and occupation through local curriculum. They also know that their development is possible if local area is developed. But it is not yet decided about its benefit for decentralized education. (S4 T4)

According to this participant, the LC can serve as a starting point for the decentralization of education by engaging students with the local context. Through the LC, students can gain knowledge about local skills and occupations and understand that their growth is tied to the development of their community. However, it remains uncertain whether this approach will truly benefit decentralized education.

The view of the teacher suggests that the LC could play a vital role in the decentralization of education by fostering student interest in their local environment. By integrating local content, students may become more motivated and invested in their community's development. This localized approach can help students acquire practical knowledge and skills relevant to local occupations, promoting a sense of belonging and responsibility toward their community.

However, the statement also highlights a degree of uncertainty about whether the benefits of an LC directly support the broader goals of decentralized education. This uncertainty could be due to the lack of clear evidence or consensus on how well local

curricula align with or enhance the principles of decentralization, such as equity, autonomy, and community involvement in educational decision-making.

Overall, the effectiveness of the LC in achieving true decentralization of education may depend on various factors, including how it is implemented, the resources available, and the specific local context in which it is applied. Also, participation of local people is very weak.

Another teacher has stated as follows:

I think that to meet the need of decentralization of school education through local curriculum, timely revision of curriculum according to the changes in society is needed. Also, the curriculum needs to be implemented in full fledge to meet the goals of changing society. (S5 T5)

The teacher has expressed the opinion that, for the decentralization of school education through an LC to be effective, it is essential to regularly update the curriculum to reflect societal changes. He also emphasized that the curriculum needs to be fully implemented to align with the evolving goals of society.

The perspective of this teacher emphasizes two key aspects for achieving effective decentralization of education through the LC: continuous revision and comprehensive implementation.

First, it suggests that a dynamic approach to curriculum development is necessary, one that adapts to the ongoing changes in society. This implies that the LC is not static; it is needed to be regularly updated to ensure its relevance to students' needs, local contexts, and societal shifts through local people. Such revisions would allow the curriculum to remain aligned with the community's cultural, economic, and social changes, enhancing its capacity to contribute to decentralized education.

Second, the view underscores the importance of implementing the curriculum in its entirety to achieve the intended goals. This calls for a strong and thorough application of the curriculum, which might include adequate teacher training, sufficient resources, and support from local authorities. Without full-fledged implementation, even a well-designed curriculum may fall short of achieving the desired outcomes, such as student engagement, local skill development, and overall societal growth.

Overall, the teacher points out that for the LC to support decentralization of education effectively, it requires both adaptability to societal changes and strong, comprehensive implementation to align educational goals with the evolving needs of the community.

The perspective of another teacher is as follows:

Local curriculum and decentralized education are essential to developing an inclusive and adaptable educational system. Educational authorities may make sure that learning experiences are more relevant and meaningful for students by customising curriculum to the unique requirements, interests, and settings of local communities. By giving local levels of government, the authority to make decisions, decentralization gives communities the flexibility to choose their own priorities and policies for education, encouraging a feeling of accountability and ownership. The goal of local curricula has been to promote educational decentralization. (S6 T6)

Creating a more inclusive and adaptable education system relies heavily on local curricula and decentralized education. When educational authorities design the curriculum to meet the specific needs, interests, and contexts of local communities, they ensure that learning becomes more relevant and engaging for students. Decentralization empowers local governments to make their own decisions, allowing them to set their own educational priorities and policies, which fosters a sense of responsibility and ownership within communities. The aim of local curricula has been to support this decentralization of

education. But local people have not got authority to make their own decision to design the LC.

The teacher's perspective emphasizes the importance of LC development and decentralized decision-making in creating an educational system that is responsive to the unique needs of different communities. By customizing curricula to fit local contexts, education becomes more meaningful and engaging for students, potentially leading to better learning outcomes. Additionally, decentralization empowers local authorities, fostering a sense of accountability and community involvement in education. This approach not only helps address the diverse needs of different regions but also encourages active participation and investment in the educational process by the community. Overall, the view suggests that the move towards local curricula is a strategic way to achieve decentralized education, which is important for creating a more inclusive and adaptable system.

The opinion above underscores the important role of local curricula and decentralized education in fostering inclusivity and adaptability within the educational system. By aligning curricula with the specific needs, interests, and contexts of local communities, educational authorities can make learning experiences more relevant and meaningful for students. Decentralization of education, by empowering local governments to make decisions, allows communities to shape their own educational priorities and policies, cultivating a sense of ownership and accountability. However, while the aim of local curricula is to promote decentralization, it is vital to critically assess whether this goal is being fully achieved. Factors such as resource allocation, teacher training, and equitable access to educational opportunities need to be carefully examined to ensure that decentralization truly fosters inclusivity and adaptability.

Additionally, strong monitoring and evaluation mechanisms are necessary to assess the effectiveness and impact of local curricula on student outcomes and the overall quality of

education. While local curricula and decentralized education have great potential, continuous critical thinking and assessment are needed to ensure they achieve their goals of creating more equitable and responsive educational systems.

Similarly, a participant from CDC also supported as follows:

In my opinion, the local curriculum fulfills the goals of decentralization along with decentralization of education, in particular. It has made localization of curriculum, followed diversity and followed relevant process so that it has aimed of decentralization. Local curriculum itself is the concept of decentralization; its design and implementation will be done through local level and center provides only feedback. (CDC1)

In the view of this participant, the LC supports the objectives of decentralization, particularly in the realm of education. It facilitates the localization of educational content, embraces diversity, and adheres to a process that promotes decentralization. Essentially, an LC embodies the principle of decentralization of education; its creation and implementation are managed at the local level, with the central authority primarily offering feedback.

The perspective underscores the role of local curricula in advancing decentralization in education. By allowing the development and implementation of curricula at the local level, this approach aligns educational practices with the specific needs and contexts of diverse communities. The central authority's role is minimized to providing feedback rather than directing or controlling curriculum content. This method not only supports the decentralization goals but also enhances the relevance and responsiveness of educational materials to local needs and cultural contexts. The focus on diversity and localized processes highlights a commitment to adapting education to better meet the needs of diverse student populations and communities.

Similarly, a participant selected from the MOE also mentioned:

The process of designing local curriculum is supposed to meet the goals of decentralization. It is to be known that national curriculum does not address local needs in particular. Local curriculum itself preserves the rights of revising curriculum according to timely needs so that it is a portion of decentralization. (MOE1)

The participant thinks that creation of an LC is intended to achieve the objectives of decentralization. Unlike a national curriculum, which may not address local needs specifically, an LC can be adjusted and updated to meet current requirements, reflecting the principles of decentralization.

This perspective highlights that LC design is a key component in achieving decentralization in education. It acknowledges a limitation of national curricula: they often fail to address the unique needs of local communities. By contrast, local curricula offer flexibility to adapt and revise content as needed, making them more responsive to specific, evolving local demands. This adaptability reinforces the decentralization process by empowering local entities to tailor education to better fit their distinct contexts and requirements.

In summary, the participants mentioned that the LC is the beginning of decentralization of education. Community participation in curriculum design and the decentralization of education are closely linked, as seen in the development of local curricula. Experts from various fields such as education, culture, history, and politics, alongside local stakeholders, contributed to creating a curriculum linked to local needs. Decentralization in education means that decision-making is transferred to local levels, allowing for a curriculum that reflects the community's unique context, values, and resources. This approach emphasizes the involvement of local experts and residents, ensuring that education is relevant and practical. The LC empowers students by introducing them to local skills and occupations, fostering community development. While the impact of this approach is still under

evaluation, it marks a significant step toward decentralization, as it shifts responsibility to local governments and promotes the use of local resources for sustainable educational progress.

Some sub-themes found from the theme ‘Community Participation in Local Curriculum Development’ are as follows:

Empowering Communities in Curriculum Design

Community involvement plays a key role in creating the LC, allowing education to address specific needs and reflect the identity of community. The process brings together diverse groups, such as educators, historians, cultural experts, politicians, retirees, and local residents, ensuring that the curriculum has been adjusted with shared values and goals while respecting diversity. The financial support of municipality and flexibility has enabled participants to make independent decisions within set guidelines, showcasing a decentralized and inclusive approach. This collaboration not only fosters a sense of ownership but also encourages innovation, proving that active community participation can significantly enhance education.

Decentralization in LC Development

Decentralization in education transfers decision-making authority to local levels, aiming to create curriculum that reflects the unique needs and priorities of communities. The local governance guidelines prepared in 2074 (BS) provide a significant framework for such efforts, empowering municipalities to develop context-specific curriculum. This model makes federalism work by aligning national education goals with the needs and realities of local communities. It fosters community participation, drawing on local expertise, resources, and socio-economic characteristics—such as geography, traditional skills, and occupational practices—to enrich educational content.

However, despite its promise, LC development process faces challenges in achieving its full potential. Limited technical capacity, inadequate resources, and inconsistent alignment with federal standards hinder its effectiveness. Nevertheless, the emphasis on arranging education to community-specific realities marks an essential shift towards inclusive and relevant learning experiences, aligning with the broader goals of decentralized governance in education sector.

The Role of the LC in Promoting Identity and Skills

The LC plays a pivotal role in both fostering a sense of community identity and providing students with knowledge and skills relevant to their environment. By focusing on local occupations and resources, students are provided with insights that connect personal development to broader community progress. Moreover, the incorporation of geographically and culturally relevant content enables students to appreciate the value of their local heritage and the importance of sustainability. This approach not only enhances educational outcomes but also positions education as a tool for community empowerment, urging students to actively contribute to local development.

However, for the full potential of the LC to be realized, it is crucial to place greater emphasis on skill development. While fostering a sense of identity is important, it is equally necessary to ensure that students acquire practical competencies that can directly impact their personal and professional lives. Additionally, inclusive participation prioritizes to ensure that all students, regardless of background, have equal opportunities to benefit from such curriculum. Without these enhancements, the LC may fall short of its transformative potential.

Chapter Summary

This chapter has presented data and analyzed them to generate themes under the topic “Local Curriculum Development Process”. The data were presented and analysed

thematically and for each research question, sub-themes are also found and analysed in brief. The LC is linked with livelihood of people and it is believed it will protect local tradition. As the LC is for development of local knowledge, it is believed to be for professional development. the LC is also for decentralization of education. But in developing and implementing of the LC, the people are not so much free because the LC is prepared according to the guidelines of the GON. This chapter has presented perspectives of Ds, HT s, teacher participants from MOE and CDC, education officers from each municipality and students selected for FGD of the selected schools.

CHAPTER FIVE

LOCAL CURRICULUM IMPLEMENTATION PRACTICES

This chapter examines the implementation practices of the LC in community schools across the selected districts and municipalities. It focuses on the delivery and assessment methods, as well as the challenges encountered during the implementation process.

Implementation of the LC in Terms of Delivery and Assessment

The researcher wanted to know how the implementation of the LC with respect to delivery and assessment in classrooms. This theme is related to the fourth research question of this research study. The research question is “How is local curriculum implemented with focus of delivery and assessment process in community schools? For this purpose, the participants were asked to know the facts.

Regarding delivery and assessment process for implementing the LC, the Ds showed their perspectives as follows: On the delivery and assessment process, a D said:

Teaching learning methods are same like that of other subjects. On the other hand, more experimental exercises are being included in local curriculum; students are supposed to have been involved in field visit, observation, and some other creative activities, but such systems are not found. So, it seems same as other subjects in delivery and assessment process. (S1D1) & (S2D2)

According to the Ds, the methods used for teaching and assessing the LC are similar to those used for other subjects. However, the LC is intended to include more experimental activities, such as field visits, observations, and creative exercises. Despite this intention, these activities are not currently being implemented, making the delivery and assessment of the LC resemble that of other subjects.

The Ds' feedback highlights a disconnect between the intended and actual implementation of the LC. While the design aims to integrate hands-on, experiential learning

opportunities to enrich the educational experience, these activities are not being executed as planned. Consequently, the LC ends up being delivered and assessed in a manner similar to other subjects, potentially diminishing its intended impact. This suggests a need for better integration and implementation of the planned experimental activities to align with the curriculum's original goals.

The responses of other two LC designers are as follows:

Teaching methodology is the same as it was before in other subjects, that is mostly teacher centered methods; but it is tried to make it as student centered. There is not curriculum-oriented teaching method applied in schools. in this subject. (S3D3) & (S4D4)

According to these participants' views, the teaching methods remain largely unchanged from those used in other subjects, primarily focusing on teacher-centered approaches. Although efforts are being made to adopt more student-centered methods, the curriculum-oriented teaching approaches are not being applied in schools for this subject.

The teachers' perspective reveals a persistent reliance on traditional, teacher-centered teaching methods, even though there is an attempt to shift towards more student-centered approaches. The lack of curriculum-oriented methods in practice indicates a gap between educational strategies and the curriculum's objectives. This misalignment could weaken the effectiveness of the subject delivery and hinder its intended outcomes. To improve, it would be essential to integrate curriculum-specific teaching methods and genuinely embrace student-centered practices.

Other participants said:

There are four important points taken care while designing this local curriculum such as; objectives, subject matter, teaching methods and evaluation. There are similarities in this curriculum with that of other curriculum designing and delivery system. But

the focus of local curriculum is based on child centered methods. This curriculum designed in such a way that delivery can be made without textbooks. The focus of delivery system is through field visit, observation, interaction, discussion, project work and power point presentation. (S5D5) & (S6D6)

According to these participants, when the LC was designed, four key aspects were considered: objectives, subject matter, teaching methods, and evaluation. While there are similarities between this curriculum and others in terms of design and delivery, it emphasizes teacher -centered methods. The curriculum is structured to be delivered without relying on textbooks, instead focusing on methods such as field visits, observations, interactions, discussions, project work, and PowerPoint presentations, but these practical fields have not been maintained in delivery and assessment of the LC.

As mentioned above, the LC design prioritizes four fundamental elements— objectives, subject matter, teaching methods, and evaluation—similar to other curricula. However, its distinctive feature is its child-centered approach, which is reflected in its delivery methods. By avoiding textbooks and including more interactive and practical techniques like field visits and project work, the curriculum aims to engage students more effectively. This approach suggests a commitment to hands-on, experiential learning, although the success of these methods will depend on their consistent and effective implementation in the classroom.

Overall, the designers of the LC have identified a gap between the instructional strategies intended by the curriculum and the methods currently employed in classrooms. Although the curriculum encourages activities like field trips, experiments, observations, and creative tasks, these elements are frequently missing in practice. Consequently, teaching often remains rooted in traditional, teacher-centered approaches. Despite an emphasis on student-centered learning, the lack of curriculum-specific methods exposes a disconnect between

pedagogical ideals and actual classroom practices. Furthermore, the curriculum's delivery often reflects traditional methods used in other subjects, failing to align with students' preferences for computer and technical subjects. This gap highlights the need for innovative teaching strategies designed to the curriculum's unique content. By employing varied teaching methods and creating opportunities for students to engage with their technological interests, educators can better connect student engagement with learning, fostering a more meaningful and relevant educational experience.

Regarding implementation of the LC with respect to delivery and assessment practices applied in classrooms, HTs mentioned their perspectives as follows: *The students are taught all the contents and subject matters included in the text book prepared for local curriculum. And the assessment system is same like other subjects.* (S1 HT1)

According to this participant, HT, students are taught all the material included in the LC textbook, and the assessment methods used are identical to those applied to other subjects. This perspective highlights a conventional approach where the LC content and assessment methods are similar to those of other subjects. It implies that the LC instruction is standardized and doesn't necessarily integrate unique or innovative assessment practices.

The response of another HT, regarding implementation of *the local curriculum* in terms of delivery and assessment is as follows: *As a whole, the curriculum meets the level of students/ learners. The delivery practices are made to teach local skills for the learners and assessment system is as other regular systems.* (S2 HT2)

As mentioned above, overall, the LC is appropriate for the students' learning levels. The teaching practices are designed to impart local skills, while the assessment methods follow the same procedures as regular subjects.

This view acknowledges that the LC aligns well with students' needs and emphasizes the teaching of local skills. However, it maintains a uniform approach to delivery and

assessment, suggesting a potential gap in maintaining evaluations to the specific goals of the LC.

Another HT also explained in this way:

While making delivery of the local curriculum, it would be better if the learners were taken in the fields, but the delivery process of local curriculum is in classroom only.

So, the delivery and assessment system between local curriculum and other subjects is same. (S3 HT3)

Although taking students out to the field for the LC lessons would be beneficial, but the current delivery is confined to classroom settings. The assessment methods used are the same as those for other subjects.

