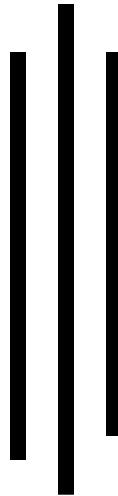
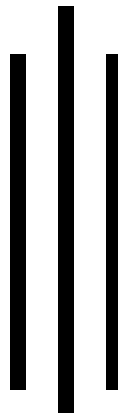


**A study  
on  
Integration of local contents in school curricula  
2010**



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## **Chapter One: Introduction**

### **1.1 Background**

Curriculum is the foundation of any educational system. The national development totally depends upon education. How it has produced and supplied the qualified human resources to the different sectors of the society determines the development potentials. Making curricula more relevant to the society of diverse contexts is the major issue around the world. Societal development takes place through educational transformation. It is only possible if all groups and sections of the society value education equally and are ready for its better planning, designing, and implementing in real classroom context. This condition further demands the inclusion of their knowledge, values, and wisdom into the school level curricula.

The concept of inclusion is now considered as a burning issue in education, globally. The Education for All (EFA), School for All, Millennium Development Goal (MDG). etc. are major educational interventions that various countries around the world are being actively involved. Likewise, the decentralization of educational management, curricular decentralization, localization of curricula, democratization of societies., etc. are other national and international concerns which have played significant roles one way or the other, in educational planning and management. Therefore, the concept of inclusion is taken as a prioritized concern in Nepal in educational as well as other developmental sectors.

Recent development of Nepal in education has now more focused on creating an environment conducive to addressing the people's aspirations and making education system more responsive to all groups of people. For this, various educational interventions are in place. For instance, the National Curriculum Framework (NCF) and the School Sector Reform Plan(SSRP) are the major policy documents and plans aimed for shifting the educational system from the traditional one to the modern, rigid to flexible, access to quality, and fragmented to integrated and consolidated. Besides, structural and financial integration, improving internal efficiency, harmonizing policy

functions, governance and management, gender and social inclusion, decentralization, and curricular interventions are some other concerns that the existing policies of education have given higher priority.

The National Curriculum Framework (NCF), 2063 has clearly articulated the need for education in mother tongue, and incorporation of local contents in school curricula. The NCF has thus set the principle of developing curricula from the perspective of inclusion as it has stated that the curriculum development process will follow the principle of inclusion. Likewise, the NCF has also recognized the local curricula as it has mentioned that the provision of local curriculum will be made. Moreover, the policy and curricular provision of promoting mother tongue education was also emphasized by the NCF and the Primary level school curricula as well. Additionally, the CDC has already developed various primary level curricula and the textbooks in various languages. More importantly, the translation of the existing curricula and the textbooks in various languages have also been done. Despite these efforts, some more substantial efforts need to be put in place to successfully and satisfactorily implement the intent of local curriculum and mother tongue education as envisaged in the National Curriculum Framework (NCF). Hence, this research has been proposed.

## **1.2 Objectives**

The following are the objective of this study.

1. To review the existing status of local contents, and mother tongue education in terms of policies, plan, programs, and research studies so far carried out;
2. To identify factors (facilitating and hindering) of the local curricula and the mother tongue education initiatives;
3. To suggest a design (i.e. an implementation modality )to incorporate local contents in the National Curriculum; and, finally,
4. To suggest the implementation modality of mother tongue curricula in the diverse linguistic contexts of Nepal

### 1.3 Methodology and process

This study has adopted a qualitative design under this design. The following tools and instruments were used for this purpose..

<b>Instruments</b>	<b>Purpose</b>
Review of literature	<ul style="list-style-type: none"> <li>• To review and assess the existing policy provisions, plans, programs and research report</li> <li>• To identify the reality, collect the previous experiences, efforts, problems encountered and suggestive measures in terms of local curricula and the mother tongue education</li> <li>• To understand and internalize the theoretical concepts in terms of local curricula, mother tongue and inclusive education</li> <li>• To design the research tools accordingly</li> </ul>
Orientation to the field researchers	<ul style="list-style-type: none"> <li>• To enable them to use the relevant research instruments in the field</li> <li>• To make them ready to do the field work</li> <li>• To provide them some sort of facilitation skills and other field coordination technique</li> <li>• To make them aware of their duties, responsibilities, and also the accountabilities</li> </ul>
Focus Group Discussion (parents, community members)	<ul style="list-style-type: none"> <li>• To assess the needs of the local curricula and the mother tongue form the stakeholders</li> <li>• To identify the problems encountered by the schools and the community in implementing the local and mother tongue education</li> <li>• To collect the best practices and the ideas with regard to design an appropriate implementation modality</li> </ul>
Interview (teachers, students, DEO personnel )	<ul style="list-style-type: none"> <li>• To explore the perception of stakeholders in terms of local curricula and the mother tongue education</li> <li>• To identify the capacity of school in designing and implementing the local and mother tongue education</li> <li>• To identify the problems encountered and facilitating factors in developing and implementing the local curricula and the mother tongue education</li> </ul>

Sharing workshop with consultative groups etc)	<ul style="list-style-type: none"> <li>• To validate and cross check the information</li> <li>• To collect further information</li> <li>• To identify the implementation modality</li> </ul>
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*Sample districts*

The following are the sample districts of the study.

Ecological belt	Eastern region	Mid region	Western region	Mid-western region	Far western region
Mountain		Rasuwa			
Hill			Palpa		Doti
Terai	Jhapa			Banke	
Valley		KTM Valley			

*Sample school*

4 schools from each sample districts were selected. Among them, one represents 1-5 grade primary schools, 1-10 secondary school, grade 11-12 higher secondary schools. The schools were selected in consultation with the District Education Officers.

*The respondents*

Educational stakeholders were the respondents of the study. Mainly, the students, parents, school teachers, school heads, School Management Committees, Parent teachers associations, community members, and DEO personnel were taken as the key informants.

Additionally, group conference, group discussions, informal discussions, among the participants of the mid and western regions were carried out in Nepaljung, Banke district where a training on local curriculum was organized by the CDC. This opportunity has further widened the representation of the stakeholders in the study process.

#### **1.4 Conceptual clarity**

Curriculum has two things: (i) the range of courses from which students choose what subject matters to study, and (ii) a specific learning program. In the latter case, the curriculum collectively describes the teaching, learning, and assessment materials available for a given course of study (Kelly 2009). Likewise, curriculum is culminating stage of total knowledge and experiences of human beings. Caswell and Campbell (1935), however, argue that curriculum is all of the experiences children have under the guidance of teachers. For Saylor and Alexander (1974) curriculum encompasses all learning opportunities provided by the school. This means curriculum covers various aspects which include planning up to the evaluation. In Nepal curriculum is defined as an educational program designed to achieve the overall objectives of education (NESP, 1971). Overall curriculum is now viewed as a process and it includes intended, taught and learned curriculum.

Inclusion of local content is a type of decentralized curricula. In curricular decentralization, individual school has right to make basic decisions about an individual school's development (Dalin, 1998). In such case individual school has received large measure of authority, autonomy, and significant power (Lindbom, 1993). This discloses the idea that the local level educational authorities have rights to design, develop and implement the local level curricula according to their demands and interests. With regard to curricular decentralization, the concept of School- Based School Management (SBSM) and School- Based Curricular Development (SBCD) are in place in various countries (Lewy, 1991). These concepts also emphasize that individual schools have right to design their own curricula. The principle is that the people who are near to students can better understand the reality (Connelly, 1972) on the one hand and the curricula become more relevant and all the community people take their responsibilities and ownership on the other.

SBCD can be designed in different ways such as integrated (Glatthorn and Foshay, 1985, Fitzgerald, 1990) way, supplementary materials (Thomas, 1985), new way, curricular adaptation (Grobman and Blum, 1985) adoption, as a co-curricular events, etc. This indicates that depending upon the context, school environment, teachers' qualifications, and community interests school can adopt the SBCD modality that suits it most.

Inclusion, on the other hand, is about genuine relationships. It is about the intentional building of relationships where difference is welcomed and all benefit. This principle further argues that every child has a fundamental right to education, and must be given the opportunity to achieve and maintain an acceptable level of learning. Likewise, every child has unique characteristics, interests, abilities and learning needs. Education systems should be designed and educational programs implemented to take into account the wide diversity of these characteristics and needs. More importantly, those who have special educational needs must have access to regular schools which should accommodate them within a child-centred pedagogy. Regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all. Moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire educational system (Salamanca Statement and Framework for Action UNESCO, 1994).

Inclusion in education is a process of enabling *all* children to learn and participate effectively within mainstream school systems. All children have dreams, interests and needs. They need to explore the world to learn. They need to socialize with their peers to develop their identity. Therefore, to achieve such desires and interests inclusive principle of education should focus more on providing equal educational opportunities to all children irrespective of their age, capabilities, and diversities to achieve the goal of EFA, MDG. In this context, the research entitled "Inclusion of Local Contents and Mother Tongue Education in school curriculum is fully coherent not only with the government plan, policies and programs but also with the theoretical grounds.

## **1.5 Review of relevant literature**

In Nepal, CDC has the responsibility for the development, implementation, and revision of curriculum. It has its central level structure and regional and district level curriculum coordinating committees to carry out the curricular activities.

Various commissions' reports on education have highlighted the importance of local need-based learning and have highly recommended it for educational reform (NNEPC, 1956; ARNEC, 1961; NEC 1992 and HLNEC, 1998). Likewise, the CDC developed a National Curriculum Framework (NCF), 2007 taking into account the changed socio-economic, political, cultural and educational reality of the country; and increasing demand for the protection and promotion of human and child rights, gender equality, environmental protection, peace and security considerations. The rationale for the NCF provided a sound basis for revisiting and developing core curriculum, curricular materials, designing instructional programs and evaluation procedures; providing a logical and academic framework to select subjects of instruction, harmonizing scope and sequences of subject contents and coverage; expediting realization of EFA and MDG goals and encouraging partnership in education for sharing resources and expertise to facilitate implementing reform initiatives aimed at producing stock of skilled and competent human resources anticipated by national development programs.

