

## **Practicing Local Curriculum in Basic Level: As an Educational Innovation and Creativity**

**Bishnu Sharma (Gyawali)**

Lecturer, Central Department of Curriculum and Evaluation Tribhuvan University, Kirtipur

Email: bishnu.sharma@tucded.edu.np; ORCID: 0000-0002-6480-6973

**Article Info:** Received: May 18, 2023; Revised: June 19, 2023; Accepted: July 09, 2023

---

**Abstract:** *This study aims to investigate the practicing local curriculum at basic level schools through the educational innovation and creativity in Nepal under the teachers' view. I applied quantitative research design, and positivist paradigm. In Kathmandu district's 25 public lower secondary schools, 125 respondents in the basic level teachers, were randomly selected for the sample (Five teachers from each school). Data collection was carried out using a self-created questionnaires that had 50 statements and five Likert-type response alternatives. The self-developed questionnaire's validity was verified by the opinions of experts, and reliability was established Cronbach's alpha, 0 .895. I prepared five factors according to loading components. According to research, practicing a local curriculum empowers individuals by acknowledging their own knowledge, skills, and expertise. It motivates students to participate actively in their education and community development. Practices can shape their own learning experiences by engaging with the local curriculum and choosing choices that match their interests and objectives.*

**Keywords:** *Local Curriculum, Survey, Educational Development, Average Value, Respondents.*

---

### **Introduction**

Local curriculum is a curriculum which is prepared by local experts by emphasizing the knowledge, skills, material, norms and values. The local curriculum takes into account the distinctive aspects of the local community, such as its history, culture, geography, and traditions Thomas (2012). By incorporating these elements into the curriculum, students can connect their learning to their immediate surroundings, making education more relevant and meaningful. This contextualized approach stimulates creativity by allowing students to examine issues that are directly related to their own experiences, as well as to think critically and create new solutions to real-life problems in their community (Ministry of Education Science and Technology, [MoEST], 2019). A local curriculum can empower students to become change agents in their own communities by concentrating on local issues and challenges. They learn to recognize issues, investigate root causes, and devise innovative solutions. This method fosters critical thinking and problem-solving abilities, as well as pushes students to think creatively in order to solve the specific needs of their community (Sharma, et al., 2019). Using a local curriculum in Nepalese primary schools can be a transformative educational innovation that stimulates creativity and allows children to connect with their cultural history, local setting, and community. Students can create a deeper sense of identification, enhance their understanding of their nation, and nurture their creative potential by introducing components distinctive to Nepal, such as history, culture, geography, and language, into the curriculum (Gurung, & Parajuli, 2020).

Here the questions are always raised, how introducing a local curriculum in Nepal may foster educational innovation and creativity. It means in Nepal, local curriculum includes cultural preservation, and appreciation, community engagement, and service learning. It also includes

preservation of local history and heritage such through create projects, historical narratives, developing digital presentation, and entrepreneurship and innovation (Subedi, 2018). Not only this local curriculum emphasizes students, teachers, and community to think innovatively, take risks, and become future creators, innovators and contributors in both economic and educational sectors. In order to better prepare students for a rapidly changing world and localization, countries have recently started to use local curriculum by applying at different paces and methods. This interest in using local curriculum has not only been satisfied by the necessity to ensure that students have the skills and attitudes suited for the 21st century, but also by the potential impact of the adoption of a local curriculum. Therefore, it is a researchable issue in our context of basic level education in Nepal.

### **Review of the Theoretical Literature**

#### **Marketization of Curriculum Policy: Existing Educational Implications.**

The marketization of curriculum policy refers to the development and implementation of curricula in particular as a tendency toward incorporating market-oriented principles and techniques into educational systems. Marketization may have an impact on the local curriculum in this situation, which refers to the specific curriculum selected at the local or regional level (Waslander, Pater, & Weide, 2010). Moreover, market principles like competition, customer choice, and accountability are frequently used to education as part of the marketization of curriculum policy. This trend may have enormous effects on the current educational system. One of the most crucial concepts that should be thoroughly understood in the humanities and social studies is a movement called which advocates marketization policies and the assignment of services to local government sectors rather than the federal government (Javadi, & Asl, 2020). In addition, Bell and Stevenson (2006) view that reforms of education need to promote limited state participation and intervention while emphasizing the central role of markets in society's governance. In actuality, this entails imposing regulations, such as marketization and localization. Marketization is an effort to examine all aspects of basic education in accordance with the market, where claim and source are established and all educational activities are assessed using local mechanisms.

Standardized testing and accountability standards are frequently emphasized in market-oriented curricula. As a result, the curriculum may become more condensed as teachers concentrate on imparting knowledge and abilities that will stand the test of time rather than emphasizing other crucial disciplines like the humanities, the arts, or practical training (Waslander, Pater, & Weide, 2010). The flexibility and range of educational options may be restricted when local curricula are increasingly closely correlated with these standardized assessments.

Additionally, local curriculum encourages culturally responsive and pertinent education by translating global principles, concepts, and knowledge into local contexts. It enables students to make connections between local and global challenges, equips them with the information and abilities necessary to make

a meaningful contribution to both local and global contexts, and helps them learn how to manage the intricacies of their own communities.

## Methodology

In this study, I employed a quantitative survey methodology with multiple-choice, five-point Likert scale items. I utilized random sampling procedures to identify the sample schools and sample teachers from all lower secondary schools in the Kathmandu district. The sample comprised of 25 basic secondary-level schools in the Kathmandu area, from which 125 basic-level teachers were chosen at random (five teachers from each school). To collect data, a literature-based, self-created questionnaire containing 50 statements was employed. Expert judgements verified the validity of the self-developed questionnaire, and reliability was proven using Cronbach's alpha of 0.895. A reliability coefficient greater than 0.6 indicated that the system was extremely reliable.

Table 1. Cronbach's alpha Values.