This perspective indicates a limitation in the delivery of the LC, suggesting that field-based learning experiences could enhance understanding. The use of standard assessment methods may not fully capture the practical aspects of the LC.

For better delivery process of local curriculum, it is necessary to take the learners for field trips to learn local matters and problems. Students are expected be taught to prepare field note and project. But now delivery and assessment systems are limited to classroom only. (S4 HT4)

The response of this HT is also similar to the former's ones. To improve the delivery of the LC, field trips and practical projects need to be included. Currently, the delivery and assessment are restricted to classroom activities only.

This viewpoint advocates for an experiential learning approach, proposing that field trips and projects could enrich the LC experience. It criticizes the current reliance on classroom-based delivery and assessment, suggesting a need for more dynamic methods.

Similarly, two other HT s gave similar responses as follows: *The delivery system is related to content only based on the local curriculum book and assessment system is only writing form as other subjects.* (S5 HT5) & S6 HT6)

As mentioned above, the delivery of the LC focuses solely on the content provided in the textbook, and the assessment methods are limited to written formats, similar to other subjects.

These perspectives emphasize a narrow approach to both delivery and assessment of the LC, highlighting a focus on textbook content and written assessments. This approach may lack flexibility and fail to engage with the broader, practical aspects of local learning.

The HTs' perspectives reveal that the LC material is thoroughly covered as outlined in the textbook, and the assessment methods are consistent with those used for other subjects. The curriculum is well-aligned with students' levels, and the delivery methods are intended to teach local skills. However, the current delivery is confined to classroom settings, missing out on the benefits of experiential learning through field trips. This restriction limits the potential for enhancing students' understanding and application of local skills. To improve, integrating field excursions and hands-on activities could offer a more comprehensive approach to the LC, addressing diverse learning styles and needs while maintaining consistency in content and assessment across subjects.

Regarding implementation of the LC in respect of delivery and assessment of the LC, teachers' perspectives and experiences are as follows:

The teachers from S1 and S2 responded their perspectives as follows:

The contents of local curriculum are not according to the level and interest of the learners. Afterwards, they can put the course materials according to the interest of the learners. Courses are also needed to use technology. The course started at class

eight. The teaching and assessing processes are same as for other subjects. (S1T1) & (S2T2)

Regarding the implementation of the LC delivery and assessment, teachers have shared their views and experiences. Teachers from S1 and S2 expressed that the LC content does not align well with the students' level and interests. They suggested that the course materials need to be adjusted and adapted to better match the students' interests and integrate technology. They also noted that the LC began in the eighth grade and that the teaching and assessment methods used are similar to those for other subjects (S1T1 & S2T2).

The teachers' feedback highlights several key issues with the implementation of the LC. First, there is a perceived disconnect between the curriculum content and the students' developmental levels and interests. This misalignment suggests a need for curriculum adjustments to enhance relevance and engagement. Additionally, the call for including technology indicates a recognition of its potential to enrich learning experiences. Finally, the uniformity in teaching and assessment methods across subjects might overlook the unique requirements of the LC, potentially affecting its effectiveness. Overall, the feedback of the teachers points to areas where the LC could be designed to better meet students' needs and leverage modern educational tools.

Similarly, other teachers showed common views as follows:

The students are taught the subject matters included in the curriculum but they are not taken to the field and other places outside the class. The assessment is only writing in exam but no other practical form is applied. (S3T3) & (S4T4)

As mentioned above, other teachers shared similar opinions, noting that while students learn the subject matter outlined in the curriculum, they are not exposed to practical experiences outside the classroom. Assessments are limited to written exams and do not include practical or experiential evaluations.

The teachers' perspectives point to a gap between theoretical learning and practical application. The lack of field trips or out-of-class experiences may restrict students' ability to apply their knowledge in real-world contexts. Additionally, the exclusive focus on written exams for assessment overlooks the value of practical assessments that could provide a more comprehensive evaluation of students' understanding and skills. This feedback suggests that integrating hands-on experiences and diverse assessment methods could enhance the effectiveness of the curriculum and provide a richer learning experience for students.

Likewise, other teachers responded as follows:

The teaching as delivery system is not different from other subjects as far as local curriculum is concerned. The concept in learners is that instead of this subject, computers and other technical subjects would be better in life. But the delivery and assessment systems are same as other subjects. (S5T5) & (S6T6)

These teachers also noted that the teaching methods used for the LC are similar to those for other subjects. They assured that students often perceive technical subjects, such as computers, as more valuable for their future than the LC. Despite this perception, the delivery and assessment methods for the LC remain consistent with those used for other subjects.

The perspective highlights a few important issues. First, the similarity in teaching methods across subjects may not address the unique aspects of the LC, affecting its engagement and effectiveness. Secondly, students' preference for technical subjects over the LC indicates a possible disconnect between the perceived value of curriculum and its relevance to future career opportunities. This suggests a need to differentiate the LC in ways that align more closely with students' interests and future prospects, and to consider revising both delivery and assessment methods to enhance its appeal and impact.

The teachers' feedback reveals that students are dissatisfied with the current LC and prefer computer and technical subjects, indicating a misalignment between the curriculum

and students' interests and developmental levels. This disconnect likely diminishes motivation and engagement in the classroom. To address this issue, it is important to realign the curriculum to better match students' needs and interests, potentially through a thorough assessment of their preferences and talents. Additionally, integrating technology into the curriculum could enhance student engagement and learning outcomes, reflecting the pervasive role of technology in modern life. The current reliance on written tests for assessment is also problematic, as it fails to capture students' practical skills and real-world application of knowledge. Including diverse assessment methods, such as projects and hands-on activities, alongside expanding learning opportunities beyond the classroom through field trips and experiential learning, could offer a more comprehensive evaluation of student learning and foster a deeper understanding of the material.

Similarly, the participant from MOE said:

There are still drawbacks found in delivery and assessment system in implementing local curriculum. The local curriculum needs to be delivered to develop positive and practical aspects for the community but same systems as before are found in local curriculum, too. (MOE1)

The participant from MOE highlighted that there continue to be shortcomings in how the LC is delivered and assessed. Although the curriculum is presented in a way that fosters positive and practical outcomes for the community, it still relies on outdated systems.

This view highlights the persistent issues in the delivery and assessment processes of the LC. While the aim is to align the curriculum with community needs and promote practical benefits, the reliance on traditional methods weakens and undermines these goals. The existing system may not be flexible or innovative enough to address the unique needs of the local context effectively.

During the implementation of the LC, the participant from the MOE points out persistent flaws in the delivery and assessment systems. There remains a clear disconnect between the curriculum's intended objectives and the methods currently being used, even though its main aim is to generate positive and practical benefits for the community. The participant observes that the LC 's delivery and assessment methods are still heavily influenced by outdated systems from earlier curricula, preventing it from achieving its desired outcomes. This realization emphasizes the need for ongoing efforts to revise teaching and assessment approaches to better adjust with the goals and values of the LC and highlights the continuing challenge of integrating curriculum implementation with its intended objectives.

The local curriculum is supposed to deliver according to local needs and skills which are assessed practically in using field work and project work. But it is not found according to labour and skill needed in the learners. In delivery and assessment of local curriculum, the local productive skills need to have given priority, but it has been disconnected. (CDC1)

The LC is intended to cater to local needs and skills, with assessments conducted through practical methods like fieldwork and projects. However, it does not align with the labor market demands and the skills required by the learners.

This view points out a mismatch between the objectives of the LC and its actual implementation. The LC is designed to meet local labor and skill requirements, and its assessment reflects practical, hands-on experiences. However, there is a disconnect, indicating that the curriculum may not be effectively preparing learners for real-world job demands or community-specific needs.

The perspective shared by the participants from CDC and MOE highlight that the LC requires to be customized to meet the specific needs and skills of the local context. However,

the participant notes a gap between the curriculum's intended objectives and its actual delivery and assessment methods. Although there is a focus on practical learning through fieldwork and project-based assessments, there seems to be a lack of integration of local productive skills into the curriculum. This difference raises concerns about the ability of curriculum to effectively prepare learners for the demands of the local workforce and community, as it does not sufficiently prioritize the development and evaluation of the skills necessary for meaningful engagement and contribution within their local environment.

In summary, the delivery and assessment systems of local curricula in Nepal's community schools largely mirror those of other subjects. Though the curriculum aims to teach local skills, it is limited to classroom-based instruction, with little focus on practical applications such as field trips or project work. Ideally, learners need to engage in fieldwork, observations, and creative activities, but this rarely happens. Assessment remains traditional, focused on written exams rather than practical evaluation. While the LC is designed for experiential learning, including field visits and community engagement, these methods are not commonly implemented. This gap results in a disconnect between the curriculum's intended goals—developing local skills—and its actual delivery, which remains teacher-centered and conventional.

Regarding delivery and assessment of the LC, students involved in FGD mentioned as follows:

The teaching methods in the local curriculum involves lectures and discussions, which is similar to other subjects. Although practical method is included in curriculum, the teaching as delivery and assessment systems are theoretical and similar to other subjects. There is no use of technology and process of field work for delivery and assessment of local curriculum.

As mentioned by students, the teaching methods for the LC primarily rely on lectures and discussions, similar to other subjects. While practical approaches are part of the curriculum, both instruction and assessment remain largely theoretical and mirror those of other subjects. There is no integration of technology or fieldwork in delivering and assessing the LC.

The lack of differentiation in teaching methods limits the potential of the LC to engage students in hands-on learning. Although practical components are outlined, the reliance on traditional, theoretical approaches reduces opportunities for experiential learning. Additionally, the absence of technology and fieldwork hinders the ability of curriculum to connect students with real-world contexts, especially when local resources and community involvement are important. Including diverse methods like fieldwork and digital tools could enrich student learning and enhance their skills for practical problem-solving.

To know real delivery and assessment aspects a simple observation was performed by the researcher. It is observed that:

The local curriculum does not differ from other subjects, as both the teaching and assessment methods are theoretical. In all the schools examined in this study, the instructional approach was uniform. Assessments were conducted through written tests, and the teaching was primarily teacher-centered, with minimal emphasis on practical skills or fieldwork.

The similarity of the LC to other subjects, particularly in its theoretical delivery and assessment methods, reveals significant gaps in its potential impact. While local curricula are intended to address community-specific needs and foster practical life skills, the overreliance on teacher-centered approaches and written tests contradicts this goal. In theory, the LC emphasizes experiential learning, engaging students with hands-on activities and direct interaction with their environment, yet these key elements are missing.

A uniform instructional approach across schools signals a lack of innovation in adapting pedagogy to local contexts. Teacher-centered methods may limit students' critical thinking, creativity, and the ability to apply their knowledge in real-world situations. Moreover, the absence of fieldwork and practical skills training undermines the curriculum's ability to create lasting, relevant educational experiences, which is essential for preparing students to address local challenges, particularly in areas such as resource management or environmental management.

To truly distinguish the LC and meet its objectives, there needs to be a shift toward learner-centered teaching, the incorporation of technology, and practical, community-based activities. These adjustments would foster active learning, enabling students to develop the problem-solving and critical thinking skills necessary for personal and community development. Moreover, authentic assessments, such as project-based evaluations or fieldwork reports, would better align with the curriculum's goals of creating meaningful connections between students and their local environment.

The sub-themes found regarding the theme 'Implementation of Local Curriculum in Terms of Delivery and Assessment' are as follows:

Traditional Systems of Delivery and Assessment Practices

The LC, despite its potential to address specific community needs, often follows traditional educational practices in both delivery and assessment. Instruction is typically lecture-based and teacher-centered, which limits interaction with students and fails to meet to diverse learning styles or local contexts. Additionally, assessment practices are predominantly focused on written tests, neglecting the hands-on, experiential learning opportunities the curriculum is meant to promote. This traditional approach not only diminishes the goal of the LC to engage students but also undermines its potential to develop practical skills directly relevant to students' communities. To maximize the effectiveness of

the LC, a shift toward more innovative, flexible, and context-sensitive teaching methods is essential. This would help bridge the gap between theory and practice, enabling students to better connect their learning with real-world applications.

Disconnect Between the Curriculum Goals and its Implementation

The LC, intended to equip students with practical skills and address local needs, often fails to meet these objectives in practice. While it emphasizes hands-on methods such as field visits, project work, and interactive learning, these strategies are not implemented effectively. The curriculum is instead dominated by theoretical instruction, with minimal integration of technology, which significantly reduces its relevance and potential impact. Both teachers and students acknowledge the disconnect between the curriculum's design and its real-world application, leading to a gap in skill development and labor readiness. To rectify this, there is necessary of collective effort to prioritize experiential learning, ensuring that the curriculum better meets with its goals and fosters practical, applicable skills.

Challenges in Adopting Student-Centered Approaches

The challenge of adopting student-centered approaches, despite the curriculum being designed with this focus, highlights a unresolved gap between educational theory and practice. While the curriculum theoretically supports child-centered methods, teacher-centered practices continue to dominate, limiting students' active engagement with the content. Innovations like discussions, observations, and project-based learning, which could promote student involvement, are underutilized, restricting creativity and critical thinking. Students' dissatisfaction with current teaching methods show the misalignment between the curriculum and their future needs, particularly in areas such as computer and technical skills, essential for today's workforce. This mismatch intensifies the gap between the objectives of curriculum and real-world application, leaving students unprepared for the future. Furthermore, the minimal use of diverse teaching strategies restricts the scope of the LC to

meet students' individual interests, hindering the development of skills vital for community growth and personal development. As a result, the curriculum fails to fully serve as a tool for empowerment and innovation. To realize its intended outcomes, a shift towards more participatory, interactive, and technology-enhanced teaching methods is essential. Such approaches would better support with students' needs, creativity, and future aspirations.

Adjustment of Assessment with Local Contexts

Assessment in the LC has to reflect the socio-economic and cultural realities of the community to ensure relevance and effectiveness. Traditional tests often fail to capture the contextual depth required to evaluate students' understanding of local issues, highlighting the need for more dynamic and context-sensitive methods. Alternative approaches, such as project-based evaluations, community problem-solving tasks, and reflective exercises, enable learners to engage with real-world challenges, fostering practical problem-solving, creativity, and cultural competence. By arranging assessments with local realities, educators not only provide a more accurate measure of learners' abilities but also prepare them to contribute meaningfully to their communities. This alignment bridges the gap between education and application, promoting sustainable development through grassroots-level engagement and equipping students with the skills to address local challenges effectively.

LC Implementation in Selected Schools

The curriculum discourse has been prepared according to the talks with Education Officers and students taken for FGD and document analysis. It gives comprehension idea regarding the LC. It is separately done for each of the selected schools as follows:

Kageshwari Municipality, Kathmandu (S1)

Name of the School: Gandhi Adarsha School, Kageshwari

Date of Curriculum Development. LC is implemented from 2078 and textbook is also revised.

Involvement of Local People / expert. Total 15- 11 from the locality and 4 from out of it.

Period. According to the National Curriculum Framework 2076, classes 1-3 are allocated 5 periods per week, totaling 160 hours annually, while classes 4-8 are assigned 4 periods per week, amounting to 128 hours per year. However, in this school, the LC is given 6 periods per week.

Classroom Delivery. The use of audiovisual, written, and oral materials is common in the curriculum. It is evident that new technology is being utilized and also widely adopted. The curriculum integrates both theoretical and practical applications. In this context, field visits, observation, and project methods are also employed. Practical applications are used to teach students. For example, conducting experiments, such as growing vegetables, flowers, cleaning and making fertilizer are all part of the curriculum. The curriculum utilizes new technology wherever applicable. However, while traditional methods are given priority for student learning, practical methods are also used to a significant extent.

Practical Aspects. Seventy percent of the national curriculum is uniform, while thirty percent is adapted at the local level. In practice, local-level governments have taken this flexibility into account and implemented it. In the curriculum, topics related to environmental conservation, community service, and skill development have been integrated. At the local level, students are being taught to plant trees, clean public spaces, recycle waste, prepare compost, and cultivate a kitchen garden. The objective of this curriculum is to develop life skills, which is considered essential for sustainable living, but this aspect is still far from implementing.

Assessment. Assessment is related to class test; unit test and monthly test and students are given feedback after each exam. Summative evaluation is conducted at three levels: at 10%, 30%, and 60%, which together account for 100%. Seventy percent of the

curriculum is set at the national level, while thirty percent is determined at the local level. The local authority also conducts the final examination. This evaluation involves both national and local curricula including both theoretical and practical aspects.

