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Status of Local Curriculum Implementation in Community Schools of

Temkemaityung Rural Municipality, Bhojpur

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Abstract

This study examined the status of local curriculum implementation in community schools of Temkemaityung Rural Municipality, Bhojpur District, Nepal. It aimed to identify existing practices, explore challenges, and suggest measures for improving implementation. A descriptive survey design with mixed methods was employed. Data were collected from 80 respondents, including teachers, students, parents, administrators, and education stakeholders, using questionnaires, interviews, classroom observations, and document reviews. Quantitative data were analyzed using frequency, percentage, and mean, while qualitative data were interpreted thematically. The findings revealed that local curriculum implementation is moderate and uneven across schools. Teachers demonstrated positive attitudes and moderate competency; however, limited training and inadequate professional support constrained effective implementation. Major challenges were shortages of teaching-learning materials especially digital resources, weak monitoring mechanisms, inadequate budgets, limited community participation and geographical barriers. Community involvement and local resources were positively supportive of implementation, but there was a gap between the policy provisions and classroom practices. The study recommends that successful local curriculum implementation requires continuous professional development of

teachers, adequate resources, robust monitoring systems and improved collaboration between schools, communities and local governments.

Keywords: Local curriculum, Curriculum implementation, Community schools, Educational management and Rural Municipality

Introduction

Curriculum is an essential framework that directs the teaching and learning process by outlining learning objectives, content, teaching approaches, assessment methods, and anticipated learning outcomes (Tyler, 1949, p. 5). It gives clear guidance on what is to be taught, why it is to be taught and how it is to be taught, which contribute to the overall development of learners, and quality education (UNESCO, 2017, p. 12). The modern curriculum development appeared across the globe at the end of the 19th and beginning of the 20th century in response to the industrial, social and technological changes (OECD, 2021, p. 18). The education system has over time put more emphasis on scientific, skill-based and learner-centered approaches. International organizations such as UNESCO have continuously highlighted the importance of context-based and quality education that responds to local needs and realities (UNESCO, 2020, p. 22).

In Nepal, curriculum development has evolved alongside political and educational transformations. After the restoration of democracy and the introduction of federalism, local governments were granted authority to participate in educational planning and curriculum development (Ministry of Education, 2020, p. 7). The Constitution of Nepal (2015, Article 31) and the National Education Policy (2020, p. 14) emphasize the development and implementation of local curricula that reflect local culture, language, history, geography, and socio-economic conditions. Local curriculum refers to curriculum content developed within the national curriculum framework while incorporating local knowledge, traditions, occupations, and environmental contexts (Curriculum Development Centre, 2019, p. 3). It makes learning more meaningful, practical, and relevant to students' lives. Studies suggest that local curriculum enhances student engagement, improves learning achievement, and strengthens the connection between education and community life (Smith, 2018, p. 114; Shah, 2020, p. 28). Despite these policy provisions, the implementation of local curriculum in Nepal remains challenging. Many schools face issues such as inadequate teacher training, lack of instructional materials, weak assessment systems, insufficient resources, and limited coordination among stakeholders (Dahal, 2015, p. 30; Singh, 2017, p. 35). These challenges are more pronounced in rural and remote areas. Temkemaityung Rural Municipality of Bhojpur District, a remote hilly region of eastern Nepal, faces similar educational constraints, including poor infrastructure, shortage of teachers, limited learning resources, and weak support systems (Temkemaityung Rural Municipality, 2025, p. 6). These conditions directly

affect the effective implementation of the local curriculum in community schools. Therefore, this study aims to examine the status of local curriculum implementation in community schools of Temkemaityung Rural Municipality. It seeks to identify current practices, challenges, and opportunities, and to suggest strategies for improvement. The findings are expected to provide useful insights for teachers, school administrators, local governments, and policymakers to strengthen the implementation of local curriculum and improve educational quality. This study aimed to examine the status of local curriculum implementation in community schools. Specifically, it sought to identify the current implementation practices, analyze the problems and challenges encountered, and suggest practical measures for improving the implementation of the local curriculum.

