

# Problems and Challenges of Local Curriculum Development and Implementation in Nepal

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## ABSTRACT

This article aims to identify the problems and challenges of local curriculum development and implementation in Nepal. The data are analyzed qualitative research design using descriptive style. Primary data were generated from the local curriculum development committee, resource persons, education officers of the municipality, head teachers and teachers of the selected schools where the curriculum is implemented as samples. Secondary data used for this study were to complement the primary data. The study revealed that the provision of local curriculum exist the problems and challenges in the development and implementation at basic level schools. Teachers and head teachers are not well-informed and not acquainted with the developing guidelines of local curriculum. Similarly, they are perceived as lacking of technical knowledge in designing curricula. The challenges of curriculum development and implementation are mainly the lack of development of institutional mechanism and capabilities, the lack of competent and skilled human resources in the local body, lack of commitment, lack of competent teachers, lack of knowledge to parents and other stakeholders, lack of trained teachers, absence of a body providing technical support required for curriculum development at the local level. This has created dilemma in practicing the local curriculum at basic level school in Nepal.

**Keywords:** *local curriculum, basic school, curriculum policy, practice and implementation*

## INTRODUCTION

### Background of the Study

Contextualizing national curriculum by adopting local knowledge is the recent trend in the curriculum development process. The intent of introducing local curriculum is to empower local stakeholders in designing the relevant curriculum. The concept of the local curriculum was materialized after the implementation of Primary Education Curriculum in 1992. As such, the idea of educating people on the basis of local needs of the people is not new in Nepal. Reports have shown that the idea of incorporating local need based subjects in school curricula is essential (Nepal National Education Planning Commission [NNEPC], 1956); (All Round National Education Committee [ARNEC], 1962); (National Education Commission [NEC], 1992) & (High Level National Education Commission [HLNEC], 1998). For instance, the National Curriculum Framework has given a serious concern to local need-based education. Moreover, the document has determined “the provision of local need based learning” as guiding principle for curriculum development (Curriculum Development Center [CDC], 2005).

Local curriculum is the curriculum prepared by local people and stakeholders including local needs, problems and environment. The education unit of each local government takes initiatives for the development and distribution of local curriculum. Such local curriculum prepared by including local subjects, arts, skills, cultural, religious, historical and archeological important areas help the children to learn about the locally situated knowledge constructed by the community. Along with this, it also helps to develop the ability to fulfill those needs or solve problems by using local skills and knowledge.

In recent years, the centralized curriculum development process has been replaced by school-based curriculum development. The “School Based Curriculum Development” refers to different explanations such as “curriculum decentralization,” “curriculum localization,” “school focused curriculum,” “the local curriculum,” etc. In Nepal, school-based curriculum development is considered as the “local curriculum” and currently its provision is mandatory in teaching learning processes of basic level schools. However, these concepts also emphasize that individual schools have rights to design their own curricula (Research Centre for Educational Innovation and Development [CERID], 2010). However, making curriculum more relevant to the society of diverse contexts is the major issue around the world (CEIR, 2010). Curriculum development and implementation process appears to be the chief concern

to educationists, governments, and parents. Centralized curriculum development process is being criticized as failed to make relevant curriculum as per the needs of the local society (Marsh & Wills, 1999). To address such criticisms, some new initiatives have been carried out as a form of school-based curriculum development.

According to Skilbeck (1984), school-based curriculum development is the planning, designing, implementing, and evaluating process of a program of students' learning by the educational institution of which these students are members (as cited in Marsh & Heng, 2008, p. 2). Another reason for applying school-based curriculum development is to produce a curriculum relevant to local context, and to build it on local resources and interest.

According to the Local Curriculum Development Guidelines developed by CDC (2007, p. 5), "Local curriculum is a curriculum that is developed and implemented at the local level with the participation of local stakeholders and includes local subjects according to local needs." Even the curriculum developed at the central level doesn't cover the common needs and common characteristics of the entire country; it cannot cover the needs, characteristics, skills, culture, art, and customs of a particular place. Therefore, local curriculum is prepared by local intellectuals, teachers-students and parents by keeping the local needs and issues in mind. It is prepared by giving priority to local knowledge, skills, perceptions and values. On the one hand, it solves the problems encountered in the daily life of the learners. On the other hand, it also transfers local costumes, art, culture, knowledge and skills from one generation to another. As a result, local knowledge, skills and beliefs are conserved and preserved. Keeping this in mind, many parts of the world have developed and implemented local curricula.