Content Coverage. The LC is designed to meet the specific needs of the community by including local resources, knowledge, and biodiversity to make education more relevant and engaging. It focuses on environmental conservation, cultural preservation, and the promotion of local traditions, arts, and festivals to foster cultural pride and awareness. The curriculum includes practical knowledge of local agriculture, small-scale industries, basic life skills, and entrepreneurship to support the local economy. It encourages community involvement through services such as cleanliness drives and health campaigns, while also covering local governance, civic duties, and language preservation. Additionally, it integrates social welfare and physical education, emphasizes sustainable practices, and promotes the study of local flora and fauna. Overall, the curriculum aims to foster self-reliance, sustainable development, and a strong connection to local realities.

Contents not Covered. The LC does not fully address all the needs of the students. While it broadly covers educational requirements, its practical implementation is limited. It places less emphasis on indigenous knowledge and the integration of the local environment, culture, and practices. Although it includes traditional skills, local knowledge, and art forms handed down through generations, its connection to contemporary contexts is not strong enough to make learning more relevant and engaging. The curriculum also makes limited use of new technologies and does not adequately integrate sustainable development principles to thoroughly consider economic factors. Furthermore, it lacks focus on important topics such as community service, social awareness, environmental conservation, food security, disaster preparedness, and the preservation of local culture and traditions, including discipline and moral education. It also fails to prioritize local vocational activities.

Shankarapur Municipality (S2)

Name of the School. Bhagawati Madhyamik Vidhyalaya, Shankapur

Date of Curriculum Development. It was accepted in 2076 and was implemented in 2077.

Period. In this school, six periods are fixed for weekly weightage for the LC.

Classroom Delivery. The teaching techniques used are explanation, demonstration, question answer, observation and project work. Additionally, new technology and the curriculum's adaptation to this technology are important. There are field visits, observations, and project methods to enhance the curriculum. The integration of technology and real-life observations into the curriculum supports its effectiveness. The emphasis on project-based learning and field visits enriches the curriculum, making it more applicable and engaging.

Practical Aspects. Although the curriculum specifies an equal split between practical and theoretical components, this school has emphasized the theoretical aspects more heavily. In terms of practical experience, the school has organized field visits, observations, and project work, including vegetable farming, flower planting, local plant cultivation, and rainfed agriculture. However, due to limited land availability, the success of these practical activities has been limited.

Assessment. Assessment is related to class test; unit test and monthly test and students are given feedback after each exam. Summative evaluation is conducted at three levels: at 10%, 30%, and 60%, which together account for 100%. Seventy percent of the curriculum is set at the national level, while thirty percent is determined at the local level. The local authority also conducts the final examination. This evaluation involves both theoretical and practical. In curriculum it is 50% for practical and 50% for theoretical background.

Content Coverage. This curriculum of Shankarapur Municipality includes an introduction to Shankarapur Municipality, local government, the judicial system, Shiva Puri, Nagarjun Shali, Nadi Bajrayogini, folk music, indigenous culture and traditions, cereal cultivation, flower cultivation, local festivals, medicinal plant production, soil conservation, vegetable cultivation, the tourism industry, green schools, disaster risk reduction, and an introduction to various forms of writing including Kurahar's works. It also provides information on professions, businesses, entrepreneurship, technology, health, sanitation, sports, local services, arts and culture, historical background, and local individuals.

Contents not Covered by LC. It has not addressed all the students' needs. While it emphasizes indigenous knowledge, language, and culture, it has not effectively prioritized occupations and traditional industries. The adoption of new technology has been limited, and there is little focus on sustainable development from an economic perspective. Additionally, it lacks coverage of local-level topics such as moral education, discipline, health, cooking techniques, herbal production, commercial agriculture, and local professions.

Bhaktapur Municipality (S3)

Name of the School. Saraswati Vidhya Griha, Bhaktapur

Date of Curriculum Development. The LC was developed in 2074 and it was implemented in 2075.

Involvement of Local People/ Expert. Many local people were involved and three experts were from outside.

Period. In this MV the weightage for the LC is given 6 periods weekly.

Classroom Delivery. The curriculum frequently integrates audiovisual, written, and oral materials, reflecting the use and broad acceptance of new technology. It combines both theoretical understanding and hands-on experiences, with activities like field trips, observation, and project-based learning. Practical methods such as growing vegetables and

flowers, cleaning, and making fertilizer are used to engage students. Although traditional teaching methods are emphasized, practical approaches are also integrated where possible. Students learn to make items like juju dhau (a type of yogurt), clay pots, statues of Lord Shiva and Goddess Saraswati, handkerchiefs, scarves, pouches, masks, lochamari (a traditional sweet), and chhawalikala.

Practical Aspects. However, due to limited land availability, learning tends to be more theoretical than practical, and modern technology is only occasionally used.

Assessment. The assessment system is uniform across all schools and includes class tests, unit tests, and monthly exams, with feedback provided to students after each test. Summative evaluation is carried out at three stages: 10%, 30%, and 60%, totaling 100%. The national level sets seventy percent of the curriculum, while the remaining thirty percent is determined locally. Local authorities are responsible for conducting the final examination, which includes both theoretical and practical components. The curriculum allocates an equal split of 50% for practical and 50% for theoretical assessments. The exam system is conducted in both practical and theoretical forms.

Content Coverage. The LC includes a range of topics such as art and traditions, cultural practices, historical contexts, political structures, local services, indigenous cultures, sports, tourism, regional communication, technical skills, rain-fed agriculture, fertilization methods, local fashion, pottery, Newari cuisine, traditional medical practices, herbal production, the history of martyrs, traffic regulations, and local folklore.

Contents not Covered by LC. Students have not had the opportunity to use computers, and this curriculum also lacks coverage in several important areas. It does not include moral education, discipline, ethics, health, cooking techniques, herbal farming, commercial planning, or local-level professions.

Chagunarayan Municipality (S4)

Name of the School. Shree Krishna Madhyamik Vidhyalaya, Kharipati

Date of Curriculum Development. The curriculum has been developed and implemented since 2077.

Involvement of Local / Expert: The involvement was of twenty-one (21) local people and three (3) were invited from outside.

Period. At this school, only two periods are dedicated to the LC for grades 6 to 8. In grade 6, English and Nepali are taught in place of the LC; in grade 7, English and Math take its place; and in grade 8, Optional Math replaces it. This situation indicates that the school has not implemented the LC as effectively as prescribed.

Classroom Delivery. The teaching methods at this school are similar to those used in other schools, including explanation, demonstration, questioning, observation, and project work. The incorporation of new technology and adapting the curriculum to this technology are also important. Field visits, observations, and project-based methods are employed to enhance the curriculum, making it more effective and engaging. However, with only two periods allocated weekly, the practical aspect appears to be weaker than the theoretical one.

Practical Aspects. Although the curriculum specifies an equal split between practical and theoretical components, this school has emphasized the theoretical aspects more heavily. In terms of practical experience, the school has organized field visits, observations, and project work, including vegetable farming, flower planting, local plant cultivation, and rainfed agriculture. However, with just two periods scheduled each week, the practical aspect seems less emphasized than the theoretical one.

Assessment. The assessment system is consistent across all schools and includes class tests, unit tests, and monthly exams, with feedback given to students after each test. Summative evaluation is conducted in three phases: 10%, 30%, and 60%, amounting to a

total of 100%. Seventy percent of the curriculum is established at the national level, while the remaining thirty percent is defined locally. Local authorities are in charge of administering the final exam, which consists of both theoretical and practical components. The curriculum divides assessments equally, with 50% for practical and 50% for theoretical evaluations. The exam system integrates both practical and theoretical formats.

Content Coverage. The LC in this school covers various areas, including local geography, history, culture, conservation efforts, traditional technologies, crafts, natural resources, flora and fauna, agriculture, climate, traditional occupations, heritage preservation, local governance, social harmony, and environmental protection. It also includes essential life skills, disaster preparedness, health and hygiene, community services, and other relevant subjects. This curriculum is designed to meet the specific needs of the local community. For instance, it teaches skills such as creating traditional handicrafts, weaving, pottery, carpentry, spinning wool, making organic compost, processing dairy products, fish farming and cultivating vegetables. It also focuses on promoting local production and preserving local traditions. These are the things, as mentioned above, covered by the LC in this school.

Contents not Covered by LC. The local needs have not been fully met. Although some aspects of indigenous knowledge, like language, customs, and practices, are partially included, subjects such as local geography and history are only briefly covered and need more thorough development and integration into the curriculum. Moreover, the use of new technology is minimal. While sustainable development has addressed economic factors, it also needs to integrate environmental, cultural, and social aspects.

To ensure comprehensive and effective learning, the LC has to encompass local knowledge, skills, practices, crafts, natural resources, and traditional occupations, along with practical knowledge in sustainable agriculture, environmental conservation, social harmony, community participation, and modern technologies. It currently lacks coverage of important

topics such as discipline, ethics, health, cooking techniques, herbal farming, commercial planning, local occupations, cleanliness, green school initiatives, sustainable development, and economic considerations.

Banepa Municipality (S5)

Name of the School: Sikshya Sadan, Banepa

Date of Curriculum Development. This LC has been applied since 2076.

Period. This school has allocated 6 periods per week.

Practical Aspects. Although field visit, observation and project work have been mentioned as practical activities, theoretical aspect has got priority.

Assessment. Class test, unit test, monthly test are managed and students get feedback after exam. The assessment system is consistent across all schools and includes class tests, unit tests, and monthly exams, with feedback given to students after each test. Summative evaluation is conducted in three phases: 10%, 30%, and 60%, amounting to a total of 100%. Seventy percent of the curriculum is established at the national level, while the remaining thirty percent is defined locally. Local authorities are in charge of administering the final exam, which consists of both theoretical and practical components. The curriculum divides assessments equally, with 50% for practical and 50% for theoretical evaluations. The exam system integrates both practical and theoretical formats.

Classroom Delivery. The curriculum often integrates audiovisual, written, and oral materials, demonstrating the use and wide acceptance of new technology. It blends theoretical knowledge with practical experiences through activities like field trips, observations, and project-based learning. Practical methods, such as growing vegetables and flowers, cleaning, and making fertilizer, are employed to engage students. While traditional teaching methods are emphasized, practical approaches are integrated wherever feasible.

Content Coverage. The LC at this school encompasses a diverse range of topics designed to address the needs and context of the community. It includes an introduction to Banepa Municipality, emphasizing ethical values and principles, various professions, and entrepreneurial skills. The curriculum covers technology, health, hygiene, and sports, while also promoting green school initiatives and sustainable development. Students explore art and culture, historical backgrounds, and the administrative and political divisions of their region. Additionally, the curriculum includes practical skills such as fish farming, poultry farming, flower cultivation, goat farming, sewing and weaving, vegetable farming, and methods for making organic compost. These are the contents covered by the LC in Banepa Municipality.

Contents not Covered by the LC. The local needs have not been fully addressed. Although some elements of indigenous knowledge, such as language, customs, and practices, are partially included, subjects like local geography and history are only briefly covered and require more in-depth development and integration into the curriculum. Additionally, the use of new technology is limited. While economic factors have been considered in sustainable development, there is a need to also address environmental, cultural, and social dimensions. To provide comprehensive and effective learning, the LC has to include local knowledge, skills, practices, crafts, natural resources, and traditional occupations, along with practical knowledge in sustainable agriculture, environmental conservation, social harmony, community engagement, and modern technologies. It currently falls short in covering critical areas such as discipline, ethics, health, cooking techniques, herbal farming, commercial planning, local occupations, cleanliness, green school initiatives, sustainable development, and economic factors.

Panauti Municipality (S6)

Name of the School. Punya Madhyamik Vidhyalaya, Panauti

Date of Curriculum Development. The LC was developed in 2077 and was implemented in 2078.

Involvement of Local Expert. There were 13 local people and 1 was from outside to develop this curriculum.

Period. Six periods are allocated for the LC in this school.

Classroom Delivery. The teaching approaches at this school resemble those found in other institutions, such as explaining, demonstrating, questioning, observing, and working on projects. Integrating new technology and adjusting the curriculum to integrate this technology are also important. To enrich the curriculum and make it more engaging, field trips, observations, and project-based methods are utilized. However, there is limited application of technology in teaching the LC at this school.

Content Coverage. The LC at this school includes a broad range of topics designed to the community's needs and context. It introduces students to Panauti Municipality and emphasizes ethical values and principles, various professions, and entrepreneurial skills. The curriculum addresses technology, health, hygiene, and sports, while also supporting green school initiatives and sustainable development. Students learn about art and culture, historical backgrounds, and the administrative and political divisions of their region. Additionally, it covers practical skills such as fish farming, poultry farming, flower cultivation, goat farming, sewing and weaving, vegetable farming, and organic composting. These topics constitute the LC in Panauti Municipality. These are also the things covered by the LC.

Practical Aspects. There is more theoretical aspect than practical work in implementing the LC in this school.

Assessment. Class tests, unit tests, and monthly exams are administered, and students receive feedback following each exam. The assessment system is uniform across all schools, involving these same types of tests with feedback provided after each. Summative evaluation

occurs in three stages: 10%, 30%, and 60%, totaling 100%. The national curriculum dictates 70% of the content, while the remaining 30% is determined locally. Local authorities handle the final exam, which includes both theoretical and practical components. Assessments are evenly divided, with 50% allocated to practical evaluations and 50% to theoretical ones, reflecting a balanced approach in the exam system.

Contents not Covered by LC. The LC does not fully meet students' needs. While it includes a lot of indigenous knowledge about language, culture, and traditions, it only briefly covers traditional jobs and businesses. It also has limited use of new technology. Consequently, it fails to address sustainable development or economic factors. Additionally, it lacks coverage in areas like moral education, discipline, ethics, health awareness, cooking skills, herbal farming, business planning, and local traditional occupations.

From the above – mentioned analysis about implementation of the LC, the following theme has been presented: Table 4 shows school-wise status of the LC in brief.

Table 4

Comparison of LC Implementation in Schools

Schools	Year	Period Weekly	Delivery	Assessment	Contents Covered	Contents not Covered
S1	2078	4	audiovisual, written, oral materials,	Summative evaluation at three stages: 10%, 30%, and 60%, curriculum is divided into two parts, with 70% established at the national level and the remaining 30% designed by local authorities.	Community needs, biodiversity cultural preservation, sustainable practices, local economy, civic duties, environmental conservation, Self-reliance	Indigenous knowledge, local environment, culture, traditional skills, sustainable development, new technologies, community service, disaster preparedness, vocational activities

S2	2076	6	Explanation, demonstration, questioning, observation, project work, field visits	Three stages: 10%, 30%, and 60%, curriculum is divided into two parts, with 70% established at the national level and the remaining 30% designed by local authorities.	Local governance, cultural traditions, agriculture, tourism, environmental protection, history	Students' needs, Indigenous knowledge, traditional industries, new technology, sustainable development, local-level topics, commercial agriculture
S3	2075	6	Audiovisual. Written & oral materials, field visit, project-based learning, growing vegetables and flowers, cleaning, making fertilizer, making ju -ju dhau, clay pots, statues, handkerchiefs, scarfs, sweet etc.	class tests, unit tests, and monthly tests. three levels—10%, 30%, and 60% overall- 50 % theory and 50% practical	art and traditions, cultural practices, historical contexts, political systems, local services, indigenous cultures, sports, tourism, regional communication, technical skills, rain-fed farming, fertilization techniques, local fashion, pottery, Newari cuisine, traditional medicine, herbal production, the history of martyrs, traffic laws, and local folklore	No use of computers, moral education, discipline, ethics, health, cooking, herbal farming, commercial planning, local professions
S4	2077	2	Explanation, demonstration, questioning, observation, project work,	class tests, unit tests, and monthly exams, feedback	art and traditions, cultural practices, historical	Use of computer, local geography and history,

		more theoretical aspect, vegetable farming	Summative evaluation is carried out at three stages: 10%, 30%, and 60%, totaling 100%.	contexts, political structures, local services, indigenous cultures, sports, tourism, regional communication, skills, rain-fed agriculture,	discipline, ethics, health, cooking, herbal farming, local occupation, cleanliness	
S5	2076	6	Integrates audiovisual, written, and oral materials, activities like field trips, observations, and project-based learning. growing vegetables and flowers, cleaning, and making fertilizer	Summative evaluation is conducted in three phases: 10%, 30%, and 60%, amounting to a total of 100%.	introduction to Banepa Municipality, technology, health, hygiene, and sports, art and culture, historical backgrounds, practical skills such as fish farming, poultry farming, flower cultivation, goat farming, sewing and weaving, vegetable farming, and methods for making organic compost.	Local needs, New technology, environmental, cultural, and social dimensions, discipline, ethics, health, cooking techniques, herbal farming, commercial planning, local occupations, cleanliness, green school initiatives, sustainable development, and economic factors.
S6	2077	6	Found same as in other schools. explaining, demonstrating, questioning, observing, and working on projects.	Three stages- 10%, 30%, 60% = 100% Summative evaluation	Introduction to Panauti, health, sports, practical skills such as fish farming, poultry farming, flower cultivation, goat farming, sewing and weaving, vegetable farming, and organic composting	Students' needs, traditional jobs and business, sustainable development, moral education, discipline, ethics, health awareness, cooking skills, herbal farming, traditional occupations.