In line with the NCF guidelines, the newly revised primary school curriculum of 2003 (2060 BS) has made the provision of local curriculum at the primary level education, by offering one subject as a local curriculum. Here school can choose local language as a subject or any other need-based subject. Besides, school also can develop and implement local contents of 20% weightage in Social Studies, Creative and Expressive Arts, and Physical Education. The entire curriculum based on mother tongue and local subject matter can be developed at local level.

To implement the provision of local curricula, the CDC has also developed the Guidelines of Local Curriculum Development 2007. This aims to:

- promote contents based on the social diversity;
- understand the needs of individual/group/society and fulfill them
- preserve, promote and mobilize locally important festivals, locations, arts and sculptures, and vocations, cottage industries, natural resources with due importance
- make curriculum more useful and relevant; and
- increase the capacity of local individuals and institutions.

Additionally, the CDC has developed materials for developing awareness for development and implementation of local curriculum (CDC, 2008). This document also highlighted the need and importance of national curriculum and the curriculum based on local needs, the process for local curriculum development, the roles of different agencies, the context of local governance, the challenges on local curriculum development, the present status of local curriculum implementation, the implementation strategy, examples of local curriculum, the resource management and mobilization, and evaluation of students in the context of local curriculum. this means, each school could be aware of in designing and developing the local curriculum at the school level.

Further, the CDC has developed Model Curriculum of Mother Tongue and Guidelines for Textbook Development 2064 B.S. Despite the provision at the primary level for local curriculum, teachers are neither trained for using the curriculum in local context nor are they provided with adequate instructional materials to enrich their abilities in developing and implementing the local curriculum. Hence, there is a need to develop a clear understanding of the concept of local curriculum and for ways and means of incorporating local knowledge, skills, histories and cultures into the school curriculum and also to explore the essentiality of the local curriculum in grade above primary level.

The Ministry of Education also initiated MLE programme. It was initiated jointly by the government of Nepal and the Government of Finland in 2007 for a period of two and a half years. The programme has been working with eight language groups in seven schools of six districts on a pilot basis. The overall objective was to generate modalities

to facilitate non-Nepali-speaking (i.e., non-Khas Nepali) children's learning. The MLE policy and strategy report based up on the MLE project initiatives has also prepared.

This report has generated several findings. For instance, teachers are inadequately prepared for non-conventional teaching learning process; unavailability of local Mother Tongue teachers; inadequate attention towards quality components of teaching/learning by local communities, schools, and government; difficult to mobilize the financial resources to deal with the issues and challenge related to mother tongue education; different status and level of understanding with regard to MLE; language compositions; lack of language transfer technique among the teachers are some of the challenges explore by the report (Acharya, 2009). This report has further suggested future directions as well. Development of a cohesive policy guideline and statutory framework ; legal provisions to consolidate and regularize existing strategies/practices; development of new strategies and to implement constitutional rights; development of micro-planning; development and use of district or provincial language policy; phase wise implementation of MLE; consideration of local practices in developing and designing MLE; and functional linkage among the line agencies are some of the future directions set by the report. (Ibid). Likewise, awareness arising, utilization of indigenous knowledge system, capacity development, material development, monitoring and evaluation system, resource management, mobilization and pooling, are some other important future directions set by the report for the effective implementation of MLE initiatives.

The existing policies and strategies also made several provisions with regard to mother tongue education and local curricula. The Interim Constitution of Nepal 2007 provided the right to education in MT. Other documents and frameworks related to curriculum, school sector reform and Education Act ascertained the need for education in MT. Most of the the Interim Constitution of Nepal 2007 provides the right to basic education in MT, whereas School Sector Reform (SSR) specifies education in MT up to grade 3. Basic education according to SSR was grade 1 to 8. National Curriculum Framework (NCF) follows the SSR proposed school structure. The Education Act 1971 (5th amendment) provided for primary education in MT, but this provision was not followed through by

the Education Regulation. NCF and SSR proposed MT as medium of instruction from grade 1 to 3 with transition to a second language in grade 4 and 5. SSR has proposed MT as a medium in ECED as well. Provisions made by Education for All (EFA) National Plan of Action regarding the use of MT in education were found partially addressed. For example the Plan of Action recommended using MT both as medium of instruction and subject

## **1.6 Organization of report**

This reports consists of four chapters. the first chapter deals with the context, objectives, conceptual clarity, methodology and instruments and the review of relevant materials. the second chapter highlights the implementation status of local curricula where the need of local curricula, problems and issues, various types of local curricula implemented in different districts, role of various institutions, preparation of teachers for the local curricular implementation, hindering factors for the implementation of local curricula etc were highlighted. Likewise, the third chapter explored the local curricular needs on the one hand and, the implementation modality of local curricula on the other. Finally, the fourth chapter highlights on the conclusion and recommendations for the better implementation of local curricula.

## **Chapter Two**

### **Implementation status of local curricula**

A curriculum consists of the selected knowledge and skills that are considered important to pass on to young people. This process of selection necessarily entails that some things are included in a curriculum, while other things are left out. All of the subjects and the contents selected in the school curriculum at the national level are from different disciplines such as science, language, math, arts etc. The selection of subjects and contents at the national level can ignore the local knowledge, local contents which are very crucial for the everyday living of the community people. Thus, the curricular decentralization process, localization of curricula etc are being in place around the world. Realizing these facts, Nepal has also made the provision of local curricula in school education.

Local curriculum intends to address the local needs and makes the curricula more relevant. Likewise, it also aims to promote the local knowledge, skills and wisdom. Moreover, it tries to link the local knowledge with the global knowledge. Thus, provision of local curriculum in school education helps to prepare the citizen who will protect and promote the local knowledge and wisdom. It also helps adapt the global knowledge, skills and technology to the local knowledge, which ultimately enable them to be capable enough to cope with the local and global challenges of the 21<sup>st</sup> century.

Since the implementation of the primary curricula in 1990, the provision of local curricula at the primary level has been in place. All primary schools have to design and implement local content as local curricula in the form of a separate subject and or integrated manner. This provision has further expanded after the implementation of National Action Plan for EFA. The provision of mother tongue education as a local subject is made throughout the country. Various efforts such as curricular dissemination, orientation, teacher-training programs were conducted to the local level educational authorities and the schools to effectively implement the new provision. After the major revision of primary curriculum

in 2004, the provision of local curricula further expanded and the mode of curriculum adoption and adaptation were changed. However, various concerns are raised in the discourse of curricular implementation.

The understanding of stakeholders' about the local curricula play pivotal roles in developing and designing the local curricula at the grassroots level on the one hand and to integrate the local contents in the national curricula on the other. Thus, this section has tried to explore the stakeholders' perceptions about the local curricula.

The DEO personnel, school heads, schoolteachers and students were consulted during the field visit. Interview and informal discussions were conducted with them. They were asked to provide their experiences about the need of local curriculum; implementation status of the existing provision of local curriculum; problems and issues related to the local curricula; effects of the local curricula in the community; type of local curricula needed; role of various stakeholders in developing and implementing the local curricula; and suggestions for the effective implementation of local curricula. The following provides their experiences.

### **2.1 Need of local curricula**

The stakeholders were in a position that it is not necessary to discuss about the need of local curricula. As it has already been in place, which itself indicates its necessity. They told that the provision of local curricula is promoting education and learning opportunities for the local people. Besides, for them it will help to harmonize modern knowledge and local wisdom. According to them, a sense of ownership is promoted and sustained among the local community people. Curriculum and teaching-learning process should be relevant to the local context and needs in gaining knowledge and skills for their occupation boosting as well as in improving the living condition of the community. The provision of local curricula could be instrumental in this regard. Thus, the stakeholders have the positive viewpoints and clearly stand in favor of local curricula.

## 2.2 Implementation status

The provision of local curricula has started since the 2063 BS (2007 AD). Various stakeholders mainly the school supervisors, resource persons and teachers have been oriented about the local curriculum at the national and regional level (Is it correct?). Likewise, at the resource centre (cluster) level, school management committee members, teachers and school head teachers were oriented about the local curricula and its implementation procedures. However, the following field information indicate that until today not all schools are implementing the local curricula properly as it is still in a process of curriculum development.

- In all sample districts, very few resource centers (Katmandu districts) have completed the curriculum development process. No evident was found that school has developed and implemented their own textbooks on local curriculum.
- In many schools of the sample districts, local contents were found not identified and taught in the everyday classrooms.
- In the case of 20% provisions of local contents in each three different subjects, teachers of some schools reported that they were implementing such provisions through: a) collecting the local contents and delivering it into the classroom; b) providing local examples; and c) relating the local contexts in the implementation of the national curricula. However, many teachers of the sample districts reported that due to lack of orientation many they were not able to implement these provisions effectively.
- In some schools of Kathmandu district , local curriculum was developed but not really implemented in the classroom.
- In several schools of the sample districts, they are using optional English as a local curriculum

From the field information and the scenario above, the following conclusions are drawn:

1. The provision of local curricula are not implemented fully by all schools
2. Initiatives, efforts, corrective measures in implementing the provision of local curricula were not carried out by the responsible governmental institutions
3. Schools are in a process of developing and implementing the local curricula however, they lacked several dimensions such as technical capacity, local level expertise, necessary budgets, teacher and appropriate guidance and counseling
4. Schools are choosing the easy way of implementing the local curricula as they often use the English as a subject of local curriculum which can never be the case in the context of Nepal.