National Education Commission (1992) highlighted the importance of incorporating the local need-based learning and recommended it for educational reform (NEC, 1992). For the first time in Nepal, the Primary Education Curriculum (1992) emphasized and incorporated the provision of the local curriculum (CDC, 1992). The new primary school curriculum of 2003 and its revision form of 2005 have made the provision of 20 percent weightage for the study of local contents in social studies, creative and expressive arts, and physical education. It also made the provision of 100 percent weightage for an additional subject for a local need-based study that may include the mother tongue or local subject (CDC, 2005; CDC, 2010).

Various policy documents related to school education have given importance towards the development and implementation of the local curriculum. On the other hand,

the local curriculum is implemented without clear cut policy, direction and better understanding of the concerning stakeholders. However, the Ministry of Education, Curriculum Development Centre (CDC) has published directives related to the local curriculum (CDC, 2010). But it is not sufficient to understand the intent of the local curriculum. There is neither a separate provision for specific plan of human resource development with the Ministry of Education for the local curriculum nor any monitoring and evaluation mechanism. Likewise, very few studies carried out on the local curriculum as known to this researcher. It is very important to conduct such studies on pros and cons of the local curriculum. Therefore, the problem under this study is highly significant to analyze the existing processes of the local curriculum development and implementation at basic level education.

### REVIEW OF LITERATURE

According to Glathorn (1987), "The curriculum is the plans made for guiding learning in schools, usually represented in retrievable documents of several levels of generality, and the actualization of those plans in the classroom, as experienced by the learners and as recorded by an observer; those experiences take place in a learning environment which also influence what is learned"(Cited in Print, 1988, P. 8). This definition has elaborated the concept of curriculum more widely that it has given emphasis equally to the learning environment and the educational outcomes with the planning the report of (CDC, 2071 BS) mentioned that the national curriculum cannot cover all the mentioned areas in the local curriculum. Different reports (CDC, 2007 & Subedi, 2018) and field reports also suggested the necessity of a local curriculum. According to its need in basic level education ,the curriculum has managed the weightage of 20% for the study of local contents concerning with different subject areas like social studies, creative arts, and physical education but it is not allocated in the secondary level. Besides, the main document of secondary level cooperative program, 10% to 15% weightage should be allocated based on local needs in secondary level too (CDC, 2007, p.23). This shows that the constitution has provided the right for the implementation of the local curriculum, but according to Subedi (2018), very few schools are implementing the local curriculum. Similarly, according to the curriculum of local subjects 2062, it has been clearly emphasized on the development of local curriculum that the curriculum that is built and implemented by including local subjects is a local curriculum. Therefore, the curriculum that addresses the local needs is the local curriculum.

According to John F. Kerr (1968), curriculum theory is not like a pure scientific theory, but curriculum theory can be developed on the basis of experimental spirit.

Curriculum theory can be developed through a combination of ideas. According to him, the development of the curriculum theory is done through two processes, the arrival method and the incorporation method. The model of curriculum theory in terms of curriculum development, the 4 stages presented by Kerr is respectively knowledge, learning, experience and value. Learners who comprehend the language they are instructed in are more likely to engage meaningfully with content, question what they do not understand, and even enjoy the challenge of learning new things, according to a 2000 UNESCO report citing the Dakar Framework for Action, which recognized the need to use basic education in mother tongue as local curriculum.

The booklet "Samvikas Shiksha 2065" published by the Department of Education states that the concept of local curriculum is a decentralized program. It is believed that sustainable returns will come from this. In this, it is said that local resources and means are circulated on the basis of adoption, inclusion and need. For this reason, it can be said that for the overall development of the nation, it is necessary to start from the local area itself. The local curriculum can play an important role in ensuring the inclusion of every individual in education. The constitution of Nepal (2072B.S) part 3 and article 31 also has provided the right to get primary education in the mother tongue protect and develop ethnic language, script, culture, and cultural civilization and cultural heritage. The Primary Education Curriculum 2062 has stated that the effort to make rights, authority and accountability at the local level will be decentralized.