S1: Gandhi Adarsha School, Kageshwari , Kathmandu

S2: Bhagawati Madhyamik Vidhyalaya Shankarapur , Kathmandu

S3: Saraswati Vidhya Griha, Bhaktapur

S4: Shree Krishna Madhyamik Vidhyalaya, Kharipati, Bhaktapur

S5: Sikshya Sadan , Banepa, Kavre

S6: Punya Madhyamik Vidhyalaya, Panauti, Kavre

Implementation of the LC

The above-mentioned table shows that among the schools reviewed, (S3) demonstrates the most effective LC implementation. This school has allocated six periods per week for the curriculum. It employs diverse teaching methodologies, including audiovisual materials, oral narratives, and project-based learning, ensuring a balance between theory and practice. The school strongly integrates practical applications, such as vegetable farming, compost-making, and community service, reinforcing life skills essential for sustainable living. Additionally, traditional technology is widely incorporated to enhance the learning experience. While challenges exist, particularly in fully embedding indigenous knowledge and economic sustainability, the school stands out for its holistic and hands-on approach to LC delivery, making learning more engaging and impactful.

Among the schools examined, (S4) exhibits the least implementation of the LC. Unlike other schools that allocate six periods per week, this school dedicates only two periods to the LC for grades 6 to 8. Additionally, core subjects like English, Math, and Optional Math often replace the LC classes, limiting its impact. Although field visits, observations, and project-based methods are mentioned, the minimal time allocation makes practical engagement weak. Although the LC theoretically includes various topics like local geography, culture, conservation, and traditional occupations, but its integration remains superficial the lack of emphasis on new technology, economic sustainability, and practical

skills further restricts the effectiveness of curriculum. Consequently, the school has not fully applied the criteria provided by the national framework, resulting in a significantly weaker implementation of the LC. Other schools have got similar trends of implementing the LC according to the mandate of government.

Comparison of School-Wise Content Coverage

Across all schools, common themes include disaster risk reduction, environmental conservation, rooftop farming, fish farming, poultry, beekeeping, herbal production, local business, entrepreneurship, and ethics. However, certain schools introduce unique elements, such as Sanskrit education and weaving in S1, the Ranjana script and Newari cuisine in S3, and yoga, meditation, and IT in S4. These distinctions reflect how local curricula are managed to address specific needs of municipalities while maintaining a shared emphasis on sustainability, cultural heritage, and entrepreneurship.

Despite differences, the local curricula of all schools share commonalities in their focus on sustainability, cultural preservation, and economic self-sufficiency. All schools emphasize local governance, historical and cultural heritage, disaster risk reduction, entrepreneurship, and environmental conservation. Additionally, agricultural education, including rooftop farming, poultry, and fish farming, is consistently integrated into the curricula. The promotion of ethics, cleanliness, and social responsibility is another theme, demonstrating a collective effort to prepare students for active civic participation and community development.

While there are similarities, each school has integrated in its curriculum to emphasize unique local aspects. Gandhi Adarsha (S1) includes Sanskrit education and weaving, reflecting traditional knowledge. Saraswati MV (S3) incorporates the Ranjana script, Newari cuisine, and bamboo craft, showcasing the cultural heritage of the region. Krishna MV (S4) integrates yoga, meditation, and IT, addressing modern educational trends. These differences

illustrate how the curriculum in each school is designed to adjust with the specific historical, economic, and cultural characteristics of the municipality it serves.

All schools often cover a wide range of topics designed to enhance community awareness, cultural preservation, and practical skills. Key components include familiarizing students with local municipalities, their administrative structures, and significant geographical landmarks. There is a strong focus on appreciating local customs, traditions, and historical legacies, including various art forms and cultural practices. The curricula also advocate for sustainable practices, such as resource conservation, organic farming, disaster preparedness, and responsible environmental management. Practical skills and entrepreneurship are emphasized through activities like herbal cultivation, fish and poultry farming, flower growing, weaving, knitting, and other local enterprises. Moreover, moral education, community engagement, information technology, and health and hygiene are integrated to foster well-rounded development. By encompassing these diverse elements, the LC aims to give students a thorough understanding of their environment and equip them with the skills necessary for active and meaningful participation in their communities.

Challenges of the LC Implementation

This section presents the data gathered by means of the fifth research question. The fifth research question of this study is “What are the challenges encountered during the implementation phase of the LC in community schools?” The main focus of this research question is to understand the challenges faced during the implementation of the LC in community schools. Regarding this point, the HT s, the participants from CDC and MOE were interviewed.

Regarding challenges faced during the implement phase HTs showed their perspectives as follows:

Many kinds of challenges appeared in the process of implementation of local curriculum. In the process of implementation of local curriculum from class one to eight, the curriculum was prepared from class one to eight but the text books were only for class one and eight. But it was managed anyway through the matters found in the internet, as there was internet facility in school. (S1HT1)

As mentioned by the participant above, the implementation of the LC faced several challenges. Although the curriculum was designed for grades one through eight, textbooks were only available for the first and eighth grades. Despite this, the school managed to address the gap by utilizing online resources, as internet access was available.

The perspective highlights a significant issue in the rollout of the LC: a lack of adequate resources, particularly textbooks, for all grades. This gap causes differences in how the curriculum is taught at different grade levels, which could affect the quality of education. However, using internet resources shows a positive effort to tackle these challenges, showing flexibility and strength in adjusting to the situation. The increasing use of digital resources in education can be seen as a positive trend, offering enhanced learning opportunities. However, it also raises concerns about equitable access to technology, as not all students may have the same opportunities to benefit from these digital tools. This disparity could impact the effectiveness of such educational advancements.

There are many challenges encountered during the phases of implementation of local curriculum. Many students have come from out of the local area which has caused problem of language and teaching learning of the subject matter. Moreover, the text books are written in Ranjana script, which is difficult for the local people too; so, it is difficult to the students who have come from other linguistic group from other places. (S3HT3)

The implementation of the LC has faced numerous challenges. One major issue is that many students have moved from outside the local area, creating difficulties with language and the learning of the subject matter. Additionally, the textbooks are written in Ranjana script, which is challenging for the local population and even more so for students from different linguistic backgrounds.

The response highlights two primary challenges in implementing the LC: language barriers and script-related difficulties. The arrival of students from different regions increases the problem, as they may struggle with the local language and educational content. The use of Ranjana script in textbooks further complicates matters, as it is not only difficult for local students but poses an additional challenge for those from other linguistic backgrounds. These issues underscore the need for a more inclusive and accessible educational approach, potentially through language support programs and more user-friendly materials to ensure all students can effectively engage with the curriculum.

There are problems created in the implementation of local curriculum. The main problem is due to the process of teachers' vacant post and quota adjustment. For this purpose, the teachers who were teaching here, were transferred and some teachers were compulsory made out of the teaching job, as they got retired. Due to this reason, the challenges of teachers, textbooks and relevant teaching materials are faced as challenges. (S2HT2)

Issues have arisen in the implementation of local curricula, primarily because of the challenges associated with filling vacant teaching positions and adjusting quotas. To address these issues, some teachers were reassigned to different roles, and others were compelled to leave their positions due to retirement. Consequently, problems have emerged related to teacher availability, textbooks, and other essential teaching materials.

The implementation of local curricula faces significant obstacles, largely stemming from staffing issues. The process of filling vacant teaching positions and adjusting teacher quotas has led to disruptions, including the reassignment of existing teachers and the forced retirement of others. These staffing changes have compounded challenges related to securing adequate teaching resources, such as textbooks and materials. The result is a situation where both teacher availability and the quality of educational materials are compromised, hindering the effective delivery of the LC. Addressing these issues is important for ensuring that the curriculum is implemented successfully and that students receive a quality education.

In the implementation of local curriculum, some challenges appeared. Although, municipality had provided textbooks, the problems found were in preparing questions; as being unknown what types of questions are to be made for particular level. In lower level, students are unable to read textbooks. The challenges we encountered are that, although municipality handed over the local curriculum from class one to eight, relevant teaching materials have not been provided. Without textbook, we are encountering challenges. Furthermore, teachers were also not aware of the local matters which needed to be taught. (S4HT4)

The implementation of the LC has faced several issues. Despite the municipality providing textbooks, there have been difficulties in formulating appropriate questions for each grade level due to uncertainty about the types of questions suitable for each stage. Younger students, in particular, struggle with reading the textbooks. Additionally, while the municipality supplied the LC for grades one through eight, the necessary teaching materials were not provided. The lack of textbooks has exacerbated these challenges. Moreover, teachers have not been fully informed about the local content that needs to be included in their instruction.

The implementation of the LC has been hampered by several interconnected issues. Teachers face difficulties in preparing appropriate questions for different grade levels due to a lack of clear guidelines, which suggests a need for more structured support. Younger students struggle with reading the textbooks, indicating a mismatch between the curriculum's demands and their reading abilities, and highlighting the necessity for more accessible learning materials or additional support. The absence of essential teaching materials further complicates the situation, revealing a gap in resource provision that impedes effective teaching. Additionally, the lack of awareness among teachers regarding local content underscores the need for better communication and professional development to ensure educators are well-informed about what needs to be taught. Addressing these challenges requires a comprehensive approach, including improved resource allocation, targeted training, and clearer guidelines to support successful curriculum implementation.

The challenges faced are that municipality provided only soft copy of the textbooks and the number of local teachers also got reduced so that other teachers teach only the matters written in textbooks. So, if teachers are provided relevant teaching materials, training and orientation classes, these challenges can be solved. (S6HT6)

The issues encountered include the municipality supplying only digital versions of textbooks and a decrease in the number of local teachers, resulting in other teachers being required to teach solely from these textbooks. However, these challenges could be addressed if teachers are given appropriate teaching materials, along with training and orientation sessions.

The challenges outlined revolve around the limited resources and support for teachers. The provision of only digital textbooks suggests a gap in accessibility and potentially a lack of engagement with the material. The reduction in local teachers means that remaining

teachers are overburdened and constrained to a narrow curriculum focus dictated by the textbooks, which may impact the quality and relevance of education.

To overcome these challenges, the solution proposed involves enhancing the support system for teachers. Providing relevant teaching materials would help broaden the instructional resources available, while training and orientation sessions would ensure that teachers are well-prepared and confident in delivering the curriculum effectively. This approach addresses both the resource constraints and the need for professional development, aiming to improve the overall educational experience and outcomes.

The perspectives of the participant from MOE are as follows:

The participant from MOE mentioned the challenges of not getting capable expert and human resource in developing textbooks and sufficient investment for the implementation of local curriculum. The need is not to copy the textbooks from others but they need to be prepared on own local context. Furthermore, all local people have not understood the relevancy and context of local curriculum. Students need the provision of project work, field work, industry observation, discussion, presentation and research-based activities; but these activities have been far from reaching the main points. (MOE1)

The representative from the MOE highlighted several issues in developing local curricula. These challenges include the lack of skilled experts and adequate investment for creating and implementing local textbooks. There is an emphasis on creating textbooks designed to the local context rather than merely adopting those from other regions. Additionally, there is a general lack of understanding among the local population about the importance and relevance of the LC. To address this, students need to have access to activities such as project work, field trips, industry visits, discussions, presentations, and

research-based tasks, but currently, these activities are not effectively integrated into the educational system.

The perspective reveals several critical issues in the development and implementation of local curricula. A significant challenge is the shortage of qualified experts and insufficient funding, which hampers the creation and implementation of contextually relevant textbooks. There is a clear need for educational materials that reflect the local context rather than relying on external sources. Additionally, the local community's lack of understanding about the value of a localized curriculum further complicates its adoption. Effective curriculum development also includes practical activities such as project work, field trips, and industry observations, which are currently underutilized. Addressing these issues requires investing in local expertise, enhancing community awareness, and integrating more hands-on learning opportunities to ensure that the curriculum is both relevant and engaging for students.

The participant from CDC mentioned the challenges as follows:

There is lack of orientation programme of the textbooks, lack of training, lack of needed expert in developing textbooks, lack of interest and activeness, more exam oriented than teaching and learning. Although local curriculum is based on practice and work, it has been only in thought, but priority is not given to indigenous knowledge and local resources. (CDC1)

The participant from CDC highlighted several challenges: There is a deficiency in orientation programs for textbooks, insufficient training, and a shortage of experts in textbook development. Additionally, there is a lack of engagement and enthusiasm, and the focus is more on exams rather than on teaching and learning. Despite the LC being designed around practical application and work, it remains largely theoretical, with insufficient emphasis placed on indigenous knowledge and local resources.

The participant's perspective reveals multiple systemic issues affecting the effectiveness of the LC. The lack of orientation programs and training suggests that teachers and developers may not be fully prepared to implement or utilize textbooks effectively, which could hinder the overall educational experience. The shortage of experts in textbook development indicates a gap in the quality and relevance of educational materials. The low levels of interest and activeness imply a possible disconnect between educational policies and classroom realities.

The focus on exam-oriented approaches rather than on holistic teaching and learning highlights a potential misalignment between curriculum goals and actual classroom practices. While the LC is intended to be practical and work-oriented, it is criticized for being merely conceptual, with insufficient integration of indigenous knowledge and local resources. This disconnects points to a missed opportunity to enrich the curriculum with culturally relevant content and practical applications that could enhance student engagement and learning outcomes.

As a whole, the implementation of local curricula faces numerous challenges. While curricula were prepared for grades one through eight, textbooks were only available for grades one and eight, leading schools to rely on internet resources. Additionally, the influx of students from different regions creates language barriers, complicating instruction. Textbooks written in Ranjana script pose difficulties for local students in some schools, and even more so for those from other linguistic groups. Teacher shortages and administrative issues, such as post vacancies and retirements, have also hampered progress. The MOE highlighted the lack of experts and human resources in curriculum development, as well as inadequate investment. Moreover, local communities often do not fully grasp the relevance of curriculum. Hands-on activities like project work and research remain underdeveloped.

The sub- themes obtained through the theme ‘Challenges in Local Curriculum Implementation’ are as follows:

Inadequate Resource Availability

The issue of inadequate resources, particularly the lack of textbooks for all grades, is a critical challenge for LC implementation. While the curriculum was designed for grades one through eight, the unavailability of textbooks for grades two through seven creates a significant educational gap. Schools attempted to fill this void by utilizing internet resources, but this remains an unsustainable and short-term solution. Moreover, the reliance on adapted textbooks instead of locally relevant ones further undermines the effectiveness of curriculum. The absence of investments in creating resources related to the local context means that teachers and students struggle to connect the theoretical aspects of the curriculum with the practical realities of the classroom. This situation clearly points to the need for increased funding and strategic planning to develop and distribute appropriate materials that adjust with the LC.

Linguistic and Cultural Barriers

Linguistic and cultural diversity present a challenging obstacle to LC implementation. The challenge becomes particularly pronounced when textbooks and instruction are not exactly related to the linguistic backgrounds of the student population. For example, textbooks written in the Ranjana script pose difficulties not only for students from outside the region but also for those within the local community who are unfamiliar with the script. This mismatch creates a learning barrier that hampers students' ability to fully engage with the content. To address this, curriculum development needs to consider the linguistic diversity of the student body, ensuring that the materials are accessible to all. However, this needs to be balanced with the preservation of local culture, as the cultural relevance of the LC forms a

core component of its identity. The challenge lies in creating materials that are both inclusive and reflective of the local context.

Lack of Training and Skilled Experts

The shortage of skilled experts and training opportunities represents a fundamental barrier to effective LC implementation. Many stakeholders identified the lack of trained personnel capable of developing contextually appropriate textbooks as a significant concern. Teachers and administrators, who are tasked with implementing the curriculum, also lack the necessary training and professional development to apply the curriculum successfully. This skill gap results in a disconnect between the theoretical framework of curriculum and its real-world application, which negatively affects the impact of the LC. Addressing this issue requires a concerted effort to invest in the development of human resources through targeted training programs and the recruitment of experts who can ensure that the curriculum is both practical and relevant to local needs.