Reliability Statistics			
	Cronbach's Alpha	No of items	Sample Size
Teachers' respondents	0.895	50	125

Among the fifty items were loaded in the following five dimensions which are categorized in the following structure for the further analysis.

Table 2. Five components, its' item loaded and factor loading.

Value of Cronbach's Alpha	Items	Factor loading Values
Challenging for Implementation Cronbach's Alpha (0.886)	Developing a local curriculum for Nepal can be challenging due to the country's diverse geographic, cultural, and linguistic variations.	.689
	Local curriculum <i>does not</i> provide a unique perspective and insight that can contribute to a deeper understanding of complex issues.	.689
	The implementation of a local curriculum often requires specialized training for teachers to effectively deliver the content and instructional approaches.	.685
	Regular monitoring, evaluation, and feedback mechanisms <i>are not</i> possible for identifying areas for improvement and ensuring continuous quality development.	.685
	Local curriculum values and integrates local knowledge, customs, and practices into the curriculum to foster a sense of cultural identity and pride among students.	.636
	Local teachers translate the curriculum into actionable plans and create a supportive and inclusive learning environment for students.	.636
	Through regular reflection and evaluation, local teachers <i>cannot</i> assess the impact of the local curriculum on student learning and identify challenges.	.592
	Local curriculum promotes awareness and understanding of environmental issues, sustainable practices, and conservation efforts.	.592
	Teachers can contribute to the development of assessment tools and methods aligned with the local curriculum.	.544
	The local curriculum seeks to preserve and promote local culture, language, and heritage.	.544
Local curriculum <i>cannot be</i> implemented in local languages, which are often the mother tongues of students.	.481	

	Local government is mainly responsible for developing guidelines, policies, and frameworks that support the integration of local curricula into the national education system.	.481
	Teachers <i>are not well</i> positioned to adapt and customize the curriculum to meet the needs of their students.	.430
	Teachers play a crucial role in implementing the curriculum effectively, assessing student learning, and providing feedback for curriculum improvement.	.430
	Local curriculum recognizes the importance of community knowledge, skills, and resources and seeks to integrate them into the curriculum.	.404
	Local governments <i>cannot support</i> teachers and schools in developing innovative teaching methods, resources, and approaches that are relevant to the local context.	.404
	The objectives of the local curriculum meet the objectives of the national curriculum.	.779
	National governments cannot support teachers and schools in developing innovative teaching methods, resources, and approaches that are relevant to the local context.	.779
	Local curriculum can help improve language proficiency among students, especially in their native language.	.666
<i>Opportunities in Nationalization through Localization</i> Cronbach's Alpha (0.855)	Facilitate collaboration and networking among teachers, schools, and educational institutions to share best practices, resources, and experiences related to the local curriculum.	.666
	A local curriculum cannot include teaching materials and resources in the local languages, making education more accessible and inclusive.	.607
	The curriculum does not equip students with knowledge and skills that are essential for addressing local challenges and promoting sustainable practices.	.607
	A local curriculum can be designed to address the specific needs and challenges faced by communities in Nepal.	.536
	Local curriculum often requires specialized training for teachers to effectively deliver the content and instructional approaches.	.536
	I feel resource availability, especially in remote and economically disadvantaged areas, can be a significant challenge.	.493
	The local curriculum encourages a mindset of taking initiatives and making positive changes at the local level.	.493
	Local stakeholders should be concerned about the perceived loss of uniformity, comparability, and national identity associated with a localized curriculum.	.819
	Parents and community members have an important role in supporting the application of the local curriculum by contributing to the development of the curriculum, providing feedback, and actively engaging in their children's education.	.819
	Local governments need to ensure that while addressing local needs, the broader educational objectives and standards of the country are not compromised.	.714
<i>Responsibility of Local Stakeholders</i> Cronbach's Alpha (0.850)	Teachers are not more responsible for delivering the curriculum, designing lesson plans, and adapting instructional strategies to meet the needs of their students and the local context.	.714
	The local curriculum integrates local arts, music, folklore, and historical narratives into the curriculum.	.623
	The local curriculum can contribute to sustainable development at the local level.	.623
	Providing comprehensive training to all teachers across the country can be a logistical and financial challenge.	.479
	Ensuring fairness, reliability, and validity in assessments while considering the local context can be complex.	.479
	Local curriculum promotes a sense of identity, belongingness, and pride in one's own heritage.	.761
	The local curriculum considers the varying abilities, learning styles, and backgrounds of learners and aims to create an inclusive learning environment.	.761
<i>Belongingness and Ownership</i> Cronbach's Alpha (0.817)		

	Local teachers' should have direct knowledge of the needs and challenges faced by their students and local communities.	.635
	The local curriculum emphasizes experiential learning methods to enhance student engagement and understanding.	.635
	Teachers may not have access to workshops, seminars, or training programs that provide ongoing support and guidance in implementing the local curriculum.	.626
	Ensuring fairness, reliability, and validity in assessments while considering the local context is necessary for the successful implementation of local curriculum.	.626
	Teachers can contribute to the development of content for the local curriculum.	.532
	Authorities cannot provide support, resources, and oversight to schools and teachers in delivering the local curriculum.	.532
	Local authorities are not allowed to design, adapt, and modify the curriculum to suit their unique needs and aspirations.	.806
	A local curriculum provides a strong foundation of knowledge and skills that can be built upon in market policies.	.806
	The local curriculum equips individuals with skills and knowledge that are relevant to their local context for job opportunities.	.596
<i>Basis of Job Opportunities</i> Cronbach's Alpha (0.739)	Teachers need to be equipped with the necessary knowledge, skills, and pedagogical approaches to effectively implement a localized curriculum.	.596
	Teachers can collaborate with colleagues, education experts, and curriculum specialists to share best practices, exchange ideas, and refine the local curriculum.	.397
	Civil society organizations and non-governmental organizations can support the implementation of the local curriculum through research, advocacy, capacity building, and resource provision in market policy.	.397

I examined internal reliability of each component with Cronbach Alpha. Sixteen items were loaded in first component named as *Challenging for Implementation*, its Cronbach's Alpha was 0.855. Next ten items were loaded in second component named as *Opportunities in Nationalization through Localization* whose Cronbach Alpha was 0.85. Likewise, eight items were loaded in third component named as *Responsibility of Local Stakeholders*. Its Cronbach Alpha was 0.850. Again, the fourth component loaded eight items whose Cronbach alpha was 0.817, whose name was *Belongingness and Ownership*. The last component named as *Basis of Job Opportunities* whose Cronbach Alpha value is 0.739 and loaded six items. The scree plot was observed and identified five potential number of components from five distinct elbows with eigenvalues greater than one. The scree plots are given below in Figure 1.