## METHODOLOGY

This article is prepared in a qualitative research design, in which exploratory research design (Denzin & Lincoln, 2005) is also used. The activity theory (Engestrom, 1999) has been adopted as an approach while the exploratory research design (Denzin & Lincoln, 2005) has been applied for the study. Besides, various tools like interview, focus group discussion, and open ended questionnaires have been made to dig out the research. Since the "interviews allowed us to seek in depth information from the informants" (Brinkman, 2013), I have conducted the interview with the District Education Officer of Bhojpur. Likewise, focus group discussion with head teachers and basic school teachers helped to materialize the concept of local curriculum development and implementation. The data have been transcribed and analyzed qualitatively (Creswell, 2012) after collecting them. Similarly, informed consent was used as ethical consideration (Flick, 2012) for the study. Since the study is based on the development and implementation of local curriculum of basic schools.

The study has been conducted in Bhojpur Municipality in Bhojpur District where local curriculum has been developed and implemented. Similarly, 5 schools in Bhojpur municipality have been selected on the basis of purposive sampling. Primary as well as secondary data have been used to complete this article. And data have been collected with the help of interviews and questionnaires with the officers and employees of Bhojpur Municipality, Education Branch as well as members of the Local Curriculum Development Committee, head teachers and teachers who teach the local curriculum in schools. Various study reports, directories, articles and books have been used as secondary data.

## **RESULT AND DISCUSSION**

### **Needs of Local Curriculum**

Contextualization and decentralization of education is a global trend. Curriculum is one of the important components of education. School-based curriculum development practices have been conducted since 1970s in America and Europe. In Nepal, National Education Commission (1992) initiated the needs of the local curriculum in primary level schools. A sense of ownership of schools by teachers and community members are promoted. The guidelines for the Local Curriculum Development (2007) stated the needs of local curriculum as follows:

- Promote contents based on the social diversity
- Understand the need of individual/group/society and fulfill them
- Preserve, promote and mobilize local knowledge, culture and resource
- Make curriculum more useful and relevant and
- Increase the capacity of local individuals and institutions

All the informants in this study had positive views in favor of the provision of local curriculum in the basic school. All the head teachers during the focus group discussion were seemed to have in favor of the local curriculum. However, they were dissatisfied with the existing situation of the local curriculum in schools. They stressed on revamping the existing system so that it can function well or remove it. Some informant teachers further added that local curriculum was necessary to promote the local resources, materials, cultures, and indigenous skills. One of the participant teachers' views, I have only heard about the local curriculum. I have neither practiced it into classroom nor got a chance to participate the same type of training, orientation and curriculum dissemination program related to local curriculum. So, if the provision can't be practiced, why should we talk about it? It is better to remove such a provision

from the curriculum and teach English instead of the local curriculum. Similarly, most head teachers viewed as mentioned above. Non-functioning provision of local curriculum is meaningless if it is not developed and implemented. So, we should reform and improve the provision of the local curriculum, and strictly implement it.

However, resource persons and District Education Officer urged the needs of local curriculum that the provision of local curriculum is very relevant. It is felt the need of our education as well as global practice. So, it seems to be necessary to conduct comprehensive needs assessment on local curriculum and reform it depending on that study. Similar perception of teachers was found in a study by Subedi (2015). National Education Commission (1992) emphasized the needs of incorporating the local curriculum into the existing curriculum of basic schools. Similarly, introducing local curriculum in basic as well as in secondary level is a growing trend in the contemporary world. Participants in this study highlighted on the promotion of local resources, and culture to a great extent. Moreover, the intent of introducing the local curriculum in basic schools is to make curriculum more relevant and strengthen the capacity of local individuals by promoting the context based on social diversity. All the participants felt that the existing system of the local curriculum was not functioning well. So, comprehensive needs assessment should be conducted nationwide and reform the local curriculum depending on the findings. The need of the local curriculum from the eye of the activity theory was no relationship between the subject and the object, subject and rules, subject and division of labor, and community and tools.