### **2.3. Problems and issues related to local curricula**

Obviously, there are several problems related to the implementation of the provisions of local curricula. In this regard, the DEO staff of Kathmandu stated, “we have to be clearer about the implementation of local curricula on the one hand and made it clear to all teachers and schools”. The major problems encountered in this regard are as follows:

- Capacity of the schoolteachers is inadequate in developing, designing and implementing the local curricula. They lack various technical capacities.
- At the school level, schools lacked resource materials, no library facilities and even they do not have the access to the Net and internet facilities to develop, design and implement the local curricula
- Difficulties due to the diverse socio-cultural contexts
- Lack of multi skillful, multilingual, dynamic and professional teachers at the primary level
- Local initiatives demands economic expenses which is quite difficult for schools to manage and use in the area of local curriculum

- Local curriculum is accelerated as a political slogan rather than academic and pedagogical slogan and thus lack political commitment among the major political parties
- Lack of script in developing local curricula in respective local mother tongue wherever possible
- Lack of adequate discussions and interactions among teachers of the resource centers in developing , designing and implementing the local curricula
- Lack of clarity among the local stakeholders on designing and implementing the curricula (what to do, how to do, how to manage the budget, how to manage the teachers etc)
- Lack of initiating the collective efforts in developing and designing the local curricula where all stakeholders such as CDC experts, District level authority, schoolteachers, community members set together, develop local curricula and the textbook together and implement in school with a spirit of local needs.
- Lack clear cut information from the center on how to implement the local curricula at the school level
- Low level of attentions from the school are the major problems in the process of implementing the local curricula
- Problems in deciding the local curricular contents due to insufficient orientation programs
- Lack of knowledge and skills of head teachers and teachers in mobilizing the local level technical expertise in developing the local curricula as well as in classroom delivery
- Local level stakeholders are being indifferent towards the local curricula and thus, they are inactive, inattentive, and not motivated towards it.
- Lack of monitoring and supervision aiming to make the effective implementation of local curricula

The above field reality indicates that the problems of implementation of local curriculum are revolving around the following themes:

1. Capacity: technical and pedagogical
2. Resource: financial, material, technical
3. Diversity: socio-cultural and linguistic
4. Use of local resources: technical and financial
5. Support and facilitation: technical support, supervision and monitoring, coordination and facilitation by the responsible authorities

#### 2.4. Types of local curricula implemented in the sample districts

The following table provides the glimpse of the types of local curricula implemented in the sample districts.

District	Types of local curricula implemented
Kathmandu	<ul style="list-style-type: none"> <li>• Newari</li> <li>• Tamang</li> <li>• English</li> <li>• Nepal bhasa,</li> </ul>
Jhapa	<ul style="list-style-type: none"> <li>• Tea,</li> <li>• Local language (santhal, Rajbansi)</li> <li>• Computer education</li> <li>• Agriculture</li> <li>• Vegetable farming</li> <li>• Computer</li> <li>• Optional English</li> </ul>
Rasuwa	<ul style="list-style-type: none"> <li>• Optional English</li> <li>• Tamang language (sambota and devnagarik, tibatti script ),</li> <li>• Potato farming</li> <li>• Horticulture</li> <li>• Agronomy</li> </ul>
Palpa	Optional English,

Banke / Bardiya	<ul style="list-style-type: none"> <li>• Optional English</li> <li>• Fishery</li> <li>• Agriculture</li> <li>• Animal husbandry</li> <li>• Poultry</li> </ul>
Dadeldhura	<ul style="list-style-type: none"> <li>• Vegetable farming</li> <li>• Agriculture</li> <li>• Local knowledge ( festivals, important places, temples etc)</li> </ul>

The table mentioned above discloses that schools are using various types of local subjects. the diversity as clearly observed. the local subjects cover various dimensions. For instance, language,, vocational , information and technology, local knowledge and wisdom, income generation, agriculture are some of the dimensions that schools have prepared local curricula and implemented. This further revealed that if the schools have felt the need of local curricula, they can develop and implement accordingly.

## **2.5. Role of various institutions**

The implementation of local curricula demands various supports from different stakeholders and the institutions. In case of Kathmandu, the municipality has provided the teachers and financial supports in developing the local curricula. Likewise, the school heads are also supporting continuously the schoolteachers in implementing the local curricula. They (teachers or school heads) are taking part in various levels of discussions and interaction programs organized in the area of local curriculum. They are also helping in the process through mobilizing the local level resources.

In implementing local curricula various institutions have to play respective roles in a more effective and efficient way. For this to happen, it is essential to identify the role of various institutions. In this context, respondents of the sample districts were asked about the roles played by different institutions. The information found from the field indicates

that various institutions have played different roles in implementing the local curricula as described below.

*Curriculum Development Centre (CDC)*

It has played significant roles in local curricular implementation. The district and school level personnel were oriented on local curricula. Likewise, local curriculum development guidelines are developed and distributed to the districts. More importantly, a permanent structure i.e. Regional and District level curriculum coordination committee has been established and it has started to work. Some budgets to carry out the curricular activities including the local curricula have been allocated to all districts. Additionally, curriculum and textbooks on 17 languages for mother tongue education have been developed and distributed to the district based on local demand. It is contributing in implementing the local curricula in the schools. Despite of these efforts and roles, stakeholders of sample districts have suggested playing the additional roles presented in table below.

Roles of CDC as expected by the stakeholders

- Make the provision of budget and allocate to all districts
- Provide technical backstopping to the districts and the schools
- Re-orientation programs for the teachers
- Provide clear-cut guidelines to the schools.
- Provide approval to the local curricula,
- Decentralization of curriculum development authority to the school
- Development of textbooks based on the local needs and distribute it to the districts
- Identification of district wise, region wise local curricular contents and development and distribution of textbooks

*District Education Office*

Field information discloses that DEOs are playing crucial roles in implementing the local curricula. Mainly in organizing the orientation training to the schoolteachers, in providing

the technical inputs in local curriculum development process, in coordinating the local curricular interventions made in the schools, DEOs are supporting the schools. However, the current roles played by the districts regarding local curriculum were not sufficient to fulfill the expectations of the schools. Schools have some more expectations from the DEO in implementing the provision of local curricula more effectively and efficiently. Schools' expectations from the DEO are listed in the table below.

Schools' expectations from DEO on local curriculum implementation

- Overall coordination
- Monitoring
- Research and innovation
- Directing the resource centers and the schools
- Initiation of discussion program with the teachers
- Material development at the district level
- Creation of district level working network
- Conduction of training, workshops, and seminars
- Organization of excursion and observation visits to another successful school
- Feed-back to the school
- Providing resources to the schools
- Technical assistance to the resource centre and the schools

*Resource centre*

Resource centers are the places where academic activities have been carried out. Activities such as orientation, teacher training, sharing and discussions programs are taking place in the resource centers. In some resource centers the activity of curriculum development, coordination in implementing the developed curricula, monitoring and supporting the school in the curricular matters were also taking place whereas in many resource centers such activities are nil. Therefore, stakeholders have identified the following roles to be played by the resource centre in local curriculum matters.

Additional roles of resource centers as identified by the stakeholders

- Co-ordination
- Facilitation
- Monitoring
- Management of necessary resource materials,
- Establishment of reward system
- Guidance and counseling

Technical assistance to the school

Similarly, the roles expected by the stakeholders from other institutions and personnel are given in the table below:

Institutions	Roles
Head teachers and school teachers	<ul style="list-style-type: none"> <li>• Participation in curriculum development</li> <li>• Preparation of action plan</li> <li>• Implementation of local curricula</li> <li>• Evaluation of curricula</li> <li>• Maintenance of records</li> <li>• Identification and documentation of local curricular needs within the catchments area of the school</li> <li>• Collection of local resources and their uses</li> <li>• Conduction of observation visits to other school cluster areas</li> </ul>
NCED	<ul style="list-style-type: none"> <li>• Comprehensive training to the teachers in local curriculum planning and implementation,</li> </ul>
State	<ul style="list-style-type: none"> <li>• Provision of technical and financial support</li> <li>• Creation of enabling environment in the school i.e. provision of a teacher for local curricula and a grade wise teacher</li> </ul>
Local authority (VDC, Municipality etc)	<ul style="list-style-type: none"> <li>• Provision of budgets</li> <li>• Approval of the educational interventions in the school</li> <li>• Monitoring and support to the schools</li> </ul>

## **2.6 Preparation for local curriculum**

Education is a part of participation from community and members as teacher, facilitator and learner. They should solve their problems themselves by using local resource. They have to develop and design attractive and effective curriculum/materials at the local level themselves. This situation can be assured only if we initiate some efforts to make them ready. It is where the preparation of stakeholders for the designing and implementing the local curricula posits worthwhile values.

Preparations for local stakeholders help significantly in developing, designing and implementing the local curricula at the school level. Preparation covers various dimensions. preparation of technical capacity, provision of necessary budgets, preparation of community, preparation of teachers, teachers management and deployment according to the number of students, construction of appropriate school building, etc. In this connection, what the real implementers think to implement the local curricula effectively provides valuable information to the policy makers. The following is their experiences.

- Phase wise planning is necessary to prepare the districts and the schools for developing and implementing the local curricula
- Estimation of essential budgets in developing and implementing the local curricula and the assurance of budgets by the central level authorities
- Development of authority, responsibility and accountability frame among the central, regional, district level bodies
- Regular monitoring and supporting to the schools
- Creation of awareness among the community members
- Development of teachers
- Development of capacity at the school level in developing and designing the curriculum and the writing the demand based local textbooks.
- All teachers need to be trained in local curriculum development and implementation

- Consultation meeting with the local level intellectuals, political leaders, educationist etc
- Activation of SMC and PTA in developing and implementing local curricula through empowering them.
- Collection of feedback from all governmental, non-governmental institutions, educational stakeholders and make them ready to take initiatives in developing and implementing the local curricula as a multi sectoral initiative.

The field information as mentioned above discloses the ideas that for the effective implementation of local curriculum, the comprehensive package program need to be designed and implemented. As the concerns raised by them have close relation with the capacity development, material development, development of support system, close and frequent monitoring, networking with the various level governmental and non-governmental institutions at the community and district level, and additional provision of teachers to the school.