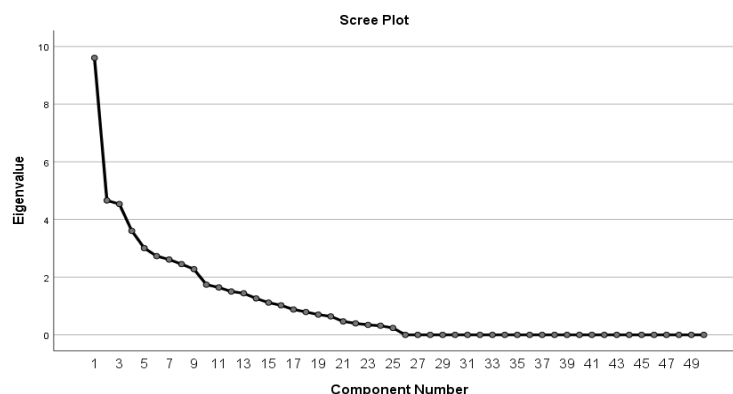


Figure 1. Scree plots of by component Practicing Local Curriculum in Basic Level: As an Educational Innovation and Creativity analysis with Varimax Kaiser Normalization

## Results and Discussion

To begin, I computed descriptive statistics (mean and standard deviation) and a one-sample t-test to determine the significance of each component item. Practicing Local Curriculum at the Basic Level: An Educational Innovation and Creativity Analysis, I used the null hypothesis test to comprehend if there were any significant differences in the teachers' perspectives. In this regard, I described each aspect independently using a table and a figure.

For each of the five components, descriptive statistics (mean and standard deviation) were produced to compare the neutral 'value (test value = 3), which is based on the average value of five points on Likert scales. A one-sample t-test was used to assess the mean differences and decide whether they were significant at the level of significance. *Responsibility of Local Stakeholders* received the highest rating (Mean = 4.36, SD = 0.03737, and  $t = 40.867$ ). The difference between the sample and ideal means was statistically significant ( $p < 0.05$ ). *Opportunities in Nationalization through Localization* received the lowest rating (mean = 3.46, SD = 0.65045, and  $t = 7.975$ ). The difference between the sample and ideal averages was 0.46, which was statistically significant ( $p < 0.05$ ). The remaining components were also given higher ratings (like as, *Challenging for Implementation, Belongingness and Ownership and Basis of Job Opportunities*) than neutral values.

Table 3. Factor Wise Values of Components

Items	N	Mean	S.D.	M.D.	t-Value	Sig. (Two tailed )	Upper	Lower
<i>Factor1</i>	125	3.7360	.52243	.73600	15.751	.000	.6435	.8285
<i>Factor2</i>	125	3.9027	.50940	.90267	19.812	.000	.8125	.9928
<i>Factor3</i>	125	4.3660	.37371	1.36600	40.867	.000	1.2998	1.4322
<i>Factor4</i>	125	3.4640	.65045	0.46133	7.975	.000	.3488	.5792
<i>Factor5</i>	125	3.4740	.64666	.47400	8.195	.000	.3595	.5885

### Challenging for Implementation

The Cronbach Alpha of this factor (*Challenging for Implementation*,) was 0.886 which is reliable because its value is greater than 0.6. This factor included sixteen items and they rated the average value is 3.73, S. D. =0.522, Mean Difference (M. D.) = 0.73 and t- value = 15.75. Here, the highest rated value of the respondents were in two statements are same such as Mean value is 4.34 and lowest rated value is 3.33. Although all of the rated values were higher than neutral value (Test Value = 3). Respondents agreed about the statement developing local curriculum for our context is very challenging due to country's diverse geographic, cultural and language variation, regular monitoring, evaluation, and feedback are also challenging in our context, local curriculum includes local knowledge, local issues, customs, local skills, local resources when preparing and applying it in local context. However, running a local curriculum involves a lot of challenges. It is challenging to use because not all teachers have the necessary training, and it is also challenging to operate because not all teachers are familiar

with the local tongue. Local governments cannot support teachers and schools in developing innovative teaching methods, resources, and approaches that are relevant to the local context, which is also challenging to apply the local curriculum in basic level. Moreover, all of the sixteen items are significant difference at the level of significance 0.05 ( $P < 0.05$ ). Additionally, it demonstrates the difficulties in evaluating student learning and offering input for curricular improvement.