### **Local curriculum policy in Nepal**

Primary Education Curriculum 1992 has made the provision of local curriculum at primary level education. More specifically, Primary Education Curriculum 2005 has made provision of the local curriculum. The curriculum offered one subject as a local curriculum, and schools can develop and implement local contents of 20 percentage weightage in social studies, creative and expressive arts, and physical education. But the situation is more disappointing as study (CEIR, 2010) found no school has developed and implemented their textbooks on local curriculum. However, the researcher tried to identify whether there were any practice in the local level teaching learning process by using locally developed materials. In such a process, the researcher has analyzed available provisions and practice of local level authorities to develop and implement of local curriculum. It is equally important that the stakeholders related development and implementation of curriculum should have sound knowledge towards local curriculum.

In the activity system as activity theory assumes that subjects (i.e., teachers, parents, and local elites) should actively participate in the system. But, here, these subjects were not included and rules (i.e. CDC guidelines) were not effective. So the local curriculum was not developed in schools. In the name of local curriculum, English is being taught. However, few schools were found to have practicing local curriculum prepared by them. Lack of technical knowledge of curriculum was one of the crucial barriers for developing and implementing the local curriculum. By the activity theory, there was no well managed division of labor among the concerned persons with the local curriculum. Similarly, the community (i.e. working atmosphere, resources) was one of the main effecting factors for developing the local curriculum in schools.

For the development and implementation of the local curriculum, the Primary Level Curriculum 2005 arranged students to choose their mother tongue or local subject to the local environment. But due to the current situation and lack of clear policies and procedures, it could not be implemented. After that, the revised curriculum of Primary Education Curriculum 2062 made the following provisions about the local curriculum:

**Table 1:** *Local Curriculum in Different Subjects*

S.N.	Subjects	Part of the Content to be Determined by the Center	Part of the Content to be Determined by the Local Level
1.	Local subject	-	100%
2.	Social studies	80%	20%
3.	Physical education	80%	20%

*Note: The local level determines 100% of the content for the local subject.*

In this way, one of the subjects prescribed for the primary level is a local subject which is to be selected from the local level. Likewise, there is a provision to build and implement 20% of the curriculum for social studies, physical education and creative arts at the local level. The curriculum as mentioned in the table above has been implemented from the year 2063 for classes 1-3. There was a policy provision that local curriculum can be developed at any level between the district, resource center and the school level. If the local needs and problems across the district are the same, then the district education office can developed local curriculum for schools across the district. After the federalism was implemented each municipalities and



rural municipalities have developed their own laws. According to which, the local municipalities are now doing the work of developing the local curriculum based on the instructions given by the Curriculum Development Center. Local municipalities have a branch called Education Branch, which takes initiative for local curriculum development and implementation in basic schools based on the instructions or guidelines of the local curriculum development center. Currently, there is a policy provision to develop and implement local curriculum at the basic level, but there is no such provision at the secondary level. Although it is mentioned in the original document of the secondary education support program that 10 to 15 percent of the curriculum in secondary education should be based on local needs, it has not been put into practice until now. Therefore, at the initiative of the local municipalities, the local curriculum has been implemented only in the basic schools in Nepal.

### **Local curriculum development process**

The Curriculum Development Centre has developed the guidelines for local curriculum development in 2007 in order to implement the provision of local curriculum in primary schools. The guidelines have clearly mentioned the process of local curriculum development and implementation (CDC, 2007). According to these guidelines, schools are free to develop and revise the local curriculum as per their needs. The Curriculum Development Centre (2007) has clearly stated that the schools should be responsible for developing and implementing the local curriculum. However, teachers, students, school management committees, teacher parent associations, and local intellectuals can be involved. The resource centers and district education office can develop the local curriculum if needs and aspirations are the same. Furthermore, the Curriculum Development Centre has made a provision of possible technical support as far as possible. But there is a contradiction that head teachers have not realized that school is sole responsible in the development and implementation of local curriculum.