Statement of the Problem

The local curriculum is designed to address local needs, promote life-oriented learning, and ensure the active participation and accountability of local stakeholders in the educational process (Curriculum Development Centre [CDC], 2019). However, evidence from community schools in Temkemaityung Rural Municipality, Bhojpur District, suggests that local curriculum implementation has not been carried out effectively. Weak processes for identifying and incorporating local needs, limited participation of teachers and communities in curriculum development, and inadequate integration of local social and cultural contexts have constrained its effective implementation (Government of Nepal, Ministry of Education, 2020; Kandel, 2023). As a result, the curriculum has not fully addressed community expectations while maintaining alignment with national educational goals (Adhikari, 2024).

Teachers play a central role in curriculum implementation; however, inadequate training, limited professional support, heavy teaching workloads, and shortages of teaching personnel have hindered their ability to effectively plan, deliver, and assess learning activities. Furthermore, the lack of teacher guides, textbooks, teaching aids, and locally relevant learning materials has created additional challenges in classroom implementation (CDC, 2019). Weak monitoring and evaluation mechanisms, insufficient administrative support, and issues related to language and cultural diversity have further affected the quality of implementation (UNESCO, 2020; Smith, 2018). These challenges have negatively influenced students' learning experiences and limited opportunities to develop knowledge and skills relevant to their local social and cultural contexts. Therefore, strengthening teacher capacity through regular training, ensuring adequate instructional resources, promoting meaningful stakeholder participation, and establishing effective monitoring and support mechanisms are essential for improving the implementation of the local curriculum and achieving its intended objectives (Government of Nepal, Ministry of Education, 2020; Adhikari, 2024).

This study is significant as it offers a clear understanding of the status of local curriculum implementation in community schools of Temkemaityung Rural Municipality. Its

findings are expected to assist local governments, school administrators, and teachers in improving curriculum practices, strengthening teacher capacity, improving resource management, and enhancing community participation (Gurung & Parajuli, 2023). In addition, the study contributes to the broader discussion on context-based education and the effective implementation of local curriculum within Nepal's federal education system (UNESCO, 2022).

This study is delimited to five community schools in Temkemaityung Rural Municipality, Bhojpur District, focusing on teachers, students, and school administration to examine the status, challenges, and improvement measures of local curriculum implementation. It is geographically limited to schools in former wards 6, 8, and 9, and temporally limited to the recent academic years. The study uses available primary and secondary data within these selected schools only. Therefore, the findings reflect the situation of the selected schools and may not be fully generalizable to the entire municipality.

Review of Related Literature

Understanding the study's theoretical, empirical, and contextual basis is aided by the review of related literature. By looking at earlier research, conclusions, and theories pertaining to the implementation of local curricula, it also offers guidance. Local curricula improve student engagement, hands-on learning, cultural preservation, and community involvement, according to earlier research. Academics stress that contextualized learning enhances the quality of education and gives learning greater significance. However, institutional support, teacher competency, resource availability, and stakeholder participation are all necessary for successful implementation (Shah, 2020; Smith, 2018; Singh, 2017).

By connecting education with real-world experiences, culturally responsive and context-based curriculums enhance student learning outcomes, according to international studies (e.g., UNESCO, 2020). According to research, Nepal's implementation of the strategy is hampered by issues like poor teacher preparation, a lack of educational resources, a lack of administrative support, and a lack of community involvement (Dahal, 2015; Kandel, 2023; Adhikari, 2024). According to the research, a number of elements, such as teacher capacity, leadership, resources, and community engagement, have an impact on curriculum implementation (OECD, 2021; UNESCO, 2022).

Concept of Local Curriculum

Local curriculum refers to curriculum content developed within the national curriculum framework by incorporating local culture, language, traditions, occupations, geography, and social needs (Curriculum Development Centre, (CDC), 2019). It aims to make learning more relevant, practical, and meaningful for students (Ministry of Education, 2020).

It is based on the principles of decentralization and participatory education, where local governments, teachers, parents, and communities are involved in curriculum development (Government of Nepal, 2015). UNESCO (2017) emphasizes that local curriculum promotes inclusiveness, cultural preservation, and contextual learning. After federal restructuring in Nepal, local governments have been given greater authority in educational planning and curriculum implementation, increasing the relevance of local curriculum in schools (Ministry of Education, 2020).