## **2.7. Mother tongue education**

The school curriculum at primary level has made the provision of implementing mother tongue education in school. Although it has started as a mother tongue education, now it has shifted into the multilingual education. The perception of stakeholders', their experiences about mother tongue education will definitely help in the development of multilingual education as well. The following discussion highlighted on this issue.

It was found that, at the community level, language groups were not demanding the mother tongue education; they rather demanded the education for English language. They almost remained indifferent in this respect. Stakeholders are not requesting to develop local curricula in their mother tongue at the school and community level. They expressed that if their children did not understood the Nepali language in the process of everyday classroom teaching learning, teacher can use their mother tongue to convince them more

clearly. However, some interest groups within the community are creating some sort of pressure to implement mother tongue education as a local curriculum.

The teachers who are the active agent in the delivery of mother tongue education have stated that:

*In this modern society different linguist, groups are living together. Thus, it is very difficult to provide mother tongue education in such society*

*The provision of mother tongue education could create the problems of social segregation on the one hand and created trouble in everyday teaching learning process on the other.*

*Mother tongue education posited several benefits. Students become more inspired towards their learning, develop positive attitudes towards schooling, and it will help to deliver the local knowledge and wisdom.*

*For implementing mother tongue education program, the provision of mother tongue teachers, provision of sufficient amount of budgets in developing and implementing it, preparation of multilingual teachers through training and local community initiatives is very necessary.*

*It is very difficult to convince the local community about the mother tongue education. If we intend to implement the MT education, it is essential to convince them in a fullest sense and implement it according their needs, which is vary challenging, as they almost are demanding the English language as a local curriculum.*

The above statements of the teachers disclose the ideas that mother tongue education should be implemented with proper preparation and plan. It should not create any trouble to the schools and teachers in the process of implementation, which means that enabling environment should be developed either by the school community or by the government. More importantly, it would be better to use the mother tongue of different linguist groups

children in the process of classroom delivery rather than implementing it as a curricular subject. A noteworthy idea is that parents have high level of attraction towards English language rather than their own mother tongue. Thus, how change their English language oriented mindset into the MT is a major challenge facing in all schools of sample districts.

## **2.8. Impact of local curriculum**

Local curriculum aimed to preserve and promote the local knowledge, wisdom and expertise. Likewise, it also aimed to preserve the local values, norms, natural resources, skills, occupation and many other important social, religious, natural, aesthetical and educational dimensions. Has really the implementation of local curriculum shed light on these dimensions? Have the children and community observed any impact of local curriculum in their area? The following are the responses of the stakeholders of the sample districts:

- It helped to develop local skills, knowledge and culture among the children.
- It developed to promote the one's specific skills
- It has created educational awareness among the community people
- It helped to develop mutual relations between and among school-community
- The drop out rate in some schools have been reduced
- School management committee became attentive towards the curricular concerns
- Children became more disciplined, cooperative, and have developed a good habit of helping the parents in the family.
- Children and even the community have shown the attitude and social behavior of taking part in various social events.

## **2.9 Issues and concerns (hindering factors)**

Stakeholders have their own perceptions, feelings and experiences with regard to local curricula. They have raised number of issues and concerns related to local curricula. Some of the important concerns are as follows:

- Can the nation bear the cost of implication of local curriculum?
- Are the schools themselves able to develop the textbooks without having financial supports from the centre?
- Can the school level authority and expertise develop the textbooks?
- Do the existing classroom size, number of children, number of teachers, and the linguist diversity within the classroom setting facilitate in implementing the local curricula including the provision of multilingual education?
- Provision of local curriculum and mother tongue education is necessary only in early stages of learning. Ultimately, children have to be competent on English and Nepali. If the mother tongue education is continued up to the upper grades of schooling it will hampers children's overall development
- The local curricular and mother tongue education is the notion of making the local community more backward
- The implementation of local curricula also become difficult in the schools where:
  - the number of students were very small
    - a) the number of students were very small
    - b) lack local students
    - c) problem of migration
    - d) no advice and support from the school management committee
    - e) lack community supports to the schools
    - f) lack of teachers
    - g) lack multilingual teachers
    - h) students are not regular and
    - i) schools are beyond the access to supervision and monitoring
- How to implement the local curricular provisions effectively as a cross curricular phenomenon where only a teacher has received the training on it?
- The provision of local curriculum is made only in paper, documents and program but not in real practice
- Diversity in curriculum development of implementation among the schools, lack of time, lack of resources etc are the major problems encountered.

- Stakeholders perceived that the provision of local curriculum lacked the innovativeness and thus, they are not attracted towards the promotion of local contents.
- the parents have more inclination towards the English language and thus, they send their children to those schools where there is additional provision of English language.

The concerns as highlighted above have disclose that several factors are hindering for the effective development and implementation of local curricula. they are:

***Social factors:*** demography, the language diversity, cultural diversity, the level of educational awareness etc are playing crucial roles in terms of developing and designing local curricula

***Technical and pedagogical factors:*** the capacity of the school teachers, administrators, School Management Committee members, resource persons were appeared inadequate to facilitate the provision of local curriculum at the school level.

***Economic factors:*** the cost of developing and implementing the local curricula, curricular materials was found in adequate. from the government side a separate budgets were not allocated. likewise, the schools have the unwillingness to invest more money to the local curricula. likewise, the economic conditions of the schools, people and the community also played crucial roles in this regards.

***Political factors:*** the level of political commitments from the political parties was found almost unsatisfactory in the implementation of local curriucla. in allocating additional budgets, teacher training and management, facilitating the implementation of local curricula the political parties were not came to the front line. the problems of central versus local curriculum was not made clear at the central as well as the local level by the political parties.

**Enabling factors:** schools and teachers lacked supporting mechanism in developing and implementing the local curricula. the technical support in designing the local curricula and developing the text materials, supports in delivering the local curricula, supports in initiating the curricular research and innovation etc are the most lacking dimensions. Thus, school lacked the enabling environment for the effective implementation of local curricula.

**Global factor:** due to the acceleration of industrialization, globalization, medial, information and technology, the parents became more aware of the importance of English language. this has significantly increased the demand of English education instead of local language and local curricula.

## **2.10. Suggestions for the improvement**

Stakeholders have suggested the following for proper implementation of local curriculum:

- Adequate orientation programs to the teachers
- Regular discussion, interaction among the stakeholders, teachers, community members
- Development an implementation plan for local curricula both at the resource centre and school level.
- Collection of materials at the community level and supply of resource materials by the centre to the resource centers
- If the concern authority provides textbooks and the relevant teachers to the schools then only the implementation of local curricula will be possible
- Comprehensive planning is necessary in order to create the enabling environment to the school mainly in providing the textbooks, teachers and the necessary budgets.
- Initiation of national, regional, district and school level discussions and interaction programs in developing and designing local curricula.

- Adoption of systematic process of local curriculum development should be followed which should consists of:
  - a) identification of the contents
  - b) development of the lessons
  - c) comments from the experts on the developed lessons
  - d) development of a textbook
  - e) preparation of teaching learning aids
  - f) everyday pedagogical practices (delivery of contents in the classroom)
  - g) evaluation and
  - h) reflection and correction.
- It would be better to implement local contents starting from primary level up to the secondary level
- School should have the opportunity of selecting the local subjects
- Recruitment of local teacher implementing the local curricula would be worthwhile
- Schools and teachers should have extra incentive in implementing the local curricula
- Transfer the authority of operating primary education to the village development committee and provide full autonomy in selecting and implementing the local curricula according to the need and interests of the VDC.
- Development of the capacity of the local level educational authority before implementing the local curricula would be more effective and efficient.
- Curriculum development centre should identified the local level contents and their incorporation into the central level curricula would be more effective
- Development of local curriculum at the resource centre level instead of each school would be the best way of implementing the provision of local curricula.

## **Chapter Three**

### **Local curricular Needs and their implementation modalities**

Assessing local curricula need posits several objectives. It is mainly done to identify local needs of the stakeholders; to understand the local curricular context; to facilitate planning and subsequent curricular development; and to provide basic information for devising curricular goals and objectives. Assessing local curricular needs further enable the system to develop and implement the most relevant curricula, which could contribute to quality education.

Local curricular contents can address the diversity avail at the local level. A more diverse curriculum acknowledges and affirms the experience and heritage of diverse groups and their participation in education. It also helps to promote greater acceptance and understanding of diversity, improve community cohesion and respect the local identities. Schools would need a commitment and responsiveness to current and historical issues that help shape the future, and an understanding of the contribution of diverse groups to the development of multiethnic and a more equitable society.

This chapter thus has tried to explore the learning areas for local curriculum. Likewise, the implementation modalities to address the local curricular needs are also explored. The following is a brief discussion of each.