Limited Practical Integration and Awareness

The limited integration of practical, hands-on learning activities is a major shortcoming of the LC. Project work, field trips, and research-based learning are essential components of experiential education that enable students to connect theoretical knowledge with real-world contexts. However, these activities are often absent from the curriculum due to a lack of resources and planning. Furthermore, there is a general lack of awareness among local communities about the importance and benefits of the curriculum, which has led to low engagement levels. This underlines the need for increased efforts to integrate practical learning activities into the curriculum and raise awareness among local stakeholders about its significance. Engaging the community and emphasizing the relevance of the curriculum to students' lives will help foster a deeper connection to the curriculum and ensure its long-term success.

Chapter Summary

This chapter has presented data addressing the implementation practices of the LC. The information has been thematically analyzed, with relevant sub-themes identified and briefly discussed for each research question. The findings indicate that the LC is closely connected to the livelihood of the local population and is perceived as a means to preserve traditional knowledge and promote professional development. It is also viewed as a tool for decentralizing the education system. However, despite these intentions, the delivery and assessment of the LC largely mirror those of other general subjects. Observations revealed that local curricula are implemented using conventional pedagogical and evaluation approaches, offering little distinction from the national curriculum. This standardization stems from the fact that local curricula have to adhere to government-issued guidelines, limiting local autonomy in both development and implementation.

Stakeholder perspectives—gathered from Ds, HTs, subject teachers, the MOE and CDC representatives, municipal education officers, and student focus groups—highlight that the delivery and assessment of the LC follow traditional patterns. A major challenge identified in the implementation process is the lack of trained human resources at the local level, which hampers the effective implementation of the LC intended to reflect and support local contexts.

CHAPTER SIX

FINDINGS AND DISCUSSION

This chapter presents the discussion on the findings building on the data and their analysis from the previous sections, organized according to the key thematic areas. These areas include the development of the LC; its relevance to local needs and the community; the processes of delivery and assessment in community schools; the role of the LC in advancing the decentralization of education; the challenges encountered during its implementation; and the anticipated outcomes, particularly in relation to skill development and sustainable education.

Findings

This section presents the findings obtained from the data and analysis. The findings are presented with relevant themes as follows.

Participatory Approach to the Development of the LC

This section emphasizes the participatory approach to LC development, an innovative strategy that enhances educational relevance by incorporating community perspectives. The GON (2070 BS), defines a curriculum as a structured framework designed to facilitate organized learning. Within a nation, local curricula are developed and implemented through the involvement of various stakeholders to address the distinct needs of specific regions. A major advantage of the participatory approach lies in its capacity to align education with local realities, promoting both engagement and contextual understanding. Despite its benefits, the approach is not without challenges; issues such as unequal representation and power imbalances can compromise inclusivity. While community consultations can yield valuable insights, the absence of structured, inclusive mechanisms may allow dominant groups to disproportionately influence curriculum content, potentially sidelining marginalized voices.

Nonetheless, the responsiveness of this approach to local social and environmental contexts adds depth and meaning to the learning experience.

Yet, conflicts may arise when local priorities clash with rigid government regulations. Moreover, while engaging diverse stakeholders enhances inclusivity, practical barriers—such as cultural divides, bureaucratic inefficiencies, and limited resources—can hinder genuine collaboration. For this approach to be truly effective, it has to address these weaknesses and establish equitable, transparent decision-making processes.

The findings show that LC development has good intentions and goals for which all seven steps of curriculum development have been included, but faces structural problems. According to Taba (1962), the steps of curriculum development are diagnosis of needs, formulation of objectives, selection of content, organization of content, selection of learning experiences, organization of learning experiences and determination of evaluation methods. A key strength is the involvement of different groups, making the curriculum inclusive and culturally relevant. It also follows government policies, adding credibility. However, weak implementation creates challenges. The GON (2070, BS) has made it clear that a conceptual framework on the LC has been presented to address educational issues and challenges in the academic sector based on local needs with the involvement of principals, education experts, school inspectors, resource persons, school management committees, teachers, and representatives of parent associations. As mentioned above, the LC is introduced to address educational issues and challenges by incorporating local needs. While this initiative acknowledges the importance of context-specific education, its practical implementation raises several concerns. The extent of local stakeholder involvement, the clarity of policy guidelines, and the availability of resources remain critical issues. Moreover, the effectiveness of such a curriculum depends on the capacity of educators and local authorities to develop and deliver relevant content. Without clear mechanisms for monitoring, training,

and standardization, the process risks becoming a superficial policy rather than a transformative educational reform.

Furthermore, HTs and teachers have little decision-making power and lack proper training. Strict rules of government limit innovation, and external experts reduce local decision-making power. Unequal resources and poor job market adjustment weaken sustainability. A flexible approach with better training is needed.

Bridging Learning Needs and Sustainability Locally

Integration of the LC has been recognized as a key driver of sustainable development. A common strength highlighted across all perspectives is the criteria of the curriculum to address community-specific needs by incorporating local skills, cultural heritage, and environmental awareness. The GON (2070, BS) has focused that the LC is developed and implemented with the participation of local individuals, incorporating subjects and content based on local needs; it is designed by including local knowledge, skills, and technology, ensuring a strong connection to the specific requirements for sustainability of the community. Similarly, the HTs emphasize its role in filling gaps left by the national curriculum, while teachers appreciate its focus on biodiversity, historical preservation, and practical skill development. The Ds and policymakers of the MOE (MOE) recognize the integration of the LC with national goals while ensuring relevance at the local level. Furthermore, experiential learning, particularly in agriculture, traditional crafts, and environmental conservation, enhances students' practical knowledge and community engagement. Additionally, students value the emphasis on real-world applications of the LC, such as sustainable practices and civic responsibility, which contribute to their personal and social development.

Despite these strengths, several weaknesses limit the effectiveness of the LC. According to the GON (2070 B.S.), several weaknesses hinder the development of local curricula. These include a lack of skilled human resources for curriculum design at the local

level, educational activities that do not align with local needs, limited involvement of local bodies in curriculum development, the absence of a supportive environment for creating the LC, and the lack of institutional mechanisms to provide necessary technical support. As mentioned above, a recurring concern is the lack of strong connections between curriculum design and practical implementation, leading to inconsistencies in delivery. Teachers and Ds note that while the curriculum promotes local knowledge, it does not always prioritize professional skill development, limiting its impact on job market readiness. Additionally, the HTs and education officers highlight structural challenges, such as insufficient policy support, inadequate resource allocation, and lack of trained personnel. Furthermore, the risk of fragmentation, particularly if the LC is not well integrated with national policies, was also raised by MOE participants. On the other hand, Ds point out that over-reliance on traditional knowledge without a clear economic framework may hinder long-term sustainability. Addressing these challenges through improved coordination, stronger implementation strategies, and ongoing adaptation to local and global needs will be essential for maximizing the impact of the LC.

Empowering Communities in Curriculum Design

The findings of this research on community participation in curriculum development reveal both strengths and weaknesses across different participants' perspectives. A major strength is the emphasis on decentralization of education, allowing local people —such as teachers, HTs, Ds, and officials of the MOE to contribute to curriculum design. This approach ensures that educational contents include with regional socio-cultural and economic realities, making learning more relevant. Additionally, financial support from local authorities without external pressure reinforces autonomy and fosters ownership. Teachers and Ds highlight the flexibility of curriculum, which enables timely revisions to adapt to societal changes.

As per the GON (2071 BS), the LC plays a vital role in applying educational decentralization by actively involving the local community in its development, wherein parents, guardians, professionals from various fields, and members of social organizations hold significant responsibilities in shaping the curriculum. Moreover, the integration of local knowledge and resources enhances students' engagement by linking education to real-life experiences. Participants from the MOE and the CDC acknowledge the importance of this inclusion and participation of local community in making education more meaningful. However, they give priority that proper monitoring mechanisms are needed to maintain quality and consistency across regions.

Despite these strengths, several weaknesses hinder the full realization of a decentralized curriculum. A major concern is the limited inclusion of key stakeholders, such as HTs and local communities, in decision-making, raising questions about representation. Teachers report that, despite the goal of curriculum, decision-making remains centralized, restricting local authority in shaping educational content. Additionally, the lack of rigorous evaluation makes it difficult to assess the impact of curriculum, while inconsistencies in subject matter reduce its effectiveness. Ds warn that without continuous revisions, the curriculum may become outdated and fail to serve its purpose. Furthermore, disparities in local resources and expertise create challenges in implementation, leading to variations in education quality across different regions. While the shift toward community involvement is a positive step, addressing these issues through improved participation, structured monitoring, and resource allocation will be essential for long-term success.

Traditional Methods of Teaching and Assessment

Regarding implementation of the LC in terms of methods of teaching and assessment, findings show that participants generally perceive the implementation of the LC as traditional form, with delivery and assessment methods being similar to other subjects. Regarding

delivery and assessment of the LC, the GON (2076, BS) has assured that although, in teaching and learning activities, various instructional methods such as lecture, question-answer, discussion, observation, demonstration, research, project work, and field visits are mentioned, however, it is observed that the lecture method is used more frequently, even though it is not considered the most effective for learning; since this method is teacher-centered, there is a belief that its use needs to be minimized as much as possible. As mentioned above, the teaching and assessment processes are found to have conducted like traditional systems.

A major strength is its structured approach, ensuring content consistency through textbooks with students' learning levels. Additionally, the curriculum effectively emphasizes local skills relevant to the community. However, a significant weakness is the limited incorporation of experiential learning. Lessons are primarily classroom-based, restricting students' exposure to real-world applications. Furthermore, assessment methods remain heavily dependent on written formats, which fail to fully evaluate students' practical competencies. Enhancing implementation through project-based evaluations and field activities could improve student engagement and learning outcomes.

The participants' perspectives highlight both the benefits and challenges of delivering and assessing the LC. A key strength is their flexibility in adapting course materials to students' interests and integrating technology where possible. Moreover, the curriculum follows a traditional and standardized structure, maintaining consistency across different schools. However, weaknesses in implementation are evident. A notable issue is the mismatch between curriculum content and students' interests and developmental levels, leading to disengagement. Additionally, the absence of practical learning experiences and field trips prevents students from applying theoretical concepts effectively. Assessments remain primarily written, lacking diverse evaluation methods that could better measure

students' understanding and skills. Moreover, students often prefer technical subjects over the LC, indicating a need to enhance its relevance to their future career aspirations. Addressing these challenges through curriculum revision, varied assessment techniques, and practical learning opportunities could strengthen its impact.

Challenges of Implementing the LC

The findings show that HTs identify several critical challenges of implementing the LC, alongside some promising adaptive responses. A significant issue is the limited availability of textbooks, as only first and eighth-grade students have access to them, leaving other grades reliant on inconsistent learning materials. While internet resources help bridge this gap, disparities in digital access exacerbate inequalities in learning opportunities. Language and cultural barriers further make implementation of the LC difficult, particularly for students from diverse linguistic backgrounds, with the additional challenge of the Ranjana script being difficult even for native learners. Teacher shortages, forced retirements, and quota adjustments contribute to a lack of qualified teachers, produce challenges for curriculum delivery. Moreover, uncertainty regarding appropriate assessment methods, especially for lower-grade students, highlights the need for clearer evaluation guidelines. The GON (2071 BS) has highlighted challenges such as the need to enhance stakeholders' capacity to develop the LC that addresses requirements of community, the lack of public awareness regarding the design and implementation of the LC, and the weak connection between local and national-level curricula. Despite these difficulties, a notable strength is the strong approach of teachers in identifying solutions, such as advocating for training programs, structured orientation sessions, and improved resource allocation. However, without timely intervention, resource constraints and inadequate teacher support may continue to obstruct the successful implementation of the curriculum causing gaps in skills of the learners.

The participants from CDC and the MOE further emphasize key obstacles in LC implementation. A major concern is the shortage of qualified curriculum experts and insufficient financial investment, which hinder the development of relevant and high-quality textbooks. Additionally, inadequate teacher training and orientation programs limit capacity of teachers to effectively deliver the LC. The current emphasis on exam-oriented learning weakens the intended practical and application-based approach, reducing the effectiveness of project work, industry visits, and research activities. Another critical challenge is the limited awareness among local communities about the significance of the LC, making its application difficult. While efforts to contextualize textbooks to local needs are praiseworthy, a lack of resources and expertise restricts meaningful progress. Moreover, linguistic and cultural diversity create barriers when learning materials are only available in selected languages or scripts. Addressing these challenges requires greater investment in human resources, improved teacher training, and a transition toward more interactive, practical learning methods to ensure the effectiveness of the LC for a long-term success.

While all schools have implemented the LC in their own ways, School 3 stands out for its effective and balanced approach, giving equal importance to theoretical knowledge and practical application (50:50). The school uses diverse and interactive teaching methods, including audiovisual materials, oral and written exercises, field visits, and project-based tasks to create an engaging and hands-on learning environment. Students are involved in practical, community-centered activities such as gardening, cleaning, composting, and making traditional items like ju-ju dhau, clay models, sculptures, scarves, and sweets. The school follows a structured assessment system with class, unit, and monthly tests divided into three phases (10%, 30%, and 60%) to track students' academic progress regularly. The curriculum also highlights local heritage, covering areas such as art, culture, history, politics, and indigenous knowledge. Moreover, it develops practical skills related to tourism,

vocational work, subsistence farming, traditional cooking, herbal medicine, and local communication practices. This comprehensive and culturally integrated approach not only supports students' academic development but also equips them to engage meaningfully with and contribute to their local community.

Discussion

The discussion of this study is organized in accordance with each research question. They are presented thematically, reflecting the viewpoints of different categories of the participants. This section presents a discussion of the key themes and contents obtained through the analysis of the data. They are presented research question-wise as follows.

Methods and Strategies Used for the Development of the LC

This section shows discussion of how the themes of the LC was developed and what activities were in focus while developing the LC. Regarding the development of the LC, the themes generated from the interview with the HTs are discussed as follows:

Fostering Local Skills

The cultivation of local skills emerges as a fundamental strategy in LC development. This emphasis aligns with global educational goals that advocate for curricula adjusted to local needs and contexts. Such type of local context enhances students' engagement with their immediate environment and heritage, promoting culturally responsive education (Bray , 2001). By integrating skills connected to local history, cultural identity, and indigenous resources, the curriculum not only enhances learners' understanding of their community but also mitigates the erosion of intangible heritage. This approach underscores the role of education in promoting sustainable development and community resilience (UNESCO, 2017). Consequently, students acquire competencies that are directly applicable to local opportunities and challenges, thereby reinforcing education's transformative role within communities.

Inclusion of Disappearing Resources and Occupations

Incorporating resources and occupations that are on the verge of extinction represents a forward-thinking educational strategy aimed at cultural preservation. Through the inclusion of local crafts, languages, and traditional occupations, the curriculum becomes a tool for raising awareness about heritage at risk (Smith, 2006). This strategy supports intergenerational learning and encourages students to view their cultural environment as a valuable asset. It also contributes to students' appreciation of the socio-environmental changes impacting their communities. As such, this theme not only sustains cultural continuity but also equips students to actively participate in revitalizing disappearing knowledge systems.

Collaborative Curriculum Design and Implementation

The design and implementation of the LC are inherently collaborative, involving consultations with community stakeholders, local authorities, and policy guidelines provided by institutions such as CDC. Such participatory approaches are essential for ensuring curriculum relevance and legitimacy (Rizvi & Lingard, 2010). Community engagement brings diverse perspectives into the curriculum development process, thereby promoting inclusivity and shared ownership. Although some stakeholders may not directly draft the curriculum, their contributions during consultations significantly shape its direction and content. This collaborative methodology leads to more effective implementation and strengthens local commitment to educational outcomes. Ultimately, these themes signify a commitment to developing a curriculum that is not only pedagogically robust but also deeply interwoven with the local context and its evolving needs.

The LC development strategy prioritizes the development of skills that are directly relevant to the local community, particularly those linked to its history, culture, and resources. Regarding this situation, this focus goes beyond education, acting as a cultural

effort to preserve the heritage of community. In terms of the theoretical foundation for local curricula, the GON (2070 B.S.) emphasized that curriculum contents need to be centered on the local needs and relevance for learners. By providing students with skills tied to their local context, the curriculum helps preserve traditional practices, protect indigenous knowledge, and align education with regional-specific requirements. However, if broader, more universal skills are not included, this approach may restrict students' access to global opportunities.