Table 4. Descriptive statistics and one- sample t-test for the components in Challenges for Implementation

Items	N	Mean	S.D.	Mean Difference	t-value	Sig. (Two-tailed)	95% Confidence Interval of the Difference	
							Upper	Lower
CI9	125	3.86	.776	.864	12.447	.000	.73	1.00
CI49	125	3.91	.871	.912	11.709	.000	.76	1.07
CI34	125	3.86	.776	.864	12.447	.000	.73	1.00
CI45	125	4.02	.746	1.024	15.356	.000	.89	1.16
CI24	125	3.91	.871	.912	11.709	.000	.76	1.07
CI20	125	4.02	.746	1.024	15.356	.000	.89	1.16
CI19	125	3.33	.948	.328	3.866	.000	.16	.50
CI21	125	4.01	.828	1.008	13.612	.000	.86	1.15
CI44	125	3.33	.948	.328	3.866	.000	.16	.50
CI46	125	4.01	.828	1.008	13.612	.000	.86	1.15
CI48	125	3.82	.883	.816	10.327	.000	.66	.97
CI23	125	3.82	.883	.816	10.327	.000	.66	.97
CI42	125	3.94	.759	.936	13.782	.000	.80	1.07
CI4	125	4.34	.706	1.336	21.143	.000	1.21	1.46
CI17	125	3.94	.759	.936	13.782	.000	.80	1.07
CI29	125	4.34	.706	1.336	21.143	.000	1.21	1.46
Factor1	125	3.7360	.52243	.73600	15.751	.000	.6435	.8285

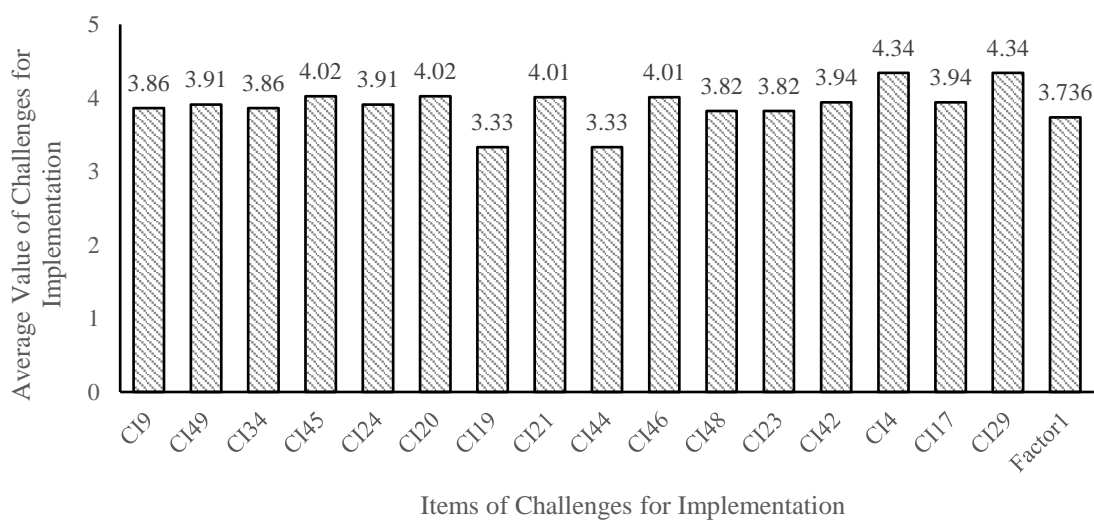


Figure 2. The average value on component Challenges for Implementation

***Opportunities in Nationalization through Localization***

The Cronbach Alpha of this factor (*Opportunities in Nationalization through Localization*,) was 0.855 which is reliable because its value is greater than 0.6. This factor included ten items and they rated the average value is 3.90, S. D. =0.509, Mean Difference (M. D.) = 0.90 and t- value = 19.81. Here, the highest rated value of the respondents were in two statements are same such as Mean value is 4.29 and lowest rated values are 2.62. Although except two items all eight items the rated values were higher than neutral value (Test Value = 3). The respondents agreed that the objectives of the local curriculum meet the objectives of the national curriculum, national government cannot support teachers and schools in developing innovative teaching methods, local curriculum can help improve language proficiency among students. Not only this respondents agreed in facilitate collaboration and networking among teachers, schools, and educational institutional to share best ideas. Although respondents showed disagree in a local curriculum can be designed to address the specific needs and challenges faced by communities in Nepal and local curriculum often requires specialized training for content deliver. Therefore, all of the ten items are significant difference at the level of significance 0.05 ( $P < 0.05$ )

Table 5. Descriptive statistics and one- sample t-test for the components in Nationalization through Localization

One Sample Statistics (Test Value =3)								
Items	N	Mean	S.D.	Mean Difference	t-value	Sig. (Two-tailed)	95% Confidence Interval of the Difference	
							Upper	Lower
ONL7	125	4.24	.700	1.240	19.799	.000	1.12	1.36
ONL32	125	4.24	.700	1.240	19.799	.000	1.12	1.36
ONL2	125	4.29	.749	1.288	19.217	.000	1.16	1.42
ONL27	125	4.29	.749	1.288	19.217	.000	1.16	1.42
ONL28	125	3.37	.955	.368	4.309	.000	.20	.54
ONL3	125	3.37	.955	.368	4.309	.000	.20	.54
ONL5	125	2.62	1.075	-.376	-3.910	.000	-.57	-.19
ONL30	125	2.62	1.075	-.376	-3.910	.000	-.57	-.19
ONL10	125	4.20	.596	1.200	22.523	.000	1.09	1.31
ONL35	125	4.20	.596	1.200	22.523	.000	1.09	1.31
Factor2	125	3.9027	.50940	.90267	19.812	.000	.8125	.9928