Curriculum Implementation Theories

Curriculum implementation refers to the process of translating the planned curriculum into classroom practice, ensuring that intended learning objectives are effectively achieved through appropriate teaching and learning activities (Curriculum Development Centre [CDC], 2019). Several theories guide this process. Tyler's Objective Model (1949) emphasizes clearly defined objectives, the selection and organization of learning experiences, and systematic evaluation to ensure goal-oriented instruction. Constructivist Theory views learning as an active process in which learners construct knowledge through experience, while teachers act as facilitators who support and guide learning rather than simply transmit information. Similarly, Contextual Learning Theory stresses the importance of linking classroom learning with real-life experiences so that knowledge becomes meaningful and applicable. In addition, the Participatory Approach highlights the active involvement of teachers, students, and the wider community in the learning process to make education more relevant, inclusive, and effective (UNESCO, 2017). These theories collectively suggest that effective curriculum implementation depends on teacher capacity, resources, contextual relevance, and continuous evaluation.

Education Development and Localization Theory

This theory emphasizes that education should focus on practical skills, life experiences, and contextual understanding rather than only theoretical knowledge. Local curriculum integrates geography, culture, and social structure to enhance learning experiences. UNESCO (2022) states that contextualized education promote inclusiveness and flexibility. However, in the study area, limited participation of teachers, parents, and community members reduces implementation effectiveness. Teacher training, resource availability, and community involvement are essential for improvement (Shah, 2020).

Community-Based Education Theory

Community-based education theory emphasizes strong collaboration between schools and communities. It argues that education becomes more effective when communities actively participate in school activities. According to Gurung and Parajuli (2023), education cannot succeed without community involvement. This theory highlights key components such

as teacher training, resource management, budget support, community participation, and monitoring systems. When these elements are integrated, curriculum implementation becomes more effective and sustainable.

Empirical Review

Several international and national studies have examined curriculum implementation from different perspectives. Akgogan (2021) found that effective curriculum implementation in rural contexts largely depends on teacher engagement and the use of local resources, while Shih (2022) emphasized the importance of cultural inclusion in enhancing student engagement. Similarly, Matici (2023) identified teacher involvement as a key factor in successful implementation, and Mpwangnan (2024) highlighted that community participation significantly improves curriculum effectiveness. In addition, Mach (2004) discussed the influence of education policy on curriculum structure, whereas Bowerman (2024) stressed the importance of culturally responsive teaching practices. Furthermore, Chiung (2021) highlighted the growing role of digital technology in supporting curriculum implementation in rural schools. Studies in Nepal also show similar findings. Implementation is greatly impacted by community involvement, teacher training, and the availability of resources (Shah, 2020; Singh, 2017; Kumar, 2019; Dahal, 2015; Prasad, 2018). Overall, the literature confirms that curriculum implementation depends on teacher capacity, resources, leadership, community involvement, and continuous evaluation.

Research Gap

Although several studies have examined curriculum implementation, most have focused on general aspects such as teacher roles, resources, and community participation, with limited attention to rural mountainous contexts like Temkemaityung Rural Municipality. Existing research shows gaps in understanding socio-economic and administrative challenges in remote areas (Dahal, 2015), teacher training in rural settings (Singh, 2017), and the extent of community participation in such contexts (Kumar, 2019). There is also limited analysis linking curriculum implementation with student learning outcomes. Therefore, this study seeks to address these gaps by examining the status, challenges, and improvement strategies of local curriculum implementation in community schools.

Research Methodology

Research Design

This study adopted a descriptive survey research design to examine the status of local curriculum implementation in community schools (Kothari, 2004). The design is appropriate for describing existing conditions, identifying challenges, and exploring improvement measures (Creswell, 2014). Both quantitative and qualitative data were used to obtain a comprehensive understanding of the study area (Shah, 2020). The study was conducted in

Temkemaityung Rural Municipality, Bhojpur District, Nepal, which consists of rural and hilly geographical conditions with community schools facing diverse educational challenges (Temkemaityung Rural Municipality, 2025).

Population and Sample

The population of the study included teachers, students, school administrators, parents, and education stakeholders from community schools in Temkemaityung Rural Municipality (Kumar, 2019). A total of five community schools in Temkemaityung Rural Municipality were purposively selected for the study to ensure representation of different grade levels and educational contexts. The selected schools included Shree Bidyeshwor Secondary School (Grades 1–12), Shree Janoday Secondary School (Grades 1–12), Shree Mahendrodoy Basic School (Grades 1–5), Shree Siheshwori Basic School (Grades 1–3), and Shree Sihadevi Secondary School (Grades 1–12). These schools were chosen based on their relevance to the study and their involvement in local curriculum implementation.