#### **3.1. Learning areas for local curriculum (local curricular need)**

It is obvious that local curricular needs are context specific. Due the geographical situation, socio-cultural conditions, occupational situations and types, climatic conditions, religious setting, educational status, prevalence of natural resources, possibility of tourism and employment opportunities the local people demands local context specific contents. This study also explored the learning areas that would help in designing the local curricular subjects on the one hand and in deciding the learning area specific contents on the other. The following table presents the learning area of the sample

districts. (You have incorporated other than the sample districts in this list. How you are able to do so and why you are doing so. Please mention. I think we need to put the list of sample districts only and other list may go to annex)

District	learning area	
Kathmandu	<ul style="list-style-type: none"> <li>• Jatra, math, mandir (festivals, temples etc), carpentry, mason work, ornamental occupation, thanka writing, carpet preparation, tourism, local culture- dance, songs, musical instruments etc, environment protection and local medicines are some of the key area where local curriculum can be made and implemented.</li> <li>• Vocational learning areas: agronomy, horticulture, animal husbandry, poultry farming,</li> </ul>	
Rasuwa	<ul style="list-style-type: none"> <li>• Vocational education and life skills</li> <li>• Agriculture: floriculture, horticulture, agronomy, vegetable farming, farming</li> <li>• Aforestration</li> <li>• Medicine: Jadibuti,</li> <li>• Traditional occupation: doko, dalo, namlo, gundri</li> <li>• Religion and culture</li> <li>• Local wisdom</li> <li>• Disaster at the local level</li> <li>• Ways of protecting from the wild animals</li> <li>• National parks</li> <li>• Gumba system</li> </ul>	
Dhaduldhara	<ul style="list-style-type: none"> <li>• Agriculture</li> <li>• Occupations</li> <li>• Local traditions ( music, dance, religious festivals, knowledge and wisdom etc)</li> <li>• Social problems and issues (mal practices...)</li> </ul>	

	<ul style="list-style-type: none"> <li>• Historical places</li> <li>• Tourism</li> <li>• Animal husbandry( goat, buffalo etc)</li> </ul>	
Dang	<ul style="list-style-type: none"> <li>• Vegetable farming</li> <li>• Banana cultivation</li> <li>• Goat farming</li> <li>• Beekeeping</li> <li>• Mother tongue (specially Tharu and Awadhi)</li> </ul>	
Doti	<ul style="list-style-type: none"> <li>• Vegetable farming</li> <li>• Goat farming</li> <li>• Horticulture</li> <li>• Fish farming</li> </ul>	
Baitadi	<ul style="list-style-type: none"> <li>• Small cottage industry</li> <li>• Local festivals</li> <li>• Horticulture</li> <li>• Vegetable farming</li> <li>• Goat farming</li> <li>• Bee keeping</li> </ul>	
Kanchanpur	<ul style="list-style-type: none"> <li>• Vegetable</li> <li>• Fish farming</li> <li>• Environment protection</li> <li>• Animal husbandry</li> <li>• Poultry</li> <li>• Traffic education</li> </ul>	
Rolpa	<ul style="list-style-type: none"> <li>• Bamboo work</li> <li>• Vegetable (potato)</li> <li>• Citrus</li> <li>• Goat farming</li> </ul>	
Bardiya	<ul style="list-style-type: none"> <li>• Fish farming</li> </ul>	

	<ul style="list-style-type: none"> <li>• Vegetable farming</li> <li>• Goat,</li> <li>• Horticulture (fruit- mango)</li> <li>• Poultry</li> <li>• Animal husbandry</li> </ul>	
Jhapa	<ul style="list-style-type: none"> <li>• Vegetable</li> <li>• Agriculture</li> <li>• Animal husbandry</li> <li>• Cash crops (tea, ginger, cardamom)</li> <li>• Animal husbandry</li> <li>• Agronomy</li> <li>• Horticulture</li> <li>• Yoga</li> <li>• Games</li> <li>• Poultry</li> </ul> <p>1. Local song, sing, art etc</p>	
Jumla	<ul style="list-style-type: none"> <li>• Apple</li> <li>• Medicine (local jadibuti)</li> <li>• Vegetables</li> <li>• Tourism</li> <li>• Local places (religious, cultural and natural)</li> </ul>	
Darchula	<ul style="list-style-type: none"> <li>• Horticulture( fruit)</li> <li>• Medicine (jadibuiti)</li> <li>• Vegetable</li> <li>• Small industries ( radi, pakhio, galiacha etc)</li> <li>• Animal husbandry</li> <li>• Bee keeping</li> </ul>	
Kalikot	<ul style="list-style-type: none"> <li>• Vegetable</li> <li>• Apple</li> </ul>	

	<ul style="list-style-type: none"> <li>• Fishery</li> </ul>	
Salyan	<ul style="list-style-type: none"> <li>• Fruit (orange)</li> <li>• Ginger</li> <li>• Vegetable</li> <li>• Goat farming</li> <li>• Milk industry</li> </ul>	
Bhajang	<ul style="list-style-type: none"> <li>• Bhangro cultivation</li> <li>• Goat farming</li> <li>• Poultry farming</li> <li>• Beekeeping</li> <li>• Bamboo and crafts</li> <li>• Fruits (orange)</li> </ul>	
Pyuthan	<ul style="list-style-type: none"> <li>• Ginger</li> <li>• Vegetable</li> <li>• Fruit (orange)</li> <li>• Goat</li> <li>• Fishery</li> <li>• Animal husbandry</li> </ul>	
Dailekh	<ul style="list-style-type: none"> <li>• Fruit (orange)</li> <li>• Vegetable (potato)</li> <li>• Goat</li> <li>• Buffalo</li> <li>• Protection of forest</li> <li>• Agriculture</li> <li>• Animal husbandry</li> </ul>	
Acham	<ul style="list-style-type: none"> <li>• Goat</li> <li>• Fruits (orange and apple)</li> <li>• Vegetable</li> <li>• Pig farming</li> </ul>	

	<ul style="list-style-type: none"> <li>• Fishery</li> <li>• Poultry</li> </ul>	
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The information presented above discloses the following ideas.

1. *Agriculture* is one of the major areas that the local curriculum can be designed and implemented throughout the nation.
2. *Animal husbandry* has also posits the scope of designing and developing the local curricula in many part of the country
3. *Fishery* can be used as a local curriculum mainly in the Terai and inner Terai.
4. *Agronomy* will also a highly demanded learning area for local curricula in all parts of Nepal
5. *Poultry farming* can act as a learning area in many part of the country as a local curricula
6. *Horticulture* is also possible area where schools could design and implement the curricula locally.
7. *Domestic arts and crafts* also posit high value in education, strengthen the local occupational status and promote the income generation activities at the society and thus, some schools could use it as local curriculum.
8. *Local tourism* has also demanded as a local curriculum
9. *Bee keeping* can be used as a local curriculum in many parts of the country
10. *Local knowledge and wisdom* has got high priority in several district to be included as a learning area for local curriculum
11. *Historical places* can also act as a learning component under the local curriculum
12. *Festivals, religious day, important personalities* are another sectors where curricular contents could be designed and implemented in the schools
13. *Cash crops(sugar cane, tea, ginger, cardamom, groundnut etc)* also act as one of the most important and demanded area in terai region to use as a local curriculum
14. *Social problems* can also be used as a local curriculum in the school
15. *Traffic education* could also be one area of learning
16. *Disaster management* is another area where local curriculum can be design and implemented.

17. *Medicine (yoga, jadibut)* this subject will also be implemented as a local curriculum as people are demanding them everywhere.
18. *Bamboo work* is also an important learning area for local curriculum. As in every society, they are using the bamboo products in order to sustain their everyday life.
19. *Local games and physical exercise* is another area where the educational stakeholders agree to develop and implement it as a local curriculum
20. *Local song, sing art* is also explored one of the learning area for local curriculum.

### **3.2. Implementation Modality**

Education systems around the developing world are being decentralized. Decision making powers and responsibilities are being transferred from central government education ministries to local governments and schools. Decentralization can potentially improve the quality of education. In particular, the great promise of decentralization is improved accountability. Decentralization not only reduces the distance between the decision maker and the beneficiary, it also may result necessary arrangements for school management.

Following the principle of decentralization, Nepal Government has implemented a decentralized policy in educational management including the school curricula. This policy aimed to: improved decision-making about curriculum, instructional practice, specialized programs, and resource utilization; develop strong ownership, commitment of the local authority towards the betterment of school education; to increase accountability for outcomes; promote greater engagement of parents and neighborhood citizens in the processes of schooling and school curricula; help for sustained integration of the school with community resources and agencies; and improve student achievement, attendance, and motivation towards teaching learning process.

The field information, discussion made in the previous chapters and the review of different literature explored the following options those could work as the modalities in implementing the local curricula.

### **3.2.1 Addressing diversity through national curriculum**

Curriculum should take account of the ethnic and cultural diversity of Nepalese society. Society has different curricular demand based up on their nature and types of diversity. It is obvious that all pupils should be treated alike, without reference to or consideration of their cultural and ethnic identities on the one hand and should link the local knowledge and wisdom with the national and international educational needs. To acknowledge and encourage diversity through the curriculum, the National Curriculum Framework (2007) has outlined statutory guidance and principle on inclusion. Likewise, the school sector reform plan has also set the principle of addressing the local curricular needs through the national curriculum framework. In line with these principles, this study has tried to identify the local curricular need that need to be addressed by the national curricula.

The stakeholders perceived that the national curricula could address the local curricular needs through developing the contents related to dialogue and a shared understanding between young people and the community to which they belong, including understanding the rights and responsibilities of both themselves and others. Likewise, it also addresses the local contents by providing opportunities for young people to participate actively in their community. Moreover, they were in a position of creating equity and excellence in the society. The integration of local contents in the national curricula could make sure that each society will have equal opportunities to take part in education, to achieve their intended goals by removing their educational barriers. For this to happen, national curricula should aims to reflect the enduring values that contribute to personal development and equality of opportunity for all, a healthy and just democracy, a productive economy and sustainable development.

The national curriculum should also address the needs of the people with different abilities. The stakeholders believed that their curricular needs could be infused in the national curricula. Especially the needs of the girls, pupils with special educational needs, pupils with disabilities, pupils from all social and cultural backgrounds, pupils of

different ethnic groups and those from diverse linguistic, religious backgrounds could be addressed by the national curriculum. They argued that the system has to identify the curricular contents from such groups and start to include into the national curricula. The ways of respecting the diversity, common values and information with regard to society, culture, and heritage, common vocational contents need to be integrated into the central curricula. In this regard, the stakeholders gave the following suggestions.

- Develop curriculum and textbooks based on the local need by the nation and make them published so that school can use them according to their needs and interests
- Explore the common curricula contents relevant to all societies and integrate them into the relevant scope and learning areas of the national curricula
- Identify the common knowledge and skills required to all types of local level vocational areas such as planning, managing, delivering, analyzing, criticizing, evaluating skills and knowledge and integrate them into the national curricula so that all schools could benefit to implement the local curricula by the implementation of national curricula.

Under this provision, the following activities /strategies need to be carried out.