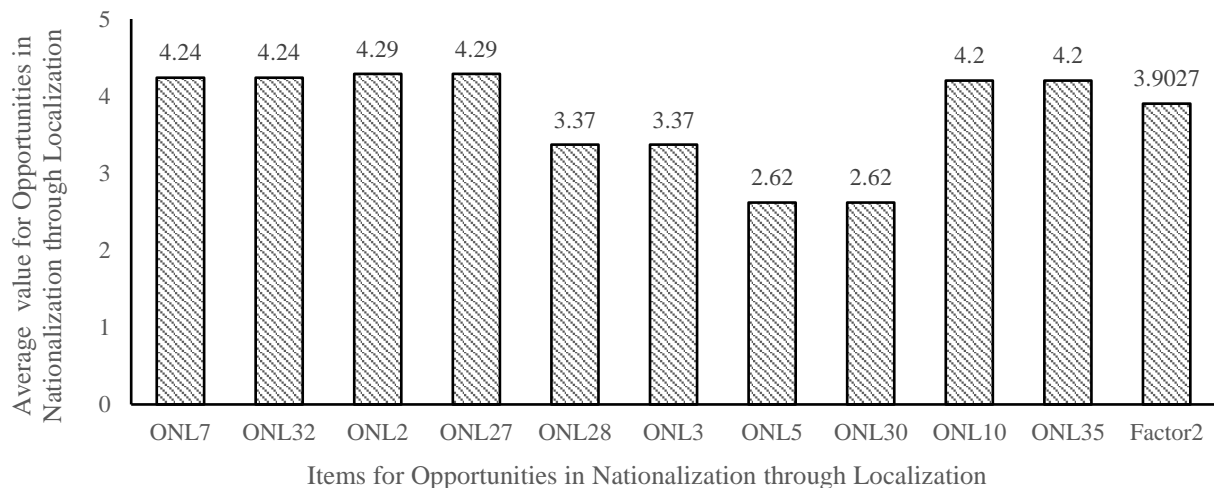


Figure 3. The average value on component Nationalization through Localization

### Responsibility of Local Stakeholder

The Cronbach Alpha of this factor (*Responsibility of Local Stakeholders*,) was 0.850 which is reliable because its value is greater than 0.6. This factor included sixteen items and they rated the average value is 4.36, S. D. =0.373, Mean Difference (M. D.) = 1.36 and t- value = 40.86. Here, the highest rated value of the respondents were in two statements are same such as Mean value is 4.48 and lowest rated value is 3.74. Although all of the rated values were higher than neutral value (Test Value = 3). Respondents agreed that parents and community members have an important role in supporting for applying the local curriculum, local government needs to ensure that while addressing local needs, teachers must be more responsible for delivering the local curriculum, as well as local curriculum integrates arts, music, historical narratives into the curriculum. Therefore, all of the ten items are significant difference at the level of significance 0.05 ( $P < 0.05$ ).

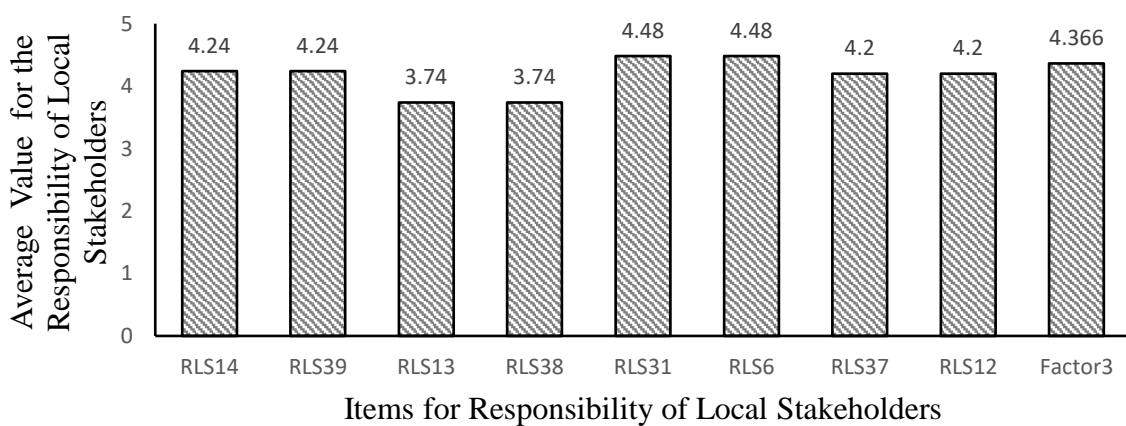


Figure 4. The average value on component Responsibility of Local Stakeholders

Table 6. Descriptive statistics and one- sample t-test for the components in Responsibility of Local Stakeholders

One Sample Statistics (Test Value =3)								
Items	N	Mean	S.D.	Mean Difference	t-value	Sig. (Two-tailed)	95% Confidence Interval of the Difference	
							Upper	Lower
RLS14	125	4.24	.689	1.240	20.133	.000	1.12	1.36
RLS39	125	4.24	.689	1.240	20.133	.000	1.12	1.36
RLS13	125	3.74	.872	.736	9.437	.000	.58	.89
RLS38	125	3.74	.872	.736	9.437	.000	.58	.89
RLS31	125	4.48	.562	1.480	29.430	.000	1.38	1.58
RLS06	125	4.48	.562	1.480	29.430	.000	1.38	1.58
RLS37	125	4.20	.609	1.200	22.028	.000	1.09	1.31
RLS12	125	4.20	.609	1.200	22.028	.000	1.09	1.31
Factor3	125	4.3660	.37371	1.36600	40.867	.000	1.2998	1.4322

### ***Belongingness and Ownership***

The Cronbach Alpha of this factor (***Belongingness and Ownership***) was 0.817 which is reliable because its value is greater than 0.6. This factor included eight items and they rated the average value is 3.46, S. D. =0.65, Mean Difference (M. D.) = 0.46 and t- value = 7.97. Here, the highest rated value of the respondents were in two statements are same such as Mean value is 3.70 and lowest rated value is 3.31. Although all of the rated values were higher than neutral value (Test Value = 3). The respondents agreed about the statements local curriculum promotes a sense of identity, belongingness, local curriculum considers the varying abilities, learning styles, and backgrounds of learners, teacher's may not have access to works, seminars or training program, local stakeholders need to ensure fairness, reliability, and validity in assessment while considering the local context, and teachers can contribute development of content for the local curriculum. Local curricula serve as a foundation for a sense of connection and ownership, implying that when academic subject matter and resources are adapted to the specific conditions and requirements of a community, it can encourage a sense of community among its members. This idea emphasizes how crucial it is to take into account the cultural, social, and economic realities of a specific area or community while developing curricula. While it is critical to acknowledge the advantages of a local curriculum, it is equally necessary to achieve a balance by giving students access to a wider range of perspectives and global information. Therefore, all of the eight items are significant difference at the level of significance 0.05 ( $P < 0.05$ ).