The study included a total of 80 respondents selected through purposive and simple random sampling techniques (Creswell, 2014). The participants comprised 5 head teachers, 15 teachers, 40 students, 9 school administrative staff members, and 9 parents. In addition, one representative from the Education and Sports Branch and one member of the local curriculum development team were included to obtain diverse perspectives on the implementation of the local curriculum. The selection of respondents ensured representation from key stakeholders directly involved in educational planning and curriculum implementation.

Sources of Data

The primary sources of data for this study included teachers and head teachers, students and parents, school administrators, and officials from the education branch. In addition, classroom observations were carried out to directly examine teaching and learning practices related to local curriculum implementation. The secondary sources comprised school records and lesson plans, municipality education reports, and publications from the Ministry of Education. Relevant books, journals, and policy documents were also reviewed to support and validate the findings (UNESCO, 2020; Curriculum Development Centre, 2019).

Sampling Procedure

The study primarily used purposive sampling to select participants directly involved in curriculum implementation (Kothari, 2004). In addition, simple random sampling was applied for selecting student respondents to ensure fairness and representation. Participants were selected based on relevance, experience, and involvement in the implementation of the local curriculum. (Shah, 2020).

Data Collection Tools

The study used multiple data collection tools, including questionnaires, semi-structured interviews, classroom observations, and document reviews. These tools are widely applied in mixed-method educational research as they help gather comprehensive information from different sources and perspectives. Their combined use also ensured triangulation, thereby enhancing the validity and reliability of the findings (Creswell, 2014).

Data Collection Process

Data were collected through field visits to the selected schools, where teachers, students, administrators, and parents provided information regarding curriculum implementation and related challenges (Kumar, 2019). Questionnaires were administered to teachers, students, and parents, while interviews were conducted with principals, education officials, and members of the curriculum development team. In addition, classroom observations were carried out to examine teaching-learning practices, and relevant documents such as lesson plans, reports, and school records were reviewed to support and verify the collected information.

Data Analysis Procedure

The collected data were analyzed using both quantitative and qualitative methods (Shah, 2020). Quantitative data were analyzed using frequency, percentage, mean, and tables to present and interpret numerical information clearly. Qualitative data obtained from interviews and classroom observations were analyzed through thematic interpretation to identify key patterns and meanings. In addition, triangulation was applied by comparing data from questionnaires, interviews, observations, and documents to ensure the validity and reliability of the findings (Creswell, 2014).

Results and Discussion

Teacher Knowledge and Competency

The findings indicate that teachers generally possess a moderate level of knowledge and competency regarding local curriculum implementation (Shah, 2020). Most teachers demonstrated understanding of local curriculum concepts, lesson planning, integration of local content, and student engagement strategies. However, participation in professional development and training programs was relatively low (Singh, 2017). Although teachers showed a positive attitude toward local curriculum implementation, limited training opportunities and inadequate professional support were identified as key constraints (Kumar, 2019). This suggests the need for continuous capacity-building programs to strengthen teachers' effectiveness (Shah, 2020).

Availability of Resources and Materials

The study revealed uneven availability of instructional resources across schools (Dahal, 2015). While some schools had access to textbooks and basic materials, others faced shortages. Digital and ICT-based resources were particularly lacking (Chiyung, 2021). Teaching aids and practical materials were insufficient in most schools, which limited activity-based learning. However, some schools effectively utilized local resources, showing that community-based materials can support curriculum implementation when systematically organized (Smith, 2018).

Challenges in Curriculum Implementation

The implementation of the curriculum in community schools is influenced by a range of interconnected challenges that significantly affect its effectiveness. One of the major issues is inadequate teacher training, which limits teachers' ability to effectively apply curriculum content in classroom practice (Shah, 2020). This is further compounded by a shortage of instructional materials, making it difficult for teachers to deliver lessons in a meaningful and engaging way (Dahal, 2015). In many schools, limited access to digital resources also restricts the integration of modern teaching and learning approaches, particularly in rural and semi-urban settings (Chiyung, 2021).