In the development strategy of the LC, inclusion of endangered resources and occupations are given focus by local people and the guideline of the government. Such type of inclusion in the curriculum is a way to help protect and continue local traditions. By teaching students about important local resources and traditional jobs that are disappearing, the curriculum helps them understand changes in their environment and economy. In this regard, the GON (2070 B.S.) highlights that a key feature of an LC is its focus on local subjects and its authenticity; for a curriculum to be considered truly local, it needs to be grounded in the knowledge, skills, and techniques relevant to the specific community it serves and, moreover, integrate various elements such as professions, businesses, culture, geography, education, and politics, thereby reflecting the community's diverse aspects. This approach encourages students to connect with their heritage and take responsibility for preserving it. However, while it helps keep these traditions alive, it can be challenging to make sure these jobs stay useful in today's changing world.

The collaborative nature of curriculum design, involving stakeholders such as CDC and community groups, ensures that the curriculum is aligned with local needs and perspectives. This participatory approach is important for crafting a curriculum that adapts with the community and is more likely to be effectively implemented. However, the collaborative process requires to be managed carefully to avoid fragmentation or a lack of depth in covering essential topics. Furthermore, without adequate training for teachers in

these locally-designed curricula, even the most well-designed programs could fail in their practical application. In support of this view, the GON (2070 B.S.) emphasizes that an important element of an LC is the involvement and experience of the local community, as creating and executing an LC necessitates the participation and collaboration of community members, whose expertise is also integrating into the process.

The findings of this study emphasize the critical role of integrating local skills, cultures, and resources into curriculum development, alongside preserving endangered practices and occupations through a collaborative, context-sensitive approach. These priorities are closely tied to principles of indigeneity, which are underscored by Indigenous theory. This theoretical lens highlights knowledge systems and worldviews rooted in community traditions, land-based relationships, and holistic values. As Wilson (2008) explains, Indigenous theory incorporates social science concepts while remaining distinct in its emphasis on relational accountability, collective well-being, and spiritual ties to land and ancestry. These perspectives diverge from Western educational paradigms by foregrounding the interconnectedness of environment, knowledge, and community (Battiste,2013).

The research identifies several sub-themes that deepen our understanding of LC development. First, participatory design enhances curriculum relevance by including voices from the community; however, it is sometimes hindered by bureaucratic barriers and unequal representation, which limit genuine inclusivity. Second, while local autonomy allows for community-responsive education, it needs to be carefully balanced with national education standards to prevent fragmentation or reduced access to broader knowledge systems. Third, integrating local knowledge within national frameworks can mediate these tensions, promoting both innovation and accountability. As Berkes (2012) points out, sustaining local knowledge systems requires bridging traditional and formal educational structures, enabling resilience in both ecological and educational contexts. Finally, collaborative curriculum-

making, which brings together community insight and professional expertise, can be effective, though its success is often undermined by resource constraints, inconsistent policy support, and implementation gaps. Addressing these issues requires a structured yet flexible framework that prioritizes inclusivity, respects Indigenous epistemologies, and aligns with broader regulatory goals to ensure the development of robust, locally grounded curricula.

Integrating the LC with Local Needs

This section has focused on the findings from the second research question, along with their discussion. The themes show the needs to be fulfilled through the LC. Various themes are generated and discussed based on the data collected from the HTs and the analysis of their shared perspectives as follows.

Sustainable Development Through the LC

The LC plays a vital role in promoting sustainable development by addressing the specific socio-economic and environmental needs of individual communities. Unlike the national curriculum, which often lacks contextual relevance, the LC is designed to tackle community-based challenges and opportunities. For instance, in Rolpa district of Nepal, several schools have introduced the "Kamaundai Padhdai" (earn-as-you-learn) model, where students participate in agricultural work, livestock rearing, and handicraft production alongside formal education. According to Dangi (2025), this model not only enhances students' practical knowledge but also supports sustainable livelihoods, thereby aligning education with the broader goals of community self-reliance and economic growth. This curriculum encompasses local customs, products, cultural beliefs, language variations, and practical knowledge in agriculture, herbal medicine, and tourism. Such educational innovations strengthen students' awareness of their heritage while equipping them with skills applicable to their immediate environment.

Promotion of Local Skills and Professions

Another critical theme is the promotion of local skills and professions. The LC recognizes the importance of equipping learners with skills that are directly applicable to their immediate social and economic contexts. It goes beyond conventional education to include vocational training in agriculture, handicrafts, and other local industries, helping individuals develop marketable skills that can be used for self-employment and economic self-sufficiency. This focus on practical and professional skills helps bridge the gap between education and employment, ensuring that learners are prepared for the job market in their community. Regarding this situation, Collegenp (2023) has mentioned that by integrating traditional knowledge and practical economic skills into classroom instruction, these curricula empower learners to engage in professions that are directly relevant to their local context, fostering self-sufficiency and sustainable community development. The curriculum serves as a means of preserving local traditions and crafts while simultaneously enhancing economic opportunities, thus creating a framework for sustainable community development.

As mentioned thematically above, the findings from headteachers highlight both the strengths and challenges of promoting sustainable development through the LC. On the positive side, the LC has focus on local skills, traditions, and environmental conditions ensures that education is relevant to the specific needs of the community.

Kageshwari Municipality (2077) has highlighted that the LC aims to provide information on and promote local industries, technologies, and occupations, including organic farming, which also emphasizes the importance of collecting and using rainwater for sustaining life. By including subjects like agriculture, handicrafts, and other vocational skills, it empowers students to engage in sustainable economic activities that promote self-reliance. This alignment of education with local livelihoods supports sustainable development. However, headteachers point out several challenges in the implementation of the LC,

particularly in countries like Nepal, where professional skills are often undervalued. There is a disconnect between the goals of curriculum and its practical application, with the partial and fragmented implementation limiting its effectiveness in fostering sustainable development. This gap between theory and practice suggests that while the curriculum is well-designed in principle, its potential is hindered by inconsistent application.

Biratnagar Metropolis (2077) emphasizes preserving cultural identity while recognizing the interconnectedness of social, economic, political, and cultural changes; although specific occupations are not detailed, the curriculum focuses on equipping learners with skills for professional growth, thus aligning with the broader goal of sustainable development and acknowledging the community's biodiversity and diverse contributions. To fully achieve goals of the LC, a more comprehensive approach is needed, ensuring that the curriculum is applied holistically with a stronger emphasis on integrating professional skills and local contexts across all subjects. This would enhance its capacity to foster sustainable livelihoods and economic growth at the community level.

In terms of sustainable development, UNESCO (2015) emphasizes the need for education to focus on sustainable human development by advocating for an approach that contributes to socioeconomic growth through promoting responsible behavior; ultimately, this perspective argues that education has to prioritize sustainability to enhance quality of life, and considers education ineffective if it does not lead to employment. The findings from headteachers underscore the critical role of the LC in fostering sustainable development, promoting local skills and professions, and addressing the challenges of implementation. These three key themes not only highlight the benefits of a localized curriculum but also reveal the dual role it plays in promoting sustainable development while preserving local culture. The LC serves as a powerful tool for empowering communities by aligning education

with the economic, cultural, and social needs of the community, thus contributing to the long-term sustainability and self-sufficiency of the area.

The HTs have highlighted the importance of addressing sustainable development, promoting vocational training, and ensuring the practical implementation of the LC. By adjusting educational content with local economic, social, cultural, and environmental needs, the curriculum fosters self-sufficiency and economic growth, contributing to sustainable livelihoods. It has to prioritize providing practical, marketable skills through vocational training in areas like agriculture, handicrafts, and other local industries, equipping learners for self-employment and economic independence while preserving traditional crafts and professions. To address the curriculum's limited application, there is a need for better integration of professional skills and a comprehensive approach that covers economic, social, religious, and traditional occupations. Effective policies and resources are important for the curriculum to fully support sustainable development in local communities.

The participants of this study have focused on the needs related to local knowledge and skills, integration of cultural and environmental aspects as well as the needs to focus on the growth of economy through the LC. The LC in Nepalese schools has made commendable strides in integrating cultural and environmental knowledge, focusing on preserving biodiversity, forests, rivers, and cultural traditions. This approach not only strengthens cultural identity but also fosters environmental protection, encouraging students to remain connected to their communities and appreciate local resources. However, the curriculum has faced criticism for not adequately addressing economic development and marketable skills, which are essential for preparing students for the evolving job market. Critics argue that while cultural and environmental preservation are vital, the curriculum needs to strike a balance by including practical economic skills and opportunities. In the context of the need for an LC, Shankarapur Municipality (2076) has proposed that the LC ensure children

become familiar with the geography, natural resources, traditions, customs, language, arts, culture, professions, technology, and environment of their local area. Without guidance on economic literacy, eco-friendly ventures, or sustainable businesses like eco-tourism and renewable energy, students may lack the tools to translate their local knowledge into viable economic outcomes. As such, a more holistic curriculum that equally emphasizes cultural preservation, environmental awareness, and economic development is essential for broader societal progress and sustainable livelihoods.

In Nepal, the LC needs to address gaps in economic literacy and practical skills to better prepare students for the 21st-century job market. Schwab (2016) argues that the Fourth Industrial Revolution is transforming the workforce as advanced technologies such as artificial intelligence and automation necessitate new skill sets; therefore, workers need to adjust to a swiftly evolving job market, emphasizing digital literacy, critical thinking, and creativity, which in turn demands that education systems focus on lifelong learning and skill development to equip individuals for the future economy. This necessitates that education systems prioritize lifelong learning and skill development to prepare individuals for future economic challenges. Schwab discusses how technologies such as artificial intelligence, robotics, and biotechnology are fundamentally altering jobs, industries, and education, underscoring the need for new skills. Therefore, the LC not only highlights cultural identity and environmental conservation but also prepares students for sustainable careers, such as eco-friendly ventures, eco-tourism, and renewable energy, by transforming local knowledge into economic opportunities.

Local curricula play an important role in fostering and safeguarding local knowledge and skills that are frequently overlooked by national education systems. By including indigenous practices, local technologies, and traditional crafts into the curriculum, these programs help preserve cultural heritage and prevent the loss of valuable community-specific

knowledge (Smith, 2012). This approach not only enhances students' understanding of their own culture but also provides them with practical skills relevant to their local environment. Thus, local curricula serve as a vital educational supplement that addresses the shortcomings of broader national frameworks.

Additionally, aligning local curricula with Sustainable Development Goals (SDGs) is vital for addressing the unique needs of communities and promoting sustainability. According to UNESCO (2017) has highlighted the need for a fundamental shift in our perception of education's role in global development, emphasizing its important impact on individual well-being and the future of our planet; therefore, education needs to align with the challenges and aspirations of the 21st century, promoting values and skills that drive sustainable and inclusive growth as well as peaceful coexistence, and it is essential for education to support a new vision for sustainable global development.

Curricula that integrate local resources and skills promote both economic and environmental sustainability, helping local economic development by equipping students to engage with their environment in a sustainable way and enhance their community's long-term health. By focusing on local contexts and aligning with Sustainable Development Goals (SDGs), these curricula effectively connect educational content with practical real-world issues.

The LC prioritizes equipping learners with practical, community-relevant skills in agriculture, handicrafts, and local industries. This vocational training bridges the gap between education and employment, empowering students to engage in professions that foster self-sufficiency, economic growth, and sustainable livelihoods within their local contexts.

Today's people are living in 21st century and education has to support 21st century jobs for people's livelihood. Jahanian and Mahjoubi (2013) emphasized that, at the onset of the 21st century, the education sector recognized numerous shortcomings in the existing

system—particularly in terms of outcomes—as rapid advancements across various fields, shifting societal needs, and the emergence of new professions collectively demand a reevaluation of the educational framework. As mentioned above, Schools are disconnected from real life, offering an environment that doesn't clearly reflect societal conditions for its members.

The role of an LC in promoting sustainability lies in its ability to deepen individuals' understanding of life's complexities. According to Scott (2009), Education for Sustainability, which evolved from environmental education in the 1970s, has advanced beyond merely creating awareness about the natural world and its degradation. It now focuses on empowering people with the knowledge and skills necessary to make informed decisions that take into account environmental, social, and economic impacts.

In this regard, the GON (2070 B.S.) suggested that curricula need to be developed with attention to local contexts and individual requirements; the rationale behind this is that curricula are shaped by the country's geographical, historical, social, cultural, religious, and economic factors; while the curriculum requires to prioritize subjects of international significance and national importance, it has to address the varying needs of different regions within the country; however, even with efforts to accommodate these diverse needs, challenges still exist in fully integrating them.

The GON has shown the perspective that designing curricula to make adjusted to local environments and individual needs represents an advanced approach to education. It recognizes that a uniform curriculum cannot effectively meet the diverse socio-cultural and geographical contexts within a country like Nepal. By aligning education systems with these local factors, learning becomes more relevant, fostering better engagement and skill development at the grassroots level. However, balancing global standards with local contexts

poses challenges, particularly in a diverse country like Nepal, where infrastructure and resources vary across regions.

This is theoretically proved clearly. The perspectives as mentioned above show the idea of social constructivism. In relation to social constructivism, Vygotsky (1931) argued that knowledge and understanding are developed through social interactions and cultural settings, with learning being fundamentally social, taking place through dialogue and collaboration within a community. This aligns with the process of designing an LC. Additionally, the concept of "local need" reflects an indigenous perspective, making the findings theoretically sound. Today, the issue of education is no longer confined to a single country; it's a global concern. Parents everywhere are troubled by the declining quality of their children's education, and nations are anxious about the future generation. This is largely because educational systems have failed to effectively reform society.

Community Participation in LC Development

This section presents a discussion on community participation in developing local curricula. The central themes include collaborative curriculum development, local involvement and participation, and mechanisms for decentralization.

Collaborative Development of the LC

The involvement of a diverse group of participants—including local stakeholders and experts in various fields—in the development of the LC highlights a collaborative approach to education. This process ensures that the curriculum reflects local needs while integrating a range of expertise. Involving educational experts, historians, politicians, and cultural specialists provides a well-rounded perspective, enriching the curriculum with multiple viewpoints and experiences. This approach can lead to a more comprehensive and relevant curriculum that addresses both local contexts and broader educational standards. Bray (2003) underscores the importance of community initiatives in education, arguing that such

collaborative efforts enhance the relevance and ownership of educational programs within the local context.

Local Involvement and Participation

Local involvement in the curriculum development process appears to be weak, which impacts the overall effectiveness of decentralization. For decentralization to succeed, active participation from local stakeholders is essential. This includes educators, community leaders, and students who understand the local context and can provide valuable input into curriculum design and implementation. Shaeffer (1994) asserts that community participation goes beyond symbolic involvement and includes real decision-making power to ensure the curriculum is grounded in the lived experiences of the community. The current level of local participation is insufficient, and this lack of engagement may hinder the curriculum's ability to address specific local needs and challenges effectively. Strengthening local involvement could lead to more relevant and context-specific educational content, enhancing the curriculum's ability to support decentralization.

Mechanism for Decentralization of Education

The LC represents a significant step toward decentralizing education, shifting responsibility from centralized authorities to local governments. This approach aims to align educational content with the specific needs and resources of local communities. By empowering local authorities to design and implement curricula, this decentralization fosters greater relevance in teaching materials and learning experiences. It also potentially enhances community engagement and ownership of the education system. However, the success of decentralization depends on the capacity of local bodies to effectively manage and improve the curriculum. De Grauwe (2005) highlights that decentralization efforts require proper training and institutional support to ensure that local actors can contribute meaningfully to curriculum development.

Incorporation of Local Resources and Content

A key feature of the LC is its incorporation of local resources and geographic context into the educational content. This thematic focus ensures that the curriculum is designed to the unique characteristics and needs of the local community. For example, it can include local history, culture, and environmental issues, making the learning experience more relevant and practical for students. This approach not only supports contextual learning but also promotes cultural and environmental awareness. However, the effectiveness of this integration will need ongoing evaluation to ensure that it truly meets the educational needs of the local population. The LC seeks to harness local resources and knowledge, but its impact has been constrained, highlighting the need for a more systematic integration approach. By including community-specific resources, the curriculum aims to enhance its relevance and support decentralization, drawing on the unique knowledge and assets of the local population. The GON (2071 B.S.) has acknowledged that a centrally designed curriculum is insufficient to meet the needs of local communities. Therefore, it has to address local resources and skills to foster community development. This strategy can deepen students' connection to their surroundings and promote greater community involvement.

Nevertheless, the current integration of local resources has been less effective than desired, indicating the need for a more strategic and organized approach. To achieve decentralization goals, it is essential to establish mechanisms that integrate local resources effectively into educational content. This could include developing frameworks for continuous assessment and adjustment to ensure that local resources significantly enhance the curriculum and support both educational outcomes and local development.