Table 7. Descriptive statistics and one- sample t-test for the components in Belongingness and Ownership.

One Sample Statistics (Test Value =3)								
Items	N	Mean	S.D.	Mean Difference	t-value	Sig. (Two-tailed)	95% Confidence Interval of the Difference	
							Upper	Lower
BO47	125	3.49	.964	.488	5.660	.000	.32	.66
BO22	125	3.49	.964	.488	5.660	.000	.32	.66
BO15	125	3.36	.987	.360	4.078	.000	.19	.53
BO40	125	3.36	.987	.360	4.078	.000	.19	.53
BO50	125	3.31	1.027	.312	3.396	.001	.13	.49
BO25	125	3.31	1.027	.312	3.396	.001	.13	.49
BO41	125	3.70	.785	.696	9.910	.000	.56	.84
BO16	125	3.70	.785	.696	9.910	.000	.56	.84
Factor4	125	3.46	.650	0.46133	7.975	.000	.3488	.5792

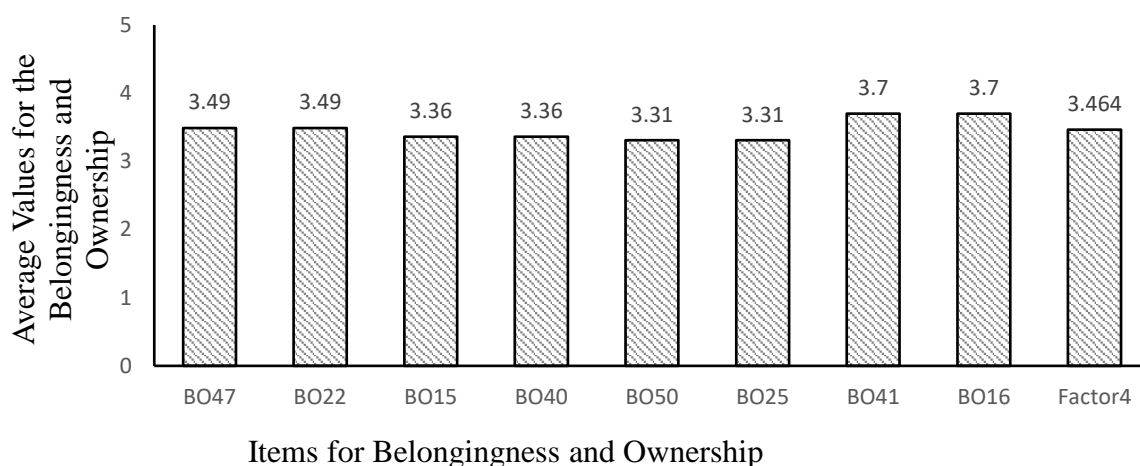


Figure 5. The average value on component Belongingness and Ownership

### ***Basis of Job Opportunities***

The Cronbach Alpha of this factor (***Basis of Job Opportunities***,) was 0.739 which is reliable because its value is greater than 0.6. This factor included six items and they rated the average value is 3.47, S. D. =0.646, Mean Difference (M. D.) = 0.47 and t- value = 8.19. Here, the highest rated value of the respondents were in two statements are same such as Mean value is 4.54 and lowest rated value is 1.98. Although four items of the rated values were higher than and two items were lower than neutral value (Test Value = 3). The respondents agreed that local authorities are not allowed to design, adapt, and modify the curriculum to suit their unique needs and aspirations, local curriculum provides a strong foundation of knowledge and skills, and local curriculum is equipped individuals with skills and knowledge which are related to job opportunities. But respondents disagreed that teachers can

collaborate with education experts, curriculum specialists to share best practices and civil society can support local curriculum through research and resource providing. Therefore, all six items are significant difference at the level of significance 0.05 ( $P < 0.05$ ).

Table 8. Descriptive statistics and one- sample t-test for the components in Basis of Job Opportunities

One Sample Statistics (Test Value =3)								
Items	N	Mean	S.D.	Mean Difference	t-value	Sig. (Two-tailed)	95% Confidence Interval of the Difference	
							Upper	Lower
BJO08	125	4.54	.516	1.544	33.458	.000	1.45	1.64
BJO33	125	4.54	.516	1.544	33.458	.000	1.45	1.64
BJO36	125	4.51	.577	1.512	29.316	.000	1.41	1.61
BJO11	125	4.51	.577	1.512	29.316	.000	1.41	1.61
BJO18	125	1.98	.80786	-1.02400	-14.172	.000	-1.1670	-.8810
BJO43	125	1.98	.80786	-1.02400	-14.172	.000	-1.1670	-.8810
Factor5	125	3.4740	.64666	.47400	8.195	.000	.3595	.5885