1. Integrate major content areas in the national curricular frame and implement it locally.
2. Develop various types of local curricula through assessing the local needs, develop textbooks and send them to the district and schools to implement them in the real classroom setting.
3. Provide space in each curriculum so as to integrate the local contents so that the school and the teachers could address the local contents in the process of pedagogical practices
4. Design flexible mode of curricular structure, so that schools can develop and implement the local curricula within the frame of national curricula.
5. Change the evaluation and assessment modality and introduce evaluating the learning of the children takes place outside the school boundary such as house, on

the way to school and back to house, apprentice learning etc. for this to be happen, project work can be given to the individual child at the time of vacation by relating with the local needs and evaluating this work will also work as one of the modality in addressing the local needs by the national curricula.

### **3.2.2. Addressing diversity through local curriculum**

A good educational management system should be corresponded with real life. It should improve the quality of life, economic and social status of each community. In this context, curriculum plays significant roles. To attain such goals, school curricula should also be the good, relevant, practical and inclusive to the local context. Students should have an experience of authentic learning; they should have both desirable skill and characteristics required for local, national and international context. The most important issue is students' feelings; they should feel happy while they are studying. It is obvious that if the curriculum corresponds with local needs the students, parents and the community become happy. This could be addressed through the provision of local curricula.

The local curricular provisions demand some specific tasks. Assessing the needs, developing the goals, designing the curricular contents and the teaching learning activities and setting the evaluation technique are some of the tasks. The process should also try to do the following activities as well.

- Collecting more information for world of work
- Conducting study visits and meeting the local wisdom
- Selecting the most appropriate work for the local areas
- Development of local curriculum and learning process
- Training for new skills and knowledge
- Evaluation
- Follow-up and employment support
- Improving of curriculum and disseminating

Teachers, school management, and the concern education authority at the local level should be more sensitive in the above-mentioned activities. Keeping these in mind, this study has tried to identify the experiences, feelings and perception of the stakeholders. Their information gave the idea that one of the best ways of addressing the local need and the diversity is the provision and implementation of local curricula.

The stakeholders perceived that the local curriculum can address the following contents.

- Promoting local culture
- Linkage of education with the local community
- Local historical places
- Local knowledge and wisdom
- Indignity, indigenous knowledge and wisdom
- Local festivals
- Language
- Local tourism
- Traditional occupation
- Esthetic values
- Natural resources

According to the stakeholders, intercultural and multicultural education can address the local needs. Thus, local curriculum should be designed to fulfill the demand of intercultural and multicultural settings. They believed that intercultural and multicultural education aims to develop, among people from different backgrounds, the knowledge, attitudes and skills that are necessary to communicate and collaborate with others. Their perceptions and viewpoints indicated that local diversity and needs can be addressed through:

- Integrating the local contents
- Designing and using the constructive pedagogy to address the local needs
- Focusing more on prejudice reduction,

- Promoting equity and empowering the local schools and the local community through changing the traditional structure prevail in the schools and the community as well.

Additionally, in order to address the local diversity through developing and implementing the local curricula, they have suggested developing the capacity of local level authorities especially in the following areas.

- Curriculum design and research
- Communication
- Collaborative (group) work in the classroom
- Problem-Solving and critical thinking
- Collecting, interpreting and presenting information to others
- Synthesizing different types of knowledge, information and using them in teaching learning
- Designing locally relevant pedagogical practices

Under this modality the following strategic options/ activities are suggested.

- Development of curriculum and textbooks at the local level
- Deliver local curricula by using the local level expertise (hire and pay, voluntarily use etc).
- Intensive training to the local level stakeholders in developing, designing and implementing the local curricula and then only the provision of local curricula will be implemented in a substantial manner.
- Intensive training to the teachers in designing the teaching learning activities so as to address the local contents at the time of delivering the national curricula will be the best ways of local curricular implementation. This means, the local curricular needs should be addressed by the teaching learning process but not by creating a separate subject.
- Active involvement of local community only can contribute in developing and implementing the local curricula. Thus, they have to be prepared, made

- responsible in collecting and selecting the local curricular contents and teachers should be made responsible in the organization of the local contents and their delivery in the classroom.
- Develop the capacity of the local level teachers, invite the technical experts to observe the classroom delivery of local curricula, provide technical inputs in the process of delivery by the experts based on discussion and sharing activity, organize the excursion trip of students and the teachers to other schools where the local curriculum is being implemented effectively, and regular support and counseling by the technical experts would be the best way of implementing the local curricula.
  
  - Use the systematic process of local curriculum development, implementation and also reform and change. For this, adopt the following steps as a process of developing and implementing the local curricula
    - Doing a needs assessment (Need assessment survey)
    - Developing a locally-based curriculum (Content identification)
    - Preparing personnel (Development of capacity)
    - Parents meeting( dissemination, discussion and interaction with the parents, community)
    - Piloting the local curriculum (Piloting)
    - Follow up the implementation of local curriculum (Monitoring and follow up)
    - Workshops, seminars in improving the local curriculum ( Initial reflection and correction)
    - Implementing the improved local curriculum ( Implementation of corrected curricula)
    - Evaluating the impacts of the local curriculum (Evaluation)
    - Continuous improvement through school-community initiatives (Continuous reflection and correction)

### **3.2.3. Addressing diversity through curricular adaptation**

Curricular adaptation is another way of addressing the local contents. The field information revealed that there are several opportunities and spaces on adapting the local contents while delivering the national curricula. The pedagogy is the best ways of addressing the local needs. Teachers can design pedagogical practices in such a way that he/s could address the local need by integrating several contents in the teaching learning process, by linking the national contents with the local contents and the context, by initiating project work to explore, identify the new curricular needs, knowledge, and skills through consulting with the local communities.

There are three types of curricular adaptation modalities. First, curricular adaptation, second, instructional adaptation and the third, ecological adaptation. In Nepal, we could use all these adaptation modalities.

In curricular adaptation, we could add supplementary contents according to the social and individual needs. Likewise, we could also simplify the contents of the national curricula and deliver it according to the need and interests of the individual child. Moreover, we could also design alternative contents and deliver it into the classroom.

Instructional adaptation on the other tries to modify the instructional design, instructional materials and format and make them more relevant to the students and implement accordingly. This will emphasize stimulus inputs so that students will be more attentive towards the whole learning process. Additionally, according to the students level of difficulties teacher could also redesign the lesson plan, format and pedagogical practices to cater the individual curricular needs of children.

Ecological adaptation is concerned mainly with the time, place and the people. In this process, the place could be changed, the time schedule could be changed and several groupings among the student could be formed while delivering the curricular contents.

The stakeholders' viewpoint also highlighted that curricular adaptation is one of best ways that does not create additional burden to the schools and the teachers. As they said, if a social studies teacher is delivering the lessons of diversity, he or she could address the local diversity by linking the local linguistic, cultural, social and religious diversities. Likewise, in the case of environment education, teacher could easily address the local natural resources, socially and culturally important places, local level environmental protection measures etc while delivering the environment class of the national curricula. Such linkages help to adapt the national curricula on the one hand and, promote the local knowledge and wisdom with regard to local environment on the other.

To address the curricular adaptation needs, the informants have suggested the following activities.

- Conduction of social interaction with the students, teachers, community members, school authorities to develop a plan for curricular adaptation
- Collaboration and collaborative activities need to be initiated within the school, classroom and out of school community so as to address the local need by curricular adaptation
- Teachers need to be developed in such a way that they will be able to incorporate the local curricular need in to the national curricula through designing the better pedagogical practices
- Classroom activities must be directed to all pupils' need, diversity, social and cultural norms and values so that every children from various groups will be recognized and evaluated equally.
- Teachers need to be aware that curricular adaptation plans do not become instrument of segregation of individual child, religion, caste, gender, culture etc
- Adoption of inquiry based constructive teaching learning is another alternatives that could help in curricular adaptation thus, teacher training program should address in imparting this skills.

Under this modality the following strategies will be used so as the implement the curricular adaptation

- Use as a project work; vacation period work and evaluation, involvement in occupational work and preparation of report so as to promote the local knowledge and wisdom through implementing the national curricula.
- Adapt the number of items that the learner is expected to learn or number of activities student will complete by adding more practice activities or worksheets in the national curricula so that teachers can be used them and adapt their knowledge and experiences in pedagogical process.
- Adapt the time allotted and allowed for learning, task completion, or testing by recognizing the individual children's pace of learning and learning difficulties.
- Increase the amount of personal assistance to keep the student on task, reinforce or prompt use of specific skills.
- Adapt the way instruction is delivered to the learner through providing concrete examples and hands-on activities.
- Provide different instruction and materials to meet a learner's individual goals.
- Adapt the extent to which a learner is actively involved in the task.

## Chapter Four

### Conclusions and Recommendations

#### 4.1 Conclusion

The study has drawn the following conclusions.

##### 4.1.1 Good initiatives in addressing the local curricular needs

The existing provision of local curricula and its implementation practices disclosed the idea that principally it is a good initiative. It has tried to promote the local knowledge and wisdom and also contributed to increase the community participation in school activities. Teachers have engaged in developing the local curricula and implementing them in real classroom practices. It can address the local needs on the one hand and, link the local and global knowledge on the other. It has also helped to increase the internal efficiency of the schools i.e. drop out rate has reduced, teaching learning process have become more participatory, community level participation in schooling activities have been increased and the level of commitment and awareness among the stakeholders towards the curriculum have been increased. To some extent, the local level capacity in developing and implementing the curriculum have also developed.

##### 4.1.2 Several hindering factors associated with local curricula

It is known that local curriculum development and implementation process posited constraints. Teachers factors (their qualification, motivation, skills, content, clarity, etc), pupil factors (motivation to learn, readiness for schooling, interest in school and learning, etc.), school factors (class size, management, facilities, school complex, etc.), and other factors, such as language of instruction, insufficient learning materials, teaching aids, attitude of teachers, and learners, etc. The major hindering factors explored by the study are:

1. *Social factors*: demography, the language diversity, cultural diversity, the level of educational awareness etc.