In addition, weak monitoring and supervision systems reduce accountability and consistency in curriculum implementation, leading to uneven educational quality across schools (Kumar, 2019). Insufficient budget allocation further constrains schools from improving infrastructure, providing training, and procuring necessary teaching materials (Ministry of Education, 2020). Another significant barrier is the limited participation of key stakeholders, including parents and local communities, which weakens collaborative efforts to support effective curriculum implementation (Gurung & Parajuli, 2023). Moreover, difficult geographical conditions in rural municipalities like Temkemaityung create additional challenges in accessing resources, training opportunities, and regular supervision. Collectively, these challenges interact with one another and ultimately hinder the smooth implementation of the curriculum, thereby reducing overall teaching effectiveness and students' learning outcomes (Kandel, 2023).

Community Participation

Community involvement was found to have a positive impact on curriculum implementation (Gurung & Parajuli, 2023). Schools that actively engaged with local communities were better able to integrate local knowledge, culture, and traditions into teaching (Smith, 2018). However, community participation was generally limited in many schools, indicating the need for stronger school–community collaboration (Kumar, 2019).

Stakeholders’ Understanding of Local Curriculum

The findings of the study indicate that stakeholders have differing levels of understanding and perceptions regarding the curriculum implementation (Prasad, 2018). Teachers generally view the curriculum as life-oriented and contextually relevant because it connects learning with real-life situations and local needs. However, their positive perception is often constrained by practical difficulties such as insufficient training and a lack of adequate instructional resources, which limit effective classroom delivery (Shah, 2020). Similarly, students tend to perceive the curriculum positively, describing it as interesting and meaningful since it relates classroom learning to their everyday lives and local environment, thereby enhancing engagement and motivation (Smith, 2018). In contrast, parents and community members demonstrate mixed understanding of the curriculum; while some appreciate its relevance and practical orientation, others express concerns about its implementation quality and effectiveness in schools (Kumar, 2019). Overall, these varying perceptions among stakeholders highlight both the strengths of the curriculum design and the challenges in its effective implementation across different school communities.

Table 1
Stakeholders’ Understanding of Local Curriculum in Temkemaityung Rural Municipality

Stakeholder Group	Number	Understanding of Curriculum
Teachers	20	Life-oriented and locally relevant
Students	40	Interesting and useful
Parents/Community	20	Mixed understanding

Source: Field Survey, 2026 (BS 2083)

Table shows that teachers view the curriculum as life-oriented and contextually relevant. However, they face challenges due to lack of training and resources. Students find the curriculum interesting and useful as it connects learning with their local language, culture, and lifestyle, although limited resources restrict learning effectiveness. Parents and community members show mixed perceptions, with some appreciating its value while others highlight implementation challenges.

Current Status of Implementation

The implementation of the local curriculum is moderate and uneven (Kandel, 2023). Planning and inclusion of local content are relatively strong; however, teacher training, teaching materials, and monitoring systems are weak (Shah, 2020). Overall, while students show interest and participation, lack of resources and institutional support limits effective implementation (Dahal, 2015). The implementation of the local curriculum in community

schools appears mixed and challenging. While teachers recognize its relevance and importance, insufficient training, lack of materials, and weak coordination have reduced its effectiveness. Weak monitoring and evaluation systems, poor coordination with school administration, and limited parental and community involvement further reduce effectiveness. This indicates that effective implementation requires strong teacher training, proper resource allocation, monitoring systems, and active community engagement.

Table 2
Current Status of Local Curriculum Implementation

Indicators	Fully Implemented	Partially Implemented	Not Implemented	Total
Annual planning	3	2	0	5
Local content inclusion	4	1	0	5
Teacher training availability	1	3	1	5
Teaching materials availability	1	2	2	5
Student participation	3	2	0	5
Assessment system	2	2	1	5
Monitoring system	2	2	1	5

Source: Field Survey, 2026 (BS 2083)

The table shows that although planning and inclusion of local content are relatively strong, major weaknesses exist in teacher training, teaching materials, and monitoring systems.

This indicates that while structural preparation exists, implementation quality remains weak.

Teacher Preparation and Capacity

Teachers demonstrate moderate knowledge and positive attitudes, but professional capacity is limited due to insufficient training opportunities (Singh, 2017). Weaknesses are observed in material development, lesson planning, and practical teaching approaches (Shah, 2020). This indicates the need for regular professional development and continuous support systems (Kumar, 2019).

Table 3**Teacher Preparation and Capacity**

Indicators	High	Medium	Low
Knowledge of local curriculum	8	10	2
Lesson planning ability	7	9	4
Teaching local content	6	11	3
Participation in training	5	8	7
Teaching material development	4	10	6
Student engagement skills	9	8	3

Source: Field Survey, 2026 (BS 2083)

The table shows mixed levels of teacher capacity. While knowledge and engagement skills are relatively strong, training participation and material development skills are weaker. This highlights the need for continuous professional development.