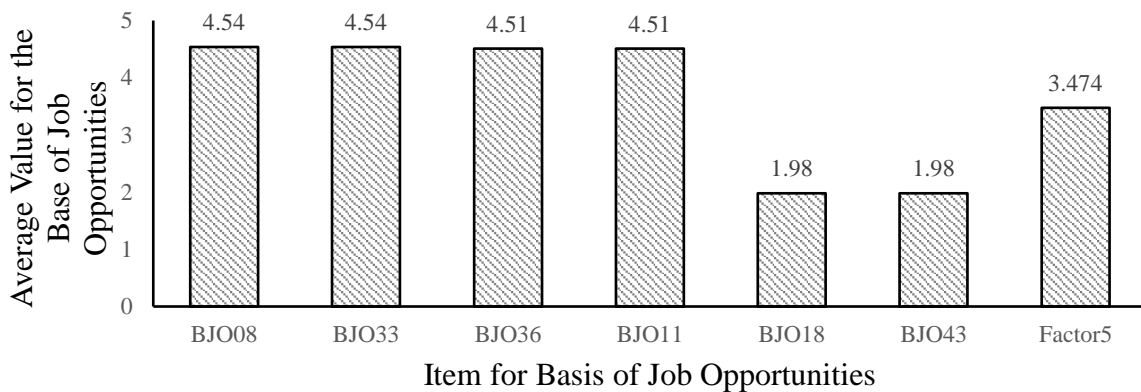


Figure 6. The average value on component Basis of Job Opportunities

**Discussions**

Teachers can work together with collaborators, education professionals, and curriculum experts to share best practices, trade ideas, and improve the local curriculum. Participating in workshops, training sessions, and professional development activities linked to curriculum creation can improve teachers' knowledge of and ability to successfully execute the regional curriculum.

In this context, Heikkila (2020) views that local institutions of learning may only have a limited amount of financing, facilities, and technology, particularly in economically challenged areas. To deliver a high-

quality education, a curriculum must be developed and implemented. It can be challenging to strike a balance between following national or international educational standards and adapting the curriculum to local needs and values (Subedi, 2020). In order to maintain relevance and contextual appropriateness, certain changes could be required. It can be difficult to create evaluation tools that complement the local curriculum and offer insightful feedback on students' development (Ledger, Vidovich, & O' Donoghue, (2014). The full range of learning outcomes in local curriculum is not always be captured yet by conventional way.

Despite these obstacles, there are several advantages to establishing a local curriculum at the elementary level, including increased relevance, higher participation, and better alignment with the needs and ambitions of the community. It frequently takes cooperation, adaptability, and a dedication to promoting education at the grassroots level to address the issues.

The curriculum can be made more relevant and contextual by being localized so that it reflects the community's needs as well as the local culture and traditions. Students can more easily relate to their learning and comprehend how it applies to their own life by including local content, experiences, and case studies and parents, community leaders, educators, and other stakeholders must be included while creating a local curriculum (Subedi, 2018). The community benefits from a sense of empowerment and ownership thanks to this cooperative approach. It enables individuals to actively shape the educational system and guarantees that the curriculum reflects their needs and goals. The adoption of a local curriculum promotes the growth of local talent and knowledge.

By localising the curriculum, educators can better adapt their instruction to the requirements of their communities while also fostering community engagement, cultural preservation, and a sense of identity and empowerment. By taking use of these possibilities, nations can improve their educational establishments and encourage localization through nationalization.

Local stakeholders ought to play a proactive role in determining the requirements and goals of the neighbourhood. In order to do this, surveys must be completed, community members must be interviewed, and the specific difficulties and opportunities must be recognized (Sahasewiyon, 2004). Stakeholders can choose the aims and objectives that ought to be reflected in the regional curriculum by compiling this information. Stakeholders on the local level can help mobilize resources. They can cooperate to secure the financing, facilities, tools, and other resources required to support the curriculum's implementation (Lee, 1995). Local stakeholders can improve the quantity and caliber of resources for nearby schools by utilizing local networks, advocating for change, and looking for collaborations with pertinent institutions.

Stakeholders from the local community can monitor and assess how well the curriculum is being used. Local stakeholders can identify areas for improvement and make the required changes to improve the quality of education by establishing systems to assess student learning outcomes, get input from teachers and students, and evaluate the overall impact of the curriculum. The implementation of a local

curriculum is the responsibility of local stakeholders (Marsh, & Wills, 1999). For the local implementation of the curriculum to be successful and relevant, it is essential that they participate in the needs assessment, curriculum creation, resource mobilization, teacher training, community engagement, monitoring and evaluation, and policy support processes (Evans, & Savage, 2015).

A community's culture, customs, and ideals are reflected in the curriculum in local level. Students can see themselves and their neighborhood represented in their education by adding local topics, examples, and opinions. Students can connect their learning to their own experiences and cultural background, which fosters a sense of belonging and relevance (Subedi, 2020). A sense of pride and belonging is strengthened by recognizing and approving local accomplishments, whether they are academic, cultural, or social. Additionally, Bhetuwal, (2022) views that the successes of students, teachers, and community members through events, exhibitions, or award presentations, local talent and contributions are highlighted and given significance.

A local curriculum might put an emphasis on giving students the skills that are needed in the labour market there. The curriculum can prioritize the development of skills like entrepreneurship, vocational skills, digital literacy, problem-solving, and communication skills by assessing the specific demands of the local economy (Gyawali, 2021). This makes it possible for students to develop the skills needed for future jobs. Students can gain a thorough awareness of the local labor market via a local curriculum, including new industries, career paths, and possible job prospects. Students can make educated judgements about their future career routes and be prepared for the available job prospects in the local community by taking use of career counselling.

A local curriculum can considerably help to create job prospects within the local community by aligning the curriculum with the demands of the local labor market, encouraging entrepreneurship, facilitating relationships with local firms, and offering thorough career development support (Gurung, & Parajuli, 2020). It supports local economic growth and sustainability by providing students with the knowledge, abilities, and mindset needed to succeed in the labor market. Applying a local curriculum at the basic school level fosters belongingness and enhances the connections between students, teachers, and the community by encouraging cultural relevance, community involvement, student agency, and a sense of ownership. It establishes a learning atmosphere where all participants experience a sense of worth, engagement, and connection to their common educational journey.

## **Conclusion**

Political pressures and administrative difficulties may affect curriculum modifications and implementation in local level. The implementation process may be hampered if authorities do not provide consistent support. Local curriculum have the potential to include comprehensive education, such as life skills, values, and indigenous knowledge systems, in addition to academic disciplines. With this all-encompassing strategy, children receive a well-rounded education that prepares them for the

opportunities and difficulties in their local communities. Local curriculum may concentrate on local issues, yet they can still be created to encourage a united country. A sense of national unity and cohesion can be fostered by incorporating components that promote understanding, respect, and admiration for various cultures and areas within the country. Local stakeholders in the community can help teachers advance their careers.