A local curriculum is a curriculum that is prepared by the locals to include local content in order to provide education based on local needs and to protect and develop local skills, resources, tools and diversity. The need of education based on local curriculum has been included in its report long ago. Local curriculum is very important for schools. Different opinions are also found among curriculum scholars about the local curriculum development process. Different local municipalities have mentioned the following processes of local curriculum development in the guidelines for developing local curriculum 2007:

### **Diagnosis of learners' needs**

Diagnosis of learners' need is the first step when developing local curriculum. Local needs should be identified with the help of local teachers, industrialists, social workers, educators, parents and other stakeholders. The needs of the local groups, community or society should be taken into consideration.

### **Formulation of objectives**

After identifying the needs, objectives should be developed on the basis of local needs. Similarly, local resources, local art, culture, profession, skill and availability of resources should be taken as subject matter.

### **Selection of contents**

After developing the objectives, the subject matter should be selected to fulfill those objectives. For this, subject matter should be chosen according to different subject areas. Also, the contents should be elaborated sequentially. While choosing the subject matter, the local environment and available resources should be considered as much as possible.

### **Organization of contents**

The selected contents should be organized appropriately. Vague subject matters should wipeout from there. It should be clear and concise. Such subject matters help to implement the local curriculum.

### **Organization of classroom learning activities**

Classroom learning activities should be determined based on the ability, level and class of the children. To develop local curriculum, it is necessary to determine what kind of behavior is expected from the children or what kind of activities is expected from the children.

### **Educational teaching materials**

After selecting the contents that fulfill the specified objectives and after the development of the local curriculum, the selection of the educational materials for teaching that content is also an important issue. According to the local curriculum, the resources available at the local level should be used when selecting educational materials. Educational teaching materials should be concrete or as a model.

### **Teaching learning Process/ Method**

After the development of the local curriculum, it is relevant to use the following methods according to the guidelines for developing local curriculum 2007 for the teaching learning process:

- a. Discussion method
- b. Questionnaire method
- c. Observation method
- d. Field visit method
- e. Performance Method
- f. Search method
- g. Research method
- h. Research Methodology
- i. Problem solving method
- j. Practice method
- k. Jigsaw method

### **Students' evaluation**

The students will be ensured based on formative evaluation, it has been mentioned that the implementation of the local curriculum and the students evaluation will be followed. It emphasized on continuous assessment system.

### **Timing**

According to the modified primary education curriculum 2005 (classes 1-3) and 2008 (classes 4-5), there is a provision to make 80% course of social studies, physical education and creative arts in classes 1-5 are taught by the center and 20% by the local curriculum in our country and accordingly it has been implemented at most of the schools. The local level is also given the responsibility of developing and implementing the curriculum of 100 marks at local subjects or in mother tongue with 4 lessons per week (128 hours per year).

### **Local Curriculum in the Classroom**

The ultimate place of curriculum execution is in the classroom. It is implemented by teachers inside the school classroom. Sometimes, it is also practiced outside the school or classroom. The provision of local curriculum remained inactive and contained it on primary education curriculum. Supervision and monitoring in schools supposed to be continuous from the government bodies. But monitoring system remained inertia.

Nobody cared what actually was happening in the name of curriculum execution. Activity theory seeks effective interrelation between the subject and its rules, rules and division of labor and tools. It seems to have been very weak in developing and implementing the local curriculum in basic schools.

## FINDINGS

The local curriculum covers the local subject matters that the central curriculum cannot cover. In some local levels, the curriculum has been developed and implemented, but some other local levels, the curriculum is in the process of being developed. Even though the local curriculum includes local art, culture, profession, business and local needs. Many problems and challenges have been appeared in the development and implementation of the local curriculum.

### **Problems and challenges of local curriculum development**

According to the Orientation Guide for Local Government Agencies 2020 for the development and implementation of local curriculum, local curriculum should be ensured local participation and use local experts. According to this guide, the local government should lead the local curriculum development process with the involvement of teachers and other stakeholders. A committee should be formed under the chairmanship of the head of the local government. The head of the branch works as the secretary of the committee. All the technical management work was done by the education branch. It is also mentioned in this guide that the committee will be responsible for the overall work of curriculum development. In this context, during the interview of municipal education officer since the development of local curriculum is a new subject of the Municipal Education Office of Bhojpur municipality.