2. *Technical and pedagogical factors:* the capacity of the school teachers, administrators, School Management Committee members, resource persons etc.
3. *Economic factors:* the cost of developing and implementing the local curricula and curricular materials.
4. *Political factors:* the level of political commitments from the political parties in creating enabling environment.
5. *Enabling factors:* inadequate supporting mechanism, teacher development and management, community supports etc.
6. *Global factor:* increase demand of English both as a medium of instruction and subject by the parents and the community

#### **4.1.3. Implementation problems related to local curricula**

##### *4.1.3.1 Problems in exploring and using the local knowledge and wisdom*

The effective implementation of local curriculum demands the exploration of local knowledge and wisdom on the one hand and, their integration with the modern knowledge on the other. It is obvious that such exploration should analyze the cross cultural knowledge and understanding, indigenous people's knowledge and wisdom, knowledge associated with the agriculture, forestry, land management, indigenous technique, farming, traditional technologies etc. The local level authority must explore the core knowledge and wisdom and use them to promote the local needs through the local curricula. However, the school authority, teachers faced several problems in exploring them. In many cases they did not see the importance of local knowledge and rather prefer the modern knowledge. The development discourse of the modernization, urbanization, globalization and use of science, and technology in various sectors have attracted teachers and parents to use the modern subject discipline such as computer, English, etc as a subject discipline under the local curricular provision.

#### *4.1.3.2 Problems in mobilizing the local resources*

Many of resources are available for us to use at the local level. They are just waiting to be mobilized and managed by the community itself for continuing curricular activities. However, we need to mobilize and manage these resources to make our educational activities work in better and more effective ways. For this to be happen, the school authority has to identify and collect them first. What resources are needed? What resources are available or already existing in the community? What resources are not found in the community and need to be obtained from outside so as to develop and deliver the local curricula are some of the crucial questions that the school authority should answer properly. Once they have identified the resources, they have to select and prioritize them for instance what resources will sustain programme implementation? What resources will be used? What are the advantages/disadvantages of using these resources? Then they have to plan to utilize the resources through addressing the questions such as how could we use the resources to the fullest? to what extent can the resources be used for education? how can the use of the resources be sustained? However, the teachers, concerned authorities are not initiating their initiatives for the effective utilization of financial as well as technical resources avail in the community with regard to implementing the provision of local curricula.

#### *4.1.3.3 Lack enabling environment*

Enabling environment play crucial roles for the effective and efficient delivery of local curriculum. The physical conditions of the schools; the provision of school library; the number of well trained and committed teachers; the level of awareness and commitment of the school head, teachers, and school management committee members; technical support mechanism; and the positive support and feedback from the political parties could create enabling environment in school in implementing the local curricula. However, in Nepalese school setup these conditions are not conducive. Specially the parents, community members, School management committee members and political parties are not taking significant initiatives in implementing the local curricula. More importantly, schools are using English as an option for local curricula instead of

promoting the local knowledge and wisdom on the one hand and, teachers themselves are taking the provision of local curricula as a burden for them to implement. Therefore, due to lack of high level willingness, capacity to manage and active participation for community members the implementation process of local curriculum has lacked an enabling environment at the grassroots reality.

#### *4.1.3.4 Inadequate support mechanism*

Teachers, school management committee, school supervisors and resource persons who are directly associated in development and delivery of local curricula are not getting sufficient support in developing and implementing the local curricula. They neither capacitated fully in this matter not provided adequate support. Besides, the provision of district level curriculum coordination committee was also being unable to work as a technical wing on the one hand and lacked program initiatives on the other. Likewise, the school supervisor and the resource persons are also facing several technical problems in coordinating, supporting and facilitating the local curricula at the school level. More importantly, the provision of local curricula did not get high attention in initiating the regular monitoring and support system. Therefore, poor supervisory mechanism, especially weak pedagogical support, low qualifications of teachers and inefficient management skills of school principals as well as low morale and lack of material incentives of educational personnel could make the curricular reform initiatives remain on paper. Hence, the development and use of a strong support mechanism is an urgent.

#### *4.1.3.5 Problem associated with teacher management*

Teachers are key in curricular transformation process. The number of teachers in the schools, the size of students in school, the capacity of the existing teachers, the level of commitment, readiness are instrumental in developing and implementing local curricula. Teacher management is one of the major educational problems in Nepal. Specially teachers are not deployed according to the grade and subjects. Besides, the minimum qualification of the teachers at the primary level, the level of mastery over the contents

and pedagogy, have further made the teacher management more complex. For the effective implementation of local curricula, schools are demanding grade wise, subject wise and an additional teachers for it on the other. More importantly, the implementation of local curricula in terms of language has become more difficult due to the absence of multilingual teachers in the school on the one hand and the multicultural social setting on the other. Therefore, how to manage teacher effectively, how to develop teachers' professionalism so that they would be capable enough in developing and delivering the local curricula and how to enable them to adapt, adopt the local curricular implementation modalities are some of the burning issues emerged from the field.

#### *4.1.3.6 Problems of coordination and networking*

Effective coordination and working network at the district and school level can facilitate the implementation of local curricula in a more efficient manner. The strong coordination and networking within the various schools, various districts, and various institutions within the district in developing and delivering the local curricula is crucial. The developed local curricula and the textbooks of one school could be useful to another schools as well. Sharing of materials, technical expertise, knowledge and information further enhance the process of local curricular implementation in the community. However, in reality, the district education offices, the resource centres, the district curriculum coordination committee etc are not found to be effective in these respects. The network with the various schools and governmental and nongovernmental organizations was not developed in the districts. Thus, the developed local curriculum and the text materials of one districts, one resource centers were not shared and disseminated properly to other districts, and resource centers so as to promote and facilitated the provision of local curricula.

#### *4.1.3.7 Problems with the access to materials*

Local curricular development and implementation process certainly demands access to materials of various types. Teachers need support materials to enhance their content and

pedagogical knowledge. Students need variety of material to fulfilled their interests of learning. The curriculum development process itself demands several materials so as to develop curricula and the text materials. However, in reality, hardly schools are managing the school libraries with sufficient reading and reference materials. In the community level there is no provision of community libraries on the one hand and no access to markets to buy the materials on the other. From the central side, various useful text materials, teaching learning aids were not developed and distributed to the school. These means, if teachers indents to develop and implement better curricula and the textbooks at the school level, they have to face several problems with the access to the materials. Therefore, problems with the access to materials was also a visible issues found in the school with regard to local curricular implementation process.

#### *4.1.3.8 Problems in the use of capacity*

The provision of local curricula in school has been started since the year of 2005. the local curriculum development guidelines was also prepared and distributed to the schools. Curriculum dissemination activities were also carried out to the teachers. District level curriculum coordination committee were also formed. However, at the school level still the school management committee are not fully aware about the provision of local curricula. All school teachers were not attentive towards the local curricula. These situations clearly revealed that in the district and school level there are several problems associated with the capacities. First, teachers were not fully aware of developing and designing the local curricula. Second, they have inadequate capacity of developing and designing the curricula. Third, the school management was not identified and prepared the local level expertise and use their expertise with regard to local curricular development.

#### *4.1.3.9 Impact of English language*

It is obvious that today everywhere people are demanding the need of English both as a content and process. Due to the massive use of English in various sectors and sub-sectors,

use of new information and technologies, modernization, and globalization the need of English has been increased. There was a trend that parents send their children to those schools where the medium of instruction is English. The field information was also revealed that in various districts and schools optional English was used as a subject under the provision of local curricula. In this regard, two reasons played crucial roles. First, it helped to fulfill the parental expectation. Second, it has made easy to the schools and the teachers to implement the local curricula as they do not need to take further initiative of developing the local curricula and the curricular materials. Therefore, the ultimate aim of the provision of local curricula i.e. exploration and promotion the local knowledge and wisdom, fulfillment of the local need, and the decentralization of curriculum development process were not fully accomplished.

Local contents could be addressed by various modes. First, it could be addressed by the national curricula through integrating the local contents across the curricula, through providing space for curricular adaptation, curricular flexibility and modifying the evaluation system. Second, by using the curricular adaptation modality, local contents can be addressed. This could be possible by adopting the curricular contents, by adapting the instructional modalities (pedagogical practices) and by ecological adaptation. Each modality has its certain implementation strategies.

#### **4.1.4 Implementation modality**

Three modalities are identified to address the local curricular needs. They are:

1. Integration of local curricular needs (contents) both in the relevant subject discipline as well as the across the national curricula
2. Provision of local curricula: developing and implementing the local curricula locally
3. Curricular adaptation: addressing the local curricular needs through the pedagogical measures while implementing the national curricula

## 4.2 Recommendations

The discussion above discloses the ideas that poor supervisory mechanism, especially weak pedagogical support, low qualifications of teachers and inefficient management skills of school leaders as well as low morale and lack of material incentives of educational personnel could make the local curricular reform initiatives remain on paper. Likewise, upgrade teachers' qualifications, conduct in-service training, establish innovative professional support systems to provide school models for better practices while trying to implement the decentralized system would be the best strategic options in effective implementation of local curricula. More importantly, attitude and resistance with regard to local curricula of all is also to be taken into consideration, as it is an important factor in the implementation process of local curricula. Realizing these facts this study has drawn the following recommendations.

- 1. Curricular analysis:** Analyze the existing curricula and the textbooks and find out the plugging area to integrate the local contents across the curricula. This will facilitate the process of integrating the local content in national curricula on the one hand and also help in adapting the national curricula locally on the other.
- 2. Carryout the need assessment activity at the district level:** Explore / collect the district wise local curricular contents is an urgent. The major problems visible in the district and even in the schools is selection of the subject and the contents of local curricula. Once the district wise needs identified, then categorize them into the subject discipline to provide basic information in developing and designing the local curricula to each district.
- 3. Development of various types of curricula and the curricular materials by the centre:** based un the information collected from the need assessment, prepare various types of curricula and textbooks. This could be done in two level. First, at the central level and second at the district and of community level. For this, the central level in close collaboration with the district level could develops the curricula and curricular material and make avail to the respective district. Second, school level, the school level in consultation with central level will

develop the materials and implement them at their school. The former model is preferable unless the district level personnel and the institutions' capacity were not fully developed. Then nation can use the school based curriculum and textbook development and implementation policies in an independent manner.