By integrating cultural heritage and sustainable practices, education becomes a tool for empowerment, encouraging students to contribute to their communities. To maximize impact, greater emphasis requires to be placed on skill development and inclusive

participation, ensuring that all learners benefit from a meaningful and transformative educational experience.

Delivery and Assessment of the LC

Delivery and assessment are key elements of curriculum implementation. Delivery involves the methods and strategies teachers use to present content, while assessment evaluates student understanding and progress, ensuring that learning outcomes align with educational objectives. Effective curriculum implementation depends on both delivery and assessment being responsive to students' needs and learning goals (Ornstein & Hunkins, 2017).

Traditional Techniques of Delivery and Assessment

The HTs' perspectives collectively indicate a trend toward the standardization of both delivery and assessment practices for the LC using traditional techniques. According to S1 HT1 and S2 HT2, the LC is delivered using textbook content and assessed in the same manner as other subjects. S5 HT5 and S6 HT6 also reflect this standard approach, focusing solely on written forms of assessment and content from the textbook. This uniformity ensures consistency across subjects but may limit the effectiveness of the LC by not addressing its unique aspects or the diverse needs of students. Standardized approaches may neglect context-relevant skills and fail to engage learners effectively (Glatthorn, Boschee, Whitehead, & Boschee, 2018).

Limitations of Classroom-Based Delivery

Another prevalent theme is the restriction of LC delivery to classroom settings. Perspectives from S3 HT3 and S4 HT4 highlight the missed opportunities for experiential learning, such as field trips and hands-on projects. They argue that taking students out of the classroom could enhance their understanding of local matters and improve the application of learned skills. The current approach, which confines the curriculum delivery and assessment

to traditional classroom settings, overlooks the benefits of real-world experiences. According to Kolb (2015), experiential learning significantly enhances understanding by linking knowledge to direct experience, promoting deeper learning.

Persisting Teacher-Centered Methodologies

Despite efforts to transition to student-centered teaching methods, the common practice remains largely teacher-centered. This traditional approach emphasizes the teacher as the primary source of knowledge and control, which can limit student engagement and active learning. The continued reliance on teacher-centered methods suggests that the shift towards a more student-centered approach has not been fully realized or implemented. Research shows that teacher-centered instruction often limits learners' autonomy and suppresses critical thinking development (Freire, 1970/2005).

Focus on Child-Centered Methods in Curriculum Design

The LC is designed with a focus on child-centered methods, aiming to engage students through interactive and practical experiences such as field visits, discussions, and project work. This approach is intended to move away from traditional textbook-based instruction and promote a more dynamic and participatory learning environment. However, despite the curriculum's design emphasizing these methods, the actual delivery in schools shows similarities to other curricula, which may indicate a lack of effective implementation. According to the NCF (2005), child-centered pedagogies require structural support and professional development to be effectively implemented in classrooms.

On the other hand, the GON (2076) has pledged that the LC meets local needs and motivates learners. However, research reveals that in community schools, the LC is often taught in a theoretical manner with insufficient focus on practical aspects.

However, since the curriculum is mostly restricted to the classroom, it lacks real-world experiences that would make learning more engaging and relevant. In contrast, the

GON (2076) has emphasized the importance of making the LC practical and effective. Furthermore, broadening the delivery methods to include outdoor learning and community-based projects could better achieve the objectives of curriculum and cater to various learning styles.

There are discrepancies and gaps between the curriculum content and students' developmental stages or interests. Teachers are concerned that the LC does not align with students' needs, leading to decreased engagement and enthusiasm. This misalignment can result in lower motivation and poorer learning outcomes. To address this issue, it would be advantageous to adjust the LC to better match students' interests and developmental needs, possibly by revising topics and teaching methods. This approach could enhance motivation and make learning more relevant and enjoyable for students. However, the current delivery and assessment systems for the LC remain traditional and conventional. The GON (2076) has identified challenges related to preparing educators to teach the LC effectively, as well as difficulties in monitoring, evaluating, gathering feedback, and implementing it. Since delivery and assessment of the LC are conducted using traditional methods, this aligns with the principles of indigenous theory.

There is need for a shift toward more dynamic, student-centered, and context-sensitive teaching and assessment methods, enabling students to connect their education with community development and sustainable skill-building.

Challenges of the LC Implementation

The challenges faced while implementing the LC are mentioned thematically as follows:

Insufficient Teaching Resources and Materials

A significant challenge of implementing the LC in Nepal is the lack of adequate teaching resources and materials. According to Adhikari (2024), while curricula have been

developed for grades one through eight, textbooks are often provided only for grades one and eight, leaving a gap for the intervening classes. This scarcity forces educators to rely on internet resources, which may not align with the objectives of curriculum and can lead to inconsistencies in teaching. Additionally, materials are frequently provided in scripts like Ranjana, posing comprehension challenges for students from diverse linguistic backgrounds. The absence of clear guidelines for assessments further complicates the preparation of suitable examination questions, highlighting the foundational resource gaps in effectively implementing the LC.

Challenges Related to Teachers and Human Resource

Another critical barrier to LC implementation is the shortage of trained and context-aware teaching personnel. Subedi (2018) notes that teacher transfers, retirements, and vacant posts have resulted in a lack of local educators who are familiar with the regional culture, language, and needs. This has led to the appointment of teachers from outside the local area, many of whom are not equipped to teach content rooted in local history and culture. Compounding this problem is the MOE's insufficient investment in teacher training, particularly in preparing educators to deliver localized content effectively. Teachers have rarely been provided with orientation or professional development tailored to the LC, which undermines both their confidence and competence in classroom delivery.

Lack of Community and Stakeholder Engagement

The third major challenge is the lack of community and stakeholder engagement in understanding and supporting the LC. Many local people, including educators, do not fully grasp the relevance or context of the LC, resulting in a lack of interest and proactiveness in its implementation. The GON (2076, BS) has also mentioned that there are challenges. It has noted that persistent challenges remain in ensuring the accountability of local governments for curriculum development and implementation, as well as in cultivating a genuine sense of

ownership among stakeholders with regard to local curricula. The curriculum emphasizes practice-based learning, indigenous knowledge, and local resources, but these principles are often overlooked.

Additionally, there has been insufficient emphasis on experiential learning activities like project work, fieldwork, industry observation, discussion, presentation, and research-based activities, which are important for developing a deeper understanding of local issues. The challenge of changing the mindset from a purely exam-oriented approach to a more holistic and experiential learning process further complicates the successful implementation of the curriculum.

The successful implementation of an LC requires more than just a theoretical framework. It demands adequate resources, trained human resources, and a community-wide understanding and support of its goals. To overcome these challenges, a multifaceted approach is needed, including developing relevant teaching materials, providing continuous training and orientation for teachers, and fostering community involvement to ensure that the curriculum aligns with local needs and contexts. Addressing these gaps can enhance the effectiveness of the LC and contribute to more meaningful and sustainable educational outcomes

Lack of Adequate and Relevant Educational Materials

The implementation of local is hindered by a scarcity of relevant textbooks and educational materials. There is also inconsistent internet resources. Furthermore, the materials often did not align with the LC objectives, and posed additional challenges for students from diverse linguistic backgrounds. Additionally, there was a shortage of level-appropriate teaching resources, including exam materials. Regarding appropriate educational resources, the GON (2071) has acknowledged that, while the increasing prevalence of global standards and the dominance of the English language pose a challenge, there is also a significant

difficulty in maintaining alignment with local educational contexts; thus, providing educational materials and curricula that address geographical, cultural, and social diversity remains a complex issue. Furthermore, today, the learners are in 21st century and they need skills and technologies needed for the present time.

Difficulties in Standardizing Learning and Assessment

The unavailability of suitable teaching materials led to inconsistencies in the teaching process, especially in terms of assessment. Teachers struggled with preparing appropriate exam questions due to unclear guidelines on the assessment format. This lack of standardized materials created confusion and limited the effectiveness of curriculum in delivering consistent learning outcomes. The Nepalese government (2071) has stated that the evaluation process and its framework are to be included in the curriculum, as the evaluation process depends on the student's age, the nature of the subject matter, and the available learning resources. Additionally, the curriculum is expected to emphasize practical aspects more than theoretical ones, especially in areas where this emphasis is currently lacking.

Moreover, indigenous types of challenges continue to appear in the implementation of the LC. At the same time, learners and parents express a desire for education that promotes 21st-century skills. These findings align with both social constructivism and indigenous theories. Indigenous theories highlight the significance of local knowledge systems and the role of cultural context in education. According to these theories, education reflects and respects indigenous ways of knowing and understanding the world. According to the theory of Vygotsky (1938), learners construct knowledge through social interactions and cultural practices.

The discussions from the analysis highlight key challenges in implementing the LC. Inadequate Resource Availability remains a critical issue, with a significant gap in textbook availability, particularly for grades two through seven. The reliance on internet resources and

adapted textbooks is unsustainable and diminishes curriculum effectiveness. Linguistic and Cultural Barriers further complicate implementation, as materials that do not align with students' linguistic backgrounds hinder engagement. The use of the Ranjana script, for example, limits accessibility, necessitating a balance between linguistic inclusivity and cultural preservation. Additionally, Lack of Training and Skilled Experts poses a major obstacle, with a shortage of personnel qualified to develop and implement contextually relevant materials. Teachers and administrators require targeted training to bridge the gap between theoretical frameworks and practical application. Lastly, Limited Practical Integration and Awareness restricts the curriculum's impact, as the absence of hands-on learning activities and low community engagement weaken its effectiveness. Addressing these challenges requires strategic investment in resources, culturally sensitive curriculum design, capacity building, and enhanced practical learning opportunities to ensure successful implementation.

Chapter Summary

This chapter presents the findings and discussions of the study, organized thematically based on the analysis of the collected data. The first theme addresses the strategies employed in the development of the LC, emphasizing both participatory methods and the necessity of following with governmental guidelines. The second theme explores about local needs of students and the local community, demonstrating how the LC aims to meet the specific educational demands of the context. The third theme examines community participation in curriculum design, aligning with the broader goal of decentralizing the education system. The fourth theme focuses on the implementation of the LC, particularly in terms of delivery and assessment. It reveals that conventional methods of teaching and evaluation remain dominant. The fifth theme highlights the challenges encountered during implementation, including a lack of trained human resources and restricted local autonomy.

In addition to these thematic findings, the chapter incorporates insights from curriculum implementation discourse with education officers, FGDs with students, and classroom observations. These perspectives further deepen the understanding of the practical realities surrounding the LC.

CHAPTER SEVEN

SUMMARY, CONCLUSION, IMPLICATIONS, AND CONTRIBUTIONS

As the concluding chapter of this dissertation, this chapter presents a comprehensive summary of the study; derives key conclusions based on the research findings; and discusses the broader implications for educational policy, pedagogical practice, and future research. It synthesizes the core insights gained from the qualitative investigation into the development and implementation of the LC in community schools, emphasizing both the accomplishments achieved and the challenges encountered. By consolidating the overall contributions of the study, this chapter also offers evidence-based recommendations intended to support educational stakeholders and guide subsequent scholarly inquiry in the field of local and sustainable education.

Summary

This qualitative study explores the processes involved in the development and implementation of the LC in community schools, with a specific focus on integrating local knowledge, culture, skills, and resources into formal education. Employing a basic qualitative research design, the study gathers in-depth insights through semi-structured interviews conducted with key stakeholders, including Ds, HTs, teachers, education officers, and representatives of CDC and MOE. Data were analyzed thematically, enabling the identification of patterns and categories relevant to curriculum planning, delivery, and evaluation.

The findings reveal that the LC was developed through a structured seven-step participatory framework, ensuring contextual alignment and active community involvement. A significant emphasis was placed on preserving endangered occupations, indigenous knowledge systems, and cultural practices, aiming to foster environmental sustainability and reinforce local identity. However, the implementation phase faced several constraints,

including inadequate teacher training, weak inter-agency coordination, and insufficient logistical support, which hindered the practical realization of curriculum objectives.

Despite the intention of the curriculum to bridge school learning with real-life skills, its delivery remains largely theoretical, relying predominantly on textbooks and written assessments. Experiential learning opportunities, such as fieldwork and project-based activities, were underutilized, creating a disconnect between curriculum content and student development needs. Although the inclusion of community voices in the design phase signifies progress toward curriculum decentralization, implementation is hampered by a lack of standardized teaching materials, assessment tools, and resource allocation.

The theoretical foundation of the curriculum is rooted in Indigenous Theory and Social Constructivism. Indigenous Theory advocates the incorporation of traditional and local knowledge into formal education, while Social Constructivist principles promote collaborative, learner-centered, and experience-based learning. While the curriculum aligns with broader goals of sustainable development and cultural preservation, it lacks balance in addressing technological integration, global competencies, and practical application. Consequently, the effectiveness of curriculum is limited when measured against global education standards.

The study concludes that while the LC initiatives hold promise for community empowerment and cultural continuity, their long-term impact depends on capacity-building, enhanced teacher training, resource mobilization, and a balanced pedagogical approach that combines local relevance with global preparedness. These insights contribute to the broader discourse on educational localization and its role in promoting inclusive and sustainable education systems.

Conclusion

This study critically examined the development, implementation, and challenges of the LC practices in Nepal by exploring participatory practices, sustainability efforts, community empowerment, teaching and assessment approaches, and systemic barriers. The findings offer a complex picture: while the intentions behind the LC are progressive and contextually grounded, its practical application remains fraught with inconsistencies, structural gaps, and limited impact.

Regarding the participatory process in LC development, the study found that although a broad range of stakeholders—teachers, HTs, teachers, curriculum experts, community leaders, and government officials—are intended to be involved, this inclusion is uneven in practice. Bureaucratic controls and centralized authority often override local input, diminishing the autonomy of local actors. The participatory model, while conceptually robust, lacks institutional mechanisms to ensure equitable representation, and the absence of clearly defined roles for different participants results in tokenistic involvement rather than meaningful contribution. This weakens both the legitimacy and responsiveness of the curriculum to community-specific needs.

The LC does make a deliberate effort to integrate local skills, indigenous knowledge, cultural heritage, and environmental awareness, which is commendable. It has the potential to address gaps left by the national curriculum and promote sustainability through community engagement. However, the curriculum does not sufficiently focus on professional skill development or economic relevance. It fails to connect learning outcomes with employment opportunities or evolving local industries, thus limiting its transformative impact. Without clear alignment between curricular content and sustainable livelihoods, the contribution of the LC to long-term development remains fragmented.

Community empowerment in curriculum design, though encouraged through decentralization policies, is inconsistently implemented. Schools and local education offices often lack the authority, resources, and institutional support to take initiative. Where empowerment is visible, it tends to be isolated and dependent on individual leadership rather than systemic capacity. Furthermore, the lack of continuous feedback mechanisms and standardized quality assurance measures constrains the curriculum's adaptability to local realities. Effective community empowerment requires not only opportunity but also capacity-building and accountability structures to ensure ongoing, collaborative development.

In terms of teaching and assessment, the curriculum remains rooted in conventional, lecture-based pedagogy and written examinations. While official documents advocate for diverse instructional methods such as field visits, project work, and demonstrations, these are rarely practiced due to inadequate teacher training, lack of materials, and established habits. The curriculum fails to make full use of experiential learning or contextual instruction that could otherwise enhance engagement and understanding. Even promising practices—such as those in School 3, where a balance between theoretical and practical learning is maintained—remain exceptions rather than the norm. Assessment remains heavily written and summative, insufficient for evaluating practical competencies, creativity, or real-life problem-solving skills.

The challenges impeding the implementation of the LC are substantial. These include shortages of qualified personnel, insufficient textbooks beyond select grades, digital inequality, linguistic barriers, and weak coordination between national and local systems. Teacher shortages, financial constraints, and inadequate orientation further restrict the delivery of the LC. Despite some adaptive efforts by individual schools and educators, these problems are systemic and cannot be resolved through localized solutions alone. Moreover,

the limited public understanding of the LC's purpose hampers community support and engagement.

The curriculum development process in Nepal formally follows the key stages of curriculum theory—needs assessment, objective formulation, content selection and organization, learning experience design, and evaluation planning. However, its execution is uneven and vulnerable to multiple barriers. Centralized decision-making undermines local ownership, while poor integration of vocational and life skills reduces relevance. Teaching methods remain rigid, and assessment lacks variety. There is a critical shortage of localized instructional materials, particularly for grades beyond the first and eighth, and professional development opportunities for teachers remain limited. Institutional weaknesses, including the absence of reliable monitoring and evaluation systems, prevent iterative improvements and informed adaptation of content.