Human resources including the education branch are insufficient and there is a lack of sufficient experience and efficiency in such a work like curriculum development. At the first stage of local curriculum development, local intellectuals and stakeholders are invited to collect opinions, advice, and suggestions for the selection of subject matter under the identification of needs. In the opinion of a member of the curriculum development committee, the main concept of the local curriculum could not be explained to the local stakeholders, so the stakeholders could not come up with sufficient contents. At the same time, there was a lack of efficiency of the stakeholders in such type of tasks. The local curriculum is a new subject completely, the work of this development was found to be very complicated indeed. The National Curriculum Framework, 2020 developed the policy guidance of school education

has been approved by the Government of Nepal on September 6, 2019 and has been implemented.

The Local Government Operation Act 2017 provides that the local level can develop and implement local curricula. According to the local Curriculum guidelines and national curriculum framework, there is a lack of sufficient manpower for this task along with the lack of capacity and training related to local curriculum development in the local bodies. Bhojpur Municipality has become the first municipality of the district to implement the local curriculum. A local curriculum called Haamro Bhojpur Municipality was implemented from the academic session 2079 for classes 1 to 3, while it was planned to implement the curriculum from class 4 to 8 next year. Not only writing but also the publication was challenging tasks for the curriculum development. In this regard, another member of the curriculum development committee after developing the curriculum, there was a lot of problems at the selection of the subject matters. The publishers refused to print the textbooks also. Only the children inside one municipality study those books, the publishers did not get much benefit. Therefore, textbooks were printed from the municipality's own budget. On 25, Poush, 2078, Bhojpur Municipality released a local curriculum called Haamro Bhojpur Municipality. This curriculum was developed and made public, but it was also a challenge of monitoring whether the curriculum is being taught in schools or not. The main purpose of the local curriculum will be meaningfully implemented in all schools.

### **Problems and challenges of local curriculum implementation**

Government of Nepal, Ministry of Education, Science and Technology, Curriculum Development Center has arranged important supports and curriculum framework like Basic level (classes 1-3) curriculum 2019, local curriculum framework, 2014 and local curriculum development and implementation guidance (including mother tongue), 2009. In this context, the School Area Development Plan has given special importance to the provision of local curriculum in order to protect and promote local needs and practices of local traditions, culture and people's livelihood by developing and implementing the curriculum. In this regard, according to the new national policy regarding school curriculum, there is a provision that schools should develop and implement a separate local curriculum of 5 period loads for classes 1-3 and of 4 period loads for classes 4-8 in coordination and cooperation with the relevant local government. The local curriculum should cover the local diversity more and more. There are as many problems and challenges in building the local curriculum as there are problems and challenges in its implementation, which are as follows:

**a) Lack of competent human resources**

In order to develop the curriculum to represent the local needs, there is a problem in the implementation of the local curriculum even though there are no competent human resources with certain knowledge and skills in the curriculum makers at the local level. The local curriculum belongs to the local environment, skills and arts, culture etc. But there is a shortage of such necessary manpower to teach local skills.

**b) Unavailability of textbooks**

Although the local curriculum is prepared by the local body, the body that implements it in the school. Educational materials are needed to fulfill the objectives of the children in the school. It is mentioned in the Orientation Guide 2020 that educational materials can be used both concrete and as a model. Accordingly, the textbook is in the form of solid and printed materials. It is considered as an extremely important tool for gaining learning experiences, but even after 1 year of implementation of the curriculum, the children still have no textbooks. And how do you teach? In response to the question, one of the teachers said this: It is compulsory to teach after the curriculum is implemented. Curriculum is only provided to the teachers. There is no textbook, it has become very difficult to facilitate. It is also difficult to develop the question paper by the help of the curriculum. Due to the lack of textbooks, children are confused in the exam.

**c) Difficulty in practice**

The local curriculum is prepared by the local body, but it was done in such a way that some things are correct in theory, they could not be achieved in practice, one of the teachers said, there was a book that had to be taught about wild animals and plants, but it was not possible to say with certainty where those wild animals and plants are found, one of the concerned teachers said that there was no main basis for identifying those objects.