**4. Plan to develop a variety of community based (school based) materials.**

Materials should cover the motivational dimensions, to generate an interest in learning, motivate learners to start doing things to solve their problems. Such material will be posters, leaflets, comics, wall newspaper etc. Besides, policy need to be developed and implemented in developing instructional materials at the school level such as books, booklets, manuals etc. Develop and use the need-based, demand-driven, and local language based material development strategies at the local level.

**11. Develop and use the capacity:** Enhance the capacity of local level education authorities i.e. school teachers in developing and designing the curricula, in adapting the national curricula and in evaluating the students learning. Provide focus to develop the capacity in the areas of : interpersonal or team skills for working together effectively; technical knowledge and skills for providing the service - e.g., new curriculum and instruction expertise; skills for engaging in multiple tasks, especially tasks like curriculum and staff development that have been "decentralized" to the work team; knowledge and skills for managing budgets and other fiscal matters. More specifically, they need to be trained developing and designing the locally relevant text materials of various kinds on the one hand and local language teaching in the school on the other.

**5. Establish coordination and support mechanism:** for developing and implementing the local curricula establish a coordination and support mechanism both the resource centre and the district level. The support mechanism should be internal, external and the developmental. The internal mechanism should support to the school administration, school teachers in order to identify the local curricular needs, manage the school activities according to the local needs and demands. Likewise, the external support should assist the schools and the teachers academically, financially, and managerially. The provision of district

curriculum coordination committee need to be effectively mobilized in developing, designing, implementing, coordinating the local curricula through developing capacity on the one hand and, providing financial supports on the other.

- 6. Design and implement the advocacy and awareness program** for the school management committee as it was found in some schools that they did not even know the existing provision of local curriculum. Likewise, in some cases they only argued the distribution of free textbooks to the children fulfill the curricular demand of their respective schools
- 7. Develop and use the Roaster:** Develop and use the provision of local level roster of expertise in designing and implementing the local curricula. In the roster, local level experts, ex employee of the Ministry of Education, Ex Head teachers, the expert of relevant field such as farmer from agriculture, carpenter from carpentry, etc could contribute in developing and implementing the local curricula.
- 8. Develop and use strategies for local curricula:** Strategies of developing and implementing local curricula need to be developed and used. Some of the strategies suggested are as follows:
  - a. Conduction of regular meeting on how to facilitate and coordinate the implementation of the curriculum;
  - b. Creation of conducive situations for teachers to get in-service training that can help the teachers to design and implement the local curricula;
  - c. Initiation of efforts to get resource support and to implement the curriculum with appropriate materials by relating with practical and fieldwork;
  - d. Establishment of smooth relationships among staff to facilitate curriculum implementation;
  - e. Creation of smooth relationship among all school community;
  - f. Encouragement of teachers and committee members who implement the curriculum effectively by providing moral support;

- g. Modification of role of supervisors as a resource leader, consultants and coordinator in the attempt to implement the curriculum at a school level;
- h. Distribution and procurement of educational materials that may facilitate curriculum implementation;
- i. Encouragement of participation of the parents and the community members in the implementation activity;
- j. Coordination of different community members such as students, parents, teachers, and other community members to actively participate in the implementation effort of the curriculum
- k. Development of need based local curricular materials at the local level
- l. Establishment of a library in the schools
- m. Collection of various local level curricula and curricular materials developed by other districts and schools in the district and their sharing with the resource centers.

9. **Develop accountability framework:** Develop accountability framework for local curriculum planning and implementation. So that efforts will be directed towards and management will be accountable:

- To improve student achievement
- To achieve greater accountability
- To bring decision-making closer to the point of teaching and learning
- To create ownership among school communities for improved pedagogical practices
- To increase community involvement in educational activities
- To create a system for more efficient use of local resources

10. Use the **‘empowered school’** phenomenon where schools will:

- Have effective control over the allocation of the school's budget, personnel, and other resources
- Have considerable power and authority over curriculum, instruction, and other curricular activities at the school level

- Have freedom to use their own creativity and talent to design their school's program, demand based curriculum in a way they believe will be effective
  - Identify and implement instructional improvements in order to fulfill the individual child's needs on the one hand and, community needs on the other.
  - Be accountable for the results of the school's program
11. **Initiate multilingual and multi-subject teacher training program:** Initiate teachers training program for the teachers. Such training should focus in preparing teachers for multilingual delivery of curricula and delivery of multi subjects. Besides training should also focuses to enrich the understanding and change attitude in the use of mother tongue and cultures in teaching/learning. Therefore, prepare and offer separate trainings for mother tongue as medium of instruction and as subject that can help for implementing the curriculum.

## **Executive summary**

This study aimed to review the existing policy provisions related to local curricula, mother tongue education, identify the facilitating and hindering factors, suggest a design to incorporate local curricular contents in the national curricula and also suggest the implementation modality. The field survey was conducted, several stakeholders were interviewed, information were collected, analyzed conclusions and recommendations were drawn.

### **Major findings**

#### *Implementation status*

This study has explored the implementation status and found out that: a) the provision of local curricula are not implemented fully by all schools b) initiatives, efforts, corrective measures in implementing the provision of local curricula were not carried out by the responsible governmental institutions in line with the curricular provisions as directed by the local curriculum development guidelines, c) schools are in a process of developing and implementing the local curricula however, they lacked several dimensions such as technical capacity, local level expertise, necessary budgets, teacher and appropriate guidance and counseling d) schools are choosing the easy way of implementing the local curricula as they often use the English as a subject of local curriculum which can never be the case in the context of Nepal.

#### *Local curricular needs*

Local curricular needs are of varied kinds and forms. This study has identified several learning areas of local curriculum. The following are the major learning areas where school can develop and implement the local curricula. The major learning areas for local curriculum are: a) *Agriculture*, b) *Animal husbandry* c) *Fishery* d) *Agronomy* e) *Poultry farming* f) *Horticulture* g) *Domestic arts and crafts* h) *Local tourism*, i) *Bee keeping* j)

*Local knowledge and wisdom k) Historical places l) Festivals, religious day, important personalities m) Cash crops(sugar cane, tea, ginger, cardamom, groundnut etc) n) Social problems n) Traffic education o) Disaster management p) Medicine (yoga, jadibut) q) Bamboo work r) Local games and physical exercise and s) Local song, sing and art.*

### *Initial impact*

The existing provision of local curricula and its implementation status discloses the idea some of the initial impact of its are also observed at the school level. Some of the impact observed by the schools are as follows:

- helped to develop local skills, knowledge and culture among the children.
- developed to promote the one's specific skills
- created educational awareness among the community people
- helped to develop mutual relations between and among school-community
- helped to reduced drop out rate in schools
- increased the level of commitment, awareness of the School Management Committee towards the curricular concerns
- Children became more disciplined, cooperative, and have developed a good habit of helping the parents in the family.
- Improved the level of participation of children and even the community members in school level activities

### *Hindering factors*

There are several hindering factors associated with the implementation of local curricula. The major hindering factors explored by the study with regard to local curricula are: ***Social factors:*** demography, the language diversity, cultural diversity, the level of educational awareness etc; ***technical and pedagogical factors:*** the capacity of the school teachers, administrators, School Management Committee members, resource persons etc; ***economic factors:*** the cost of developing and implementing the local curricula, curricular

materials etc; *political factors*: the level of political commitments from the political parties; *enabling factors*: inadequate support mechanism in developing and implementing the local curricula; *global factor*: increase demand of English both as a medium of instruction and as a subject discipline.

### *Implementation modality*

The study explored three modalities to address the local curricular needs. They are: Modality one: Integration of local content in national curricula; modality two: Provision of local curricula; and modality three: Curricular adaptation.

## **Recommendations**

### *For central level*

1. Initiate curricular analysis work: Analyze the existing curricula and the textbooks and find out the plugging area to integrate the local contents across the national curricula.
2. Plan to identify the local curricular needs and integrate them into the national curricula: prepare a plan to integrate the local curricular contents into the national curricula in the relevant subject discipline.
3. Develop various types of curricula and the curricular materials by the centre and make them avail to the districts.
4. Develop national and district level capacity in developing and implementing the local curricula.
5. Initiate multilingual and multi-subject teacher training program: Initiate teachers training program for the teachers. Such training should focus in preparing teachers for multilingual delivery of curricula and delivery of multi subjects.

*For district level*

1. Carryout the need assessment activity at the district level: Explore / collect the district wise local curricular contents.
2. Plan to develop a variety of community based (school based) materials. Once the need assessment will be carried out, prepare a plan to develop community based curricular materials covering the motivational dimensions, to generate an
3. Develop and use the capacity: Enhance the capacity of local level education authorities i.e. school teachers in developing and designing the curricula, in adapting the national curricula and in evaluating the students learning.
4. Establish coordination and support mechanism: for developing and implementing the local curricula establish a coordination and support mechanism both the resource centre and the district level.
5. Design and implement the advocacy and awareness program for the school management committee
6. Develop and use the Roaster: Develop and use the provision of local level roster of expertise in designing and implementing the local curricula. Local level experts, ex employee of the Ministry of Education, Ex Head teachers, the expert of relevant field such as farmer from agriculture, carpenter from carpentry would be the possible persons for local level roster.
7. Develop and use strategies for local curricula: Strategies of developing and implementing local curricula need to be developed and used.
8. Develop accountability framework: Develop accountability framework for local curriculum planning and implementation.
9. Use the 'empowered school' phenomenon where schools will: have effective control over the allocation of the school's budget; have considerable power and authority over curriculum, instruction, and other curricular activities at the school level; have freedom to use their own creativity and talent to design their school's program, demand based curriculum in a way they believe will be effective