A local curriculum may include thorough career development assistance such as career counselling, resume writing, interview techniques, and job search tactics. Students are given the skills and knowledge they need to successfully negotiate the job market and raise their chances of landing a job as a result. A local curriculum might place a strong emphasis on helping students acquire the abilities needed to work for themselves or launch their own businesses. In addition to imparting knowledge on business management and financial literacy, this also entails encouraging creativity, innovation, problem-solving, and critical thinking skills. A local curriculum can considerably help to create job prospects within the local community by aligning the curriculum with the demands of the local labor market. It also encourages entrepreneurship, facilitating relationships with local firms, and offering thorough career development support.

### **Implications**

A solid awareness of the local context and well-trained, culturally sensitive teachers are essential for implementing a local curriculum. It calls for teachers to participate in ongoing professional development programmes to improve their subject-matter expertise, teaching abilities, and cultural sensitivity. This implies a general improvement in the standard of instruction and learning throughout the community's educational system. A local curriculum aids in promoting and preserving the traditions, heritage, and culture of the area. It enables scholars to build a solid feeling of self and community pride. Students can develop a deeper awareness and appreciation of their cultural heritage by incorporating local history, language, literature, art, and music. By implementing a local curriculum, many community stakeholders are encouraged to work together and participate.

### **Acknowledgement**

I am very grateful to the **University Grants Commission** and the UGC research division family for helping me with the expenses associated with finishing my research (**SRDIG 079/80**) and publishing it in a peer-reviewed journal. I would especially like to thank Central Department of Education for their assistance during my research study.

### **References**

Bell, L., & Stevenson, H. (2006). *Education policy process, theme and impact*. Routledge Taylors and Francis Group.

- Bhetuwal, K. P. (2022). Effectiveness of local curriculum implementation in Nepal. *Journal of Humanities and Social Sciences*, 27(2), 28-33 <https://doi.org/0.9790/0837-2702022833>
- Evans, W., & Savage, J. (2015). *Developing local curriculum using your locality to inspire teaching and learning*. New York: Routledge.
- Government of Nepal (2005). *National curriculum framework for school education*. Sanothimi Bhaktapur: Curriculum Development Center.
- Government of Nepal [GoN] (1990). *Constitution of Nepal 1990*. Kathmandu: National Information Centre.
- Government of Nepal [GoN] (2015). *Constitution of Nepal 2015*. Kathmandu: National Information Centre
- Gurung, G. P., & Parajuli, D. R. (2020). Study of local curriculum implementation imparting local scientific knowledge in Nepal. *International Journal of Innovation and Education Research*, 1(1), 9-18.
- Gyawali, Y. P. (2021). Evaluation system at school level in Nepal: Major pitfalls and considerations. *Marsyandi Journal*, II, 60-66.
- Heikkila, M. (2020). Finnish teachers' participation in local curriculum development: A study of processes in five school contexts. *Policy Futures in Education*, 0(0), 1-18. <https://doi.org/10.1177/14782/0320967816>
- Javadi, Y., & Asl, S. A. (2020). Teachers' identity, marketization of higher education and curriculum. *Journal of Language Teaching and Research*, 11(1), 128-137 <https://doi.org/10.17507/jltr.1101.15>
- Ledger, S., Vidovich, L., & O' Donoghue, T. (2014). Global and local curriculum policy processes. *Policy Implications of Research in Education*, 1-220 <https://doi.org/10.1007/978-3-319-08762-7>
- Lee, Y. (1995). *Towards a new concept of local curriculum*. Historical Dissertations and Theses.
- Marsh, C.J., & Wills, G. (1999). *Curriculum: Alternative approaches, ongoing issues* New Jersey: Prentice Hall, Ministry of Education (2010). *Multilingual education implementation guidelines*. Kathmandu: Ministry of Education, p. 56.
- Ministry of Education [MoE] (2009). *School sector reform plan, Nepal 2009- 2015*. Kathmandu: Ministry of Education, Government of Nepal.
- Ministry of Education Science and Technology [MoEST], (2019). *Local curriculum development and implementation guidelines*. Sanothimi, Bhaktapur: Curriculum Development Center.
- Ministry of Education, Science and Technology (MoEST). (2019). *National curriculum framework for school education 2019*. Singhdurbar, Kathmandu: The Government of Nepal, Ministry of Education, Science and Technology.



- National Report of Nepal (2004). *The Development of Education: Quality Education for All Young People: challenges, trends, and priorities*. Kathmandu.
- Sahasewiyon, K. (2004). Working locally as a true professional: Case studies in the development of local curriculum. *Educational Action Research*, 12(4), 493-514. <https://doi.org/10.1080/09650790400200265>
- Sharma, et. al. (2019). Policy paradox between local and national agencies of education: A lived experience from local curriculum development practices in Nepal. *International Journal of Education and Research*, 7(3), 159-170. ISSN 2411-5681.
- Subedi, K. R. (2018). Local curriculum in Nepal: A gap between policies and practices. *Crossing the Border: International Journal of Interdisciplinary Studies*, 6(1), 57-67
- Subedi, K. R. (2020). Fostering the local curriculum conceptualizations: Empowerment and decentralization. *Pragyamanach*, 32(16), 52-63
- Thomas, L. (2012). Thinking about an area-based curriculum: A guide for practitioners. RSA action and research center. [www.thersa.org](http://www.thersa.org).
- Waslander, S., Pater, C., & Weide, M. (2010). Markets in Education: An Analytical Review of Empirical Research on Market Mechanisms in Education. *OECD Education Working Papers*, No. 52, OECD Publishing. <https://doi.org/10.1787/5km4pskmkr27-en>