**d) Inadequacy of resources**

In the context of Nepal, local curriculum is a new concept. Therefore, it is common that there are so many problems and challenges in its implementation. According to the national policy, this curriculum is being implemented all over the country. Various studies have also shown some positive results of it. Local

curriculum promotes local identity by covering the entire area including tourist spots, art, culture, natural heritage, language, lifestyle, food production, etc. at the local level. Plants, herbs, animals, birds, pollution, waste management, energy, minerals, climate change, rivers, lakes, mountains and minerals in this area, earthquakes, floods, landslides, fires, lightning, storms and accidents in the local area. Teaching methods including field trip, project work should be used to cover all the subject matters.

**e) Cultural and ethnic diversity**

Nepal is a multi-ethnic, multilingual and multicultural country. In the era of globalization, if one or two castes, cultures or skills are included in the curriculum at any local level, the others will be left out. There is also a possibility of depression in other children due to this. Therefore, it is a problem to prepare a curriculum covering all castes, all religions, and all cultures and to implement it at the school level.

### **CONCLUSION**

There are many problems and challenges for the development and implementation of local curriculum in Nepal. Children receive all the information about their homeland and their environment through local curriculum from their early age. At the local level, the resources and tools and management mechanism required for the development of local curriculum were not effective. Likewise, the resources, tools and administrative mechanisms required for this were not sufficiently available. At the local level, due to the lack of available or unprepared human resources to develop local curricula, the environment for developing and implementing local curricula had not been able to develop under the leadership of local bodies. Providing necessary technical support and advice for curriculum development and implementation at the local level was also not developed and there was no mechanism in charge of monitoring the local curriculum after its implementation. Another challenge was that students did not have textbooks in their hands for a long time even after the introduction of local curriculum.

Teachers were teaching from the curriculum provided at their mail in the lack of textbook. Teachers were not trained to address local needs and child-centered teaching. There were a lack of means and resources in the school to use the methods prescribed to facilitate learning. Similarly, there was a wide diversity in the demands, needs, professions and businesses of the community, which this curriculum had not been able to address. In this era of globalization, local skills, strategies and other

things had disappeared. Explaining these things to children was also a challenge. Similarly, although some of the subject matter included in the curriculum were good to hear and read, it was difficult to put them into practice or to present them objectively in the classroom. In a nutshell, Local curriculum should be life itself. Comprehensive training for teachers, school administrators and local government officers on curriculum development and implementation should be provided. Workshop, seminars, and continuous professional development programs can enhance the capability of the personnel.

The intent of introducing the local curriculum in primary schools is to make curriculum more relevant and strengthen the capacity of local stakeholders by fostering and promoting the context-based knowledge on social diversity. The mandatory provisions of local curriculum in primary schools remained on policy only as a nonfunctional intervention to promote the local knowledge. Therefore, the local curriculum is not being practiced in primary schools. So, the contextualization and decentralization is a recent global trend of education in general and curriculum in particular, which is in dilemma. Such dilemma exists in choices between the local curriculum and popular trend of teaching English language instead of the local curriculum. It is amazing that no any schools or resource centers had neither designed nor implemented the local curriculum. Instead, all the schools are replacing the local curriculum by teaching English language. One of the main reasons behind such practice is the lack of technical knowledge of concerned stakeholders as well as poor or nonexistent mentoring and supervisory practices from government agencies. Ultimately, this created the inertia in designing and execution of the local curriculum at primary level schools. However, head teachers and teachers are seemed positive towards the provision of local curriculum at primary level schools to preserve, promote and mobilize the local knowledge. It is concluded that teachers as well as the head teachers lack an adequate knowledge and skill in designing the local curriculum.

Similarly, they have not informed and familiar with the guidelines on local curriculum prepared by the Curriculum Development Centre. Surprisingly, they perceived that designing curriculum needs high skills and it is the duty of concerned experts not theirs. Nationwide comprehensive needs assessment on local curriculum is essential to find out the root causes of unexecuted policy provisions of the local curriculum. There is a dire need of establishing framework for promoting and disseminating on the various dimensions of the local curriculum, which is desirable. Similarly, developing and practicing the mobile application can be an initial step in dissemination of the information with the teachers and head teachers of primary schools.



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