Addressing these shortcomings requires a multidimensional and sustained effort. Participation requires deepening through inclusive and equitable structures that give real voice to local stakeholders. Training programs and policy reforms empower teachers and school leaders with the necessary skills and authority to design and deliver locally relevant content. Resources—both financial and technical—remain essential for access, and curriculum content includes vocational, entrepreneurial, and civic competencies aligned with the realities of the local economy. Pedagogical strategies shift toward interactive, learner-centered models, and assessment methods capture a broader spectrum of student learning outcomes. Simultaneously, institutional systems for monitoring, evaluation, and feedback ensure ongoing relevance and accountability. Lastly, efforts to raise awareness among communities about the purpose and benefits of the LC promote ownership and support. In Nepal, the components of the LC as prescribed by CDC (2076, BS) include:

(1) mother tongue,

- (2) culture, social diversity, history, cultural heritage, and archaeology,
- (3) geography, natural resources, and their proper utilization,
- (4) traditional and commonly practiced local skills and arts,
- (5) health, sanitation, and environmental conservation, and
- (6) inclusion of various other relevant aspects.

CDC has identified several essential components that require to be included in the LC to ensure it reflects the diverse realities of communities. These components include the use of the mother tongue to support linguistic inclusion and comprehension; the preservation and promotion of local culture, social diversity, history, cultural heritage, and archaeological knowledge; and a focus on the geographical features and natural resources of the area, along with their proper and sustainable utilization. Additionally, the curriculum requires to incorporate traditional and widely practiced local skills and arts that reflect indigenous knowledge systems. It has to address important aspects of public health, sanitation, and environmental conservation. Furthermore, the inclusion of various other locally relevant themes is encouraged to make the curriculum more holistic, inclusive, and responsive to the needs and aspirations of the local population.

The Local Curriculum Framework, (2076, BS) marks a significant and timely step toward contextualizing education in Nepal by integrating the diverse socio-cultural, linguistic, environmental, and economic realities of local communities. By embedding elements such as local history, mother tongue instruction, traditional practices, and vocational skills into the formal education system, the framework aims to make learning more inclusive, relevant, and community-centered. This localized approach not only strengthens students' sense of identity and belonging but also empowers them with practical knowledge and skills necessary for sustainable development and cultural preservation.

However, despite its progressive intent, the framework faces notable implementation challenges. Its success is heavily dependent on the capacity of local governments, educators, and institutions to collaboratively design and deliver high-quality, context-specific content. Constraints such as inadequate financial resources, a shortage of trained teachers, uneven stakeholder engagement, and political interference risk undermining its goals. Moreover, balancing local relevance with national academic standards requires careful planning to ensure equity across regions. To realize the full potential of the LC, Nepal has to prioritize long-term investments in teacher preparation, community involvement, institutional support, and continuous monitoring within a coherent national education reform strategy.

Although the LC initiative of Nepal represents a bold and context-sensitive educational reform, its success depends not only on policy intent but on the practical reconfiguration of roles, resources, pedagogies, and systems. Bridging the gap between aspiration and implementation will require a renewed commitment to inclusive, well-resourced, and community-empowered curriculum processes that align local realities with national educational goals. Only through such systemic transformation can the LC fulfill its promise of meaningful, sustainable, and equitable learning for all.

Implications

This research aimed to examine the extent to which the LC in Nepal, in community schools, addresses the needs of students and community to empower them by protecting local culture and resources. The study has got noteworthy implications, including those related to policy-making, sustainable development practices, and future research.

Implication for Policies

Policies are fundamental in shaping and guiding educational activities, yet their effective implementation remains problematic in Nepal. The GON (2076 BS) has emphasized the importance of adjusting educational practices with local needs to enhance community

involvement and representation at the grassroots level. Although there have been efforts to design education to meet local requirements, the establishment of a supportive policy for successful implementation is still lacking. This disconnects between policy formulation and practical implementation and highlights a significant challenge in the Nepalese educational system. To improve the effectiveness of educational reforms, it is important to bridge this gap by creating conditions that facilitate the practical application of policies, ensuring that they support into meaningful and impactful changes in local educational contexts. So, this study mentions the gaps in policy development and their implementation in real life situation.

Implication for Self-Employment and Sustainability

The introduction of the LC in Nepal marks a significant shift in education. Traditionally seen as a marker of respectability, education now focuses on practical skill acquisition. The GON (2076) has highlighted the need to integrate vocational and skill-based education into the curriculum. This approach aims to equip learners with the skills needed for sustainable livelihoods and self-employment. By shifting the focus of pedagogy to producing skilled individuals rather than just literate ones, the curriculum supports sustainable development and the creation of a skilled workforce.

UNESCO (2015) emphasizes the need to address common challenges and conflicts while taking new opportunities for sustainable development. Although economic growth has helped reduce global poverty, it has also increased vulnerabilities, inequalities, and violence within and between societies. In this context, education has to offer students a sense of purpose and dignity, preventing them from relying on begging.

Implication for Decentralization of Education

Decentralization of education has significant implications globally. Shifting decision-making power from centralized authorities to local communities and teachers creates a more adaptable and responsive educational environment. This shift can foster innovation and

customization in curriculum and teaching, allowing schools to better meet students' diverse needs and backgrounds. The World Bank (2023) notes that higher-income nations are increasing education spending, while lower-income countries, lacking decentralization strategies, face declines. The centralized system of education in Nepal has struggled to address local needs, leading to financial and effective issues. The GON (2076) has mentioned that the LC in education policy supports autonomy, decentralization, and practical training, highlighting the importance of empowering local communities through educational reforms.

Rondinelli (1981) has stated that decentralization in education varies by the extent of power transferred from central authorities to local entities as follows:

Devolution is the most extensive form of decentralization, where full authority and decision-making powers are given to local governments or institutions. These local bodies have significant autonomy to manage resources, policies, and educational practices independently, with minimal central interference.

In the approach of delegation, central authorities assign specific responsibilities to local institutions or governments. Although local entities handle certain educational aspects, they remain accountable to the central authority, which retains oversight while allowing some flexibility in implementation.

Deconcentration involves redistributing administrative duties to regional or local branches of the central government. Regional offices handle daily operations, though major decisions are still controlled centrally, bringing services closer to the community.

Privatization form transfers certain educational functions from public authorities to private organizations. While private entities manage these functions, public bodies often retain oversight.

These types of decentralization reflect varying levels of local control, with devolution granting the most autonomy and deconcentration maintaining stronger central control.

However, for decentralization to be effective, the government has to clearly define which policies and powers are delegated to local communities. This clarity ensures that local entities understand their responsibilities and limits, facilitating better implementation and management of educational reforms.

Implication for Future Research

The recognition of limitation of this research, due to its small scale, highlights the need for more extensive studies on the LC in Nepal. Although the study provides valuable awareness, its limited scope may not fully represent the diverse educational landscape of the country. Future research is expected to focus on expanding geographic coverage and sample size to include a broader range of perspectives and experiences. This approach will help capture the complexities of LC development and implementation, offering a more solid basis for informed educational policies and practices. Additionally, given the significance of the LC in education system of Nepal, there is a critical need for further systematic research. A larger-scale study that covers diverse geographic and demographic factors could deepen understanding of curriculum design, implementation, stakeholder perceptions, and impact, advancing knowledge and practice in LC reform.

Contributions of the Study

This study has played an important role in advancing curriculum reform in community schools of Nepal by stressing the need to integrate indigenous knowledge and local skills into the educational process. It brings attention to how a locally designed curriculum can better serve ethnically diverse communities of Nepal and address the needs that are often neglected by the centralized education system of Nepal. By reviewing a broad range of existing literature, the research has highlighted noticeable gaps between the national curriculum and what local communities actually require. It advocates for empowering communities by recognizing their cultural knowledge as a valid and essential part of the

education system. Furthermore, the research has encouraged greater awareness among local governments, educators, school leaders, and policymakers about the urgency of translating educational policies into real, practical changes, while also revealing the gap between policy intentions and actual implementation.

In addition, the study encourages a move away from memorization-based learning toward more practical, hands-on teaching methods in community schools. It highlights the importance of connecting education with everyday life and local livelihoods, suggesting that blending indigenous wisdom with modern technologies can better equip students for employment. The research makes a strong case for designing local curricula that both preserve cultural identity and prepare students for contemporary job markets. It also emphasizes the need for ongoing professional development and the promotion of lifelong learning for both educators and learners. Ultimately, the study demonstrates that a well-implemented, locally relevant curriculum can lead to substantial improvements in both student outcomes and community well-being across Nepal.

Before this research was conducted, curriculum development in many community schools lacked clear direction, adequate resources, and proper support. Teachers and school leaders often had limited awareness or capacity to design educational content that reflected their students' real-life experiences. As a result, many schools remained dependent on a uniform, centralized curriculum that failed to reflect local differences. This study addresses these shortcomings by proposing a structured framework for planning and implementing locally relevant curricula. It has contributed to promote inclusive strategies involving community participation, teacher initiative, and institutional collaboration essential elements for creating an educational system that is culturally sensitive, locally grounded, and aligned with broader development goals.

The research offers practical insights into how curriculum development can be effectively approached within the context of community schools. By focusing on the local realities of Nepal, it helps bridge a critical gap in academic discourse by showing how decentralization can foster more relevant and meaningful learning experiences. By emphasizing the integration of cultural values, indigenous knowledge, and community needs, the study illustrates how curriculum design can be closely tied to students' everyday lives. It has also contributed with introduction of participatory and inclusive research approach that can serve as a model for similar efforts in other regions dealing with comparable educational challenges.

The findings of this study carry significant implications for shaping educational policy and practice. They provide practical guidance for educators, school administrators, local governments, and policymakers to work together in creating curricula that address the distinct needs of local communities. By emphasizing the importance of professional development and institutional support, the research highlights how building capacity at the local level can lead to more effective and lasting curriculum reforms. It also invites further exploration into how locally designed curricula influence student achievement and community progress, offering a foundation for continued innovation in education.

One of the major contributions of this study lies in its thorough examination of how various stakeholders such as teachers, headteachers, local governments, and community members can actively engage in curriculum planning. It emphasizes the value of shared responsibility, collaboration, and professional empowerment in making the LC efforts successful. By blending local knowledge, history, and social context into classroom instruction, the study shows how education can become more meaningful and engaging for students. The contribution of this study is that it also calls for sustained investment in teacher training, educational resources, and long-term planning, making it a vital reference for those

involved in grassroots educational reform both within Nepal and in other culturally diverse settings.

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APPENDICES

Interview Schedule

First Research Question: What are the methods and strategies employed in developing local curriculum in community schools?

1. What activities have been integrated into the design of local curriculum?
2. What local knowledge and skills are prioritized for development in the design of the local curriculum?
3. What aspects are being included while developing local curriculum?
4. What criteria are prioritized in the development of the local curriculum?
5. How does the development of local curriculum help the community maintain its cultural pride?
6. What criteria were considered in the development of the local curriculum, and how was it created?
7. What subject matters were prioritized and included in the development of the local curriculum?

Second Research Question: How well does the local curriculum integrate to the specific learning needs of the students in community schools?

1. Why is local curriculum implemented in community schools?
2. What aspects and needs of students are addressed and fulfilled through local curriculum?
3. How does local curriculum empower local community
4. What key areas does the local curriculum emphasize? And to which points has local curriculum put emphasis?
5. How do students get benefit and meet their needs through local curriculum?
6. What gaps are still present to meet the needs of the students and how does local curriculum address them?
7. What are the areas of main priorities of local curriculum?
8. How does the local curriculum help learners achieve their goals?
9. How is knowledge of the learners enhanced through local curriculum?
10. What is the primary focus of the local curriculum in meeting the needs of both learners and the community?
11. How does local curriculum align with the needs of students?
12. In what ways has the local curriculum helped promote students' skills?
13. How does the local curriculum address the economic needs of students?

14. What subject matters were prioritized and included in the development of the local curriculum?

Third Research Question: How does community participation in local curriculum development affect decentralized education systems?

1. To what extent were local community members involved in the design of local curriculum?
2. In what ways did people participate in the creation of local curriculum?
3. How does community involvement in designing the local curriculum align with the decentralization of education?
4. How were local community members invited to participate in developing the local curriculum?
5. What levels of people were involved in the design of local curriculum?
6. Why were experts hired for the process, and how were they brought on board?
7. Who actually developed local curriculum?
8. What can be said about the effectiveness of local community participation in designing the curriculum?
9. What key improvements have been made to the local curriculum for the community and learners as a result of local community participation?

Fourth Research Question: How is local curriculum implemented with focus on delivery and assessment process in community schools?

1. How effectively is local curriculum implemented in terms of delivery and assessment?
2. How is local curriculum delivered in community schools?
3. How are students assessed in the course of local curriculum?
4. What types of teaching materials are used in delivering the contents of local curriculum?
5. How is local curriculum taught compared to other subjects?
6. What are the differences in the delivery and assessment of the local curriculum compared to other subjects?
7. To what extent have the delivery and assessment processes of the local curriculum supported students' interests?
8. What teaching methods are used in delivering the local curriculum?

9. To what extent have practical aspects been prioritized in the delivery and assessment of local curriculum?
10. What types of training are conducted for teaching and assessing the topics of local curriculum?
11. How are assessments managed in the implementation of local curriculum?
12. What feedback do students receive, and how is it provided?

Fifth Research Question: What are the challenges encountered during the implementation phase of local curriculum in community schools?

1. What challenges have been faced during its implementation?
2. How adequate are the available resources?
3. How effective is human resource management in the local curriculum?
4. What specific challenges do community schools face in implementing the local curriculum?
5. To what extent is the local community involved in supporting the implementation of the local curriculum?
6. What difficulties hinder the effective implementation of the local curriculum in community schools?

Interview schedule / questions for Education Officer in Municipality

1. Why was the concept of local curriculum brought by you & the central government?
2. Who designed local curriculum in your municipality?
3. What is the framework of local curriculum in your municipality?
4. Which points are in priority to develop local levels through your local curriculum?
5. To what extent, does local curriculum meet the needs of the learners and the local people?
6. In your opinion, what are the needs of the local learners and the people?
7. There are seven steps in designing curriculum; which steps of designing local curriculum did you decide?
8. What is the contribution of local people in designing local curriculum?
9. What categories of local people did you contact to discuss about designing local curriculum by addressing their local needs?
10. What are the processes applied to develop local curriculum for the schools under your municipality?

11. In your opinion, how does the development of local curriculum bring decentralization of education?
12. Have you got full authority to design your own curriculum and apply it in your own desire?
13. How does local curriculum link to the sustainable development of the learners and the local people?
14. What is your opinion regarding the aspects of decentralization of education and sustainable development of the learners and local community through local curriculum?
15. What do the learners learn through local curriculum?
16. How has local curriculum linked the local needs of the learners to the global scenario in this age of globalization and technology?
17. What types of earning skills do students learn through local curriculum?
18. How are the learners able to earn their livelihood through the learning contents of local curriculum?
19. Why do the students have to study local curriculum? Is it to fulfill for their economic aims and needs?
20. If it does not fulfill the economic needs of the learners in terms of needs of present skills, why is it necessary for the students to study local curriculum?
21. In your opinion, how does local curriculum improve economic aspect of the learners and the local people in your area?
22. How is local curriculum formed and implemented in the community schools in your municipality?
23. When was local curriculum implemented in community schools in your municipality?
24. Why was an expert hired from central level to design local curriculum instead of making it by local people? How does it fulfill the needs of local people? How does the expert from out know the needs of local people? How did he discuss to local people?
25. How was the expert contacted for designing local curriculum? How did you select him/them and invite? How much did you have to pay for him?
26. What is your perception about the standard of local curriculum to meet the needs of community, as a whole?

Questions for Focus Group Discussion

1. What differences have you found in Local curriculum from other subjects?
2. What subject matters are taught in local curriculum?
3. Which aspects of your life are met by local curriculum?
4. What is your expectation through local curriculum?
5. What types of teaching materials do you expect through local curriculum?
6. How is local curriculum evaluated in classroom? How is it assessed?
7. Are you satisfied with the contents of local curriculum?

Observation

- Classroom Management
- Use of Teaching Materials
- Use of Local Curriculum
- Interaction between Teacher and Students
- Use of Whiteboard
- Use of Charts, Flash Card
- Use of Language
- Evaluation Technique
- Method of Teaching
- Care for Individual Differences
- Participatory Approach
- Feedback by Teachers

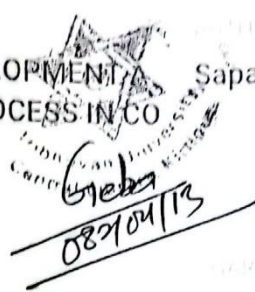


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