Availability of Teaching Resources

The study found that most schools face shortages of teaching materials, ICT tools, and practical equipment (Chiyung, 2021). However, the use of local resources such as agriculture, culture, and environment is comparatively better (Smith, 2018). Limited resources restrict active and experiential learning (Dahal, 2015).

Table 4**Availability of Teaching Resources**

Indicators	Sufficient	Partially Sufficient	Insufficient
Textbooks	2	2	1
Teaching materials	1	3	1
Practical equipment	1	2	2
Digital resources	0	1	4
Local resource use	3	2	0

Source: Field Survey, 2026 (BS 2083)

The table shows a severe lack of digital resources and limited availability of practical materials, while use of local resources is comparatively better.

Challenges in Implementation

Major challenges include insufficient teacher training, lack of teaching materials, weak coordination between schools and local authorities, inadequate monitoring systems, and limited community participation. Geographic difficulties and weak infrastructure further complicate implementation. These challenges significantly affect the achievement of curriculum objectives, making it necessary to strengthen training, resources, and community engagement.

Table 5
Challenges in Implementation

Challenges	High	Some	Low
Lack of teacher training	3	2	0
Lack of resources	4	1	0
Weak monitoring system	2	3	0
Unequal student participation	2	2	1
Lack of clear guidelines	3	2	0

Source: Field Survey, 2026 (BS 2083)

The table indicates that resource shortage and teacher training gaps are the most serious challenges.

Gap Between Policy and Practice

Although policies support teacher training, resource provision, and monitoring, implementation remains weak (Ministry of Education, 2020). This gap is mainly due to inadequate resources, weak coordination, and insufficient supervision (Kumar, 2019). The overall findings indicate that local curriculum implementation is in a developing stage. Despite positive attitudes and policy support, effectiveness is limited by resource constraints, weak training, and limited community participation (Kandel, 2023).

Conclusion

The study concludes that the implementation of the local curriculum in community schools of Temkemaityung Rural Municipality is progressing, although its effectiveness remains uneven due to variations in teacher preparedness, resource availability, and institutional support (Kandel, 2023; CDC, 2021; MoEST, 2019). Teachers, administrators, and other stakeholders generally hold positive perceptions of the local curriculum and recognize its contribution to preserving local culture, language, and indigenous knowledge

while promoting contextual and practical learning (CDC, 2021; UNESCO, 2021; Smith, 2018). However, inadequate teacher training, shortages of teaching-learning materials, weak monitoring mechanisms, and limited stakeholder participation continue to hinder effective implementation (Shah, 2020; Darling-Hammond et al., 2017). Although some schools effectively utilize local resources and community expertise, implementation practices vary across schools, and a gap persists between policy intentions and classroom practices (Government of Nepal, 2015; MoEST, 2019). Community participation and local resource utilization offer important opportunities for improvement (Gurung & Parajuli, 2023; Epstein, 2018). Therefore, strengthening teacher capacity, ensuring adequate resources, improving monitoring systems, and enhancing collaboration among schools, communities, local governments, and other stakeholders are essential for achieving effective, sustainable, and learner-centered implementation of the local curriculum (Kumar, 2019; CDC, 2021). The findings provide valuable evidence for policymakers and educational stakeholders to strengthen context-based education in community schools.

The findings indicate that Temkemaityung Rural Municipality has considerable potential for effective local curriculum implementation; however, structural, pedagogical, and resource-related constraints continue to limit its effectiveness. Although stakeholders generally value the curriculum for promoting contextualized learning and preserving local culture, its implementation remains uneven across schools, reflecting a gap between policy intentions and classroom practices. Limited teacher training opportunities and shortages of instructional materials further hinder effective delivery. To enhance implementation, a coordinated and system-wide approach is required. This should include adequate financial and instructional resources, continuous professional development for teachers, clear implementation guidelines, and strengthened monitoring and supervision mechanisms. Greater collaboration between schools and communities is also essential for integrating local knowledge and cultural resources into teaching and learning. Addressing these issues comprehensively would enable the local curriculum to contribute more effectively to improved learning outcomes, strengthened local identity, and increased relevance of education to learners' real-life contexts.

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